Guidance



Education in Emergencies Toolkit

The Humanitarian-Development-Peace Nexus in Education

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC

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Supporting documents accompanying this Guidance Note

Country case studies

Three country case studies bring to life the reality of implementing a Nexus approach. They illustrate practical learning from SDC's long experience in education, including during emergencies and protracted crises.

Burkina Faso offers a promising example of an 'HDP Nexus' approach guiding government action. This enables the roll-out of educational alternatives and accelerated programmes as part of the national education system, leading to recognised and certified qualifications for children and young people affected by the protracted crisis.

Syria provides a contrasting experience of parallel systems established in response to political fragmentation and de-legitimatised authorities. This is now taking a new direction because of strong local leadership in the changed governmental context.

Myanmar illustrates a realistic form of Nexus operationalisation in a fragmented and contested education landscape. It is characterised by adapted education provision, the integration of protection and Mental Health and Psychosocial Support (MHPSS), and pragmatic coordination around shared frameworks. This helps sustain learning while gradually building complementarity, quality and future system alignment.

Tools to support implementation

In response to requests made during the consultations conducted to inform this module, four implementation tools have been developed based on existing guidance. They are designed to provide practical support for the implementation of an HDP Nexus approach by SDC and its partners, particularly at country level:

Tool 1

Checklist for implementing the HDP Nexus in education

Tool 2

Peacebuilding and conflict transformation checklist for the HDP Nexus in education

Tool 3

From education to durable solutions - and back: Closing the Nexus loop for displaced learners

Tool 4

Reading Guide: NORRAG Policy Insights: Education and the HDP Nexus at 10

These tools are available in Section 7 Annexes.



Tool 1

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Abbreviations

CAP	Centre d'Animation Pédagogique (Pedagogical Resource Centre)
CORE	Crisis-Oriented Resilience Education (Education Cannot Wait programme)
CSE	Conflict Sensitive Education
DECIDE	Decentralisation for Improved Democratic Education
DRR	Disaster Risk Reduction
ECW	Education Cannot Wait
EiEPC	Education in Emergencies and Protracted Crisis
EMIS	Education Management Information System
FDFA	Federal Department of Foreign Affairs
HDP	Humanitarian-Development-Peace
IDP	Internally Displaced People/Person
MHPSS	Mental Health and Psychosocial Support
MoE	Ministry of Education
NGO	Non-Governmental Organisation
OECD-DAC	Organisation for Economic Cooperation and Development – Disasters Assistance Committee
PADE	Programme d'Appui à la Décentralisation de l'Education (Decentralisation of Education Support Programme)
PAQUE	Programme d'Appui à la Qualité de l'Éducation (Education Quality Support Programme)
PENF	Programme d'Appui à l'Education Non-Formelle (Non-formal Education Support Programme)
SDC	Swiss Development Cooperation
SSA/P	Stratégie de Scolarisation Accélérée/Passerelle (Accelerated/Bridging Schooling Approach)
TPD	Teacher Professional Development
UN	United Nations
UNESCO	United Nations Education Science and Culture Organisation
VSD	Vocational Skills Development
WASH	Water, Sanitation Hygiene promotion

1. Introduction

This module is part of the Swiss Development Cooperation (SDC)'s Education in Emergencies Toolkit. It supports the fulfilment of SDC's commitments to children and young people affected by emergencies and protracted crises, as described in the Framing Note for the toolkit. It complements and should be used alongside relevant SDC guidance, of which key elements are highlighted in Section 6 Key Resources.

Following modules on Integrated Education and Child Protection, and Inclusive Quality Education in Emergencies, this module aims to support SDC and its partners to respond to the rising need for clarity on how to make a reality of the Humanitarian-Development-Peace (HDP) Nexus-approach in education. This has become even more important with SDC's withdrawal from Basic Education in 2025, shifting its strategic focus to Education in Emergencies and Protracted Crises. An HDP Nexus approach offers the most effective framework for ensuring both sustainability and lasting impact.

The Humanitarian-Development-Peace Nexus grew from the call at the 2016 World Humanitarian Summit, for a 'Humanitarian-Development Nexus', involving more collaborative work between different actors, based on their comparative advantages. In 2017, the 'Nexus' was extended to include also peace, by United Nations (UN) Secretary General Antonio Guterres.

The HDP Nexus was conceived to better reduce people's needs, risks and vulnerabilities, by bridging the gaps between humanitarian aid, development, and peacebuilding. This is particularly relevant as crises become increasingly protracted and recurrent. Ever increasing numbers of people continue to be trapped in cycles of fragility, requiring approaches that link immediate emergency response, system strengthening, and peace-related outcomes.

Education is uniquely positioned to operationalise an HDP Nexus approach. It simultaneously protects children during crises, accelerates recovery, and strengthens education systems. Enabling the critical role of education in this way aligns with what makes sense to local actors, and can help lay long-term foundations for peace and prosperity.

Designed for SDC as a donor and actor – Programme Officers, Swiss Humanitarian Assistance (SHA) staff, thematic regional advisors, head office staff – and for implementing partners, this module builds essential "Nexus literacy" (see Box 1). It is aligned with Sustainable Development Goal (SDG) 4, specifically 4.7, and the United Nations Education Science and Culture Organisation (UNESCO)'s recommendations to embed peace and human rights in education systems.[1] The module equips users to foster locally-led, sustainable educational continuity in crisis contexts.

Box 1: FDFA's Nexus Approach: Trilingualism in Practice

The module is aligned with the Federal Department of Foreign Affairs (FDFA)'s approach to the HDP Nexus, and the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) recommendation to prioritise 'prevention always, development wherever possible, humanitarian action when necessary'[2]. It complements existing guidance[3] and Nexus training, demonstrating how working through national and local systems should always be the default, while remaining flexible to specific contexts.

For SDC, **'Trilingualism'** means humanitarian, development and peace actors listening to and speaking each others' 'language'. It is a way to understand and bridge differences between key Nexus actors, in line with the lived reality of people affected by crisis.

Prioritising local leadership and strengthening existing systems, trilingualism helps different actors to better understand and respect the remits, approaches, tools and frameworks that inform and shape humanitarian, development and peace actions. Bottlenecks, constraints and capacity gaps must be recognised and addressed, to identify common values and build mutual trust.

Wherever possible, parallel service provision with no integration or links to official systems, is avoided in a Nexus approach. For example, alternative or non-formal education should always be integrated or linked to the state education system through official recognition, certification and clear pathways back into national mechanisms, including further vocational skills development opportunities.

Nexus literacy is created through trainings, staff rotations and other means. Trilingualism is a key element of establishing Nexus literacy[4].

1. UNESCO (2023). Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development
2. OECD (2025). Development Assistance Committee (DAC) Recommendation on the Humanitarian-Development-Peace Nexus
3. Federal Department of Foreign Affairs (2025). FDFA's approach to the Humanitarian–Development–Peace Nexus
4. Federal Department of Foreign Affairs (2022). A Learning Journey on the Triple Nexus [Synthesis Note] (page 3)

2. What is the HDP Nexus?

Definition

An HDP Nexus approach – sometimes called 'Triple Nexus' – refers to the interlinkages between humanitarian, development, and peacebuilding efforts. The connections are based on each group of actors' comparative advantage, and support work towards collective outcomes.

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Switzerland adheres to the Organisation for Economic Cooperation and Development - Disasters Assistance Committee (OECD-DAC) recommendations for the HDP Nexus (see Box 2), on the basis of which an HDP Nexus approach strengthens coherence, complementarity and interconnection. It is guided by the principle of "conflict prevention and peace always, development wherever and whenever possible, and humanitarian assistance only when and as long as necessary"[5] (see Box 3).

The HDP Nexus approach is particularly suited for complex and protracted contexts. Its critical characteristic is comprehensive context analysis, which spans the full HDP spectrum and beyond, with a particular focus on local leadership. Responses are built on these foundations, with the aim of shifting from delivering humanitarian assistance, towards eliminating need. Particularly where governance is fractured, the Nexus provides a practical way to uphold humanitarian principles while supporting long-term resilience and peace.

Components

Coordination

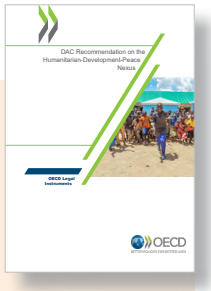
To implement the OECD-DAC recommendation requires political engagement and structural alignment to prioritise local leadership. It means ensuring that authorities and community actors are integral to programme design and decision-making. It relies on coordination and funding mechanisms that cut across the three pillars, to foster joint planning between traditionally siloed humanitarian, development and peace actors. For example, 'joined-up' coordination can be achieved by aligning emergency responses with national frameworks such as Education Strategic Plans, to integrate displaced learners into national systems, prevent duplication and share crucial data.

Programming

Conflict sensitivity, prevention and working towards peacebuilding are foundational. Conflict sensitivity[7] means the ability of an organisation to understand the context in which it operates and the interaction between its interventions and that context. It can act upon this understanding in order to minimise negative impacts and maximise positive impacts on conflict: see 'Do No Harm'. Peacebuilding can be supported through a people-centred approach, for example enhancing trust in education institutions, facilitating social cohesion or addressing key drivers of conflict that challenge access to education. Anticipatory action is a critical aspect of comprehensive analysis and coordination. By using risk forecasts to trigger timely, pre-crisis interventions, the education sector can proactively safeguard learning and protect development gains against predictable climate- and conflict-related shocks.



Caption: Mahamane Fondougoumo School. Mali. 2024. © UNICEF/UNI535977/Keïta



Box 2:
OECD DAC – 11 recommendations on the HDP Nexus

The OECD DAC[6] recommendation on the HDP Nexus sets out key commitments to uphold when implementing a Nexus approach, organised into three categories:

COORDINATION

1. Undertake joint analysis of the drivers of crises
2. Empower local actors
3. Use political engagement

PROGRAMMING

4. Prioritise prevention
5. Put people at the centre
6. Be conflict sensitive, and do no harm
7. Align programming with risks
8. Strengthen national capacities
9. Invest in learning and evidence

FINANCING

10. Develop financing strategies across the Nexus
11. Use predictable, flexible, multi-year financing

This module demonstrates how SDC programming aims to reflect and implement these principles.

Financing

Donors have a key responsibility in enabling an HDP Nexus through their funding modalities and financial flows. The structural divide between short-term, small scale, reactive humanitarian aid and long-term development financing, which fails to address root causes of conflict, impedes sustainable programming. Adopting an HDP Nexus approach requires donors, governments, and partners to focus on collective outcomes, fostering joint analysis and multi-year planning that is underpinned by predictable, flexible financing. This can include pooled funding models and support from multilateral development banks, across the pillars.

HDP Nexus in Education systems

The HDP Nexus allows education to be positioned as a catalyst for durable solutions (see the 'Aim for durable solutions' paragraph page 10 and Tool 2 page 21) and social cohesion, shaping programming and system support. A systems lens helps translate this ambition into practice.

