Guidance

Education in Emergencies Toolkit

Inclusive Quality Education in Emergencies

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
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Swiss Agency for Development and Cooperation SDC

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1. Introduction

This Guidance is part of the SDC's Education in Emergencies Toolkit which provides guidance on quality education programming in crisis contexts. 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, in particular Thematic Guidance on Basic Education and Vocational Skills Development, Guidance on the Humanitarian Programme Cycle and indicators, and SDC's Operational Concept on Protection 2021-24[1]

The primary audience for the Guidance is SDC Country Offices, particularly Programme Officers and their implementing partners. It is relevant for anyone supporting the effort to make a reality of the right to inclusive quality education for all learners.

Inclusive Quality Education in Emergencies (IQEiE) is rooted in, and a critical element of, Inclusive Quality Education. It is everyone's concern. The COVID-19 pandemic, at the height of which 1.6 billion children and youth in 188 countries, were affected by school closures, demonstrated that every context is vulnerable to being thrust into education crisis. Increasing violent conflict, combined with climate-related disasters worldwide, lead to ever-growing numbers of school closures and other disruptions to education.

According to the latest analysis, there are 234 million (50% girls) crisis-affected[2] school-aged children and adolescents across 60 countries in 2025. Those with disabilities are amongst the most disadvantaged, representing over 20% of out-of-school children and young people.

Building **inclusion** and **quality** into the learning opportunities that are offered in acute and protracted crises, is critical. It helps ensure that the **continuity of education** leads to **holistic learning outcomes** and **well-being** for all learners, and supports the **resilience** of communities. In the context of sharp cuts in humanitarian funding globally, the leadership of people from countries affected by crisis in a nexus approach (see section 2), is more important than ever. Creative, forward-looking solutions to financing IQEiE from both local and more distant sources, is fundamental

Drawing on SDC's extensive experience of successfully addressing the challenges, this Guidance highlights the key elements of Inclusive Quality Education in Emergencies (section 2) and why they are important (section 3). It outlines ways to implement critical approaches (section 4), taking the lead from local actors to identify what is appropriate to
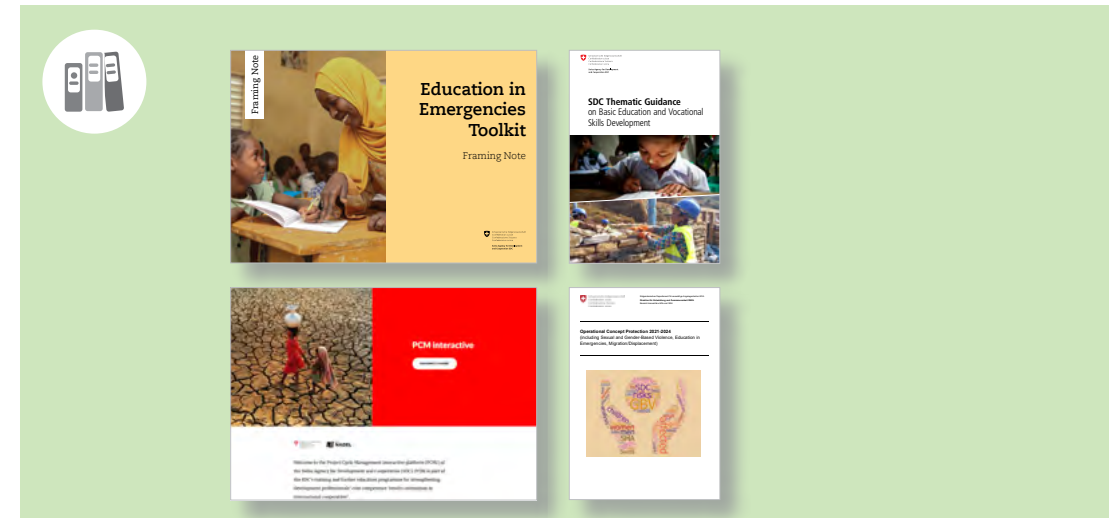
the context, and to adapt available standards. Numerous examples of SDC programming provide helpful illustrations, responding to requests for experience-sharing across countries (section 5).

The annexes provide references and additional resources. Accompanying this Guidance is a set of three case studies, showcasing in more detail best practices that have been supported by SDC.

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1. You need to be logged into the E+E Education Shareweb in order to access this document.
2. ECW defines 'crisis-affected' as children and young people whose education is likely affected by armed conflict, forced displacement, climate-induced and geophysical hazards, epidemics, or socio- economic challenges. These children may or may not be forcibly displaced or in immediate need of humanitarian aid.

2. What is inclusive quality education in emergencies?

Inclusive quality education in Emergencies (IQEiE) **responds to the disruption** to education caused by different forms of crisis (see box).

Armed conflict and violence

Education is disrupted, even banned, when learning centres and facilities become targets of attacks by state or non-state armed groups. This puts students and staff in danger, and damages and destroys infrastructure. The use of education facilities by parties to the conflict, and forced recruitment of children, are frequent.

Displacement and forced migration

Displacement can be caused by conflict, the impact of climate change and poverty. The number of children and young people displaced within and outside their countries has almost doubled in the last 10 years, with severe impacts on their access to quality and inclusive education.

Climate related events

Nearly half of all the world's children – 1 billion – are reported to live in countries at extremely high risk of suffering the effects of climate change, including severe weather events, which threaten their right to education. According to Education Cannot Wait (ECW), since 2020, 62 million crisis-affected children and adolescents in 27 countries were also affected by climate hazards.

Health crises and pandemics

The COVID-19 pandemic highlighted that the education systems of all countries are at risk of tipping into crisis, severely impacting children and young people's ability to learn and be well. The longer children and young people from disadvantaged groups are out of school, the less likely they are to return.

Complex emergencies

Different types of crisis frequently overlap. For example, where conflicts which take place in areas already weakened by climate change, leading to displacement. This can be referred to as 'complex emergency' and requires a multi-sectoral response, with education at the centre.

The INEE Minimium Standards for Education: Preparedness, Response, Recovery (INEE MS), offer a framework of technical knowledge and good practice for providing equitable and inclusive quality education during emergencies and protracted crisis. This includes disaster risk reduction, anticipatory action and prevention, preparedness, response, recovery, and conflict mitigation (see section 4). The Minimum Standards were developed based on wide consultation: over 2,250 individuals from over 50 countries contributed to the first edition of the INEE MS. They were updated in a similarly participatory way in 2010 and 2024.

INEE's seven characteristics of quality education demonstrate that 'Education in Emergencies, by definition, must be of **quality** and **inclusive**.

> " Education in Emergencies, by definition, must be of quality and inclusive "

Figure 1: The five domains of the INEE MS. INEE. (2024). Minimum Standards for Education: Preparedness, Response, Recovery.
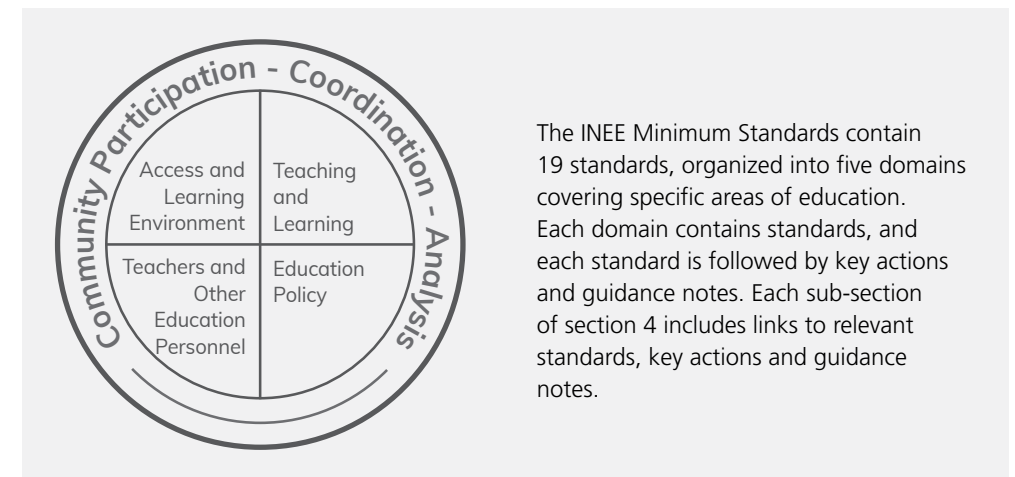
The INEE Minimum Standards contain 19 standards, organized into five domains covering specific areas of education. Each domain contains standards, and each standard is followed by key actions and guidance notes. Each sub-section of section 4 includes links to relevant standards, key actions and guidance notes.

Quality education is defined as:

1. Rights-based: Quality education is accessible, equitable, protective, participatory, non-discriminatory, and inclusive of all people. It aims to ensure gender equality and appropriate provision for learners living with disability, and other marginalised groups.

2. Contextualized and relevant: Education systems address the needs of the learners by using culturally and linguistically relevant learning materials.

3. Supporting Holistic development of learners: Quality education promotes cognitive development, social and emotional skills, mental health and psychosocial wellbeing, values of responsible citizenship, economic sustainability, and peacebuilding.

4. Providing good Teaching and learning: Teachers receive adequate compensation and relevant training so that they understand pedagogic content and have the knowledge and skills they need to support learners' holistic development.

5. Supported by Enabling resources: Quality education includes adequate and relevant resources for teaching and learning, and fosters links between the resources available in the learning environment, home, and community to improve holistic learning outcomes.

6. Leading to strong Learning outcomes: Quality education allows learners to develop the necessary knowledge, skills, and competencies to meet certification requirements, progress through the education system, and access lifelong learning opportunities.

7. Providing Learning continuity: Quality education provides sustained learning opportunities across the humanitarian-development-peacebuilding nexus.

