An Introduction to

Education in Emergencies

Every child has the right to access good quality education.
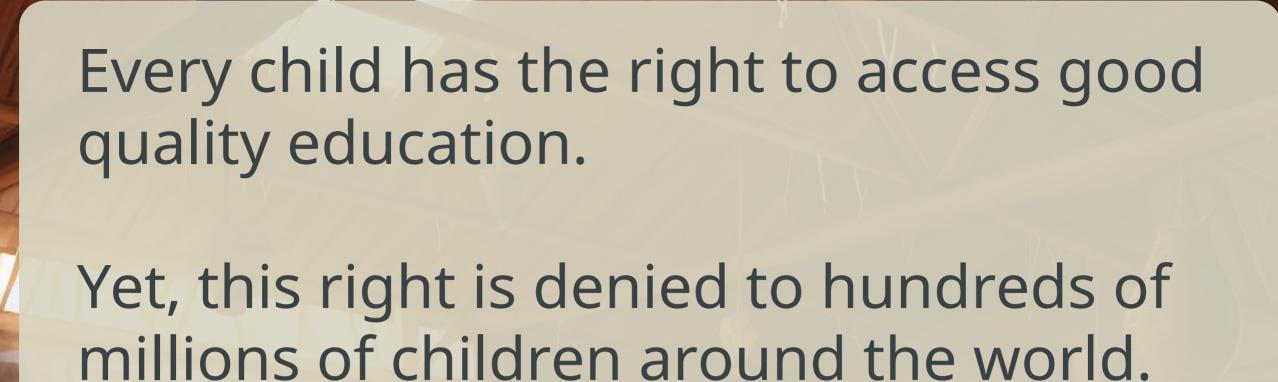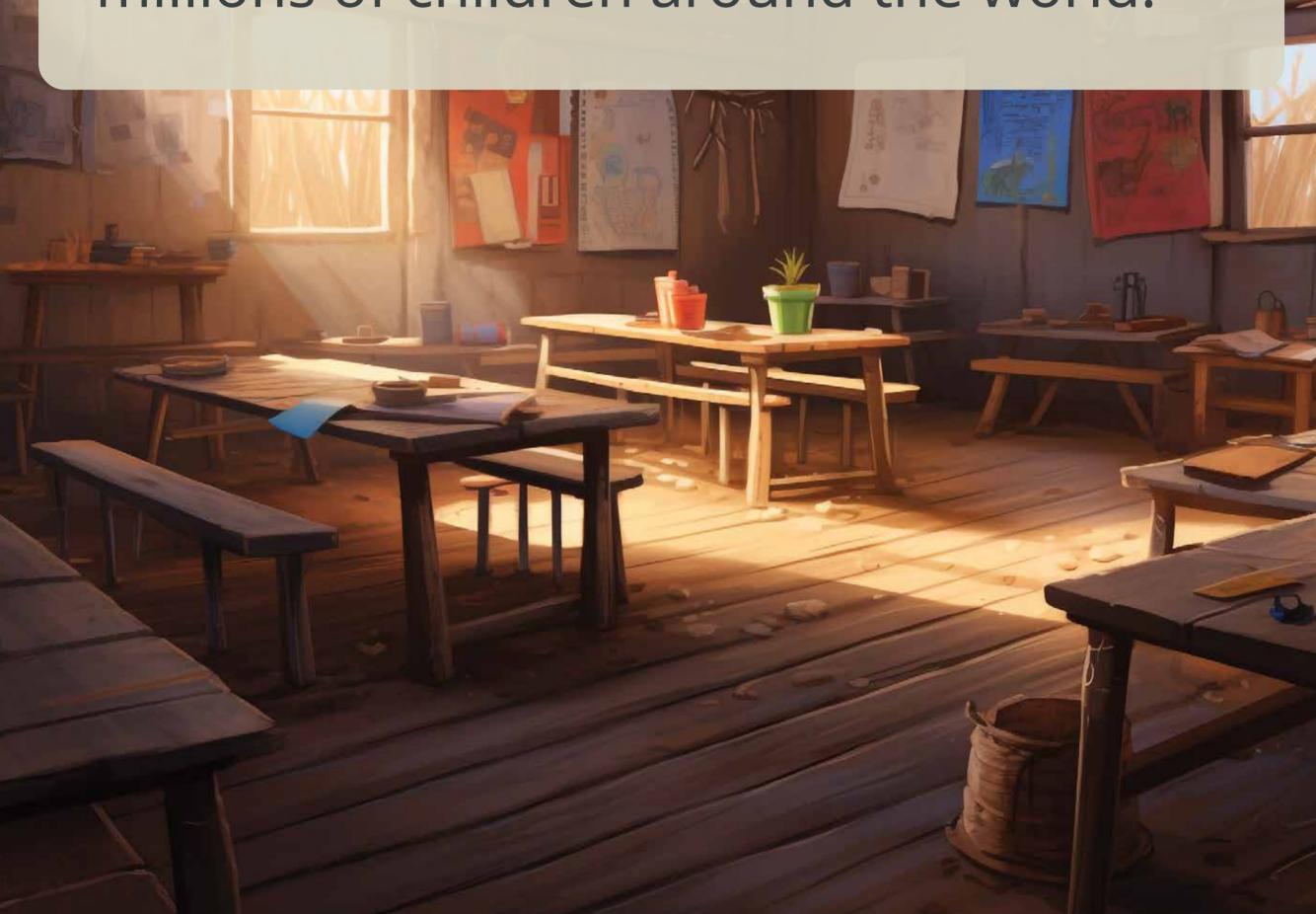
Yet, this right is denied to hundreds of millions of children around the world.

