



Safe Schools

From Conflict, Attacks, Disasters, Pandemics
and Other Risks

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A World in Multiple Interconnected Crises



No matter what indicators, sources, or methods are used, the same conclusion is reached: **world peace is getting worse** year after year because of a steady increase in conflicts, especially in the last decade ([UCDP](#), [GPI](#), [ICP](#)).

On top of this, there is **an upward trend in disasters**. The frequency of disasters in this decade is between 315 and 432 events per year. Despite similar frequencies, the economic damage caused by crises in recent years has nearly doubled, indicating greater devastation ([Emergency Action Planning](#)).

However, these two phenomena do not run parallel to each other. In fact, the perverse **combination of conflict and climate change is intertwined, generating devastating effects**. Cases such as Gaza and Ukraine demonstrate how conflict can directly contribute to climate change. For instance, the emissions produced during the first 120 days of the Gaza conflict exceeded the annual emissions of 26 individual countries and territories (Otu-Larbi et al., 2024). However, these are not isolated cases. It is estimated that the military budgets of the world's armies are

responsible for 5.5% of global greenhouse gas emissions, not including emissions from warfare itself. If it were a country, it would have the fourth largest carbon footprint in the world (UNFCCC). Similarly, increased global warming can indirectly contribute to conflict by exacerbating tensions over issues such as food insecurity, water scarcity and competition for resources. According to the UNHCR, nearly half of all forcibly displaced people are affected by both conflict and the adverse effects of climate change.

These interlinked crises have once again resulted in record numbers, creating enormous humanitarian challenges. In 2024, **123.2 million people were displaced** due to persecution, violence, conflict or human rights violations — a 6% increase on the previous year. The number of internally displaced persons due to disasters in 2024 was almost double the annual average for the last decade, reaching 45.8 million (IDMC, 2,025). The number of people facing **acute food insecurity has reached an unprecedented 295.3 million**. (Global Network Against Food Crises 2,025 2,024).

Children and adolescents have not been spared from this devastating wave. During 2024, 41,370 **serious violations** against children and adolescents were documented, representing a **25% increase** compared to the previous year (UN, 2025).

The impact of these multiple crises is clearly reflected in the growing number of people who are directly affected by them and who depend on humanitarian aid to survive. By mid-2025, **300 million people were in need of aid**, representing 4% of the world's population (OCHA). This exceptional increase over the last six years has seen **the number of people in need double**.



Impact on schools and the right to education



Schools are at the epicentre of these interlinked crises. They are subject to attacks, used for military purposes, damaged, or destroyed by extreme weather events. Like other infrastructure, they face a multiplier effect of various risks that can occur simultaneously or consecutively, ultimately preventing them from being used for their intended purpose. As a result, **the right to education is disrupted, being one of the first rights to be lost in a crisis and one of the last to be restored.**

For Educo, protecting the right to education in any emergency has been a priority over the last decade. We believe that education is fundamental and must be preserved in all circumstances. To this end, schools are key: safe, protective schools that serve as a secure reference point for children, adolescents and their families.

The data is then analysed according to the type of threat, taking into account that there may be some specific consequences (see Annex), which usually lead to common effects, as will be demonstrated in the following section.

Destruction or damage caused by climate emergencies

Disasters and crises have a global impact on education. Between 2022 and 2024, more than **400 million students were affected** by school closures due to the climate crisis, and 242 million children had their schooling interrupted by extreme weather events in 2024 alone.

However, these consequences do not affect all countries equally. In 2024, students in low-income countries missed an average of 45 days of school, compared to an average of just six days for students in high-income countries. If risk exposure is combined with low income, the effects can be devastating. For instance, between January 2022 and June 2024, students in the Philippines experienced 23 periods of school closure. In Pakistan, students missed 97 days of school (almost 54 per cent of a normal academic year).

Historical data suggests that these phenomena will have a greater and more far-reaching impact on the education sector. Over the past 20 years, schools have been closed on at least 75% of occasions when extreme weather events linked to climate change have affected 5 million people or more.