Minimum Standards for Education:
Preparedness, Response, Recovery
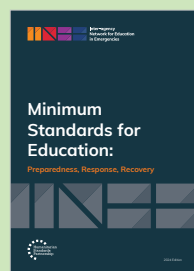
INEE

See INEE MS page 11

How to put into practice the standards and guidelines in often extremely challenging contexts?

The INEE Minimum Standards are aspirational – what we would like to achieve. They may seem to set unrealistically high standards, as they describe internationally agreed human rights and good practice, and define the minimum requirements for quality education, equity, and human dignity. **When the INEE MS cannot be met, they still apply as universal, agreed-upon benchmarks. They can be used to set ambitious longer-term goals for achieving inclusive and equitable quality education.**

The meaning of "quality" may varies between contexts, and different actors may have their own definitions. **It is critical to adapt the INEE Minimum Standards to the context, based on genuine participation by people affected: children and young people, their teachers, families and communities, and organisations from and based in those communities.**

Contextualisation should be **led by** the authorities in place, with the coordinated support of local and international partners. INEE's experience has shown that working in participatory ways to find solutions to contextualisation challenges, and agree 'standards' that are appropriate for each setting, is effective. It is the foundation for the implementation of IQEiE, as part of emergency and education sector planning.

The INEE MS provide a common language for the EiE community, supporting better quality, coordination and accountability. Education Clusters and Working Groups at national and sub-national levels in crisis-affected countries seek to operationalise the standards. Guided by the INEE Minimum Standards, the Global Education Cluster strategy 2022-5, aims to improve the **quality** of education in emergencies for all affected children and youth, through **coordination**, supporting prepared education **systems** and **advocacy** for prioritising and funding EiE.

> " It is critical to adapt the INEE Minimum Standards to the context, based on genuine participation by people affected: children and young people, their teachers, families and communities, and organisations from and based in those communities. "

3. Why inclusive quality education in emergencies?

The key messages below will be very familiar to most readers. They are included here as a short check-list to support **advocacy.** This is particularly important in a funding climate which makes it more necessary, and difficult, to gain support for inclusive quality education, including in emergency contexts.


Education is always a human right

The establishment of INEE in 2000 has helped promote explicitly the right to education in emergency situations. SDG4 on Education is an enabling right for other rights (see graphic), including health, nutrition, livelihoods, especially in times of crisis.

In practice, the realisation of all human rights, including to education, are a distant dream in crisis situations. However it is essential to keep advocating for and working towards them in the interests of quality and inclusion. The INEE MS provide a clear description of what the right to education looks like in emergency contexts.

Resources ii: The right to Inclusive Quality Education in Emergencies
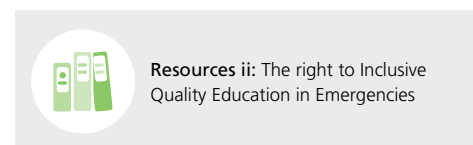
IQEiE saves and sustains lives

Education **saves lives** by providing safe spaces that physically protect learners from dangers and exploitation in crisis environments. Life-saving information such as landmine awareness and protective health behaviours help children and young people strengthen their survival skills and coping mechanisms.

Inclusive, quality education helps address the **psychosocial impact** of crises by creating structure and routines, providing stability and hope for the future. Academic and social and emotional competencies such as self-confidence, the ability to work with others, and take responsible decisions help learners to survive and care for themselves and others in dangerous environments.

Safe learning environments are an **entry point for providing essential services** beyond the education sector, such as protection, nutrition, water, sanitation and hygiene (WASH), and health. For learners with disabilities, inclusive quality education can provide access to detection of their specific situation, assistive devices and technologies, and intervention services where available. Education on sexual and reproductive health and rights, and referral services for those experiencing gender-based violence (GBV), are particularly important for women and girls, disproportionately affected by GBV.

IQEiE is a priority for affected learners, their families and governments

Education is prioritised by children, young people, their families and communities, including in acute crisis. Of 1,215 children surveyed in six countries, nearly one in three (29%) said education was their top priority. This was more than twice the number who identified food (12%), health (12%), or water and sanitation (12%) as their primary concern. It was three times the number who said they needed shelter (9%) or money (9%)[3].

Communities and governments also prioritize education during crises. Schools and other learning environments are often at the heart of the community, symbolising opportunity for future generations and hope for a better life. In some contexts, the education offered
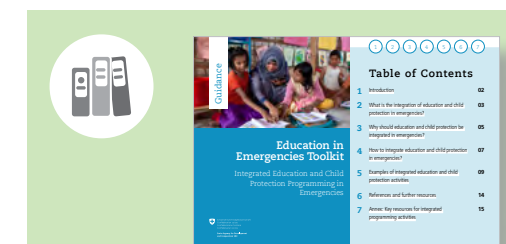
See **Education in Emergencies Toolkit: Integrated Education and Child Protection Programming in Emergencies** for detailed guidance on the protective nature of education in crisis contexts.

in formal schools is contested for political reasons, in such situations, alternative education options can provide a solution.

IQEiE helps build out of the crisis

If sensitive to conflict and other sources of tension, inclusive quality education can strengthen social cohesion and support conflict resolution and peacebuilding. Appropriate educational content and learner-centred teaching and learning approaches, can help mitigate the impacts of climate change.

Crisis planning and response can offer opportunities for national authorities, local and national actors including communities, and humanitarian and development stakeholders to work together in a nexus approach to create more equitable and inclusive education systems.

Inclusive, quality education can help learners and their families build with dignity the life and future to which they aspire. Critical awareness developed through social and emotional learning, in learner-centred Basic Education and Vocational Skills Development, enables learners to participate in discussions of social justice and human rights. All of these elements support access to livelihoods and stronger health outcomes, working towards recovery and longer-term economic stability.

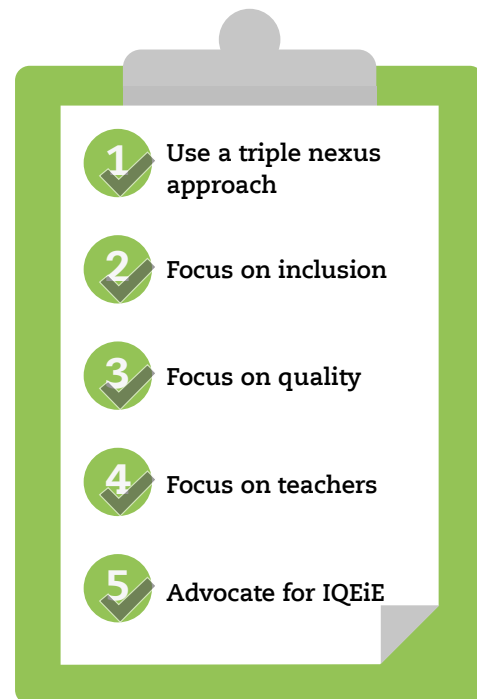3. Geneva Global Hub for Education in Emergencies. (2024). Statement by the Members of the Geneva Global Hub for Education in Emergencies

Caption: Persevering to learn despite heavy flooding in Bangladesh in 2024. Unicef. © UNICEF/UNI636920 / Himu.

4. How to implement inclusive quality education in emergencies

This section, drawing on consultations with SDC Country Offices, aims to provide practical guidance for implementing inclusive, quality education in emergency contexts. It is organised as a five-part checklist, each containing several key points to guide programme design and implementation:

1 Use a triple nexus approach

2 Focus on inclusion

3 Focus on quality

4 Focus on teachers

5 Advocate for IQEiE

For each subsection, a checklist ([page 14](page_14)) shows examples, key resources and relevant links to INEE MS and SDC Humanitarian Programme Cycle. The section highlights good practice from SDC programmes, linking to more detailed examples in section 5, and key resources in the Annex: Key resources for Inclusive Quality Education in Emergency programming. As noted in the Introduction, this Guidance complements and should be used alongside relevant SDC guidance.

1 Use a triple nexus approach

Start with participation

'Meaningful participation' means that people affected by the crisis take part in discussions and influence decisions on matters that affect them. The challenge is to ensure that responsibility and decision-making is shared effectively and equitably between all participants. Education stakeholders highlighted from the local context (highlighted in bold in box page 8) are typically less involved in decision-making; specific efforts to ensure their participation are necessary.

Nexus Approach

A **nexus approach** is the foundation for inclusive, quality Education in Emergencies. The 'Triple Nexus' describes the interconnections between **humanitarian aid, development, and peacebuilding**. These connections make sense in real life, but are often undermined by separate funding streams and systems that operate in silos. A 'nexus approach' keeps **affected people** at the centre. **Led by local expertise**, it aims to respond to **immediate** needs with a **long term** perspective, to address root causes and seek sustainable solutions.

In practice, a nexus approach for inclusive, quality education means **coordination and collaboration** between all education actors, and with other sectors, particularly protection, health, nutrition and WASH. **Collective action** is facilitated by several characteristics of a nexus approach for education:

- **Local ownership and leadership:** active involvement of local authorities, organisations and communities in decision-making bodies and processes to enhance the effectiveness and sustainability of interventions.

- **Coordination** between the Global Education Cluster / Refugee or Education in Emergencies Working Group and the Local Education Group

- **Collaboration** in the development of Education Sectoral Plans or Transitional Education Plans, contingency planning and education sector reviews

- Support for a local **Education Management Information System** including crisis-sensitive data points (for example numbers of displaced children, schools closed)

- **Resource mobilisation and donor coordination** for **flexible, multi-year funding** managed collaboratively between humanitarian, development and peacebuilding actors

A nexus approach in education responds to INEE's call to use the challenging funding and geopolitical environment as an opportunity: to push the global humanitarian system beyond its Global North dominance, to embrace a more diverse and inclusive ecosystem. Increased direct funding for local actors, in particular local, women-led and refugee-led organisations, is a critical element.