This involves treating 'education' as a system of actors responsible for different functions such as teacher management, curriculum adaptation, assessment, and financing. Classroom interactions for example, may shift in crisis to temporary learning spaces, remote or blended modalities, peer support, tutoring, or intergenerational learning. However the objective remains to reestablish a coherent system connecting teacher management, curriculum, and face-to-face (or blended) approaches to learning, as soon as possible.
In protracted crises, the priority is to maintain the system's integrity while adapting delivery. This includes mapping who currently performs key functions; using flexible models that remain aligned with national standards to enable reintegration; and agreeing early on transition milestones to avoid parallel structures.

Inclusion of potentially marginalised groups is a system requirement in a Nexus approach. It is essential to address gender barriers, psychosocial support, language diversity, the needs of learners with disability and those who are refugees, in a systemic way. The objective is that all children and young people, including the most vulnerable, can access and benefit from learning throughout shock and recovery.



Caption: Better Learning Programme. Gaza. 2026. © NRC

Box 3: "Conflict prevention and peace always, development wherever and whenever possible, and humanitarian assistance only when and as long as necessary[8]": Three Key Aspects of the HDP Nexus Dynamic

Three interrelated aspects determine both the scope for system strengthening and the degree to which humanitarian modalities are required.

1. The **crisis context** shapes operational priorities. Contexts can be described in four categories, which frequently overlap:
   a. **sudden-onset emergencies** often require temporary solutions to restore access rapidly before transitioning to system recovery
   b. **protracted displacement** settings call for progressive integration into national systems
   c. **active conflict** situations prioritise protection and conflict-sensitive approaches
   d. **mixed migration contexts**[9] require flexible pathways adapted to learner groups.

2. The **legitimacy and capacity of national and local authorities** strongly influence the level of alignment with, and support to, public systems that is possible. This varies across and within contexts. It may shift over time, and can be affected by political positioning and access constraints. Working through national systems should remain the default approach. However highly fragmented or constrained contexts may require parallel or complementary arrangements on an interim basis, with pathways back to the public system wherever possible.

3. The **profile and situation of targeted learners** must guide response design: out-of-school children, forcibly displaced populations (including Internally Displaced People (IDPs), refugees and asylum seekers), other mobile groups (informal internal migrants, unaccompanied children and youth, people in mixed migration contexts[10]), host communities and vulnerable populations facing structural barriers require differentiated, inclusive and flexible education pathways. Note that these categories often overlap and are not mutually exclusive.

5. Federal Department of Foreign Affairs (2025). FDFA's approach to the Humanitarian–Development–Peace Nexus
6. OECD (2025). Development Assistance Committee (DAC) Recommendation on the Humanitarian-Development-Peace Nexus
7. See INEE Glossary, conflict sensitivity
8. Communiqué of the OECD-DAC High Level Meeting, November 2023.
9. Mixed migration settings are when migrants with diverse legal statuses, vulnerabilities and protection risks, and driven by multiple factors, travel, often illegally, along similar route, and are exposed to rights violations along their journey.
10. See definitions in Tool 4 "From Education to Durable Solutions – And Back"

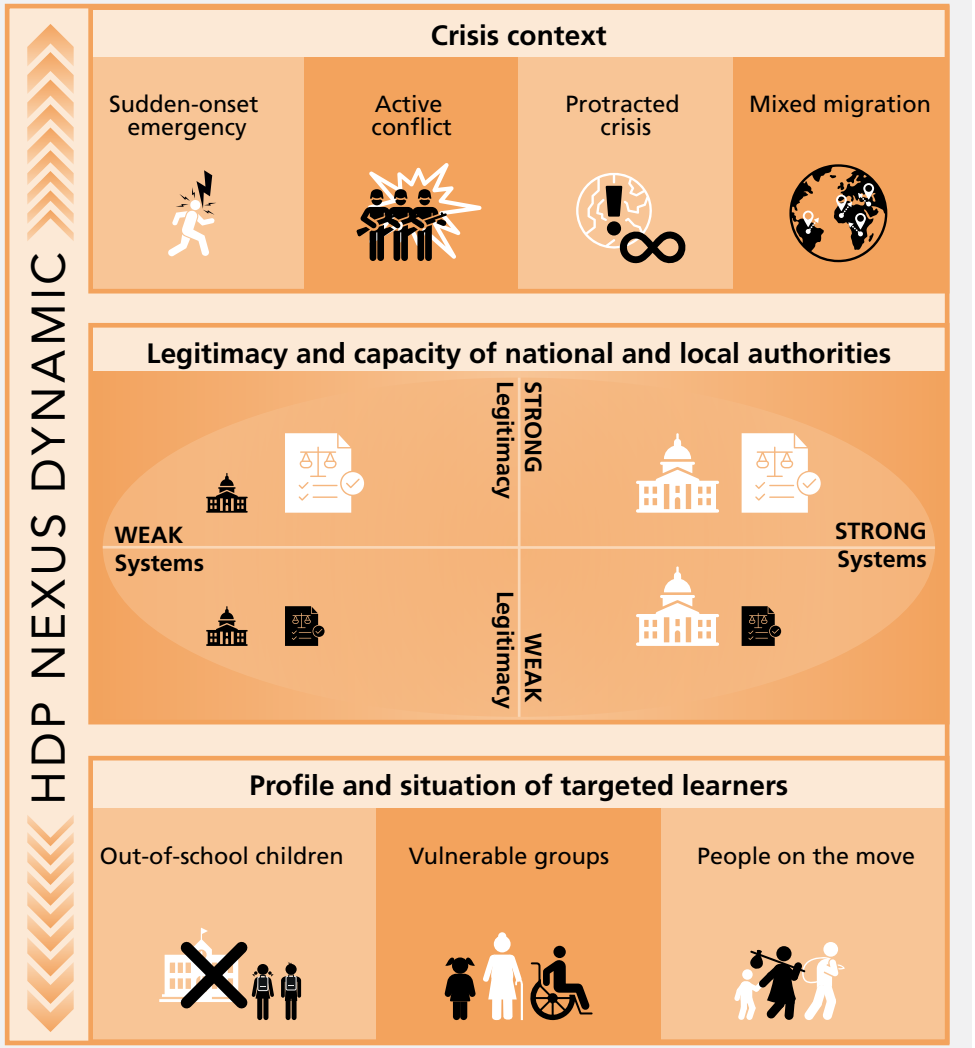


Figure 1: The Humanitarian-Development-Peace Nexus in Education: Three Key Aspects of the Nexus Dynamic

3. Why a Nexus Approach in Education for SDC?

SDC has endorsed and sought to implement an HDP Nexus approach from the outset. It aligns with Switzerland's priorities for international cooperation in various ways:

Responds to current realities

Today's crises involve geopolitical fragmentation, chronic instability, and overlapping vulnerabilities. They demand coherent, multi-faceted responses instead of isolated interventions[11].

Across SDC's partner countries, education systems often operate where crises are persistent, not rare disruptions. This means that today's emergencies – often protracted, urban, and politically complex – require more than temporary solutions. As crises can last for years[12], Switzerland[13] joins other education actors in referring to "Education in emergencies and protracted crises"[14]. In contrast, when parallel arrangements proliferate, they deepen dependency, fragment governance and undermine national ownership.

Promotes connection

To address this evolving reality, the HDP Nexus approach is essential in education as in other sectors. It promotes interlinkages with other actors, avoiding undermining each others' work. Adapting the response based on comprehensive context analysis in an HDP Nexus approach, is indispensable for system sustainability. Humanitarian action in education must remain lifesaving[15] and temporary. It should strengthen – not bypass – the systems and local actors that provide education continuity, equity and safety.

Focuses on resilience

HDP Nexus-informed education approaches make long-term resilience the starting point. They align emergency curricula with national frameworks, ensure clear reintegration pathways into formal systems, and reinforce teacher management rather than distorting it through short-term incentives. Crucially, resilience cannot be retrofitted during a shock. It depends on education systems institutionalising crisis planning and preparedness – through risk assessments, contingency plans, and regular readiness measures – as a core condition for sustaining learning continuity when emergencies happen, and over the long term.

Is sensitive to diverse contexts

Coherence is particularly crucial as fragility becomes more geographically heterogeneous in many contexts. There are often high risk pockets alongside comparatively stable zones within the same country. Subnational risk analyses can guide planning for support to education continuity, taking account of areas where there is greater vulnerability. Such geographical nuance helps education actors to determine where emergency response is indispensable, where development engagement can continue, and how both can reinforce each other. These efforts are especially challenging in contexts marked by conflict-driven political fragmentation and contested duty bearers.

Builds towards peace

In an HDP Nexus approach, the peace pillar can take various forms. When education deliberately integrates conflict sensitivity, disaster risk reduction (DRR) and peace-supporting teaching and learning, it can contribute to protection, reduce risks, foster social cohesion and support community resilience. Where authorities demonstrate 'good governance'[16] principles – promoting democratic processes and supporting accountability – and are seen as effectively delivering education services, it enhances trust and legitimacy which can support peacebuilding. Research has highlighted empirical links between inclusive, quality education and more peaceful societies[17].

'Do no harm'

In a Nexus approach, the conflict context is taken into account through careful analysis, to minimise the risk that education provision reproduces or reinforces grievances that fuel tension. Conflict Sensitive Education (CSE) emphasises that education must address root causes, aiming to transform attitudes, values and inter-group relationships, to help societies escape the "conflict trap"[18].

In short, the HDP Nexus in education matters for SDC because it aligns with the lived reality of crisis-affected people. It enables timely response without sacrificing sustainability. It makes education a contributor to peace rather than a vector of division, and fosters coherence in a fragmented aid landscape. Most importantly, it keeps learners – rather than institutional mandates – at the centre of decision-making.

11. Federal Department of Foreign Affairs (2025). FDFA's approach to the Humanitarian–Development–Peace Nexus.
12. Displacement lasts 20 years on average for refugees and more than 10 years for most IDPs (European Commission), while the security crisis in the Central Sahel started more than a decade ago.
13. Swiss Federal Council (2024). Education for children in emergency situations: Switzerland continues its support.
14. Defined as "Situations characterised by recurrent natural disasters and/or conflict, longevity of food crises, breakdown of livelihoods and insufficient institutional capacity to react to the crises" by INEE.
15. Education provides both physical safety and psychosocial protection for crisis-affected children. Education acts as a powerful multiplier, amplifying the reach of other essential humanitarian services such as food security, WASH (WAter, Sanitation Hygiene promotion), health, and Mental Health and Psychosocial Support (MHPSS) (Global education cluster, 2026, Lifesaving education in emergencies: impact stories), see also INEE (2025). "Lifesaving learning: What is it and why does it urgently need scaling up?"
16. As defined in the 8th specific objective of Switzerland's International Cooperation Strategy 2025-8, page 53: 'Promote democratic processes and institutions at local and national levels, support accountability mechanisms'
17. Jayapriya, N (2025). Bridging Divides Through Peace Education: A Strategy for Long-Term Social Sustainability. Journal of Emerging Technologies and Innovative Research (JETIR), Volume 12, Issue 4
18. See Tool 2; Nesterova, Y., Kim, E.-J. A., & Amaglo-Mensah, T. D. (2024). The purposes of education in peacebuilding: Views of local peace actors in diverse (post-)conflict societies. Global Change, Peace & Security, 34(2–3), 103–124.

