

Power of humanity

Council of Delegates of the International
Red Cross and Red Crescent Movement

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**COUNCIL OF DELEGATES
OF THE INTERNATIONAL RED CROSS
AND RED CRESCENT MOVEMENT**

Geneva, Switzerland
8 December 2019

**Implementation of 2017 Council of Delegates Resolution 6
“Education: Related humanitarian needs”**

**PROGRESS REPORT
(2017–2019)**

**Document jointly prepared by the International Committee of the Red Cross and the
International Federation of Red Cross and Red Crescent Societies**

Geneva, October 2019

EXECUTIVE SUMMARY

The longstanding commitment of the International Red Cross and Red Crescent Movement (the Movement) to education – already enshrined in a number of statutory decisions and pledges over the past decades¹ – was formally and specifically elaborated in Resolution 6 “Education: Related humanitarian needs” adopted at the Council of Delegates in November 2017. This report provides an overview of the progress made by the Movement components in implementing this resolution during the period 2018–2019.

The findings presented here are based on direct inputs from just five National Societies and a number of International Committee of the Red Cross (ICRC) delegations and from the mapping carried out by the International Federation of Red Cross and Red Crescent Societies (IFRC) assessing the overall Red Cross Red Crescent contribution to the education sector under the Humanitarian Education Action Plan undertaken in fulfilment of the 2015 Pledge. It is important to note that progress has been relatively modest, partly due to a lack of awareness or understanding of the resolution, competing priorities in an environment of ever-shrinking resources and the limited period of implementation and monitoring. The proposed Strategic Framework on Education developed by the IFRC for adoption at the 2019 General Assembly, which complements the ICRC Framework for Access to Education that was launched in July 2017, will hopefully improve understandings around the role of the Movement in education.

Significant achievements 2018–2019:

- Movement components further considered and incorporated education-related matters into their emergency operations (e.g. Indonesia) and programmatic responses, including through the deployment of specialized delegates at ICRC delegations (e.g. Ukraine, South Sudan, Armenia, Azerbaijan, Mexico and Sudan);
- Movement components increasingly engaged in the education sector at the global level, including advocacy and collaboration with key stakeholders (e.g. Inter-agency Network for Education in Emergencies, Education Cannot Wait, Global Education Cluster, UNICEF, Save the Children, GADRRRES, Education Above All and DG ECHO);
- an IFRC Strategic Framework on Education for 2020–2030 was developed to further guide and inform the scope and nature of the work of the IFRC and National Societies in this field and will be presented to the 2019 General Assembly for adoption.

Main recommendations

The significant and rising numbers of children and young people in need of education support worldwide – and more particularly in situations of armed conflict, disasters and other emergencies² – show the damaging consequences that disruption to education has in times of humanitarian crises (increased risk of violence, family separation, displacement, etc.). These figures also underline the paramount role education plays in community resilience, economic development and peace. Thus, all the elements highlighted in Resolution 6 remain relevant. All Movement components are therefore encouraged to continue the process to implement the elements of the resolution, maintaining and increasing their efforts – as appropriate to their contexts and according to their respective mandates and institutional focuses – to address education-related humanitarian needs. The following priority interventions are highlighted to strengthen these ongoing and future efforts:

¹ For example, Resolution 2 of the 31st International Conference “4-year action plan for the implementation of international humanitarian law”; open pledges “Changing minds, saving lives and building resilience through values-based education for all” and “Strengthening the protection of education during armed conflict” at the 32nd International Conference.

² More than 264 million children, adolescents and young adults are currently out of school, and one in four of them live in countries affected by such crises – see CD/17/R6 background report for detailed statistics.