SDC has shown that building trust and collaboration through sustained dialogue with government actors, even in complex political contexts, can facilitate this process[4]. Community involvement supports the return to school of out of school children[5]. Locally led action planning leads to a shared understanding of what are feasible benchmarks for risk reduction and emergency response, aligned with local needs, norms, values, and capacity[6].

Minimum Standards for Education:
Preparedness, Response, Recovery

Working with people affected by the crisis to understand the barriers to the continuity of education is critical to contextualising the INEE Minimum Standards. Teachers, learners and community members are particularly important participants in this process. Contextualising the Minimum Standards which are considered most important for the context should be part of planning activities.

Education stakeholders
- **Education authorities at the national, sub-national, and local level**
- **Teachers and other education personnel and teacher unions**
- **Children, young people and youth-led organizations**
- **Civil society organizations (CSOs), NGOs, and Community Based Organisations (CBOs), including community education committees (can be called Parent Teacher Associations, School Management Committees) and representatives from marginalised groups (Jordan)**
- UN agencies
- Bilateral and multilateral donor agencies
- Members of inter-agency coordination mechanisms
- Education consultants
- Researchers and academics
- Human rights and humanitarian advocates

Disaster Risk Reduction, preparedness and anticipatory action: plan for response

Effective response starts before it is needed, with Disaster Risk Reduction (DRR) and preparedness based on careful and coordinated **risk analysis** and **planning** for potential emergencies. Incorporated into planning and resource mobilisation, **anticipatory action** is increasingly shown to support more efficient education response. It acts as a bridge between DRR, preparedness and response.

As far as possible, education response plans should be incorporated into education sector plans and humanitarian response plans. Adaptation of key materials to a crisis context, particularly for psychosocial support and catch up school materials, is critical to ensuring that the response can be rapid when crises happen[7]. It is essential that even relatively stable contexts learn from the experience of COVID-19, and are prepared for the next pandemic.

'Do no harm' – sensitivity to conflict

'Do no harm' means being sensitive to the complex causes and impact of conflict during planning, monitoring, and evaluation of education interventions, particularly in settings where there is armed conflict or risk of conflict. In protracted crises, where conflicts last for extended periods, the importance of conflict-sensitive approaches in EiE is even more acute.

Education interventions must adapt to the evolving nature of long-term instability to ensure that interventions do not worsen the situation. If possible they should contribute to improving it. Conflict sensitivity provides a foundation on which humanitarian and development actors can build peace through education connecting activities across the humanitarian-development-peacebuilding nexus.

Coordinate and collaborate

Coordination is key to achieving integrated, inclusive, quality EiE programming in a nexus approach. It is necessary throughout the programme cycle, from understanding needs to designing, delivering and evaluating programmes in a holistic manner. It often involves bringing the Education in Emergencies response more in line with the National Education Sector Plan (NESPs) and building stronger collaboration with Ministries of Education (MoEs), Local Education Groups (LEGs), Development Partners (DPs) and Refugee Working Groups (RWGs)[8]. Where there

Anticipatory Action is based on the identification of 'triggers' that lead to the disbursal of funds shortly before a predictable hazard – for example a flood or escalating conflict – to prevent or reduce the impact of the shock on communities before they fully unfold, or to improve the response. The involvement of teachers and learners and other local education actors in preparedness activities, including the identification of triggers, is critical.

is no recognised MoE to engage with, these steps can support stronger engagement with LEGs, DPs and other partners in the development of Transitional Education Plans (TEPs) and other interim response planning.

Caption: Sofaida*, 14, at her ECW-supported Community-Based Learning Facility in Cox's Bazar, Bangladesh. Flickr, ECW. © Rubina Alee / Save the Children

② Focus on inclusion

SDC's <u>Leave No One Behind</u> approach underpins an Inclusive approach to education, which is in turn essential for quality education. This sub-section highlights key elements of inclusion.

Assess to understand causes of discrimination and exclusion

Coordinated needs assessment is essential to understand the context, and specifically the multiple barriers to accessing inclusive and quality education faced by children and young people. Crises exacerbate existing inequalities, including those based on gender, ethnicity, disability, displacement status (internal or refugees) and age. IQEiE aims to address the issues related to these inequalities and protection needs. Many barriers are not economic in nature. Demand-side barriers are those found at the family or child level, such as resistance to allowing girls to attend school, or the need for children to work to support the family. Supply-side barriers are those related to education provision: including poor school infrastructure and materials, limited teaching capacity, ill-adapted curriculum and language barriers.

Work with other sectors for a holistic, integrated approach

Strong coordination and collaboration provide the foundation for inclusive, integrated responses, which aim to address the varied barriers to education for children and young people. An integrated approach seeks to address the barriers to education that have been identified through assessment.

For example, **economic** barriers can be addressed by cash and voucher assistance helping with school materials, fees, or the opportunity cost of lost child labour. Psychosocial support and physical **protection** are essential to address protection barriers. Sensitisation can address discrimination and **social and cultural barriers**, which may include harmful gender norms such as child early and forced marriage (CEFM). **Education service barriers** include the physical infrastructure of learning spaces, in particular the provision of water and gender separated toilet facilities. Adapting teaching and learning may include for example advocacy with school and education authorities to modify enrolment requirements for conflict-affected learners. These elements are complemented by **health** interventions such as vaccinations, and **nutrition** activities such as school meals[9], to ensure learners' are in a physically able to pursue their learning.

Ensure gender equality for learning opportunities

Girls, young women, and gender diverse people usually experience greater disadvantages in their ability to access safe, quality education. The reasons include targeted attacks on girls' schools, school-related gender-based violence

EiE-GenKit
A core resource package on gender in education in emergencies

Fig.1.2: The gender continuum

Gender discriminatory/unequal
Favors either boys/men or women/girls, deepening gender inequalities

Gender blind
Ignores gender in programme design, perpetuating the status quo ('gender neutral') or potentially worsening inequalities

Gender aware/sensitive
Acknowledges but does not robustly address inequalities

Gender responsive
Identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes

Gender transformative
Explicitly seeks to redress gender inequalities and empower the disadvantaged population

Source: UNICEF (2018) Gender Programmatic Review Toolkit, p.14.

EiE-Genkit · A core resource package on gender in education in emergencies | 26

Figure 2: The Gender Continuum. UNICEF. (2018). Gender Programmatic Review Toolkit

(SRGBV), greater risk of early and forced marriage, early pregnancy, trafficking, unpaid caregiving and domestic labour, and reduced access to sexual and reproductive health services. 2015 research indicated that four of the five countries with the largest gender gaps in education are conflict-affected: Central African Republic, Chad, South Sudan and Yemen[10]. Men and boys also face threats to their ability to access safe and quality education, including recruitment into armed forces, SRGBV, arbitrary arrest, and family pressure to take up paid employment.

Understanding different barriers to education, and how they are experienced by female and male learners, is central to creating inclusive, quality education responses, cutting across all aspects of education programming. Working closely with teachers, learners and women-led organisations to understand and identify ways to address gender inequality in education in specific crisis contexts, is critical in this process. IQEiE should be at least gender responsive, and work towards being gender transformative as soon as feasible. 'Gender transformative'

> **Understanding different barriers to education, and how they are experienced by female and male learners, is central to creating inclusive, quality education responses, cutting across all aspects of education programming.**

means seeking to reverse gender inequalities and make positive – transformative – changes for communities and society. SDC's How to Do a Gender Analysis and SDC Reference indicators for Gender Equality and Social inclusion are complemented by the gender scale found in the INEE EiE-GenKit (see Figure 3), to support the design and monitoring of gender in IQEiE programming:

Support learners with disability

Disability inclusion means ensuring that informational, environmental, physical, attitudinal, financial, and other barriers do not inhibit learners with physical and cognitive disabilities from participating in education, particularly in emergency contexts and protracted crisis.

Ensuring that provision is made for the identification and support of learners with disability is central to an inclusive approach[11]. As the example I shows in section 5, teachers are critical players, working with families and communities to find solutions in challenging circumstances[12].

Ensure safe learning environments

Inclusive, quality education in emergencies saves and protects lives by providing **safe spaces** for all learners. Learning spaces need to be protective of learners' psychosocial needs, protected from attack, and have safe and appropriate infrastructure.

Comprehensive school safety aims to **protect** learners, educators, and staff in schools, to **plan** for education and protection continuity, and to promote **knowledge and skills** that support risk reduction, resilience building, and sustainable development. It is supported by school action plans as part of preparedness, critically involving strong participation by learners, their families and the community.

Where schools are the target of attack, advocacy for and implementation of the Safe Schools Declaration, signed by over 100 countries, is a starting point. Community work to negotiate with non-state armed groups, frequently responsible for attacks, has had some success. The connection with protection and psychosocial support is critical.

Caption: Teacher Imamaya Traoré works with a student at Mahamane Fondougoumo School in Timbuktu, Mali. Flickr, ECW. © UNICEF / UNI535977 / Keïta

③ Focus on quality

Quality education, including in emergencies and protracted crisis, must be inclusive, and part of an ongoing system. Quality therefore incorporates both inclusion and a nexus approach to education programming.

Ensure IQEiE is holistic and integrated with other sectors

A holistic approach means taking into account cross-cutting issues which influence learners' well-being and learning, including gender, disability, safety and MHPSS.

It places the well-being and learning of children and young people at the centre of all activities. Teaching and learning, Learning outcomes and assessment cover academic, social and emotional competencies.

This means understanding the positive and negative impacts of different elements of learners' environment, involving strong coordination and collaboration with other sectors, particularly:

- **child protection** – see Integrated Education and Child Protection Programming in Emergencies Guidance

Informal education	Non-formal education (NFE)	Formal education (FE)
Intentional or deliberate but not institutionalised. Less organised and structured than either FE or NFE.	Institutionalised, intentional and planned by an education provider, but outside FE. An addition, alternative and/or complement to fill gaps of FE systems.	Institutionalised, intentional and planned through public organisations and recognised private bodies.

