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Ebola Emergency: Restoring Education, Creating Safe Schools and Preventing a Long-term Crisis

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FOREWORD



Gordon Brown, UN Special Envoy for Global Education

As the world watches the Ebola crisis unfold, the day-to-day reality has created nightmarish suffering in West Africa. Since March 2014, more than 14,000 people have contracted Ebola and more than 5,100 people have died. The impact of this outbreak has taken a resounding toll on communities already vulnerable or marginalized – the poor, the rural, the illiterate, women and girls. And like most emergencies, education has been one of the first casualties. Nearly 5 million children have been forced out of school in Guinea, Liberia and Sierra Leone.

In the face of this immense suffering we have seen brave displays of heroism as local and international communities have united together in what has become a global effort to fight Ebola. This mobilization of large multilateral organizations, NGOs, the private sector and faiths communities has led to lifesaving acts of courage spanning the most remote of corners.

With children out of school indefinitely, Ebola threatens to reverse years of educational progress in West Africa where literacy rates are already low and school systems are only now recovering from years of civil war. If we do not address our failure to deliver this basic human right in emergencies, millions of young people, those far beyond the borders of the three affected countries affected will continue to shoulder the burden of our inaction.

We must act to provide visionary solutions to mitigate the looming social and economic challenges ahead. Education is the only solution that affords the realization of hope and opportunity while saving lives in the short- and long-term.

The leadership of the Global Business Coalition for Education's call to prioritize (1) immediate interim education solutions, through the use of new technology, television and radio, (2) responsible reopening of safe schools as quickly as possible and (3) the establishment of emergency plans are all critical pieces of a serious global education response to Ebola.

We must work together to implement comprehensive education strategies to bring the outbreak under control in the short-term and prevent greater social, economic and health crisis for children, families and communities. I encourage business, governments and individuals to heed this call to action.



Aliko Dangote, CEO, Dangote Group & Founding Member, GBC-Education

"We often forget that in the midst of humanitarian crises, children's lives and schooling are grossly disrupted. In Guinea, Liberia and Sierra Leone, the countries most affected by Ebola, schools have remained closed. As aggressive as the current outbreak of Ebola is, it will eventually be contained. But what are the short and long term costs of having such large cohorts of children out-of-school for such an extended period of time?"

As a founding member of the Global Business Coalition for Education, I believe it is imperative that the business community takes a leadership role in the prioritization of education during humanitarian crises. Providing emergency education to children and their teachers and then responsibly reopening safe schools would help promote hope and keep pathways for rebuilding opportunity open for children, youth and their families."

Strive Masiyiwa, Founder and Chairman, Econet Wireless & Founding Member, GBC-Education



"We cannot let education become an additional casualty of the Ebola crisis. As we tackle the immediate public health crisis, we must also find ways to address the educational needs of the over 3.5 million children affected by school closures in Guinea, Liberia and Sierra Leone. As a founding member of Global Business Coalition for Education, I urge others to get behind these recommendations to ensure the health crisis does not spiral into a lasting education crisis."



Sarah Brown, Executive Chair, GBC-Education & President, Theirworld

"Basic education and learning is too often neglected when dividing up aid and young boys and girls are held back for years - if not a lifetime - by the absence of good schooling mindful of the life and employment skills that will serve them well. I am pleased to see the global community taking leadership on the convergence between education and health so that we can rebuild communities and restore hope as quickly as possible."

Donald Kaberuka, President, African Development Bank Group



"Education must remain a priority. Securing the continued provision of education during the Ebola crisis is not only important - it is a necessity to control the spread of the disease and facilitate the rebuilding process. We are committed to working with governments, young people and all our partners to set a new precedent for protecting education in emergencies."



Anthony Lake, Executive Director, UNICEF

"Beyond the catastrophic effects that Ebola is having on the health of people living in affected communities, we should also recognize that in the three affected countries, almost five million children cannot go to school. We must hope that this interruption in the education of a generation of children is as brief as possible. Not only because schools are places of learning. But also because they are places where children can learn about Ebola - and how they and their families can protect themselves from this scourge."

Adewale Tinubu, Group Chief Executive, Oando PLC



"As a member of GBC-Education, I stand with fellow business leaders and call on the international community to support the reopening of safe schools in Ebola-affected countries. I call on other business leaders to support these recommendations and make education a priority investment during humanitarian crises."



