



Education Achievement Report



**EVERY CHILD.
EVERYWHERE.
IN SCHOOL.**

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Education Achievement Report

We believe every child, everywhere should have access to quality education.

That simple belief brought together more than a million Seventh-day Adventists in a global movement of advocacy for the world's children.

Education is a powerful driver that allows people to move closer to the fullness of life that God intends for them. Education fights poverty and alleviates injustice. Education keeps children safe and opens a whole new world of opportunity for them.

Simply put, education is everything.

While education has long been one of the main areas of focus in ADRA's work, we saw a growing need to approach the issue in a different way. We needed to address the systems and structures that act as barriers between children and quality education.

In partnership with the Seventh-day Adventist Church, we launched the *Every Child. Everywhere. In School.* petition with an ambitious goal of 1 million signatures.

In the end, we were blessed to receive more than 1.3 million signatures!

I am grateful for every church leader, church member, pastor, Pathfinder, and friend who signed the petition and shared it with others. Your participation helped ADRA call on world leaders to ensure quality education for every child, everywhere.

As you'll see in the following pages, in addition to the petition, ADRA brought together leaders and experts in Education Accelerator conferences, as well as started localized campaigns in several countries.

Even as the pandemic closed schools, squeezed government budgets, and distracted the attention of decision-makers, we achieved so much of what we set out to do.

Government funding for education increased; new research was created; partnerships were formed; networks were established; skills were developed; resilience was built; training and education were rolled out; and commitments to improve policy were strengthened.

As we reflect upon this initiative, I hope you are as inspired as I am by what we have accomplished together in bringing education to more children around the world.



Michael Krueger

President

ADRA International





A Global Movement Campaign Overview



Every Child. Everywhere. In School. was ADRA's first global advocacy campaign. The campaign focused on ensuring that children around the world have equitable access to quality education through large-scale advocacy actions and localized campaigns by ADRA offices in targeted countries.

The campaign was in partnership with the Seventh-day Adventist Church and received support from church members and ministries around the world.

This report details the elements of the campaign, as well as the achievements made possible by *Every Child. Everywhere. In School.*

A Peculiar People

Transforming education through the Adventist network.

As Seventh-day Adventists, we are a group unique both in our beliefs and in the reach and impact of our global network. One key aspect of that network is education.

The Adventist Church is a leader in education, maintaining one of the largest church-supported educational systems in the world. With that designation comes experience and expertise that places us as one of the most suitable groups to pursue improvements in education.

Education is also one of the key pillars of ADRA's work as the international humanitarian arm of the Seventh-day Adventist Church. In 2022 alone, we implemented education projects that served more than 1.1 million children worldwide.

United as a community of faith, we can help ensure every child is able to learn in a way that is appropriate for where they live and supports their unique and diverse needs.



