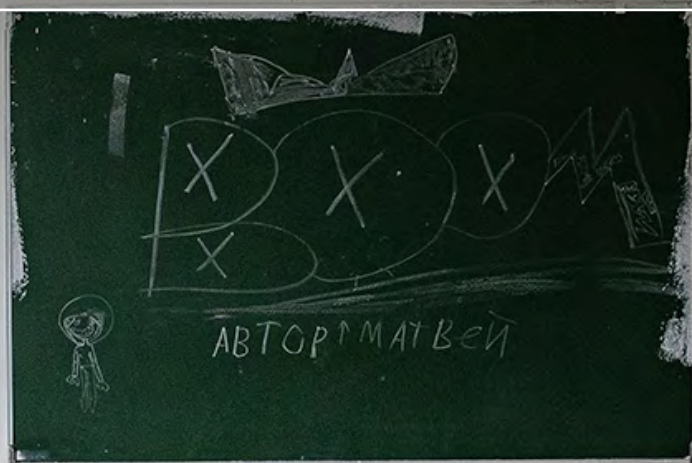


# Education in emergencies that protects

The case of children and adolescents in Ukraine



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# Contents

<b>Foreword</b>	<b>5</b>
<b>Introduction</b>	<b>6</b>
<b>Children in Ukraine one year on</b>	<b>7</b>
<b>Education in Emergencies</b>	<b>15</b>
<b>The urgent need to fund Education in Emergencies in Ukraine</b>	<b>32</b>
<b>Conclusions and Recommendations</b>	<b>44</b>
<b>Educo and Education in Emergencies</b>	<b>49</b>
<b>Bibliography</b>	<b>52</b>





# Foreword

Educo, as a member of the ChildFund Alliance, has been present since the crisis in Ukraine began. We have been providing a response to the educational needs of children and adolescents affected both in and outside the country. To do this, we have worked with Ukrainian children's organisations in several regions in the country and others in Moldova, as well as with our partners in the Alliance, ChildFund Germany and WeWorld. With our comprehensive vision of education, we are providing support through complementary and extracurricular education, offering catch-up classes and educational supplies. We accompany this provision with recreative and leisure activities. We also provide training and psychological support for teachers and education communities, as well as for children and adolescents. Activities we have been able to deliver thanks to the support of citizens and donors who have made donations that make all this possible.

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

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

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

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

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



# Introduction

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

**Nazar** from Irpin, 14 years old.

Twelve months of violence, devastation, destruction, and displacement. Twelve months of anxiety, trauma, silence, and terrifying bombardments. Twelve months without knowing what is going to happen tomorrow, and with no control over their lives. Twelve months feeling terrified and with frequent visits to the shelter. Twelve months of very few smiles and a lot of sadness. Twelve months in which playtime has been thrown to the wayside. Twelve months of missing: missing those who are no longer there, their homes, their routines, their teachers, their friends, and their neighbours. Twelve months in which hope has been lost and found on various occasions, but tiredness has begun to take its toll. Twelve months in which they have learnt to live with less, despite the fact that the cold and the lack of electricity have hit them like two detonators that seem impossible to cope with.

These are just some of the thoughts that children and adolescents, teachers and parents affected directly by the invasion of Ukraine have shared with us over the last year. This report aims to put the spotlight on something which is as obvious as it is forgotten: education. We wanted to do this based on the ideas, proposals, and comments from those who are most affected. At Educo, we know that education is much more than a right. It is the key to returning to a longed-for routine, a place to continue learning, a place to reconnect

with classmates, to play, to go back to being a child without any more worries. A place that takes them away from the terrible reality they are living in, that protects them and gives them shelter.

The reality of children in Ukraine is shared by more than 222 million children and adolescents who currently find themselves in crisis contexts all over the world and whose right to education is very much in question. However, unfortunately, this figure could increase. We are entering a world hit by natural disasters, violence and war, crises which are all linked and from which countries will spend years recovering from. Years in which **children are left out of the education system, leaving a permanent mark on their future.**

Taking both this distressing context and children's desire to return to the classroom into consideration, at Educo we have decided to analyse whether or not education in emergencies receives the attention it deserves in order to provide the response it needs. To do this, the funds contributed by the international community to this area in Ukraine have been analysed, particularly the Spanish contribution. In July, Spain begins its mandate as President of the European Commission, the perfect opportunity to strengthen its commitment to education in emergencies.

# Children in Ukraine one year on

Of the 7.5 million children and adolescents who lived in Ukraine before the invasion, currently more than three million have become refugees outside the country and 1.2 million have been forced to be internally displaced within the country. Without education, their vulnerability increases.

(UNICEF, 2022)

## Children without a childhood

One year after Russia invaded Ukraine, there is only death, suffering and destruction. In the eyes of children, the war will leave an indelible mark on their present and will inevitably affect their future.

Even before the crisis, children were the most vulnerable group. Almost one in three children lived in poverty and one in seven in extreme poverty. For those who lived in Donetsk and Luhansk, bombs and attacks had already been part of their daily lives since 2014. They lived alongside mines and other explosives, which became the first cause of death or injury among children (UNICEF, 2020). Hundreds of damaged schools prevented or hindered thousands of children's access to education.

Nine years later, the conflict extends to the entire country. While some children have known nothing but weapons and violence, **at present every single one of the 7.5 million children in the country have been affected by the conflict, either directly or indirectly.**

Until now, it is thought that at least **450 children have died and 827 have been hurt, and these figures show only a part of the picture** (Office of

### A crisis that didn't start in 2022

We have to go back to 2014 to find the origin of the violence between Ukraine and Russia which is still going on today. The turning point was the annexation of the Crimean Peninsula by Russia in March 2014, which mainly affected the east of the country and which unsuccessful peace agreements failed to prevent. Throughout this period, there have been continuous movements of the population, and in 2018 there were 1.8 million internally displaced persons (IDPs).

Generations of children have been born into a context of war, where their right to education has been permanently violated, which has increased school dropouts and has caused a huge decline in the quality of education. In 2015, 280 educational institutions were damaged in the regions of Donetsk and Luhansk, and in the main host cities for displaced families (Dnipro, Kharkov, Kiev and Zaporizhzhia). Educational institutions were left without classrooms and resources in order to provide food and transport. (UNICEF, 2017).

Due to the violence, young people and adolescents were forced to abandon their hope of continuing their studies at secondary school or higher education because they were needed as manual labour to palliate the poverty of their families.

Almost half a million children and adolescents have been suffering from the onslaught of a war for nearly a decade, a situation which has taken away many of their most basic rights (OCHA, 2022).

the High Commissioner for Human Rights, n.d.). During the first few weeks of the conflict, one child or adolescent became a refugee every second (UNICEF, 2022b), while millions have had to move two or three times in search of safety. Those who have stayed have been exposed to a high risk of physical and emotional damage faced with continued attacks that affect the whole territory in varying degrees. A significant number have been isolated in temporarily occupied areas with no chance of leaving safely, with very limited access to drinking water, food, healthcare, and education. Those that left the country and have returned have found a number of limitations when trying to adapt to a daily life dominated by sirens, alarms, and shelters.

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**“I went with my mother to Moldova for a few months and when I came back, I couldn’t bear going to school knowing that the sirens might go off, and we would have to run to the shelter. I’ve gradually got used to it, but I still feel terrible.”**

**Olga from Kiev, 13 years old.**

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On many occasions, children have been victims of violence, including gender-based violence, or witnesses (OIM, 2022b). There are investigations in process regarding these cases (United Nations Security Council, 2022; OSRSG and UN Women, 2022). There are also other allegations of kidnapping, rape and people being taken hostage. According to the Permanent Representative of Ukraine to the United Nations, the number of children held by enemy troops and taken out of the country could be as high as 121,000 (Permanent Mission of Ukraine to the United Nations, 2022). This is in addition to reports of the possible transfer of institutionalised children in the territories temporarily occupied by Russia who may have been put up for adoption (OHCHR, 2022).