Dr. Margaret Chan, Director-General, World Health Organization

"Health literacy and education, when paired together, offer a powerful way to prevent a host of health problems, including Ebola. One fact makes this point well. Guinea, which is suffering the longest and most stubborn Ebola outbreak, has an adult literacy rate of only 25%. Therefore, education must be part of our comprehensive public health response."

Irina Bokova, Director-General, UNESCO

"We have learned from past public health emergencies that education has a fundamental role to play in designing a sustainable response. The Ebola crisis has already taken a heavy toll on children's schooling in the most affected West African countries. In our response, we must take every measure to help children stay in school and to receive the support they need to cope with loss and isolation. Culturally sensitive awareness raising must also be integrated across the response, including through community media and mobile technologies, because this is critical to containing the disease and to treating it. It is also a means of prevention and a strategy to counter stigma, false beliefs and discrimination. By investing in education, we are turning the clock forward and making a commitment to every child's right to a dignified future and to the longer term recovery of their nations."



Phumzile Mlambo-Ngcuka, Executive Director, UN Women

"A global emergency response will help end the current Ebola epidemic. However, only education and training, especially for women and girls who are so often society's caregivers, can build the strong health systems and resilient, fully empowered communities that can meet the complex social consequences of the epidemic and that are better prepared to overcome challenges like this in the future."

Ray Chambers, UN Special Envoy for Financing the Health Millennium Development Goals and for Malaria

"While we must extinguish the immediate fire of the Ebola epidemic, we must also turn our attention to rebuilding the systems and societies so badly damaged by the outbreak. There is no more important place to start than education. Children have been out of school for months, and many have been orphaned. An exceptional effort is now required to make up for lost time and invest in our collective future."



Chernor Bah, Co-founder, A World at School

"Having just returned from Sierra Leone, it is evident that the lack of education has taken a large toll. I have met girls who have become pregnant and are now planning weddings. They should have instead had the option to go to school. To combat Ebola, we need to make sure we reopen safe schools as soon as possible. I urge donors to prioritize and finance education."

Kolleen Bouchane, Director, Policy and Research, GBC-Education

Nearly five million children are out of school in Sierra Leone, Guinea and Liberia. If safe schools are not responsibly reopened the result will be a far larger social, health and economic disaster. This report includes the input of lead agencies working in the region, first hand interviews in Sierra Leone and relies on the International Network for Education in Emergencies (INEE) minimum standards. I hope this report will serve as a contribution to efforts to give greater priority to education in the current fight against Ebola as well efforts to end the poverty from which this tragedy grew. More attention, greater resources and further collaboration across health and education sectors will be required. These urgent efforts to prioritize education will save lives now and in the future.



Ebola Crisis: A Three-fold Education Response

Emergency Education Provision: Approaches Until Schools are Safely Reopened

1 Recommendation One: Enable the continuation of education programs through innovative and distance approaches

Recommendation Two: Pay staff during school closures

Reopening Safe Schools

3 Recommendation Three: Put in place a transparent plan for reopening schools as quickly as responsibly possible

Recommendation Four: Prepare schools for reopening

5 Recommendation Five: Provide teachers with accurate information, curriculum and training on Ebola

Recommendation Six: Utilize education facilities for contact tracing and monitoring

7 Recommendation Seven: Implement school feeding programs

Recommendation Eight: Support students through physical and mental health

Sustainable Safe Schools and Healthy Communities

9 Recommendation Nine: Implement public health programming

Recommendation Ten: Develop contingency plans for future emergencies

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Introduction: Prioritizing Education

Education has been one of the first casualties of the Ebola outbreak. Nearly five million children are out of school due to Ebola-related school closures in Guinea, Liberia and Sierra Leone - many indefinitely.¹ Students who fall behind for a year or more are significantly more at risk of dropping out of school and this increased risk of drop out, coupled with the trauma of loss and greater poverty, could mean that large numbers of children will never return to the classroom.

The impact of being out of the classroom is felt immediately for those children most at risk. School closures place girls at greater risk and vulnerability. Many parents perceive marriage as the best option to “protect” and provide for their daughters.² In Sierra Leone, in one school alone, several sixth graders have become pregnant and marriages for young girls are being planned.³ For girls and boys, the risk of child labor is also likely to rise as contributing to the household economy becomes more critical for survival. Working is often perceived to be the best way to prepare out-of-school children for the life they will lead.⁴

Education will save lives in the short- and long-term by mitigating these risks to children. Local, national and regional governments, and humanitarian and development agencies must increase focus, planning and resources to prevent extended interruptions in educational opportunities which put those with high vulnerability – particularly girls – at even greater risk.