Figure 4: Approaches for inclusive quality EiE. SDC. (2021). Education in Emergencies – Child Protection Online Training.

- **health** – providing appropriate health messaging for the crisis in learning spaces, and teaching and learning about sexual and reproductive health and rights content

- **nutrition** – supporting school meals and information on nutrition

- **WASH** – ensuring gender separated facilities and water provision, particularly important for girls' inclusion in school

Cover all levels of education

According to INEE, IQEiE covers all levels of education, from early childhood, through formal and informal, private and public primary and secondary basic education, and vocational skills development. SDC's Thematic Guidance on Basic Education and Vocational Skills Development focuses on the primary and secondary school years, including vocational skills development.

Varied pathways to learning need to be established in the context of crisis, to allow learners to catch up when learning has been disrupted, or access learning for the first time. Different forms of informal and non formal education, including accelerated education, and vocational skills development can be appropriate (see Figure 4).

Ensure alternative pathways to learning

Alternative education opportunities include Accelerated Education, which cover flexible, age-appropriate programmes run in an accelerated timeframe. They aim to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis. The goal of Accelerated Education Programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity. Other forms of alternative education include catchup programmes, bridging and remedial programmes.

Emphasise learning: Curriculum content and assessment

The discussion and resolution of curriculum questions are led by relevant authorities in the context. Teacher training and support includes curriculum content, particularly in refugee contexts where refugee teachers and learners may be faced with a new curriculum. In line with the system in place, teachers need support in assessing learners' academic, social and emotional skills.

Incorporate Climate change

IQEiE enables children and young people to become part of climate change solutions by helping them understand and address the impact of the climate crisis, and by equipping them

with the knowledge, skills, values, and attitudes they need to act as agents of change. VSD, psychosocial support and social and emotional skills building help prepare young people to participate in sustainable and environment-friendly economies. This contributes to resilience: the capacity of individuals, communities, and systems to adapt, withstand, and recover from shocks and stresses.

Inclusive, quality EiE also helps education systems adapt to the negative effects of climate change and contribute to environmental sustainability. Crisis-sensitive planning and disaster risk reduction (DRR) lessen the impact climate shocks have on education infrastructure and access, reducing risks through systematically analysing and managing the causes of disasters.

Consider appropriate Education Technology options

Careful assessment of the context and potential options is necessary to inform decisions on what form of Education Technology (EdTech), if any, may meet needs. Technological options are not always appropriate, particularly in acute emergency contexts. 'Low tech' such as WhatsApp, has been shown to be successful[13]. In Ukraine, distance learning has effectively been facilitated online and for many learners has become the only possible option for schooling since the beginning of the war, although after nearly five years of online schooling (2 years of COVID and 3 years of the war) social and emotional challenges are significant[14].

Gender issues are important to consider in the context of EdTech. The digital divide means that globally girls have disproportionately less access to the internet or technology. In crisis-affected situations this is compounded by limited connectivity and electricity, discriminatory gender norms and fears over safety that make parents reluctant to allow girls access to devices. This may exclude girls from online based learning, staying connected to social networks and accessing Sexual and Gender-Based Violence (SGBV) hotlines and support.

4 Focus on teachers

A nexus approach, inclusion and quality all depend on teachers as the critical players in children's and young people's learning. This section highlights elements of their role that have not already been covered in this section.

Recognise teachers as the critical players in children's learning

Teachers are the critical element in supporting learners' wellbeing and safety in the learning environment, and in supporting strong holistic learning outcomes. Their training and support is therefore at the heart of inclusive and quality education in all contexts.

Teacher professional development (TPD) can be based on a teacher competency framework which covers their academic, social, emotional and wellbeing needs. Peer support can be an important way to help facilitate this. TPD needs as far as possible to be linked to the system in place, to ensure long term support. On this basis, Standards 15 – 17 (see references above) and key actions are particularly important, but may also be challenging to realise. Contextualisation is key. In Jordan for example, teachers work in shifts, Jordanian students attending in the morning and Syrian refugee students in the afternoons.

Accelerated education	Flexible, age-appropriate, run in an accelerated timeframe. Provides learners (out of school for at least 1 year; over age for their grade) with equivalent, certified BE competencies.
Bridging programmes	Short-term, targeted preparation course; bridges differences between systems, programmes or modes of delivery for those integrating into a new education system or programme.
Catch-up education	Short-term, transitional; quickly re-enter formal education at the appropriate level after catching up on missed content due to disruption (crisis, disaster, pandemic, personal life event).
Second-chance education	Tailor-made; covers BE and specific skills to prepare individuals to take accredited BE exams to reintegrate the formal education system or move directly into the workforce.
Remedial education	Additional targeted support, concurrent with regular classes in both formal and non-formal education; may also be part of a catch-up programme or accelerated education programme.

Note: 'BE' refers to Basic Education

Figure 5: Non-formal Education Alternatives
Source: SDC. (2021). Education in Emergencies – Child Protection Online Training

Measuring learning and other education outcomes is fundamental to understand whether education is of quality and inclusive, and to identify gaps. SDC indicators can be complemented by the INEE Minimum Standards indicator framework. Learning outcomes are **assessed** in appropriate ways, with a strong focus on **teacher-led learning assessment**. **Sharing learning** at different levels of the system – school, sub-national, regional, global – is a critical way to support scaling what effective, efficient approaches.

Prioritise the psychosocial needs of learners and teachers

Teachers are responsible for the holistic learning and wellbeing of learners, which includes on psychosocial support and social and emotional learning. Teachers and other education personnel face many challenges, including large classes, often including displaced and host community children, insecure learning environments, poor infrastructure and limited teaching materials. They often come from the crisis-affected community, facing the same distress as the learners, and it is important that they also receive proper support. Supporting teachers' own psychosocial wellbeing, and their management of their own life situations in emergency contexts is crucial.

Training in areas such as positive classroom management, the prevention of school related gender-based violence and referral mechanisms to protection mechanisms are all-important[15]. Psychological First Aid training enables teachers to identify and work with challenges faced by learners in their classrooms, and their families. They can be equipped to refer as necessary to protection colleagues[16]. The interplay between basic education and VSD is also relevant in emergencies, social and emotional learning supported through PSS at school level, providing a foundation for lifeskills linked to livelihoods in vocational training.

Well-being and Mental health and psychosocial support (MHPSS) describe efforts to protect or promote psychosocial wellbeing and prevent or treat mental conditions in crisis situations. 'Well-being' describes holistic – physical, emotional, social, and cognitive – health and the process of achieving it. Education is an important channel for MHPSS, because safe and supportive learning environments, facilitated by teachers, protect learners against the negative effects of a crisis. They create stable routines, foster hope, and reduce stress, providing a platform for referral to specialist psychological support as necessary. Strong social and emotional learning (SEL) is supported by learner-centred teaching, building competencies such as self-confidence, tolerance, the ability to work with others, to think critically, solve problems and take responsible decisions. These attributes – also referred to as 'lifeskills' – support resilience in crisis situations and are essential to a nexus approach.

5 Advocate for Inclusive Quality Education in Emergencies

Influence policies that affect IQEiE

Advocacy based on work with teachers, learners, communities and education authorities on education interventions can have impact. Donors can play a particularly important role in advocating with government. In Bangladesh, for example, over several years the donor coordination group was able to bring about changes in language policy for Rohingya learners, the policy on Rohingya's right to work in the camps, and control of children crossing the border in order to reduce child recruitment in Myanmar.

Financing and scale

SDC has shown leadership in donor coordination groups[17], and has provided budget support for long term support to government systems[18]. With current reductions in traditional funding channels, inspiration may be drawn from Innovative Financing for Education. More experience and research is required to identify mechanisms that 'do no harm', and are genuinely cost effective, to support the scaling of IQEiE.

4. Consultation with SDC Niger Country Office and SDC West Africa Regional Advisor
5. Consultation with SDC Burkina Faso and Jordan Country Offices
6. Consultation with SDC Niger Country Office
7. Consultation with SDC Burkina Faso Country Office
8. Consultations with SDC Jordan, Burkina Faso and Niger Country Offices
9. Consultation with SDC Burkina Faso Country Office
10. Nicolai, S., Hine, S. and Wales, J. (2015) Education in emergencies and protracted crises: Toward a strengthened response. London: ODI
11. Consultation with SDC Jordan Country Office
12. Consultation with SDC Bangladesh Country Office
13. Consultation with SDC Burkina Faso Country Office
14. Consultation with SDC Ukraine Country Office
15. Consultation with SDC Bangladesh, Niger, Burkina Faso and Jordan Country Offices
16. Consultation with SDC Jordan Country Office
17. Consultation with SDC Bangladesh and Burkina Faso Country Offices
18. Consultation with SDC Burkina Faso Country Office

IQEiE checklist showing examples, key resources and relevant links to INEE MS and SDC Humanitarian Programme Cycle

