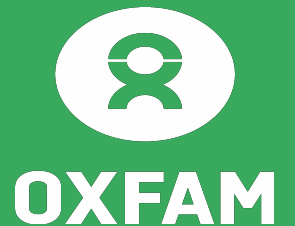


The cross impacts of education and health in a context of polycrisis

Educaid.be International Conference

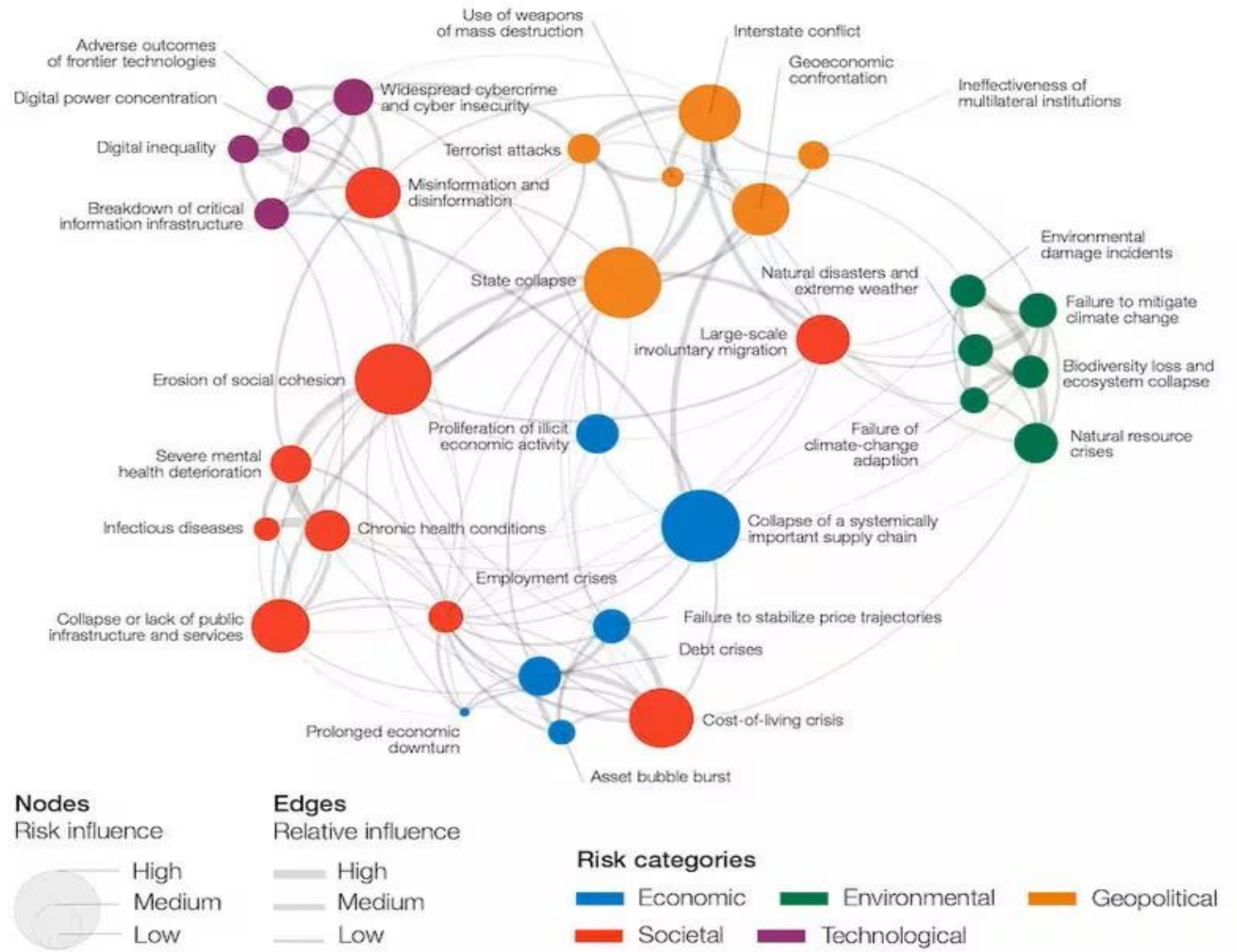
Linda Oduor-Noah, IFI policy advisor-Oxfam International

10th October 2025



“A global polycrisis occurs when crises in multiple global systems become causally entangled in ways that significantly degrade humanity’s prospects. These interacting crises produce harms greater than the sum of those the crises would produce in isolation, were their host systems not so deeply interconnected.”

“You’re sticking plasters on different parts of the body, but the body is not well”- unknown



Source: World Economic Forum, Global Risks Perception Survey 2022-2023

I. Rising Inequality

- **1.1 billion** of 6.3 billion people live in **acute multidimensional poverty**, over **half are children** (584 million).
- Children in Sub-Saharan Africa are **14 times more likely to die before age five**.
- **4.5 billion people** (half the world's population) not covered by essential health services.
- Annually, **100 million people worldwide** are pushed into poverty by **out-of-pocket expenditure** for healthcare.
- **272 million children and youth** are out of school (78 million - primary, 64 million - lower secondary & 130 million - upper secondary).
- **13% of the poorest in sub-Saharan Africa** complete lower secondary school compared to **70% of the richest**.
- Commitment to Reducing Inequality Index 2024- **Nine out of ten countries** are implementing policies likely to **increase economic inequality**.
- The world's **richest 1% have more than twice as much wealth** as 6.9 billion people.
 - 182 of the largest US public corporations found that they spent over \$746 million on lobbying in 2022, an average of \$4.1 million per company.



II. ECOALITY: Global Citizenship/ Global Education

GLOBAL EDUCATION	IT IS NOT...
✓ asking questions and critical thinking	✗ telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	✗ only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	✗ providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	✗ focused on charitable fundraising
✓ applying learning to real-world issues and contexts	✗ abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	✗ tokenistic inclusion of learners in decision-making
✓ all ages	✗ too difficult for young children to understand
✓ all areas of the curriculum	✗ an extra subject
✓ enrichment of everyday teaching and learning	✗ just a focus for a particular day or week
✓ the whole school environment	✗ limited to the classroom



III. Global education: Privatisation & financialization of health and education



"Just" \$6 a month?:

The World Bank will not end poverty by promoting fee-charging, for-profit schools in Kenya and Uganda

Response to President Jim Kim's speech from concerned communities and organisations in Kenya and Uganda



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Snapshot of the living conditions in one of Kenya's informal settlements in which Bridge International Academies operate.



SICK DEVELOPMENT

How rich-country government and World Bank funding to for-profit private hospitals causes harm, and why it should be stopped

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