**Given that approximately two thirds of the 7.5 million children in Ukraine have been displaced from their place of origin (internally or across borders) since the beginning of the crisis**, the risk of human trafficking, exploitation and abuse is extremely high (UNODC, 2021). Children who are forced to move in search of safety are exposed to a greater number of risks, especially those who travel alone or are separated from their families. During the first month of the crisis, UNHCR calculated that 2% of the children who entered Moldova did so without their parents. If this pattern extends to other neighbouring countries, there could be tens of hundreds of children in similar circumstances. In just the first two months of the conflict, 2100 children were reported missing. The number of children unaccounted for has now been brought down to 333 (Missing Children Europe, 2022). While this is encouraging data, an efficient and comprehensive response must be given to the thousands of children and adolescents who have temporarily disappeared and who will need support in dealing with their trauma.

For displaced children in the eastern regions, the situation is particularly acute as they do not have adequate services to ensure their wellbeing and protection. The areas of the country that are hosting them are badly affected after a year of the crisis, which means that access to basic services is limited, and the quality of services is below the minimum standards (IOM, 2022a). For neighbouring countries, the situation is not much better, with additional burdens such as language barriers and a lack of teachers who are trained to adapt the various school syllabuses.

Children and adolescents are not immune to the stresses experienced by their parents, relatives, and neighbours. According to the survey conducted by the International Organisation for Migration (IOM),



about 60% of the population has lost their jobs due to the crisis (IOM, 2022a). This situation now forces hundreds of thousands of families to rely on international assistance for survival, creating enormous pressure in the face of scarcity and loss of autonomy. Added to this is the fact that the war has separated millions of families trying to adapt to their new circumstances with incalculable effects on young people. On the other hand, the stress that the population has been under for the past year has meant, among other things, that many women have had premature births, with physical and cognitive consequences for their babies. (UNFPA, 2022). The future is not very bright if the **estimates that almost a third of the population could end up living below the poverty line and another 62% at high risk of poverty if the war continues for a second year are confirmed** (PNUD, 2022).

With the omnipresent sound of sirens blaring as air strikes and shelling continue intermittently across much of the country, children and adolescents have been under constant stress for the past year and are facing a future full of doubts and uncertainties. This places an unimaginable burden on their mental health with emotional damage such as depression and post-traumatic stress disorder, resulting in psychological and physical symptoms, as well as presenting risks and obstacles to their long-term development. Without adequate support and treatment, the consequences of these traumas could continue for years to come in the lives of these children and adolescents, even into their working and adult lives. (World Vision, 2022).

All these factors explain why Ukraine has estimated that, **in 2023, 7.1 million children and adolescents will need humanitarian assistance, representing almost all of Ukraine's children and adolescents** (UNICEF, 2022).

## Education is interrupted

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**"I saw neighbours die, I saw cars and houses set on fire. We ran away from my home, and I left everything there. There's not a day that goes by that I don't think about it all again, no matter how much I want to forget it".**

**Demyan** from Irpin, 14 years old.

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In a context of widespread violence like the one the country is going through, going to school has become a lost right. Education has been disrupted for the 5.7 million children and adolescents of compulsory school age (6–15 years) as schools have been bombed, repurposed, or forced to close, affecting 3.6 million students (OCHA, 2022c).

At the start of the 2022/2023 school year, only 25% of schools in the country opened. More than 50% opened for online classes and the remaining 50% opened in a hybrid manner (online and in person) (OCHA, 2022c). As the war has progressed, schools have had to adapt, and many have been forced to close for security reasons.

According to the Ukrainian Ministry of Education and Science, **so far 2,638 schools have been damaged and 437 of the 14,783 schools that existed before the invasion have been completely destroyed**, i.e., 21% of the total<sup>1</sup>. The eastern and northern regions have been particularly hard hit by bombs and artillery fire, and this is where the vast majority of the impacts are centred. This has prevented the availability of and access to school for at least half a million children and adolescents living in these areas of the country. Six months after the invasion began, 24,000 higher education students had not returned to the classroom and more than 9,000 said they were unable to do so because they could

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<sup>1</sup> See <https://saveschools.in.ua/en/> [Consulted in January 2023].

# WAR IN UKRAINE



not afford the tuition fees, a number that will have risen following the economic downturn the country has suffered (Ukraine Education Cluster et al., 2022)

But the devastating situation the education system has been left in affects a huge majority of students who are still unable to return to the desired normality. Many families do not want to let their children go to school for fear of attacks, and others have no school to go to. Currently, **only 56% of educational institutions have built bunkers**, a prerequisite established by the Ministry of Education for opening schools.

Those who attend from home do so with precarious technology, and with constant problems with internet and electricity access (Ukraine Education Cluster et al., 2022). **The educational materials used have not been adapted, they are limited, and the spaces the children are housed in are not suitable for study.** For very young children, online education is unsuitable for their cognitive and physical development, as they suffer from delays in their ability to adapt to school or to interact with other children, as demonstrated in the aftermath of the Covid-19 pandemic (Abbi Hobbs and Ria Bernard, 2021).

Those who do attend school are doing so in precarious spaces because classrooms are overcrowded due to the attendance of displaced children and adolescents, and teachers are not trained to respond to those who are traumatised (Data Friendly Space, 2022). According to the educational needs analysis carried out in May 2022, the highest demand from teachers was for training in psychological support. (Ministry of Education and Education Cluster, 2022).

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**"I have been a teacher for 30 years and I have never faced a situation like this before. We have received occasional support from psychologists, but on a day-to-day basis I am faced with situations involving children with traumas that I can't always respond to, and it is very frustrating".**

**Dariya**, a history teacher in Lviv

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Hundreds of schools across the country have been used as shelters or assistance centres for civilians. Other schools are being used for military or humanitarian purposes. (Amnesty International, 2022; Data Friendly Space, 2022). Those that are being used for this purpose are suffering from the harshness of winter due to the **lack of heating**.

Another major problem **is the lack of teachers and other education staff** as many have been forced to flee within or outside the country. A large part of this group are women, who make up the majority of the adults in a situation of displacement. It is estimated that some 22,000 teachers are already outside the borders, accounting for 5 per cent of the total, and 43,000 have been internally displaced (OCHA, 2022c). In addition, the country's economic downturn has caused teachers' salaries to fall by 17% (World Bank et al., 2022). Added to this is the fact that in the east of the country the situation was already particularly precarious, with 30% of schools reporting that they were understaffed before the conflict broke out (OCHA, 2021a). It is important to recognise that teachers are affected by the same conflict context and have to deal with the same experiences of pain, grief and suffering as the children and adolescents they are teaching. The wellbeing of this group is therefore crucial, not only as an end in itself but also for the quality of the support they can offer to students. However, they





©ChildFund Deutschland, Ukraine, Mariana and her family live in Vyshgorod.

often do not receive the psychological support they need. This is key, given that at least 30% of teachers combine their work duties with community and humanitarian service, as well as caring for their families and other dependants they have taken in (Ukraine Education Cluster et al., 2022).

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**"I am a mother of three children and a secondary school maths teacher. I am alone at home, looking after them and I also have to continue with my classes. There are days when I think I won't be able to get up, but in the end, I keep going".**

**Maryia**, maths teacher in Lviv.

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## **The collapse of the economy and the cost of reconstruction**

With the GDP falling by 35% since the beginning of the war and inflation rising by 20.5%, the economy is in an extremely weak state (World Bank; State Statistics Committee). The implications of these figures are innumerable for families and also for the authorities.

The Ministry of Education is having serious difficulties covering the costs of educational materials (World Bank, 2022d). Schools are having problems paying staff salaries and some have been forced to discontinue scholarships and student grants. And not all families can afford the cost of education (Ukraine Education Cluster et al., 2022).

Rebuilding the damaged infrastructures in the rehabilitation phase will require a huge investment, which has not yet been assessed, but which will amount to millions of euros (World Bank, 2022c). Similarly, a major commitment will have to be made to modernise the education system, purchase materials to carry out the educational reform that is still pending<sup>2</sup> and update the digital education system.

It is estimated that the cost of rehabilitating and rebuilding the education sector will be \$9.2 billion over the next ten years (World Bank et al., 2022). This figure includes rebuilding the affected education facilities, restoring education services and, in the longer term, providing in person education whenever possible. Estimates have also been made regarding the cost of preventing the departure of teachers, educational recovery programmes and psychological support.