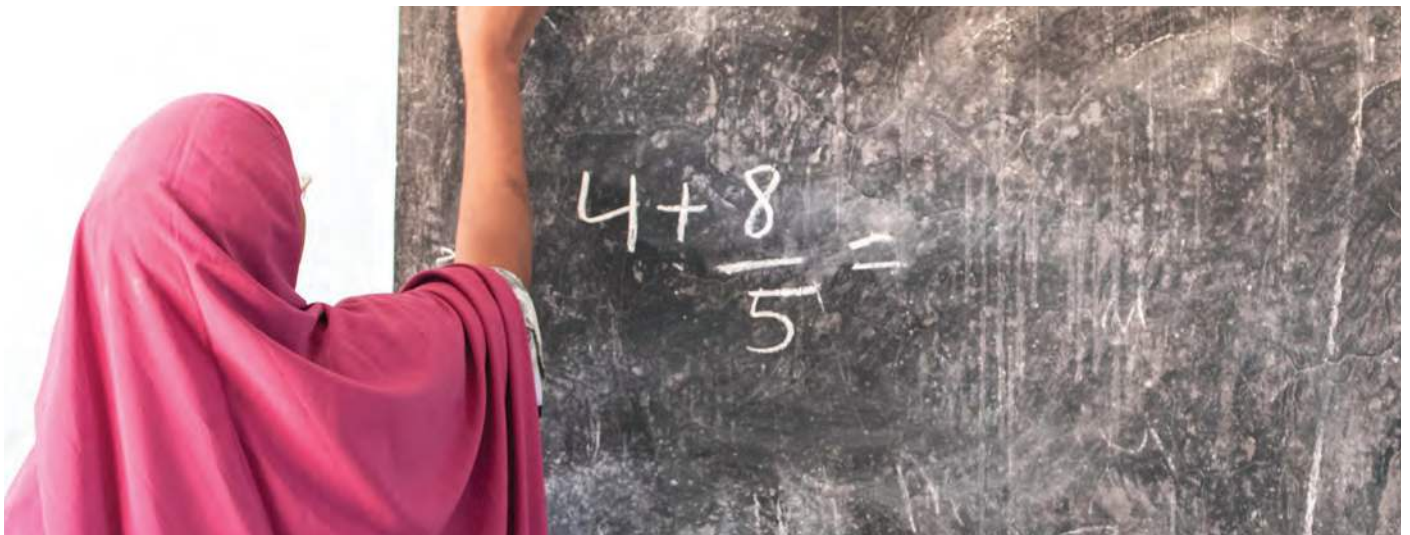
Stronger Together

Developing partnerships to amplify impact.

Every Child. Everywhere. In School. was a valuable catalyst for strengthening partnerships between ADRA, Adventist ministries, government bodies, advocacy coalitions, non-government organisations (NGOs), large multilateral bodies like UNICEF and Education Cannot Wait, and more.

One key example was in Somalia where ADRA helped establish, and now chairs, the most prominent advocacy coalition in the country. The coalition includes other prominent organizations such as Save the Children and the World Food Programme and works closely with influential partners to develop a comprehensive advocacy strategy for Somalia's education cluster.

Another example is the Adventist Church's involvement with the Unequal Conference that brought together leading researchers, speakers from international organizations, decision-makers, diplomats, and academics from various cultural, religious, and political backgrounds around the world. Together, they shared their experiences and research findings to accelerate progress on inclusive quality education.



A Sign of Change

Educating leaders about education.

The first and most public step of *Every Child. Everywhere. In School.* was a petition. Simple in its wording and clear in its objective, the petition called for world leaders to ensure all children, adolescents, and youth have access to free, equitable, and quality primary and secondary education.

The petition was available online where it was accompanied by support information but was also made available on paper for areas and events where internet access was limited.

The goal was to reach 1 million signatures, but that was far surpassed with the petition ultimately receiving 1.3 million signatures from Adventists and others worldwide.

The capability of the campaign was enhanced by the production of a clear and detailed **Global Education Report**.

This report was compiled as a tool to provide leaders, decision-makers, and other campaign influencers an understanding of the barriers to education. Broadly speaking, the report identified areas including finance, inclusion, education quality, retention, and crisis management that needed addressing.

The report, of course, also included clear, achievable steps that each leader could take to help more children have access to the education they deserve.

Local & Global

Working in communities for communities.

ADRA's work recognizes the benefits of education in the communities we serve. Every day, we see how the opportunity for increased knowledge and improved skills changes lives. We have also seen the capability of the people within these communities to pursue systemic change at a country level through localized advocacy campaigns.

Three key words come up regularly as we address the barriers to education in our work and within these localized campaigns: inclusion, access, and quality.

1. With respect to **inclusion**, ADRA's work puts a strong focus on marginalized groups such as girls, children with disabilities, and those displaced by crisis. The goal is to offer learning opportunities that support different needs and circumstances, which means also investing in teacher development, adequate support (i.e., mental health) and facilities.

2. Getting children to school and keeping them there comes down to **access**. Ensuring access for students can be improved by enhancing the quality of education, demonstrating the relevance of learning to students and their families in their local context, and ensuring schools are places that enhance the development of children.

3. The **quality** of education that a child receives has a dramatic effect on the outcome for that student. Improving the quality of education requires improved teaching methods, access to technology, remedial classes, and parent education. Additionally, formal schooling is coupled with vocational training and life skills programs that empower youth to become resilient, healthy, and responsible citizens.