- further cooperation and coordination within and outside the Movement for effective multidisciplinary approaches to ensure access to and the safety and continuity of education for those affected by situations of armed conflict, disasters and other emergencies and other specific vulnerable groups;
- promote a direct operational response from the ICRC and some National Societies to crisis situations where access to education has been disrupted because of conflict (and other disasters);
- scale up support to strengthen the resilience of the education sector through capacity-building for effective preparedness, response and recovery measures as well as comprehensive risk reduction, mitigation and management;
- further ensure the quality of education, in particular the educational resources and initiatives we develop and deliver (such as the promotion of skills and values based on (humanitarian) education adapted to the national context.

1) INTRODUCTION AND BACKGROUND

The 2017 Council of Delegates session provided an opportunity for the Movement components to formally articulate their concerns about the effects that a disruption or lack of education can have on communities during humanitarian crises and to identify their potential role in education through a resolution to further contribute to addressing huge unmet education-related needs, especially in humanitarian settings. The Movement remains concerned by the high number of people – in particular children, adolescents and young adults who live in informal settlements and remote areas or outside conventional systems – whose education is denied, disrupted and/or limited and also by the occurrence, in situations of armed conflict, of acts contrary to the applicable rules of international humanitarian law (IHL) that specifically address education or contribute to ensuring continued access to or the protection of education.³

This progress report provides an overview of the key achievements and the challenges faced by the Movement in the implementation of 2017 Council of Delegates Resolution 6 on education⁴ and is submitted pursuant to Article 7 of that resolution. It builds on feedback from National Societies on the global mapping (desktop review) of their education-related work, conducted by the IFRC in 2017–2018, as well as on recent consultations and operations carried out through IFRC and ICRC global, regional and country offices and the IFRC global education network comprising representatives from 96 National Societies. This report provides an account of the progress made, structured according to the various areas highlighted in Resolution 6.⁵

2) ANALYSIS/PROGRESS

Whilst the resolution recognizes the humanitarian needs generated by the disruption of education and has built momentum for the increased engagement and positioning of the Movement in this sector, further follow-up with the ICRC and National Societies on their education-related work is required to fully report on overall progress as responses to the global mapping and consultations carried out so far are still not statistically significant enough (only 25 per cent of National Societies involved).

³ Including obligations concerning the protection of civilians and civilian objects in the conduct of hostilities, and the protection of children from recruitment or use by armed forces or non-State armed groups.

⁴ The title of the resolution is “Education: Related humanitarian needs”.

⁵ The various paragraphs of Resolution 6 relating mainly to operational and programmatic work, research-informed developments at the strategic and policy-making level, and partnerships.

A) KEY HIGHLIGHTS AND CHALLENGES IN IMPLEMENTATION AT THE OPERATIONAL AND PROGRAMMATIC LEVEL

Access to and continuity of education in emergency situations

Issues relating to safe and continuous access to education were incorporated into the IFRC Emergency Plan of Action checklist and competency framework for Protection, Gender and Inclusion (PGI) delegates and into related training processes and tools under development. They are also the mainstay of ICRC policies on access to education. While the international Red Cross and Red Crescent response to the earthquakes in Lombok (Indonesia) included some specific education-related interventions (e.g. construction of emergency and permanent schools), there is a need to further consider and incorporate these issues systematically.⁶ As a starting point, further emphasis should be placed on issues related to the use of education facilities as emergency shelters.⁷ Advancement in the area of child protection in emergencies, including through the ICRC's work and the IFRC's partnerships with World Vision International, UNICEF, the Inter-Agency Standing Committee and the Partnership to End Violence against Children, in relation to safe spaces and government capacity-building could also be seized as an opportunity to link and scale up our efforts to address education-related humanitarian needs. The decision by the IFRC Governing Board in April 2019 to incorporate education, as an additional thematic area of focus for building resilience, into the IFRC Plan and Budget 2020–2021 will contribute to supporting further mainstreaming of education-related humanitarian needs and dedicated interventions to address them in IFRC surge mechanisms, processes and tools as well as in its international response to future humanitarian crisis situations.

