For the right to a dignified education in crisis and emergency contexts. Education must go on.

Global Education in Emergencies Strategy

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Contents

Introduction

Education is a fundamental human right that is acquired and exercised over a lifetime, as well as a means of protection, prevention and prosperity for at-risk individuals, communities and countries experiencing or emerging from humanitarian crises. Education is also a means for enabling and reinforcing the fulfilment of all other human rights, the enjoyment of wellbeing and the promotion of a dignified life.

Currently, an estimated 222 million school-age children[1] are affected by humanitarian crises[2] and require a protective environment in which they can participate and enjoy adapted opportunities to continue their educational and developmental process.

For Educo, it is a priority to guarantee education and reduce the present and future vulnerability of these children. In this context, Educo supports the 2030 Agenda for Sustainable Development Goals, as we believe that this is the best opportunity for humanity to achieve lasting social change that guarantees that all children enjoy their rights and live a dignified life. We also encourage them to play a leading role in driving this change.

Given the educational panorama, Educo is committed to strengthening its expertise and capacities in the area of Humanitarian Action. In this document, titled *For the right to a dignified education in crisis and emergency contexts. Education must go on* presents the principles, approaches, objectives, and scope of Educo's work in Education in Emergencies (EiE).

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[1] In this document we are guided by the *Convention on the Rights of the Child (CRC)*, which defines a child as anyone under the age of eighteen. The terms adolescent and youth are only used at very specific moments, but they are considered as included in "children".

[2] Education Cannot Wait. Global Estimates: Number of crisis-affected children and adolescents in need of education support (2022).

Context

Armed conflict, violence, forced migration, natural disasters, and emergencies (including health emergencies), including those related to environmental degradation and climate change, are affecting the education of millions of students. According to the United Nations Education Cannot Wait (ECW), **there are currently 222 million school-age children in need of educational support due to humanitarian crises**[3]. Of these, 78.2 million are out of school, with the twofold negative effect of impeding their cognitive and personal development, as well as increasing their risk of violence[4]. In addition, another 119.6 million students are not acquiring basic skills despite attending school. Last but not least, 24.2 million students, while estimated to be achieving an acceptable level in these competencies, are still suffering from the effects of crises and therefore require specific humanitarian support (e.g. psychosocial support, which is crucial for education support and even more so in humanitarian situations).

While humanitarian crises affect the right to education of all learners, families and entire communities, there is evidence to suggest that women, girls, and learners with disabilities or who are displaced are often more affected[5].

In addition to the collateral damage that humanitarian crises inflict on the education sector, and therefore on the wellbeing of children and adolescents, the education sector is unfortunately a direct victim of indiscriminate attacks. According to the Global Coalition to Protect Education from Attack (GCPEA), **attacks on and military use of educational institutions increased by a third in 2020 compared to 2019**[6]**.** Worldwide, the use of educational facilities for military use has doubled between 2020 and 2021. More than 570 incidents of attacks on educational facilities were recorded in this period. These attacks have been recurrent in several countries, and have increased in Colombia, Ethiopia, Mali, Myanmar, Nigeria, and Burkina Faso. In the latter two, the number of students and teachers abducted by armed groups has also increased compared to previous years.

Equitable and safe access to education in humanitarian crisis contexts is a challenge, as education infrastructures are often damaged, closed or overcrowded, affecting the availability of safe,

[3]   ECW. Global Estimates: Number of crisis-affected children and adolescents in need of education support (2022).
[4]   Global Education Cluster. The protective role of Education in Emergencies (2018).
[5]   Global Campaign for Education. SDG4 Spotlight report.
[6]   Global Coalitions to Protect Education from Attack. Education under attack (2022).

quality spaces and services. Access to education may be hindered or denied due to protection risks, discrimination, legal requirements related to enrolment, school fees and academic barriers. In these contexts, maintaining or restoring access to education may be difficult due to teacher shortages. Teachers are often poorly paid, face very difficult working conditions and are often inadequately supported to deal with the complexities of teaching in crisis contexts. **Guaranteeing quality and protective education is also a challenge.** Too often the content of what is taught, teacher training, teaching methodologies and assessment of learning outcomes are poorly addressed during crisis situations. The curriculum, textbooks and other educational materials may fail to take into account the humanitarian needs of learners[7] or may even exacerbate the root causes of the crisis. Inherent contextual constraints in crisis-affected contexts, such as a lack of resources, can make it difficult to implement quality education processes.

Crises increase the risks of children becoming victims of abuse, neglect, exploitation, child labour and/or violence. Lack of access to education has direct negative effects on children's wellbeing and development. **Out-of-school children may face increased child protection risks**[8].

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[7]   Literally means a person who is learning. Educo uses this concept to replace other possible concepts such as pupil, learner or student, whose connotation is passive in that it implies that it is the teacher who possesses the knowledge and therefore teaches, while the pupil is the one who, not knowing what he/she knows, receives this teaching. We also want to reflect and call for a greater commitment to inclusive language.

[8]   The Alliance for Child Protection in Humanitarian Action (2019). Minimum Standards for Child Protection in Humanitarian Action, CPMS (2019). Standard 23: Education and Child Protection.

In these situations, furthermore, children may experience a type of stress that can become toxic, negatively[9] affecting their ability to learn, their socio-emotional wellbeing and their development.

When the education system is unable to maintain equitable access to quality education for all children in the midst of adversity, this can lead to prolonged disruption to education, dropout, weakened learning outcomes and long-term detrimental psychosocial consequences for learners.

Providing a protective, quality learning environment in which children can continue to develop and are able to take advantage of opportunities to learn and express themselves, thereby reducing their vulnerability and distress, is key to the recovery of both children and the community.

9   INEE (2018). Guidance note. Psychosocial Support: facilitating psychosocial wellbeing and social and emotional learning.

Strategic Framework

Principles and Standards

Educo's Global Strategy for Education in Emergencies builds on the humanitarian and institutional principles already outlined in its various strategic and operational documents. Below, we summarise the principles that inspire our mission and which we see as the operational standards that guide our actions in EiE.

Educo's humanitarian action in the Education in Emergencies sector is also based on the **quality standards** proposed by the **INEE Minimum Standards**[10]. The INEE Minimum Standards Handbook contains guidelines with key actions and guidance notes aimed at increasing the quality of educational preparedness, response, and recovery. The section on the EiE programmatic axes of this strategy outlines how Educo carries out its work in line with the key areas and standards of the INEE Minimum Standards.

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[10]   INEE. Minimum Standards for Education: Preparedness, Response and Recovery (2010).

Humanitarian Principles:

- **Humanity:** Human suffering must be addressed wherever it is found. The aim of humanitarian action is to protect life and health and to guarantee respect for human beings.

- **Impartiality:** Humanitarian action must be carried out on the basis of need, giving priority to the most urgent cases and without making distinctions on the basis of nationality, ethnicity, gender, religious belief, class, or political opinion.

- **Neutrality:** Humanitarian actors must not take sides in hostilities and political, ethnic, religious, or ideological disputes.

- **Independence:** Humanitarian action must be autonomous from the political, economic, military, or other objectives that any humanitarian actor may have with respect to areas where humanitarian action is being implemented.

Institutional Principles

- **Participation:** All of our actions guarantee and promote the right to participation of children and adolescents, and those that accompany them, to fully exercise their citizenship. Similarly, we encourage a participative culture in our organisation.

- **Non-discrimination:** Our work is based on the recognition that all children and adolescents must have the opportunity to enjoy their rights regardless of their national, ethnic, or social origins, sex, language, religion, political opinion, or financial situation, that they possess different abilities or any other condition of their own or their families.

- **Transparency:** We base our work on honesty, responsibility, and maximum access to information about the management of resources and the impact of the actions which we are involved in, as pillars of a social and financial accountability.

- **Dynamism:** We have the ability to adapt and respond in order to act, as well as creativity to innovate in search of the quality of our actions.

Approaches

Rights and wellbeing approach

The right to education in emergencies is recognised in Resolution 64/290 adopted by the UN General Assembly. It recognises that "quality education mitigates the psychosocial effects of armed conflict and disasters by creating a sense of normalcy, stability, structure and hope for the future", while in "situations of displacement, education, among other factors, can play a significant role in helping to prepare and promote durable solutions for the affected population".

