

A young girl with short hair, wearing a black polo shirt and light blue shorts, is walking barefoot in a classroom. She is looking back over her shoulder towards the camera. The background features a chalkboard with some faint writing and wooden benches.

**SEND My
FRIEND
TO SCHOOL**

Fund Education in Emergencies Now

How the UK Government can support the
learning of our 222 million friends in crisis

The Send my Friend to School Coalition, together with members of the Youth4EiE Global Panel, is calling on the UK Government to pledge £170 million to Education Cannot Wait to cover its next four-year strategic period – 2023-2026.

Foreword: The UK Representatives of the Youth4EiE Global Panel

I'm Melanie, a young refugee rights activist from Yorkshire, working in local government for children in care and special educational needs and disabilities.

I believe that by supporting our most vulnerable children, we help all children to be their best versions of themselves.



I'm Sarah, an active volunteer for Naza Agape Foundation and Theirworld with a strong passion for quality, inclusive and equitable education.

My passion for education and young people has inspired me to mentor underrepresented students across the UK who are trying to navigate life, career, and university choices.



We are the UK representatives from the Global Youth Panel for Education in Emergencies. Alongside 16 impassioned youth activists, we are calling on the UK Government to pledge £170 million to Education Cannot Wait over the next four years, to catalyse the change we want to see in the world: improving the provision and quality of education in emergencies globally.

We both have lived experiences of how educational inequalities affect the trajectory of a girl's life. Whether it be armed conflict, child employment, or the cultural notions on education. Despite the barriers we faced, we are here writing this foreword for you to read because of the high-quality education we received. Education should not be a lottery. Every child has the right to learn. There is so much more work to be done to ensure the 222 million children who experience educational disruption due to crises receive the quality and inclusive education they deserve. We have direct experience of how educational inequalities affect the trajectory of a girls' life. For children and young people living through crisis, education can be a lifeline. But conflict, climate disasters and pandemics are shattering the dreams of 222 million children across the world. Education should not be a lottery. Every child has the right to learn and that includes those living in crises.

In 2019 the UK showed great leadership by pledging £80 million to Education Cannot Wait. But since then, the world has suffered greatly, and is now recovering from the COVID-19 pandemic on top of other crises. In 2022, children worldwide need the UK government's support. We urge the UK Government to increase their funding for education in emergencies.

We encourage the UK government to pledge £170 million in aid funding for education in emergencies to Education Cannot Wait. Now more than ever before we need the UK Government's support to make 222 million dreams come true. A rising tide lifts all boats, and we want to make sure every child is ready to set sail.

We hope that we begin to see positive change, attention and more funding for education in emergencies in the future, which will greatly impact the lives of many generations to come.

Sarah Amu and Melanie Graves, UK representatives of the Youth4EiE Global Panel

The Global Youth Panel for Education in Emergencies is a panel of 16 members from 8 countries. The panelists aim to raise awareness for the barriers to education in emergencies and advocate for increased and adequate funding for it. They work in partnership with Plan International and Education Cannot Wait.



Olha*, 6, at school in Krasnohorivka, Donetsk region, Ukraine.
© Oksana Parafeniuk / Save the Children

The current context – the learning needs of children affected by crisis

Education is a fundamental right for every child and that right does not end in times of emergency.

Good-quality education can enable children to develop a range of capabilities, such as literacy and numeracy, critical thinking, and communication and cooperation skills. It can transform unequal power relations and discriminatory norms. It lays the foundations for children to obtain secure and productive livelihoods of their choice, achieve economic independence, and have healthy social relationships.¹

Millions of educated girls means more working women, with the potential to add up to \$12 trillion to global growth.² Boys and men who have completed secondary education and higher tend to hold more gender equitable attitudes. They report less use of violence and have higher rates of participation in care work.