Case Study: Youth Development Program in 5 African Countries

More than 3,000 youth in Namibia, Mozambique, Eswatini, Lesotho, and Zambia were able to build vital life skills and now have better access to peer and community support after participating in a project supported by ADRA's office in Sweden.

The highlight of this approach is the partnership with Seventh-day Adventist Church departments and other religious affiliations relevant for the youth. Youth are linked to mentors and are encouraged to attend campouts, create small businesses, and lead key changes in their communities.

Collectively, our programs recognize education as a bedrock of human development, and the insights we generate are used directly in policy dialogues and feed into our broader advocacy efforts as we push for educational reforms.





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Education Accelerators and Incubators



Accelerating education through collaboration.

Every Child. Everywhere. In School. led to the creation of regional conferences that ADRA dubbed **Education Accelerators**.

These Accelerators hosted diverse groups of leaders in education and politics, faith-based civil society organizations, media, and the voices of out-of-school and at-risk children. Each Accelerator focused on ways to help accelerate the progress on education through policy improvements and advocacy.

The Accelerators also created new pathways for ongoing collaboration and sharing vital knowledge, especially amidst the disruption caused by the COVID-19 crisis, and helped maintain momentum and energy.

Europe & Beyond

The first of ADRA's Education Accelerators took place in Europe. The gathering included education experts, journalists, children from ADRA education projects, insights from our *Global Education Report*, and responses and engagement from members of European Parliament.

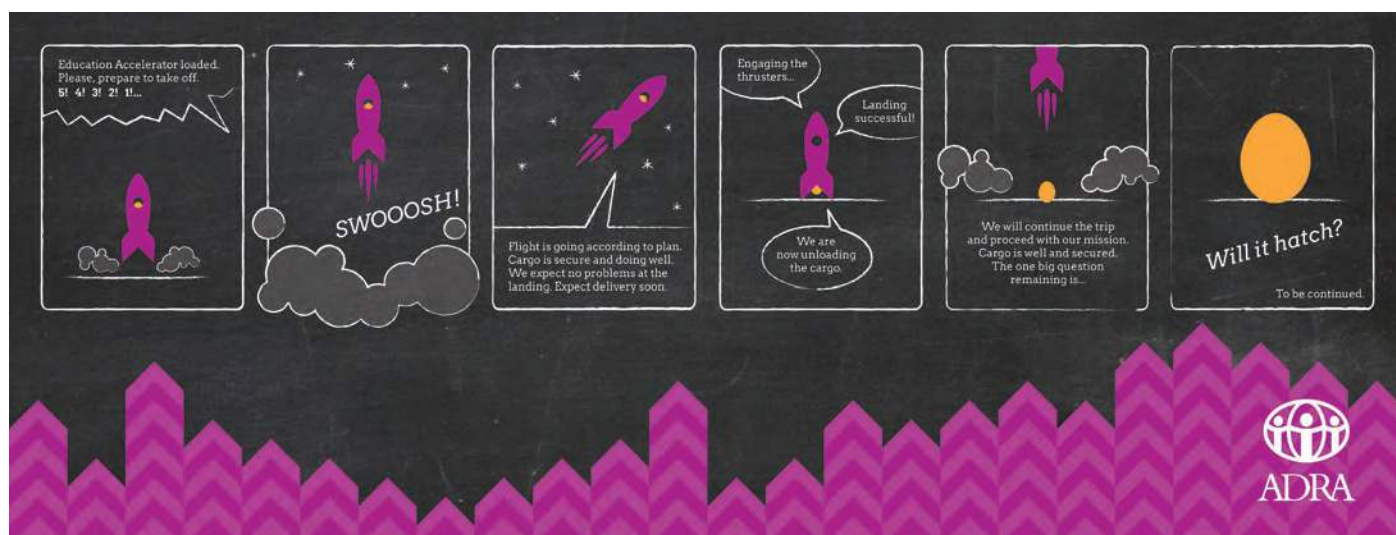
The online conference shared valuable knowledge, created insights to improve practice, and led to the development of networks and systems of knowledge sharing.