The Norwegian Red Cross has supported the ICRC and the National Societies of Honduras,⁸ Colombia,⁹ Pakistan¹⁰ and Turkey¹¹ in this field. The German Red Cross is a national key player in promoting first aid and CPR training in schools as a means of contributing to disaster risk reduction.¹²

At the same time, the ICRC has been involved in enhancing access to education where it has been disrupted by conflict and other emergencies in multiple countries across the world through protection and assistance activities. This includes conducting a bilateral dialogue with belligerents to ensure that schools and children are protected, building schools, distributing school kits, providing education material, reinforcing shelters, providing training to ensure school safety measures are fully implemented and making psychosocial support available to teachers.

⁶ This is reflected in comments provided in relation to numerous IFRC emergency plans of action and appeals (e.g. the Guatemala volcano eruption, the Ebola outbreak in the Democratic Republic of the Congo, the monsoon season floods in Myanmar, the Colombia population movements and the tropical cyclones in Mozambique and Comoros).

⁷ For example, by advocating for or identifying alternative sites, limiting the duration of their use for such purposes and providing solutions to ensure the continuity of education.

⁸ 433 people in Colombia and Honduras received access to education.

⁹ Improved health knowledge and practices through the integration of ex-combatants also contributed to improved access to education for adolescents coming out of the penal system.

¹⁰ Efforts have focused on 550 schools in 10 districts affected by protracted crises and involved recruiting programme staff, providing hygiene kits for female students and running awareness sessions on health and hygiene.

¹¹ Students from Syrian and host community families facing severe financial difficulties received items needed for school (school bags, jackets, uniforms, notebooks and pens, etc.). Supplies distributed to target schools also included cleaning material, A4 paper, sports kits and drawing kits.

¹² 45,000 German schoolchildren are currently active as Junior Red Cross first aid volunteers in 4,300 secondary schools, and there are 23,000 junior first aiders in 1,000 primary schools. The initiative cooperates and lobbies at federal state level with the respective ministries for education to incorporate first aid education into school curricula. Education on humanitarian values and IHL are a nationwide core activity of the German Junior Red Cross in its school-based and out-of-school education programmes.

Provision of education-related services

The IFRC supported 58 National Societies¹³ with the implementation of the global Youth as Agents of Behavioural Change (YABC) initiative. This flagship educational programme aimed at building a culture of non-violence and peace and promoting school safety education was officially endorsed in May 2018 at the Senior Officials Meeting on Youth of the Association of Southeast Asian Nations (ASEAN). A partnership with Zurich Insurance and the Italian Red Cross will support this endorsement to contribute to achieving the massive scale-up required for the eight-year programme to reach its target of 1.5 million young people by 2025. In 2018, the IFRC, together with the ICRC, the Swiss Agency for Development and Cooperation, the University of Zug and Save the Children, launched a Master of Advanced Studies (MAS) in pedagogical approaches for education in humanitarian principles and values. A first cohort of 37 professionals in the educational field¹⁴ are engaged in rolling out the pilot version¹⁵ of this unique educational offer aimed at fostering the implementation of education in humanitarian principles and values in formal and non-formal education systems and curricula.

In addition, the IFRC organized 11 webinars on various education-related topics, reaching out to 996 participants from 29 countries, and coordinated the development of a Humanitarian Education Web-Application (HE WebApp) together with the Austrian Red Cross¹⁶ and the Hong Kong branch of the Red Cross Society of China. These efforts are complemented by extensive ICRC support for humanitarian education programme development with the Red Cross of China.