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<sup>2</sup> The New Ukrainian School is a key reform of the Ministry of Education and Science. This is a long-term reform that began in 2016 and is expected to end in 2030 with the graduation of the first grade.

**For children and adolescents who have sought shelter in other countries, their educational situation is also challenging.**

In addition to trauma and stress, there is the language barrier, the lack of materials adapted to their level of knowledge and language, and the extra burden of hours for those who receive online classes (as part of the teaching system promoted by the Ukrainian Ministry of Education). These nearly three million children and adolescents who have joined the education system in host countries have been a major challenge for countries such as Poland, where it is estimated that nearly half a million children and adolescents could have joined by the 2022/2023 school year, a far cry from the 30,000 who have joined the Spanish system. For these families, education is among their main concerns and needs when they arrive in the host country, according to the survey conducted by UNHCR during the first six months of the conflict (UNHCR, 2022c).

Millions of children and adolescents have been out of school for months or have been attending school intermittently thanks to the efforts of governments in implementing the remote learning platform. For them it has been a lost year that has paralysed their studies and left hundreds of thousands without exams. Less time has been spent learning, less content has been covered and the quality of education has declined (World Bank, 2022d). According to a survey of nearly 2000 people in Ukraine in April 2022, **66% felt that the quality of education had fallen compared to before the invasion** (Gradus Research Company, 2022). Along the way, too many children and adolescents will drop out of school for good, with serious consequences for their future and the future of the country.



©WeWorld/Educo/Giovanni Diffidenti, the room of a family that has had to escape and leave their home and is staying in a building that has been transformed into a shelter in Lviv.



©WeWorld/Educo/Giovanni Diffidenti, Ukraine, empty classroom in a school destroyed by the attacks in Irpin.

### **The school closures according to PISA**

Ukraine participated for the first time in the PISA reports in 2018. According to the results obtained, their performance was at the level of other Eastern European countries before the pandemic and even exceeded the regional average in learning resilience (OCDE, 2019). In addition, the country has one of the highest literacy rates, at 99.8 per cent.

However, predictions are already estimating educational losses due to the Russian invasion, which would place the country at the bottom of the list of European countries. In addition to this context, there was the background of the pre-pandemic situation, which led to the closure or interruption of classrooms for almost eight months, resulting in a loss of 20 points in the PISA report. One year on, the continued closure of some schools and disruption of others only exacerbates these losses.

Despite the struggle to keep children and adolescents in the education system, either online or in person, within or outside the borders, many of them have already lost too many months already if you include the whole time since it was unleashed during the Covid-19 pandemic. The effects will be short-term, as well as having long-term consequences with future income losses that could exceed 10% per student per year (World Bank, 2022d). The next PISA assessment in 2025 will show the impact of war even more clearly.



# Education in Emergencies

## What is Education in Emergencies?

The concept of education in emergencies (EiE) emerged in the area of humanitarian action in the mid-90s, because of a need to include education in the international community's response to crisis and disaster situations<sup>3</sup>.

## The importance of the term “emergencies”

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

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

In terms of scope, education in emergencies refers to any person affected by an emergency, regardless of whether they are in a situation of displacement, have refugee status, or are asylum seekers.

## Quality education

Although the concept of educational quality may vary according to contexts and stakeholders, there are certain common criteria that can be extended to any setting. Quality can be equated to a safe and inclusive environment, with competent and well-trained teachers, adequate materials, and with appropriate class sizes and reasonable teacher-student ratios. (Cazabat and Yasukawa, 2022).

It is also key that children are placed at the centre of the educational process. Every child is unique and therefore learns in a unique way. That is why it is important, rather than assimilating it to “normality”, to reorganise schools and the education system in response to this diversity and to needs and aspirations that are also unique (Educo, Global Programmatic Framework 2020-2025).

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3 The INEE defines Education in Emergencies as “quality learning opportunities for all ages in crisis situations, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education”. See [Education in Emergencies | INEE](#).

## Education in Emergencies as a right

**“What do I want in the future? Peace and to be able to study again.”**

**Davyd**, from Kiev, 14 years old.

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

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

is independent from the legal status, location, or condition of the individual. It is therefore a right that travels with everyone and enables their full development.

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



©WeWorld/Educo/Giovanni Diffidenti, Ukraine, a father and son who had to flee their home are staying in a building transformed into a shelter in Lviv.



## Regulatory frameworks and Education in Emergencies

The right to education is a fundamental right widely recognised in multiple national and international normative frameworks, including the **Charter of Human Rights (1948)** and the **Convention on the Rights of the Child (1989)**. Specifically, this Convention refers to the right to education in Articles 28 and 29, where the right to education is specified, whoever they are, and where the best interests of children and adolescents must be paramount.

This right is intrinsic to each individual and cannot be taken away, even if he or she crosses borders fleeing violence or other humanitarian catastrophes. And that is how it is recorded in international humanitarian law. **The Geneva Conventions (1949) and their additional Protocols (1977)** recognise, on the one hand, that children and adolescents must have special protection. On the other hand, they specifically indicate the protection that must be provided by the community and the educational infrastructure in internal or international contexts of armed conflict. Specifically, these normative frameworks give schools the status of protected civilian objects, and any attack on or destruction of a school constitutes a humanitarian violation (as noted above). In addition, the states that have signed up to the Convention and the Protocol pledge to grant refugees "the same treatment as nationals with regard to elementary education". In addition, they must also receive "the most favourable treatment possible, and in no case less favourable than that accorded in the same circumstances to foreigners in general, with regard to education other than elementary education and in particular, regarding access to studies, recognition of certificates of studies, diplomas and university degrees issued abroad, exemption from fees and charges and the granting of scholarships" (Article 22).

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

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

In 2010, the **first resolution on education in emergencies was approved by the United Nations**, reinforcing the importance of this agenda and this called on the international community to actively include it in humanitarian responses in the face of a lack of funding, as well as raising awareness of the relevance of this right for the prevention and protection of children and adolescents (General Assembly, 2010).

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

The **Safe Schools Declaration (2015)**, while not having the normative scope of an international



treaty, also prohibits any tactics that threaten the right to education of students in contexts of conflict and put their lives, those of school staff and families at risk.

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

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



©WeWorld/Educo/Giovanni Diffidenti, Ukraine, a family who have had to flee and leave their home behind stay in a building transformed into a shelter in Lviv.

## Why Education in Emergencies is important

**I don't want any more war or violence in the world. I never thought this would happen to us and I don't wish it on anyone".**

**Olha**, from Ukraine, 13 years old.



©ChildFund Deutschland, Ukraine, Sofia and her sister Schenia in their neighbours' kitchen, who took them in after their house was destroyed.

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

Education is a fundamental right for human development and the eradication of poverty.

**Children rarely get a second chance at education.**

When educational opportunities are lost due to a crisis, it is not only a loss for the individual, but a loss of capital and of a society's ability to recover from such an event.

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

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

## LOSS OF PERSONAL DEVELOPMENT CAPACITIES

When a crisis occurs, lives come to a standstill, and with it, everything else. Education is not immune to these effects.

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

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

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

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

## EDUCATION FOR PERSONAL DEVELOPMENT

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

For this to happen, it has to be a quality education that is inclusive and equitable and that promotes learning opportunities for all.

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

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**"I want to continue my studies. I have big dreams, I want to be a doctor, a vet, a scientist..."**

**Iryna from Kherson, 11 years old.**

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©ChildFund Deutschland, Ukraine, children receive in-person classes.



## PHYSICAL DANGERS AND THREATS

A crisis can place children and adolescents at risk of multiple physical threats such as abuse, sexual violence, or death (Standard 7, Child Protection Minimum Standards<sup>4</sup>).

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

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

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

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

## SAFE AND PROTECTIVE EDUCATIONAL SPACES

Children and adolescents need somewhere to feel safe and feel protected from physical threats. A place where they can learn, play, and interact with others. A place where they can continue to develop, to grow up safely and where positive treatment is promoted<sup>5</sup>.

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

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

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

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**"At school they teach me what to do if there is an alarm (from an air raid), how to act and how to get to the school shelter"**

**Olga**, from Ivano-Frankivsk, 13 years old

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



## EMOTIONAL HARM AND ABUSE

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

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

So-called toxic stress can disrupt brain development, weaken other systems, and increase the risk of disease and cognitive decline in adulthood, including heart disease, diabetes, substance abuse and depression (Vega-Arce and Nuñez-Ulloa, 2017).