Inspired by Europe's success, Accelerators were soon held in the South Pacific and Asia.

The Pacific Accelerator directly engaged with Fiji's Minister of Education on the barriers to education in Fiji and across the Pacific, the importance of psychological first aid for learners amidst crisis, and next steps to continue progress.

In Asia, multiple country offices came together to share their learnings and work across a broader, relevant context. They discussed the power of advocacy, explored how entrepreneurship can build livelihoods (Nepal), considered new ways to support migrant children (Thailand), and highlighted the importance of flexibility in educating ethnic minorities (Myanmar).

ADRA harnessed the positive momentum with a second summit in Europe. Instead of an Accelerator, this one was called an **Education Incubator** and brought together a similarly diverse group of actors to share knowledge and practices, promote visionary thinking, and help faith-based actors to work collaboratively within local communities.





Migration & Education

Supporting children on the move in Mexico.

As global conflicts and crises increase and the devastation of natural disasters becomes more intense, the number of people displaced around the world has hit historic highs.

When children are forced from home, sometimes the issue of education goes beyond whether they can learn their ABCs and 123s.

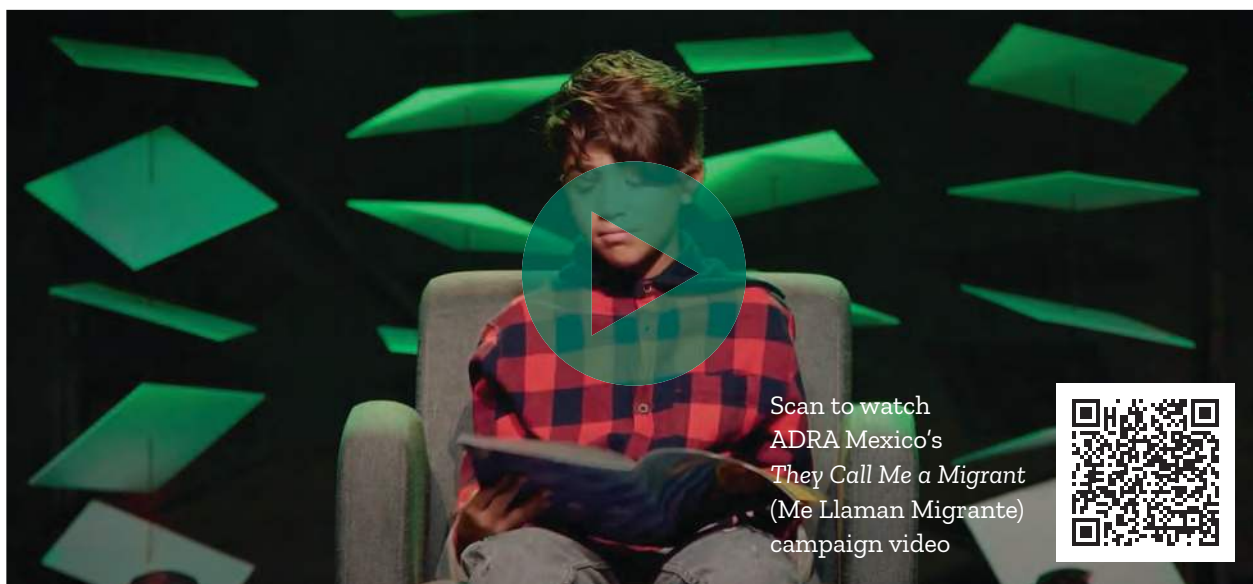
A great snapshot of the power of education and advocacy is in Mexico where ADRA has led a powerful campaign focused on children on the move. Mexico has had an unprecedented wave of migration and migrants are often met with hostility when they arrive.

ADRA's office in Mexico is leveraging the power of education to break down barriers and move beyond

stereotypes to improve the relationship between migrants and the host communities where they reside.

The campaign began with the creation of a children's book called *Me Lllaman Migrante* that tells the story of a young migrant with warmth, empathy, and understanding. In addition to the book, ADRA worked with partners to create a guided learning exhibition in one of Mexico's leading museums and has social inclusion workshops in schools.