Attacks due to violence or conflict

The *Education under Attack 2024* report by the Global Coalition to Protect Education from Attack (GCPEA) found that between **2022 and 2023** there were approximately **6,000 attacks** on education (schools, universities, military use of facilities) worldwide, **an increase of almost 20% compared to the previous two years** (2020-2021). Compared to 2024, **the United Nations points out that this represents an increase of 44%.**

This increase is mainly due to a series of crises in several countries, particularly between 2022 and 2023, during which time a large number of schools were attacked;

- Democratic Republic of Congo (1,256); Ukraine (700); Palestine (642); Gaza (350); Burkina Faso (493); Yemen (482); Myanmar (245).

A close-up of the impact

Ukraine

- Since the Russian invasion in February 2022, hundreds of schools have been damaged, destroyed or used as shelters.
- More than five million children have had their studies interrupted.
- Many educational institutions are currently offering remote or hybrid learning due to significant infrastructure damage and constant risks of bombing or military use of educational spaces.

Gaza

- One of the countries most affected by serious violations in the educational context.
- In Gaza, hundreds of thousands of children are out of school, and many educational facilities have been damaged or destroyed.
- 13,500 students have been killed, and 785,000 have been deprived of their right to education. More than 800 teachers have been killed or injured.
- Schools have been converted into shelters, school facilities have been taken over for military use, and fear has spread among the student population.
- It is estimated that they have lost three years of learning.



Impact of pandemics or health crises

The COVID-19 pandemic affected more than 1.6 billion students and young people. Between February 2020 and February 2022, education systems around the world **completely stopped in-person teaching for an average of 141 days**.

On a global average, each month of school closures equated to a full month of lost learning, highlighting the limited effectiveness of distance learning. In some cases, the results were even worse. In Latin America, for example, where schools were closed for one of the longest periods, it is estimated that learning losses would result in a 12 per cent decrease in lifetime earnings for current students.

The pandemic has set back progress on virtually all SDG 4 indicators: access, learning, equity, financing and quality. According to reports by the United Nations, achieving many of the SDG 4 targets has become both more costly and more difficult. Specifically, **educational poverty** —the inability to read and understand a simple text at age 10— **increased to approximately 70%** in low- and middle-income countries in 2022 due to the pandemic.

Five years later, **weaknesses remain**, including cuts or failure to consolidate extraordinary resources, a lack of sustained investment in support staff, and a digital divide in specific sectors. These weaknesses limit the capacity to deal with another crisis of similar magnitude, should it occur.

Effects on the right to education

Short term effects

- **Interruption to classroom-based teaching:** partial or total closure of schools; loss of teaching hours.
- **Loss of access and digital divide:** students without connectivity are excluded from distance learning.
- **Paralysis of complementary services:** suspension of school meals, psychological support, healthcare and protection services.
- **Risks to physical safety:** damage to infrastructure, risk of injury or death (in conflicts/disasters).
- **Mobility and displacement:** movements of internally displaced persons or refugees affecting existing resources, enrolment and planning.
- **Increased school dropout rates and higher risk of child labour:** especially among vulnerable groups (girls, poor households).
- **Acute psychosocial impact:** stress, grief, and anxiety affecting students and teachers.
- **Staff disruption:** absenteeism, loss of teachers and managers; work overload.

Emergency situation	Average number of days without classes per year	Estimated percentage of learning loss*	Most affected region
Armed conflicts	120 days	35%	Sub-Saharan Africa, Middle East
Forced displacement	90 days	25%	Syria, Sudan, Urania
Climate disasters (droughts, floods, hurricanes)	60 days	20%	South Asia, Central America
Pandemics/health crises	45 days	15%	Global
Children not in a crisis situation	15 days	5%	Global average

*Estimates by the World Bank and UNESCO based on loss of reading and maths skills.

Long term effects

- **Cumulative educational deficit:** sustained loss of learning and increased educational poverty.
- **Greater educational inequality:** widening gaps based on gender, socioeconomic status, disability, and territory.
- **Structural damage and reconstruction costs:** need for investment to rehabilitate and adapt infrastructure. In early 2025, it was estimated that the cost of rebuilding the education system in Gaza would be 3.8 billion dollars over the next five years.
- **Loss of teaching staff:** teacher departures or staff reductions, difficulties in continuing teacher training.
- **Deterioration of the school environment and social capital:** less trust in educational institutions and loss of community cohesion.
- **Intergenerational socio-economic effects:** poorer future employment prospects and greater economic vulnerability.
- **Changes in educational demand:** changing migration flows are putting a strain on the already fragile education systems of host countries and communities.