Therefore, the Humanitarian Action and EiE undertaken at Educo is based on the principle that all children affected by humanitarian crises have rights that must be protected and promoted, and that no child should be left behind in terms of education and life opportunities.

At Educo, we integrate the Child Rights and Wellbeing Approach into all of our work.

Adopting the **Child Rights Approach** (CRA), we base our actions at a normative level on the Convention on the Rights of the Child[11] and its principles (non-discrimination, best interests paramount, ensuring survival and full development, child participation) and, at an operational level, we act in development and humanitarian crisis contexts to improve children's rights and wellbeing, including education.

Educo's humanitarian work and, consequently, our EiE also take into account the Humanitarian Charter, which is based on the provisions of international humanitarian law, international human rights law, and refugee law, as well as on the fundamental humanitarian principles: humanity, impartiality, neutrality, and independence.

Adopting a CRA means that Educo's actions must integrate a holistic response that incorporates the participation of the different agents of change: rights-holders, and primary and secondary duty bearers.

- **Rights holders.** These are the children affected by humanitarian crises and are at the centre of humanitarian action. This implies a commitment to ensuring their rights, including the right to education, recognising their capacity for agency, and guaranteeing conditions for their participation in decision-making that affects their lives, in accordance with their evolving capacities. In humanitarian responses, priority is given to the most acute and urgent cases, including people in situations of mobility, displacement, refuge or in host communities, and paying special attention to minority groups and communities whose vulnerability may be increased by the crisis.

- **Secondary duty bearers.** These are understood as those closest to the child, i.e. the family and the community, who play a key role in the enjoyment of children's rights.

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11   The official name of the treaty is the Convention on the Rights of the Child. Educo adopts the term 'children' in line with the organisation's commitment to gender mainstreaming and the use of inclusive language. The adoption of this approach implies the integration of its guiding principles: non-discrimination; the best interests of the child; life, survival and development; and child participation.

Their role is fundamental to ensuring quality education, especially when, in humanitarian contexts, duty-bearers are unable or unwilling to guarantee the right to education. In these cases, capacity building of duty bearers is essential so that they take ownership of the education programme with a protection and positive treatment approach and are able to coordinate with other sectors and key actors.

- **Primary duty bearers.** Finally, it is important to recognise the duty of institutions, entities, and organisations to ensure fulfilment of the right to education, as well as the protection of children in the context of a humanitarian crisis.

The in-depth analysis of the needs, capacities, and willingness of the guarantors of the right to education represents a key aspect in the design of Educo's actions, since analysing them provides the main conclusions for planning capacity-building and support for rights holders, enabling the establishment of the necessary actions to temporarily cover the gaps identified in the exercise of the right to education.

In terms of adopting the **Child Wellbeing approach**, this implies taking into account "the fulfilment of children's rights and opportunities for each child[12] to be and do what she or he values, according to her or his capacities, potential and abilities". At Educo we maintain that a CRA is necessary, but not sufficient for a holistic understanding of a good life, and for this reason we complement it with the child wellbeing approach, which we understand in its three dimensions: material, subjective and relational.

The EiE projects promoted by Educo are aimed at improving the **material wellbeing** of children and their families. This is achieved, for example, with financial support through vouchers and cash transfers for educational purposes, school feeding programmes, teaching, and learning resources, among others. With these resources, **relational wellbeing** can be improved by restoring school routines, re-establishing connections between peers and teachers, and motivating children to participate and be part of an environment that benefits their education and protection. The above relationships also lead to **subjective wellbeing**, both as individuals and as a group, as they foster a sense of normality, social cohesion, integration, recognition, new hopes, etc.

Local and community-based approach

At Educo, we believe it is crucial to engage communities to participate in and lead education initiatives during crises. Using a **community-based approach** stems from the recognition that people affected by crisis have unique capabilities, strengths, resources, and contextual and socio-cultural knowledge, and should therefore be involved in all phases of the response. As well as being supported by the rights-based approach, the use of a community-based approach increases the chances of achieving sustainable solutions found by the community itself, resulting

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[12] Whenever "child" or "children" are mentioned, and in accordance with the IDC, this includes all persons under the age of 18. From a life-cycle approach, it includes the stages of early infancy, childhood, adolescence and early youth.

in community ownership of these solutions, and therefore achieving its own goals.

In order to successfully implement the community approach, at Educo we believe that there must be two conditions that ensure the meaningful participation of the community in all phases of the educational response (analysis, planning, design, implementation, monitoring, and evaluation). During these phases, a relationship of trust between the community, Educo's teams and its partners must be ensured, and time must be dedicated to establishing this relationship and being present even in areas that are difficult to access. Another condition is to ensure that the different population groups can participate in a meaningful way, which in some cases may involve capacity building beforehand, so that the groups can clearly express their needs and ideas, and that these can be properly collected. Within

these groups, children have the right to be heard, especially in relation to issues that affect their lives. They should therefore be invited to participate in safe, protective, and adapted environments.

Open community learning spaces are a clear example of Educo's implementation of the community-based approach in its EiE interventions.

Similarly, our proposal for the **localisation approach** in the EiE sector is based on recognising and valuing the skills and experience of local educational organisations and actors. They are the first to respond in the case of emergency. Their presence within communities when crises occur means, in general, that they are in the best position to provide an immediate response, as well as to work towards longer-term recovery. Educo is committed to empowering these organisations

through comprehensive capacity building initiatives, providing tailored training and support to improve their capacity to lead and implement relevant educational programs. To make localisation meaningful, we prioritise the active participation and leadership of these local education organisations in the coordination and all phases of the EiE response. And we believe it is key to involve them in decision-making and planning processes. In addition, our work includes promoting equitable partnerships with these local education organisations. By doing this, we want to avoid unequal relationships and instead promote practices and dynamics based on equality, transparency, complementarity of work and shared responsibility. We also believe in supporting access to funding models that enable direct funding of local initiatives, which fosters financial independence, facilitates rapid and effective responses to emergencies, and enables education programs to expand beyond immediate crisis responses.

By combining the community participation approach and the localisation approach in EiE, we aim to ensure an effective and sustainable education response. Through these integrated approaches we aim to achieve ownership, resilience and inclusion of local communities and actors, leading to a more impactful and transformative EiE. We can build stronger, more responsive education systems that empower children and their communities.

The gender-based approach

Equality between women and men is a human right, which is why considering a gender perspective in humanitarian crisis contexts is essential to ensure that all people have equal opportunities for their integral development and wellbeing as well as for the full exercise of their rights.

This mainstreaming of the gender approach in our actions leads us to systematically consider the different experiences, needs, priorities and interests of girls and boys, women, and men, which are conditioned in a decisive way by gender roles, based on the assumption that crises, which exacerbate pre-existing problems and inequalities, affect them differently.

It should also be noted that the experiences and realities of girls and boys are determined not only by their gender and age, but also by other variables of discrimination that are combined in the same individual or group of individuals and that place them in a position of inequality in relation to others. This is why our gender approach also includes **intersectionality**, based on the recognition and consideration of the different and particular realities of each person, each girl, each boy, and each adolescent.

Within this framework, Educo is committed to **a two-fold strategy that includes the integration of the gender perspective alongside specific actions that benefit girls and women.** Through this dual strategy, Educo also carries out the following lines of action in its humanitarian action projects:

- Promotion of the participation, organisation and empowerment of girls and women, and their organisations.

- Involvement of men, promoting egalitarian, respectful and non-violent models of masculinity.

- Accompaniment and strengthening of local authorities and actors for the elaboration and implementation of gender-sensitive public policies and action plans.

- Awareness-raising for families, communities, and society in general.

The triple Nexus approach

Education is a fundamental right that must be defended even in the most difficult circumstances. In crisis-affected areas, where three situations converge - humanitarian emergencies, development challenges and peacebuilding efforts - the triple nexus approach plays a key role in ensuring the continuity, quality, and transformative power of education.

Educo has a profound understanding of the complex dynamics of crises and the various challenges they pose to education systems. We use our experience to design and implement integrated programs that address immediate educational needs, while working towards sustainable development and peacebuilding.