Educating host communities about the true experience of migrants and allowing children on the move to see their own stories reflected in the book and exhibit are helping to build a culture of acceptance.



Scan to watch
ADRA Mexico's
They Call Me a Migrant
(*Me Lllaman Migrante*)
campaign video



Education in Emergencies



Reaching those disrupted by conflict.

Education is a basic right, but one that is all too often disrupted by conflict or crisis. Millions of children who have been displaced from their homes, communities, or even countries, due to an emergency are missing out on the education they deserve.

To address this issue, ADRA created the **Education in Emergencies (EiE) framework**. Within this framework, ADRA partners with like-minded organizations and Adventist ministries to ensure more children are able to attend school or access learning during times of conflict, natural disaster, or other emergencies.

Ukraine

More than 3 million children have been displaced from their homes due to the conflict in Ukraine.

In response, ADRA partnered with the General Conference Department of Education and drafted an **Education Emergency Plan for Internally Displaced Persons (IDPs) and Refugees** to assist students who have had to flee their homes in Ukraine, Belarus, and Russia.

The plan works in two phases:

- Phase 1 covers education expenses, as well as lodging, meals, and teacher salaries for internally displaced or refugee children to finish out their current school year elsewhere in Europe or farther abroad.
- Phase 2 focuses on enrolling these students for subsequent school years, either in their host country or another one, as well as intensive language learning to help students adjust and integrate. As the conflict stabilizes or subsides, Phase 2 also supports students to attend Adventist schools in Ukraine.

COVID-19

The EiE framework has also supported COVID-19 recovery efforts in countries including Peru, Syria, Mali, and Sudan.

More than 6,802 children who were previously at risk of having to drop out of school have instead improved their learning through extra classes made possible by the framework.

In addition, support has been provided for the following:

- Classroom and toilet improvements
- Parenting classes
- Child protection
- Psychosocial support
- Teacher training and materials

Case Study: Responding to COVID-19 in Paraguay

ADRA used the power of education and information-sharing to respond to the disruption caused by COVID-19 in Paraguay.

An online learning platform was developed that provided support to educators, community agents, frontline health workers, and other essential stakeholders.

Content for the platform was developed by ADRA in partnership with the government of Paraguay and

covered critical topics including risk management, water and sanitation, mental health, and nutrition. Users were able to access virtual courses, educational podcasts, and data relevant to developmental planning, as well as earn certifications.

To date, thousands of people have already benefitted from the online learning platform, with more than a million people projected to benefit as a result.





Pilot Projects



Spotlighting successes in pilot country programs.

Every Child. Everywhere. In School. highlighted the power of coordinated, yet localized, advocacy efforts.

With that in mind, ADRA offices in several countries have participated in a “pilot country program” over the last three years. Each country office has worked to identify systems and structures that prevent children from attending school in their country, then helped to find effective solutions and advocate for change.

As a result of this advocacy, we have seen real results.

As you'll see in the following examples, governments are investing more in quality education, more families are understanding the importance of educating their girls, and we are seeing more children in school!

Somalia: Prioritizing Education

Increased funding, better policies, and more support for girls.

Amidst the COVID-19 pandemic in Somalia, ADRA recognized that education could not wait.

With girls in particular at risk of being left behind, ADRA worked collaboratively with leaders in education across the country to build energy and action for change. Their vision was to ensure that every girl in Somalia receives a quality education so that they may reach their full potential.

ADRA's team in Somalia leveraged their reputation as a civil society actor supporting education in the country, as well as the relationships they've built and insights they've learned in the sector, to form a multi-party coalition. This coalition, chaired by ADRA, includes International NGOs, multi-lateral organizations, and local NGOs, all working closely with the government to advocate for change.

Recognizing that education finance fell well below what was needed, the coalition called for an immediate increase in education finance, as well as policy and legislative changes.

In response, government expenditure on education doubled!