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

## SOCIO-EMOTIONAL EDUCATION, RESILIENCE AND MENTAL HEALTH

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

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

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

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

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

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**"At the beginning it was difficult to manage what we were going through and to be prepared to help the students. Now we have more support from psychologists, and everything is much easier"**

**Dymitro**, Ivano-Frankivsk chemistry teacher

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## DAMAGED OR DESTROYED SCHOOLS

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

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

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

## A SAFE AND PROTECTIVE PLACE

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

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

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

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

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**"I prefer my children to go to school every day because they have a shelter that is well equipped. If there is an alarm, I know that they will be there with their teachers and classmates, they will be looked after and entertained. If they are at home, they will be alone and afraid with no one to support them"**

Mother of two pupils from Lviv

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©WeWorld/Educo/Giovanni Diffidenti, Ukraine, an empty classroom in a school destroyed by the attacks in Irpin.

## ON THE MOVE

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

This growing trend explains how in one decade, **between 2010 and 2021, the number of children and adolescents with refugee status has skyrocketed by 132%**. Put in comparative terms, in the same period, the rate of non-refugee migrant children has risen by 10 per cent (UNICEF, 2022a). These figures are not only alarming in absolute terms, but also in relative terms (Standard 13, Child Protection Minimum Standards).

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

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

## ROUTINE

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

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

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

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



©ChildFund Deutschland, Ukraine, a mother and child who fled the attacks.

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**"I fled Ukraine in March 2022 with my family to Moldova. Following online classes with my teachers and classmates has been my lifeline"**

**Aleks**, from Kherson, 14 years old.

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## DISPROPORTIONAL IMPACT ON GIRLS

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

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

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

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

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

## EDUCATING FOR GENDER EQUITY

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

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

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

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

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

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**"I want to continue studying no matter what it costs me because I know that by doing so, I am building my future".**

**Nataliya**, from Irpin, 14 years old.

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## HUNGER

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

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

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

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

## FOOD PROVISION AT SCHOOL

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

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

School meals are therefore a key solution in food insecurity contexts. They represent a lifesaving and life-enhancing safety net that promotes social cohesion, stability, and resilience during and after crises. Health and nutrition are especially important for girls, who account for 60 per cent of all undernourished people in the world.

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

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



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**“Eating with my friends is one of my favourite moments at school”**

**Petro**, from Lviv, 9 years old

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©ChildFund Deutschland, Ukraine, Schenia collects food for herself, her sister and her mother.

## CHILD LABOUR

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

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

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

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

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

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

## EDUCATING FOR A DIGNIFIED LIFE

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

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

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

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



©ChildFund Deutschland, Ukraine, Roma a 6-year-old boy in Vyshgorod.

## THE IMPACT OF DESTRUCTION

The world would have been 12% richer if there had been no armed conflicts since 1970. But the cost for developing countries is also much higher than for rich countries, as the latter can benefit from military exports, thereby increasing their public funds (de Groot et al., 2022). According to the Institute for Economics and Peace, **the economic cost of the ten countries most affected by conflict in 2021 is between 23,5% and 59% of their GDP** (Institute for Economics and Peace, 2021).

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

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

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

## EDUCATION AND RECONSTRUCTION

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

While the responsibility for reconstruction lies with the state, with support from international development cooperation, if this is lacking or insufficient, families will have to make difficult decisions in a very complicated economic context, with enormous needs and very few job opportunities. Many families will be forced to make their children work, which will prevent them from investing in education that will return in the form of income in the long term.

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

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

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**"I take school more seriously than ever because I know that what I study now is important for my country and our future"**

**Iryna**, from Ivano-Frankivsk, 13 years old

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## PROLIFERATION OF VIOLENCE

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

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

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

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**"At school there are children who come from other parts of Ukraine, children who have returned from other countries and children who never left. Their realities are completely different. We have had to learn together to promote dialogue and talk about how we feel. That is how we build peace"**

**Alisa**, headteacher of a school in Lviv.

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©ChildFund Deutschland, Ukraine, Sasha in Vyshgorod.

## EDUCATION SENSITIVE TO CONFLICT

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

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

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





## CONCATENATED CRISES

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

TheirWorld estimates that by **2030, the number of countries and territories affected by multiple crises will affect nearly a third of all children and adolescents** (Moriarty, 2018).

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

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

## EDUCATING TO BUILD RESILIENT, PEACEFUL AND FAIR SOCIETIES

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

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

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

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



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**"It is key to prepare these children to rebuild this country stronger and in a way that we all feel part of it"**

**Maryia**, a language teacher in Lviv.

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©ChildFund Deutschland, Ukraine, Violeta and her brother Vanja live in their partially destroyed house.

# The urgent need to fund Education in Emergencies in Ukraine

It has been proved that education in emergencies is a fundamental right for the present and future of children and adolescents, yet it cannot always be fulfilled. In crisis contexts, governments may not have the capacity to guarantee this right, so there is an urgent need to engage the donor community who can help alleviate some of the needs.

While it is true that donors have multiple policy and financial instruments for addressing this objective, this chapter aims to analyse the dimension of international aid. Using the case of Ukraine as a starting point, we will analyse how the education sector in emergencies is funded through the main instruments and the most relevant bodies in this field, in an analysis that, although not exhaustive, is representative.

The analysis of the funding of education in emergencies in Ukraine will be carried out from two viewpoints: the global one and the Spanish one. This will enable us to have a more extensive overview of the weight that this agenda is receiving within the international response to the crisis and based on this global dimension, the focus will be on the case of Spain.

One indicator of the health of the education sector's funding is its share of total expenditure. The Global Education First Initiative states that the share for **education in emergencies** should be 4%, and the Global Campaign for Education is more ambitious, setting a minimum of 10% for this agenda.

## Education in Emergencies: a priority that requires continued commitment

In recent years, we have witnessed a reality that goes beyond the education sector and is a major symptom of the disease of a world in crisis. The incessant and growing humanitarian needs are being fuelled by the concatenation of crises that are becoming more prolonged and whose structural causes are increasingly difficult to solve. Providing a comprehensive and complete response to the immense needs is becoming a never-ending race, causing **the gap between needs and humanitarian response to get wider and wider**.

This is combined with the fact that **education has not traditionally been a priority in emergency contexts**. Issues such as food, health and water have been considered urgent agendas during the initial phase of a humanitarian response. This relegation was the result of an approach focused mainly on urgent needs and a short-term approach to aid that has remained the norm in donor interventions over the last 20 years.

After decades of inadequate attention and funding for education in emergencies, a number of donors and humanitarian actors have begun to focus on the importance of a comprehensive approach to humanitarian action that includes it.



## Warning: the challenge of quantifying Education in Emergencies

In a chapter that focuses on analysing funding for education in emergencies, it is important to highlight the enormous difficulty in providing accurate and reliable figures. This is because there is no agreement on the scope of what this area encompasses (Geneva Global Hub for Education in Emergencies, 2021).

It can be provided for a short period of time to cover the immediate needs of children and young people affected by a rapid onset emergency, or in the longer term, over several years, to sustain education during a protracted crisis when formal education systems cannot accommodate all children and young people. The funding of education in emergencies is, as will be discussed, located at the nexus of humanitarian aid, development cooperation and peace building, which are important sources of funding for this agenda.

This is combined with an endemic problem in the structure of humanitarian funding itself: there are very few formal mechanisms for coordinating the contributions of different donors. Furthermore, the different funding channels tend to operate independently, according to their own donors' requirements and planning processes.

Added to this is the fact that these mechanisms are voluntary, so reporting is often incomplete, and especially the breakdown of education in emergencies, which until 2018 did not have its own code in the OECD Development Assistance Committee system (the most widely used). And on top of all this, important information sources (such as the OCHA Education Cluster<sup>6</sup> and UNICEF) do not update the information on a regular basis, which prevents us from having an up-to-date view of the situation. On the other hand, there are agencies (such as UNHCR) that do not provide a sector breakdown, which makes it impossible to track funding for education in emergencies.

