

Education in Emergencies: an urgent right





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Foreword

At Educo we work to ensure the right to education in all circumstances and guarantee that children in crisis contexts have the opportunity to enjoy this **right and equitable and quality education processes, in spaces that are safe, protective and ensure their wellbeing.**

Our work in education in emergencies involves responding to the immediate consequences of a crisis, acknowledging that we are facing interlinked and prolonged crises that inevitably require a comprehensive and long-term approach. For this reason, Educo **works with the Nexus approach** which enables us to respond to the immediate reality of children and young people, while at the same time promoting longer lasting actions to address the structural causes of vulnerabilities.

We place **children and their communities at the centre**, working hand in hand with local actors with strong roots in the community. We think it is essential for the specific needs and problems of children and adolescents affected by crisis to be recorded, acknowledged, and taken into consideration in the development and implementation of our programs. **We listen to their views** on the response to the crisis, encourage them to participate in the decision-making processes that affect their lives and empower them to contribute directly to solutions according to their developing capacities. We know that this has a positive impact on their recovery, strengthens their resilience to future crises and enables them to be effective humanitarian actors.

Likewise, in the climate crisis context and ongoing environmental degradation, it is key to integrate disaster risk reduction in education and the strengthening of children's resilience. We do this by addressing the complexity of disaster risks, taking into account the specific vulnerabilities and capacities of children and adolescents, educational structures, and the communities they live in.

Through our work in this area, we have been able to reach 125,000 children and adolescents and their communities in the last four years across four continents with interventions in Latin America, Europe, Asia, and Sub-Saharan Africa.

At Educo we know that **education is much more than a right**; it is the key to returning to a longed-for routine, a place to continue learning, a place to reconnect with classmates, to play, to go back to being a child without any more worries. It is a place that takes them away from the terrible reality they are living in, that protects them and gives them shelter.

Into a more convulsive world

**War is cold, it is destruction, it is separation, and it is fear....
I don't know what will happen tomorrow, but I just want to be
with my father again and for the nightmares to go away".**

Nazar, from Ukraine, 14 years old.



©Educo, Rohingya refugee children can enjoy their right to education through our Education in Emergencies project in Cox's Bazar, Bangladesh.

We are facing an increasingly turbulent world, struggling with interlinked crises which last longer, with causes that are being diluted and consequences that are multiplying.

There are currently 27 active conflicts (Council on Foreign Relations, 2022) and in 2022 alone there were 323 natural disasters (Our World in Data). It is a bleak picture that has direct effects on people's lives. **Already 339 million people are in need of humanitarian assistance in 2023**, a 23% increase on the previous year and a three-fold increase since 2016. If the number of people dependent

on such aid constituted a country, it would be the third most populous in the world (OCHA, 2022). A situation that has resulted from multiple related emergencies.

We are witnessing the biggest global food crisis in modern history driven by conflict, climate disruption and the imminent threat of a global recession. Hundreds of millions of people are at risk of worsening famine, in addition to the 222 million people facing acute food insecurity. (OCHA, 2022)

Women and girls are seeing their rights become less and less attainable and **achieving gender equality will take four generations** (UN Women et al., 2023).

Climate change is contributing to humanitarian crises around the world, with climate-related disasters increasing levels of risk and vulnerability and spreading instability and making them more prone to other crises (European Union's Copernicus Climate Change Service, 2022).

This is added to the indiscriminate use of violence against the civilian population, the impact of clashes between armed actors and the violation of international frameworks.

In this fragile and deteriorating context, fleeing is the only solution available. And more and more are choosing that option. 103 million people have been forced to flee; the highest number ever recorded. A year earlier, the figure was at 89.3, double the number of a decade ago (ACNUR, 2022b).

This chilling situation particularly affects children, as 41% of the displaced population are children and adolescents (who represent 30% of the world's population). Specifically, **36.5 million children under the age of 18 were not living in their own homes in 2021. Of these, 13.7 million are refugees or asylum seekers and 22.8 million are internally displaced**, the highest number since World War II (UNICEF, 2022). In addition, **7.3 million children and adolescents were forced to look for a new place to live in 2021 alone due to the scale of natural disasters**.



©Educo, children displaced by conflict participate in class, Burkina.

The scope of these figures is staggering and poses enormous challenges. This includes **ensuring quality and accessible education** for all these millions of children and adolescents. But the reality is that the humanitarian model, still too short-term in its approach, is inadequate for meeting the real educational needs of children affected by crises.

Shocking figures

1 in 23 people in the world will depend on aid for survival in 2023.

OCHA, 2022

Half of the children who do not attend primary school live in contexts of armed conflict, a figure that is higher for girls.

United Nations, 2021.



Only **68 per cent** of refugee children have access to primary education, compared to 90 per cent globally. This figure falls to 34 per cent compared to 66 per cent for secondary education, and 5 per cent compared to 40 per cent for higher edu.

Unesco et al., 2016

The **climate emergency** alone threatens the education of nearly half of the 1 billion children living in countries at high risk of climate change.



Unicef, 2021

Extreme weather conditions experienced while in the mother's womb and during the first years of life can have an impact on children's education later in life.

Randell & Gray, 2019

Nearly **1 in 5 children and adolescents** worldwide live in conflict-affected countries with inadequate access to education.

Geneva Global Hub for Education in Emergencies, n.d.

Girls living in a conflict context are currently 2.5 times more likely to be out of school than boys and are almost **90% more likely** to be out of secondary school than girls in non-conflict-affected countries.



Education for All Global Monitoring Report, 2015

If current trends continue, **all girls** will not complete secondary school until **2063**, more than 30 years after the SDG target.

INEE, 2021b

Current trends suggest that **only one in three girls in crisis-affected countries** will have completed secondary education by 2030.

FCDO, 2022

Displacement is one of the main obstacles for **girls** when it comes to accessing education. **21%** of those experiencing displacement were out of school in 2021 compared to an overall average of 9%.

INEE, 2021b

The duration of **crises** has increased to an average of **9 years**, which is more than half of the period children attend school.

INEE, 2019



Currently, **222 million school-age children live in contexts affected by humanitarian crises**. This figure has risen exponentially from 75 million in 2016, an increase of 196% in just 6 years (ECW, 2022).

Let's put this information into perspective. In Europe, the population under 18 years of age is 89.4 million (INE, 2022). In other words, children and adolescents living in crisis settings are more than double the total population of children and young people in Europe.

There are 222 million children and adolescents in urgent need of educational support, 78.2 million of whom are out of school and nearly 120 million of whom, even when in school, are not achieving the minimum level of mathematics or reading literacy. The situation is more dramatic for C&A living in areas with prolonged crises where the majority do not know any other context than that of

the crisis. These countries are home to 84% of the world's out-of-school children and adolescents. Places such as Afghanistan, South Sudan, Mali, or Pakistan, where there are whole generations who know nothing but violence and recurring crises.