- **Humanitarian response.** As a humanitarian organisation, we have extensive experience in providing immediate education assistance during crises. We ensure continuity of learning by establishing safe and inclusive education spaces and processes, distributing education materials, and providing psychosocial support to alleviate disruptions to learning and the impact of crises and disasters. Our experience as a humanitarian organisation means that we prioritise education within the triple nexus, safeguarding the right to learn even in the most difficult circumstances.

- **Development cooperation.** At Educo, we acknowledge the fundamental role of development cooperation in promoting sustainable and transformative education in

crisis-affected areas. That is why we work with a medium and long-term perspective. We promote the design and implementation of long-term development programs focused on strengthening education systems, teacher training, the development of relevant curricula and the improvement of educational infrastructures, among other actions. By integrating development cooperation into the triple nexus, we can address the underlying causes of vulnerability during crises, break the cycle of poverty, and contribute to resilience, stability, and long-term development.

- **Peacebuilding efforts.** Education is a powerful tool for peacebuilding, fostering social cohesion and preventing conflicts from reoccurring. At Educo, we believe that by incorporating peacebuilding efforts within the triple nexus and by fostering inclusive and transformative education systems, societies can overcome differences and promote dialogue, tolerance, understanding and reconciliation between different groups. Education that promotes the values of peace, human rights and active citizenship equips individuals with the skills to contribute to conflict prevention, reconciliation, and sustainable peace.

In conclusion, the triple nexus approach in education is vital for building resilience, promoting sustainable development, and building peace in crisis-affected communities. Education is also a prime setting for advancing the triple nexus in humanitarian action. That is why at Educo we are firmly committed to the comprehensive application of this approach.

Prioritizing the triple nexus in educational interventions empowers people and creates opportunities for a good and dignified life. We are committed to using our experience to apply this approach, ensuring that education becomes a powerful catalyst for positive change for children affected by humanitarian crises.

Programmatic and Advocacy Framework

Aim of the strategy:

The social impact Educo pursues is that "children and adolescents fully enjoy their wellbeing, rights, and the opportunity to develop their abilities on a shared planet". As this is a Humanitarian Action strategy, the aim of Educo is based on generating "changes in the living conditions" of populations affected by humanitarian crises. Educo's global strategy in EiE can be summarised as follows:

> "Children and adolescents affected by humanitarian crises enjoy relevant, equitable, quality, safe and inclusive education in safe, positive treatments environments free from violence, and drive change in their social and environmental surroundings as effective humanitarian actors."

The programmatic framework proposed by Educo in EiE is based on an in-depth analysis of the challenges facing education in humanitarian contexts and the capacities of crisis-affected populations. And on the other hand, the experience, capacities, and know-how Educo has.

Programmatic axes of EiE

Educo's global strategy in EiE is based on its Education Strategy and adapted to the context of Humanitarian Action. This strategy is defined by:

- The three dimensions of education as a right: (1) the right to education, (2) the right in education and (3) rights through education.

- La población meta (titulares de derechos, de responsabilidad y de obligación).

Right to Education in Emergencies

> **Educo's approach in this dimension involves ensuring equitable access to comprehensive education that guarantees educational continuity for all children affected or at risk of being affected by a crisis.**

Promote equitable access and reduce any barriers to education in crisis contexts.

In disaster and/or humanitarian crisis situations, learning processes are affected and it is vital to maintain or restore equitable access to education (formal and/or non-formal) as soon as possible. Educo ensures that children affected by humanitarian crises are not left without adapted learning opportunities for more than three months. This involves developing different strategies that need to be implemented according to each situation in order to ensure educational continuity at different levels of learning, from pre-school to vocational education, which includes the following actions:

- **Strengthening access to the formal education system.** In an initial phase of a crisis, ensuring access to education may involve emergency rehabilitation of damaged or destroyed educational infrastructure, the establishment of temporary or mobile learning spaces, and the construction of new classrooms or classroom spaces in the event of increases in student numbers due to internal displacement or refugee populations, among other actions.

On the other hand, promoting equitable access to the formal system also means working to reduce the barriers that impede the exercise of the right to education in contexts of crisis and emergencies. These barriers or discriminations may have their origin in socio-cultural, institutional, and economic issues that prevent children from accessing education. Some of the practices implemented by Educo to reduce these types of barriers are: providing support through the obtaining of legal documents; raising awareness among families and communities to ensure that children of all ages can

attend school and without discrimination; ensuring physical access to the learning space; guaranteeing the provision of gender-sensitive water, sanitation and hygiene in the educational environment; and providing support either in cash for schooling or transport costs or in kind with learning and teaching materials, among others.

It is important to mention that in cases of conflict situations some barriers or discriminatory factors may be exacerbated, so it is essential, in accordance with humanitarian principles of humanity and impartiality, to ensure the inclusion of all girls and boys, without distinction of any kind.[13].

13   This aspect will be developed further in the Rights in Education dimension.

In Bangladesh, in Rohingya refugee camps, children and especially adolescent girls face serious risks such as child marriage, early pregnancy, emotional abuse and all forms of violence, including sexual and gender-based violence. Las chicas adolescentes por normas socioculturales muy a menudo deben quedarse en casa realizando tareas domésticas y de cuidado, y no pueden ejercer su derecho a la educación. At Educo we work to **raise awareness among families and adolescent girls about the importance of education** and promote inclusive and adapted educational opportunities (such as home schooling) so that adolescent girls can continue their studies.

In Syria, we ensure that access to education is restored through **small-scale repairs to schools damaged by the 2023 earthquake,** recreational activities, and socio-emotional learning among learners, as well as awareness-raising to encourage attendance and return to education.

In Nicaragua, following hurricanes ETA and IOTA in 2020, we **established emergency education spaces in affected communities,** including training teachers and community promoters in EiE, conducting refresher education sessions, as well as distributing educational and play kits in affected schools.

In the Central Sahel countries (Niger, Mali, Burkina Faso), we support the **enrolment or re-enrolment of displaced and/or refugee children in host communities:** local mechanisms are put in place to profile and identify children and adolescents in displacement or refugee situations when large numbers of people in these circumstances arrive. Once identified, awareness is raised among families about the importance of schooling (especially education for girls and children with special needs or disabilities) so that they return to school or enrol in school. Another key action is support for obtaining civil registry documents for children and adolescents from displaced, refugee or returnee families. The issue of a civil registry certificate is essential for access to education and is also a protection tool. Without a document that proves their age and identity, children can be discriminated against and deprived of their most basic rights, such as the right to education. Newly arrived children in host areas are provided with school kits following a participatory and inclusive assessment.

In Mali, we have used the **cash transfer and voucher mechanism to increase access to education** and resilience for vulnerable and crisis-affected households. Households receive financial support to cover the costs associated with the start of the new school year and at the same time compensate for negative coping mechanisms in the household, such as child labour.

- **Strengthening the availability of non-formal educational opportunities or alternatives.**[14] Crises or emergency situations can lead to the interruption or termination of the educational process or can cause a large increase in school dropout rates. In certain cases, the formal system may not have the capacity to reintegrate children who have been disengaged for a period of time. In these cases, Educo is committed to implementing alternative educational opportunities that are adapted to each context and strengthen the opportunities for children to continue learning and being educated.

These alternatives include accelerated education programmes[15], catch-up programmes, bridging courses or bridging programmes, refresher courses and programmes, community-based education programmes, and distance education using radio or online methods, among others.

All of these aim to ensure the inclusion of the most vulnerable children in education and aim, in the medium to short term, to enable them to move towards formal educational processes or to gain access to technical or vocational educational opportunities that are best suited to their situations.

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[14]   It is important to bear in mind that some countries integrate some of the alternatives mentioned below into the formal education system. In these contexts, Educo also recognises them as part of formal education.

[15]   Accelerated Education Working Group (2017). Guide to the principles of accelerated education.

The Central Sahel faces a multi-causal crisis. The insecurity crisis is having a devastating impact on the lives of the population, leading to massive population displacements and the closure of schools. **In areas affected by insecurity and where schools are threatened or closed, we provide educational alternatives so that children in these areas can continue their studies.**

One of these practices is the creation of **open community learning spaces.** We have taken an existing practice that aimed to bring education to remote areas and adapted it to respond to the humanitarian crisis and school closures. Following a very clear methodology, these learning centres, managed by facilitators from the community, provide a framework of normality for children affected by the crisis. The regularity of the intervention also makes it possible to continue supporting study habits by facilitating the return to regular schooling once the security situation improves and schools reopen.