Education is the foundation for delivering upon all the Sustainable Development Goals. Yet we will not reach Sustainable Development Goal 4 in 2030 – inclusive

and equitable quality education and promote lifelong learning opportunities for all – unless we act now to respond to existing threats of Covid and the lasting economic impacts of the pandemic, conflict, the climate emergency, and the hunger crisis, and prepare more effectively for risks in the future. The closure of schools due to Covid made the structural and systemic inequalities that affect vulnerable children and young people in humanitarian settings more visible and much worse. Globally, education systems have never been more vulnerable.

The number of children whose education is affected by crisis has increased significantly

New estimates show that 222 million school-aged children are affected by crises globally. These 222 million children are on a spectrum of educational needs (see below)³ and is a large increase from the 75 million children affected by crisis and needing education support in 2016⁴ (note slightly different methodology used).

1 UNFPA (2012) *Marrying too young: End child marriage* <https://www.unfpa.org/sites/default/files/pub-pdf/MarryingTooYoung.pdf>

2 Malala Fund (2018) *Full Force* <https://fullforce.malala.org/>

3 Education Cannot Wait, (2022). *Global Estimates: Number of crisis-affected children and adolescents in need of education support*.

4 Nicolai, S., et. al. (2016). *A common platform for education in emergencies and protracted crises: Evidence paper*. London, ODI.

5 Fund Education in Emergencies Now

- 78.2 million (54% females, 17% with functional difficulties, 16% forcibly displaced) are out of school,
- 119.6 million are not achieving minimum proficiency in reading or mathematics by the early grades, despite attending school, and
- 24.2 million are in pre-primary school or in primary or secondary school achieving minimum proficiency in mathematics or reading, but still affected by crises and in need of support.

Foundational skills are crucial to making progress in school, attain higher order skills and reap the full rewards of education. However, pre-Covid, only 9% of crisis-affected children achieved basic proficiency in mathematics and only 15% of crisis-affected children achieved basic proficiency in reading in the early grades. Initial analyses suggest that Covid-induced learning losses are higher for those already lagging behind in terms of learning prior to the pandemic, including those affected by crisis.

Children's hunger impacts their learning

Right now, 44 million people in 38 countries are on the brink of famine because of the perfect storm of rising conflict, including the impact of the war in Ukraine, the increased food prices, and extreme weather because of climate change. One new child every minute is becoming a victim of Severe Acute Malnutrition – that is when your muscles start to shrink, you lose your appetite, and your vision starts to blur. Inadequate early nutrition undermines cognitive development and negatively impacts educational attainment and income in later life.⁵

Education and mental health and psychosocial wellbeing

During Covid-19, Save the Children's research showed that reports of negative feelings were very high for most children (96%) and adults (95%) when schools had been closed for 17 to 19 weeks.⁶ Schools are key places to develop social emotional learning skills (SEL) – such as emotion regulation, stress management, and resilience

– which are key skills especially for children in humanitarian/crisis settings. SEL has been linked to improved wellbeing, improved enrollment and attendance in school, increased positive social behaviours and contributing to cognitive development that helps students learn more effectively.⁷

Education in emergencies affects children differently

In times of crisis girls tend to experience higher rates of Sexual and Gender-Based Violence (SGBV) in and around schools compared to non-crisis times. Early marriage, childbearing and increased domestic work can also surge. Additional barriers include lack of adequate facilities and menstrual hygiene management, lack of female teachers, attacks against schools, families in economic hardship favouring boys' education, and more. Boys' experiences can overlap with those faced by girls but may also differ. Although association with armed groups or gangs and involvement in illicit activities are risks faced by children of all genders, in many contexts this becomes of particular concern for boys. Boys may need to work at an early age to sustain their families. In all cases, the risks may lead to learning loss or even school dropout.