4. How to implement a Nexus approach?

This section, drawing on consultations with SDC Country Offices, provides practical guidance for implementing a Nexus approach. Examples from SDC supported programmes are provided in section 5, and referenced in the relevant sections here.

Coordination – Local leadership and governance

Ensure local leadership

See Examples: National leadership: Jordan, Coordination and MoE leadership: Syria

A Nexus approach depends on concretely shifting power and leadership to national and sub-national authorities and local civil society actors. International actors need to gain deep contextual understanding, as enablers and catalysts. National authorities should lead wherever feasible, ensuring that local non-government actors, along with teachers, children and young people (see the 'Meaningfully involve teachers, children and young people' paragraph below) are adequately represented in decision-making bodies. Although fragmentation of authority can be a feature of some crisis contexts, education interventions should avoid replacing state services as far as possible. Where temporary learning spaces are required, the transition of learners into a strengthened, resilient national system, must be planned.

Box 4: Promoting local leadership in practice: Dos and Don'ts: Supporting MoE leadership in emergencies[19]

The following points apply in contexts where Ministries of Education are recognised as legitimate education authorities. Where de facto authorities lack legitimacy under international law, alternative arrangements must be guided by humanitarian principles, protection concerns and do no harm considerations.

DO:

- **Engage MoEs early and systematically** in preparedness, contingency planning, and early warning systems, including joint scenario planning and risk analysis.
- **Respect MoEs as duty bearers**, even where humanitarian partners temporarily deliver services. Clarify complementary roles through Standard Operating Procedures (SOPs) and agreed coordination mechanisms.
- **Anchor rapid EiE responses in national policies, standards, and plans**, including education sector plans, curriculum frameworks, teacher policies, and certification pathways.
- **Share and strengthen capacities with MoE colleagues** from the outset rather than postponing to 'post-crisis' phases, notably in coordination, data management, financing, and subnational implementation.
- **Support MoE-led data systems**, by aligning rapid assessments with Education Management Information Systems (EMIS), agreeing on shared indicators, and ensuring data collected during emergencies feeds into national systems.
- **Enable subnational and local education authorities** to lead front-line responses, including access negotiations, school reopening, teacher mobilisation, and community engagement.
- **Plan for continuity from the outset**, including transitions from temporary learning spaces and non-formal programmes into formal education pathways.
- **Use financing modalities that reinforce MoE ownership**, such as pooled funds, flexible multi-year funding, and dedicated budget lines for rapid EiE and preparedness.

DON'T:

- **Assume crisis equals incapacity:** MoE capacities are often uneven geographically and institutionally and can be leveraged strategically even in high-risk settings.
- **Bypass or replace MoEs** as a default response to urgency. Parallel systems may accelerate delivery in the short term but undermine sustainability and legitimacy.
- **Restrict MoEs' role to validation or endorsement** while decisions are taken elsewhere. Token involvement weakens accountability and coordination.
- **Create stand-alone humanitarian education systems** disconnected from national curricula, teacher management, assessment, and certification frameworks.
- **Overload MoEs with unrealistic leadership expectations** without providing adequate resources, staffing, training, and operational flexibility.

Establish a shared system vision

See Examples: Coordination and MoE leadership: Syria, Delivery models compatible with national systems: Mali

Strengthening coordination requires moving from coexistence to active, strategic collaboration and joint coordination across humanitarian, development, and peace actors. This means understanding and mapping different mandates and overcoming 'silos'. These are expressed in the language of 'vulnerability' for humanitarians, and 'policy' for development actors. In practice, this means bridging gaps between separate coordination groups, for example, national and sub-national Education Clusters[20] and Local Education Groups[21], so that education actors pursue shared "collective outcomes".

Establishing a shared vision is critical. This can be achieved through joint Education sector and contingency planning processes, ensuring local leadership and full participation (see the 'Ensure local leadership' paragraph above). Pooled funding models, such as Education Cannot Wait's Crisis-Oriented Resilience Education (CORE) programme, and the Global Partnership for Education's Partnership Compact, can support joint programming through integrated financing (see also the 'Financing and data' paragraph below).

Meaningfully[22] involve teachers, children and young people

See Example: Meaningful participation: Burkina Faso

Children and young people consistently prioritise education at all stages of a crisis. Teachers, with the support of communities, are the central players in providing that education (see the 'Reinforce teachers' paragraph below). The 'meaningful' involvement – participation which goes beyond consultation to taking part in decisions that affect their lives – of each of these groups, is critical to local leadership.

Implementing this element is challenging, and often requires a phased approach. For example, at the height of displacement, the immediate priority is safety and stabilisation, meaning involvement primarily focuses on equipping teachers and youth workers to identify trauma and provide essential psychosocial support. Once populations reach safe areas and situations stabilise, teachers, children and young people must be actively included in needs assessments and planning. Wherever feasible, teachers can be represented on education coordination bodies and advocate collectively through teacher unions.

Use delivery models that are compatible with national systems

See Example: Delivery models compatible with national systems: Mali

Supporting and enhancing official formal education provision should be preferred as far as possible. When they are necessary, non-formal delivery models can strengthen national systems if they are explicitly temporary and/or if they are linked to the education system. They should provide pathways back to formal basic education or to Vocational Skills Development (VSD) opportunities. Alternative education and accelerated programmes[23] are most effective when their core objective is reintegration into formal schooling or transitioning to VSD.

Condensed curricula, aligned with national frameworks and integrating social cohesion and peace content, help maintain continuity of learning adapted to the crisis context and within the system. Alignment with the national curriculum, evaluation and certification processes is critical to avoid long term fragmentation.

Align with peacebuilding and conflict transformation strategies

See Examples: Peacebuilding and conflict transformation: Benin, Financing: Myanmar

Proactively embed peace into interventions by building from a "Do No Harm" approach to a strategic commitment to "Peace always". Do no harm means keeping in mind that inequitable education provision and/or content can inadvertently drive conflict, incorporating a conflict-sensitive lens (see the 'Ensure conflict sensitive eduction' paragraph below) to address the root causes of violence.

Peacebuilding can be supported by working with education authorities to practise principles of good governance (see the 'Builds towards peace' paragraph page 8). Trust between citizens and the state can be strengthened by authorities' demonstrating accountability, supporting equitable access to education services and addressing underlying drivers of conflict-related exclusion. This also fosters social cohesion.

Other aspects of peacebuilding include:

- institutionalising joint analyses and wherever possible, integrating peace objectives into monitoring and budgeting frameworks
- integrating practical peace pedagogy often referred to as peace education – 'education both about and for peace'[24] – into teacher professional development and support, to build social cohesion and work against school-based violence
- conducting community consultations before education infrastructure projects and involving community members in design and construction, to help avoid local disputes

Programming – Holistic approaches

Aim for 'durable solutions'

The IASC Framework defines durable solutions as a process through which displaced persons can enjoy their rights without discrimination. Initially designed with a focus on internally displaced people, the concept has been extended to include displacement across borders (see Tool 3 in Annex). Aligned with a Nexus approach, in working towards durable solutions education plays a structuring role across the three interlinked pillars of Protection, Socio-economic recovery and Social cohesion and peace.

Reinforce teachers

See Examples: Sustainable teacher management: Mali, Teachers as Nexus: Burkina Faso

Prioritise teachers as the central actors in a Nexus approach for education: vital peacebuilders, civic educators, and facilitators of holistic learning in line with the curriculum. Integrate Mental Health and Psychosocial Support (MHPSS) and social cohesion into professional development, so teachers can actively identify and refer traumatised children. Effectively integrating teacher professional development (TPD) into the HDP Nexus entails moving from top-down, short-term and project-based training towards competency-based, teacher-centred approaches that harmonise certification processes with national systems and prioritise educators' wellbeing and agency.

Sustainable teacher management, including fair recruitment and public payroll integration is critical, and an important aspect of conflict sensitivity and Do No Harm. Harmonise teacher payments wherever possible. Tensions can be generated when teachers in parallel humanitarian structures are paid higher salaries than public teachers, or in the case of refugee teachers, at much lower rates. Wherever feasible, offer community and volunteer teachers pathways to professional development, formal certification and integration into paid teacher employment.

Ensure conflict sensitive education

See Example: Peacebuilding and conflict transformation: Benin

Support teachers through professional development to integrate a conflict sensitive lens (see the 'Programming' section page 5) to teaching and learning practices. Ensure that this does not create an unreasonable additional workload. Working *on the conflict* is challenging, particularly in highly complex and fragmented contexts. However, social cohesion or addressing structural causes of conflict can still be fostered locally, through inclusive school practices, aspects of good governance within the existing system, or peace pedagogy (see the 'Align with peacebuilding and conflict transformation strategies' paragraph above).

Conflict sensitive education planning must address individual learners' needs, and address how education systems themselves interact with conflict and risk. Evidence from peacebuilding research shows that education can become a conflict driver when it reproduces inequalities, exclusion, biased curricula or securitised practices that entrench grievances rather than resolve them.[25] Education-specific HDP Nexus practice requires system-level conflict analysis – covering access, language, staffing and targeting – combined with DRR, preparedness and sub-national risk assessments to ensure education responses reduce, rather than amplify, structural violence.[26]



Caption: Al-Hol Refugee Camp. Syria. 2024. © UNICEF/ Aldhaher

Establish a cross-sectoral approach

See Example: Teachers as Nexus: Burkina Faso

An HDP Nexus approach is as good as its comprehensive context analysis, including conflict sensitivity (see the 'Programming' section page 5). In education, this means collaborating with other sectors to support a holistic approach which addresses cross-cutting issues that influence learners' well-being and learning. These include gender, disability, safety and Mental Health and Psychosocial Well-being (MHPSS). Cross-sectoral context analysis places the well-being and learning of children and young people at the centre of all activities. Teaching, learning and their assessment, cover academic, social and emotional competencies.

Coordination and collaboration are particularly important with:

- Child protection – education and child protection are inseparable in SDC-supported programming[27]
- Health – to provide appropriate health messaging for the crisis in all learning spaces, and teaching and learning about sexual and reproductive health and rights
- Nutrition – to support school meals and information on nutrition[28]
- Water Sanitation Hygiene promotion (WASH) – ensuring gender separated facilities and water provision, particularly important for girls' inclusion in school

Financing and data

Use financing modalities to support coherence

See Examples: Financing: Myanmar, Local ownership: Ukraine

Treating education interventions as long-term, systemic investments helps protect prior gains, support local leadership, and anchor EiEPC responses within sustainable national and sub-national frameworks. Predictable, multi-year funding is critical, especially to support local organisations. This is ever more important amid budget cuts that risk pushing partners back towards short-term lifesaving delivery at the expense of system strengthening.