	Section/sub-section	Examples of SDC-supported Projects	Guidance Note's Annex Key Resources	Other SDC Key Resources	INEE Minimum Standards	Humanitarian Programme Cycle
Use a triple nexus approach	Start with Participation	Example A	5. Children and youth participation 4. Community participation and engagement		**Domain 1: Foundational Standards for a Quality Response** **1.3** Participation in analysis; **1.4** Capacity sharing; **1.5** Community Education Committees; **1.7** Participation of children and young people	Module 1, Chapter 2, Section 2.3
	Disaster Risk Reduction, preparedness and anticipatory action: plan for response	Example B	6. Preparedness		**Domain 1: Foundational Standards for a Quality Response** **4.1** Timely assessments; **5.2** Ensure that the emergency response links with existing structures and continues to support them; **5.6** Response strategies; **7** System resilience, national programmes), **Domain 2: Access and Learning Environment** **10.3** Climate-related risks – in facilities and services **Domain 5: Education Policy** **19.2** – Planning	Module 1, Chapter 3, Section 3.3
	'Do no harm' – sensitivity to conflict	Example B	7. Do No Harm		**Domain 1: Foundational Standards for a Quality Response** **1.2** Do no harm; **2.4** Disaster risk; reduction and conflict mitigation; **4.5** Disaggregated data; **4.6** Data responsibility	Module 1, Chapter 3, Section 3.2
	Coordinate and collaborate	Example E	8. Coordination and needs assessment		**Domain 1: Foundational Standards for a Quality Response** **3** Coordination; **4** Assessment; **5** Response Strategies; **6** Monitoring; **7** Evaluation	Module 1, Chapter 2, Section 2.0
Focus on inclusion	Assess to understand: causes of discrimination and exclusion	Examples C and D	8. Coordination and assessment		**Domain 1: Foundational Standards for a Quality Response** **4** Assessment; **5** Response Strategies; **6** Monitoring; **7** Evaluation ; **3.1** Education authorities' leadership; **4.6** Assessment	Module 1, Chapter 2, Section 2.0
	Work with other sectors for a holistic, integrated approach	Examples C, D, E and G	9. Accessibility, inclusion, and non-discrimination	Education in Emergencies Toolkit: Integrated Education and Child Protection Programming in Emergencies	**Domain 2: Access and Learning Environment** **8.2** Addressing discrimination and exclusion; **8.3** Flexibility on entrance requirements; **8.7** Systems strengthening, language; **8.8** Integration and inclusion of refugee and displaced populations (links to 3, 4, 13); **10.8** Health and nutrition, school meals; **10.7** WASH; **10.9** Cash and Voucher Assistance	Module 1, Section 2.0
	Ensure gender equality for learning opportunities	Example A	10. Gender	SDC's How to Do a Gender Analysis SDC Reference indicators for Gender Equality and Social inclusion	**Domain 2: Access and Learning Environment** **8.2** Discrimination and exclusion	---
	Support learners with disability	Example E	11. Learners with disability		**Domain 2: Access and Learning Environment** **10.6** Physical infrastructure **Domain 3: Teaching and Learning** **12.3** Teaching approaches	---
	Ensure safe learning environments	Example E	12. Safe Learning environments and access routes 13. Learning environments free from armed occupation and attack	Education in Emergencies Toolkit: Integrated Education and Child Protection Programming in Emergencies	**Domain 1: Foundational Standards for a Quality Response** **3.1** Education authorities' leadership; **3.2** Inter-agency coordination mechanism **Domain 2: Access and Learning Environment** **9.7** Risk reduction in insecure areas; **9.2** Protective learning environments; **9.9** Prevention from military use/attacks; **10.10.2** Ensure gender considerations are taken into account, and that structures promote learning and interaction of learners	---

	Section/sub-section	**Examples of SDC-supported Projects**	**Guidance Note's Annex Key Resources**	**Other SDC Key Resources**	**INEE Minimum Standards**	**Humanitarian Programme Cycle**
③ Focus on quality	Ensure IQEiE is holistic and integrated with other sectors	Examples C, D, E and G	15. Teaching and learning		**Domain 2: Access and Learning Environment** **10** Links to other services **Domain 3: Teaching and Learning** **13** Assessment of holistic learning outcomes	Modules 2, 3 and 4
	Cover all levels of education	Example D	15. Teaching and learning		**Domain 2: Access and Learning Environment** **8** Equal and equitable access	---
	Ensure alternative pathways to learning	Examples H and D	15. Teaching and learning		**Domain 2: Access and Learning Environment** **8.4** Multiple education opportunities; **8.6** Pathways to continued learning	---
	Emphasise learning: Curriculum content and assessment	Examples D and H	15. Teaching and Learning		**Domain 3: Teaching and Learning** **11** Curricula; **13** Assessment of holistic learning outcomes	Module 2
	Incorporate Climate change	Examples B and D	15. Teaching and Learning	SDC's Input Paper on Green Education	**Domain 3: Teaching and Learning** **11** Curricula	Module 2
	Consider appropriate Education Technology options	Examples I and J	14. EdTech		**Domain 3: Teaching and Learning** **14.6** Professional development in using digital approaches	Module 2
④ Focus on teachers	Recognise teachers as the critical players in children's learning	Example I	15. Teaching and learning 16. Measurement		**Domain 2: Access and Learning Environment** **9.1**, **9.3**, **9.4** Protection and wellbeing; **9.5** School-related gender-based violence **Domain 3: Teaching and Learning** **12** Teaching and learning processes; **12.1**, **12.2** Positive classroom management; **14** Teacher training and support **Domain 4: Teachers and Other Education Personnel** **15** Recruitment and selection; **15.1** Transparent selection; **15.3** Numbers of staff; **16** Conditions of work; **17** Support and supervision; **17.2** Ongoing Teacher Professional Development; **17.3** MHPSS; **17.5** Peer and other support and supervision	Modules 2 and 5
	Prioritise the psychosocial needs of learners and teachers	Example I	17. Teacher wellbeing 18. Psychosocial wellbeing: Psychological first aid (PFA), Mental Health and Psychosocial Support (MHPSS), Social and Emotional Learning (SEL)		**Domain 2: Access and Learning Environment** **9** Ensure learning environments are safe **Domain 3: Teaching and Learning** **12** Teaching and learning processes	Module 2
⑤ Advocate for Inclusive Quality Education in Emergencies	Influence policies that affect IQEiE	Examples C, G, H, I and J			**Domain 5: Education Policy** **18.1**, **18.2**, **18.3**, **18.4** Aligning policy and global instruments; **19.5** Advocacy	Module 1, Chapter 2
	Financing and scale	Example J			**Domain 1: Foundational Standards for a Quality Response** **3.5** Funding	Module 1, Chapter 2

5. Examples of inclusive quality education in emergencies

The activities described in this section are examples from SDC Country Offices of inclusive quality education in emergencies programming using a nexus approach. They are explained in detail in guidance referred to in

Ex: A

In **Niger**, more than 50% of children under the age of fifteen are out of school. The majority of them are girls. In this context, insecurity in a growing number of regions in Niger has led to school closures that disproportionately affect girls' access to education. Since 2015, Switzerland has supported the right to inclusive, quality education through the Youth Alternative Education Programme (Programme d'Education Alternative des Jeunes – PEAJ), which offers alternative education for out-of-school children aged 9 to 14 affected by protracted crisis. The model was institutionalised by the Nigerien government in April 2022.

The PEAJ places particular emphasis on promoting the education of girls by ensuring safe and inclusive learning environments at Community Alternative Youth Education Centers (CCEAJ) that aim to meet the specific needs of girls. To this end, the program strengthens associations of mother-educators, who are represented on school management committees. "Girl-friendly spaces" are set up, run by mother-educator associations. They provide information, awareness-raising sessions and training on local solutions for managing menstrual hygiene, general hygiene, and nutrition. The project provides for the construction and rehabilitation of separate latrines to address the specific needs of girls, and the theme of gender-based violence is central to the life skills elements of teaching and learning.

Ex: B

In **Mozambique**, SDC has supported the "Oficina de Arte", an Education in Emergencies programme in the province of Cabo Delgado, which ended in 2024. This province of Northern Mozambique has experienced attacks by armed groups, continued violence and climate shocks such as cyclones, which have caused large scale displacement. The programme provides vulnerable boys and girls with a safe, protective and inclusive educational environment, that integrates conflict and disaster risk reduction and prevention.

Primary school-age out of school children 6-13 years from host communities and displaced populations participate in non-formal education opportunities to make up gaps in their education. The programme places special emphasis on strengthening community awareness of social cohesion, to address persisting conflicts and offer coping mechanisms. It has also strengthened community-based capacities in disaster preparedness, mitigation, and response, to address and reduce the risks associated with extreme natural hazards.

TUNISIA
MOROCCO
JORDAN
BANGLADESH
BURMA
MALI
NIGER
CHAD
BURKINA FASO
GUÍNEA
CAMEROON
COLOMBIA
MOZAMBIQUE
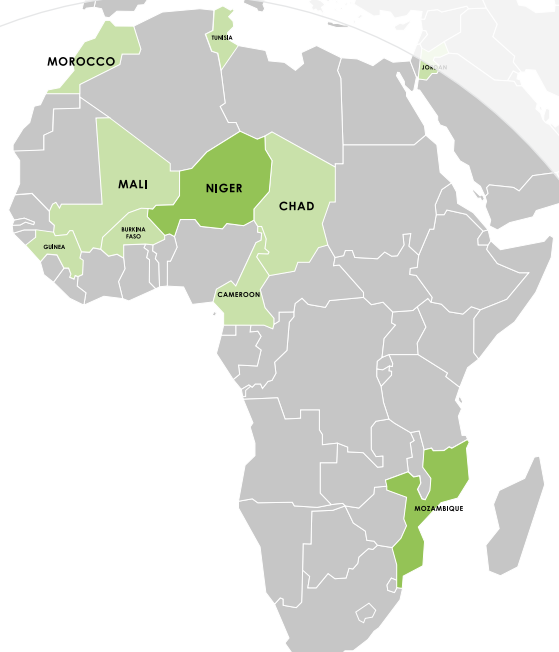
Ex: C

In **Colombia**, the "Protection, humanitarian assistance and durable solutions for people affected by the armed conflict in Chocó and by the humanitarian crisis on the border Colombia-Venezuela" programme supported by SDC, reduced conflict-affected communities' vulnerability.

Through this humanitarian assistance programme, children, adolescents and youth gain improved access to quality education. Among other interventions, the programme identified out-of-school children, assessed their educational needs and provided educational opportunities in the form of bridge programmes to formal education. Other interventions to improve the quality of education included: teacher training, including for community teachers; the provision of pedagogical materials to educational institutions; and the rehabilitation and construction of school and community infrastructure affected by armed conflict.

