



## **Global Action Week for Education 2025 (GAWE 2025) GAWE 2025 Concept Note and Campaign Plan**

### **Contexts**

The Global Action Week for Education 2025 (GAWE 2025) will be celebrated from April 28 to May 5 with the theme Education in Emergencies (EiE) as agreed upon by GCE members in the 2022 World Assembly.

According to the Inter-Agency Network for Education in Emergencies ([INEE, 2018](#)):

‘Education in Emergencies’ refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which education in emergencies is essential include conflicts, situations of violence, forced displacement, disasters, and public health emergencies.

GAWE 2025 builds on [GAWE 2022](#)’s “Protect Education in Emergencies Now!” that urged governments and development partners to ensure inclusive planning and sustainable financing to realise the right to education during emergencies. In 2022, education systems were reeling from the impact of COVID-19 and the economic downturn brought on by the Ukraine war. Both crises had tremendous implications for education provisioning and budgets in many countries, especially the Global South. It is important to revisit the 10 calls of [GAWE 2022](#) and their relevance to the current and emerging issues related to EiE.

Sustaining and strengthening the advocacy for EiE has become even more urgent with the geopolitical contexts and worsening climate crisis. In 2022 and 2023, the Education Under Attack 2024 [Report \(GCPEA\)](#) documented a spike in attacks on education. It said, “Attacks on education and military use increased by nearly 20 per cent in 2022 and 2023 compared to the previous years.” Further, it noted “the highest numbers of attacks on education were recorded in Palestine, Ukraine, the Democratic Republic of the Congo and Myanmar. In each country, hundreds of schools were threatened, looted, burned, targeted with improvised explosive devices, or hit by shelling or airstrikes.”

Further, the threat to education due to displacements and economic impact from the current and impending climate crisis is alarming. According to the UNICEF Children’s Climate Risk Index (CCRI), “approximately 1 billion children globally—nearly half the world’s children—live in countries considered at ‘extremely high risk’ from the impacts of the climate crisis.” It also reported that in “2022, the number of people internally displaced as a result of disasters stood at 8.2 million, a 45% increase over 2021. Of this displacement, 98% was triggered by weather-related hazards such as floods, storms, and droughts.”

Gender inequality in education is exacerbated during times of crisis. The EiE-GenKit shared that data shows girls’ education outcomes are the weakest in conflict-affected countries. Four of the five countries with the largest gender gaps in education are conflict-affected. Not only do girls lose out on learning and risk any future careers they might have had, but they face a greater burden of domestic and care work, as well as early marriage and pregnancy, sexual abuse and exploitation.<sup>1</sup> For women, pre-existing structural gender inequalities push them to take on more caregiving work and, on top of this, look for livelihood or employment. The lack of gender-responsive adult education and learning (ALE) denies women much-needed information on social protection, health care and security and learning opportunities that could empower them to transform their daily lives.

Central to ensuring gender-transformative EiE is financing. However, the INEE, in its report [Persistent challenges to EiE funding](#), noted that a “long term trend of yearly increases in humanitarian funding for education is at risk following a decrease in 2023 – the first in more than a decade.”

GAWE 2023 will urge governments to close the gap in EiE financing. The right to education must be guaranteed even during times of conflict, disasters, and other situations. States, intergovernmental bodies, and international institutions must deliver on their commitments:

- The **Safe Schools Declaration** was signed in 2015 by Member States to protect education in armed conflict. To date, 120 states have signed the agreement to ensure education continuity during conflicts and protect education institutions from military use.
- In the Transforming Education Summit (TES) in 2022, in the [Education in crisis situations: A commitment to action](#), Member States and partners “commit to working together to transform education systems, so they are able to prevent, prepare for, respond to and recover from crises.” The call for action will work towards enabling all crisis-affected

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<sup>1</sup> EiE – GenKit

Nicolai, S., Hine, S. and Wales, J. (2015) Education in emergencies and protracted crises: Toward a strengthened response. London: ODI 3

INEE (2020) COVID-19: Gender and EiE - Key Points to Consider. <https://inee.org/blog/covid-19-gender-and-eie-key-points-consider>

children and youth, including refugees and stateless populations, to continuously, equitably and safely access inclusive, quality, safe learning opportunities.

The call enjoined Member States, multilateral organisations, donors and education partners to work and hold each other accountable, with a first report in 2025, in four areas of actions: 1) Education Access and Learning Outcomes 2) Protect and Improve External Financing 3) Work Together in the Spirit of International Cooperation 4) Take into Account Diverse Crisis-Affected Contexts

- The Comprehensive School Safety Framework 2022-2030 was launched in September 2022 and brought together members of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), championing countries, donors and young people to promote child rights and resilience in education.

Finally and most importantly, education in emergencies should be protected and guaranteed by the States based on human rights laws. These instruments include, among others, the Convention of the Rights of the Child (Article 38), Customary International Humanitarian Law (Rules 7, 38 and 40), and the African Union's Convention for the Protection and Assistance of Internally Displaced Persons.