Localised funding windows (see the Example 'Financing: Myanmar' page 15), can be used to provide flexible grants to local organizations, including those that can access hard-to-reach areas. It is essential to ensure however that this does not involve an unjust transfer of risk to these implementers.

Financing arrangements, often authored by donors, strongly shape whether education responses reinforce or fragment systems. Within SDC, the HDP Nexus approach is enabled through flexible internal modalities such as the 'majority' principle. This allows one budget line – Humanitarian or Development, including peacebuilding – to finance an integrated humanitarian and development/peace project. Internal co-financing supports multi-pillar projects. Both modalities have clearly defined conditions[29].

Focus on data integration

See Example: Sustainable teacher management: Mali

Reliable, shared data is essential for Nexus-oriented education responses. Using and strengthening national systems should always be a priority but there are persistent barriers in aligning humanitarian data systems with local Ministry of Education (MoE) processes. Challenges include overlap of data collection systems that leads to duplication and reduces efficiency. Humanitarian datasets and national Education Management Information Systems (EMIS) and processes are frequently incompatible. Humanitarian actors operate under acute time pressure, while national planning cycles are slower, and donors often impose parallel reporting requirements.

Ways to overcome these challenges include:

- agreeing on "one source of truth[30]" per data type
- aligning data management timelines where possible
- integrating crisis-sensitive indicators into sector planning
- placing greater responsibility on donors to support coherent, compatible systems that combine preparedness, DRR, early warning and education data.

Political sensitivities can further complicate data use, particularly where authorities tightly control data governance or where risks involved in verifying information confer legitimacy on contested actors. Security concerns need to be navigated cautiously, while continuing to share consolidated information.

19. Derived from Sections 2–4 of IIEP-UNESCO, UNICEF. (2022). *Policy Brief: Strengthening Ministry of Education Engagement and Leadership in Rapid Education in Emergency Response.* Paris: IIEP-UNESCO and UNICEF
20. Humanitarian coordination mechanism for education, see Global Education Cluster
21. In Global Partnership for Education (GPE) partner countries, the Local Education Group is the national multi-stakeholder coordination platform bringing together the government and education partners to jointly plan, coordinate, and monitor the education sector
22. See Save the Children. (2021). *The Nine Basic Requirements for Meaningful and Ethical Children's Participation*
23. Such approaches are also relevant in contexts where there are increasing needs for learning pathways for out of school children (OOSC) and youth 'not in education, employment or training' (NEET). See SDC webpage on "transition from school to work".
24. See Global Campaign for Peace Education
25. Nesterova, Y., Kim, E.-J. A., & Amaglo-Mensah, T. D. (2024). The purposes of education in peacebuilding: Views of local peace actors in diverse (post-)conflict societies. Global Change, Peace & Security, 34(2–3), 103–124.
26. Jayapriya, N. (2025). Bridging Divides Through Peace Education: A Strategy for Long-Term Social Sustainability. Journal of Emerging Technologies and Innovative Research (JETIR), Volume 12, Issue 4
27. See SDC EiE Toolkit: Guidance on integrated education and child protection programming in emergencies
28. See the School Meals Coalition
29. Federal Department of Foreign Affairs (2025). FDFA's approach to the Humanitarian–Development–Peace Nexus.
30. One agreed, authoritative dataset/system for each data type, so everyone uses the same figures and not parallel or conflicting numbers.



Caption: Ukrainian refugee children. Moldova. 2023.
© UNICEF Moldova/Dogoter

5. Examples from SDC country offices

National leadership: Jordan

Jordan illustrates strong national leadership in integrating Syrian refugees into its public education system, with a clear emphasis on basic education. Faced with a large influx of school-aged children from 2011, the Ministry of Education (MoE) adopted an inclusive policy, allowing Syrian students to enrol in public schools rather than creating parallel systems. International and national Non-Governmental Organisations (NGOs) coordinated to support the approach. To accommodate increased demand, the MoE expanded double-shift schools, where national students attended for one half of the day and refugee students for the other half. They established learning facilities in refugee camps, where teachers arriving as refugees from Syria supported teaching adapted to the needs of refugee learners. Free access to basic education and flexible enrolment procedures were maintained for refugee children.

The approach has however placed considerable strain on the education system. Overcrowded classrooms, overstretched teachers, and limited infrastructure have affected the quality of learning for both refugees and host communities. Double-shift schooling, while effective in expanding access, has often reduced instructional time and placed additional burdens on educators. Financial constraints remain significant, with continued reliance on external funding to sustain service delivery and system expansion. Adapting proposals for submission to longer term development donors in a Nexus approach, has helped to address this.

Beyond access, challenges persist to ensure student retention and learning outcomes, particularly for vulnerable children facing economic hardship or gaps in prior education. Despite these pressures, the MoE has maintained leadership over planning and coordination, embedding refugee education within national strategies.

Jordan's experience offers important lessons for implementing an HDP Nexus approach. Coordination among international actors has not always been seamless, and differing mandates or funding streams have sometimes reinforced a "silo logic" that complicates alignment with national priorities. Policy commitments do not always translate into consistent practice at school level. Multi-component approaches – combining financial support, family/ community engagement, and follow-up – tend to be more effective than single interventions.

These reflections highlight the need for more deliberate joint planning, stronger system-level engagement, and a sustained focus on resilience in protracted displacement contexts.

Jordan's experience highlights the critical importance of national systems in absorbing large-scale displacement. It illustrates also the limits, which challenge efforts to maintain quality and equity.

Coordination and MoE leadership: Syria

For over a decade, since the beginning of the civil war in 2011, **Syria's** education system has been fragmented across three geographical areas of political control, each with different curricula and uneven capacity to deliver and safeguard services. This has disrupted certification, limited education continuity, and exposed students to ongoing risks, including instability, psychological distress, and unexploded ordnance (UXOs). Displacement and damaged infrastructure have further constrained access, especially for vulnerable groups, while international restrictions on reconstruction have hindered broader system recovery.

Within this complex context, a notable shift is underway. Since the fall of the Assad regime in December 2024, national authorities have reasserted strategic leadership within coordination platforms, including GPE Partnership Compact discussions. They articulate a renewed vision for the education system, aiming to restore standards comparable to those in pre-crisis Lebanon and Jordan. Authorities are now actively leading strategy development and expect external partners to align. The transition implies a move away from humanitarian, cluster-based systems towards nationally led coordination and planning mechanisms, demanding a shift in approach for international actors that since 2011 had operated with a high degree of independence.

Donors can play a critical role in facilitating this transition by supporting a responsible exit from parallel systems and reinforcing national leadership in the education sector.

See also Case Study *Syria: The challenges of using an HDP Nexus approach*



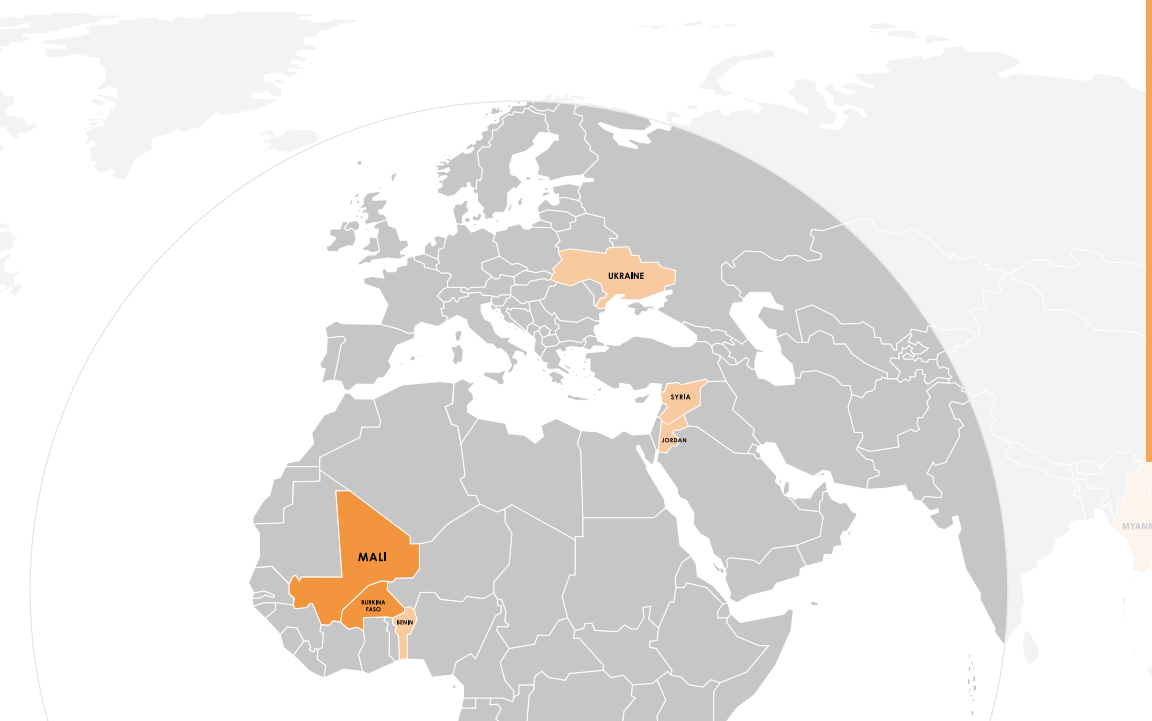
Meaningful participation: Burkina Faso

When people are forced to move for security reasons in **Burkina Faso**, the first objective of affected families is to reach safe areas. Once security is assured, it is essential to consult with displaced populations, and involve them actively in identifying their needs to ensure an effective education response. Within the framework of interventions supported by SDC, the needs of different learners are clarified to address specific requirements such as nutrition, shelter, and psychosocial support. This approach aims to ensure better targeting of needs and their integration into the planning process, thereby guaranteeing the effectiveness of interventions.

Carefully taking into account the needs of displaced youth has led to the development of tailored educational alternatives that directly reflect their priorities. For example, depending on their choices and skills, some young people pursue an accelerated/bridging schooling approach ('Stratégies de Scolarisation Accélérée/Passerelles' SSA/P), while others prefer vocational training or to access the formal education system.

As the situation stabilises during the transition to peace, young people and teachers are actively involved in planning by identifying their specific educational priorities. This inclusive approach ensures that educational pathways align with young people's career aspirations, whether pursuing higher education or learning a trade. In line with government priorities, this participatory model fosters resilience and long-term stability by placing the voices of those most affected at the heart of the process.