The effects of having millions of C&A out of the education system will have enormous consequences for the achievement of the 2030 Agenda as a whole, as education is an enabling right for many other rights included in this agenda (such as decent employment or a more peaceful world). But we also know that we are moving backwards in the achievement of Sustainable Development Goal (SDG) 4 and that many of the targets will not be met by 2030 (United Nations, 2021).

The regression for SDG4 in emergency contexts

We have all witnessed the enormous delay that an emergency such as Covid-19 has generated, which has deepened the crisis in education and distanced us from achieving SDG4 at the global level. **It is estimated that 147 million children lost more than half of their face-to-face learning between 2020 and 2021.** Before the pandemic, 17 per cent of the world's children and young people were out of primary and secondary school, up from 26 per cent in 2000, a gain that the pandemic could reverse (United Nations, 2022a).

Many countries have been able to overcome this emergency, but for several others the pandemic only adds to the perverse cycle of multi-causal crises that impede the development of basic rights, including education. This picture is a very worrying reality for access to quality education for millions of children and adolescents and, in turn, exacerbates dropout rates, since the higher the absenteeism rate, the less likely children are to return to school.

Multidimensional impact on children and adolescents

“My parents and I were forced to leave our village and come to Koro. Armed men came regularly to threaten us before taking our livestock. Our schools are closed, and the village is almost empty because no one feels safe”.

Adama, Malian displaced child, 8 years old.



©Educo, Sakinatou can attend school thanks to our Education in Emergencies project despite having to flee her village due to security concerns.

A crisis affects children and adolescents in multiple ways, with direct and indirect impacts, some immediate and some in the medium to long term. It is also important to consider that the effects will be different depending on their characteristics (class, gender, location, etc.). (Justino, 2010). As

already noted, the current crises are characterised by the sum of several overlapping emergencies whose consequences multiply with even more perverse effects for children and adolescents.

Children are more likely to have problems with physical health, mental health or learning if they:

- **Were exposed to other types of violence or trauma after the crisis.** After the earthquake in Haiti in 2010, young people who suffered from violence, compared to their peers, showed higher levels of mental anxiety, suicidal thoughts, etc.
- **Were exposed to multiple potentially fatal events**, such as being injured or seeing how others were injured.
- **Thought their lives were at risk during the crisis.**
- **Experienced multiple stress factors in the recovery phase after the catastrophe**, such as their parents changing or losing their jobs, moving to a new home or a new school, or the death or illness of a family member.
- **Belong to unattended or marginalised groups.** Children who live in poverty, children from minority groups and children who live in temporary or unstable housing are especially vulnerable because these social contexts increase the risk of experiencing the situations mentioned above.

Children are especially affected by the destruction of physical capital and the deterioration of the economic conditions as a result of a crisis. They can suffer consequences to their health as a result of famine, generalised malnutrition, outbreaks of infectious disease, post-war stress, and the destruction of healthcare facilities. Compared to adults, children and adolescents exposed to a natural disaster have more severe physical effects because they breathe in more air in relation to their weight, their skin is thinner, they are more likely to lose liquid and lose more body heat. (Centers for Disease Control and Prevention, n.d.)

On the other hand, the financial difficulties faced by families mean that children are forced to work or provide an income for their family, and therefore abandon their studies. Education can also be interrupted because of the damage to schools, teacher absences, fear of insecurity and changes in family structures. Linguistic barriers,

stigmatisation and psychological trauma are the most common obstacles in education.



©Educo, Cox's Bazar, Bangladesh.

Attacks on education: a violation of international rules

Attacks on schools during conflicts are one of the six severe violations identified and condemned by the United Nations Security Council¹. These violations make up the basis of the architecture of the Council to watch, report on and respond to abuses suffered by children in times of war.

According to international humanitarian law, both schools and hospitals are protected civil objects and, therefore, they benefit from the humanitarian principles of distinction and proportionality. Direct physical attacks and the closure of these institutions as a result of direct threats were added in 2011.

The last report from Education Under Attack, which analyses the 28 countries most affected by attacks against education in 2020 and 2021, indicates that there is a growing trend in these attacks (GCPEA, 2022a). It is calculated that, **on average, six attacks against schools or military use of schools happened every day**. It highlights that the number of times that school buildings have been used for military purposes has multiplied, and Myanmar is the country with the most cases. Attacks against schools have been the most common type of attack during the reporting period, making up two thirds of the incidents recorded.

¹ The six violations are: murder and mutilation of children; recruitment or use of children as soldiers; sexual violence against children; child kidnapping; attacks on schools or hospitals and denying children access to humanitarian.

The crises are normally associated with displacement, which affects children's education in many ways; reducing access and jeopardising equality, the quality of the education, and the way it is managed. (Cazabat & Yasukawa, 2022).

When the structures of stability and security are altered due to a crisis, girls are especially vulnerable. Because of the lack of the normal protection measures, such as the family or the home, they are more at risk from being subjected to a lack of protection factors (factores de desprotección). Girls in conflict zones are 90 per cent more likely to not attend secondary school,

which increases the likelihood that they will become victims of various types of violence (such as child and forced marriage) and increases the risk of early pregnancy (Education for All Global Monitoring Report, 2015).



Education in emergencies

What is Education in emergencies

The concept of education in emergencies (EiE) emerged in the area of humanitarian action in the mid-90s, because of a need to include education in the international community's response to crisis and disaster situations².

The importance of the word “emergencies”

An “emergency” context refers to situations where there are internal or cross-border conflicts, natural disasters associated or not with climate change, crises arising from state fragility and crises linked to health problems. Children and adolescents can get trapped in these situations or they may flee within or out of the territory looking for protection.

The term “emergency” also indicates the urgency and places relevance on the need to ensure the right to education in humanitarian responses. And this urgency must be similar to other interventions such as access to food, water and hygiene or medical attention.

In terms of scope, education in emergencies refers to any person affected by an emergency, regardless of whether they are considered internally displaced persons, refugees, or asylum seekers.

Quality education

Although the concept of educational quality may vary according to contexts and stakeholders, there are certain common criteria that can be extended to any setting. Quality can be equated to a safe and inclusive environment, with competent and well-trained teachers, adequate materials, and appropriate class sizes and reasonable teacher-student ratios.

Cazabat & Yasukawa, 2022

Education in Emergencies as a right

// I want to change the reality we live in. I am 5 months pregnant and all I think about is protecting my baby. I got married a year ago. One day I found out that a school was being created. I asked my husband if I could go, and he said yes”.

Rubina, refugee in Cox’s Bazar (Bangladesh), 19 years old.



©Educo, Rohingya refugee children in Cox’s Bazar, Bangladesh.