Lastly, it should be noted that multi-sectoral funding, which has increased in recent years, means that education in emergencies can be concealed in other sectors and consequently be unaccounted for.

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6 When faced with a humanitarian response, the United Nations system is divided into areas to improve management and coordination between all the sectors involved. Each of these groups are known as a "cluster". As for other sectors, the education sector has its own one. Coordinated by UNICEF and Save the Children, this cluster is made up of UN agencies, the Ukrainian government (in this case), international and national organisations and the Red Cross.



## When the nexus becomes more relevant than ever

We have already mentioned that we are facing a context of prolonged and interlinked crises that accentuate the cycle of vulnerability. To provide a durable solution, responses can no longer be limited to traditional structures, they need to be offered simultaneously. This means that humanitarian assistance, development programmes and peace building must be designed in a holistic and coherent manner by providing a sustainable response to people before, during and after a crisis.

It is about responding to immediate needs while ensuring long-term investment to address the systemic causes of a crisis, therefore reducing its impact, and promoting peace.

This is an approach that has multiple implications as it involves, on the one hand, breaking down the usual divisions between the three types of interventions in order to work out from the outset what kind of objectives are being pursued and how these interventions can be adapted to achieve them. This inevitably involves a change of vision, as it involves short-term responses, but long-term thinking. Moreover, it is based on the premise of the need to reinforce (and not replace) existing local and national capacities in the affected country. It is explained in the so-called Grand Bargain<sup>7</sup>, in which the international community stipulates that 25% of the funds should go to local organisations.

When we focus the intervention on the education sector, the nexus approach becomes even more

relevant in order to achieve the following objectives (INEE, 2021; European Commission, 2018):

- **Guarantee access:** responding to immediate educational needs, while planning for the continuity of their education.
- **Promote development:** education is one of the pillars of a more equal society and an effective tool for promoting sustainable development, but this requires quality education and training at every stage.
- **Create resilient education systems:** given the average duration of crises, there is a need to create education systems that are able to overcome the various challenges they face during those years. This means establishing well-planned, coordinated education systems with the necessary investment.
- **Be more efficient:** it is widely recognised that the humanitarian and development fields have different and sometimes even contradictory approaches. Therefore, strategic planning from the outset, taking into account the various stages and the objectives to be achieved, will help to reduce costs and be more efficient (INEE, 2021a).

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<sup>7</sup> The Grand Bargain is an agreement between major donors and humanitarian aid organisations. It aims to make more funds available to people in need and to improve the effectiveness and efficiency of humanitarian action. A series of indicators were developed for this purpose, which humanitarian actors are expected to comply with. It was signed at the World Humanitarian Summit in May 2016.

# Global Funding

## A paradigm crisis

The situation that has unfolded in Ukraine in the wake of the Russian invasion has a number of characteristics that make it a paradigmatic crisis. A crisis on the doorstep of the European Union, with profound implications for the global geo-strategic and political map, the highest number of people displaced in Europe since World War II, and an impact on energy and food markets, and which is weighing down economies in Europe and Central Asia (World Bank, 2022a).

All these factors have put Ukraine at the centre of the international community's attention and explain why it is **one of the most well-funded crises**.

The following is an analysis of the various funding mechanisms for education in emergencies, which, as mentioned above, does not cover all of them, just the most relevant ones.

## United Nations appeals

The Financial Track System (FTS) is a tool that centralises data and information on humanitarian funding flows in order to provide a timely and continuously updated picture of contributions from donors (government and private) and operational actors (UN agencies, NGOs), as well as the progress of funding in relation to appeals and response plans. This mechanism is mandated by the UN Office for the Coordination of Humanitarian Affairs (OCHA).

In a crisis such as the one in Ukraine where the impact is extending throughout the country, as well as to other countries with the arrival of refugees, the United Nations has two separate needs analyses,

one that is national and one that is regional. These diagnoses are translated into action plans and differentiated appeals. For a full picture of the response to the Ukrainian crisis it is important to analyse the international community's response to both plans.

**To meet the country's needs**, an appeal was launched in 2022 that received more than 11% of all funds globally, ahead of crises such as Afghanistan (8%), Yemen (7%) and Syria (6%). By the end of the year, this appeal had covered 80% of the identified needs. These figures are exceptional as donors have contributed USD 3.884 billion, the highest amount ever recorded in the last five years (OCHA, 2022a).

As well as this appeal, another appeal was launched to respond to the **needs of the refugee population** in third countries, in recognition of the immense needs in the face of the wave of people who were forced to flee the country. In 2022, 939 million USD have been spent, covering half of the needs (OCHA, 2022b).

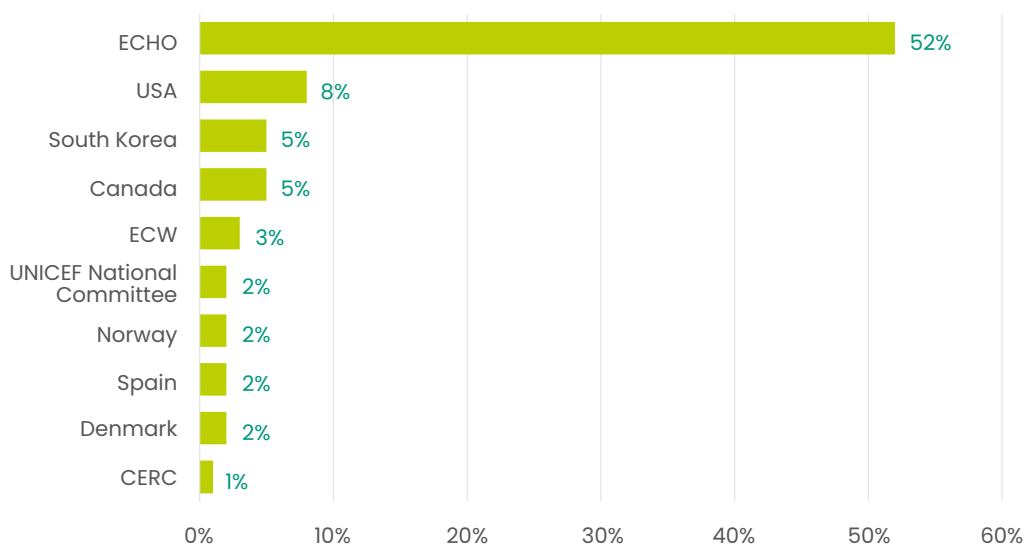
For both appeals, the United States was the main donor.

## The funding of the education sector

Taking the total data on domestic and foreign funding as a starting point, the contributions to the education sector are then examined.

A sectoral analysis shows that **the education sector has been one of the best funded sectors within Ukraine**, exceeding identified needs by 128% with a total expenditure of 73.1 million USD, which represents 2% of overall funding.

**Figure 1. Donor contributions to the education in emergencies response plan within Ukraine (%)**



Source: compiled by authors based on data from FTS (OCHA), January 2023.

This healthy financial situation does not correspond with the analysis provided by the Education Cluster, which regularly assesses the progress and scope of the response. According to the latest analysis at the end of 2022, **1.8 million children and adolescents, teachers and education staff had been assisted, representing 75% of those identified** (Education Cluster, 2022). However, very few programs offering psycho-emotional support for students and catch-up classes have been implemented.

In order to understand who is behind this funding, donor contributions have been analysed, in which **DG ECHO**, the Directorate General for European Civil Protection and Humanitarian Aid Operations, **stands out in a clear and unique way**. Its contribution amounts to 42.3 million USD, which represents 52% of the total school funding in emergencies within Ukraine. If we were to

remove the European Union from this diagnosis, education in emergencies would constitute an underfunded sector with only 39 million dollars for a total estimated need of 57 million dollars.

In second place is the United States followed by South Korea and Canada, but with proportionally smaller contributions, amounting to 6.2, 4 and 3.9 million respectively. Below these, and in eighth place, is Spain, which has contributed 1.5 million dollars<sup>8</sup>.