A three-fold response is needed:

1. **In the immediate term emergency education must be provided until schools are safely reopened.** In places of immediate public health risks, where schools must temporarily close due to control the outbreak, a set of interim solutions to continue education must be implemented and rapid plans for reopening safe schools must be set into motion.
2. **As soon as responsibly possible, “safe schools” should reopen to protect children and manage a relapse into a public health crisis.**
3. **Once education is restored, we must invest in sustainable schools and plan for emergencies.**

Part I: A Crisis of Poverty

The Ebola crisis is a crisis of poverty, precipitated by lack of education and access to health information and services. Those who contracted Ebola were already among the most vulnerable. The absence of basic literacy in the poorest communities coupled with poor or non-existent health infrastructure enabled the disease to spread more rapidly as information about basic preventive measures like hand-washing with soap reached poor communities last.⁵ Prior to the outbreak, health care workers in poor and rural settings were already too few and health care facilities were massively under-resourced; barely up to the task of providing the most basic services to all people.⁶

The impact of Ebola on already impoverished families and communities is severe and places them at greater risk for deepening poverty and negative longer-term social, economic and health consequences. The impact on girls and women in particular is devastating as diminishing economic opportunities and weakening social institutions lead to an increased chance of sexual violence. Women's traditional roles as healthcare workers, primary caregivers of sick family members, and responsibilities in performing funeral rituals have also put them at greater risk.⁷ It is estimated that 60% of the total Ebola related fatalities in West Africa are women – some estimates have put the toll on women as high as 75%.⁸

More than 4,000 children in Liberia, Guinea and Sierra Leone have lost at least one parent to Ebola.⁹ Many have been abandoned by surviving family members out of fear of transmission of the disease. As thousands of children lose their primary caregiver, families may also have lost their primary or multiple-sources of income.

Although resources, equipment, experts and additional healthcare workers needed to get the outbreak under control are beginning to flow into the epicenter of the crisis, the future is uncertain as the disease continues to move rapidly with grave, lasting consequences for access to basic education and other health services.

Part II: Education Will Save Lives

Education will save lives. Out-of-school children are often at greater risk of violence, rape, child marriage, child labor, recruitment into fighting, prostitution and other life-threatening, often criminal, activities.¹⁰

In the short-term, prioritizing education and planning during the Ebola crisis can serve several critical functions. Teachers and school administrators can provide lifesaving information about preventing the spread of the disease, accessing family services and learning other skills. These skills may be necessary as children struggle with missing caregivers and other serious challenges impacting their lives. Schools can also provide an opportunity for children to return to familiar routines, helping mitigate further trauma. Simple measures can be implemented to make schools a first line of defense against the spread of Ebola by asking children important questions about their households that would enable contact tracing and finding the sick who have not yet sought care.

In the longer-term, education has direct benefits to societal health, economic security, gender equality, national output and prospects for stability.¹¹ Impacts of this health crisis will reverberate across generations. In families impacted heavily, education will be critical for ensuring that children are not trapped in poverty and that their own children do not die of preventable causes.¹² Over the past four decades, the global increase in women's education has prevented more than 4 million child deaths.¹³ A child born to a literate mother is 50% more likely to survive past the age of five than a child born to an illiterate mother.¹⁴ Education is a preventative measure not only against the exploitation of children and the continued vulnerability of the very poor, but also a preventative measure against disease and future outbreaks.¹⁵

Without significant and deliberate efforts to provide education during this crisis, the risks children and youth face to their lives and their futures will continue to escalate.

Part III: Implementing a Three-fold Education Response

To support the fight against Ebola, a three-fold response is needed. In the immediate term emergency education must be provided until schools are safely reopened. Plans for reopening safe schools must be set into motion. As a first order of business, a common understanding on what responsible reopening of safe schools entails must be agreed upon between governments and the international community. As soon as responsibly possible, "safe schools" should reopen to protect children and manage a relapse into a public health crisis. Lastly, schools should be a place for longer-term public health programming and contingency plans for future emergencies established. These three aspects of the education response are outlined below with guidance for both the immediate-term provision and near-term reopening of safe schools.