Complementarity of international frameworks



As has been pointed out, in a world where crises are linked but have varied origins, the education system needs a broad, comprehensive approach that provides the necessary tools for preparing for, mitigating, responding to and rebuilding in the face of multiple risks.

There are currently several international frameworks that are highly complementary and offer a coherent approach to ensuring resilient and safe schools in the face of different risks.

While countries experiencing an emergency may have national education plans in place, these

frameworks should complement each other and ensure that such plans are implemented during times of crisis.

The Minimum Standards of the Inter-Agency Network for Education in Emergencies (INEE),

created in 2004, are a global framework that seeks to guarantee the right to quality education in any type of emergency. To do this, it establishes five domains that are interconnected under the triple nexus approach (development, humanitarian action and peacebuilding, covering all phases of an emergency).

Fundamental rules

Guarantee community participation, coordination and a rigorous needs assessment.

Access and learning environment

Ensure safe, equitable, and inclusive spaces for learning.

Teaching and learning

Promote relevant curricula, appropriate teaching methods, and fair assessment.

Teachers and other educators

Support for the training, wellbeing and working conditions of teaching staff.

Education policy

Integrate education into national emergency and sustainable reconstruction plans.

Governance and school safety policy

Promotes the integration of risk management into national education policies. It includes laws, budgets, cross-sectoral coordination (education, health, civil protection) and community participation in planning.

Safe school infrastructure

Ensure that school buildings are resistant to natural and human threats. This includes appropriate design, construction, maintenance, and location, as well as periodic structural risk assessment.

School safety and educational continuity

It involves planning and preparing for emergencies within the educational environment so that each educational community is ready to respond and reduce damage. It includes evacuation plans, drills, and measures for guaranteeing educational continuity.

Education for risk reduction and resilience

Integrates environmental, climate and preventive citizenship education into the school curriculum. Promotes values, knowledge and skills to act responsibly in the face of risks, promote peace and strengthen community resilience. It covers everything from early childhood to higher education.

The Comprehensive School Safety Framework (CSSF) 2022–2030 is supported by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) was established in 2013 with the backing of UNESCO, UNICEF, and the Sendai Framework for Disaster Risk Reduction. More than 70 countries have already joined.

It aims to protect the educational community from natural, climatic, health or man-made threats (ranging from war and violence to bullying), guaranteeing educational continuity and wellbeing at school through preparation, mitigation, response and reconstruction.

The Safe Schools Declaration has been promoted by the Global Coalition to Protect Education from Attack (GCPEA) is a unique inter-agency coalition formed in 2010 to address the problem of targeted attacks on

education during armed conflict. To date, 121 countries have signed up, and although it is not binding, they commit to fulfilling the following duties.

- **Apply the Guidelines** for the Protection of Schools and Universities from Military Use during Armed Conflict, **incorporating them into national policy** and operational frameworks wherever possible and appropriate.
- **Collect reliable data** on attacks and military use of schools and universities, including through existing monitoring and reporting mechanisms.
- **Provide assistance to victims** of attacks, without discrimination.
- **Investigate allegations** of violations of national and international law and prosecute perpetrators where appropriate.
- Develop and promote **“conflict-sensitive” educational approaches.**
- Ensure the **safety of education** during armed conflict and restore access to safe education after attacks.
- Support the **work of the United Nations** on children and armed conflict.
- **Meet on a regular basis**, inviting relevant international organisations and civil society, to review the implementation of the Declaration and the use of the Guidelines.

Connection and disconnection points for these frameworks



Although the three frameworks complement each other to ensure that education remains a protected right in the event of any type of crisis, it is important to highlight the strengths of each one to achieve a more comprehensive approach.

The INEE provides the Minimum Standards on how to deliver quality and protective education in emergencies. The Comprehensive School Safety Framework focuses on how to strengthen the education system to prevent, resist, and recover from crises. The Safe Schools Declaration provides the political and legal commitment, the why and what for, that states must protect education from attacks.