See also Case Study *Burkina Faso: Building educational resilience in the context of protracted crisis*



Delivery models compatible with national systems: Mali

In **Mali**, accelerated education models such as the accelerated/bridging schooling approach (Stratégie de Scolarisation Accélérée/ Passerelle, SSA/P), supported by SDC and its partners, are fully integrated into the national education system. They deliberately aim to reintegrate out-of-school children into the formal school system. Implemented within the framework of the Decentralisation of Education Support Programme (PADE, Programme d'Appui à la Décentralisation de l'Education) and the Non-formal Education Support Programme (PENF, Programme d'Appui à l'Education Non-Formelle), the SSA/P centres have enabled thousands of children to return to school since 2010.

Targeting children aged 8 to 12 years old who have never attended school or have dropped out, the SSA/P offers a condensed nine-month learning programme that allows learners to re-enter the formal school system in the 3rd or 4th grade, depending on their level. This bridge function strengthens the existing system, ensuring the compatibility of the accelerated approach with national curricula and educational pathways. The results of implementation highlight this coherence: within the framework of the PENF3 programme, 97% of enrolled students (more than 2,000 children) successfully entered primary school during the 2021-2022 academic year. Among them, 89% progressed to the fourth grade, 48% of whom were girls. This success demonstrates both the quality of the accelerated education, and the system's capacity to reintegrate students into the mainstream school system.

In a context of persistent insecurity, these models play a crucial role in helping students catch up on lost schooling.

Ongoing challenges remain however, with host schools often lacking the infrastructure, equipment, and qualified teachers to fully accommodate the new students. Although SSA/P programmes are recognised at the national level, a lack of coordination persists.

Strengthening coordination and investment remains essential to ensure the full integration of this model within the national system, that will help build its resilience.

Peacebuilding and conflict transformation: Benin

In **Benin**, SDC strategically integrates a peace and social cohesion dimension into its portfolio. This reflects a systemic approach aimed at linking quality education, conflict prevention, and the strengthening of social cohesion.

The approach is particularly important in the northern regions of the country, where the deteriorating security situation, linked to regional dynamics, highlights the need to strengthen community resilience through education. Schools become key spaces for prevention, social transformation, and peacebuilding.

The Education Quality Support Programme ('Programme d'Appui à la Qualité de l'Éducation', PAQUE) is a concrete illustration of the approach. Implemented with the support of technical partner Graines de Paix Foundation, the programme aims to integrate in practical ways peace education and violence prevention into formal and non-formal education.

Within this framework, six resource centres called "Artisans of Peace" have been established in northern Benin. These centres serve as structured spaces for learning, awareness-raising, and community mobilisation, fostering local ownership of peace-related challenges. Working in close collaboration with teachers, parents, local authorities and community leaders, the centres promote the values of peace and tolerance, respect for children's rights, the prevention of violence in schools and families, and the adoption of non-violent educational practices.

Beyond their educational role, the centres contribute to strengthening the links between schools and communities, positioning education as a catalyst for social transformation and stabilisation.

Contextual and institutional obstacles remain. The northern regions face increasing insecurity, fuelled by cross-border incursions. The education system continues to grapple with constraints related to capacity, resources, and the systematic integration of peace education approaches into curricula and teaching practices.

Ensuring the sustainability of achievements so far, and scaling up the initiatives, requires continuing professional development for educational stakeholders, enhanced institutionalisation of peace education approaches, and ongoing engagement from communities and local authorities.

Despite these challenges, the experience of the "Peace Artisans" centres represents a promising best practice. It demonstrates how educational programmes can proactively contribute to anticipating and mitigating conflict dynamics, while simultaneously strengthening the resilience of grassroots communities.

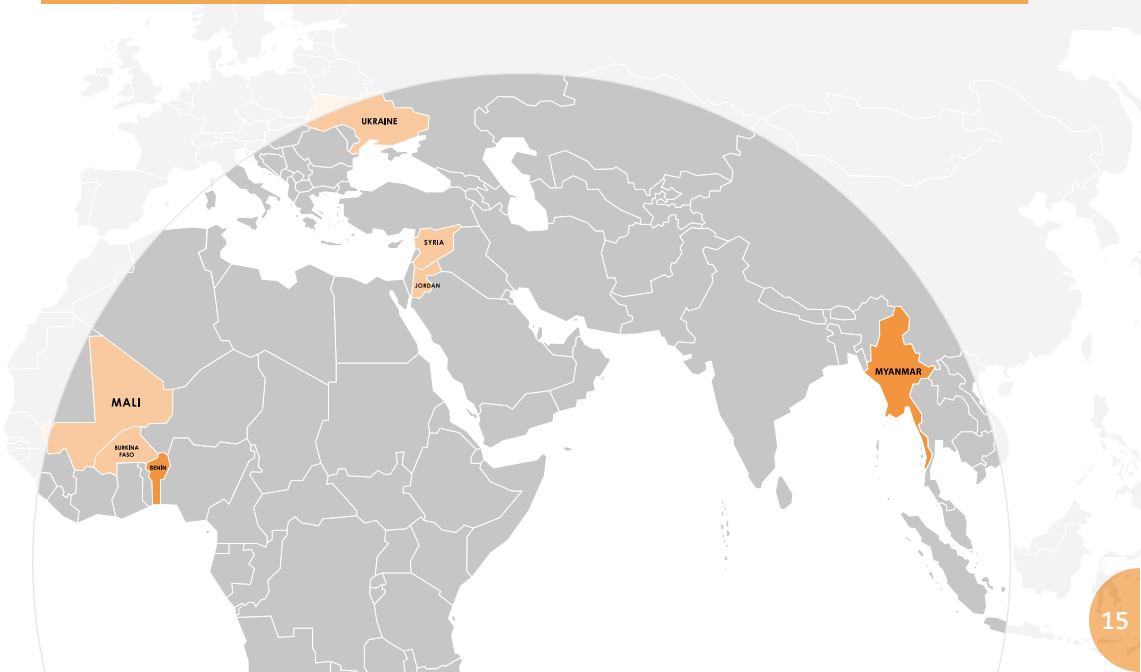
Financing: Myanmar

Myanmar's education system has been in protracted emergency since the 2021 military takeover, compounded by severe economic collapse and recurrent disasters linked to natural hazards. Large parts of the country remain beyond the effective administration of the military authorities, resulting in deliberate disruptions to essential public services. This fragmentation has seen local communities and ethnic service providers emerge as the primary duty-bearers in areas where non-state groups hold authority. In response, SDC has shifted its strategy from state-level partnerships to direct collaboration with local civil society organizations and ethnic service departments.

A cornerstone of this strategic transition is SDC's localisation window fund. This provides direct small grants to frontline actors operating in hard-to-reach and conflict-affected areas. While SDC's 2024–2027 strategy in Myanmar primarily targets vocational skills development, the localisation window offers vital operational flexibility. It allows local organizations receiving 'direct action funding' to respond to education needs as they are identified by communities. On this basis, basic education activities and infrastructure repairs are prioritised, funded by SDC.

Using a Nexus approach, these localisation funds integrate humanitarian response, education, and vocational skills development activities to promote social cohesion. Authorities that may be in conflict politically, collaborate on technical issues to address educational gaps for all children. For example, projects in Rakhine State support schools and learning centres that aim to foster peacebuilding by serving equally communities of different ethnic and religious groups.

Through this flexible support, SDC reinforces local ownership and teacher well-being, including through training teachers to address trauma. In this way education remains a resilient lifeline for Myanmar's most marginalised young people.



Teachers as Nexus: Burkina Faso

SDC in **Burkina Faso** is supporting teachers to play a crucial role as essential intermediaries between education, protection, and health, providing frontline psychosocial support to children affected by crises. Through targeted capacity sharing, educational staff are trained in child protection and psychosocial support (PSS), strengthening their ability to recognise signs of distress, violence, or trauma in students. Teachers thus become not only educators but also trusted adults capable of identifying vulnerable children and providing appropriate responses.

Within schools, teachers designated as protection or gender-based violence (GBV) focal points participate in training that enables them to use referral tools, document cases, and follow up. Focal points support other teachers in actively identifying at-risk students and referring them to specialised services, including psychologists, healthcare professionals, and case managers. These specialists offer comprehensive care through coordinated case management systems. This structured referral pathway is essential to address complex protection needs. It is complemented by the integration of psychosocial support into teachers' daily practices, helping children manage stress and regain a sense of security in a safe learning environment.

In practice, many challenges remain. These include maintaining teacher training and support, including that of case managers, ensuring the availability of specialist referral services, and managing a significant workload.

This experience demonstrates the central role of teachers in ensuring the continuity of immediate support to learners, and fostering long-term recovery and resilience within education systems.

Sustainable teacher management: Mali

Within the framework of the 2026 "Year of Education" in **Mali**, the Education Sector Group is advocating for a transformative and inter-ministerial approach to teacher management. Currently, the system suffers from significant geographical disparities that create major inequities in education access and quality. While the national student-teacher ratio is 47:1, in 17 administrative zones known as Pedagogical Resource Centres (Centres d'Animation Pédagogique, CAPs), in the North and Central regions, this ratio exceeds 100:1. These imbalances lead to overcrowded classrooms in vulnerable areas, exacerbating territorial inequalities and eroding public trust in the state education system. Security problems and uncoordinated teacher transfers during the school year further increase the trend of teachers leaving rural or high-risk areas.

In this context, the Education Cluster is calling for high-level political coordination to ensure a more balanced and effective distribution of staff.

Proposed solutions include digitising teacher mobility to regulate unplanned transfers, and providing targeted financial incentives or housing assistance for teachers working in disadvantaged areas. Strengthening coordination between local authorities and the central government is also essential for stabilising staffing levels. The goal is for a more equitable distribution of teachers to become a strategic lever for national stability, social cohesion, and the realisation of every child's right to a quality education.

