



2022 Council of Delegates of the International Red Cross and Red Crescent Movement

WORKSHOP

Movement Approach to Education

OUTLINE

Context

Access to quality education (including skills- and values-based humanitarian education) is essential to meet the ambitions of the Sustainable Development Goals. It also plays a paramount role in making individuals, families and communities more resilient and thereby contributes to safeguarding human dignity, boosting economic development, strengthening social cohesion and building peace.

Education is a fundamental human right and an essential public service which is often negatively impacted when shocks occur. Armed conflicts, disasters, population movements and other emergencies and crises, such as the recent COVID-19 pandemic, disrupt the continuity and quality of the education system, which can have dramatic repercussions on the social, physical and psychological well-being and life prospects of children, young people and, in some cases, entire generations. Continuity of education is also what parents and children most often ask for in a humanitarian crisis.

There are more than 258 million children out of school,¹ almost one in two of whom live in countries affected by such crises.² The recent example of COVID-19, which saw nearly 2 billion children, adolescents and young adults out of school, demonstrates the fragility of education in the face of external and covariate shocks and the challenges faced by the authorities, sometimes with limited capabilities, in ensuring continuous, safe and equitable access to it, especially in complex emergencies where multiple hazards and risks are exacerbated.

Despite receiving more attention and a growing share of humanitarian funding, education remains the most poorly supported of all public services in humanitarian contexts, leaving a critical and increasing gap, especially for those in situations of high vulnerability. Since their creation, the components of the Movement have engaged with government authorities and supported formal and non-formal education throughout the resilience continuum (i.e. from prevention and preparedness to response and recovery). The respective mandates of the Movement components allow for this comprehensive level of response. Examples include the International Committee of the Red Cross (ICRC) ensuring access to education in situations

¹ [UNESCO Institute for Statistics \(UIS\) Factsheet 56, September 2019](#)

² [Plan International, Left out, left behind: Adolescent girls' secondary education in crises, Plan International UK, 2019, p. 30](#)

of armed conflict and violence and the International Federation of Red Cross and Red Crescent Societies (IFRC) and National Societies enhancing safe, continuous and equitable access to education in disasters and other emergencies and delivering education promoting humanitarian action, skills and values.

As a result of the substantial work carried out in this field over the past decades, in 2017 the Council of Delegates adopted the resolution “Education: Related humanitarian needs”,³ and a follow-up side-event was held during the 33rd International Conference in 2019, accompanied by a number of pledges on education, including a joint IFRC and ICRC pledge (“Addressing education-related humanitarian needs”).⁴

Since then, the IFRC, the ICRC and the global education network of National Societies have confirmed the need to adopt a well-coordinated, complementary and collaborative approach to education. Work started in 2021 to conceptualize, operationalize and test such an approach and way of working together for education in Ukraine, Armenia and Azerbaijan.

This approach aims to add value to the contributions of the Movement components under their respective mandates to address education-related needs, especially those resulting from compounding shocks. This approach is in line with our Movement ambition in terms of supporting the most vulnerable and marginalized individuals to ensure their social, emotional, mental, physical and cognitive development and well-being, especially children, adolescents, young adults and those all too often left behind or left out of society because of their gender, age, abilities, ethnicity or other aspects of their identity or social status.

Overall objective and expected outcomes of the workshop

The workshop should support the further development of an agreed position on the role that the Movement components can play in addressing education across the triple nexus (humanitarian-development-peacebuilding) through a coordinated, collaborative approach. It should thereby contribute to elaborating guidelines for its value proposition.

In addition to capturing good examples of collaboration and coordination between the Movement components, the workshop will help identify the complementary strengths of each component in ensuring access to quality education for crisis-affected populations, providing competency-based humanitarian education and strengthening the capacity of National Societies to further position their work in the education sector and address education-related needs, including as an auxiliary to public authorities in the humanitarian field.

Finally, the workshop seeks to provide a platform for discussing a potential resolution on education to be presented to States at the upcoming 34th International Conference in 2023. Such an outcome would signal an opportunity for all Movement components to co-develop a plan of action for joint work in preparation for the conference.

Key questions to be considered in the workshop session

1. What does a Movement approach to education look like and consist of? How can the Movement components better cooperate and coordinate with each other in a complementary manner, building on their respective mandates and expertise, and with external actors in the field of education?
2. What have we learned from the education-related work undertaken by the different Movement components and from their cooperation and coordination in this field? What are

³ [2017 Council of Delegates Resolution 6 “Education: Related humanitarian needs” \(CD/17/R6\)](#)

⁴ [Open pledge “Addressing education-related humanitarian needs” – Statutory Meetings](#)

the challenges faced in this regard? What are the opportunities and recommendations for scaling up joint efforts in the future?

3. What is the Movement's unique value proposition in the education sector, especially with regard to access to education and the provision of education, including from the perspective of the role of National Societies as auxiliaries in the humanitarian field?
4. What are the Movement components' key priorities and asks in the field of education that would need to be brought to the attention of States at the 34th International Conference next year? How should the topic be presented on this occasion?
5. What should be done on the road to the 34th International Conference?

Supporting documents:

- *Movement Approach to Education (M4E) concept note (under development)*
- [IFRC Strategic Framework on Education 2020–2030](#)
- [ICRC Access-to-Education Strategy 2021–2026](#)
- [2017 Council of Delegates Resolution 6 “Education: Related humanitarian needs” \(CD/17/R6\)](#)