Ex: D

Implemented in **Tunisia**, **Morocco**, **Mali**, **Guinea** and **Niger**, the Children and Youth on the Move (Enfants et Jeunes en Mouvement, EJM) project in West and North Africa seeks to provide sustainable solutions for integrating migrant children and youth into national education and vocational training systems. Rather than creating parallel structures, the project collaborates with local actors to ensure long-term access to existing educational services. It emphasizes systemic change by addressing barriers that prevent migrant children and youth from enrolling and staying in school.

To achieve this, the project developed key interventions, including capacity sharing for education professionals, policy integration, and knowledge production. In Mali and Niger, EJM facilitated strategic workshops with government representatives, financial partners, and civil society organizations to embed mobility-sensitive education strategies into national and local frameworks. Training programs on inclusive education and mobility were delivered to pedagogical staff active in both formal and non-formal education, as well as vocational training. EJM is pioneering quantitative studies on migrant children's educational needs, which will guide the adaptation of "back to learning campaigns", school registration procedures and teacher training modules.

Ex: E

In **Cameroon**, SDC supported the "Child protection and education in emergencies" programme that aims to protect children, including their right to education in a safe and protective environment. The programme was implemented in the South-West and North-West regions of the country, where the formal education system is under attack, making it difficult and dangerous for children to access educational services.

Programme interventions included community-driven protection services to prevent and respond to violence, exploitation, abuse, and neglect, such as case management, psychosocial support and social-emotional teaching and learning for vulnerable children and caregivers. The overall protective environment for vulnerable children has been strengthened at family and community level. Safe and protective learning spaces, provide education opportunities to children who had been out of school for over three years due to the crisis.

UKRAINE

JORDAN

MOROCCO

TUNISIA

MALI

NIGER

CHAD

GUINEA

BURKINA FASO

CAMEROON

COLOMBIA
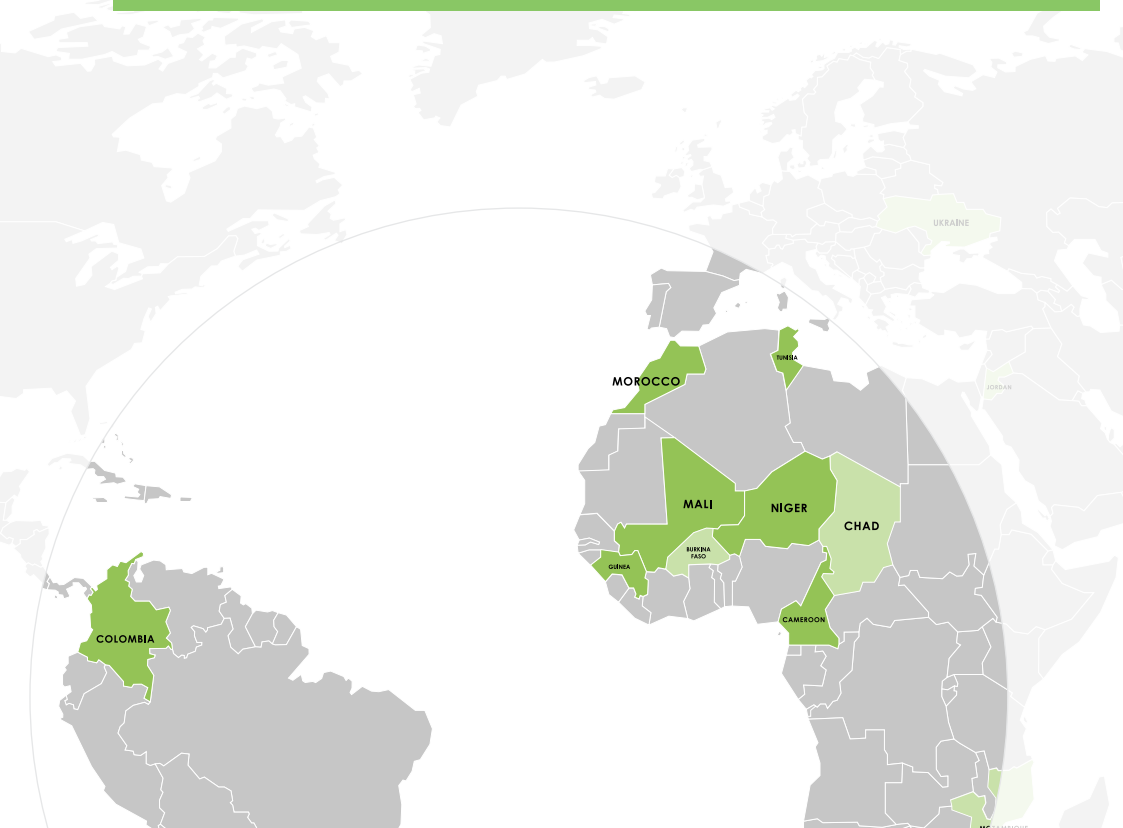
Ex: F

In **Bangladesh**, host to over one million Forcibly Displaced Myanmar Nationals (FDMNs), who are Rohingya refugees from **Myanmar**, SDC has been addressing urgent education and protection needs through the "Promoting access to formal education for Rohingya refugee children and youth in Cox's Bazar" project. The programme places a specific emphasis on children with disabilities.

The programme has enhanced the capacities of implementing partner staff and teachers in screening and identifying children with disabilities. It provided training on referral mechanisms in camps, and on reasonable accommodation guidelines to address the barriers faced by children with disabilities. Teacher interviews were conducted to assess the continued application of inclusive education pedagogy. Disability Support Volunteers were recruited and trained on identifying and supporting learners with disabilities. For example they accompanied them to and from learning centers and assisting in responding to other needs. The programme provided case management services for both Rohingya and Bangladeshi children with disabilities. Equipment and rehabilitation materials were distributed, such as wheelchairs, special seats, crutches, toilet chairs, manipulation boards, sensory materials, hearing aids, sandbags, and dumbbells. Caregivers were oriented on the proper use and maintenance of these devices.

Ex: G

In **Jordan**, hosting 1.3 million refugees, SDC supports "Nurturing Minds: Comprehensive Support for Quality Education in Jordan". The project addresses two persistent challenges in education in Jordan: inadequate teacher training and insufficient student nutrition.

Through the school meals component, and in partnership with the Ministry of Education and the World Food Programme (WFP), SDC supports the National School Feeding Programme (NSFP) for schoolchildren in refugee settlements and host communities, with the objective of improving student engagement, learning, and well-being. The NSFP is implemented using two modalities:

- (i) the fortified biscuit/date bar model distributed in host communities from kindergarten to 6th grade, and from kindergarten to 12th grade in camps. In-school volunteers paid an incentive by UNICEF, support the date bar distribution in classrooms.

- (ii) the healthy school feeding model, which provides nutritious school meals to Jordanian and refugee children from kindergarten to 6th grade, in public schools in poverty pockets across Jordan. The healthy meal, providing 380 calories, consists of a freshly baked pastry, a piece of fruit, and vegetables. All ingredients are sourced from local bakeries and smallholder farmers, and are sorted and packaged daily in kitchens within community-based organizations. This provides formal employment to vulnerable women and drivers.

To complement the meals, WFP and the MoE provide nutrition behaviour change trainings in schools to encourage healthy eating habits among children and their parents, leveraging schools as platforms for change.

Ex: H

In **Burkina Faso**, where in May 2023 there were over two million internally displaced persons, 6,150 schools closed, and more than one million students affected by the security situation, the "Project to Support the Resilience of the Burkinabe Education System (PARSEB)" aims to strengthen the education system's capacity to provide inclusive, safe, and quality education. It works with internally displaced persons and host populations in three regions with high security challenges.

The program provides a package of educational services consisting of complementary interventions including infrastructure development, temporary learning spaces, support or remedial classes, school supply kits and scholarships for girls and internally displaced students. Classes offering accelerated non-formal educational alternatives that allow children and youth whose education has been interrupted to access the formal system or pursue vocational training. These alternatives are based on a bilingual and intercultural approach targeting vulnerable populations and children and adolescents who are out of school. The approach ensures educational continuity in high-quality, protective environments, fully supporting inclusion.
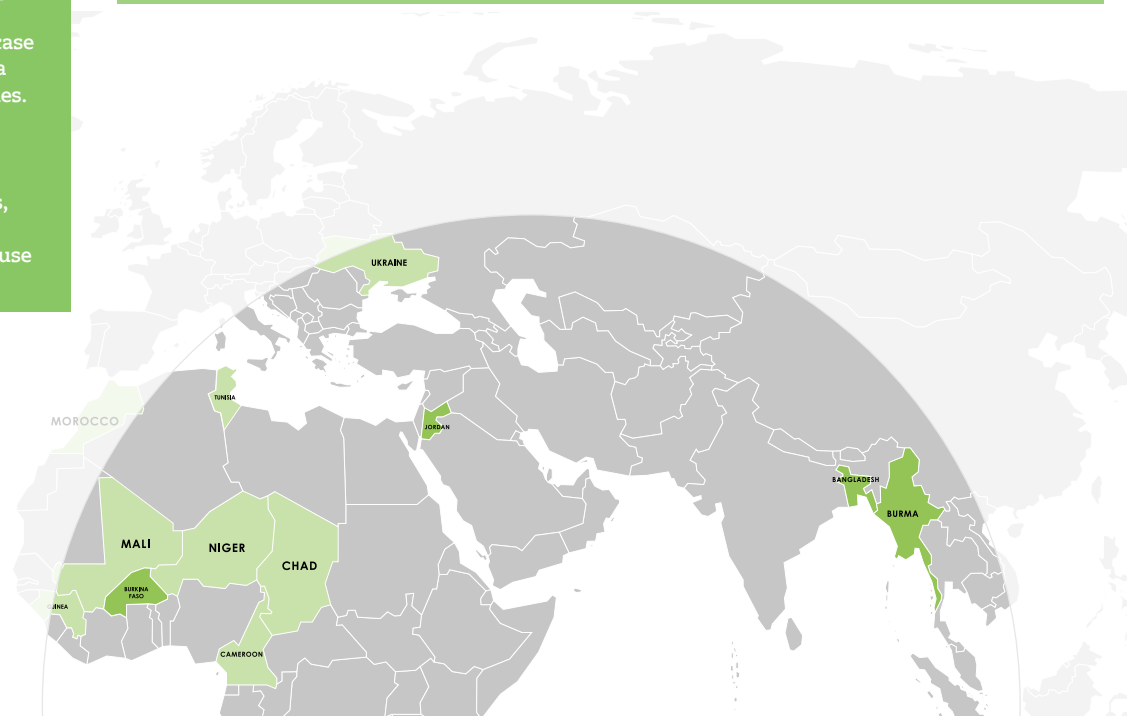
Ex: I

