



Schweizerische Eidgenossenschaft
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Federal Department of Foreign Affairs FDFA
**Swiss Agency for Development
and Cooperation SDC**

E+E | Economy and Education

Welcome to the webinar: Inclusive Quality Education in Emergencies

12 November 2025, 10:30 – 11:45 CET

Dr Alison Joyner

EiE Thematic Expert, NORRAG





Opening remarks



Charles Apotheker

Advisor Education Cannot Wait, Ex-Com Co-Chairmanship

Swiss Agency for Development and Cooperation (SDC)



Programme

Introduction

Education in Emergencies Toolkit and Inclusive Quality EiE

Case studies: Bangladesh & Ukraine

Discussion

Feedback and next steps



Speakers



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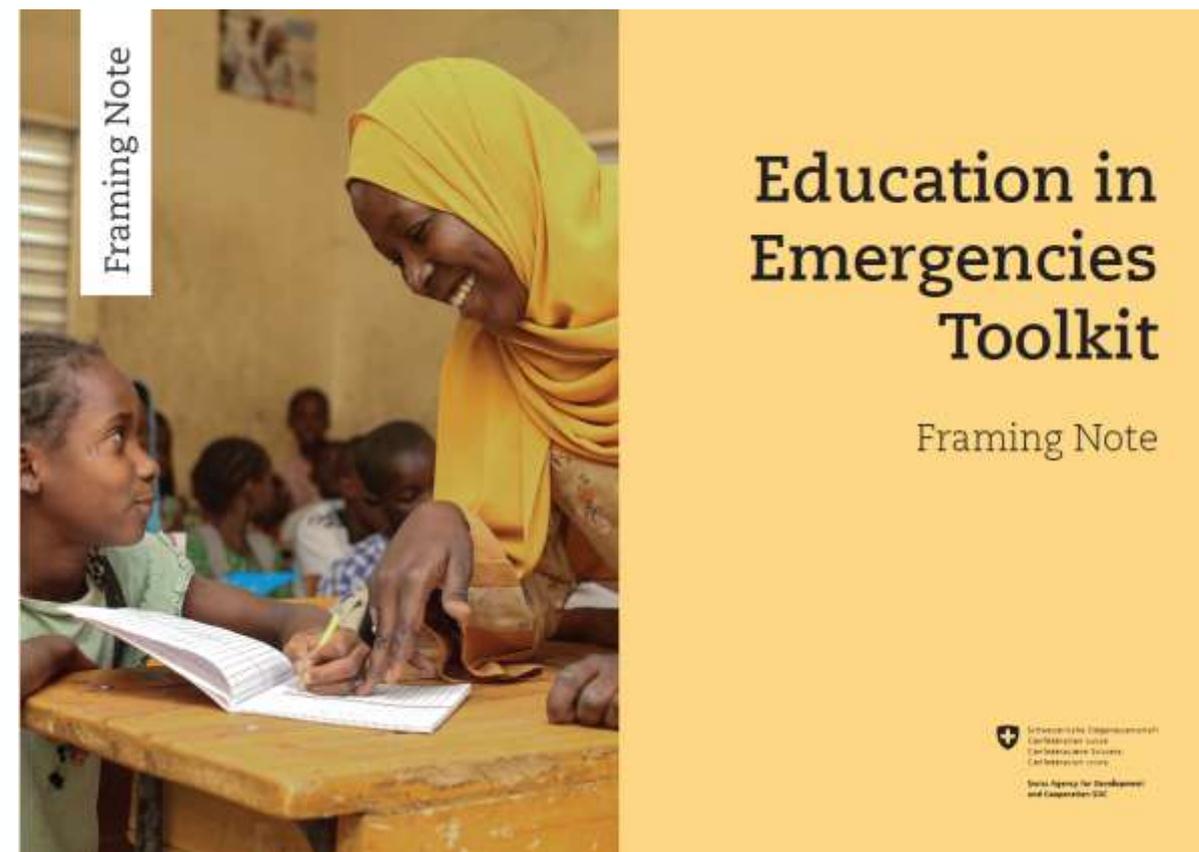
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Education in Emergencies Toolkit