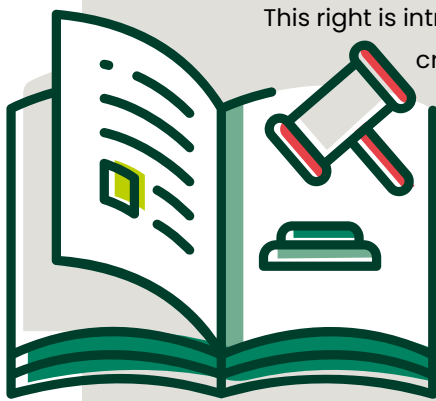
Education is a fundamental right, as reflected in many international and national standards and norms (see box below for more information). It is also considered an indispensable right for the exercising of other rights which, among other aspects, allows for: fully developing as human beings, improving social conditions, breaking the cycle of marginalisation and poverty, and reducing the gender gap.

In an emergency, the right to an accessible, quality education remains inalienable and indivisible and therefore cannot be suspended and must be guaranteed at all levels (from early childhood to higher education, formal and informal). Also, it is important to highlight that it is independent of the legal status, location, or condition of the individuals.

However, in emergency situations, States tend to have difficulties guaranteeing and protecting human rights. This may be due to the loss of power and chaos these situations cause, the destruction of infrastructure or the redirection of resources. In any case, emergencies increase the likelihood that the right to education will be violated. Disruption of this right not only means fewer learning opportunities for children and adolescents in the present, it could also jeopardise their future.

Regulatory frameworks and EiE

The right to education is a fundamental right widely recognised in multiple national and international normative frameworks, including the **Charter of Human Rights (1948)** and the **Convention on the Rights of the Child (1989)**. Specifically, this Convention refers to the right to education in Articles 28 and 29, which specify both the right to education for all children and the primacy of the best interests of the child.



This right is intrinsic to each individual and cannot be taken away, even if he or she crosses borders fleeing violence or other humanitarian catastrophes.

And that is how it is recorded in international humanitarian law. **The Geneva Conventions (1949) and their additional Protocols (1977)** recognise, on the one hand, that children and adolescents must have special protection. On the other hand, they specifically indicate the protection that must be provided by the educational community and the educational infrastructure in internal or international contexts of armed conflict. Specifically, these normative frameworks give schools the status of protected civilian objects, and any attack on or destruction of a school constitutes a humanitarian violation (as

noted in the table above). In addition, state parties to the Convention and the Protocol pledge to grant people with refugee status “the same treatment as nationals with regard to elementary education”. In addition, they must also receive “the most favourable treatment possible, and in no case less favourable than that accorded in the same circumstances to foreigners in general, with regard to education other than elementary education and in particular, regarding access to studies, recognition of certificates of studies, diplomas and university degrees issued abroad, exemption from fees and charges and the granting of scholarships” (Article 22).

In a similar vein, and as already noted, the use of these infrastructures for military purposes, the sheltering of soldiers or the use of students or educational staff as human shields is considered a violation of this right. Article 8 of the **Rome Statute of the International Criminal Court** states that all intentional attacks against buildings for educational purposes constitute war crimes and are therefore subject to the jurisdiction of the Court.

Similarly, the **Guiding Principles on Internal Displacement (1998)** call on states to ensure that internally displaced persons, particularly children, adolescent girls, and women, have access to education and training facilities as soon as conditions permit (Principle 23). The **African Union** has incorporated the Guiding Principles into the **Kampala Convention**. Through this framework, African signatory states have a legally binding obligation to provide adequate humanitarian assistance, including in the field of education, “at the earliest possible time” (2009, art. 9 (2)(b)).

The **Global Compact for Refugees (2018)** highlights the duty of countries to improve access to education and develop policies on the inclusion of refugees in national education systems.

The **Safe Schools Declaration (2015)**, while not having the normative scope of an international treaty, also prohibits any tactics that threaten students’ enjoyment of their right to education in contexts of conflict and put their lives, those of school staff and families at risk.

The universality of this right, which transcends borders and origins, including internally and internationally displaced persons, is reflected not only in the above-mentioned frameworks, but also in the Convention against Discrimination in Education (1960), the **International Covenant on Economic, Social and Cultural Rights (1966)**, the **International Convention on the Elimination of All Forms of Racial Discrimination (1965)**, the **Convention on the Elimination of All Forms of Discrimination against Women (1979)** and the **Convention on the Rights of Persons with Disabilities (2006)**.

These instruments identify a common set of core obligations that states must fulfil as duty bearers. These include, for example, providing free and compulsory primary education for all; making secondary education available to all; making higher education accessible to all (ICESCR, 1966, art. 13); promoting or intensifying “fundamental education” for pupils who have not received primary education or who have not received it in full; improving the quality of education; improving the material conditions of teaching staff; and putting an end to discrimination. To achieve these goals, States have an obligation to respect the principle of non-retrogression and to allocate the maximum available resources to education, so as to progressively achieve the full realisation of the right to education for all (ICESCR, 1966, Art. 2; Unesco & Educación 2030, 2021).



Why Education in emergencies is important

Before the war I didn't like school, but now that I can't go, it's what I miss the most".

Olha, from Ukraine, 13 years old.



© Educo, niños y niñas ucranianos refugiados en un centro de acogida en Moldavia.

During a crisis, children and adolescents need a space where they feel safe and protected, which provides them with physical and emotional stability, reduces their stress levels and builds their resilience. They also need space to play, interact with others, access to a healthy balanced diet and other services such as drinking water and sanitary facilities.

Education is a fundamental right for human development and the eradication of poverty. **Children rarely get a second chance at education.** When educational opportunities are lost due to a crisis, it is not only a loss for the individual, but a loss of social capital and of a society's ability to recover from such an event.

Denying the right to education deprives the individual of the right to education and thus significantly reduces his or her abilities as well as his or her present and future life expectancy and quality of life. In crisis contexts, this right may seem secondary because its denial does not threaten survival (like medical or food aid), but it gradually eliminates, over generations, the chance to lead a life in which the individual fully enjoys his or her rights (Sen, 2002).

Below, we analyse the main aspects that education contributes to in a context of crisis.

LOSS OF PERSONAL DEVELOPMENT SKILLS

When a crisis occurs, lives come to a standstill, and with it, everything else. Education too.

This means that the learning processes, knowledge and social skills of children and adolescents are brought to a standstill.

The lack of teachers, the deterioration of schools and the overcrowding of classes seriously undermines the quality of teaching and prevents the achievement of academic goals.

Crises disrupt examinations and destroy pupils' certificates. This puts refugee children and adolescents in a particularly difficult situation as they have no way of justifying their knowledge.

Education is often the first service to be suspended and the last to be restored in a crisis. When crises last for years, it can result in generations of children and adolescents who have been denied their right to an education.

EDUCATION FOR PERSONAL DEVELOPMENT

Education is one of the most influential factors in a person's advancement and progress. It is the instrument that provides us with the chance to deepen our knowledge, enrich our cultures, and develop several skills and values.

