Education in Emergencies Toolkit

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC



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