## **Lessons from countries to inform GAWE 2025**

In 2023, GCE brought together its members to form the Global South Advocacy Group on EiE. Based on the sharing of experiences of members from different regions and constituencies and deliberations during the global workshop, it was noted that:

- Localising and institutionalising EiE: It is important to build capacities for EiE at the school and community levels, support ownership and institutionalization of EiE programmes and integrate local education strategies and solutions into education systems.
- Enforce humanitarian laws to protect education in emergencies: The inability of global decision-makers and the UN to ensure the enforcement of human rights, humanitarian law and education in emergencies has exacerbated the attacks on education, therefore, affecting access to education. International pressure must step up to address education in conflict-affected countries such as Myanmar, Gaza, Afghanistan, Sudan and others.
- A lifelong learning perspective in EiE is yet to be realized, with Early Childhood Care and Development (ECCD) and adult learning and education (ALE) often neglected areas. Humanitarian work lacks the necessary framework and resources to implement quality ECCD and ALE in situations of emergency and displacement (e.g. refugee crisis).
- The knowledge and capacities to integrate dimensions of gender and inclusion in EiE policies and programme implementation must be prioritised and strengthened, especially in scaling up government provisioning. The collaboration between government and CSO, NGOs, INGOs and community organisations implementing EiE with gender equality and social inclusion (GESI) must be facilitated.

## Objectives of GAWE 2025

Considering the contexts and experiences in EiE, the objectives of GAWE 2025 are:

1. Mobilise and work with schools, communities, and marginalised groups to demand policies and urgent actions for EiE, targeting the government and duty bearers at different levels. Related to this, connect GCE members to global and country EiE partners (e.g. GEC, UNICEF, Save the Children) to coordinate campaigns and forge future collaboration.
2. Lobby governments to take urgent actions on EiE, translating global commitments to country policies and programs and ensuring sustainable financing for EiE in the national education budget and budgets of relevant agencies
3. Advocate towards building resilient and sustainable public education systems able to prepare, respond and reconstruct education in times of crises
4. Call on governments, intergovernmental bodies and development partners to close the gap in EiE financing, increase ODA to education and support multilateral mechanisms for EiE such as the Education Cannot Wait (ECW) and the Global Partnership for Education (GPE)
5. Call on the international community to establish a Global Fund for Teachers' Salaries to support teachers working in emergency contexts
6. Raise public awareness on EiE, giving prominence to marginalised voices such as but not limited to indigenous people, girls, women, youth, people with disability and others

## Key Messages and Calls

Call to Action/Slogan:

***"Education saves lives: Protect education in emergencies!"***

Call to Action: <sup>2</sup>

We call on governments and international institutions to:

1. Protect and guarantee the right to education for all children, youth and adults in emergency and crisis contexts by ensuring safe and accessible formal, non-formal and learning pathways

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<sup>2</sup> Updated calls from GAWE 2022 Protect EiE Now!

that provide inclusive, quality and gender-transformative education for all learners without any discrimination.

- Implement EiE within a lifelong learning framework from Early Childhood Care and Education to primary, secondary and Adult Learning and Education (ALE).
- Ensure that girls and women have equal opportunities to fulfill their right to education in emergency contexts.
- Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, and stateless and internally displaced persons.
- Ensure that learners with disabilities have equal opportunities to fulfill their right to education in emergency contexts.
- Promote transformative education, psychosocial support, and social and emotional learning approaches in education in emergencies

2. Work with communities and learners who are most affected by the conflicts and climate crises (youth, girls, women, learners with disabilities, refugees, Indigenous, and others) to institutionalise EiE and integrate local solutions and approaches in education in emergencies.

- Institutionalise CSO and community participation in EiE from policy development to implementation to monitoring and review
- Ensure mechanisms for effective participation of youth and students, girls and women, teachers, marginalised groups and CSOs in co-designing education in emergencies

3. Translate international commitments and align national education priorities to build the resilience of education systems to crises.

- Enforce humanitarian laws during crises and protect education institutions, teachers, and students and address gender-based violence during crises
- Endorse and implement the Safe Schools Declaration and ensure that all learners and educators can learn and teach in safety.
- Implement the commitments set out in the Incheon Declaration, Global Pact on Refugees, Comprehensive School Safety Framework and obligations under international law
- Ensure a whole-of-government approach, create inter-agency cooperation and build capacities of national and local governments for sustained EiE

4. Protect and support teachers in emergency contexts and ensure the availability of adequately trained and remunerated teachers in emergency contexts.

- Set up the Global Fund for Teachers' Salaries as recommended by the High Level Panel on the Teaching Profession. The Fund would ensure that teachers working in crises receive fair salaries regularly and on time.

5. Ensure sufficient, sustainable, and predictable funding for education in emergencies, including by supporting Education Cannot Wait (ECW) funding needs.

- Allocate at least 4% of the humanitarian aid to education in emergencies
- Legislate annual and sustainable financing of EiE in national education budgets
- Ensure equitable and gender-responsive financing of EiE, ensuring that the vulnerable sectors have access to education and social protection

## **Campaign Strategies**

1. Amplify the message “Education Saves Lives” and call for EiE within a lifelong learning framework

- Call for the protection of all educational institutions during conflicts and sustain delivery of education in schools and beyond, including ECCD and adult education.

