

A photograph of two young girls in the foreground, looking intently at something off-camera. The girl on the left is wearing a green sweater and has her hands clasped. The girl on the right is wearing a red sweater. In the background, other children are visible, slightly out of focus. The scene appears to be inside a tent or a temporary structure, with a blue tarp visible on the left. An orange semi-circular graphic element is overlaid at the bottom of the image, containing the title text.

EDUCATION IN EMERGENCIES AND PROTRACTED CRISIS FRAMEWORK

PROGRAMMING GUIDANCE: DOCUMENT STATUS

Title: Education in Emergencies and Protracted Crisis Framework

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Purpose: The purpose of the *Education in Emergencies and Protracted Crisis (EiE&PC) Framework* is to guide World Vision's approach to delivering inclusive, protective, and high-quality education to children affected by crises. It outlines the organization's goals, outcomes, and strategies for supporting children across different age groups, emphasizing resilience, continuity of learning, and psychosocial well-being. The framework is designed for use by program managers, educators, sector specialists, and senior leadership to ensure that education interventions are contextually adapted, aligned with global standards, and integrated with other humanitarian sectors. It provides a comprehensive roadmap for preparedness, response, and recovery in emergency and protracted crisis settings, with a strong focus on reaching the most vulnerable, including girls, children with disabilities, and children on the move.

When Used: This document should be used before, during, and after a crisis to guide World Vision staff and partners in designing and implementing inclusive, protective, and contextually adapted education interventions aligned with global standards.

Primary Users: The primary users of this document are field education and non-education staff, support office teams, EiE Programme Managers and Advisors, new education staff, Senior Management Teams (SMT), Education and Disaster Management Specialists, and cross-sectoral experts (Child Protection, Health, Nutrition, WASH, Livelihoods).

Translations Available: English.



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Acronyms and Definitions

5W	Who, What, Where, When, Why
ACAPS	Assessment Capacities Project
ALP	Accelerated Learning Program
CFS	Child-Friendly Space
CVA	Citizen Voice and Action
CSSF	Comprehensive School Safety Framework
CWD	Children with Disabilities
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
EMIS	Education Management Information System
GEOCARR	Good Enough Online Context Analysis for Rapid Response
INEE	Inter-Agency Network for Education in Emergencies
LIFT	Learning for Integration, Future, and Transformation
MIRA	Multi-Cluster Initial Rapid Assessment
MoE	Ministry of Education
NGO	Non-Governmental Organization
PFA	Psychological First Aid
PSS	Psychosocial Support
SDG 4	Sustainable Development Goal 4
SEL	Social and Emotional Learning
SMT	Senior Management Team
SLE	Safe Learning Environment
TLS	Temporary Learning Space
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
WASH	Water, Sanitation, and Hygiene
WVI	World Vision International

Introduction

World Vision envisions a world where all children are educated for life, especially the most vulnerable, who are empowered through quality, inclusive, and protective education that equips them for the future. We are committed to ensuring that every child—regardless of background, gender, displacement, or other vulnerabilities—can access and remain in adequate educational pathways, whether through formal or non-formal channels. Our approach promotes qualitative, relevant, and protective elements of education; we prioritise education that reduces risks of exploitation, abuse, early marriage, military recruitment, and child labour. By extending support across age ranges and taking a holistic approach that integrates multiple sectors, we aim to address the evolving profiles of vulnerable children, such as those on the move or impacted by crisis.

Aligned with World Vision's global strategy, Our Promise, this framework underscores our commitment to gender equality, girls' education, inclusion, and preparedness for potential crises. We strive to ensure that children in fragile or disaster-affected areas have equitable access to nurturing and protective learning environments, fostering resilience, development, and empowerment.

To achieve this vision, World Vision's Education in Emergencies & Protracted Crisis (EiE&PC) framework is guided by a structured set of goals, outcomes, and outputs that define our approach to supporting crisis-affected children. These elements ensure that our interventions holistically address the educational needs of children, empower caregivers and teachers, and strengthen education systems. The following visual representation illustrates how these key components interact to ensure the continuity of child development through high-quality, protective, and inclusive education.