(1) Emergency Education Provision - Approaches Until Schools are Safely Reopened

Reopening safe schools as quickly as possible is paramount. While concrete plans to reopen schools are developed, measures to keep children engaged in learning outside the formal classroom setting should begin immediately. Education programs should continue through innovative approaches and salaries of school staff should be paid during Ebola related school closures.

RECOMMENDATION ONE

Enable the continuation of education through innovative and distance approaches.

Radio, television, mobile and Internet technology can be used to provide interim education programs in impacted countries. Programs developed using these technologies should be designed to ensure that they can continue to be useful forms of informal learning following the return to school that could supplement classroom learning in the long-term, thus making the initial investments more sustainable. Working with education experts and communities to enable learning to continue lessons learned from innovative and distance approaches can be applied to existing efforts in places where education has been disrupted.¹⁶ For example:

- **Radio and television:** Radio is often the most accessible technology and has been successfully used in other countries. For example, in Afghanistan, in collaboration with the BBC World Service, Radio Education for Afghan Children (REACH) has assisted in raising literacy levels and basic numeracy skills of Afghan children unable to attend school due to years of conflict.¹⁷ In China, the Ministry of Education formed the China Education Television (CETV) to provide educational programming to rural areas. Currently broadcast over five channels, CETV provides educational programming from teacher training curriculum to early childhood education.¹⁸ In Sierra Leone, where Ebola has disrupted schooling for over one million children, classes on the core subjects have begun airing over 41 radio stations and the country's only television station.¹⁹ Similar initiatives are also being conducted in neighboring Liberia.²⁰ Best Practices from the well-established REACH and CETV programs can help to improve the quality of the initiatives being undertaken in Ebola affected regions.

- **Mobile phones:** Mobile phones allow for interaction with broadcast lessons and have the potential to expand content limits through greater interaction. For example, MoMaths is working to give South African learners access to math instruction on their mobile phones, enabling students to work through short theory sections, or answer questions from a database of approximately 10,000 questions, categorized by topic and degree of difficulty.²¹ Learners are given immediate feedback on practice exercises. The open source software platform mHero,²² developed by UNICEF is currently being used by the Liberian Ministry of Health and Social Welfare to allow health workers to interact.²³ The platform could be adapted to serve the educational needs of students and teachers.
- **Internet:** Internet-based learning platforms have been used in emergency contexts and can draw from existing content and link to curricular goals. Additional mentoring, tutoring and lessons can be arranged online through live chat and voice. A successful Internet-based curriculum developed for mobile tablets, iUniv, was used to deliver education to students displaced to evacuation shelters after the Japanese Tsunami of 2011.²⁴

There are significant barriers to accessing these types of delivery platforms for poor, rural populations. In the Ebola-affected communities, lack of radios, mobile phones, Internet, electricity and even batteries are obstacles to accessing these platforms for out-of-school children.²⁵ For example, broadband in Liberia operates at 20% of capacity and only within the capital city Monrovia.²⁶ Rapidly increasing telecommunications could put a strain on already fragile networks. **Partnerships with broadcast, Internet providers, mobile phone companies and hardware companies should be explored** to create strengthened infrastructure and, if possible, take them to scale as quickly as possible. The private sector may also help to eliminate cost barriers through in-kind and other philanthropic contributions.

If remote learning is anticipated to last for a significant time period, several issues should be addressed to maximize learning and accessibility potential:

1. **Language of instruction:** Without advance planning, there may be difficulties in adapting curriculum to a diverse set of mother tongues. In order for remote programming to be relevant to allow broad participation, mother tongue language provision must be a priority.
2. **Content differentiation:** Given the singular radio and television provisions, a lack of content differentiation by grade level in delivery may leave content inaccessible or inadequate. Therefore, solutions allowing the provision of multiple grade levels are paramount.

3. **Relevancy and progression:** For most parents, the value-add of school is that it leads to qualifications and a job. Grades, tests and promotions are associated with relevant education and pathways to opportunity. Parents examining the opportunity costs usually deprioritize poor quality education in lieu of alternate ways for their children to spend their time and contribute to the family.

The above measures may be able to serve those most in need with basic programs, but given the current state of tech infrastructure and access in these three countries, these measures cannot be a comprehensive or long-term solution.