2. Strategic work with teachers

- Teachers are at the forefront of education in emergencies. Call for investing in teacher development and ensuring protection and support for teachers in emergency contexts as well as enjoin communities to support schools, education institutions, teachers, educators and other teaching personnel.

3. Consider technical aspects of EiE

- There should be a discussion on recognition of qualification and prior learning, technology-based education and practices in skills development to reach out to refugees and people displaced due to conflicts and disasters.

4. Building resilient education systems

- The campaign should advocate for quality education should include curriculum change where learners gain a better understanding of **WHY** their communities are in this situation of CRISIS or EMERGENCY.
- Reiterate the need for financing of education to respond to emergencies to make the education system resilient.

5. Building partnerships and synergies with ongoing initiatives

- Engage research institutes on EiE, climate change and peace education; reach out to long-time institutions such as INEE.
- Ensure that the campaign supports regional and global advocacy, especially on financing EiE and intergovernmental actions.
- Co-design the campaign with CAG and also with global partners
- Design GAWP 2025 in ways that can integrate/support/build on the ongoing EiE, climate change education and peace education of national education coalitions in their engagements in the Local Education Group.

6. Campaign messaging

The success of the campaign is to reach out to the community. GAWE has attracted students, youth and communities because the messages/slogans are easy to understand, clear and catchy.

## **Building partnerships for the campaign**

GAWE 2025 could be a moment for strengthening partnerships for advocacy. Therefore, it is important to understand the global players and initiatives and how the campaign can further promote collaboration.

Responding to the crises and seizing the opportunities for collaboration, the education sector witnessed an increase in global players and initiatives for EiE. The funding mechanisms for EiE include Education Cannot Wait (ECW), Geneva Global Hub for Education in Emergencies (funding and response), and the Global Partnership for Education (GPE), which has included Climate smart education as a priority agenda.

In many conflict-affected countries, education systems have been severely affected and in situations of protracted crisis, education systems have collapsed. Therefore, international efforts for research, program implementation, monitoring and advocacy for EiE have accelerated. To name a few, the Global Education Cluster (GEC) implements programs, builds capacities and lobbies governments for EiE with members at national, regional and global levels. The Global Coalition to Protect Education from Attack (GCPEA) was “formed in 2010 by organisations working in the fields of education in emergencies and conflict-affected contexts, higher education, protection and international human rights and humanitarian law concerned about ongoing attacks on educational institutions, their students and staff in countries affected by conflict and insecurity.” It has widened its network with the entry of ECW, Save the Children and other actors in EiE. The members of these global initiatives are interconnected. UNICEF, Save the Children and Plan International are members of all three initiatives. ECW is a member of GEC, GCPEA and works closely with GPE.

Within the GCE movement, there are many regional and global initiatives as well that members need to be aware of and connect with. For example, Education International has been campaigning for quality climate change education based on science and civic action since 2021. The Asia South Pacific Association for Basic and Adult Education (ASPBAE) has been advocating for Education for Sustainable Development (ESD) and EiE since the UN Conference on Environment and Development (UNCED), popularly known as the Earth Summit held in Rio de Janeiro in 1992. The wealth of experiences and lessons from their advocacy need to be shared and harnessed for GAWE 2025.

## **Implementation Plan**

The GAWE 2025 Campaigns and Advisory Group (CAG), composed of representatives from different regions and constituencies, was convened in December 2024 and guided the designing of GAWE 2025.

## GAWE 2025 Activities: April 28 – May 5

1. Drumbeating GAWE 2025 – April 7 - 25

2. Global launch and Regional webinars

April

- April 24 – ENACE webinar on ODA for Education
- **April 28 (Monday) – Global launch with messages from ECW, GPE, government and from different regions and constituencies**
- April 29 (Tuesday) – Africa regional webinar - ANCEFA
- April 30 (Wednesday) – Arab and Middle East webinar – ACEA
- May 1 (Thursday) – Asia Pacific webinar – ASPBAE
- May 2 (Friday) – Students and Youth webinar – GCE Youth Advisory Group
- May 5 (Monday) – Video Messages from the President and Global Coordinator
- Teachers Profession Webinar (TBC)
- INGOs webinar (TBC)

3. In-country policy forums with the Ministry of Education, Ministry of Finance and relevant government agencies on EiE demands and the strategic transformation of education towards peace and sustainability

4. Workshops or forums to discuss the “Global Fund for Teachers’ Salaries” will create awareness among teachers, educators, and other stakeholders, as well as galvanise support to lobby for this recommendation of the High-Level Panel on the Teaching Profession.

4. Community activities to expand the support for EiE and strengthen collective advocacy from grassroots to national level on country issues on EiE

5. Media and communications work – campaign pack, campaign logo, campaign jingle, posters, social media campaign, traditional media, broadcast media and dissemination of messages through music festivals, exhibits and meetings, use of paraphernalia, etc.