International aid for education in emergencies is not growing in line with need

In 2021, humanitarian funding for education in emergencies reached a record level of \$807 million. But, with funding needs growing even quicker due to conflict, climate change and the pandemic, this sum was insufficient to provide millions of children safe, inclusive, and quality education. Across UN-led humanitarian appeals, the education sector was just 22% funded in 2021 – half of what it was in 2018. Despite increased awareness of the problem, education in emergencies continues to be an under-appreciated and under-funded part of humanitarian responses.⁸ Only an estimated 3% of total development assistance to crisis-affected countries and 2% of humanitarian funding goes towards providing quality early years services to new-borns, young children, and their caregivers.⁹

5 [Schooling and wage income losses due to early-childhood growth faltering in developing countries: national, regional, and global estimates](#), The American Journal of Clinical Nutrition, Volume 104, Issue 1, 2016, Pages 104–112

6 [The Hidden Impact of Covid-19 on Children: A Global Research Series I Resource Centre \(savethechildren.net\)](#)

7 [Best Practices on Effective SEL-Soft Skills Interventions in Distance Learning](#). USAID. November 2020. <https://www.edu-links.org/sites/default/files/media/file/Remote-SEL-FINAL-508.pdf>

8 Geneva Global Hub for EiE, (2022). [Education in Emergencies Financing in the Wake of COVID-19: Time to Reinvest to Meet Growing Needs](#).

9 Moving minds Alliance, (2020). [Analysis of International Aid Levels to ECD services in crisis contexts](#)

Why invest in Education Cannot Wait?

More than ever before, vulnerable girls and boys trapped in emergencies and protracted crises need our attention and urgent support to ensure they can enjoy their right to a safe, inclusive, quality education and are no longer left furthest behind. Around the world 222 million young people affected by the horrors of war, disaster and displacement are desperate to learn.

To respond to these alarming trends, Education Cannot Wait (ECW) and strategic partners have launched the 222 million dreams campaign. Together we are calling on world leaders, businesses, foundations, and high net-worth individuals to provide at least \$1.5 billion to ECW so it can deliver its ambitious new plan for 2023-2026 and catalyse action to put an end to these shocking statistics.

The UK Government has been central to the success of ECW since its inception and its support will be critical if it's to achieve this new funding target. ECW is also in a unique position to help the UK Government deliver its commitments to education in crises. The Send My Friend to School Coalition is therefore calling on the UK Government to pledge £170 million over four years to ECW.

Such an ambitious pledge sets a level of ambition that other donors should match or exceed, accounts

for the UK's historic leadership, and would allow the UK Government to make headway in its manifesto commitments towards its global targets on girls' education.

Education Cannot Wait delivers results

ECW supports and protects holistic learning outcomes – so no one is left behind.

ECW works through the UN multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organisations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses.

Since ECW was established in 2016, enormous progress has been made in improving access to education in emergencies. Since its inception, ECW has reached 6.9 million children and adolescents with quality education in some of the toughest and most complex crises across 40 countries. 48% of these children are girls and 0.9% have disabilities. 95% of its programmes are improving gender parity in access to education, crucial to the UK Government's girls' education agenda.

INCREASING ACCESS TO GIRLS' EDUCATION IN AFGHANISTAN

In 2018, ECW launched a Multi-Year Resilience Programme (MYRP) in Afghanistan to support 500,000 emergency affected children access education through community-based education (CBE) and innovative approaches, with a strong focus on female teachers and girls' education.

Through its MYRP and First Emergency Responses (FER), ECW and partners have so far reached over 180,00 children with education support, with more than half of all children reached girls. This has included 36,014 students (20,226 girls; 15,788 boys) who have accessed CBE classes in some of the hardest to reach areas. 507 teachers have also benefited from training on issues including pedagogy, social emotional learning, child protection and safeguarding, and prevention of sexual exploitation and abuse.¹⁰

ECW programmes contribute to increasing the numbers of boys and girls who consistently attend safe and quality learning in one of the world's hardest places for children. Today, Afghanistan faces a catastrophic humanitarian crisis with an estimated 8 million school-aged children in Afghanistan need urgent support to access education.¹¹