The "Francophone Initiative to Support Distance Learning for Teachers in **Chad**" (IFADEM) project directly supports Sustainable Development Goal 4c related to primary school teacher training. The program aims to improve the quality of basic education by strengthening teachers' professional skills and utilizing distance learning methods. It adapts to chronic crisis situations, promoting teacher professional development and well-being with a long-term perspective, with the aim of positively influencing student performance in a significant and sustainable manner.

The program strengthens teachers' pedagogical and didactic skills, in an approach where teachers complete the training while continuing to teach. The training offered also includes the use of self-study booklets that cover various pedagogical and didactic areas such as teaching French, mathematics, and citizenship, as well as an introduction to computers and the Internet, and the pedagogical use of Information and Communication Technologies for Education (ICTE).

The training courses are conducted partially or entirely remotely. The hybrid training (alternating between distance and face-to-face training and close supervision by inspectors - tutoring) is adapted to the skill levels of teachers and school principals, as well as to the academic and administrative realities of the provinces. The initiative's hybrid training system relies on digital spaces installed in bilingual teacher training colleges in the seven provinces of intervention. In addition, new teaching tools and tools to enhance the quality of education (including education for sustainable development, gender issues, and LNOB) are developed and institutionalized.

Ex: J

In **Ukraine**, the Decentralization for Improved Democratic Education (DECIDE) project supports the development of efficient, transparent and participatory education governance with a focus on rural areas.

Among other initiatives supported by the project, the national e-learning platform All-Ukrainian School Online (a multi-donor initiative), has sustained the education system during wartime. It benefits students of grades 5-11 (12-17 years) and teachers, including displaced populations. The platform currently benefits over 1.5 million Ukrainian children who have access to quality education from abroad and from occupied territories.

Other distance learning initiatives supported by the DECIDE project include an online professional development course on blended and distance learning tools for teachers, school leaders, and community education managers, developed in partnership with the Ministry of Education and Science. In total, over 150,000 educators from VET, schools, and universities have improved their digital skills through the online in-service training courses developed with DECIDE support. Over 500 representatives of local councils and mayors have also benefitted from a blended training course on decentralized education governance.
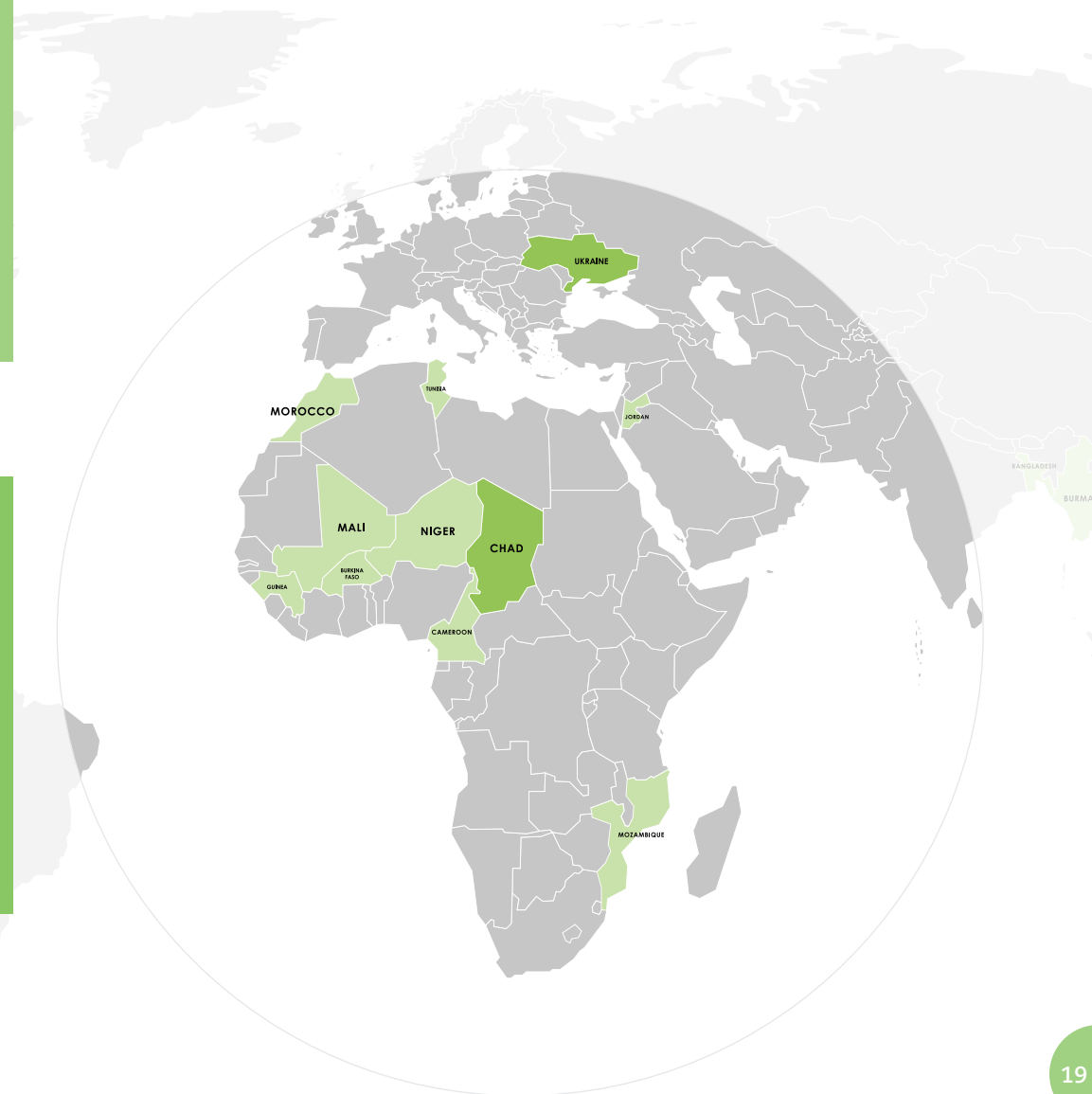
6. Annex: Key resources for inclusive quality education programming

Note: Several resources can be accessed in multiple languages on the respective websites.

1. Key reference documents

INEE (2024), INEE Minimum Standards for Education: Preparedness, Response, Recovery

Contextualisation of the INEE Minimum Standards

INEE (2024), INEE MS Contextualisations

INEE (2024), INEE Minimum Standards Contextualisation Package

Alliance for Child Protection in Humanitarian Action CPHA (2019), Minimum Standards for Child Protection in Humanitarian Action

Alliance for Child Protection in Humanitarian Action CPHA (2020), Child Protection in Humanitarian Action Competency Framework

A hyperlinked version of the graphic below is found on the Global Education Cluster website. It allows you to click on each element of the cycle to find a small collection of tools to support with applying the cycle. A few key tools are included in relevant sections of this Annex.

Humanitarian Programme Cycle Elements. Global Education Cluster. (2025). Operational Support Toolkit.

2. The right to Inclusive Quality Education in Emergencies

Geneva Global Hub for Education in Emergencies (2025), Human Rights Facts Sheets on Education in Emergencies: For the UN Treaty Bodies
This clearly written factsheet highlights the importance of IQEiE and how it can be integrated into work with UN Treaty bodies, the committees of independent experts that monitor the implementation by States parties of their obligations under international human rights treaties. It gives examples in the specialised language of human rights bodies.

The Right to Education in Human Rights Instruments

Universal Declaration of Human Rights (1948), Article 26

UN Convention on the Rights of the Child (1989), Article 28

Sustainable Development Goal 4

United Nations General Assembly Resolution 64/290 (2010): Right to Education in Emergency Situations

UN Security Council Resolution 2601 (2021): Protection of education in armed conflict

Education as an enabling right.

The contribution of education to the different SDGs. SDC Thematic Guidance on Basic Education and Vocational Skills Development (2022)

3. Using a nexus approach

Global Education Cluster (2024), Practical steps towards the 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'.

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 the 'nexus' is critical and suggests actions and recommendations to strengthen humanitarian-development coherence in the education sector.

Swiss Network for Education and International Cooperation (RECI), Global Action Week for Education: 'Education saves lives: Protect Education in Emergencies', Webinar (26 May 2025) and Advocacy messages
This webinar highlights the importance in a 'nexus approach', of local leadership, safe spaces including mental health and psychosocial support, and the critical role played by teachers in the provision of education that saves and sustains lives.