The framework led by GADRRRES takes a broader view of all types of risks, whether external or internal (e.g., online violence, extreme heat, nuclear threats, playground accidents, peer or gang violence, among others). Meanwhile, the Safe Schools Declaration allows cases of violations of international law to be recorded. And the INEE reinforces the principles and establishes the technical and educational standards that underpin both frameworks.

However, in the current context of prolonged and interlinked crises, it is imperative that the three frameworks be integrated in a more evident manner, reinforcing their own contribution and responding to any gaps that may arise in order to serve as an effective guide for countries.

Learning from practice



Educo¹ works to strengthen school safety and resilience in most of the countries where it has programmatic intervention, from the Philippines to Ukraine, the Sahel, Spain and Central America.

These are all very diverse contexts exposed to risks ranging from violence, wars, displacement, earthquakes, floods, child marriage, child recruitment, and heat waves.

In the current climate, a high percentage of these countries are immersed in prolonged and interlinked crises, which in practical terms means decimated, weak and insecure education systems affecting generations of pupils and students, many of whom have never known any other scenario.

Below, we present some of the advances, opportunities and challenges identified by Educo in the Safe School Agenda, based on its experience.

1 For more information on the impact of safe schools in countries where Educo has safe school programmes, see Annex 3.

Lessons learned, opportunities and challenges

Starting at the beginning: Risk assessment

- **Risk assessment** in educational centres must be individual and specific, as it must incorporate the specific characteristics of each centre's situation, location and resources. These plans must include specific plans in the event that students from other schools need to be accommodated.
- Despite the training provided to the educational community, the risk assessment process must **involve technical experts in the field**. The tracking and monitoring of the risk map must be supervised periodically by these experts.

This will not be achieved without everyone's participation

- **Student participation is not a utopia**. In Educo's experience, they can play an active role in identifying risks, evacuation plans, drills, and resources to continue the students' education. Their responsiveness and involvement increase substantially when this happens.

“Educo accompanied a school in Santiago de Quiché in conducting a drill as part of the response plan we had developed together at the beginning of the school year. That same afternoon in 2023, there was an earthquake in the same area. The students demonstrated that they knew what to do, which route to take to stay safe, and how to remain calm.”

Education expert in Guatemala

- **Families** should participate as another stakeholder in defining risk reduction analyses and response plans. In the centres where they have been successfully involved, the results have had greater scope and greater ownership, which is key to their continuity.
- Likewise, **community participation** (and not just the educational community) in safe school plans is key to preventing them from becoming an island with no connections to other stakeholders. In addition, the active involvement of mayors, community leaders and other relevant actors is key to the reintegration of internally displaced and refugee children and adolescents who do not attend school.

The involvement of public authorities: a sine qua non condition

- **Collaboration with educational authorities** is essential to ensure coordination and ownership of the measures taken.

“In Burkina Faso, some schools were occupied by the regular army in crisis areas, but thanks to the awareness campaigns we have been carrying out together with the government, they no longer use schools as shelters.”

Educo education expert

Frameworks act as a driving force

- **The activating role of frameworks.** There is a clear gap between countries that have signed international frameworks and those that have not. Adherence to GADRRRES or the Safe Schools Declaration is a sign of political will that demonstrates greater awareness on the part of governments.

“The governments of the Sahel countries have set up regional and local committees to follow up on the Safe Schools Declaration, enabling them to monitor their progress.”

Education expert in the region

- The role of certain **United Nations agencies** (especially UNICEF, UNESCO, UNHCR, Global Partnership for Education and Education Cannot Wait) and certain **donors** involved in the education in emergencies or disaster risk reduction agenda may be **key** to persuading non-signatory countries to **adhere to these frameworks**.

Depending on the risk perception

- **Positive correlation between school preparedness and risk exposure.** In countries such as Bolivia and Spain, where the frequency of crises has not yet become as evident as in other countries, there is little political commitment to the Safe Schools Agenda.
- It is important to note that, at the other extreme, countries with high exposure to risk consider that the biggest problem is that threats become normalised and contingency plans are not put in place. Investment in **early warning systems** is considered key in this regard.