It therefore needs to be a quality education, inclusive and equitable, and one which promotes learning opportunities for all.

Promoting and investing in education in emergency contexts is a commitment to fostering the potential of every child, overcoming the obstacles inherent in a crisis, and prioritising this agenda.

Mali has been facing a multi-dimensional crisis context; security, food, and climate crises, among others, for years. The humanitarian situation keeps getting worse and education is severely affected as, among other things, non-state armed groups view public education as dangerous, especially for girls, and it is therefore a target for attacks. The cycle of violence has intensified since 2018, resulting in the forced displacement of the population and the closure of several schools, more than 1,700 according to 2022 figures, a figure that represents 20% of existing schools.

In this context, **Educo**, present in Mali since 2001, aims to provide all girls and boys affected by the crisis the opportunity to continue with their studies. To do this, it is working on several aspects, including the training of both formal and informal educators and the implementation of accelerated learning programmes and bridging courses to ensure that the right to education is not lost.

PHYSICAL THREATS AND DANGER

A crisis can place children and adolescents at risk of multiple physical threats such as abuse, sexual violence, or death (Standard 7, Minimum Standards for Child Protection in Humanitarian Action¹).

According to the UN Secretary-General's latest report on children and armed conflict, **cases of child abduction and sexual violence have increased by 20%**, while the number of children and adolescents killed or maimed by explosive devices continues to rise disproportionately compared to a declining trend among adults (United Nations, 2022).

Between 2005 and 2020, 93,000 children and adolescents were forcefully recruited into conflict situations, although the actual figure is believed to be much higher; **25,700 children were kidnapped by armed groups**; and at least **14,200 children were victims of gender-based violence** (97 per cent of reported cases involved girls).

An emergency also puts children and adolescents at risk of other physical threats indirectly, such as access to food, sanitation, adequate shelter, or hygiene facilities.

If children and adolescents survive, their lives may be forever scarred by the lack of physical protection during the emergency, and this could result in potentially irreversible impacts on their growth, wellbeing, and health.

PROTECTIVE AND SAFE EDUCATIONAL SPACES

Children and adolescents need somewhere to feel safe and feel protected from physical threats. A place where they can learn, play, and interact with others. A place where they can continue to develop, to grow up safely and promote positive treatment².

Schools are that place. Education emerges as the key to preventing children and adolescents from joining armed forces or groups. Given that many are forced to pick up weapons because they are unable to pay school fees (Bakaki & Haer, 2022), an accessible, free, and quality system could be a feasible alternative for children and adolescents and a way to prevent this dangerous survival strategy they have been forced into.

A well-equipped school can provide access to drinking water, hygiene facilities and a safe shelter. It can be the meeting point for accessing other services such as health services, where children and adolescents can receive vaccinations and routine check-ups.

Schools are a place where measures and protocols can be taught, on how to respond to explosive or natural disaster risks, as well as survival and first aid practices. Key measures for their physical protection of children and adolescents that they may not receive anywhere else.

Burkina Faso faces a multi-causal crisis. The insecurity crisis is having a devastating impact on the lives of the population, leading to large-scale population displacements and the closure of basic social services such as schools.

In areas with a high concentration of IDPs where schools are open, access and retention of pupils in school is a major challenge. In fact, in these schools, the arrival of displaced children and adolescents exacerbates the problem in terms of classrooms, school equipment and furniture, school supplies, food for canteens, toilets, protection and the quality of teaching. Class sizes in host schools are often well above the current national standards (50 pupils per class).

For this reason, **Educo** works with schools hosting displaced children by establishing and equipping temporary learning spaces (including renovations to facilitate access and safety for children, such as building access ramps, repairing roofs or walls), providing water, sanitation, and hygiene facilities (such as latrines or water points) and supplying school furniture..

- ¹ The Minimum Standards for Child Protection in Humanitarian Action (MSCP) were developed by members of the Partnership for Child Protection in Humanitarian Action. They were originally written in 2012 and were updated in 2019. The CPMS have been developed to support the child protection work in humanitarian contexts. In particular, to establish common principles among those working in child protection; to strengthen coordination among humanitarian actors; and to improve the quality of child protection programmes and their impact on children, as well as other issues.
- ² Educo understands child safeguarding as the existence of relationships between C&A and other adults and C&A, based on a profound respect for others and recognition of their worth and their rights. These are balanced and empathetic relationships that create a positive and caring emotional environment for the full development and wellbeing of children.

EMOTIONAL HARM AND ABUSE

An emergency context can have severe consequences on the emotional state of society in general and, more specifically, on children and adolescents who may not have the adequate tools and spaces to be able to put what they are feeling into words.

Direct or prolonged exposure to high levels of stress, caused by violence, trauma, or deprivation, can be a major inhibitor of cognitive and brain development (Standard 10, Minimum Standards for Child Protection in Humanitarian Action).

So-called toxic stress can disrupt brain development, weaken other systems, and increase the risk when they reach adulthood of cognitive decline and illnesses such as heart disease, diabetes, substance abuse and depression. (Vega-Arce & Nuñez-Ulloa, 2017).

In an emergency context, where protection networks have been broken or weakened, the emotional abuse children and adolescents may be subjected to increases. (Alliance for Child Protection in Humanitarian Action, 2019).

SOCIO-EMOTIONAL EDUCATION, RESILIENCE AND MENTAL HEALTH

Promoting mental health, the psychosocial wellbeing of children and young people, preventing or addressing mental health problems and developing social and emotional skills to understand and manage emotions are key tools for counteracting the toxic stress and emotional damage caused by a crisis.

Schools are one of the most ideal places for promoting these kinds of programs and interventions.

Schools can also be the place where resilience is fostered, a crucial element for coping with and overcoming the emotional consequences of a crisis (Shonkoff et al.).

One of the essential elements for building resilience in a child is a caring, stable, and secure relationship with an adult. In emergency contexts where family networks may have broken down, the role of teachers and schools takes on a unique role. They are familiar and non-stigmatised spaces (Berger et al., 2012).

Multiple evidence has shown that supporting and empowering teachers to manage toxic stress can have positive effects on reducing traumatic effects and student anxiety (Gelkopf & Berger, 2009; Pat-Horenczyk et al., 2013).

In August 2017, the terrible massacre by the Myanmar armed forces triggered a mass exodus of the **Rohingya population** to neighbouring Bangladesh. Educo has been present in the camps for the refugee population in Cox's Bazar since the beginning of the crisis, six years ago.

The socio-emotional situation and mental health of children has been one of the essential components that we have been working on all this time. In 2022 for example, **Educo** was able to offer psychosocial and mental health support to refugee children through individual and group sessions. This was complemented by the creation of adolescent clubs and child protection committees, as well as home visits to ensure personalised follow-up and family support.