¹⁰ ECW Annual Results Report 2021

¹¹ Statement: Education Cannot Wait Director Calls for Immediate Return to Education for Girls in Afghanistan



Harriet*,14, at school, Bidi Bidi Refugee settlement, Northern Uganda © Louis Leeson / Save the Children

ECW's 2021 results in numbers:¹²

- More ECW grants are measuring **improved levels of academic and/or social-emotional learning**; 53% of grants that measure learning levels showcase solid evidence of increased learning levels compared to 23% of grants active in 2020.
- The share of children reached with **early-childhood education (ECE)**, and secondary education increased substantially. Among all children reached by ECW: the share reached for **ECE increased from 5% in 2019 to 9% in 2021**; the share reached in secondary education increased from 3% to 11% for the same period.
- **92% of ECW-supported programmes** reporting data demonstrated an **improvement in gender parity**.
- More girls and boys are completing their education and/or transitioning to the next grade/level, with a weighted **completion rate of 79% and transition rate of 63%**.
- Close to **27,000 teachers (52% female) were trained** and demonstrated an increase in knowledge, capacity or performance in 2021.
- **Over 13,800 learning spaces** are now featuring **mental health and/or psychosocial support activities** and the **number of teachers trained on mental health and psychosocial support topics has doubled in 2021, reaching 54,000**.

IMPROVING MENTAL HEALTH OUTCOMES IN UGANDA

Uganda hosts 1.5 million refugees, the largest refugee population in Africa, and the third largest in the world. Since 2017, ECW has worked with partners in Uganda to increase access to quality and inclusive education for both refugee and host community children and adolescents in line with the Government's Education Response Plan.

ECW supports a comprehensive approach that increases access, improves quality, promotes gender equality and supports positive mental health outcomes. This includes the provision of mental health and psychological support (MHPSS) services to students and caregivers as well as training for teachers and caregivers in MHPSS activities.

One programme in ECW's 2018 - 2022 MYRP supported 10 schools to establish Girls' Education Movement (GEM) clubs, which empowered girls to learn how to manage peer pressure, develop support systems, and build self-esteem and confidence. Of the 918 graduates of the programme, 654 reported a decrease in distress symptoms with an average decrease of 60.5%.¹³

¹² ECW, 2021 Results Report <https://www.educationcannotwait.org/annual-report-2021/>

¹³ ECW Annual Results Report 2021



Malika*, 9, attends Save the Children's community-based education (CBE) class for girls in Kabul, Afghanistan © Charlotte Rose/Save the Children

ECW's new Strategic Plan 2023-2026 sets out ambitious activities

Over the next four years, ECW will deliver global leadership in the following areas, aligned with the UK Governments priorities, by building on its existing gains and catalysing new solutions.

- **Improving financing data:** ECW will invest in efforts to generate, share, and use education in emergencies financing data more effectively through a new Financing Observatory.
- **Prioritising holistic learning outcomes:** ECW will redouble its efforts to ensure that crisis-affected children receive foundational literacy and numeracy skills, while improving their well-being.
- **Responding to climate change:** ECW's response to the climate crisis will cut across all its work, from new global advocacy on the Comprehensive School Safety Framework 2022–2030 to country-level programmes that are more climate-responsive.
- **Prioritising localisation and community participation:** ECW will advocate for more meaningful participation, influence, and leadership by local actors in responses.
- **Advancing its commitment to gender, disability, and displacement:** ECW's commitment to reach those left behind remains a core principle.

Now is the time for bold action

Conflicts, climate change, the hunger crisis and the aftermath of COVID-19 are putting untold pressures on economies, education systems and international assistance.