Investing in quality education in the most adverse areas

- In **areas where schools are difficult to access, creative mechanisms and formulas are needed to enable community members** to monitor both the learning and socio-emotional situation of students. Investment from donors is key to ensuring that these groups are not forgotten.

- **The decline in educational quality continues.**

In already fragile contexts where there is no connectivity, resources are scarce, infrastructure is outdated, and access is difficult, when a crisis erupts, it compounds an already difficult situation, further deteriorating the quality of education. Meanwhile, school dropout rates are rising because families do not see education as a priority.

And after the crisis, back to normal

- After a crisis, **investment is needed in pull factors** to encourage a return to schools, especially in vulnerable areas. Educational supplies, school meals, and non-formal activities should be prioritised.

- **Every crisis leaves its mark.** For example, one year after the floods in Valencia (Spain), half of the children said they felt socio-emotionally affected and 30% showed fear of rain. This pattern extends to any threat, whether it be violence, earthquakes, or forced displacement. It is not only the emotional damage but also the educational losses that they entail.

Education continues to be neglected

- When a crisis erupts, we continue to witness how centres are used for other purposes, whether military, storage or logistical. That is why **awareness-raising and planning** are vital. Demonstrating the cost of not investing

in resilient schools and the implications of disrupting education must be part of the work with all administrative bodies, from global to local.

“Having safe schools, and ensuring that families perceive them as such, is a way of fostering a sense of belonging in communities. And over time, we have seen that it is a factor that mitigates migration.”

Educo disaster risk reduction expert in Central America

And without funding, little can be done

- **Funds, funds, and more funds.** Based on Educo’s experience, without funding, response plans cannot be implemented, educational continuity cannot be guaranteed, and resilient infrastructure cannot be created. Needs are pressing, while funding is plummeting.
- **Investment is needed** where there are the greatest needs and **vulnerabilities multiply**. In contexts where crises are rampant, the impact is not the same for all groups; inequalities increase and, with them, the risk of dropping out of school. When investing in safe schools, these vulnerabilities must be taken into account, enabling education to truly be a lever for change.

- In stable contexts, **teachers** already find themselves in extreme situations (ratios, resources, training, among other reasons), but when a crisis emerges, this fragile balance is disrupted. The answer is not only to train teachers (for example, in how to manage a response, how to draw up contingency plans or how to provide psycho-emotional support), but also to provide additional **financial and human resources** in the medium term, as well as support from the authorities.

What Educo does

Educo works on school safety in the vast majority of countries where it has a programme presence. From Central America and Bolivia, through Ukraine, Spain, and the Sahel, to Bangladesh and the Philippines.

We collaborate with community and educational systems to ensure that schools are prepared and to implement measures that reduce disaster risks.

We do this through various lines of action, encouraging active student participation in all cases.

- **Creating safe community and educational centres** by preparing drainage systems; refurbishing and repairing affected community and educational centres; promoting early warning systems; ensuring that new refurbished spaces meet minimum protection standards; training trainers so that they can support educational communities.
- **Educational continuity and community management** by developing risk analyses and contingency plans; strengthening coordination mechanisms between the community, the education sector and civil protection; distribution of educational equipment and materials.
- **Education for risk reduction**, including content on risks and threats and how to respond to them; training teachers in risk reduction and psycho-emotional support; providing guidelines for responding to cases of gender-based violence; preparing and adapting the curriculum in the event of possible interruptions; facilitating accelerated classes; psycho-emotional support; training in a culture of peace and social cohesion.

Recommendations for guaranteeing safe schools

Aimed at States, multilateral organisations and education and children's organisations

■ Risk prevention and reduction

- **Include education in national risk management regulations** and investment plans for resilient infrastructure.
- **Conduct specific risk assessments** for each centre in conjunction with an expert professional and establish monitoring and follow-up indicators that allow for updating and adaptation.
- **Mapping and protection of critical educational infrastructure.** Identify schools in risk areas and prioritise their adaptation.
- **Early warning systems integrated with school communities.** Generating networks for inter-institutional and inter-territorial coordination.
- **Include environmental education in the curriculum.**

■ Preparation for guaranteeing educational continuity

- **Mandatory educational continuity plans for each school:** clear protocols for distance learning, temporary reception centres and guarantees for basic services.
- **Establish the essential curriculum content** that must be guaranteed in the early stages of the emergency and how it will be continued in the following stages.
- **Include psycho-emotional support** for students within the school timetable by establishing clear referral mechanisms.
- **Training for teachers** in distance learning and psycho-emotional support for students.
- **Establish a network** of external professionals to provide support and follow-up to affected teachers.