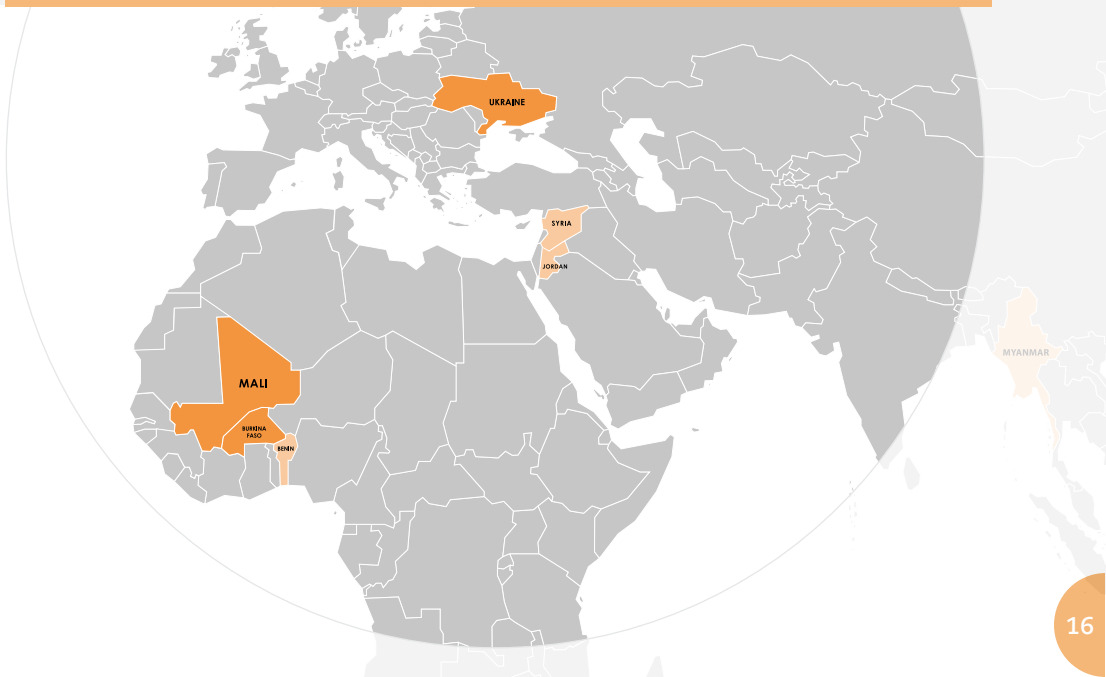
Local ownership: Ukraine

Ukraine's education recovery integrates humanitarian, development, and peacebuilding efforts through a strategic triple Nexus approach. As a long-standing partner, Switzerland reoriented its ongoing development interventions for education early in the crisis, to provide emergency support while maintaining a focus on long-term goals.

The DECIDE (Decentralisation for Improved Democratic Education) project exemplifies this by promoting decentralised education governance reforms, while supporting education recovery via direct grants to local budgets. The model prioritises local ownership, providing expert technical advice but allowing communities to lead their own reconstruction efforts. Recovery is further strengthened by aligning reconstruction with ongoing structural reforms. For example, assessments of demographic trends inform decisions that prioritise the recovery of schools that have enough students to be designated as future gymnasiums or lyceums.

Embracing a "build forward" approach, the initiative complements physical reconstruction with youth agency. Through the "School of Active Democracy," students lead project teams to co-design shelters, school yards and sports facilities. This fosters democratic participation. For example, the projects initiated by students in some partner municipalities were put to a public vote involving the entire community, not only students. In some places the voter turnout reached 30% of the total population demonstrating a high level of community engagement in these youth-led activities. Robust public oversight is assured through elected community School Boards. The public disclosure of documentation on the national recovery portal DREAM strengthens transparency and accountability.

These modern, student-centred learning environments restore a sense of safety and hope, contributing to the foundations of a sustainable and peaceful future.



6. Key resources to support an HDP Nexus approach

The following references have been chosen for their direct relevance to implementing a Humanitarian-Development-Peace Nexus approach in Education. They include key resources from SDC on an HDP Nexus approach.

For further resources relevant to specific aspects of HDP Nexus implementation, please refer to the Key Resources annexes in the other two Toolkit Modules Integrated Education and Child Protection Programming in Emergencies (Annexes 6 and 7) and Inclusive Quality Education in Emergencies (Annex 6).

User-friendly support for operationalising the HDP Nexus in Education:

1. INEE (2021). Humanitarian-Development Coherence in Education: Working together in crisis contexts (AR, EN, FR, PT, SP)
This guide aims to demystify 'humanitarian-development coherence'. It explains why a Nexus approach is critical and suggests actions and recommendations to strengthen humanitarian-development coherence in the education sector.

2. Global Education Cluster (2024). Practical steps towards bridging the Humanitarian-Development Nexus
A practical tool for country-based Education Cluster and Working Groups to take steps, appropriate to their context, towards achieving the Humanitarian Development Nexus. It includes concrete actions to take and examples of 'what success would look like'.

See also Tool 1: Checklist for implementing the HDP Nexus in education.

3. Save the Children (2021). The Nine Basic Requirements for Meaningful and Ethical Children's Participation
A key tool for ensuring quality child participation in any initiative with children, built on what children have shared with adults over many years. Presented in an easy-to-read colourful format, the resource includes checklists and simple tools for easy access and use.

Key resources from SDC on the Humanitarian-Development-Peace Nexus:

4. Federal Department of Foreign Affairs (FDFA) (2025). FDFA's approach to the Humanitarian–Development–Peace Nexus.
Outlines in practical terms how the Swiss Federal Department of Foreign Affair's understands and contributes to the HDP Nexus, including financing arrangements.

5. Transversal Themes on Peace: Triple Nexus
This webpage of SDC's Peace Governance and Equality network provides links to key documents related to SDC implementation of the HDP Nexus. It includes a set of videos illustrating different ways in which the approach has been effectively used worldwide.

Other reference documents:

6. UNESCO (2023). Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development
This key document details UNESCO member states' commitment to the incorporation of peace and human rights education at all levels of state education systems.

7. UNESCO (2022). Strengthening Ministry of Education engagement and leadership in rapid education in emergency response: policy brief
Provides practical guidance for enhancing local leadership and collaboration between education actors in rapid education response.

8. NORRAG (2025). Policy Insights: Education and the Humanitarian-Development-Peace Nexus at 10
A collection of over 40 contributions from more than 100 authors, half of whom are from the Global South, examining how the Humanitarian-Development-Peace (HDP) Nexus can inform – and has informed – education programming in diverse geographies. It offers rich illustrations of the reality of implementing a Nexus approach, shedding light on successes and ongoing challenges in practice and policy.

See also Tool 4: Reading Guide: NORRAG Policy Insights: Education and the Humanitarian-Development-Peace (HDP) Nexus at 10

7. Annexes

Tool 1:

Checklist for implementing the HDP Nexus in education

Tool 2:

Peacebuilding and conflict transformation checklist for the HDP Nexus in education

Tool 3:

From education to durable solutions – and back: Closing the Nexus loop for displaced learners

Tool 4:

Reading Guide: NORRAG Policy Insights: Education and the HDP Nexus at 10

Tools 1–4 are also available as separate files.



Education in Emergencies Toolkit



Tool 1

Checklist for implementing the HDP Nexus in education

1. Purpose and scope of this tool

This checklist is designed as a practical, operational tool to assess whether education interventions in crisis-affected contexts effectively contribute to the Humanitarian-Development-Peace (HDP) Nexus. It translates the principles outlined in the **"How"** chapter of the *Education in Emergencies Toolkit – Guidance Note: The Humanitarian-Development-Peace Nexus in Education* into concrete questions that can be used throughout the project cycle.

The tool draws on operational guidance developed by the Global Education Cluster on *Practical steps towards bridging the Humanitarian–Development Nexus*. It adapts it to education programming supported by SDC, with a specific focus on system strengthening, local leadership, and peace-supporting outcomes.

The checklist is not intended as a compliance tool, but as a reflective and decision-support instrument to help programme officers, partners and coordination teams identify gaps, adjust design choices, and strengthen coherence between short-term emergency responses, medium-term recovery, and long-term education system development. It does not need to be scored, but a scale is suggested in case this is useful to support programme management.

2. When and how to use this checklist

When to use

- During context analysis and programme design (eg concept note, proposal development)
- When reviewing or adapting ongoing EiEPC programmes
- During annual reviews, mid-term reviews, or transition planning
- In dialogue with partners, Ministries of Education (MoEs), Education Clusters and Local Education Groups (LEGs)

How to use

The questions in the tool can be used to:

- Support guided discussion among programme teams, partners and relevant authorities
- Adapt the depth of analysis to the context (acute emergency or protracted crisis)
- Inform and document key decisions, including adaptations to the evolving context
- Provide a basis for structured review at different stages of the programme cycle

Important: This checklist presupposes engagement with education authorities. In contexts where state authorities lack recognition (for example de facto military governments or situations of extreme political fragmentation), questions related to MoE leadership should be adapted to interim coordination arrangements which aim to avoid undermining humanitarian principles.

3. HDP Nexus Checklist for Education

HDP Nexus Checklist	Yes / No or scale*
1. Local leadership and governance	
Leadership and ownership	
1. Are national or sub-national education authorities meaningfully involved in programme design and decision-making?	
2. Does the intervention strengthen (rather than replace) the leadership role of MoEs or interim education governance structures?	
3. Are governance markers or minimum engagement standards with authorities clearly defined?	
4. Are we strengthening the power to act and the capacity of national/local civil society organizations to play their role?	
5. Are non-governmental actors represented in governance structures?	
Coordination and shared system vision	
1. Do we actively support the development of shared visions and coordination among humanitarian, development, and peace actors? (for example, joint planning processes and contingency plans for the education sector)	
2. Is the intervention aligned with existing Education Sector Plan (ESP), Transitional Education Plan (TEP) or equivalent frameworks?	
3. Are humanitarian coordination mechanisms (Education Cluster or Refugee Coordination Group) effectively linked to development coordination platforms (Local Education Group (LEG))?	
4. Does the programme contribute to defined collective education outcomes rather than isolated project results?	
5. Do we support joint funding efforts (for example through Education Cannot Wait (ECW))?	
Participation of teachers, children and youth	
1. Are teachers involved beyond implementation, including in planning, feedback and adaptation?	
2. Are children and young people meaningfully involved in needs assessment and programme design, appropriate to context and phase?	
2. Delivery models compatible with education systems	
1. Are alternative delivery modalities (non-formal, accelerated, temporary learning spaces) explicitly designed as pathways into the national system?	

2. Is curriculum content aligned with national frameworks and certification requirements wherever possible?	
3. Are the curricula of educational alternatives (accelerated programmes, condensed curricula, for example) recognized/validated by the education authorities?	
4. Can learners take exams or obtain certificates to officially validate their level and facilitate the continuation of their studies towards formal education?	
5. Can they continue their journey towards vocational training?	
6. Are clear milestones for transition and reintegration into the formal system, defined from the outset?	
7. Is reintegration into formal education/training programmes effective?	
8. Does the programme avoid creating parallel salary structures, incentives or certification systems for teachers?	
3. Holistic and conflict-sensitive approaches	
Conflict sensitivity and peace support	
1. Has a system-level conflict and risk analysis informed programme design?	
2. Does the intervention actively avoid reinforcing inequalities, exclusion or grievance-related narratives?	
3. Are peace-supporting competencies, social cohesion or conflict transformation elements integrated where relevant?	
Teacher professional development (TPD) and wellbeing	
1. Are teachers supported as key Nexus actors, central to education continuity, psychosocial support, social cohesion?	
2. Does TPD align with national standards and certification pathways?	
3. Are teacher wellbeing, possible trauma and workload explicitly addressed?	
Cross-sectoral linkages	
1. Are linkages with child protection, health, nutrition, Water Sanitation and Hygiene Promotion (WASH) and Mental Health and Psychosocial Support (MHPSS) established and functional?	
2. Do education activities contribute to protective and wellbeing outcomes beyond academic learning?	
4. Financing modalities	
1. Is financing duration and flexibility adequate for both emergency response and system strengthening? (multi-year)	
2. Are crises modifiers, contingency budgets or anticipatory action mechanisms included?	
3. Does funding reduce fragmentation between humanitarian and development streams?	
4. Are local actors able to access funding without disproportionate risk transfer?	