If the \$1.5 billion were achieved, this would support ECW to catalyse the following major outcomes by 2026:

- Support 20 million children and adolescents with quality education
- Support 12 million girls with quality education
- Support 2 million children and adolescents with disabilities with quality education
- Get 12 million children and adolescents back into school following a new emergency or the escalation of a crisis
- Provide three years of holistic education support to 8 million children and adolescents in protracted crises

Of the above, with a pledge of £170 million over four years, the UK Government would support ECW to provide:

- 1.6 million children and adolescents with access to education following an emergency or the escalation of a crisis (First Emergency Response) (60% girls)
- 1 million children and adolescents with a holistic package of education for three years (Multi-Year Resilience Programme) (60% girls)



Female teachers pose for group photo after attending Continuous Professional Development Training organised by Community In Need Aid supported by ECW in Yirol East Country - Lakes state, South Sudan © Daniel Danis Okumu/Save the Children

The role of the UK Government in supporting Education Cannot Wait

The UK Government has placed girls' education at the heart of its global education agenda, committing to deliver 12 years of quality education for all girls in its 2019 manifesto and launching the Girls Education Action Plan and two new global G7 targets. The new 2022 International Development Strategy promises to build effective education systems that break down the barriers to girls staying in school, including conflict and crises.¹⁴

In 2019 the UK bolstered its reputation for putting education in emergencies at the centre of its international policy by pledging £80 million to ECW. If it is to continue to deliver on its promises, the Government must step up its own education financing to fill the global funding gap. Since 2015, the annual financing gap to education has ballooned. As it stands, to fill the financing gap needed to reach the 33.8 million out of school children and adolescents in conflict-affected countries, a funding gap of \$39 billion USD must be

addressed.¹⁵ Despite efforts to commit funding, the education sector continues to receive a small share of what is needed. Despite growing needs over the past decade, including environmental catastrophes and armed conflicts resulting in mass forced displacement, the funding towards education in emergencies has not kept pace. Aid to education accounts for only 3% of global humanitarian funding, making it one of the least funded humanitarian areas.¹⁶

The UK Government aims to reach the most marginalised boys and girls in countries with the greatest educational needs, yet the Girls Education Challenge Index shows that only 6% of UK ODA reaches that goal.¹⁷ Countries affected by conflict and fragility have some of the highest rates of out of school children, therefore a strong pledge to ECW would increase UK Government funding in countries with the greatest need and reach the most marginalised boys and girls.

¹⁴ The UK Government's Strategy for International Development (2022): The UK government's strategy for international development - GOV.UK (www.gov.uk)

¹⁵ UNESCO, 2019. Meeting Commitments: Are Countries on Track to Achieve SDG 4? https://inee.org/sites/default/files/resources/369009eng_0.pdf

¹⁶ Geneva Global Hub for EIE, (2022). Education in Emergencies Financing in the Wake of COVID-19: Time to Reinvest to Meet Growing Needs.

¹⁷ Malala Fund's 2019 GEI is a composite index which used data on access, completion, learning outcomes and gender disparities in education, in addition to wider contextual risks.



Sagal lives with his mother and three siblings in North East Uganda. The region is experiencing severe drought and many families are struggling to feed their children. Save the Children is providing school meals to help children stay in school and continue to learn. © Sandra Naluwugge / Save the Children

Strong support for ECW will also help the Government achieve its commitments to gender equality; 95% of ECW's programmes improve gender parity in access to education in 2020.¹⁸ Funding education in emergencies helps to end child marriage, and drastically reduce early childbearing, overcoming some of the main drivers of gender inequality. Greater gender equality in education

also decreases a country's likelihood of conflict by as much as 37%.¹⁹

A pledge of £170 million to ECW will give the UK greater influence to incentivise operational and strategic reforms. Please see recommendations in the next section of what this could include.

SUPPORTING TEACHER DEVELOPMENT IN SOUTH SUDAN

Amid one of the world's most complex humanitarian crises, ECW has supported partners in South Sudan in improving access to quality, inclusive education for the most vulnerable children, including girls, internally displaced children, and children with disabilities.