Child Protection Area of Responsibility (CP AoR), Save the Children, Street Child UK (2022): Inter-Agency Toolkit on Localisation in Humanitarian Coordination

4. Community participation and engagement

Child Resilience Alliance (2018), Guide and Toolkit for supporting a community-led approach to child protection

CPHA (2022), Community Volunteer Toolkit and Training Manual

CPHA (2020), Strengthening Community-level Child Protection in Humanitarian Action: Capacity-Building Package

CPHA (2022), A Reflective Field Guide: Community-Level Approaches to Child Protection in Humanitarian Action

UNHCR (2020), Operational Guidance on Accountability to Affected People (AAP)

INEE / CPHA (2021), Framework for Strengthening the Institutional Capacity of National and Local Actors

5. Children and youth participation

CPHA (2019), Minimum Standards for Child Protection in Humanitarian Action (Standard 3 on child participation)

Save the Children (2023), Guidance – Children's Consultations in Humanitarian Contexts

Save the Children (2021), The Nine Basic Requirements for Meaningful and Ethical Children's Participation
This user-friendly guide provides one page per basic requirement, including a brief description and checklist

Elevate (2022), Funders' Toolkit for Child and Youth Participation

African Union (2022), Guidelines on Child Participation

6. Preparedness

SDC, Climate, Environment and Disaster Risk Reduction Integration Guidance

GADRRRES (2024), FAQ

Global Education Cluster (2023), Preparedness Toolkit for Education Clusters and Child Protection Working Groups
A brief and very clear guide, highlighting how to conduct preparedness activities throughout the Humanitarian Programme Cycle.

Global Education Cluster (2024), Guidance on Coordinated Anticipatory Action in Education,

SDC (2025), Input Paper on Green Education

7. Do No Harm

INEE, Conflict Sensitive Education
This webpage includes links to a Guidance Note and Training Materials designed to build conflict sensitivity into IQEiE programming.

INEE, Conflict Sensitive Education incl. Guidance Note and Training Materials

International Rescue Committee (2011), Creating Healing Classrooms Guide for Teacher and Teacher Educators, Tools for Teachers and Teacher Educators

UNESCO-IIEP (2015), Overview: Curriculum enhancement to promote safety, resilience, and social cohesion, Curriculum development and content guidance

8. Coordination and assessment

Global Education Cluster (2020), Coordinated education in emergencies needs assessments and analysis summary guide
A brief overview of different forms of education needs assessment, linking to more detailed guidance. It includes a checklist for organising needs assessments.

Save the Children (2024), Guide to Coordinated Education in Emergencies Needs Assessments and Analysis

CALP Network (2019), Cash and Voucher Assistance for Education in Emergencies: Synthesis Report and Guidelines
See also the resources in 3. Using a Nexus approach

9. Accessibility, inclusion, and non-discrimination

UNGEI (2014): Teaching Respect for All

INEE/ CPHA (2018), Child labour and education in humanitarian settings

UNESCO (2017), A Guide for ensuring inclusion and equity in education
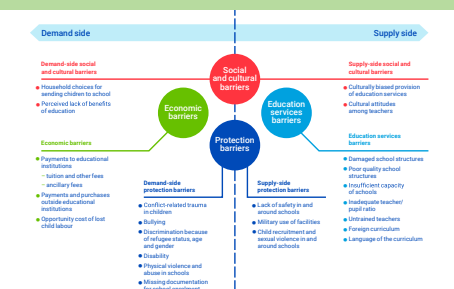
Barriers to Accessing Education. CALP Network, (2019). Cash and Voucher Assistance for Education in Emergencies: Synthesis Report and Guidelines (page 11)
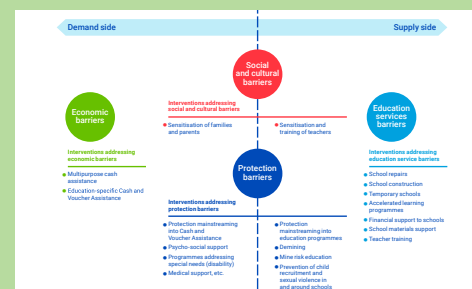
Integrated Programming. CALP Network, (2019). Cash and Voucher Assistance for Education in Emergencies: Synthesis Report and Guidelines (page 13)

10. Gender

SDC, How to do a gender analysis

SDC, Reference indicators for Gender Equality and Social inclusion

ECW / INEE / UNGEI (2022), EiE-GenKit, A core resource package on gender in education in emergencies

UNGEI (2022), EiE GenKit page 24
The EiE-GenKit provides a set practical tools to ensure that education programming addresses gender across the range of crisis-affected contexts.

INEE (2019), Guidance Note on Gender

IASC (2014), Guidance on Gender Equality Programming in Emergencies in Education

Save the Children, Micro-learning video "Gender equality in emergencies"

Humanitarian Leadership Academy et al.: Online course "Gender Responsive EiE"

INEE (2021), INEE Gender Training Manual

Plan International (2020), Gender Responsive Pedagogy Teacher Training Pack

Columbia University, IRC (2017), A Toolkit for Integrating Menstrual Hygiene Management (MHM) into Humanitarian Response

11. Learners with disabilities

Washington Group on Disability Statistics, WG Short Set on Functioning

IASC (2019), Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action

INEE (2009), Pocket Guide to Inclusive Education

Humanity and Inclusion (2022), Video "Inclusive Education: towards the inclusion of all learners"

12. Safe Learning environments and access routes

GADRRRES (2022), Comprehensive School Safety Framework 2022-2030

GEC, CP AoR (2020), Safe Back to School: A Practitioner's Guide

CPHA (2018), Guidance Note: Protection of Children during Infectious Disease Outbreaks

Save the Children (2024), Safe Schools Toolkit

UNICEF, UNESCO, UNHCR, WB, WFP (2021), Framework for Reopening Schools Supplement-From Reopening to Recovery-Key Resources

13. Learning environments free from armed occupation and attack

GCPEA (2015), The Safe Schools Declaration

GCPEA (2014), Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict,

GCPEA (2016), What Schools Can Do to Protect Education from Attack and Military Use

GCPEA (2017), Safe Schools Declaration: A Framework for Action

INEE (2021), Measuring school-based security interventions to protect from external threats of conflict and violence: A mapping of measurement frameworks and tools

CPHA (2023), Education interventions for CAAFAG Technical Note

CPHA (2022), CAAFAG Programme Development Toolkit: Training Guide and Guidelines

ICRC (2018), Framework for Access to Education

Children and Armed Conflict (2025), Prove it matters now

14. EdTech

EdTech Hub (2020), Nine takeaways from our reviews of COVID-19 Education responses
A brief review summarise din key messages, based on practice.

15. Teaching and learning

INEE, Accelerated Education collection

INEE, TiCC Training for Primary School Teachers pack

INEE, TiCC Peer Coaching pack

When is Accelerated education a relevant response? INEE. (2018). Accelerated Education Decision Tree.
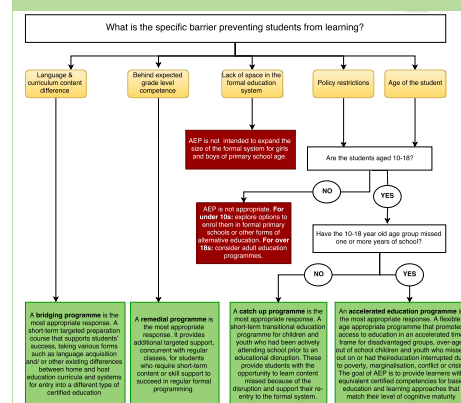
Save the Children (2019), Enabling Teachers Common Approach

Save the Children (2022), The Quality Learning Framework, page 4

The Quality Learning Framework. Save the Children. (2022). The Quality Learning Framework.

NRC, Better Learning Program

IRC, Healing Classrooms

UNGEI (2014), Teaching Respect for All

UNGEI (2019), A whole school approach to prevent school related gender-based violence Minimum Standards and Monitoring Framework

UNGEI (2021), School-related gender-based violence Ending SRGBV: A Series of Thematic Briefs

Save the Children (2017), School Code of Conduct Teacher Training Manual

UNESCO-IIEP (2014), Positive Discipline in the Inclusive, Learning-Friendly Classroom

16. Measurement

INEE (2021), <u>INEE Minimum Standards Indicator Framework</u>

Save the Children (2024), <u>Measuring Learning Outcomes Guidance</u>
This guidance provides information on why we measure learning, including in emergency contexts;

how to choose the right assessment for programme evaluation, including whether to adapt an existing assessment or create a new one; tips for planning and conducting assessments; and considerations for making the best use of data. It does not cover teacher-led assessment such as formative tracking and screening and placement.

17. Teacher wellbeing

INEE, <u>Teacher Wellbeing</u>

INEE (2022), <u>Teacher well-being Resources Mapping & Gap Analysis</u>

Right to Play (2020), <u>Education Technical Note: Teacher Well-being</u>

Save the Children (2021), <u>Enabling Teachers Foundations Course: Teacher professional development: Module 20: Teacher wellbeing</u>

18. Psychosocial wellbeing: Psychological first aid (PFA), Mental Health and Psychosocial Support (MHPSS), Social and Emotional Learning (SEL)

INEE (2020), <u>INEE PSS-SEL Training Module</u>

INEE and Harvard EASEL Lab (2022), <u>PSS-SEL Toolbox</u>

WHO, UNICEF (2022), <u>MHPSS Minimum Service Package</u>

MHPSS.net (2021), <u>MHPSS and EiE Toolkit</u>

Save the Children, <u>Micro-learning video "Psychosocial Support"</u>

Save the Children (2023), <u>Technical Guidance for integrated MHPSS programming</u>

Save the Children (2020), <u>Comfort, Listen, Support: Psychological first aid for children in emergencies</u>

The LEGO Foundation (2022), <u>Coping with Changes: Social-Emotional Learning Through Play</u>

Right to Play (2022), <u>Play Opportunities for Wellness and Education Resources (P.O.W.E.R.)</u>

International Rescue Committee (2011), <u>Creating Healing Classrooms–Facilitator's Guide: A Multimedia Teacher Training Resource</u>

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