5. Data, monitoring and learning	
1. Are humanitarian data systems aligned with or feeding into the national Education Management Information System (EMIS) wherever feasible?	
2. Is there an agreed “single source of truth” for key education data in crisis contexts?	
3. Are data disaggregated by displacement status, gender, disability and geography?	
4. Does monitoring capture holistic learning outcomes, wellbeing and equity – not only access?	
5. Are lessons learned used to inform preparedness, contingency planning and future system reforms?	

*1 = Not addressed
2 = Minimally addressed
3 = Partially addressed
4 = Adequately addressed
5 = Strongly integrated

Education in Emergencies Toolkit



Tool 2

Peacebuilding and conflict transformation checklist for the HDP Nexus in education

This tool has been developed in response to requests for more information and guidance about the 'peace' aspect of the Nexus.

As with the other tools that accompany the Guidance Note, it is not obligatory to use it. We hope it can support programme design and implementation, by prompting thinking and decision-making. It can be used as a discussion document with partners including other donors, to support a shared understanding of the HDP Nexus.

The introductory section to this tool highlights key concepts and questions about programme design. This is followed by a short checklist that can be used as a reference point throughout programme design and implementation. It is not a tick-box exercise and does not need to be scored.

1. Framing the "Peace" Component of the HDP Nexus in Education in Emergencies and Protracted Crises

What is 'Peace' in the HDP Nexus?

The peace-pillar of the HDP Nexus for education in crisis contexts involves using *at a minimum* SDC's Conflict Sensitive Project Management (CSPM) approach: avoid harm, build resilience[1] and addressing root causes of conflict. The peace pillar *can be applied transversally or be framed as a peace-specific objective*. For SDC, it is often related to results at local level. It does not mean political mediation or formal peace processes, although it may contribute to these

Evidence from conflict-affected contexts shows that education can either mitigate conflict or actively fuel it, depending on how systems, content and pedagogy are designed.

In all contexts, but particularly where political tensions are high and/or there is violent conflict, the provision of education must aim to:

- prevent harm and reduce conflict risks
- avoid reinforcing grievances
- support social cohesion, dignity and non-violence
- ensure good governance in education-related bodies, processes or decision making

An HDP Nexus approach in education requires joint analysis by humanitarian, development and peace actors, of conflict risks and drivers, and how systems function under stress. S*ystem-level features* including access, language, curriculum, teachers, certification often sit at the heart of conflict dynamics.

[1] This is aligned with the INEE Conflict Sensitive Education Pack, and specifically with Document 2, Guiding Principles

Based on the joint HDP analysis, curriculum content, and the way it is taught, needs to be inclusive and avoid fuelling political and social tensions. Who has access to schools and learning centres, how decisions are taken, how complaints are addressed – all aspects of good governance - are also critical. Where school management committees, for example, support the inclusion of all groups in a community, ensuring participation, transparency and accountability, they build trust and legitimacy in state institutions and public services.

In these ways, education can make a huge contribution to the societal and institutional conditions and capacities that enable conflict prevention and transformation, and ultimately contribute to peaceful societies.

Key questions – conflict-sensitive analysis

- What role does education currently play in this conflict context: stabilising, neutral, or dividing?
- Which education-related inequalities or exclusions matter in this context? What are the root causes?
- Who benefits and who loses from the current education response?
- Are parallel humanitarian mechanisms weakening long-term system legitimacy?
- Is this EiEPC response likely to **reduce tensions**, or could it unintentionally reinforce them?
- To address this, does the project approach align with the Do No Harm and SDC's CSPM-approach?

Simplified checklist

- ✓ Conflict drivers linked to education are identified (access, language, certification, governance)
- ✓ Horizontal inequalities (between groups/regions) are explicitly analysed
- ✓ Risks of parallel systems are identified and mitigated where feasible
- ✓ Education is treated as part of the political economy of crises, not a neutral service

2. Working on Attitudes, Values and Behaviour

Rationale

Evidence shows simple attendance at a school or learning centre is not sufficient to support progress towards peace. Education can have peacebuilding aspects, IF:

- it focuses on good governance components that are built into the project or programme deliverables (for example accountable institutions, participative processes, inclusive access)
- it addresses root causes
- it helps shape in positive ways how people think, relate and act, especially in protracted crises.

This aligns with the *"Peace always"* dimension within the core logic of the HDP Nexus, that states "conflict prevention and **peace always**, development wherever and whenever possible, and humanitarian assistance only when and as long as necessary'. It refers to the need to address root causes and future risks, even during emergency response.

Key questions – Attitudes, Values and Behaviour

- How do learners, teachers and communities understand "peace" and "violence" (in their specific context)?
- Are violent norms normalised or challenged through education?
- Do education personnel and learners acquire skills for non-violent conflict resolution?

Simplified checklist

- ✓ Education activities go beyond information provision to support critical thinking and conflict resolution
- ✓ Non-violence, empathy and dialogue are explicitly supported
- ✓ Psychosocial safety is considered alongside physical safety
- ✓ Content and pedagogy avoid reinforcing fear, hatred or victimisation

3. Transforming Relationships and Social Cohesion

Rationale

In fragile contexts, education contributes also to peace when it:

- rebuilds trust
- reduces "us versus them" narratives
- creates spaces for coexistence

Key questions - relationships

- Which groups are polarised or mistrustful?
- Does education reinforce separation, or enable interaction?
- Are safe spaces for dialogue available and legitimate?

Simplified checklist

- ✓ Education creates opportunities for interaction across divides (where possible and appropriate)
- ✓ Multiple narratives of the past are acknowledged
- ✓ Dialogue is recognised as a *process*, not a quick fix
- ✓ Reconciliation is framed as long-term and context-specific

4. Combining Formal, Non-Formal and Community-Based Approaches

Rationale

The Nexus encourages complementarity, not silos. For example, ensuring that actors in formal, non-formal and community-based approaches coordinate with each other, and adopt coherent approaches to peacebuilding. Wherever possible, non-formal and community-based approaches should provide pathways back into the national education system.

Different entry points – types of education space – for building coherence and coordination include:

- schools (formal systems)
- community education initiatives
- non-formal learning (for example youth, radio, arts clubs)

Key questions – entry points for connecting education approaches

- Which entry points (formal, non-formal, community based…) are safest and most inclusive right now?

- Which entry points currently have the most legitimacy and reach?
- Are existing local education initiatives being strengthened or ignored?

Simplified checklist

- ✓ Entry points are chosen strategically according to context, not universally
- ✓ Formal education is complemented by community-based education initiatives
- ✓ Existing local peace capacities are mapped and imposed
- ✓ Coordination is prioritised over multiplication of activities

5. Teachers and Educators as Nexus Actors

Rationale

Teachers are frontline Nexus actors, playing a critical role in activities that support all three pillars:

- child protection, safety (a priority in humanitarian, but also development and peace)
- education quality, system continuity (development and humanitarian, supporting peace)
- supporting good governance, dialogue and inclusion (a priority for peace, but also development and humanitarian)

Teachers are often under pressure, teaching with very limited resources and dealing with the impact of the same crises as the learners in their classrooms. They can be subject to political pressure, and frequently have limited professional support.

Key questions – Teachers as Nexus actors

- Are teachers equipped to manage sensitive issues safely, including through appropriate professional development?
- Do incentives, salaries or deployment practices create tensions?
- Are teachers protected, supported and recognised?

Simplified checklist

1. Teachers' roles as social and peace actors are recognised
2. Teacher professional development includes conflict sensitivity and dialogue skills
3. Teachers' wellbeing and safety are prioritised
4. Resources are adequate to reach the objectives, taking account of the crisis context

6. Pedagogy: How Learning Happens Matters

Rationale

The HDP Nexus emphasises *how* change happens, not only *what* is delivered.
Research shows that **dialogic, experiential and culturally grounded pedagogies** – ways of teaching - are particularly effective in conflict settings.

Key questions – facilitating learning

- Are teaching approaches consistent with peace values (participation, respect)?
- Do teaching approaches allow difficult topics to be addressed safely?
- Are local cultural practices seen as resources or risks?

Simplified checklist

- ✓ Ways of teaching – pedagogies – are learner-centred and participatory
- ✓ Arts, storytelling or culturally relevant methods are used when appropriate
- ✓ Intergenerational dialogue is encouraged where it is safe
- ✓ Process is valued alongside measurable outputs

7. Monitoring, Learning and Adaptation

Rationale

Peace impacts are rarely linear or immediately measurable, but it is important to include the peace aspect of an initiative when planning and implementing monitoring and evaluation. MEAL should encompass all pillars of the HDP Nexus.

Key questions – monitoring, learning and adaptation

- What early signals indicate positive or harmful effects of education activities?
- Are unintended consequences being tracked?
- Is there space to adapt based on learning?

Simplified checklist

- ✓ Reflection is built into implementation, not postponed to evaluation
- ✓ Indicators are both qualitative (perceptions, relationships, safety) and quantitative (captured in numbers)
- ✓ Feedback loops – exchange of information about the intervention – include teachers, learners and communities
- ✓ Adaptation is encouraged, not penalised

8. How to use this tool

This checklist compiles the 'Simplified checklists' in the preceding sections. It is deliberately modular and flexible. It is aligned with the INEE Conflict Sensitive Education Pack, and specifically with Document 2, Guiding Principles. It is not a compliance tool, but a decision-support tool to help education actors navigate conflict, fragility and peace outcomes in EiE programming. It does not need to be scored, but a scale is suggested in case this is useful to support programme management.