ECW's Multi-Year Resilience Programme (MYRP) in South Sudan, led by Save the Children, supports a holistic package of interventions to improve learning opportunities including through formal and non-formal alternative education systems, re-enrolling children whose education has been put on hold and addressing gender and disability barriers within the learning environment. The programme has enabled 1,437 learners with disabilities to access education through the provision of assistive devices and rehabilitation, and 955 young mothers who had dropped out when schools were closed during the pandemic re-enroll.

The programme also addresses challenges in retaining qualified teachers. In the first two years of the programme, partners trained 2,576 teachers, teaching assistants and volunteer teachers (465 females and 2,111 males) on a range of topics, including pedagogy, lesson planning and subject matter. Participants were tested pre-and post-training to measure the effectiveness of the training: 83% of participants demonstrated a more than 50% increase in their knowledge of learner-centred teaching and learning approaches.²⁰

¹⁸ Education Cannot Wait (2020) Annual Results Report: 2020 Annual Results Report: Homepage ([educationcannotwait.org](https://www.educationcannotwait.org))

¹⁹ Education Policy and Data Center, "Education Inequality and Violent Conflict: Evidence and Policy Considerations" (EDC Policy Brief, Education Policy and Data Center, Washington, DC, June 2016), <https://www.fhi360.org/sites/default/files/media/documents/resourceepdc-brief-edu-inequality-violent-conflict.pdf>.

²⁰ ECW, 2021 Results Report <https://www.educationcannotwait.org/annual-report-2021/> (p.130)

RECOMMENDATIONS

The Send My Friend to School Coalition, together with members of the Youth4EiE global panel, call on the UK Government to pledge £170 million to Education Cannot Wait from 2023 - 2026.

1. CHAMPION INVESTMENT TO EDUCATION CANNOT WAIT

- Restore UK ODA to 0.7% of GNI and increase education's share of the ODA budget to 15% with at least 10% from its humanitarian budget dedicated to education in emergencies and protracted crises.
- The FCDO should make a significant early multi-year renewed investment into Education Cannot Wait of £170 million over ECW's four year strategic period 2023-2026 ahead of ECW's High-Level Financing Conference in February 2023.
- The FCDO should align its in-country investments in support of ECW multi-year resilience programmes.
- Take a leadership role in strongly advocating to and with other bilateral donors to make ambitious multi-year pledges in support of ECW at the High-Level Financing Conference.

2. CONTINUE TO ENGAGE WITH ECW CONSTRUCTIVELY TO ENSURE ECW MEETS ITS AMBITIOUS OBJECTIVES

- Holding ECW to account to ensure it delivers on its commitment to global leadership on: improving financial data, prioritising holistic learning outcomes, responding to climate

change, placing localisation and community participation in the core of their work and advancing their commitment to gender, disability and displacement.

- Encouraging ECW to continue to work closely with the Global Partnership for Education to harmonise approaches, increase collaboration and learn lessons.
- Support ECW as it role-models an agile, coordinated and sustainable Secretariat, which has the increased capacity needed to respond to the increased accountabilities and deliverables it is committing to in its new strategic plan.
- Support ECW to take a more concerted and visible approach towards identifying, building & socialising good practices iteratively across all investments. This includes ECW country focal points ensuring reliability of processes during design through increased knowledge management & standards regarding transparent decision-making & ECW standards at all levels throughout each of its funding windows & governance.
- Work with ECW to better define its approach to anticipatory action and preparedness, including working with others to build resilient education systems which can withstand threats.
- Ensure that in this next strategic period that a thorough inclusive, multi-stakeholder consultation is held on ECW's hosting arrangement.