**For the regional response**, the education needs identified in neighbouring countries receiving refugee children and adolescents have amounted to \$160 million according to the Regional Response Plan (OCHA, 2022b). In response, the contribution has amounted to 90.1 million dollars, covering 56 per cent of the appeal. This expenditure in the

<sup>8</sup> Although the FTS system itself categorises the Spanish expenditure as part of the response within Ukraine, depending on the description of the intervention, it refers to both Ukraine and neighbouring countries.

education sector accounts for 9.6 per cent of the total. This means that 197,000 children and adolescents have been reached, of the 845,000 who have access to education systems in third countries. These figures show that the **funds spent have been insufficient, reaching only 23 per cent of the total number of refugee children and adolescents in need of assistance**. In any case, it is important to note that there are perhaps investments in the education sector that are not reflected in these figures as they may have been categorised as "multi-sector" aid.

Also, the lack of a sector-specific breakdown makes it difficult to know who the main donors to education in emergencies are. These kinds of information gaps make it impossible to have a comprehensive view of the commitment to education, especially in response to refugees.

## Humanitarian funds managed by OCHA

Two key sources of funding for UN-led humanitarian appeals are the Central Emergency Response Fund (CERF) and the Country-Based Pooled Funds (CBPF). Each has a separate funding portal, and both are recorded in the FTS.

### Central Emergency Response Fund (CERF)

**CERF** was set up in 2005 as a global emergency response fund to provide rapid and effective humanitarian assistance for new crises or crises that are highly underfunded.

In relation to the Ukraine crisis response, expenditure from all donors amounted to 60 million USD, of which **2.2 million USD** have been managed by UNICEF **for the education sector**, representing **3.6 per cent of total funding**.

### Country-Based Humanitarian Funds (CBPF)

The **CBPF** is a tool that complements the work of the CERF and works at country level. It allows donors to support humanitarian efforts by contributing to a single fund and to projects with the highest priority. It is established when a new emergency occurs or when an existing crisis deteriorates and responds to the priorities set out in the Humanitarian Response Plans.

The contributions allocated to the Ukraine crisis have totalled 192 million dollars during 2022, of which **4.7 million dollars have been designated for education**, which comes down to **2.4 per cent of the total allocated**, a meagre figure when it comes to reaching the 67,000 children and adolescents identified for assistance.

## Funds managed by UNHCR

The United Nations Refugee Agency (UNHCR) is mandated to ensure the response to refugees and people internally displaced by violence, and its participation in the education in emergencies agenda is essential in this regard. While the upward trend in the number of people forced to flee has been growing for several years, the crisis in Ukraine has marked an important milestone that puts the agency's ability to respond effectively and efficiently under pressure.

In the case of Ukraine, it is expected that during 2023 the focus of the response will be on supporting refugee-receiving countries in national systems. Given that the majority of those who have fled have been women and children, education must have a key role to play as a tool for inclusion, protection, and support.







In 2022, funds provided domestically and abroad have reached 1.4 billion USD, covering 96% of the appeal, with the United States as the largest donor<sup>9</sup>. However, it is not possible to know the specific contributions to the education sector as they are not disaggregated and are grouped under the area of "wellbeing and basic needs" (UNHCR, 2022b). Not being able to access this information creates a significant gap that impedes transparency as well as a clear picture of how educational needs of one of the most vulnerable populations are being met.

## Global funds for education

### Education Cannot Wait

In response to the fact that education in emergencies was being neglected in humanitarian funding and the need for a more sustainable response to this important sector, the first UN global fund dedicated to this agenda was launched in 2016: Education Cannot Wait (ECW). Its creation sought to obtain greater commitment from governments, multilateral agencies, and other civil society actors to achieve Sustainable Development Goal 4, equitable and inclusive quality education, including in emergency contexts.

As well as raising the global profile of education in emergencies, this fund aims to provide a more agile and connected response spanning the humanitarian, development, and peace nexus (see box above) and, in doing so, lay the foundation for sustainable education systems.

The ECW fund has allocated **6.5 million dollars** to the Ukrainian crisis, with implementation to be completed in 2023. This funding has improved access to learning spaces, teacher training and psychosocial support for students, as well

as reaching more than 84,000 children and adolescents within Ukraine.

### Global Partnership for Education (GPE)

Unlike ECW, which focuses exclusively on emergencies and protracted crises, the Global Partnership for Education (GPE) takes a broader view. Launched in 2002, GPE is the world's largest fund dedicated to transforming education in low-income countries and aims to provide quality education for all children.

As a development fund, it has an **emergency response mechanism for fragile and conflict-affected countries**. In November 2022, Ukraine became a new member of the GPE which means that it will now be eligible for support from this fund.

## World Bank Contributions

The World Bank has a long history of working in fragile countries, and those affected by conflict and violence, and this includes investment in education. That is why it was considered relevant to add this actor to the analysis of education in emergencies, even though it is traditionally an agency that supports developing countries.

According to World Bank data, a \$200 million project to improve university education is underway and, although it started in 2021, it will continue until 2026 (World Bank, n.d.). In addition, as part of the Public Expenditure for Administrative Capacity Enhancement (PEACE) programme, the government will support the payment of teachers' salaries (World Bank et al., 2022).

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<sup>9</sup> See UNHCR data [Contributions \(unhcr.org\)](https://www.unhcr.org/contributions) [Consulted in January 2023].

# Funding from Spain

## Dancing figures

Giving a complete and comprehensive picture of the contribution to education in emergencies, as outlined above, is always a difficult challenge. The differences in Spain's contribution to the United Nations' appeals in the field of education and the follow-up carried out by the Spanish Ministry of Foreign Affairs, European Union, and Cooperation (MAEC) is an example of this.

At Educo, we have decided to use both sources (FTS and MAEC) separately, given that both of them provide us with relevant qualitative and quantitative information. On the one hand, the FTS information portal gives us up-to-date data on the response to the Ukraine crisis, allows us to compare it with that of other donors and to understand the role of Spanish cooperation in the international context. On the other hand, the Ministry's source allows us to have more complete information in case not all contributions have been registered in the FTS system.

## United Nations appeals

In this case, it is important to point out that it is not possible to separate the contributions made inside and outside Ukraine, as no such breakdown is provided, so we can only get an overall picture of Spain's contribution to the crisis in its entirety.

According to data compiled by the United Nations, Spain has pledged **39 million dollars** to the Ukraine crisis in 2022. This figure is broken down into the following types of aid: 15.6 million dollars in paid contributions; 8.1 million dollars in commitments; and 15.2 million dollars in pledges (contributions announced but not yet made)<sup>10</sup>. This funding package aims to address needs within the country and in neighbouring countries.

## Contributions according to ministry sources

It is important to note that the figures above certainly do not represent the true picture of Spain's contribution to the crisis, as highlighted in the above table of "dancing figures".

For example, in March 2022, Spain announced its first aid package of 31 million euros<sup>11</sup>, which mentioned a specific contribution to the International Committee of the Red Cross (ICRC) of 25 million euros that is not accounted for in the same amount in the FTS system. Months later, Spain reported a further contribution bringing the total expenditure to **37 million euros**<sup>12</sup>. 32 million euros of this total came from the Spanish Agency for International Development Cooperation (AECID), with support from other ministries, as well as from autonomous communities and local authorities.

<sup>10</sup> For more information see the OCHA glossary for the terms paid contribution, commitment, and pledge.

<sup>11</sup> See the news item from Moncloa's communications office on 17 March 2022. [La Moncloa. 17/03/2022. Foreign Affairs allocates 31 million euros to help Ukraine in the largest-ever humanitarian action package for emergencies \[Press/News/Foreign Affairs, European Union, and Cooperation\]](#)

<sup>12</sup> See [La Moncloa. 13/12/2022. Foreign Affairs sends new electrical equipment to Ukraine to alleviate power cuts \[Press/News/Foreign Affairs, European Union, and Cooperation\]](#) [Accessed January 2023].



©ChildFund Deutschland, Ukraine, apartments destroyed during the attacks.

Aid has been provided through various channels including UN agencies (UNICEF and UNHCR), the International Red Cross and Red Crescent Movement (ICRC and IFRC), Spanish NGOs and direct aid donations through the European Civil Protection Mechanism and co-funded by DG ECHO.

This emergency has been the main recipient of Spanish humanitarian aid in 2022 and funding is expected to continue to increase throughout 2023. Especially given the government's announcement in December 2022 that Ukraine will be included as a priority humanitarian context for Spanish Development Cooperation in 2023.

