

versed in the challenges of financing, including domestic financing, and the need to spend over nearly 20 years. GPE has helped almost 90% of the most vulnerable girls and boys to attend

from foundations to multilateral development banks.

- GPE's Girls' Education Accelerator is a \$250 million fund to support projects in 30 GPE partner

Education is both a human right and a critical tool to foster peace and security. Ensuring that children and youth have access to education during conflict and crises protects girls' and boys' rights, instills a sense of normalcy, and fosters resilience, inclusion, and tolerance, which supports the long-term processes of recovery, development, and peacebuilding. A more coordinated and coherent approach to education across the humanitarian, development and peace nexus will leverage education's ability to promote social cohesion, decrease risk of conflict, and promote peacebuilding and development.

The Secretary-General's 2022 Report on Youth, Peace, and Security noted, "Education remains crucial in shaping opportunities for young people and serving as a powerful engine for peace and resilience." A forthcoming paper by GPE and the Institute for Economics and Peace and Collins (2023) finds that countries that spend more on education experience higher levels of peace. Education also fosters peace, security, and development at the individual level. Schools build resilience and critical thinking skills. It also provides a protective mechanism. Boys not in school are at greater risk of child labor and being recruited into armed groups. Girls are at greater risk than boys of dropping out of school in crises, and when they do, girls are at greater risk of not returning due to financial concerns and domestic responsibilities (UNESCO, UNICEF, World Bank and OECD, 2022). Girls' risk of early and forced marriage, early childbearing, and undertaking unpaid caregiving and domestic work all increase during crises. Girls who remain in school also will be better equipped to access decent work and increase their lifetime earnings and to fully participate in decision making and take on leadership roles, including peace processes.

Yet education is one of the least funded humanitarian areas, receiving just 3% of global humanitarian financing in 2021 (Geneva Global Hub for EiE, 2022). The Sustainable Development Goals (SDG) Political Declaration emphasized the need to continue investment in education, including in emergencies (paragraph 38.d). The General Assembly Resolution on Education for Sustainable Development in the framework of the 2030 Agenda for Sustainable Development (A/C.2/78/L.41) expresses deep concern about the disruptions and underfunding of education during emergencies and the need to "ensure inclusive and equitable quality

inextricably linked to the health of our planet.” Together, we must create “climate-smart education systems that can adapt to the realities of climate change and ensure uninterrupted access to quality learning despite climate events such as droughts and floods.” Further, education systems (must) “incorporate indigenous knowledge and climate education resources that promote green skills and resilience for young people.”

4. Make education inclusive and accessible for all. Education systems must “prioritize the inclusion of people with disabilities” and “create accessible schools and learning resources and establish inclusive practices within classrooms from the early years of schooling to