The IFRC is also currently collaborating with the British, Italian, Portuguese, Spanish and Ukrainian Red Cross Societies on the development of a global curriculum framework seeking to standardize and harmonize the overall learning objectives and different tiers of competencies developed by Red Cross and Red Crescent educational programmes in each of the thematic areas of focus established in Strategy 2020. These will then be consolidated with existing external frameworks¹⁷ so as to facilitate the further integration of the Red Cross and Red Crescent educational offer (e.g. health, rescue and first aid, IHL, etc.) into formal and non-formal education systems and curricula where this has not yet been achieved.¹⁸ The Norwegian Red Cross provided support to the Salvadorean Red Cross Society as part of this

¹³ Two in Africa, 13 in the Americas, 22 in Asia Pacific, 19 in Europe and Central Asia and 2 in the Middle East and North Africa, i.e. Congo and Nigeria; Antigua, Aruba, Bolivia, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Sint Maarten, Uruguay and Venezuela; Afghanistan, Australia, China, Hong Kong, India, Japan, Pacific Islands (i.e. Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Palau, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu), Pakistan and Southeast Asia (i.e. Brunei, Indonesia, Malaysia, Myanmar and Thailand); Albania, Armenia, Bulgaria, Cyprus, Croatia, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Norway, Portugal, Russia, Switzerland, Turkey, UK and Ukraine; Morocco and Tunisia.

¹⁴ Including 25 representatives from National Societies and the IFRC, and 12 from 4 partner organizations (i.e. Ana Aqra Association in Lebanon, Lithuanian National Non-Governmental Development Cooperation Organizations Platform, Save The Children and the Pedagogical University of Minsk).

¹⁵ A second edition is being formalized, in partnership with Hong Kong University, to ensure the sustainability of the programme and will start in 2020.

¹⁶ The Austrian Red Cross works in Kyrgyzstan on disaster preparedness in schools, in Nepal on livelihood and vocational training, in Macedonia on nursing certification, in South Caucasus on community-based disaster risk reduction and in Armenia on livelihood training for Syrian refugees.

¹⁷ For example, 21st Century Learning, Sustainable Development Goals (SDGs), Education for Sustainable Development and Global Citizenship Education.

¹⁸ For example, the Polish Red Cross's rescue, first aid, health care and IHL training reaches 800,000 people annually; in Poland, IHL is included in the public higher education curricula and disseminated through courses given to soldiers by the Centre for Civic Education.

initiative.¹⁹ The Red Cross of Serbia has worked domestically on a number of these initiatives,²⁰ and the German Red Cross also provides a number of services in this area.²¹

B) KEY HIGHLIGHTS AND MAIN CHALLENGES IN IMPLEMENTATION AT THE STRATEGIC AND POLICY-MAKING LEVEL (INFORMED BY RESEARCH)

The IFRC conducted a detailed global mapping (desktop review) of the National Societies' education-related work at the domestic level, and preliminary personalized findings were shared with each National Society. To date, 44 National Societies²² have reviewed and completed these findings. Further participation by National Societies is needed to gather data that is significant and accurate enough to build a strong evidence base regarding their diverse experiences and widespread engagement in this sector. Based on the available information, the IFRC also coordinates the development of key infographics and case studies on National Society practices, specific contributions and added value in this field. It collects existing educational resources as well as monitoring and evaluation tools and reports on educational initiatives. The aim is to share them with the Movement components through a dedicated online portal, although the required funding has unfortunately not yet been secured. In addition, the IFRC prepared a multi-country synthesis report on law and disaster preparedness and response, with a view to developing a new checklist aimed at supporting governments in incorporating key elements related to preparedness and response in their national disaster risk management laws. The research (desktop literature review) conducted within this framework indicates that only a few of the 20 sample countries have laws or policies that include specific provisions related to the consideration of education-related needs, in particular vis-à-vis contingency planning, drills and emergency shelter and housing. It provides key recommendations for decision-makers to consider when developing or strengthening law and/or policy in this regard.²³ Finally, the IFRC, in close consultation and cooperation with the ICRC and 33 National Societies,²⁴ developed a strategic framework on education for the period

¹⁹ The Salvadorean Red Cross Society provided technical training for 16 adolescents, helped them develop their business plan and supplied seed capital, with the result that their businesses have become the main source of family income.