Remote education by radio. We provide communities and schools affected by insecurity with an educational proposal that responds to school closures and displacement. Educational modules approved by the education authorities are broadcast on local radio stations for the benefit of children who are out of school due to the humanitarian crisis. This activity is organised into listening groups led by community facilitators. As well as the educational modules, self-protection messages are also broadcast. The acquisition of knowledge is evaluated through a series of radio games and visits by inspectors.

In Ukraine, we support internally displaced and refugee children and adolescents affected by war with **catch-up classes, online education, and podcast lessons.** Online classes, for example, allow children who have had to leave the country or who are in highly insecure areas to continue learning in subjects such as Ukrainian language, literature, and history.

In El Salvador we have implemented the methodology of **community learning spaces (clubs) to support children and adolescents in conditions of forced internal displacement or upon return.** This allows us to accompany them in their process of catching up and/or updating their knowledge in the event that they have had to remain out of school for some time due to their situation. These spaces are led by substitute teachers who are identified by the communities and who establish a level of communication with the teacher responsible for each grade in order to identify the skills or subjects on which children and adolescents deserve greater attention in order to bring their knowledge up to standard in relation to their peers. They also accompany them in the process of completing activities outside the classroom. The teaching staff and community leaders carry out the process of identifying the children who will participate in the learning spaces, and other children are integrated into these in order to form a group with the participation of different profiles and reduce the stigmatisation and re-victimisation gap that many of them are exposed to due to their condition of displaced person or returnee.

Protecting education from attacks and threats.

Aware of the attacks and threats against schools, teachers and learners, which can threaten access to educational opportunities, Educo is committed to supporting actors in educational communities: head teachers, teachers, learners, school management committees and community members to develop and strengthen approaches to planning and protecting education against attacks on schools and against military use of schools, for example by supporting the development and implementation of school safety and security risk preparedness and response plans. Key to this also includes advocating for the Safe Schools Declaration and promoting the implementation of the recommendations issued by the Global Coalition to Protect Education from Attack (GCPEA)[16].

Since 2015, there have been constant attacks against schools in **Niger**. Security incidents perpetuated by non-state armed groups include attacks on schools, arson, looting, abductions of students and teachers, and threats, especially in areas near the borders of Mali, Burkina Faso, and Nigeria, all of which prevent children from accessing education.

Niger has signed the Safe Schools Declaration which, as noted, provides a framework for the protection of education against attacks. However, this text has not been widely circulated among regional and local education actors and education communities.

We therefore **advocate among key education actors and community leaders for effective implementation of the Safe Schools Declaration 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 through support for developing and implementing school safety risk preparedness and response plan

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[16]   Global Coalitions to Protect Education from Attack, GCPEA (2016). What Schools Can Do to Protect Education from Attack and Military Use

Disaster Risk Reduction and education.

Hazards and risks such as hurricanes, earthquakes, epidemics, technological threats, violence, and conflict have permanent impacts on the development of children and their communities.

According to the Comprehensive School Safety Framework[17], the safety of children and the education community from these disaster risks involves protecting learners and education personnel from physical injury, violence, and damage to learning facilities. This involves planning to ensure educational continuity and limit disruptions to learning due to hazards and threats of all kinds, as well as promoting the knowledge and skills of learners and duty bearers to contribute to reducing risks and strengthening resilience.

Educo therefore considers it essential to work to integrate disaster risk reduction (DRR) measures into the education sector, to mitigate the impact of disasters and to enable education to bring about positive transformation despite crises. Educo is therefore committed to the implementation of the Comprehensive School Safety Framework, based on the following pillars:

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[17] Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector (2022). Comprehensive School Safety Framework (2022-2030), for children's rights and resilience in the education sector: CSSF-2022-2030_SP.pdf .

- **Enabling systems and policies.** It provides the basis for strengthening the resilience of the education system and protecting the safety, health, and wellbeing of the school community.

- **Safer and greener learning facilities in response to threats.** This may involve repair, mitigation and relocation of existing education facilities or site selection and construction design of new facilities. It also includes inclusive infrastructure, with safe routes, disability-sensitive access, and adequate wash facilities.

- **School safety management and educational continuity.** This involves planning focused on ensuring educational continuity for children and strengthening the capacity of the education community to anticipate, absorb and adapt to disaster risks (e.g. early warning and monitoring of hazards, participatory risk assessment in schools, contingency plans, operational procedures for educational response, etc.).

- **Education for resilience and risk reduction.** This focuses on promoting learning opportunities for children and the education community to strengthen individual resilience in relation to the risks to which they are exposed (disaster risks, climate change, pandemics, violence, or conflict, among others).

Guatemala, Bangladesh, and the Philippines sare just some of the countries where we are present that are at high risk from hurricanes, typhoons, earthquakes, volcanic eruptions and so on. In all of them, we support education systems so that they are prepared and take measures to reduce disaster risks. We are therefore committed to the implementation of the Comprehensive School Safety Framework: in schools we strengthen the capacities of children and the educational community in disaster risk management through the establishment and training of school risk management committees, we promote the development of school-level maps of risks and hazards, we facilitate improvements in early warning systems, we seek to update risk management plans in schools, and we promote the organisation of drills in schools as well as coordination with local risk management systems, among other actions.

Rights in Education in Emergencies

In this area, Educo prioritises its efforts to ensure that educational processes and opportunities continue to be of a high quality, that they are inclusive and that, despite the conditions arising from the emergency and/or humanitarian crisis, they take place in protective and positive treatment environments.

Relevant and quality education in crisis situations.

In education interventions in emergency situations, Educo is committed to improving the quality of education and ensuring that fundamental learning is achieved in order to guarantee a dignified life.

In relation to the teaching-learning process, Educo ensures that both the curriculum and the educational or pedagogical materials are appropriate and adapted to the context, age, diversity, and developmental level of the learners. The curriculum should be adapted to long-term crisis contexts or take into account aspects related to disaster and crisis prevention and preparedness. Educo works

to ensure that these aspects are present. We also promote the availability of textbooks and other educational materials. These provide structured learning sequences that favour learning in complex situations and allow for continuation outside of school.

It is important that both the curriculum and the educational tools and materials take into account the needs of learners and the educational community in general, adapting to their cultural, social, and linguistic realities, as well as their interests and objectives. As we will see below, in conflict situations it is essential that both have the necessary characteristics to foster conflict-sensitive education.

We also advocate for a comprehensive curriculum in which teaching and learning processes are child-centred, participatory and integrate the skills that are essential for developing the capacities to lead a positive and dignified life.

Finally, it is essential to take into account issues related to educational evaluation, both in formal and non-formal educational spaces, in order to assess to what extent the learning achievements proposed in the curriculum and the objectives of each teaching-learning process are reached. Assessment should also inform life skills and any subject matter that is specifically integrated to respond to the needs of the context. Evaluation does not only concern learners, but also includes teaching and educational management and in general all actors in the educational context.
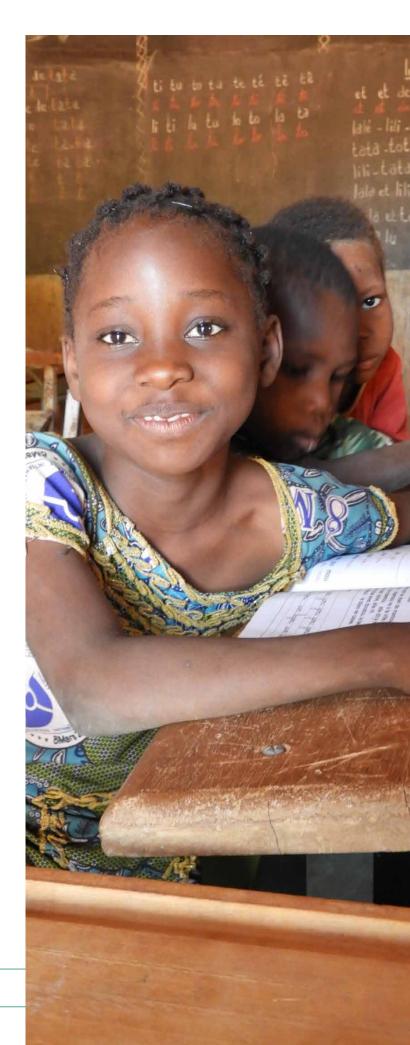
Inclusive teaching and learning processes adapted to the crisis.