- Context





Education in Emergencies Toolkit

Goals: strategic and programmatic

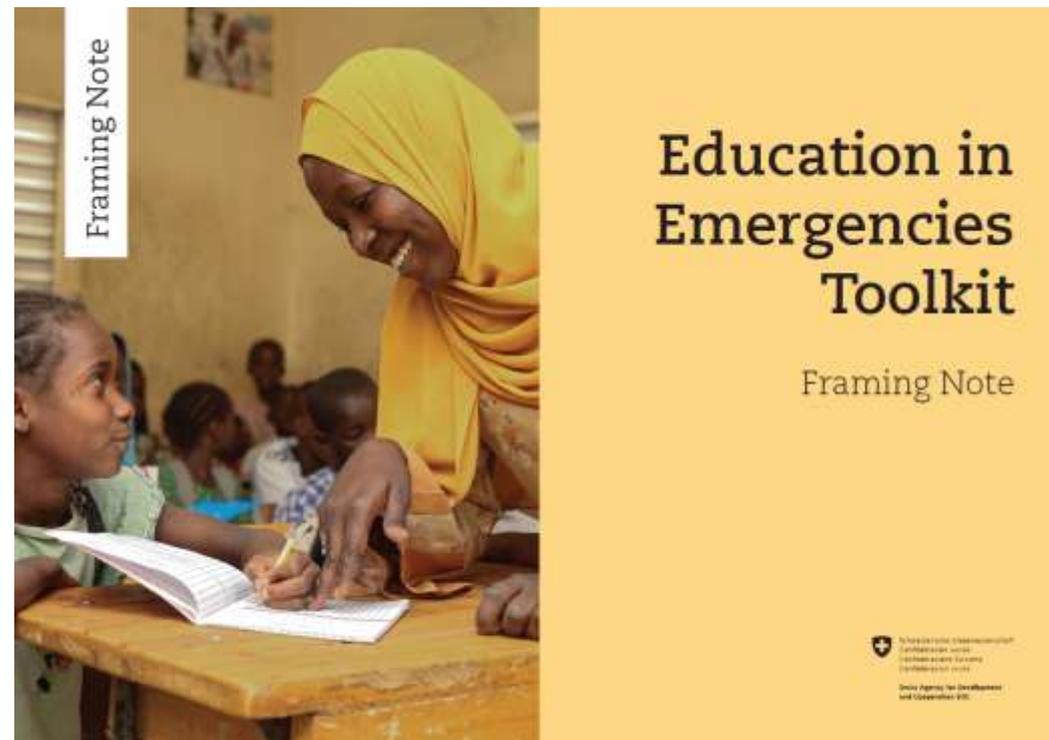
- Complementary
- Support
- Quality
- Nexus



Future modules planned:

Vocational Skills Development in
Emergencies

‘Triple nexus’ approach with Policy
dialogue and coordination



Technical support: Please contact us
at education@eda.admin.ch



Inclusive Quality Education in Emergencies Module

- Guidance
- Case studies
- Available on [EDU LivingDoc](#)

WHAT?
Sections 1 and 2

WHY?
Section 3

HOW?
Sections 4-6

“ Education in Emergencies, by definition, must be of quality and inclusive ”

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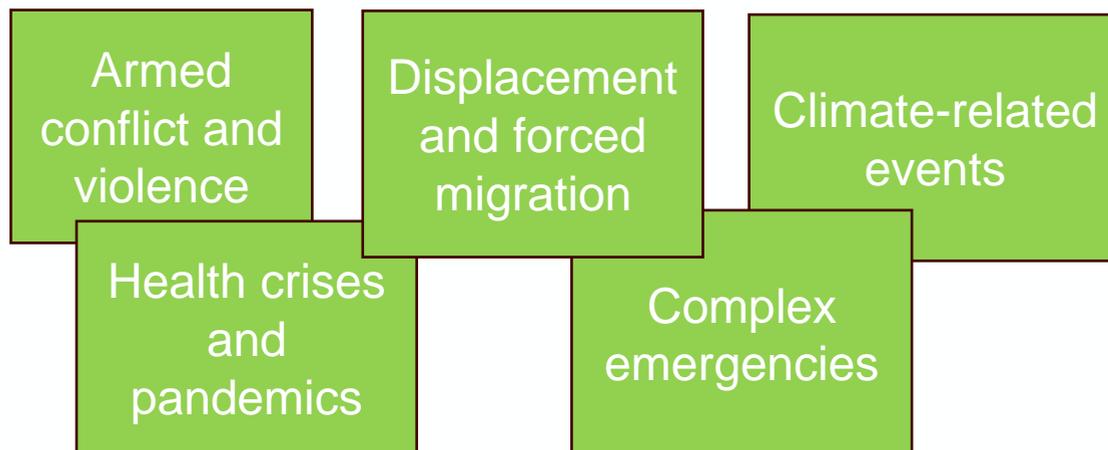
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What will I find in the Inclusive Quality Education in Emergencies Guidance?