“The most significant change was the increase of government education spending from three percent of GDP in 2019 to seven percent by 2022,” said Sam Muthamia,

education project manager for ADRA in Somalia. “Of course, there were other actors pushing for the increase, but our influence was substantial. The shared coordination around messaging, which emphasized that a substantial funding boost was needed to support the 3 million out-of-school learners, made a big difference. The net result was millions more learners now being supported, and 3,000 new teachers have been recruited. It's a profound example of the power of our advocacy.”

Beyond increases in government funding, ADRA also worked with the government of Somalia and other groups to adopt measures that helped ensure girls could still receive education, even those without access to technology, during the COVID-19 crisis.

The measures included developing distance learning materials, distributing books, and using radio and interactive TV programs. ADRA also created incentives for teachers to visit students at home, so they could keep in touch, provide feedback on assignments, and continue their educational journey.

As a result, many more girls kept their education going and were able to return in-person when schools re-opened.



Thailand: Vague Promises

Holding the government to its promise.

ADRA has a vision to see all migrant children in Thailand included in the country's effort to ensure a quality education for everyone.

Globally, migrants are among the most vulnerable and disadvantaged groups. While Thailand is a strong provider of education for local students, the country's migrant population includes approximately 364,000 migrant children, and around 200,000 of those are not in school.

The Thai government has made vague commitments to act on this issue, but no timeline has been given. In response, ADRA's office in the country has advocated for a clear, timebound commitment to ensure out-of-school migrant children's access to school with effective language support programs.

ADRA planned to carry out a pilot program that models best practice education for these students, particularly those from Myanmar, which make up the largest population of migrants in Thailand.

After seeing many plans for an education pilot program delayed by the COVID-19 pandemic, ADRA is focusing their efforts on building the foundations of their advocacy in Thailand by engaging with partners and building relationships, including the national migrant rights advocacy platform.

ADRA's work in Thailand is strengthened by its close connection to an EU supported program called the Promotion of Awareness of Migrant Rights.



Norway: Transformative Impact



Advocating for people with disabilities.

ADRA's office in Norway seized an opportunity to advocate to the Norwegian government, a world leader in supporting global education, to improve support for people with disabilities across the world.

With this population being among the most disadvantaged globally, ADRA recognized that for progress to be accelerated, more funding was needed.

The team in Norway leveraged its technical knowledge, its connections to other partners and consortiums, and its ability to mobilize grassroots engagement to pursue improved financing for better outcomes, as well as improved policies and approaches.

Through their work with the Atlas Alliance, an umbrella organization for those working on supporting people with disabilities, they built and strengthened their partnerships.

ADRA became known within Norad and within the consortium as one of the main organizations driving inclusion of persons with disabilities, which opened the way to numerous opportunities for further collaboration

and advocacy. These connections and collaborations mean that, despite a relatively small budget, ADRA's office in Norway was able to make a large impact.

Their advocacy saw a greater proportion of humanitarian financing to education for out-of-school children with disabilities and a financial prioritization of children with disabilities in conflict settings.

They have also been instrumental in helping shape the Norwegian Strategy for Inclusion of People with Disabilities in Development – leading the working group, drafting the section on inclusive education, and contributing insights on mental health and psychosocial support.

By championing these causes, ADRA in Norway has significantly improved the quality of aid for people with disabilities, and furthermore, strengthened their relationship and their profile with one of the world's most respected international aid providers, Norad.



Niger: Speed Schools

Bringing children back into the school system.

One out of every two children in Niger are not in school. That's half of the school-age population!

ADRA decided to address that daunting fact with an ambitious project based on the idea of "speed schools," a concept being trialled by the Stromme Foundation who ADRA joined as a partner. Speed schools are essentially accelerated learning programs that condense basic school curriculum to help young people reintegrate into the education system.

Another significant barrier affecting education quality and retention was the government of Niger who simply were not prioritizing education sufficiently in its budget.

ADRA partnered with a range of local NGOs in Niger, recruited the first lady as a champion for education, and raised awareness in churches, communities, and through public performances. They also developed relationships with the country's Prime Minister and other significant ministers.

ADRA set a huge target, aiming for a 15% reduction of out-school children.