Educo is aware that teaching processes must place children at the centre, recognising and valuing their diversity. This recognition of diversity means working to advance towards an inclusive education through which the singularities of all students are addressed despite the crisis. Educational programmes must therefore be developed in accordance with the socio-cultural and linguistic aspects of the context where they are located and the needs and characteristics of the learners, considering, among other aspects, their age, gender, status (refugee, IDP, returnee, host communities, etc.), individual experience and other diversity factors.

Educo EiE, without neglecting other areas, therefore focuses on three aspects within the field of inclusive education:

- the inclusion of children with disabilities,

- the inclusion of a gender-based approach, and

- the inclusion of the cultures and linguistic diversity of the children affected by humanitarian crises.

We strive to ensure that teaching and learning methods are adapted to guarantee the inclusion of children with disabilities (visual, hearing, or other) and to remove the barriers they face (both cultural and physical) in order to guarantee their inclusion in the educational process. For children on the move (refugees, internally displaced, returnees, etc.) we work to ensure their educational continuity (e.g. by giving extra support to children who have

difficulties with language learning) with future opportunities in mind.

In terms of the **gender-based approach,** we work to ensure that girls have the same opportunities as boys in access to education at all stages of education, including early education. From this point of view, comprehensive sex education is a determining factor. We encourage the development of equitable relationships between girls and boys, and, at the same time, we are committed to egalitarian educational practices and to the revision of the hidden curriculum, the set of constructions of thought, values, meanings, and beliefs that structure, construct, and determine the relationships and social practices of and between men and women as a strategy to fight against gender discrimination.

The **language used for teaching** is another key aspect to ensure the success of learning and the integration of learners. In accordance with the INEE Minimum Standards, Educo ensures that decisions on the language of instruction are based on consensus and the participation of the community and educational authorities. We encourage teachers to teach in a language that learners understand and that allows them to communicate with their families, which also acknowledges and favours the development of cultural diversity. .

Guatemala is a multicultural, multi-ethnic, and multilingual country, but it suffers from profound inequalities that translate into discrimination and exclusion. Educo identified that not all school-age children were able to access the education system, and those who managed to do so did not finish primary school on time. Additionally, despite intercultural bilingual education being part of education policies, there were major gaps. As a result, the Mayan-speaking region lacked a bilingual education system that would allow for quality education, i.e. one that took into account culture, mother tongue and intercultural relations.

Educo promoted a methodological proposal and processes for strengthening the identity of the students and responding to the culture and language in the region **with the aim of making the right to education a reality for the children and adolescents of the Maya K'iche' people.** To accomplish this, it promoted the implementation of a bilingual pedagogical programme that strengthened reading and writing skills in K'iche' and Spanish, which contributed to communication and socio-emotional improvements in boys and girls. It also enabled them to read and write in both languages, as well as strengthening the teacher-student relationship and generating teaching resources and adapted educational materials.

Education staff with professional development opportunities and support adapted to crisis circum- stances.

Educo recognises that teachers play a fundamental role in shaping the present and future of their students and communities. Their role is an integral part of the preparedness and planning phases of education in emergencies and chronic crises. Teachers must therefore be thoroughly prepared and have access to relevant, well-planned, and executed professional development, especially in times of crisis. In particular, teachers require relevant knowledge and skills, as well as strong support from schools to respond effectively to the complex needs of learners in crisis contexts. With this in mind, Educo ensures the regular training of educators and educational staff by providing appropriate content and materials adapted to the crisis context and to each individual need. Educo also works to establish appropriate assessment methods to validate learning outcomes.

Educo also takes into account the fact that access to education in emergency situations may be conditioned by the lack of teachers. Therefore, Educo places special emphasis on supporting the recruitment, retention, and compensation of educators, especially in hard-to-reach, insecure areas or in non-formal education, such as welfare plans (including psychosocial support), mentoring and peer support groups, clearly defined and appropriately compensated working conditions.

Malí ahas been facing a multidimensional security, food, climate, and other crises for years. The humanitarian situation continues to deteriorate, and education is seen as dangerous, especially for girls, by non-state armed groups and is therefore targeted. The cycle of violence has intensified since 2018, resulting in the forced displacement of the population and the closure of numerous schools.

In this context, we work, among other aspects, to **train both formal and non-formal educators** and educators on issues related to EiE, including inclusive and gender education, large group management, differential teaching methods, conflict-sensitive education, etc. We also strengthen the capacities of educational staff to better manage the protection needs of children affected by humanitarian crisis (IDPs/refugees, returnees, and host communities) on protection risks, identification, and referral to specialised services, as well as provision of psychological first aid and socio-emotional learning.

Child protection in education and the development of a culture of positive treatment and peace.

In crisis contexts, Educo acknowledges that children face greater risks of violence, exploitation, and neglect. Continuing or returning to education is a protective measure as it offers a space for relationships and "routine", can mitigate the risks of lack of protection and includes coping mechanisms to deal with child labour, exploitation, or child marriage, among others, which are exacerbated in a crisis context. Education is necessary for children and communities to recover and build resilience.

Knowing the links between child protection and education, Educo is committed to a harm-free, protective, and positive treatment education that provides protective environments in which children can continue their development and take advantage of opportunities to learn and express themselves in appropriate conditions, therefore reducing their vulnerability and distress.

To achieve this, Educo focuses on supporting the prevention, detection, and response to all types of violence in the educational environment (such as corporal punishment and physical, psychological, and sexual violence by adults or peers, including gender-based violence), through capacity building and support for the development and implementation of protective mechanisms.

With children, we focus on information and training on their rights and on child protection, and on strengthening their capacities for self-protection and peer protection. This includes the ability to identify

risks or situations of violence and exploitation and to report them safely to the appropriate people, mechanisms, and services.

Similarly, Educo works with schools, educational staff, and children to identify, strengthen, design, implement and monitor protection mechanisms that include a system for detecting and responding to violence (reporting channels and protocols for action). Staff are trained in protective and risk factors for children and in strengthening protection practices, which enables them to identify cases of risk or lack of protection and

refer them to the specialized services of the protection system. A crucial aspect is also to improve the capacity of teachers and the education community to understand the specific situation and needs of children affected by humanitarian crises, as well as the ability to relate to them and to foster an inclusive and trusting environment. We are committed to strengthening teaching strategies based on empathetic and non-violent communication, teaching about positive treatment, and participatory and collaborative methodologies.

In Bangladesh, .in Rohingya refugee camps, children and adolescents face serious risks such as child marriage, early pregnancy, emotional abuse and all forms of violence, including sexual and gender-based violence. Adolescent girls suffer in particular from these risks. They often have to stay at home to do housework and care duties or go out to work and are also severely limited in the enjoyment of their right to education.

At Educo, we work to contribute to reducing the protection risks faced by these children and adolescents in the educational and community settings. We promote inclusive educational opportunities, with a special focus on enabling adolescent girls to continue their learning while preventing risks such as violence or child labour. Likewise, with the educational community, through awareness-raising, training, generation of spaces for dialogue and adapted listening according to gender and age, we work to ensure that children, adolescents, their families/caregivers, teachers 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, and at the same time see education as a priority fundamental right.

Socio-emotional wellbeing (psychosocial support and socio-emotional learning) in crisis situations[18].

Within this framework of protective education, and as an indispensable pillar of violence prevention and children's socio-emotional wellbeing, Educo focuses on increasing children's personal resilience[19], promoting a culture of positive treatment and psychosocial support, facilitating socio-emotional learning, and reinforcing essential life skills that build resilience and confidence.