- **Educational materials ready:** online and offline learning packs (printed/USB), educational radios, and community hubs.
- **Mechanisms for establishing rapid funds:** Contingency funds or rapid funding mechanisms for education in emergencies.

Immediate response

- **Restore safe access to education as a humanitarian priority.** Restore safe access to education as a humanitarian priority.
- **Integrated services** such as immediate provision of school meals, psychosocial support and child protection screening.
- **Interventions to support catch-up learning:** through diagnostic assessments followed by tutoring, accelerated learning programmes and intensive programmes.
- **Protection of teachers and students** with health measures, physical safety, and sexual and gender protection protocols.

Recovery and resilience

- **Investment in repairing and adapting school infrastructure** with sustainability and risk reduction criteria.
- **Integration of lessons learned** into educational planning and multi-year budgets.

- **Strengthening of education data systems** (enrolment, attendance, results) for rapid monitoring after crises.

- **Humanitarian coordination, development and peace under the triple Nexus approach.** Programmes that link immediate response with long-term educational reconstruction, promoting peacebuilding.

Governance, funding and accountability

- **Adherence to the Safe Schools Declaration** to protect schools from attacks and to the **Comprehensive Framework for School Safety** to make schools resilient according to the **INEE Minimum Standards**.
- **Funding for Education in Emergencies.** Budget allocation for education in emergencies and transparent accountability mechanisms in countries, adding 10% of humanitarian funds to this item.
- **Public indicators and periodic reports** on educational continuity and quality in emergencies, with a gender-based approach and a special focus on vulnerable groups.



ANNEX 1

Risk factors

- Threat:** A latent danger or physical event (natural or man-made) that has the potential to cause damage, loss of life, injury, or damage to infrastructure and livelihoods.
- Vulnerability:** The susceptibility or fragility of a community or system to suffer adverse effects from a hazardous event. It may be physical, economic, social, environmental, or institutional.
- Exposure:** The elements (people, property, infrastructure) that are in contact with the threat and could be affected.
- Coping capacity:** The characteristics, resources, and capabilities that a community, organization, or individual possesses to manage a risk situation and recover from a disaster. Greater coping capacity can reduce the impact of a threat.

$$\text{Risk} = \text{Threat \& Exposure} \times \frac{\text{Vulnerability}}{\text{Coping capacity}}$$



In the education sector

| Main threats

a) Violence and armed conflicts

- Direct attacks on school facilities, military occupation, or vandalism.
- Bullying, gender violence, and discrimination within the educational environment.
- Child recruitment.
- Forced displacement of students and teaching staff.
- Prolonged suspension of classes.

b) Environmental disasters and emergencies

- Hydrometeorological phenomena that damage infrastructure.
- Earthquakes, fires, or landslides that put physical integrity at risk.
- Disruption of transportation and basic services (water, electricity, connectivity).

c) Pandemics and health crises

- Prolonged suspension of in-person classes and loss of educational continuity.
- Digital divide affecting access to distance learning.
- Psychosocial impact resulting from isolation and uncertainty.
- Risk of infection due to lack of adequate biosafety protocols.

Vulnerabilities in the school environment

- Inadequate or deteriorated infrastructure.
- Lack of risk management and school emergency plans.
- Lack of training for teaching staff in crisis management.
- Limited participation of the educational community in DRR.
- Unequal territorial distribution of public resources.
- Digital weaknesses that hinder educational continuity.
- High levels of vulnerability.

ANNEX 2

The right to education: a widely recognised fundamental right

It is a fundamental right and also enables many other rights (food, health, participation, protection) that are extensively covered in both international and national frameworks.