²⁰ It has worked in 46 municipalities on strengthening the capacities and the resilience of local communities by raising awareness about the early warning system, reaching about 27,000 children (aged 7 years and older); in 19 municipalities teaching 1,200 high school students about humanitarian law; in one municipality teaching Project Humanity for 15 youth and 10 educational experts; in 78 municipalities teaching 20,000 primary schoolchildren about human values; in 120 municipalities raising awareness about human trafficking, reaching 60,000 young people; in 120 municipalities training 43,000 people in first aid and 830 as first aid trainers; in 92 municipalities promoting voluntary blood donation among 20,000 young people; and in 140 municipalities promoting healthy life styles among 35,000 children and young people.

²¹ It runs a sophisticated training programme for its 150,000 active volunteers in the disaster response units of 400 local branches and for its leadership. A new training curriculum to strengthen social and communication skills and technical and medical skills has been implemented since 2017 for 12,000 volunteer leaders. A national campaign has been conducted to raise the intercultural awareness of volunteers and staff on diversity, migration and tolerance in society.

²² Ten in Africa, 4 in the Americas, 13 in Asia Pacific, 14 in Europe and Central Asia and 3 in the Middle East and North Africa: Botswana, Congo, Ethiopia, Gambia, Liberia, Malawi, Mali, Sierra Leone, South Sudan and Uganda; Argentina, Colombia, Costa Rica and Dominican Republic; Australia, Brunei, North Korea, China, Japan, Kiribati, Malaysia, Maldives, Marshall Islands, Myanmar, Pakistan, Samoa and Timor-Leste; Armenia, Austria, Belarus, Belgium, Bulgaria, Denmark, Finland, France, Netherlands, Norway, Serbia, Spain, Switzerland and Turkey; Kuwait, Lebanon and Yemen.

²³ For example, use of schools as evacuation centres or post-disaster shelters only as a last resort where there is no feasible alternative, and practical measures to promote educational continuity in such situations; requirements and standards for education, drills and training programmes, in particular, mandatory first aid training for local communities and school children; school-based programmes for risk analysis and disaster readiness; and school safety including the creation of a school committee, brigades, action plan and drills to address possible threats.

²⁴ American Red Cross, Afghan Red Crescent Society, Austrian Red Cross, Bangladesh Red Crescent Society, Red Cross Society of Belarus, British Red Cross, Costa Rican Red Cross, Croatian Red Cross, Fiji Red Cross Society, French Red Cross, Egyptian Red Crescent Society, Iraqi Red Crescent Society, Iranian Red Crescent Society, Italian Red Cross, Japanese Red Cross Society, Jordan Red Crescent Society, Republic of Korea National Red Cross, Kuwait Red Crescent Society, Luxembourg Red Cross, Mali Red Cross, Mongolian Red Cross Society, Netherlands Red Cross, Norwegian Red Cross, Palau Red Cross Society, Philippine Red Cross, Red Cross Society

2020–2030²⁵ which received the unanimous support of the Governing Board in May 2019 and will be presented for adoption at the General Assembly in December 2019.

The ICRC has engaged in a number of research and policy initiatives aimed at raising awareness of the nature of the challenges faced in ensuring access to education in conflict. These have included research into operations in both Lebanon and Mexico. In Brazil, a major study is underway to examine in what ways policy can be influenced to improve education service delivery. A partnership with the University of Ulster has deepened and enhanced efforts in this regard. In addition, the 2019 edition of the ICRC's public report *International Humanitarian Law and the Challenges of Contemporary Armed Conflict* features a discussion of IHL's relevance to the continuity of education in conflict.