Aware of the stress suffered by children affected by humanitarian crises and the extent to which these affect their learning capacity and wellbeing, Educo promotes the incorporation of psychosocial support and emotional learning activities and practices in education. These practices can range from individual peer support to the formation of support groups. This is done through collaborative games, emotional regulation exercises, role-playing, reflective discussions, artistic creations, sports, etc. In its psychosocial support and socio-emotional learning work, Educo involves both families and communities, including the educational community. It also involves specialised childcare services through specific actions for strengthening and articulation, mapping, and referral of cases.

In El Salvador, children on the move (internally displaced, migrants in transit and returnees) face situations of lack of protection and live in areas at risk of violence, disasters, and other conditions of vulnerability. This puts them at greater risk of suffering disorders with consequences that affect their mental health, deteriorate their socio-emotional wellbeing, increase school dropout rates, impair academic performance, and limit their motivation to learn, socialise with their peers and lead a fulfilling life. In response to this situation, Educo has worked for the early socioemotional recovery of students through the training of teachers in psychological first aid and the facilitation of methodologies for emotional support, self-care and socioemotional learning, the distribution of materials for the development of emotional recovery workshops guided by teachers, and classroom kits that allow for the organization of socioemotional capsules among students.

In **Spain, the eruption of the Cumbre Vieja volcano** on the island of La Palma in 2021 buried two schools, almost 80% of the students in those schools also lost their homes and 30% of the families lost their businesses and livelihoods. The aftermath of the disaster, the uncertainty and the challenges of coping generated a lot of stress among children and their families. Educo, alongside the association Mojo de Caña, offered socio-emotional support to the students of the two schools that were buried through art therapy workshops that addressed stress and anxiety and helped them to process what had happened. Individualised and group psychosocial support was also organised for children and families affected by the disaster. Recreational, leisure and free time activities were also organised, such as Christmas and summer camps, which contributed to defining emotions, learning about their fears, and working on their socio-emotional skills. Peer-to-peer group work methodologies and role-playing and cooperative games, among others, were used, which

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[18]   For this section it is recommended that standard 2 on Protection and Wellbeing from the INEE Minimum Standards for Education in Emergencies, the Psychosocial Support and Socio-Emotional Learning Toolkit be taken into account.

[19]   Ibid. Standard 23: Education and Child Protection.

Conflict sensitive education

In alignment with the barriers identified in the right to education dimension and also with INEE's work on Conflict Sensitive Education, we found that conflict, insecurity, and attacks on schools can impede access to education. In this section we focus on linking these challenges to learning processes. We see on the one hand that education can fuel violence, conflict through oppression, inequality of opportunity or the promotion of hatred (e.g. history textbooks have been used to instil hatred towards certain population groups, or behaviours and attitudes can be inculcated that generate inter-group tensions and contribute to conflict). On the other hand, education can contribute to peacebuilding and social transformation (e.g. education practices that promote values of respect and social cohesion contribute to peacebuilding among future generations). Aware of the bidirectional and complex link between education and conflict, Educo prioritizes the Conflict-Sensitive Education[20] approach, which focuses on the following points: understanding the conflict context in which education takes place (causes, actors, and dynamics), analysing the interactions of conflict with education policies and programmes, and acting with education programmes and policies to reduce negative impacts and increase positive impacts in conflict-affected contexts. Conflict Sensitive Education prevents conflicts from breaking out and seeks to contribute to peace.

In Burkina Faso, Educo promotes training and awareness-raising for students, educational actors and communities on social cohesion, culture of peace and conflict-sensitive education. These activities are organised within schools where students from host communities and IDP/refugee communities live together. Social cohesion and conflict-sensitive education are promoted at school (involving families and the community) to ensure better integration of displaced students and to promote values that foster positive coexistence among students.

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[20]   INEE (2014). INEE Guidance Notes on Conflict Sensitive Education.

Rights through Education in Emergencies

This area of Educo's approach maximises the benefits of education in order to strengthen other rights of children and adolescents, even in contexts of humanitarian crisis.

Integrated education in multi-sectoral humanitarian response.

Educo has a long history of cooperation and development work in all types of contexts, including those fragile contexts affected by humanitarian crises or at risk of crisis. Educo focuses its efforts on guaranteeing children's right to education because we believe that education is the seed of all possible changes: "education heals, offers new opportunities and enables the exercise of other human rights".

We also believe that education can play a key role in the multidimensional response to humanitarian needs. Therefore, in order to offer the affected population a quality multi-sectoral response, Educo strengthens strategic alliances with specialised actors that favour this multi-dimensional response and facilitates access to food, hygiene services,

drinking water, nutrition, and health through the education sector itself.

Participation and empowerment of children to recognise themselves and act as effective humanitarian actors.

Educo[21] believes that understanding and taking into consideration the specific needs and problems of children and adolescents affected by crises is vital for an effective EiE response. Listening to their opinions about the crisis response, considering the decision-making processes that affect their lives, and giving them the opportunity to contribute directly to the solutions in accordance with their evolving capacities has a positive impact on their recovery, facilitates the strengthening of their resilience to future crises, and enables them to be effective humanitarian actors.

For this reason, Educo's EiE projects facilitate the empowerment and capacity building of children and adolescents to be effective humanitarian actors. This participation component is aligned with the commitments of the Core Humanitarian Standard (CHS) and the Accountable Now network, as well as with the accountability actions promoted by the IASC[22]. Specifically, Educo's EiE projects systematically include the creation and support to community governing bodies of educational institutions in humanitarian crises. In order for these bodies to fully enjoy their capacity to influence and make decisions, Educo promotes leadership capacity-building actions aimed at the

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[21]   Text extracted from the Educo Global Programmatic Framework 2021-2025. Programmatic area 3. Empowerment and agency for social change. Participation and accountability in humanitarian crises and natural disasters: marco-programatico-global-2021-2025.pdf

[22]   Inter-agency Standing Committee: https://interagencystandingcommittee.org/

entire educational community, including teachers, parents and guardians, students, children, and adolescents. This capacity building allows children and adolescents to participate in a consultative way with adults or with initiatives entirely led by them, in accordance with the provisions of the Educo Child Participation Policy .

Education in ecological transition

Children living in contexts already affected by humanitarian crises of various kinds (conflict, forced displacement and long-term crises) suffer more severely and alarmingly from the impacts of environmental degradation and climate change, which is worryingly compromising their rights and wellbeing.

This, combined with the fact that Article 29.1 of the Convention on the Rights of the Child states that education should aim, among other objectives, to instil in children respect for the environment, makes EiE a critical component of the response to environmental degradation and climate crisis, as well as efforts to mitigate and/or adapt to their effects.

Educo believes that EiE is therefore a key tool for strengthening the awareness, knowledge, competencies and skills and the capacity for action of the younger population, maximizing their power, adaptive capacity, and resilience. Environment, climate, disaster risk reduction and resilience content should be integrated into the education curriculum in a cross-cutting manner, ensuring that it is accessible, practical, and contextually relevant, taught at an appropriate age, encourages problem-solving and focuses on the potential for improvement. In this way they can awaken in both students and the wider education community the desire and ability to act to make a difference[23], starting with the implementation of sustainable initiatives in the day-to-day management and operation of schools or other educational spaces.

23   Fitzpatrick and West (2022). Improving Resilience, Adaptation and Mitigation to Climate Change Through Education in Low- and Lower-middle Income Countries (last access: 16 December 2022).

En Bangladesh, the increasing loss of forest land, the declining quality and quantity of freshwater, and soil degradation are putting ecosystems under severe stress. In education, we promote tree planting, the organisation of school gardens, waste separation and recycling in schools and we also promote education and awareness-raising for the ecological transition, such as campaigns led by teenagers and young people in favour of climate action and environmental protection.

Food, water, sanitation and hygiene, nutrition, and health through education.

When ensuring the realisation of the right to EiE, consideration must be given to the basic elements that must always accompany education in order for it to be effective and the right to education to be fully exercised. These elements require access to the necessary conditions of food, nutrition, health, water, hygiene, and sanitation. These are fundamental human rights that also enable access to education to find an enabling environment for learning and optimal capacity development for children affected by humanitarian crises.

According to the 'Learning and Thriving'[24] report, many learners miss school or have learning difficulties due to hunger and preventable and treatable diseases. Similarly, one in three schools worldwide does not have basic drinking water, inadequate sanitation and almost half do not have hand-washing facilities with soap and water. Children in humanitarian crises are less likely to have these basic services, which directly affects their chances of accessing and staying in education.