Globally

- **Universal Declaration of Human Rights (UDHR, 1948)**

- **Article 26:** Recognises everyone's right to education.
- Establishes that primary education must be **free and compulsory**.
- Emphasises that education should be aimed at the **full development of the human personality and the strengthening of respect for human rights and fundamental freedoms**.

- **International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966)**

- **Article 13:** Details the scope of the right to education, including **accessibility, acceptability, and adaptability**.
- Requires States Parties to progressively implement **secondary and higher education accessible to all**, with a tendency towards free education.

- **Convention on the Rights of the Child (CRC, 1989)**

- **Articles 28 and 29:** Reaffirm the right of the child to education, establishing state duties to guarantee equal access and promote school discipline in accordance with human dignity.

- **Sustainable Development Goals (SDGs, 2030 Agenda, UN)**

- **SDG 4:** Guarantee an **inclusive and equitable quality education** and promote lifelong learning opportunities for all.

In Spain

- **1978 Spanish Constitution**

- **Article 27:** Recognises the **right to education and freedom of teaching**. States that education shall have as its objective the **full development of the human personality** with respect for democratic principles and fundamental rights and freedoms. Establishes that **basic education is compulsory and free**.

- **Organic Law 2/2006 on Education (LOE), amended by Organic Law 3/2020 (LOMLOE)**

- Develops the constitutional framework, ensuring **equity, inclusion, quality, and freedom of choice of school**.
- Promotes **equal opportunities, education in democratic values, and coeducation**.

ANNEX 3

Data on the impact of emergencies on education by region and country where Educo operates

Sahel (Burkina Faso, Mali, Niger)

- The education crisis remains a major challenge, with an increase in school closures due to insecurity, from less than 2,000 in 2019 to more than 8,400 in 2025. In 2024, they increased by 50% and in 2023 by 20% compared to the previous year.
- In 2025, one million girls in these three countries are not attending school due to fear of violence and terrorism.
- In total, three million students have been affected by attacks on schools, depriving them of their right to education.
- Growing threats (direct attacks on schools, occupation by armed groups), teacher disappearances, destruction of infrastructure.
- According to OCHA, the funding gap for EiE in 2025 is 66% for Burkina Faso, 89% for Mali and 74% for Niger.

Central America (Nicaragua, El Salvador, and Guatemala)

- In communities in Honduras and El Salvador affected by gang violence, more than half of children were out of school.
- Schools used as shelters after hurricanes, destruction or damage to school infrastructure after storms and hurricanes.
- According to OCHA, the funding gap for EiE in 2025 is 75% in El Salvador, 82% in Guatemala, and 78% in Honduras.

Philippines

- In several regions, many school days have been missed due to weather-related disasters. Example, Luzon region: in CAR, 35 out of 80 school days were lost; Cagayan Valley:

33 days; Ilocos, Calabarzon also more than 30 days.

- The estimated learning losses in this context are significant (for example, declines in academic achievement in mathematics and science in 4th grade of up to ~12-14%, equivalent to half a year of learning).
- According to OCHA, the funding gap for Education in Emergencies is 0, covering all needs in 2025.

Bangladesh

- In 2024, some 33-35 million children had their education disrupted by climate crises (heat waves, cyclones, floods).
- In Sylhet district, accumulated class losses of up to eight weeks are estimated in some places; other areas such as Khulna, Chattogram, and Rangpur have had about six weeks of climate-related school closures this year.
- Flooding damaged 3,724 educational institutions; more than 1,500 secondary schools and madrasas suspended classes; many schools were used as shelters.
- According to OCHA, the funding gap for Education in Emergencies in 2025 was 100%, meaning that no funds were contributed.

Ukraine

- Since the Russian invasion in February 2022, 700 of schools have been damaged, destroyed or used as shelters.
- More than five million children have had their studies interrupted
- 67% of funds for education in emergencies have been covered in 2025, although contributions are almost half of those allocated in 2024 (98 million dollars).



**We are Educo, an NGO that works in more than 18 countries
for the wellbeing and rights of children, specially the right
to receive a quality education.**

We stand with children all over the world, especially those who
live in situations of vulnerability, poverty, or lack of opportunities.
Whatever happens, nothing can stop us: in any crisis, armed conflict
or emergency, education cannot stop. Because education is urgent:
it heals, empowers, and protects.



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