### The funding of the education sector

According to the breakdown of Spain's contribution based on data provided by FTS, **at least 2.5 million dollars have been allocated to education in emergencies** (paid), i.e., 17% of Spain's total commitments (paid) to this crisis.

**We acknowledge Spain's efforts on this agenda, bearing in mind that the share of education in emergencies far exceeds the target of 10%.**

However, the final amount for education in emergencies could increase as half of Spain's commitments have not yet been paid out and are therefore not yet allocated to any sector. Based on this potential scenario, Spain urgently needs to convert its pledges into actual payments.

According to the description presented by the FTS, it is not possible to differentiate whether Spain's aid is destined for Ukraine or for neighbouring countries.

Spain's education contributions to the crisis have, according to this source, been channelled through UNICEF. But, as has been pointed out, this register is probably incomplete, and therefore contributions to NGOs or contributions from regional and local administrations may be missing.

In relation to the volume allocated to education in emergencies by the international community to the crisis in Ukraine (inside and outside the country), which stands at 163.2 million dollars<sup>13</sup>, Spain's paid contribution represents 1.5%.

<sup>13</sup> This amount is the sum of 90.1 million euros for the refugee response and 74.4 million euros for the in-country response.



## The cost of refugees as official development assistance (ODA)

It is important to note that the ratio of aid payments in relation to the costs of assisting refugees in Spain will need to be assessed. As of January 2023, 161,012 Ukrainians reside in Spain, according to UNHCR data<sup>14</sup>.

Based on the calculations carried out by Donor Track<sup>15</sup>, the estimated cost per refugee is 3,173 dollars, which means that the cost of reception for Spain would amount to 510.8 million dollars. This estimate has been made on the basis of official asylum applications and total refugee costs in Spain between 2018–2021.

According to the rules of the OECD Development Assistance Committee, this amount can be counted as official development assistance during the first year of residence. If this were the case, it would artificially increase the volume of aid to Ukraine, so it is important that this expenditure is not counted as aid (Gómez Gil, 2020).

## Humanitarian funds managed by OCHA

### Central Emergency Response Fund (CERF)

Because of the way this fund works, donor contributions go into a common pool that is allocated according to the needs of each emergency. For this reason, **Spain's exact contribution to the education in emergencies in Ukraine cannot be calculated.**

However, given that the share of education in emergencies is still low in the total amount of CERF payments to Ukraine (3.6% of total funding), Spain can do a lot of advocacy work to ensure that this sector is considered a priority agenda, on the same level as aid for food, water, sanitation, and hygiene.

## Country-Based Humanitarian Funds (CBPF)

Spain's contribution to the Ukraine crisis through the CBPF totals **5.4 million dollars**, which represents 61% of Spain's total contribution to this fund in 2022<sup>16</sup>. The weight of this crisis compared to the rest shows the relevance that Spanish development gives to this emergency. However, if we compare Spain with the other donors, it ranks at the bottom of the list with a contribution of 1.6 per cent of the total.

As with the CERF, the CBPF system does not allow the funds of a specific donor to be traced to a specific sector, so it is impossible to know Spain's exact contribution to education in emergencies in Ukraine.

## Funds managed by UNHCR

In relation to UNHCR, there are similar information gaps, so it is impossible to know exactly what Spain's contribution to education in emergencies in the Ukrainian crisis has been. According to the breakdown of the information available, we know that in 2022 Spain's contribution to Ukraine through this agency was 8.9 million dollars, of which 4.7 million dollars went to internally displaced persons and 4.2 million dollars to refugees<sup>17</sup>.

14 See [Situation Ukraine Refugee Situation \(unhcr.org\)](https://www.unhcr.org/situations/ukraine/) [Accessed January 2023].

15 See [https://donortracker.org/ukraine\\_oda\\_tracker#refugee-costs](https://donortracker.org/ukraine_oda_tracker#refugee-costs) [Accessed January 2023].

16 Spain's contribution to the CBPF in 2022 amounted to 8.8 million dollars, of which 5.4 million dollars went to Ukraine (61%), 2 million dollars to Syria, 1 million to Venezuela and the rest to the Palestinian Territories.

17 See [Donor profiles \(unhcr.org\)](https://www.unhcr.org/donor-profiles/) [Accessed January 2023].



©WeWorld/Educo/Giovanni Diffidenti, Ukraine, food delivery at a metro station in Kharkov.

It is important to highlight the exceptional support of **Spanish society** to this crisis (through contributions from citizens and the private sector), who have raised **28.5 million USD through UNHCR in Spain**<sup>18</sup>. **Thanks to these donations, it has become the largest contribution ever made through UNHCR in the last five years.**

## Global funds for education

### Education Cannot Wait

**Spain does not currently contribute to this specific fund for education in emergencies.** For this reason, it will be crucial for Spain to participate in the next donors' conference in February 2023 and make an initial contribution that, although symbolic, can be gradually increased and consolidated.

The significant funding gaps in this agenda have already been pointed out, and the huge opportunities for education in these contexts have been argued. For all these reasons, it is essential that countries such as Spain join the list of donors

in order to reach the goals set by the ECW and raise 1.5 billion dollars for the 2023–2026 strategy.

### Global Partnership for Education (GPE)

The absence of Spain's role in the ECW fund contrasts with **the priority it has historically given to the Global Partnership for Education.**

Specifically, in relation to the Ukraine crisis, Spain has not allocated any funds, because **in 2022 its contributions have been focused on Niger with an aid package of 250,000 euros**<sup>19</sup>.

### World Bank Contributions

At the end of the year, Spain approved a contribution of **47.9 million euros** to the **PEACE program** in Ukraine through the World Bank Group's Multi-Donor Trust Fund (MDTF)<sup>20</sup>.

As mentioned above, this fund aims to keep administrative and essential services running, including the payment of teachers' salaries.

18 See [Donor profiles \(unhcr.org\)](https://www.unhcr.org/donors) [Accessed January 2023].

19 See [Portal Web AECID \(English\) The Spanish Development Agency will contribute more than 13.8 million euros to international humanitarian aid and development cooperation organisations](https://www.aecid.es/en/portal-web/aecid-english/the-spanish-development-agency-will-contribute-more-than-13.8-million-euros-to-international-humanitarian-aid-and-development-cooperation-organisations) [Accessed January 2023].

20 See [Spain will contribute 47.91 million euros to the World Bank Group's fund to maintain administrative capacity and essential services in Ukraine \(mineco.gob.es\)](https://www.mineco.gob.es/en/spain-will-contribute-47.91-million-euros-to-the-world-bank-group-s-fund-to-maintain-administrative-capacity-and-essential-services-in-ukraine) [Accessed January 2023].



# Conclusions and Recommendations

One year after Russia's invasion of Ukraine, the prospects for an improvement of the situation are far from the collective imagination. With ongoing attacks and bombardments, no one is talking about peace. For the 7.5 million children and adolescents, the war has torn their present apart and will inevitably affect their future. Scarred by trauma, emotional stress, death, separation and displacement, their past lives have become a distant memory.

In this context, education is their only hope. It is their right. It is their present and their future. It is essential for growing as individuals and for developing their personalities and fulfilling their potential. It is their lifeline, their place of safety and protection. It is the key that opens a box full of opportunities.

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

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

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

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

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



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

**Oxana from Irpin, 13 years old.**



## Recommendations for donors

### ➔ Promoting a rights and wellbeing approach to education in emergencies

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

### ➔ Increase investment in education in emergencies

Although the Ukraine crisis has received some of the highest levels of funding and the education sector within the country is also well funded, the same cannot be said for the education in emergencies funds for refugees. That is why it is important for donors to increase their contributions. Specifically, it is necessary to:

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

### ➔ Promoting the triple Nexus approach through aid localisation

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

- Guarantees access: responding to immediate educational needs, while planning for the continuity of their education.
- Promotes development: education is one of the pillars of a more equal society and an effective tool for promoting sustainable development, but this requires quality education and training at every stage.
- Creates resilient education systems: given the average duration of crises, there is a need to create education systems that are able to overcome the various challenges they face during those years. This means establishing well-planned, coordinated education systems with the necessary investment.
- Is more efficient: strategic planning from the outset, taking into account the various stages and the objectives to be achieved, will help to reduce costs and be more efficient.