RECOMMENDATION TWO

Pay staff during school closures.²⁷ While reports indicate that many civil servants including teachers continue to be paid during the crisis, teachers in private schools are being left to fend for themselves.²⁸ In countries like Liberia, where 50% of all teachers work outside of the public sector, a significant challenge is faced by teachers and other school staff who must find other employment for economic stability, potentially exacerbating an already critical lack of teachers when school resumes.²⁹

Payment of teachers will be an important step to securing their participation in efforts to fight Ebola and to maintaining their trust and collaboration for the reopening of schools. Teachers are the foundation of social mobilization in schools so maintaining their trust is critical. Activity status of teachers and school staff should be collected during the payment process so that staffing plans may be adjusted accordingly.

(2) Reopening Safe Schools

While the above recommendations for education when formal education is not possible, the available solutions are less than ideal. A reopening of safe schools is critical to realizing the many short- and long-term benefits of education, including the prevention of further spread of the disease. While several international agencies are working with the governments of Sierra Leone, Liberia and Guinea to develop guidelines, the following recommendations highlight some of the important aspects to consider with the reopening of safe schools.

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RECOMMENDATION THREE

Put in place a transparent plan for reopening schools as quickly and as responsibly possible. In collaboration with the Ministries of Health and Education, a well-defined and ambitious timeline with specific benchmarks and standards to reopen schools should be set and communicated immediately to affected communities. These steps will help end uncertainty about when children will begin learning again and prevent children from being further at risk. Coordination between ministries and actors from all sectors – particularly the Ministries of Health and Education – is critical to ensure messaging about protecting the health of returning children is widespread, amplified and consistent across different communities. In addition, other conflict sensitive approaches specific to each country and context should be implemented when reopening schools and restoring or providing new services to prevent unintended negative impacts.

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RECOMMENDATION FOUR

Prepare schools for reopening. Market places, churches, and other places of public gathering are currently open and well attended in Ebola affected communities. Children displaced from their schools by the outbreak are still gathering in other locations – freely roaming the streets, or worse, engaging in hazardous labor or other risky behaviors in order to contribute to family needs.³ Meanwhile, many schools, traditionally safe community spaces, have become holding centers for those afflicted with Ebola and are associated with the stigma of the outbreak and are places to be avoided.³

Schools should be immediately and publicly cleaned and disinfected in collaboration with health officials and in consultation with community leaders and other actors such as Parent Teacher Associations (PTAs) to ease risks and fears.

Safe water and sanitation facilities for teachers and students must be a priority intervention as part of this rehabilitation. This crisis presents an opportunity to upgrade facilities that were already lacking, adapt facilities for those with disabilities and rehabilitate dilapidated education infrastructure as part of a process of community rebuilding.

All schools should be equipped with relevant public health supplies deemed appropriate by public health officials, such as thermometers, chlorine, rubber gloves and buckets. It may also be necessary to construct temporary care rooms to allow time for trained health personnel to respond in the case of suspected infection.

5

RECOMMENDATION FIVE

Provide teachers with accurate information, curriculum and training on Ebola. Education can be used to combat the spread of present and future public health outbreaks through accurate information about the virus. Teachers are the largest group of civil servants and are integral parts of their communities. Teachers that are well trained can serve as the cornerstone of health education mobilization efforts and are critical to success. Ensuring that teachers are properly trained to raise awareness about Ebola and give accurate information about preventing the spread of the virus among students and families should be a top priority.

In Nigeria, where Ebola has been contained, all State Ministries of Education were ordered to ensure that at least two staff in each school were properly trained by health workers on Ebola.³⁰ Capitalizing on a teacher's ability to directly disseminate information to large groups of students and indirectly to their families can prevent future health crises. For example, ensuring lessons on safe hand-washing with soap would help prevent not only the spread of Ebola but also other diarrheal diseases.

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RECOMMENDATION SIX

Utilize education facilities for contact tracing and monitoring. Education facilities can serve as community centers and support sharing prevention messages to monitor procedures such as temperature screening and complex contact tracing.

Training should be provided to teachers so they are able to (1) conduct temperature checks, as is currently being done in other public institutions by security guards and non-medical personnel, (2) monitor signs of an outbreak or infection, and (3) implement an emergency response plan to safely respond should suspicion of infection arise.