DAMAGED OR DESTROYED SCHOOLS

On top of toxic stress there may also be a lack of a safe space, such as school. A place where children and adolescents can learn and receive the emotional support they need.

When you have had to flee your home, when your home has been destroyed, when your familiar habitat has become totally unfamiliar, going to a place that connects them to the familiar is encouraging and comforting.

However, **attacks on schools** have been on an upward trend in recent years. Specifically, **assaults have increased by a third from 2019 to 2020**, and have continued to increase since then (GCPEA, 2022b). All this is happening, as has been pointed out, despite the fact that it is considered a serious violation condemned by the UN Council and the Safe Schools Declaration.

THE SAFE AND PROTECTED SPACE

Learning and security must go hand in hand and be understood as two parts of the same equation.

When children cannot learn in a safe space, they are unable to reach their full potential and are less likely to develop essential life skills and achieve social and economic stability in the future.

However, if children perceive that school provides the safe and protective place they crave in a context of uncertainty and violence, that is where they want to be.

The safety is not only felt by students, but also by families and their communities. If the school has the means to do so, it becomes the safest space.

Since 2015, there have been constant attacks on schools in **Niger**. Security incidents perpetrated by non-state armed groups include attacks on schools, arson, looting, kidnapping of students and teachers, and threats, especially in areas near the borders of Mali, Burkina Faso, and Nigeria, preventing children from having access to education.

Niger has signed the Safe Schools Declaration, which, as noted above, provides a framework for protecting education from being attacked. However, this text has not been widely shared with regional and local education actors and educational communities.

Therefore, **Educo** advocates to key education stakeholders and community leaders for the effective implementation of the Safe Schools Declaration in order to protect schools from attacks. We have also promoted the operationalisation of the Declaration through capacity building on this issue for local education actors (teachers, members of school community support structures), as well as supporting for the development and implementation of school safety risk preparedness and response plans.

THE ESCAPE

The number of internally and externally displaced children and adolescents has almost doubled in the last ten years. In addition, 350,000–400,000 babies are born each year as refugees (UNHCR, 2022b).

This growing trend explains how in one decade, **between 2010 and 2021, the number of children and adolescents with refugee status has skyrocketed by 132%**. In comparison, in the same period, the rate of migrant children without refugee status has increased by 10%. (Unicef, 2022). These figures are not only alarming in absolute terms, but also in relative terms (Standard 13, Minimum Standards for Child Protection).

Children and adolescents are over-represented in the overall numbers of people with refugee status. Although they make up a third of the world's population, they represent 40 per cent of the refugee population.

The risks they face are innumerable, especially heightened for those who travel alone or are separated from their families en route. Human trafficking is one of them, with children and adolescents accounting for 28% of the overall number of victims of these networks (UNODC, 2021).

THE ROUTINE

For all these millions of children and adolescents, leaving their homes has an enormous cost in many dimensions of their lives. Leaving everything behind without knowing for how long, living in inadequate accommodation, with limited resources, in areas with different cultures and languages may be factors that further increase the trauma and stress caused by the crisis they are fleeing.

In a context like this one, schools can be places that enable them to create a new social network, learn the language and continue to study.

Although any crisis involves an indelible rupture of the life they have known so far, continuing to attend school after displacement allows them to resume a routine that is crucial to provide emotional stability and to continue their development and learning (Barrios-Tao et al., 2017).

Education by radio or digitalisation of the educational content are, without a doubt, other ways that allow children and adolescents to stay connected to the subjects they know and prevent them from losing relationships with friends and teachers in their place of origin.

Educo in El Salvador has worked to support children affected by internal forced displacement to get them back into school, assisting both them and their families or carers with any transport and food costs and the necessary documents for registering with the new schools.

In **Ukraine**, **Educo** has supported internally displaced adolescents and refugees with catch-up classes and online learning. We have also organised recreational activities for socialising, socio-emotional learning, and psychosocial support for all the children and adolescents affected by the impact of the war and displacement.

THE DISPROPORTIONAL IMPACT ON GIRLS

54% of girls not in school around the world are in crisis-affected countries, the equivalent of 69 million girls (INEE, 2021).

In a crisis, girls face different threats and risks than boys, and have different responses and coping mechanisms for dealing with the effects of crisis and displacement.

They face multiple threats when it comes to accessing safe, quality education, including targeted attacks on girls' schools, displacement, and gender-based violence. 70% of girls have suffered this type of violence during conflicts (INEE, 2021b).

These threats may also be exacerbated indirectly by an emergency situation that may mean reduced availability of sexual and reproductive health services, increased disadvantage for girls with disabilities, and increased costs of education that often prioritise boys' education (Alam et al., 2016).

Every year, **12 million girls** – one in five girls worldwide – **are married before reaching adulthood**. (UNICEF, n.d.) While efforts over the years have led to a reduction in this practice, there is now a high risk this will increase due to a confluence of crises (UNFPA, 2020).

EDUCATING FOR GENDER EQUITY

Good quality education that is relevant and sensitive to conflict and gender issues can break cycles of violence, redefine gender norms, promote tolerance and reconciliation, and enable children and adolescents to contribute to promoting peace, gender equality and prosperity.

Education protects girls, which also helps to increase the resilience of the societies they belong to.

Education is a powerful tool for delaying the age they get married. But for this to happen, it has to be quality education that is easy to access (e.g., by reducing school fees, subsidising certain items, increasing the number of female teachers) (Freccero & Taylor, 2021).

It is estimated that if all girls in developing countries completed primary school, child marriage would be reduced by 14% (Grandi, 2018) and if all girls completed secondary education, child marriage would virtually disappear and premature childbearing would be reduced by 75% (Wodon et al., 2018).

Girls who complete secondary school can earn twice as much as those who only complete primary school. With a higher education, their earnings could triple. (Wodon et al., 2018). Greater purchasing power allows women to have more freedom, to foster more equitable societies and to close the gender gap.

In **Bangladesh**, in the Rohingya refugee camps, children and adolescents face serious protection risks such as child marriage, premature pregnancy, emotional abuse and all forms of violence, including SGBV. Teenage girls in particular are extremely at risk. Often having to stay at home to do housework, care duties or go out to work, they are also severely limited in their ability to enjoy their right to education.

At **Educo** we work to contribute to achieving gender equality. We promote inclusive educational opportunities, with special attention for adolescent girls so that they can continue with their studies. And at community level, through awareness-raising, training, generation of spaces for dialogue and dedicated listening according to gender and age, we work to ensure that children, adolescents, their families/caregivers, and the community itself prevent, respond to, and protect children and adolescents, especially in the face of various forms of gender-based and sexual violence.

HUNGER

In a context of violence, pandemic or natural disaster, countries can fall apart. The administrative structures stop functioning or are weakened, services close and those that remain active become saturated by increased demand. The economy grinds to a halt, unemployment rises at an unstoppable pace and prices become more expensive, especially in the short term, due to the lack of supply.