1. What is Education in Emergencies and Protracted crisis?

- Quality education in emergencies provides **physical, psychosocial and cognitive protection** that can **save and sustain** lives.
- A response to **different forms of crisis**



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.





Quality Education Characteristics

1	Rights-based	Quality Education is accessible, equitable, protective, participatory, and inclusive of all people.
2	Contextualized and relevant	It uses culturally and linguistically relevant learning materials.
3	Holistic development of learners	It promotes cognitive development, social and emotional skills, mental health, and psychosocial wellbeing,
4	Teaching and learning	led by personnel who are adequately compensated and trained to support the holistic development of learners
5	Enabling resources	It provides adequate and relevant resources for teaching and learning, including local resources
6	Learning outcomes	learners develop the necessary knowledge, skills, and competencies to meet certification requirements
7	Learning continuity	It provides sustained learning opportunities

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.



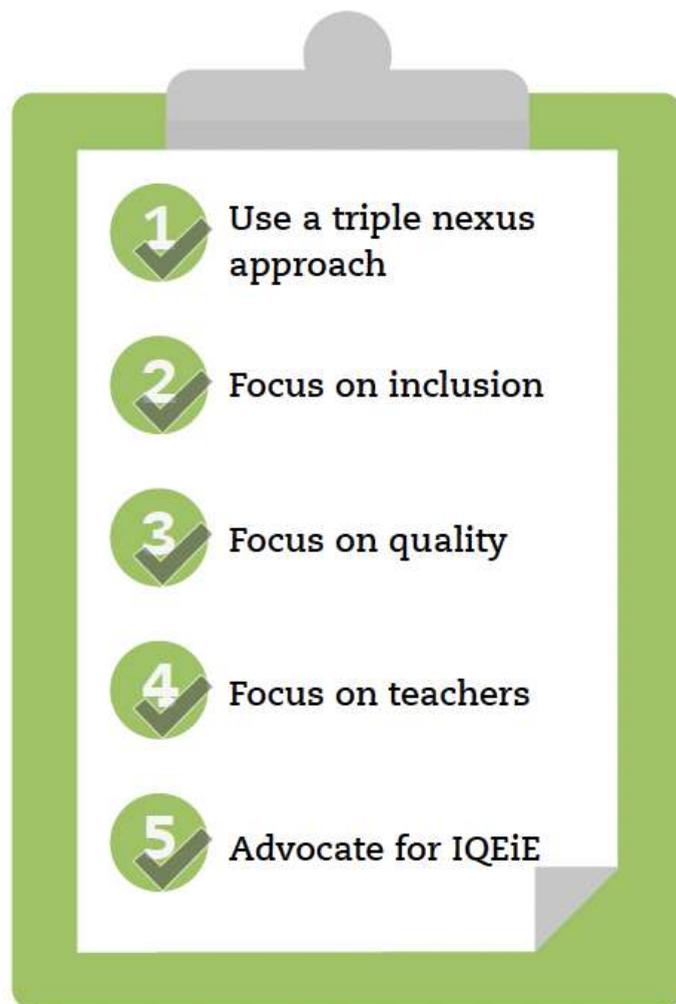


2. Why Inclusive Quality Education in Emergencies ?

- Increasing number and scale of crises: **Conflict, COVID-19, Climate change**
- Education is **always a human right**
- It **saves** and **sustains** lives
- It is a **priority** for affected **children, young people** and their **families**
- It helps **build out** of a crisis (**Nexus** approach)



3. How to provide Inclusive quality education in emergencies?



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.