### ➔ Encourage participation from children and adolescents

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

- Include children and adolescents actively in decision-making and processes, from the development of strategies to their implementation.
- Facilitate participation through a transparent and effective communication channel.
- Avoid power imbalances and offer children and adolescents active and real participation that also allows for the development of their capacity for agency and autonomy.

- Ensure that children and adolescents have a fundamental role in the projects they fund.
- Motivate children and adolescents to play an active role in international fora.

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

➔ **Advocate for better monitoring and accountability mechanisms for the Education in Emergencies funds**, as well as for greater coordination and sectoral breakdowns in order to have a comprehensive, up-to-date, and timely overview of the contributions to this sector.

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

## Recommendations for Spain

➔ Having recognised the effort made by Spain to provide more resources for education in emergencies for this specific crisis, **extend this trend of growth to other contexts**, so that it becomes an issue that permeates the political sphere, both at the executive and legislative levels, and becomes **one of the main themes that governs foreign policy**.

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

➔ **Increase investment in education in emergencies**  
Having recognised the effort made by Spain to provide more resources for education in emergencies for this particular crisis, pursue this path with other crises. Meet the **investment target** of 0.7% of gross national income for official development assistance by 2030 and allocate from this amount:

- 20% to the education sector with special emphasis on countries in crisis.
- 10% to humanitarian action and 10% of this amount to education in emergencies.
- Encourage other autonomous and local authorities to promote and invest in education in emergencies.

➔ **Promote the education in emergencies agenda in international frameworks:**

- Within **Spain's Presidency of the European Commission**, giving it a leading role, as Sweden has done within its mandate.
- In the many **United Nations forums** so that its relevance is highlighted, and its resources are improved, while giving more importance to flexible funds.

➔ **Promote the education in emergencies agenda in bilateral relations between Spain and Ukraine:**

- Encourage bilateral meetings between the Ministries of Education in both countries to align national curricula and implement cooperation agreements on education.
- Promote bilateral meetings between Foreign Ministries to increase cooperation agreements with a special focus on educational needs.

➔ **Participate in Education Cannot Wait**, the only fund exclusively dedicated to education in emergencies, and make a contribution at the first donor conference that will take place in February 2023

➔ **Approve and implement a specific strategy regarding education in emergencies** that guides Spanish development cooperation as a whole (at state, regional, bilateral, and multilateral levels, as well as private funds and the role of NGOs) and sets clear objectives to capitalise on the increased financial efforts in this agenda.

➔ **Ensure that education in emergencies is one of the sectoral pillars in the regulatory development cooperation frameworks** and that it is transferred by extension to Spanish Development Cooperation's humanitarian context strategies so that it becomes a programmatic reality.

➔ **Improve information mechanisms for contributions to education in emergencies** to ensure a unified, reliable, and coherent vision. This is the only way to efficiently monitor these funds and ensure that they are used in the most effective way and have the greatest impact on children and adolescents.

➔ **Promote the participation of children and adolescents** by ensuring that they have a fundamental role in the projects being funded and encourage their active role in international fora.

➔ **Build on the Nexus approach** to ensure coherence, sustainability, and integration between the short and long term, fostering the role of local organisations and civil society organisations, in compliance with the Grand Bargain commitments.

➔ Systematically promote that education in emergencies needs to be designed to **promote gender equality** and give girls and boys the tools to build resilience in keeping with the goal of the 2030 Agenda to leave no one behind.

## Recommendations for civil society organisations

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

## Recommendations for the media

- ➔ **Highlight the relevance of education in emergencies** in crisis contexts and give specific space to this issue when covering news related to humanitarian crises.
- ➔ **Put children and adolescents at the centre** of the news coverage so that they play leading roles in the stories and can express their opinions and wishes. This should be done in a way that promotes their dignity and protection by ensuring the best interests of the child.
- ➔ **Give space in the media to forgotten crises** so that they gain visibility and receive better funding, particularly given the special attention the Ukrainian crisis has received.





# Educo and Education in Emergencies

## Main action areas:

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

## Where we work and what we do:

### UKRAINE/MOLDOVA

Educo has launched a response **plan to support** children affected by the war in Ukraine. We do this as members of ChildFund Alliance, specifically in collaboration with ChildFund Germany, WeWorld (Italian member of the Alliance) and our local partner organisations.

1. **Education in Emergencies.** Educo and CFA work hand in hand with local partners to contribute to guaranteeing the right to education of the most vulnerable children affected by the conflict. We work to ensure that conflict-affected children have access to quality and inclusive education and that their emotional wellbeing is improved through various actions:
2. **Formal and non-formal education** with catch-up, intensive and language classes for both refugee and internally displaced children, in person and online. It also includes online education for students outside Ukraine who want to continue their studies in their home country in subjects such as Ukrainian language, literature, and history.
3. **Support and training** for teachers and the education community working with children affected by the conflict on issues related to education in emergencies and socio-emotional learning.
4. **Supply and distribution** of teaching and learning materials.

5. **Psychosocial support** for school-aged children. Psychosocial support for children, both individually and in groups, including screening and referral to complementary specialised support services.
6. **Recreational activities** for children with refugee status or in situations of internal displacement and from host communities in safe environments to improve their wellbeing and promote social cohesion. Activities such as theatre, electronics, chess, scratch, art, Taekwondo, table tennis, aerobics, book club, walks and hikes in the forest, and others.
7. **Advocacy and influence** among actors and authorities for the implementation of the safe schools declaration and to protect schools and educational institutions from attacks.

We also carry out interventions to improve the education system in other crisis areas such as:

### **SAHEL CENTRAL (Niger, Mali, and Burkina Faso) and Benin**

We work to contribute to keep education going in safe and protective spaces for children affected by the security crises and COVID-19.

1. **Raising** community awareness on the importance of education in emergencies, girls' education, social cohesion, and official documents.
2. **Increase the capacity** of schools to receive children with refugee status or in situations of internal displacement.
3. **Capacity building** for education actors and agents on issues related to education in emergencies.
4. **Provision of school supplies** to the targeted students and teaching materials for schools.

Organisation of complementary educational activities for students with learning difficulties.

5. **Administrative and educational accompaniment** and supervision of schools by state services.
6. **Implementation of remote learning** by radio for children in areas where schools are closed, as well as tutor sessions outside the classroom. Establishment of bridge courses/programs for displaced and/or out-of-school children aged 9-12.
7. **Establishment of open community learning spaces** for children in communities where schools are closed.
8. **Strengthening of the preparedness/response** and resilience of students and education actors to attacks, in line with the Safe Schools and Conflict Sensitive Education approach.
9. **Psychosocial activities** for affected students.
10. **Identification, referral, and support** for learners at risk (in need of protection and health support).
11. **Promotion of water, sanitation, and hygiene** in schools.

### **CENTRAL AMERICA (El Salvador and Nicaragua)**

1. **Preparing schools for disasters:** school contingency plans, school drills, disaster risk reduction education.
2. **Access to education and reintegration** of children in situations of forced displacement, repatriation, and victims of other forms of violence.
3. **Distribution of school kits and supplies.**
4. **Development and distribution** of distance and e-learning guides.
5. **Provision of health**, emotional learning and self-care services for students and teachers affected by displacement and/or other forms of violence.

6. **Strengthening tutoring**, support, and catch-up classes.

## ASIA (Bangladesh and Philippines)

1. **Education** for the adolescent refugee population.
2. **Education for gender-based violence** and sexual and reproductive health.
3. **Digital and life skills** education for adolescents and young people.
4. **Educational alternatives** for refugee children (community and home-based education).
5. **Raising awareness** of the importance of education for refugee girls.
6. **Disaster risk management** in schools.
7. Education for disaster risk reduction and resilience.
8. **Provide safe educational facilities.**
9. **Restore and continue education** when emergencies occur.

### Our funders and partners:

For Educo, education in emergencies is key, urgent and a priority, which is why we work with the main international donors, such as Education Cannot Wait, INEE, The Resilience Collective, UNICEF and the European Union, and national donors such as AECID, as well as generating actions with our partners in the ChildFund Alliance and continuing to seek funds to make education for all a reality.



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