Crises can impact on education at different levels.

They can **physically harm** students, teachers, their families and communities and **cause displacement and psychological distress**.

Schools are often damaged or destroyed and **education activities and systems disrupted**.

Education in emergencies aims to prevent, mitigate or address these risks by:

Protecting children, teachers and communities by providing a safe space free from violence, exploitation and harm.

Ensuring continuity of learning to minimise drop-out and safeguard the progress and investment already made.

Building back better in every way by improving quality of education and building resilience to future emergencies.

It is essential to:

Secure sufficient safe learning spaces to continue education. This can include holding extra classes in functioning schools or by establishing Temporary Learning Spaces (TLS) in safe locations.

Mobilise enough teachers through the redeployment of existing qualified teachers, or by recruiting additional teacher, ideally from the affected community.

Provide appropriate teaching and learning materials which can be done through direct distribution or through cash and voucher assistance if markets are functional and appropriate in the context.

It is also important to ensure that the content and activities that children engage with **support their wellbeing, promote meaningful learning and do not reinforce division and conflict**.

In emergencies all teachers, qualified and volunteer, **require support to help them manage their own and their students' wellbeing**.
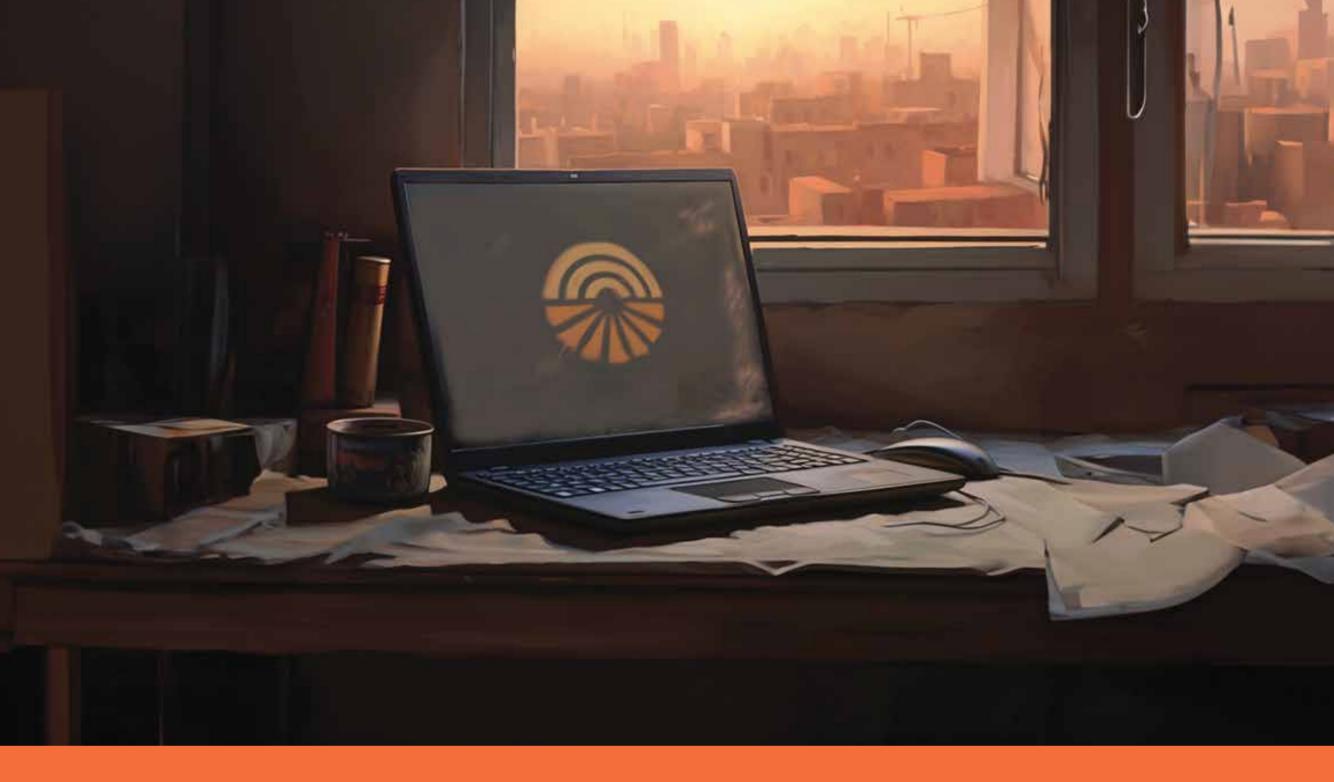
Education in emergencies is most effective when it integrates other protective programming and mitigates barriers to education. Schools can act **as a platform for activities which support hygiene, health and nutrition**.

Community participation underpins all stages and components of education in emergencies. This requires building on existing assets, generating ownership and developing capacity. **This is a key part of building back better local resilience to future shocks**.

Coordinating with authorities and other response actors is essential to delivering a quality education in emergencies response.

Guiding all of these components of education in emergencies and more, is the Interagency Network for Education in Emergencies - the sector's Minimum Standards.

At all stages, education in emergencies programmes, like all humanitarian programming, **must integrate gender equality, disability inclusion, child and adult safeguarding, child participation and conflict sensitivity, as well as other cross-cutting topics**, to contribute to building back a more inclusive, equitable and peaceful society.

For more learning resources on Education in Emergencies, visit Kaya:

www.kayaconnect.org