The outcome was outstanding, including a 14% increase in funding for non-formal education (directed at speed schools), a pledge to increase education funding to 22% of Niger's GDP, and most remarkably, a 15% reduction in out-of-school children between 2019 and 2022!



Fiji: No Stranger to Crisis

Weathering the storms to keep children learning.

Fiji is a nation that is no stranger to crisis. Since 2017, Fiji has faced multiple tropical cyclones, an earthquake, a volcanic eruption, and the COVID-19 pandemic. ADRA's team in Fiji knows the importance of continuing education, even amid an emergency.

The geography of the country also means that many communities are remote and hard to access. To ensure education can continue throughout a variety of crises means ensuring the local communities have the tools and knowledge they need to continue education, even if it is at home.

ADRA's office in Fiji was in a prime position to shape government policy, provide insights, and accelerate progress as the Adventist Church throughout Fiji is a significant education provider.

The ADRA office has a highly regarded reputation for programmatic work, which has created strong relationships with government ministers and departments. The team also did a fantastic job educating the public and building broad-based support for the service undertaken through radio campaigns, meetings with church leaders, and promotion through digital platforms.

ADRA gathered 30,553 signatures in Fiji to support the *Every Child. Everywhere. In School.* petition, representing three percent of the population!

The outcomes of the agency and government working hand-in-hand were also exceptional.

The team initially focused on building multi-purpose centers to allow education to continue during disaster events. When COVID-19 meant that physical gathering places would not be enough to continue education during emergencies, ADRA pivoted. The team began advocating for access to digital materials, and where they couldn't be accessed, pre-positioned printed education resources based in community education centers.

ADRA's team in Fiji also worked with government officials to make communities aware of the importance of keeping children in school, even during a health crisis. Their work included deploying how-to programs to upskill parents on continuing education at home during school closures. They also embedded education as a standard consideration into all new community-based disaster risk management plans.

Thanks to the work of ADRA in Fiji, not only were more students supported through a period of emergency, but the nation also moved much further along in preparing itself for future crises.



Mozambique: Within the Shadow of Conflict

Understanding the problems, becoming a voice for change.

Since 2017, Mozambique's Cabo Delgado region has been rocked by conflict. A jihadist-inspired group, known locally as Al Shabab, has launched a series of terrorist attacks with devastating consequences. School infrastructure has been destroyed; almost a million people, including students and teachers, have been displaced; children have been abducted; and development and investment in the region has been interrupted.

ADRA's team in Mozambique recognized two significant issues that need to be addressed if their country is to see every child receiving a quality education in school. First, education infrastructure and support are lacking in rural areas. The second issue is that far more work must be undertaken to keep children learning within the shadow of conflict.

ADRA has become one of the leading subject matter experts on education policy in the country. Local knowledge has been built through research, relationships,

partnerships, and training. Most significantly, the team has published ground-breaking research papers on the gaps in rural infrastructure and the effects of violent extremism.

Both papers were considered exceptional. The paper on violent extremism, produced in partnership with Mozambique University's Joaquim Chissano, received widespread interest from local and international media, government, and other civil society organizations.

This work has positioned ADRA in Mozambique as a respected voice in shaping the education system in the nation. The office is now working with a range of partners to advocate for policy change to keep children in school, most pressingly, with a focus on implementing a school feeding program. They are pursuing new laws to keep children in school in the face of conflict, including laws to protect children from trafficking and child marriage, and to ensure they are heard on matters that affect them.



Europe: Full Stop

Addressing period poverty, inclusive education, and disadvantaged youth.

Beyond the local country pilot projects, ADRA in Europe also directly supported several initiatives as part of the global campaign. These efforts addressed period poverty, supported youth advocating for inclusive education, built awareness through art contests, and directly supported programs targeting disadvantaged youth in Albania.

Full Stop to Period Poverty.

Throughout the world, millions of women and girls face ostracization and exclusion around their periods, and many struggle due to cultural shame focused on menstruation and a lack of basic resources.

It's an issue serious enough to stop them from attending school and work. The World Bank estimates that 500 million women and girls lack access to adequate resources for menstrual hygiene management.