For children, this has consequences in multiple dimensions, but one very obvious one is food insecurity (Martin-Shields & Stojetz, 2018; Reddy et al., 2019).

222 million people in 53 countries or territories experienced acute food insecurity (phase 3–5 of the Integrated Food Safety Phase Classification/CH) by the end of 2022. This represents an increase of almost 40 million people compared to already record numbers in 2021, 60 million children and adolescents worldwide are at risk of acute malnutrition by the end of 2022, up from 47 million in 2019 (FSIN Food Security Information Network, 2022).

For children and adolescents, prolonged lack of access to food during a crisis can lead to chronic malnutrition, with consequences for their physical, psychomotor, and cognitive development (Cusick & Georgieff, 2016).

SCHOOL MEALS

In such a context, ensuring one healthy meal a day is an urgent necessity that can save lives.

It is also key for the physical and cognitive development of children and adolescents, especially for younger children.

School meals are therefore a key solution in food insecurity contexts. They represent a lifesaving and life-enhancing safety net that promotes social cohesion, stability, and resilience during and after crises.

The school lunchroom is an essential tool for protecting children's health, nutrition, and education, while also strengthening local food systems. There is plenty of evidence to show that these programs increase the access ratio of children and adolescents attending school, as well as improving their knowledge (PMA, 2020).

In addition, the time spent eating in the educational environment promotes physical protection, emotional development and facilitates the identification of cases of abuse or mistreatment (Educo & Ksnet, 2022).

The food crisis is on the rise and affects the entire **Sahel sub-region** where, according to data from the World Food Programme, the number of people suffering from severe hunger has tripled by 2022 compared to 2019. The combination of security, climate and COVID-19 crises in the region have only increased the severity of food insecurity and further reduced opportunities for people who are displaced, refugees and those affected by violence.

That is why at **Educo**, we continue to be committed to education as a vehicle for generating changes which have a positive impact on the lives of children. In **Burkina Faso, Mali, and Niger**, we support schools by setting up school lunchrooms, supplying local food with high nutritional value, and training and strengthening school management committees to promote self-management. We also support, in **Burkina Faso**, the food provision for unaccompanied displaced children.

CHILD LABOUR

At present there are 160 million children between the ages of 5 and 17 who work. In relative terms this figure has remained the same since 2016, but in absolute terms it has increased by eight million (OIT & UNICEF, 2020).

Nearly half of all working children and adolescents, 79 million, work in jobs that put their health, wellbeing, or emotional development at risk.

Many of these children and adolescents, even though they should be in compulsory education, are unable to attend school because their jobs prevent them from doing so.

These figures are alarming as global progress against this scourge has stalled for the first time since the International Labour Organization (ILO) began monitoring it two decades ago (ILO & UNICEF, 2020).

There is another important factor that adds to this reality and increases child labour: emergencies.

In conflicts and disasters, families lose their jobs, social and protection networks break down and schools are damaged. In such a situation and with limited options, children often start working.

EDUCATING FOR A DIGNIFIED LIFE

Education is the best tool for preventing and putting a stop to child labour (OIT, 2006). It should therefore be established by law that the minimum age for employment should coincide with the age at which compulsory education is completed, provided that it is not lower than 14 years of age (Educo 2021)..

Guaranteeing access to quality education, making the fight against child labour part of national education strategies, and adapting education systems to different needs and realities are measures that must go hand in hand with investment in education.

In addition, adolescents who want to continue their studies should be supported to do so, and those who want to work should be provided with secure access to employment.

Children who have access to education can break the cycle of poverty that is the root of child labour.

The situation of insecurity and violence gets worse year after year in Burkina Faso. Just like in the case of **Mali and Niger**, violence causes schools to close and forced displacement of the population, especially children. Displacement is combined with the need to find new sources of income and children are forced to work in order to contribute to the family's livelihood.

Between 2019 and 2021, **Educo** launched a project to give children working in artisanal gold mines in harsh and life-threatening conditions access to 8 months of technical training to enable them to obtain safe and dignified jobs.

THE IMPACT OF DESTRUCTION

The world would have been 12% richer if there had been no armed conflicts since 1970. But the cost for developing countries is also much higher than for rich countries, as the latter can benefit from military exports, thereby increasing their public funds (de Groot et al., 2022). According to the Institute for Economics & Peace, **the economic cost of the ten countries most affected by conflict in 2021 is between 23.5% and 59% of their GDP** (Institute for Economics & Peace, 2021).

Meanwhile, **natural disasters** have caused economic losses of US\$268 billion in 2020 (AON, 2021). This figure has been increasing in recent decades and is expected to continue to increase due to population growth and the effects of climate change (Botzen et al., 2019).

In many of these contexts, an emergency means an interruption of domestic production or a deviation towards military activity. Infrastructure and physical capital are destroyed, in addition to the collapse of the production of goods and services and the drop in foreign investment.

The disruptions caused in the educational sector as a result of an emergency have, among others, an economic impact. In the case of Ukraine, it has been estimated that in just two months of crisis, future income losses could exceed 10% per student per year (Angrist et al., 2022).

EDUCACTION AND RECONSTRUCTION

Education is a key sector that needs to be prioritised in the reconstruction of the country because it will determine to a large extent the future of the country and its society.

The responsibility for reconstruction lies with the state, with support from international development cooperation. However, if this support is not enough, families will have to make difficult choices in a very difficult economic context of extreme need and limited job opportunities. Many families will be forced to make their children work, which will prevent them from investing in education that will return in the form of income in the long term.

To reverse this situation, it will be important to invest in the education sector as a matter of urgency, ensuring that it is of high quality and flexible enough to adapt to the needs of families (Vargas-Baron & Bernal Alarcon, 2005).

The reconstruction of the country will depend to a large extent on the training of the new generations. Therefore, it will be key that all children and adolescents, regardless of their social background, are trained in multiple contents and professional skills to stimulate national economies (Barrios-Tao et al., 2017).

In contexts where crises are increasingly long-lasting, following disasters or conflicts, at Educo we intervene with humanitarian response activities accompanied by activities with a nexus approach. We link these activities to actions for recovery, reconstruction, development, and peace.

To achieve this, and in order to improve the appropriation and sustainability of interventions with a nexus approach, **Educo** involves local education systems in all phases of our actions. The nexus work Educo carries out in education offers opportunities to work more consistently with the educational community, with child rights organisations, with local development organisations to build resilience, for conflict prevention, to respond to the more complex issues of humanitarian crises, and also to promote work with governments so that they can strengthen their capacities to respond and recover.

PROLIFERATION OF VIOLENCE

Several studies show that different types of violence do not occur in isolation, but often reinforce each other. Evidence shows that being a victim of one type of violence is associated with an increased likelihood of becoming a victim of another type of violence. For example, children and adolescents who have been witnesses to or have experienced violence are more likely to be victims or perpetrators as they grow up. (Wodon et al., 2021).