Educo believes that the implementation of school feeding programs is a priority. School meals are one of the most effective interventions for increasing school enrolment and retention; they also contribute to children's nutrition and health, enabling them to learn and perform better. According to WFP[25], these programs also provide an incentive for families to enrol their children in school, can lead to savings among the most vulnerable households, and can also deter risks such as child labour. When school feeding programs are linked to local smallholder farmers, they also benefit the local economy and establish more sustainable and adapted food systems.

Health education, through the inclusion of topics such as physical, sexual, food and nutrition education, as well as oral and dental health, can strengthen learners' resilience and prevent health problems such as transmissible diseases, malnutrition, sexual and reproductive health problems, among others. In the same way, school health programs can be very varied: vaccination, deworming, prevention of infections such as malaria, detection of vision or hearing problems, etc. Schools can also play an important role in

[24]   UNESCO, UNICEF, PMA, FAO, GPE, OMA. "Ready to learn and thrive: school health and nutrition around the world" (2023): Ready to learn and thrive: school health and nutrition around the world - UNESCO Digital Library.
[25]   School meals | World Food Programme (wfp.org)

providing referrals to health centres. This health work is an effective way of reducing school absenteeism due to illness and is a key support for recovery and resilience to illness and emergencies.

Another right that Educo considers essential is access to drinking water, sanitation, and good hygiene practices in the educational environment. Children spend a significant part of their day in school, so having access to water, sanitation, and hygiene (WASH) has a direct impact on their learning, health, and dignity, particularly for adolescent girls. At Educo we work to guarantee access to safe water in schools as this has a direct impact on access and learning outcomes. In addition, water helps improve hygiene, reduces dehydration among learners and is associated with improved cognitive abilities. We also support schools to have adequate and functional sanitation (toilets and/or latrines), especially adapted to children with disabilities, as well as to the needs of girls during menstruation. Improving hygiene practices in schools is also a priority. Basic actions such as hand washing, waste management and access to hygiene kits reduce the risk of disease transmission and facilitate school attendance.

- **School meals - The food crisis is growing and affecting all o**f Sahel, where, according to World Food Programme data, the number of people suffering from severe hunger tripled in 2022 compared to 2019. Lack of nutrition carries risks of cognitive and physical problems that can hinder children's ability to reach their full potential. Supporting the reopening of schools is a priority, and school meals are seen as an essential programme, as well as being crucial to the continuity and quality of learning. An impact assessment conducted in 2018 by WFP showed that school meals in Mali helped increase enrolment rates by 11 percent. School meals also increased the duration of schooling by 0.5 years for boys and 1.1 years for girls.

  This is why Educo remains committed to education as a vehicle for generating changes that have a positive impact on the lives of boys and girls. In **Burkina Faso, Mali, and Niger, in particular, we support schools by setting up school canteens, supplying local food of high nutritional value and training and strengthening school management committees to promote their independent management.**

- **Water, sanitation, and hygiene -** In Burkina Faso inadequate and unsuitable latrines are a barrier to education, especially for adolescent girls. During menstruation, many of them are absent from school because they do not know how to manage it in the educational setting. The same is true for children with disabilities who have to drop out of school due to the lack of adapted toilets. At Educo, we work to **rehabilitate water, sanitation and hygiene infrastructures in schools** and enable the creation of a safe, inclusive, and accessible environment for all girls and children with disabilities. Similarly, we facilitate **hygiene promotion** in schools through awareness-raising to prevent infectious diseases such as COVID-19, train and equip facilities for menstrual hygiene and ensure the availability of **handwashing and cleaning kits.**

Action priorities

The previous section outlined Educo's programmatic axes from a global perspective of education in contexts of humanitarian crises or at risk of humanitarian crises.

This section presents a series of operational proposals (see table below) that contribute to achieving the objective of our strategy. It should be noted that this is not an exhaustive proposal and that these actions should be scrutinised thoroughly using an in-depth analysis for each specific context.

The table indicates that in the Educo approach the actions should be based on the two components: the dimensions of EiE and the headings. Therefore, in order to adopt specific actions, the context analysis must provide an answer to the following question: Which action(s) are most relevant to (1) reduce vulnerabilities and increase capacities of rights holders and duty-bearers (primary and secondary) and (2) ensure and/or enjoy the right to education by guaranteeing access and continuity, quality, inclusion, security, and transformative capacities?

	Rights to education	Rights in education	Rights through education
Rights holders	■ Participate in the identification of out-of-school children and adolescents and design and implement strategies to achieve their reintegration. ■ Promote peer support in educational reinforcement programmes, as well as in community sessions that strengthen learning through remote education, radio education, community learning sessions, etc., so that they do not lead to dropping out of school. ■ Involve children and adolescents in decision-making on the identification, reduction, and design of risk management plans.	■ Promote psychosocial support among peers and in collaboration with specialised services. ■ Provide support to overcome difficulties encountered due to the humanitarian context and achieve the fulfilment of their right, e.g. through the distribution of educational and teaching materials, training to ensure meaningful participation, promotion of psychosocial peer support, etc. ■ Create preparedness mechanisms that contribute to reducing conditions of vulnerability resulting from displacement or violence, e.g. through catch up classes, issuance of birth certificates, training in self-care and self-protection.	■ Promote the enjoyment of other children's rights through school lunchroom programs, issuance of birth certificates, vaccination campaigns in collaboration with health actors, etc. ■ Strengthen the role of children as effective humanitarian agents, promote peer support, encourage their participation in solutions for themselves and for the community, make visible the actions they already do, promote child and adolescent friendly accountability, organise child leadership training, promote advocacy spaces according to the progressive exercise of their faculties, etc.
Secondary duty bearers.	■ Community advocacy through awareness-raising sessions on the importance of education for girls and boys, solidarity in welcoming displaced populations, etc. ■ Reducing financial barriers, e.g. through cash transfer programmes or vouchers for the payment of fees and costs related to education. ■ Identifying and supporting local initiatives to address access barriers.	■ Strengthening the capacity of the education community through teacher training and distribution of teaching and learning materials. ■ Facilitating psychosocial support through play spaces, teacher training, referral routes to specialised child protection services, etc.	■ Contributing to community resilience through community school gardens, creation and support to community and school management groups, awareness-raising on social cohesion and gender equity, etc. ■ Contributing to localisation of education in emergencies by supporting existing local initiatives, training of implementing partners, etc.
Titulares de obligación	■ Advocacy to governments through public and/or private campaigns on the adoption of the Safe Schools Declaration, reduction of administrative and financial barriers, standardisation of curriculum, etc. ■ Strengthening the reception capacity of schools through the installation of temporary learning spaces, creation and improvement of water and sanitation facilities, etc. ■ Developing educational alternatives such as radio programmes, community education centres, support for Koranic schools, accelerated curricula, etc., guaranteeing the official accreditation of participants and their transition to other educational processes. ■ Public or private advocacy with the parties to the conflict for the protection of schools, educational staff, and students.	■ Revision of curricula and teaching practices for conflict sensitive education. ■ Promotion of teacher recruitment and initial and in-service training for both the formal system and the educational alternatives proposed in contexts of crisis and emergencies. ■ Leadership and coordination of humanitarian response in education.	■ Guarantee the articulation between the main guarantors of rights and facilitate the fulfilment of the role of educational spaces.

Advocacy: promote political changes to transport societies

Advocacy aims to provide a comprehensive and lasting response to structural causes. To do this, it identifies the changes that are needed and influences political and institutional decisions on policies, regulations, and budgets.

The main advocacy objective of Educo is to contribute to guaranteeing the right to quality, equitable, safe, and inclusive education in contexts of humanitarian crises and emergencies.

In addition to duty-bearers, for whom advocacy efforts ensure compliance with the legal and regulatory framework, the following stakeholders are also particularly relevant target audiences:

Educo's advocacy in EiE seeks the fulfilment of the programmatic objectives described in the previous sections of this strategy.

- Duty-bearing governments to advocate for ensuring the right to quality, safe and inclusive education.

- Donor governments to ensure that they sustainably, continuously, and substantially fund education.