The IFRC²⁶ and ICRC²⁷ have jointly²⁸ and separately organized a number of advocacy events and provided input into different processes.²⁹

The Polish Red Cross discussed a proposal for amendments to its Statute and Act, including the need for humanitarian education, and submitted it to Parliament in December 2018. The Red Cross of Serbia³⁰ and the German Red Cross³¹ also engaged in projects in this workstream.

of China (Hong Kong branch), Romanian Red Cross, Red Cross of Serbia, Spanish Red Cross, Swedish Red Cross, Syrian Arab Red Crescent, Turkish Red Crescent Society and Zimbabwe Red Cross Society.

²⁵ Several consultations were held for this purpose at the global, regional and national level, including a workshop at the Asia Pacific and Middle East regional conferences, an event with key external actors in the education sector in Africa, a meeting with the UNICEF Disability Team, a global consultation meeting and writeshop, and a series of online webinars and consultations with both internal participants (from various areas of focus and diverse fields of technical expertise) and key external stakeholders in this field.

²⁶ The IFRC and DG ECHO held the side-event "Shaping a resilient future through safe and inclusive education" at the World Economic Forum to highlight and encourage further private sector support for the issues of access to and the provision of education in emergency contexts. The IFRC Secretary General spoke at the UN General Assembly side-event panel on "Scaling innovation in emergency education" organized by the Global Alliance for Humanitarian Innovation, Education Cannot Wait, the European Union and the Portuguese and Jordanian permanent missions.

²⁷ In 2019, the ICRC gave a presentation on the protection of schools under IHL at the UN Security Council's Second Annual Retreat on International Humanitarian Law: Protection of Civilian Critical Infrastructure in Conflict. In 2017 and 2019, the ICRC participated in the International Conferences on Safe Schools, where most recently the ICRC's Deputy Director of Operations was on the high-level panel on the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. In 2018, the ICRC's Director of Law and Policy spoke at the 2018 Human Rights Council's Annual Day on the Rights of the Child (High-Level Segment), highlighting the importance of the protection of education in conflict under international law.

²⁸ The ICRC, the IFRC and the Qatar Red Crescent Society participated in the seminar "Protecting Education during Insecurity and Armed Conflict through International Human Rights and Humanitarian Law" organized by the Education Above All Foundation. The ICRC and Education Above All also organized a workshop on the role of humanitarian actors in safeguarding access to education, in which the IFRC, the Afghan Red Crescent Society, the Myanmar Red Cross Society and the Norwegian Red Cross actively participated, alongside other key stakeholders in the education sector. At the ICRC's Annual Meeting of National Society Legal Advisers in 2017, the ICRC and the IFRC co-hosted a working group with National Societies on the Movement's approach to education in emergencies.

²⁹ The IFRC also provided substantive inputs on the paragraphs relating to Education in Emergencies of the ECOSOC Humanitarian Affairs Segment resolution, wrote an article on child-friendly spaces and learning outcomes in the 60th Issue of *Forced Migration Review – Education: needs, rights and access in displacement*, promoted the role of education in building a culture of non-violence and peace on a panel at the Geneva Peace Week and contributed to the side-event "School safety: a sustainable way to increase the resilience dividend" organized by GADRRRES at the Global Platform for Disaster Risk Reduction 2019. It also attended and intervened in a number of other education-related high-level events, such as the INSPIRE implementation meeting, organized by WHO, and the series of panel sessions "Elevating Education in Emergencies", organized by the Global Education Cluster, the Permanent Mission of Switzerland and the Permanent Mission of Norway. The ICRC provided input for a number of UN resolutions to promote accurate legal language on the protection of schools in armed conflict.

³⁰ In 12 municipalities, the Red Cross mapped children outside the education system in order to provide support for inclusion. All the children were enrolled in preschool preparatory programmes and received additional support. Across 20 municipalities, the Red Cross worked with the Ministry of Education on a campaign to reach the most vulnerable children.

