Challenges in the world today

There is a global learning crisis driven by the COVID-19 pandemic, conflict and climate change.

Education systems are often not delivering the knowledge and skills needed in a changing world.

There is urgent need for greater local, national and global efforts to support inclusive quality education.

Global priorities for our work

- The delivery of gender transformative education – which has gender equality as a central goal.
- Defending and increasing access to quality education in emergencies and protracted crises.
- Supporting wider access to continuous education through innovative and adaptable methods, including digital.
- Amplifying the voices of young people in education advocacy.
Transforming teaching and learning • Support for out-of-school children • Improving curriculum and learning materials • Providing education in emergencies and protracted crises • Influencing government spending and policies • Improving governance, school environment and safety

Global

The Education Shifts Power initiative, in partnership with youth activists, sought commitments to gender-transformative education at the Global Partnership for Education Replenishment Summit and COP26. Results included specific commitments from Cameroon, Chad, Guinea, Malawi, Niger, Pakistan and Tanzania.

Americas

El Salvador: Community care centres hosting 3,685 children were set up to support pre-primary education helping children achieve better learning outcomes in primary.

Europe

Romania: The safe and inclusive education programme addressed the immediate needs of Ukrainian refugee children, providing tablets and temporary learning spaces, and aims to support integration in local schools.

Africa

Teachers from Mali, Burkina Faso and the Cameroon/Nigeria borders received training in gender transformative and learner-centred approaches that enhance learning in reading, writing and maths, and build social and emotional skills.

Zimbabwe: 13,460 adolescent girls joined literacy and numeracy programmes in 88 community-based learning hubs. To adapt to COVID-19 restrictions, additional blended learning included door-to-door visits and phone-based study groups.

Plan International’s school meals supported education for 450,735 children in Mali, Sierra Leone, Kenya, Ethiopia and Cambodia.

Somalia: Radio messages and discussions with an estimated audience of 250,000 raised awareness of the importance of girls’ education and their risk of violence, exploitation and abuse.

Jordan: The informal curricula for Arabic and maths were put on tablets as e-books with exercises and video animation, allowing offline access to the material. When online, teachers can monitor students’ progress.

Ethiopia: 74 out-of-school girls gained access to basic education through the community conversation approach. This helps participants share information about girls at risk of missing education because they might be working or have a disability.

Asia

China: 130 teachers were trained to deliver STEM lessons with a gender-transformative approach. Almost 1,000 girls attended STEM classes including robotic coding, while 5,050 girls were involved in STEM initiatives.

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Selected examples of our work

How we support

Inclusive quality education

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