3. PRIORITISE EDUCATION IN EMERGENCIES IN FCDO POLICIES, FUNDING, AND OPERATIONS

- Support investments in country programmes to boost preparedness capabilities (planning, data, implementation) to secure children's learning and wellbeing in future crises. This should be gender responsive and cover the full breadth of school services: WASH facilities in schools, child protection monitoring, reporting, and referral systems, school meals, sexual and reproductive health, and rights programming, training to address gender-based violence, and provision of MHPSS services.
 - Ensure children continue to access quality foundational learning during an emergency, including through learning assessments, Teaching at the Right Level, cash transfers and appropriate use of EdTech.
 - Reach the children most affected by inequality and discrimination first and include children in analysing, designing, implementing, and evaluating programmes and policies.
 - Take an inclusive, all-hazards approach to keeping children safe in and around schools through endorsing and implementing the revised Comprehensive School Safety Framework (CSSF).
 - Improve the recruitment, professional development, and wellbeing of qualified teachers/ education staff so that they can respond during a crisis and ensure teaching can continue.
- Support better, timely and transparent data collection to improve responses to crises.
 - Integrate global citizenship, climate change, environmental and conflict-sensitive education into curricula and teacher training, as set out in the Paris Agreement and the SDGs, to better prepare children to live in a rapidly changing climate.
 - Shift power including resources, capacity, and ownership to national and local actors, to ensure a more timely, appropriate and effective outcome for children, using the Start Network's 7 Dimensions of Localisation.

PROTECTING THE RIGHT TO EDUCATION FOR UKRAINIAN CHILDREN

The lives, wellbeing and education of more than 5.7 million school-aged children in Ukraine have been put at grave risk following Russia's invasion in February 2022. ECW has responded to the rapidly evolving situation at speed to provide access to safe learning spaces and psychosocial support to conflict-affected girls and boys. So far allocating US\$6.5 million to its Ukraine crisis education response.²¹

In neighbouring Moldova, ECW is supporting the Ministry of Education and partners to implement a framework that is allowing the inclusion of refugee children into the national education system. Recognising the tremendous pressure on Moldova's education system to accommodate the hundreds of thousands of refugee children seeking an education, ECW's First Emergency Response (FER) grant is helping to ensure that displaced girls and boys have equitable access to inclusive, safe and quality learning opportunities.

²¹ ECW, Education Cannot Wait in Moldova with Strategic Partners Scaling-up its Ukraine Crisis Regional Education Response to US\$6.5 Million for Crisis-affected Children and Youth <https://www.educationcannotwait.org/news-stories/press-releases/education-cannot-wait-in-moldova-strategic-partners-scaling-its-ukraine>



Send My Friend to School is a UK civil society coalition of international development NGOs, teachers unions and charities. The campaign undertakes a range of activities designed to increase community awareness of the state of education internationally and generate the political will necessary to ensure the UK plays an active and effective part in efforts to secure education for all. Send My Friend to School is the UK coalition of the Global Campaign for Education movement which is present in over 80 countries around the world, and aligns its work with the organisation's mission and aims.

The Campaign's UK members are:

Leonard Cheshire	Plan International
Sightsavers	Educational institute of Scotland
Cafod	Oxfam
Christian Aid	National Education Union (NEU)
The Steve Sinnott Foundation	Deaf Child Worldwide
RESULTS	Sense International
UCU	STIR education
UNICEF	World Vision
Humanity and Inclusion	International Parliamentary Network for Education
Save the Children	Educate a Child International
NASUWT	

Acknowledgements

This report was written by members of the Send My Friend to School Policy and Parliamentary Working Group.

Front cover photo: Sarah, 11, was displaced from her home in January 2022 when cyclone Ana forced the Shira River in Malawi to burst its bank, flooding her home and all of the surrounding land.

Sarah and her family were forced to spend a night seeking refuge in a tree until her older brother came and rescued them all in a canoe, a hollowed out tree trunk, to take them to safety.

They left with nothing but the clothes on their back and settled in a refugee camp that is supported by a number of charities, including Save the Children.

Sarah was given psycho-social support where she did group therapy and received one to one support from a protection officer. She is now coping better and has managed to go back to school.

© Thoko Chikondi / Save the Children

* All children's names have been changed to protect their identity