During the COVID-19 pandemic, ADRA and church volunteers in the UK were reporting increased need for sanitary products, a problem that was keeping 10% of girls out of school during their period. This paralleled the experience of ADRA in the Netherlands, who were also already advocating for change.

This prompted ADRA and the Adventist Church in Europe to come together and form a campaign to address the

problem. In March 2023, ADRA Europe and the Trans-European and Inter-European Women's Ministries departments launched the "Full STOP to Period Poverty" initiative, inspiring people to make washroom facilities female-friendly.

The Adventist faith community was invited to take two small but revolutionary steps:

1. Make menstrual health products available in restrooms at schools, churches, ADRA offices, and other spaces.
2. Create female-friendly spaces where menstrual health products are available for free for those who struggle to afford them.

Find out
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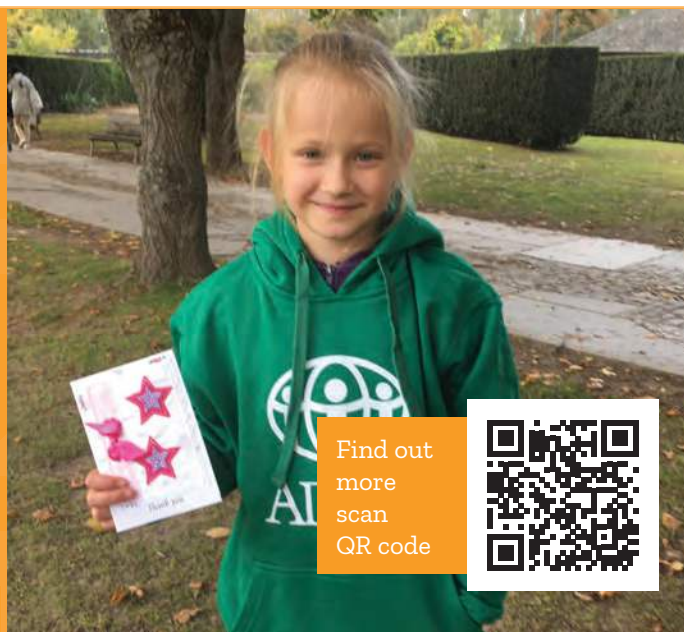


Youth Advocates for Inclusive Education.

Knowing how vital it is to help youth understand the importance of education for themselves and for others, ADRA worked with youths at European camporees in 2019 and 2023 to promote awareness and engage in advocacy.

In addition to talks and workshops, ADRA encouraged youths to send postcards calling on EU decision makers to support education for all.

ADRA Europe also organized art contests around the theme of displaced children receiving an education. The art contest titled, "Hear me. See me. Walk with me." encouraged young people to use their creativity to build empathy and understanding. The art created was also used to design the forementioned postcard campaign.



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Accessible Education in Albania.

ADRA's office in Albania recognized the challenges faced by disadvantaged youth in accessing education. As part of the *Every Child. Everywhere. In School.* initiative, the team started a program in regions where poverty, social exclusion, illiteracy, and inadequate infrastructure were persistent problems.

In these regions, young girls are dropping out of school and getting married, and children are leaving school to beg. Roma children are particularly vulnerable, with some

not even being registered to attend school. To address this issue, ADRA in Albania began meetings with the government, established partnerships and networks with local stakeholders, and promoted awareness through television and other media. The team helped Roma children become seen and registered, fostered community engagement between Roma and non-Roma youth, and ran grassroots campaigns calling for change aimed directly at the government.

The Beautiful Melody: Working Together for Justice



Every Child. Everywhere. In School. was the first Adventist-led advocacy initiative and has shown us the influence we can have and the impact we can make when the global Adventist Church, ADRA, and Adventist institutions, all work together for good.

As ADRA reflects on its purpose to serve humanity so all may live as God intended, we can achieve so much more toward seeing this realized when we work together, in harmony, with God.

Ellen G. White reminds us, "Every act of justice, mercy, and benevolence makes melody in heaven," (*A Call to Stand Apart*, Chapter 15). A melody that sounds even more beautiful and transformative when we share it and sing it together.




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