It can be used:

1. at different moments of the programme cycle
2. by different actors (donor, implementer, partner, evaluators)

9. Nexus in Education Checklist

Peace Education Checklist	Yes / No or scale*
1. Conflict-sensitive analysis	
a. Conflict drivers linked to education are identified (access, language, certification, governance)	
b. Horizontal inequalities (between groups/regions) are explicitly analysed	
c. Risks of parallel systems are identified and mitigated where feasible	
d. Education is treated as part of the political economy of crises, not a neutral service	
2. Attitudes, Values and Behaviour	
a. Education activities go beyond information provision to support critical thinking and conflict resolution	
b. Non-violence, empathy and dialogue are explicitly supported	
c. Psychosocial safety is considered alongside physical safety	
d. Content and pedagogy avoid reinforcing fear, hatred or victimisation	
3. Relationships	
a. Education creates opportunities for interaction across divides (where possible and appropriate)	
b. Multiple narratives of the past are acknowledged	
c. Dialogue is recognised as a process, not a quick fix	
d. Reconciliation is framed as long-term and context-specific	
4. Entry points for connecting education approaches	
a. Entry points are chosen strategically according to context, not universally	
b. Formal education is complemented by community-based education initiatives	
c. Existing local peace capacities are mapped and engaged	
d. Coordination is prioritised over multiplication of activities	
5. Teachers as Nexus actors	
a. Teachers' roles as social and peace actors are recognised	
b. Teacher professional development includes conflict sensitivity and dialogue skills	
c. Teachers' wellbeing and safety are prioritised	
d. Resources are adequate to reach the objectives, taking account of the crisis context	
6. Facilitating learning	
a. Ways of teaching – pedagogies – are learner-centred and participatory	
b. Arts, storytelling or culturally relevant methods are used when appropriate	
c. Intergenerational dialogue is encouraged where safe	

d. Process is valued alongside measurable outputs	
7. Monitoring, Learning and Adaptation	
a. Reflection is built into implementation, not postponed to evaluation	
b. Indicators are both qualitative (perceptions, relationships, safety) and quantitative (captured in numbers)	
c. Feedback loops – exchange of information about the intervention – include teachers, learners and communities	
d. Adaptation is encouraged, not penalised	

*1 = Not addressed
2 = Minimally addressed
3 = Partially addressed
4 = Adequately addressed
5 = Strongly integrated

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Education in Emergencies Toolkit



Tool 3

From education to durable solutions - and back: closing the Nexus loop for displaced learners

1. Purpose

This tool provides a concise overview of how education contributes to sustainable outcomes for displaced populations. It is particularly relevant for supporting advocacy in favour of education but is also helpful for programming.

The tool demonstrates how progress towards 'durable solutions' enables equitable, quality and system-integrated education, in line with a Humanitarian–Development–Peace (HDP) Nexus approach. Based on the Inter-agency Standing Committee (IASC) Framework on Durable Solutions for Internally Displaced Persons, it is relevant to working with displaced people including:

- Internally Displaced Persons (IDPs): displaced within their country, under national jurisdiction
- Refugees: displaced across borders, often facing legal and system-integration barriers
- Returnees: individuals or families returning to areas of origin after displacement
- Mixed migration settings: migrants driven by multiple factors who travel along similar routes—often illegally—with diverse legal statuses, vulnerabilities and protection risks, and exposed to rights violations along their journey

Education responses with displacement-affected communities must be designed on the basis that displaced people do not live in isolation and often share services and risks with host communities. A community and area-based approach is essential to avoid parallel systems, reduce tensions, and support collective outcomes.

2. Key roles of education across the three pillars of durable solutions

The IASC Framework defines durable solutions as a **process** through which displaced persons can enjoy their rights without discrimination. Education plays a structuring role across the three interlinked pillars:

Protection

Education contributes to protection by:

- Providing safe and structured spaces that support physical safety, psychosocial wellbeing and dignity.
- Supporting informed and autonomous decision making by strengthening access to information and life skills including social and emotional competencies.
- Reducing protection risks linked to displacement, such as exclusion, child and early labour, and or negative coping mechanisms such as child and early forced marriage.

Socio-economic recovery

Education supports recovery when it:

- Builds foundational (social, emotional and academic), transferable and vocational skills needed for livelihoods and employment.
- Strengthens economic self-reliance, reducing long-term dependency on humanitarian assistance.
- Enables reintegration into local economies in contexts of return, local integration or relocation.

Social cohesion and peace (see also Tool 2)

Education contributes to social cohesion by:

- Promoting non-discrimination and inclusion within shared education systems.
- Enabling participation in public and community life, especially for young people.
- Supporting conflict-sensitive, peace-supporting pedagogies and teaching approaches that reduce tensions in displacement-affected communities.

3. How education contributes to durable solutions (IASC criteria)

Education directly supports progress against several IASC criteria for durable solutions, notably:

- Safety and security: regular access to education depends on freedom of movement and physical safety.
- Adequate standard of living: education is a core basic service, alongside health, water, sanitation and shelter.
- Access to livelihoods and employment: learning pathways enable income generation and economic recovery.
- Participation in public affairs: education strengthens civic participation, voice and accountability.
- Non-discrimination: inclusion of displaced learners in national systems signals equal rights and status.

As a result, education is both a means to achieve durable solutions and a key indicator of progress towards them.

4. How durable solutions enable access to quality education

Progress towards durable solutions creates the conditions for sustainable education outcomes by:

- Improving security and freedom of movement, enabling consistent school attendance.
- Restoring access to personal documentation, which is essential for enrolment, certification and progression.
- Strengthening livelihoods, reducing financial and social barriers to schooling.
- Integrating displaced learners into national systems, avoiding parallel or temporary structures.
- Enhancing participation and governance, ensuring displaced communities can influence education planning.

When durable solutions advance, education shifts from an emergency response to a system-embedded public service, accessible to all.

Education in Emergencies Toolkit



Tool 4

Reading Guide: NORRAG Policy Insights: Education and the HDP Nexus at 10

Welcome to the quick-reference reading guide for the NORRAG Policy Insights publication, *Education and the Humanitarian-Development-Peace Nexus at 10*. Ten years after the Humanitarian-Development-Peace (HDP, sometimes called 'Triple') Nexus was conceptualised, this collection critically examines to what extent a Nexus approach has been implemented so far, and the priorities for achieving more coherent and effective education programming in crises contexts under local leadership.

This Reading guide provides an overview of the publication's five core themes. It focuses on the **practical guidance and key takeaways** provided by the authors, which help bridge the gap between humanitarian aid, development, and peacebuilding. The hyperlinks in each heading take you to the relevant section in the online version of the publication.

1. Theme 1: Taking Stock

This section assesses the current relevance of the Nexus framework, examining systemic coherence, financing models, and lessons learned from the past decade.

Key Practical Takeaways:

- **Coordinate through country-led structures:** Humanitarian coordination platforms are temporary; they should actively support and transition their functions to nationally-led structures, such as Local Education Groups.
- **Design multidirectional strategies:** Strengthen representation by local actors, including teachers and communities, as decision-makers, not just implementers. Operationalise the Nexus by designing education responses that allow movement between emergency, development, and peacebuilding pathways, including the most vulnerable groups such as refugees and out of school children. Multi-year, flexible donor funding is critical to facilitate this.
- **Break financing and information silos:** Promote interoperability across humanitarian and development data systems. Standardise definitions, and invest in transparent, accessible financial data to inform predictable, context-responsive decisions.

2. Theme 2: Centring Humanity

Focuses on reimagining education around human well-being, highlighting psychosocial support (PSS), social-emotional learning (SEL), strong relationships and community resilience.

Key Practical Takeaways:

- **Affirm learning as life-saving:** Recognise the cognitive and emotional urgency of learning during displacement, as well as the literally lifesaving aspects of relevant knowledge and practices. Ensure catch-up education programmes are protective, emotionally supportive spaces rooted in local, lived experiences.
- **Prioritise well-being as a cross-sectoral outcome:** Embed PSS and SEL into the core of education planning. Ensure leadership by local actors, integrating local knowledge in the co-design of flexible education systems that can withstand shocks, while promoting equity across crises cycles.
- **Engage caregivers and communities:** Integrate remote learning tools, including for Early Childhood Development (ECD), into disaster preparedness, and facilitate community-led activities such as youth-led sports clubs, to support system resilience. Expand social protection to include maternal health, and promote male caregiver involvement in parenting programmes.
- **Centre local conflict analysis:** Let locally-led conflict analyses guide programme design rather than donor-driven agendas. Invest in teachers' mental health and agency, recognising them as critical actors in long-term peacebuilding, founded on strong social and emotional learning within pedagogy.

3. Theme 3: Teaching at the Heart of the Nexus

Explores the crucial role of educators as frontline actors in operationalising the Nexus, emphasising their professional development, agency, and capabilities in building just peace.

Key Practical Takeaways:

- **Integrate psychosocial support for educators:** Address the psychological toll of instability by embedding psychosocial support directly into teacher professional development and ongoing support, as well as in pedagogical content.
- **Centre teachers in decision-making about the HDP Nexus**, including through coordination mechanisms: the value-driven nature of teaching means that neutrality is difficult; peacebuilding should focus on justice, beyond the absence of conflict. Locally, co-developed content serves teachers and learners alike.
- **Resource refugee teacher inclusion as an investment, not a cost:** View refugee teachers as a critical group that unites the Nexus. Transitioning from aid-dependent, parallel systems to integrating refugee educators into national systems fosters self-reliance and reduces social friction. Prioritise direct funding for refugee-led educational initiatives within flexible, multi-year Nexus financing.
- **Invest in accreditation for a coherent system:** Develop formal accreditation systems to integrate non-formal education into national frameworks.

4. Theme 4: Leading Locally

Examines the necessity of shifting power to local leadership, empowering community actors, and addressing structural barriers to funding and coordination.

Key Practical Takeaways:

- **Embed local leadership in design:** Ensure resource delegation and decision-making authority at the local level; prioritise women-led organisations. Ensure multi-year planning with flexible funding as far as possible. Incorporate performance metrics that prioritise community decision-making, supported by training where necessary. Align HDP evidence generation around collective outcomes.
- **Anchor innovation in government frameworks:** Invest in governance systems and digital infrastructure *before* a crises hits; align humanitarian and development actors under

national digital strategies. Embed transformative pedagogies into materials' development, reflecting the cultural, linguistic and emotional realities of learners.

- **Move beyond access to quality:** Shift priorities from temporary education access towards long-term investments in safe, inclusive national systems. Make contextualised, school-wide safeguarding policies mandatory, particularly in conflict-affected areas.
- **Institutionalise peace-sensitive frameworks:** ensure programme frameworks incorporate conflict sensitivity and ethical humanitarian engagement. Support teacher agency with transformative, Nexus-aligned pedagogies and learning materials.

5. Theme 5: Making the Connections

Focuses on linking coordination bodies, bridging evidence systems, and advancing anticipatory action to protect education.

Key Practical Takeaways:

- **Build alliances and intentional coordination:** Ensure coherent responses across all stages of planning, implementation, and monitoring. Institutionalise joined-up HDP coordination efforts, prioritising education and child protection, through formalised agreements to ensure continuity despite staff turnover.
- **Engage children, teachers and community members in designing anticipatory action**: work through schools as community hubs for risk identification and monitoring,
- **Promote pooled and flexible funding:** Use financial mechanisms to facilitate anticipatory action, and support joint sector planning and transitional education sector plans that actively include stakeholders from across the humanitarian, development, and peacebuilding fields.

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Eichenweg 5, CH-3003 Bern
eenetwork@eda.admin.ch
www.sdc-economy-education.ch/en

Authors
SDC Economy and Education section
SDC Humanitarian Competence Center
SDC Education Backstopping team

Design and layout
Anouk Pasquier Di Dio

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