³¹ In cooperation with other national disaster relief organizations, universities and industrial partners, the German Red Cross has undertaken several research projects on community resilience, the changing culture of volunteering,

C) COORDINATION AND COOPERATION WITHIN AND OUTSIDE THE MOVEMENT

Both the ICRC and the IFRC participate in the Global Education Cluster Annual Partners Meetings which bring together most of the key stakeholders in the education sector³² and provide great opportunities for networking and forging partnerships. In 2018, the ICRC became a member of the INEE Education Policy Working Group, and the IFRC joined the INEE task team on inclusive education. A Movement application to the INEE Education Policy Working Group could be considered in the future.

The IFRC renewed its commitment as a member of the Steering Committee of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). It also actively participated in the education-related working group of the Sphere-associated inter-agency Alliance for Child Protection in Humanitarian Action and contributed substantively to the review of the Education Standards as part of the revision process of the 2012 Minimum Standards for Child Protection in Humanitarian Action. The IFRC revised and renewed its partnership with UNICEF, which now includes education and child protection as one of the five key areas for strengthened collaboration. It also made a significant contribution to the development of the UNICEF Education Strategy 2020–2030 currently being formulated. The IFRC has signed a memorandum of understanding with Save the Children on the operationalization of the comprehensive school safety framework, which includes child protection and values-based education components, building on existing collaboration in these areas.

Finally, a position paper and an open pledge on the Movement approach to education was drafted, along with a side-event concept note to present it to member States at the 33rd International Conference. It is worth highlighting that 71 National Societies³³ already have a

civic participation and disaster risk education. The results and recommendations of these research projects have been disseminated and reflected in the five active national volunteer programmes and their educational activities: water and mountain rescue services, disaster response, volunteer units, welfare and social services and the Junior Red Cross. The German Red Cross participates actively in the Forum on Education in Civil Protection, organized by the Federal Office for Civil Protection and Disaster Assistance, on disaster risk education, modern didactics of volunteer and leadership training and digital learning.

³² Ministries of Education (e.g. Afghanistan, Fiji, Niger, Nigeria and South Sudan), development agencies (e.g. France, Denmark, Germany, Norway, Switzerland and USA), UN agencies (e.g. UNICEF, UNESCO, UNHCR and UNOCHA), (I)NGOs (e.g. ACAPS, Community Health and Development Organisation, Concern Worldwide, COOPI, Finn Church Aid, ICRC, International Rescue Committee, Norwegian Refugee Council, Plan International, RET, Right to Play, Save the Children, Street Child, War Child, World Food Programme and World Vision), (inter)national networks (e.g. Global Coalition to Protect Education from Attack, Inter-agency Network for Education in Emergencies (INEE) and Network of Civil Society Organizations in Born), and donors (e.g. Education Cannot Wait Fund, Global Partnership for Education, and European Civil Protection and Humanitarian Aid Operations).

³³ Burkinabe Red Cross Society, Red Cross Society of Guinea, Malagasy Red Cross Society, Mali Red Cross, Mauritius Red Cross Society, Senegalese Red Cross Society and Somali Red Crescent Society; Argentine Red Cross, Brazilian Red Cross, The Canadian Red Cross Society, Chilean Red Cross, Cuban Red Cross, Guatemalan Red Cross, Honduran Red Cross, Mexican Red Cross, Red Cross Society of Panama, Peruvian Red Cross, Trinidad and Tobago Red Cross Society and Uruguayan Red Cross; Afghan Red Crescent Society, Bangladesh Red Crescent Society, Brunei Darussalam Red Crescent Society, Cambodian Red Cross Society, Red Cross Society of China, Hong Kong Red Cross (Branch of China Red Cross), Indian Red Cross Society, Indonesian Red Cross Society, Japanese Red Cross Society, Lao Red Cross, Malaysian Red Crescent Society, Maldivian Red Crescent, Myanmar Red Cross Society, The Sri Lanka Red Cross Society, The Thai Red Cross Society and Viet Nam Red Cross Society; Armenian Red Cross Society, Austrian Red Cross, Red Crescent Society of Azerbaijan, Croatian Red Cross, Cyprus Red Cross Society, Czech Red Cross, Estonia Red Cross, French Red Cross, Georgia Red Cross Society, Kazakh Red Crescent, Red Crescent Society of Kyrgyzstan, Latvian Red Cross, Liechtenstein Red Cross, Luxembourg Red Cross, The Red Cross of the former Yugoslav Republic of Macedonia, Red Cross Society of the Republic of Moldova, Red Cross of Montenegro, Norwegian Red Cross, Polish Red Cross, Portuguese Red Cross, Romanian Red Cross, Slovenian Red Cross, Spanish Red Cross, Swiss Red Cross, Red Crescent Society of Tajikistan, Turkish Red Crescent Society, Red Crescent Society of Turkmenistan, Ukrainian Red Cross Society and Red Crescent Society of Uzbekistan; Algerian Red Crescent, Egyptian Red Crescent Society, Kuwait Red Crescent Society, Lebanese Red Cross, The Palestine Red Crescent Society, Red Crescent Society of the United Arab Emirates and Yemen Red Crescent Society. (Source: IFRC global mapping – preliminary findings).