One of the most extensive research projects on armed conflict and the likelihood of a resurgence of violence after a peace agreement found that **61% of the 259 cases analysed showed a return to a state of violence and more complicated patterns of violence** (Gates et al., 2016).

Education can show two sides. It can be a driver of violence by fuelling stereotypes, xenophobia, or antagonism. It can be used as a tool to promote division by preventing certain minorities from accessing the system or by hindering the learning of certain languages or cultures (Bush & Saltarelli, 2000).

CONFLICT SENSITIVE EDUCATION

But education can also counteract the root causes of violence by nurturing values such as inclusion, tolerance, human rights, and conflict resolution. This can strengthen social cohesion and contribute to long-term reconstruction processes.

Equally important, education can be a significant tool for conflict prevention. Given the high recurrence of violence in certain contexts, an education system that promotes certain values, is relevant and inclusive can act as a prevention mechanism.

Education is more than just an area of society; it is the building block that connects the elements that make up the foundation of societies. (Vargas- Barón & Bernal Alarcón, 2005).

In the face of the security crisis in the **Sahel** countries, which has already been mentioned in this paper, we know that education can play a role in either reproducing or amplifying conflict, or it can play a role in prevention and reconciliation.

To strengthen this, **Educo** has implemented a project in **Burkina Faso** to promote social and interreligious dialogue. The project succeeded in promoting forums for fruitful and participatory dialogue to build the social cohesion that is the best guarantee of lasting peace. This was achieved through consultation, the promotion of good governance and the establishment of endogenous mechanisms.

CONCATENATED CRISES

As mentioned above, the 21st century is being shaped by what are known as complex crises.

TheirWorld estimates that **by 2030, nearly one-third of all children and adolescents worldwide will be affected by multiple crises in their countries and territories** (Moriarty, 2018).

Natural disasters are becoming more severe and occur almost five times more frequently than 40 years ago, disrupting the education of 40 million children a year, particularly in low- and lower-middle-income countries (FCDO, 2022)

Conflicts can also have global consequences that are felt all over the world, with serious impacts on food security, inflation, and access to energy.

EDUCATING TO BUILD RESILIENT, PEACEFUL AND JUST SOCIETIES

In this context, it is crucial that education takes its rightful place in strengthening its capacity to create more resilient societies.

For example, studies show that quality education can drastically reduce vulnerability to fatal weather-related disasters (Striessnig et al., 2013). Children with fundamental skills help families to better process information about risks and act accordingly.

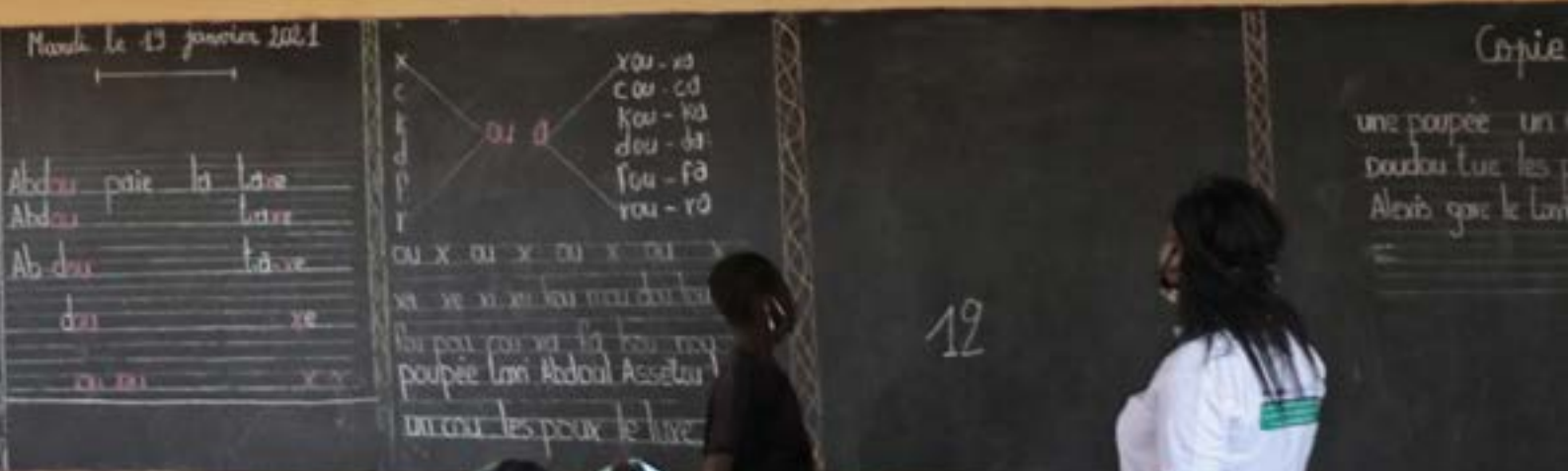
Quality education can combat discrimination, including gender discrimination. Reducing inequalities in society is key to limiting the inequitable effects of climate change and reducing the likelihood of conflict (Mokleiv Nygård, 2018).

In short, educated, and well-trained societies are better prepared and more economically secure, enabling them to recover more easily from a crisis.

In contexts of increasingly recurrent humanitarian crises, it is essential to strengthen education systems and the capacity of local actors to cope with shocks and crises, and to increase their ability to recover. Education systems have traditionally been reactive to crises, with very few preventative measures to ensure the continued provision of educational opportunities during crises.

Educo helps strengthen the ability of education systems to guarantee efficient, effective preparation and responses when faced with humanitarian crises, and increase their resilience. This approach serves as an opportunity and enables education to bring about transformative and positive change despite the crisis.

Educo accompanies education systems so that they are prepared and take action to reduce disaster risks. In countries such as the **Philippines, Bangladesh, or Nicaragua** where disasters are predictable and recurrent, **Educo** works to incorporate disaster risk reduction (DRR) measures in the education sector and mitigate their impact and is committed to the implementation of the Comprehensive School Safety Framework.





Conclusions and Recommendations

Education is the hope for children caught in a crisis. It is their right. It is their present and their future. It is essential for growing as individuals and for developing their personalities and fulfilling their potential. It is their lifeline, their place of safety and protection. It is the key that opens a box full of opportunities.


Investing in education is investing in a more peaceful, prosperous, and sustainable world, in which the 2030 Agenda can become a reality.

Investing in education is investing in a world where nobody is left behind and all children and young people affected by crises can access a quality education.

With a quality education, they will have the freedom to make decisions that contribute to their development and that of the societies they live in.

And now it is urgent to make this right a reality for the 222 million children and adolescents whose chances of enjoying this right are further away than ever. Which is why it is necessary to join forces. Children and adolescents, donors, governments, civil society organisations, citizens and the media all have a key role to play.