EiE and PC: The difference in a table:



Aspect	Emergency	Protracted crisis
Definition	A sudden-onset event causing immediate disruption, necessitating rapid humanitarian response to address urgent needs.	A prolonged situation where a significant portion of the population remains acutely vulnerable and dependent on humanitarian over an extended period.
Duration	Short-term, typically lasting days to week	Long-term, persisting for months, years, or even decades.
Stability of Environment	Environment is unstable during the event but may stabilize quickly once addressed.	Environment remains unstable over time, with ongoing vulnerabilities and fluctuating safety levels.
Resource Needs	Requires immediate mobilization of resources to meet urgent, life-saving needs.	Demands sustained, long-term support and resource allocation to address chronic needs and rebuild resilience.
Humanitarian Response Approach	Focus on immediate relief efforts, rapid assessments, and provision of essential services.	Involves integrated, multi-sectoral approaches aimed at building stability, resilience, and long-term solutions.

Resources

1. United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA). (n.d.). End in Sight? Multi-Year Planning to Meet and Reduce Humanitarian Needs in Protracted Crises. Retrieved from <https://www.unocha.org>
2. CARE Emergency Toolkit. (n.d.). Protracted Emergencies vs Rapid-Onset Crises. Retrieved from <https://www.careemergencytoolkit.org>
3. UNICEF. (2018). Education in Emergencies and Protracted Crises.

World Vision's Education in Emergencies and Protracted Crisis Framework

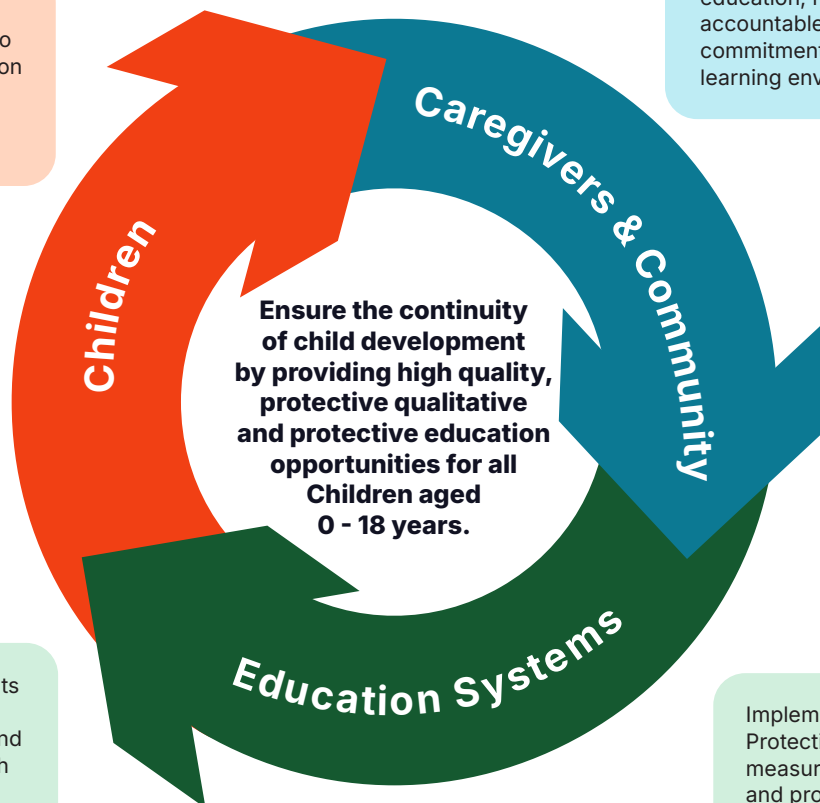
Ensure access to and retention in quality, equitable, nurturing and protective education opportunities for all boys and girls including children with disability and children from disadvantaged/marginalised groups

Promote Social and Emotional learning and resilience building as essential for children of all ages for them to realize their potential.

Assess learning outcomes in order to ensure that education programmes are having measurable impact.

Equip primary caregivers with skills to support children physically, emotionally, and academically, including resilience-building strategies for crisis situations.

Empower communities to support DRR and anticipatory action in education, hold governments accountable for education commitments, and provide safe learning environments in crises.



Engage governments and donors to support a holistic and integrated approach to education, ensuring synergy with other sectors for sustainable, equitable learning opportunities.