There is precedent for using education facilities for these activities. In 2003 at the height of the SARS epidemic, the Singaporean Ministry of Education mandated temperature monitoring of all schoolchildren ages 6 to 16 twice daily; as a result, 67 were referred for follow-up.³¹

7

RECOMMENDATION SEVEN

Implement school feeding programs. In many of the already vulnerable communities hit with the Ebola outbreak, the ability of families with children to provide basic needs is extremely strained. Malnutrition is one of the largest challenges in emergency contexts and school feeding can help mitigate this reality. With thousands of children orphaned and a lack of public services to support these children during this outbreak, rolling out a school-feeding program will not only serve as an incentive for the poorest children to come back to school, but it will support families working to rebuild their lives.

8

RECOMMENDATION EIGHT

Support students through physical and mental health services. Special efforts should be made to provide support to students, especially those who may have experienced trauma, have become the primary caregivers in their families or are married or pregnant. Students who have experienced these life events are at an increased risk of dropping out of school. Psychosocial services, prenatal and maternal healthcare and life skills classes should be delivered to address these additional needs, critical to keeping students in school and learning. Child protection specialists of implementing partners should be integrated into this process to provide support and train teachers around psychosocial skills and activities.

(3) Sustainable Safe Schools and Healthy Communities

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RECOMMENDATION NINE

Implement preventative public health programing in the longer-term. Following the delivery of training and information to teachers, strong public health campaigns about basic health measures such as hand-washing, vaccinations and sanitation practices should be launched as a preventative measure against future public health crises.²⁷ For example, simple guidelines developed by the U.S. Center for Disease Control to prevent the spread of the flu — to wash hands, to clean surfaces routinely and to know when to stay home — are applicable. Well-posted and shared at U.S. schools, these guidelines are estimated to protect over 63 million people from the flu annually.³²

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RECOMMENDATION TEN

Develop contingency plans for the future emergencies. Communities should be supported to develop advance plans for the continuance of learning in the event that education is disrupted by a future emergency, public health related or otherwise. PTAs, teachers, health and education officials should be brought together to engage in the development of appropriate strategies to ensure that schools are protected in times of crisis. This would help ensure that children do not face the additional consequences of missing out on critical years of social, emotional and cognitive development.

Conclusion: International Support for Safe Schools

The provision of education and the responsible reopening of safe schools can save lives and help manage the public health and larger socio-economic consequences of Ebola. While there are options for alternative ways of providing education in the immediate term, infrastructure and access are not ripe for the widespread delivery of quality education through distance and remote learning.

Schools should not be used as treatment facilities or holding centers for Ebola so that, as soon as responsibly possible, governments, in collaboration with public health officials, can expedite the reopening of safe schools. Governments and the international community should develop a common understanding of the guidelines for reopening safe schools so that they can work together to use schools as effective, positive social spaces and maximize the benefits of the convergence of health and education during a crisis.

As the education response continues, schools should be a place for broader preventative health programming and contingency plans should be established should a future emergency arise.

Education must be prioritized in the immediate Ebola response as it has a transformative power for restoring hope and facilitating a strong public health response. Donor governments, business, foundations and the public should come together to dedicate resources so that education is a strong pillar in the Ebola crisis response.

Once again, this crisis highlights the ongoing need for education to be the first line of defense in crisis – not the first casualty.

The near five million children out of school as a result of the Ebola outbreak underline the need for a sustainable solution for education in emergencies through a dedicated resource pool.

The global community must demonstrate that it is prepared to restore hope by rebuilding an even stronger and more resilient education system for West Africa's children and youth. The time is now.

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The Global Business Coalition for Education

The Global Business Coalition for Education (GBC-Education) brings the business community together to accelerate progress in delivering quality education and learning for all of the world's children and youth. Since its launch in 2012, GBC-Education has grown to become the single forum connecting business to make a lasting impact on the lives of children and youth through education. GBC-Education members believe their core business assets, social responsibility and philanthropy, when used in collaboration with government and other stakeholders, can be a powerful tool to expand education for all. www.gbc-education.org

A World at School

A World at School is a global coalition working together to get every child into school and learning. It brings together young people, NGOs, civil society, teachers, faith-based organisations and the business community demanding action on education. A World at School has been involved in a variety of public digital campaigns and public actions including #IamMalala, #BringBackourGirls, and #SafeSchools in Nigeria, Syria and Gaza. A World at Schools is now leading the #EducationCountdown campaign and #UpForSchool call to action which connects different constituencies and issues together to accelerate progress on access and learning in the final sprint to the end of 2015. www.aworldatschool.org

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