The children and adolescents we work with at Educo remind us that their education cannot wait.

 **I want to tell countries that education is my only lifeline right now. I think I would sink if I couldn't go to school".**

Oxana from Ukraine, 13 years old.

Recommendations for donors:

Promoting a rights and wellbeing approach to emergency education

Adopt and share the rights-based approach of this agenda. Education must be understood both as a right and as a catalyst for other rights. Any intervention should promote a safe, protective space and promote wellbeing.

Increase investment in education in emergencies

The gap between the growing needs and the funds to meet them is growing exponentially. While in 2013 around 40% of requests for Education in Emergency (EiE) funds were covered, in 2022 only 28.9% of the education needs of UN appeals (OCHA) were covered.

In order to reverse this reality and ensure quality access to education, it is important that donors increase their contributions, and the following actions are particularly important:

- Increase the percentage of humanitarian aid to education to at least 10%, as called for by the Global Campaign for Education, following the example of the European Union (DG ECHO).
- Allocate 20% of ODA to the education sector with a special emphasis on crisis contexts.
- Commit to flexible, multi-year funding for education in emergencies to ensure that children and adolescents in protracted crises can continue their education.

Promoting the triple Nexus approach through localisation of aid

We are facing a context of prolonged and interlinked crises that accentuate the cycle of vulnerability. To provide a durable solution, responses must be designed in a holistic and coherent manner by providing a sustainable response to people before, during and after a crisis, through the three-pronged approach of humanitarian assistance, development programmes and peacebuilding.

This approach is crucial in the education system because it:

- Guarantees access: responding to immediate educational needs, while planning for the continuity of their education.
- Promotes development: education is one of the pillars of a more equal society and an effective tool for promoting sustainable development, but this requires quality education and training at every stage.
- Creates resilient education systems: given the average duration of crises, there is a need to create education systems that are able to overcome the various challenges they face during that period. This means establishing well-planned, coordinated education systems with the necessary investment.

- Is more efficient: strategic planning from the outset, taking into account the various stages and the objectives to be achieved, will help to reduce costs and be more efficient.

Encourage participation from children and adolescents

Education is a key instrument in the development of agency, autonomy, and resilience. In line with this, donors should:

- Include children and adolescents actively in decision-making and processes, from the development of strategies to their implementation.
- Facilitate participation through a transparent and effective communication channel.
- Avoid power imbalances and offer children and adolescents active and real participation that also allows for the development of their capacity for agency and autonomy.
- Ensure that children and adolescents have a fundamental role in the projects they fund.
- Motivate children and adolescents to play an active role in international fora.

Ensure compliance with quality and accountability standards, such as the Core Humanitarian Standard, INEE minimum standards, localisation agreements and the Grand Bargain, among others.

Endorse, implement and share with other countries the Safe Schools Declaration and the Guidelines for the Safe Schools Declaration, and the Guidelines for Preventing Military Use of Schools and Universities during Armed Conflict.

Promote and highlight the EiE agenda in the different Unidas funds in order to make its relevance visible and improve its provision, while also increasing the emphasis on flexible funds.



Recommendations for governments in humanitarian crisis situations:

Prioritise the education sector. Give the education sector the priority it deserves from a rights-based approach, ensuring access and quality for all children and adolescents, regardless of their origin, gender, race, or religion.

Increase investment in education

- UNESCO established 4% to 6% of GDP or 15% to 20% of public expenditure on education. Far from it, the world average for 2019 (latest data) placed this expenditure at 3.7% of GDP (World Bank & UNESCO, 2022).
- Promote synergies and coordination mechanisms with the group of donor countries to improve the efficiency and effectiveness of resources in the education sector.

Elaborate strategies for boosting the education sector

- Aiming to improve coverage, access, and quality by prioritising the areas most affected by crises and with a special focus on the most vulnerable groups.
- Promote the Nexus approach from the beginning of strategy development through to implementation to ensure that it is integrated from the outset with a long-term and sustainable vision.

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Promote and highlight the EiE agenda in the different Unidas funds in order to make its relevance visible and improve its provision, while also increasing the emphasis on flexible funds.

Recommendations for civil society organisations:

- **Promote the Nexus approach** to ensure that education in crisis contexts is approached from the outset of the intervention in a comprehensive, coordinated, and strategic manner including the humanitarian, development, and peace phase.
- **Encourage the participation of children and adolescents** in the governance of organisations and their governing bodies, including an active role in the elaboration of strategies and a key role in monitoring the implementation of projects. It must be guaranteed that they also have a role in the accountability of interventions and that they can influence organisational decisions.
- **Raise public awareness of the relevance of emergency education** to generate a critical mass to understand, advocate for and protect quality and safe EiE.
- **Advocate and monitor donors** to ensure they deliver on EiE targets, include this agenda in their strategic priorities and develop an ambitious strategy that permeates policy and funding decisions. To do this, it will be essential for organisations to play an active and proactive role in the elaboration of these strategies and their action plans.
- **Encourage localisation** by providing direct funding to local organisations so that they can sustain and consolidate the Nexus approach not only in the implementation of the intervention but also in prevention.

Recommendations for the media:

- **Highlight the relevance of education in emergencies** in crisis contexts and give specific space to this issue when covering news related to humanitarian crises.
- **Put children and adolescents at the centre** of the news coverage so that they themselves are the focus of the stories and can express their interests, opinions, desires, and dignity.
- **Give communication space to forgotten crises** so that they become more visible and cease to be underfunded in terms of aid.

Educo and Education in Emergencies

MAIN AREAS OF ACTION:

- **Access and continuity in education:** reintegration and permanence in the formal system, promotion of educational alternatives, specific attention to refugee and internally displaced children and adolescents, infrastructure support. **Relevant and quality education:** teacher training in ECE, teaching materials, socio-emotional support, safe and inclusive spaces, etc.
- **Inclusion and promotion of gender equality.**
- **Safe and caring education:** schools protected from attacks, conflict-sensitive education, and psychosocial support.
- **Disaster Risk Reduction and Resilience in education.**
- **Peace education and social cohesion.**
- **Promotion of child and community participation**
- **Promotion of other rights through education:** nutrition, hygiene, health, birth certificates.

WHERE WE WORK

CENTRAL SAHEL - CENTRAL AMERICA
ASIA - UKRAINE/MOLDAVIA



HOW MANY WE SUPPORTED

More than

125,000 children and adolescents and their communities with our EiE projects **in the past four years.**

OUR FUNDERS AND ALLIES

For Educo, EiE is key, urgent and a priority and for this reason we work with the main international donors such as ECHO (European Union); Education Cannot Wait; INEE; The Resilience Collective; UNICEF and national donors such as AECID. In addition to developing actions with our partners in the ChildFund Alliance, we continue to seek funds to make education a reality for everyone.

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