- Third country governments, to influence the reception of refugee students and increase the number of scholarships and grants.

Educo strongly believes that children and adolescents are agents of social change with the

capacity to become leaders of their own lives. That is why one of the aims of Educo's advocacy actions is to support the voice of children affected by humanitarian crises and their families. Advocacy action channels children's demands to bring about change in the policy decisions that affect them.

Advocacy efforts will focus on securing the right to education in emergency contexts. Likewise, and linked to this, we will also focus on: (i) the protective and enabling aspect of other education rights in humanitarian contexts, (ii) the need to increase humanitarian funding in the education sector, (iii) highlighting good and bad practices, (iv) the implementation of the triple nexus and (v) linking EiE from a gender perspective to issues such as migration, the effects of climate change and school feeding.

Therefore, during the implementation of this Strategy, Educo identifies specific objectives to be achieved according to the political context, influencing capacity and programmatic evidence in order to achieve greater impact.

To do this,

- it develops advocacy strategies where it identifies the objectives of change, through a context analysis and power mapping, to produce structural changes to the problems identified.

- based on these strategies, the following actions are identified
  - □ in relation to the programmatic evidence, prepare advocacy reports.
  - □ participate, promote, and generate networks and alliances
  - □ identify communication needs and mobilisation or awareness-raising campaigns.
  - □ hold lobbying meetings

Geographic Framework

Educo's interventions in Education in Emergencies are prioritised in those countries or geographical areas that are in humanitarian crises due to conflict, disaster or at risk of disaster. This prioritisation is based on a series of globally standardised vulnerability criteria[26]: the Risk[27] Report detection of high levels of risk or appeals for international aid from affected countries are key indicators for Educo's decision to carry out humanitarian projects and programmes.

Another factor that is prioritised are areas where there is also an established presence of Educo, a ChildFund Alliance (CFA) member or a local partner organisation.

In the 2020-2023 period, Educo has carried out Emergency Education interventions in response, prevention, and preparedness in the Central Sahel (Burkina Faso, Mali, Niger), Benin, Central America (El Salvador, Nicaragua, and Guatemala), Asia (Bangladesh and the Philippines) and Europe (Ukraine and Moldova). In addition, as part of the ChildFund Alliance, Educo has also been involved in the response to the Syria earthquake.

Aware of the volatility of some of the contexts, Educo's global EiE strategy is to adapt the geographic focus to evolving needs. This allows Educo to intervene in humanitarian crises in contexts other than those mentioned above.

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[26] Multidimensional poverty index, gender-related development index, etc.
[27] https://drmkc.jrc.ec.europa.eu/inform-index/INFORM-Risk

Networks and Alliances

In order to carry out this strategy, Educo relies on a series of alliances and networks in line with its objectives:

ChildFund Alliance (CFA)

ChildFund Alliance is a global network of 11 child-focused development and humanitarian organisations working to create opportunities for children, their families, and their communities. The Alliance as a whole reaches nearly 23 million children and their families in 70 countries. Like Educo, the other members of the Alliance work to end violence and exploitation against children, provide humanitarian response in crises to alleviate human suffering, and engage children and their families and communities to create lasting change.

Within the framework of Educo's Global Strategy on Education in Emergencies, the CFA is a platform from which Educo's humanitarian action is amplified and can intervene with EiE projects in countries in crisis where there is a consolidated presence of a CFA member. The Alliance will also serve as a loudspeaker for Educo's advocacy actions in the field of Education in Emergencies.

The Inter-Agency Network for Education in Emergencies - INEE

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of members (over 20,000 individual members affiliated with more than 4,000 organisations and institutions) located in 190 countries working together within a humanitarian and development framework to ensure that all people have the right to quality, safe, relevant, and equitable education. INEE's work is based on the fundamental right to education and spans the traditional boundaries of development and humanitarian action.

By being part of INEE, Educo contributes to the joint efforts to make EiE a recognised humanitarian sector, to gather evidence on how to ensure access to quality and protective education in humanitarian contexts, basing its programmatic intervention on the quality standards of the Minimum Standards as well as other INEE resources such as conflict sensitive education, psychosocial support, and socio-emotional learning.

National and Global Emergency Education Cluster

Convinced of the importance of coordination to ensure an effective humanitarian response, Educo participates in and contributes to the inter-agency efforts of the Education in Emergencies clusters in the countries it works in. The participation of Educo in these spaces for exchange and strategic reflection may vary depending on the capacities of the country office. In any case, within the framework of this strategy, Educo is committed to directing its efforts towards quality participation in these spaces, whether as a strategic member or as an active participant.

Global Campaign for Education (CME)

Since its inception in 2000, the Global Campaign for Education (GCE) has been advocating for the implementation of treaties and state commitments regarding access to quality education for all. Educo is an active member of this civil society coalition together with other NGOs, education unions, schools, and social movements. Within the framework of this Strategy, Educo's commitment is to contribute to the efforts of the GCE, placing special emphasis on the need to fulfil these commitments in humanitarian contexts as well.

Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector (2022).

Through ChildFund Alliance, Educo is part of the GADRRRES platform, made up of various NGOs, UN agencies and other actors committed to ensuring that children and adults in all learning facilities are safe from all hazards, and that schools contribute to building a culture of safety and resilience. One of the major contributions of this partnership has been the development and sharing of the Comprehensive School Safety Framework, which informs Educo's practices in Emergency Education, particularly the disaster prevention and preparedness components.

Sectoral alliances

Understanding the multidimensionality of humanitarian needs, Educo's work in EiE will be complemented by the efforts of other organisations and networks.

For the education sector, the relationship with child protection is crucial, and that is why Educo, through its membership in the Child Fund Alliance, is also a participating member of the Alliance for Child Protection in Humanitarian Action (ACPHA). Educo's practice in EiE will be reinforced, among others, by the ACPHA initiative on child protection in humanitarian action and education in emergencies. Also, thanks to its membership in the Child Fund Alliance, Educo is part of the global Watchlist network, which focuses on the protection of children in conflict zones through its advocacy and capacity building for local organisations.

In order to contribute to effective humanitarian action based on humanitarian principles, Educo, through the ChildFund Alliance, is a member of the global network ICVA. With a similar aim of joining forces for quality, people-centred humanitarian action, Educo participates in regional coordination networks such as VOICE, the European network of humanitarian NGOs, and national networks such as the NGO Coordinating Committee.

At the local level, in the countries of intervention, Educo's practice in EiE will be complemented by close coordination with clusters and sectoral groups from other sectors.

Other humanitarian actors and donors

In the context of humanitarian interventions, Educo believes that networking and inter-agency cooperation are of paramount importance. For this reason, in addition to the networks and alliances mentioned above, Educo's EiE interventions will also include an intervention component aimed at other relevant actors in the humanitarian field.

On the one hand, Educo will actively participate in the Education cluster at country and/or regional level, joining efforts to position Education as a recognised humanitarian sector through advocacy actions, among others.

On the other hand, recognising the multidimensional and interrelated aspect of humanitarian needs, Educo is committed to providing a multi-sectoral humanitarian intervention, in collaboration with other humanitarian actors with complementary sectoral expertise.

Strategy Implementation, Monitoring, Evaluation and Lessons Learned

Educo's commitment to Education in Emergencies goes beyond its programmatic area: it is an institutional commitment to the achievement of the organisation's mission. For this reason, this strategy also includes a roadmap (see annex) in which Educo has established the results and activities to further strengthen the organization in EiE. The roadmap also includes a monitoring plan.

Monitoring and evaluation of the implementation of this strategy will be provided by interdepartmental efforts through the Humanitarian Response Committee, which will report to the Steering Committee on the progress of the strategy.

The evaluation of the strategy will also be included in the strategic evaluation exercises planned at the global level (evaluation of the Global Programmatic Framework, evaluation of the Global Impact Framework, evaluation of the Organisational Development Plans), with a focus on the analysis of programmatic intervention and organisational strengthening in EiE.

In terms of learning, the rescue and socialisation of learning will be promoted through the MEAL processes and Educo's active learning communities. Specific spaces for reflection and learning must be established at the global level, both internally and externally, which will ensure the incorporation of learning into decision-making and continuous programmatic improvement.

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