partnership or cooperation agreement with their local or national education authorities (Ministry of Education and other relevant ministries, e.g. Ministry of Foreign Affairs, Ministry of Culture, Ministry of Health, Ministry of Defence and Ministry of the Interior) depending on the specific thematic focus of their educational programmes. Most of them also have project-based partnerships with the corporate sector and other (I)NGOs. In addition, the ICRC undertakes a range of activities to improve access to education in diverse operational contexts, often with the support of National Societies.

The Norwegian Red Cross has actively participated in various global fora,³⁴ the Red Cross of Serbia has developed a number of local partnerships to further its work³⁵ and the German Red Cross plays a role at the global level through partnerships.³⁶

3) CONCLUSION AND RECOMMENDATIONS

Resolution 6 enshrines the Movement's readiness and commitment to improving and scaling up its efforts to respond, reactively or preventively, to the growing education-related needs of people affected by armed conflicts, disasters and other emergencies, in particular children, adolescents and young adults. In the two years since this resolution was adopted, the Movement has developed a better understanding of the issues and challenges faced in this sector and strengthened partnerships with key stakeholders. It has also further developed strategies in this area and continued to carry out a wide range of activities that contribute to responding to and raising awareness on the related humanitarian needs and gaps that have been identified.

However, implementation needs to be stepped up in order to realize the purpose of the resolution, and it is essential for the Movement components to further coordinate and collaborate with each other at all levels to strengthen their potential for collective, scaled-up achievements. The further development of a focused Movement approach on education supported by an action plan, together with a stronger evidence base and more in-depth progress mapping, may help in this regard and is therefore recommended.

Working alongside and in partnership with others in line with our Fundamental Principles, especially at the local and national level (e.g. through existing education-related working groups, clusters, etc.), provides the Movement with the opportunity to build our expertise in this field, identify strategic responses and take effective action where it is most needed and relevant. The scale of humanitarian needs and types of intervention also require us to work closely with policy-makers and influencers. Our success in enhancing safe and continuous access to education at all times necessitates increased collaboration with the relevant authorities at all levels, especially considering their primary responsibility in this area and the auxiliary role of National Societies in assisting them in the humanitarian field.

³⁴ Representation in meetings/fora relating to education in emergencies (including on the Safe Schools Declaration) to advocate for a focus on access to education in situations of armed conflict, including a Movement focus on this issue.

³⁵ This includes partnerships with the Ministry of Education and the Institute for the Improvement of Education in Serbia.

³⁶ At the international level, the German Red Cross participates on a regular basis in the European Network for the Development of Volunteering (ENDOV) of National Red Cross and Red Crescent Societies on educational matters. It has played an active role in the new IFRC Organizational Learning Network with international partner enterprises and the IFRC Global Volunteering Alliance during the last three years.