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
	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

	Section/sub-section	Examples of SDC-supported Projects	Guidance Note's Annex Key Resources
Use a triple nexus approach	Start with Participation	Example A	5. Children and youth participation 4. Community participation and engagement
	Disaster Risk Reduction, preparedness and anticipatory action: plan for response	Example B	6. Preparedness
	'Do no harm' – sensitivity to		7. Do No Harm

Guidance, pages 14-15



Inclusive Quality Education in Emergencies Checklist (pages 14-15)

1. Use a triple nexus approach

Start with participation

Disaster risk reduction, preparedness and anticipatory action: plan for a response

Do no harm

Coordinate and collaborate

2. Focus on inclusion

Assess to understand: causes of discrimination and exclusion

Work with other sectors for a holistic, integrated approach

Ensure gender equality for learning opportunities

Support learners with disability

Ensure safe learning environments

3. Focus on quality

Ensure IQEiE is holistic and integrated with other sectors

Cover all levels of education

Ensure alternative pathways to learning

Emphasise learning: Curriculum content and assessment

Incorporate Climate change

Consider appropriate Education Technology options

4. Focus on teachers

Recognise teachers as the critical players in children's learning

Prioritise the psychosocial needs of learners and teachers

3. Advocate for IQEiE

Influence policies that affect IQEiE

Financing and scale

BANGLADESH CASE STUDY



Rohingya Refugee Response – Education

Project details:

- **Name:** Promoting access to formal education for Rohingya refugee children and youth in Cox's Bazar, Bangladesh
- **Objective:** Provide equitable access to learning opportunities for Rohingya refugee children through the rollout of the Myanmar Curriculum.
- **Implementation period:** 2021 - 2024
- **Budget:** CHF 2.4 million
- **Implementing partner:** UNICEF



Key results:

- **Quality of teaching:** Improved quality of teaching through capacity-building initiatives.
- **Child protection integration:** Enhanced integration of child protection measures within the education programme.
- **Inclusion of marginalized children:** Increased inclusion of marginalized children (including children with disabilities).
- **Community advocacy:** Strengthened community-level advocacy on education and gender equality.

Challenges:

- Funding constraints.
- Limited accredited learning pathways.
- Shortage of trained teachers and high turnover.

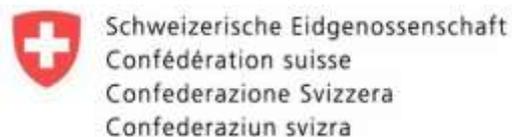
UKRAINE CASE STUDY



**SWISS-UKRAINIAN PROJECT
DECENTRALIZATION FOR IMPROVED
DEMOCRATIC EDUCATION**

Phase 1 2020 – 2025 CHF 15 m

Phase 2 2025 – 2030 CHF 18,5 m



Phase 2 Objectives

Goal: Citizens in territorial communities engage in education governance reforms and recovery and equitably benefit from a decentralized quality education.

Outcome 1: National, regional and local authorities are empowered to effectively implement decentralized education governance reforms.

Outcome 2: Schoolboys/girls and their parents benefit from inclusive democratic school governance and actively engage in the recovery and development of their communities.



Phase 1	Phase 2
5 regions	9 regions
16 municipalities	40 municipalities

Lessons learnt



1. Triple Nexus (reforms – emergency support – peace)



2. Clear focus on governance



3. Locally-led cooperation

4. Participation and youth

engagement



5. IT solutions are important, but cannot replace the in-person education



6. Flexible and timely response





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QUESTIONS AND DISCUSSION

Upcoming in EiE

- Join SDC's upcoming **webinar** on Inclusive Quality Education in Emergencies
 - Thu. 20.11 in FR

- Join **SDC's new Education in Emergencies Community of Practice** and fill this **survey** to share your expectations



THANK YOU

Leçon 3: Les mois-l'année
12 mois: Les mois sont:
Mars | Avril
Mai | Juin | Juillet | Août
Septembre | Octobre | Novembre
Décembre