Support teachers to deliver inclusive, gender-responsive, and crisis-sensitive education as a foundation for achieving quality outcomes.

Implement robust Child Protection and safeguarding measures to create safe and protective learning environments with policies addressing risks children might face in Emergencies and protracted contexts.

Foster safe, inclusive, and nurturing schools with proactive DRR and AA measures, ensuring that children are protected from violence and hazards both in and out of school.

Promote Proactive DRR and AA strategies at every level.

Promote inclusivity and equity and ensure that education interventions are gender responsive.

Ensure accountability and child participation, ensure that children's voice are heard and accounted for.

Provide inclusive, flexible, and protective interventions, including those from marginalized communities, and children on the move, refugee children...

Goal, Outcomes, and Outputs

Goal: Girls and boys affected by crises are educated for life in a quality and protective environment.



Outcomes

- Girls, boys (including children with disabilities and learning difficulties) aged 0-6 years have improved developmental outcomes across cognitive, social emotional, and physical domains, building a strong foundation for lifelong growth and learning through crisis responsive early learning that fosters resilience and stability.
- Girls, boys (including children with disabilities and learning difficulties) aged 6 to 12 years have improved learning outcomes within inclusive and supportive learning environments that mitigate the impacts of crisis and displacement.
- Adolescent girls, boys (including children with disabilities and learning difficulties) aged 12 to 18 have improved learning outcomes and are empowered as active community members exhibiting leadership and advocacy skills that position them as agents of positive change, foster resilience and support post-crisis recovery
- Teachers effectively implement inclusive, high-quality education response (formal or non-formal) that meets the developmental, learning, and emotional needs of children in crisis across age groups, fostering protective and trauma sensitive learning environments.
- Caregivers provide nurturing and supportive home environments that reinforce developmental, educational, social-emotional growth and resilience, tailored to their evolving needs in crisis situations.
- Education systems provide timely, coordinated, and inclusive education responses that ensure continuity and address the unique needs of crisis-affected children.

Outputs

- Increased number of Girls and boys including Children with Disabilities (CWD) access pre-school and school and non-formal learning opportunities, ensuring broad and inclusive educational access across age ranges and crisis affected contexts.
- Increased number of Girls and Boys (Including CWD) receive quality education, actively participate and learn in protective environments that prioritise protection, engagement, and resilience in humanitarian settings. Increased number of children benefit from interventions that strengthen resilience and psychosocial well-being supporting their social-emotional development and capacity to cope with crisis related challenges.
- Teachers are equipped with training and resources to deliver inclusive, quality education within protective environments, enhancing their capacity to address the diverse needs of all children in emergencies and protracted crisis.
- Caregivers receive training and guidance to foster supportive home environments that reinforce educational and developmental goals, promoting children's resilience, well-being, and continuous learning, even in unstable or displaced contexts.
- National Education systems and eco-systems affected by crisis are reinforced through inclusive, evidence-based education planning and policy development, ensuring sustainable, equitable access and retention in quality education opportunities in all crisis affected contexts.

Who Should Use the Education in Emergencies (EiE) Framework, How, and When?



To effectively implement World Vision's EiE approach, it is essential to understand who should use this framework, how it should be applied, and when it is most relevant. The EiE framework provides guidance to ensure that EiE interventions are strategically designed, contextually adapted, and aligned with global standards to maximise impact for crisis-affected children.

Who Should Use This Framework?

- EiE Programme Managers & Advisors – For programming, proposal writing, grant acquisition, and project implementation.
- New Education Staff – To understand World Vision's EiE approach.
- Senior Management Teams (SMT) – For policy and advocacy orientation.
- Education & Disaster Management Specialists – To identify evidence gaps, set research agendas, and drive innovation.
- Cross-Sectoral Experts (Child Protection, Health, Nutrition, WASH, Livelihoods) – To integrate EiE with multi-sectoral responses.

How Should the EiE Framework Be Used?

- Contextual Adaptation – Tailor programming based on context analysis, scenario planning, and community participation, with a focus on vulnerable groups (for example: children on the move, girls).
- Alignment with Standards – Implement in line with INEE Minimum Standards and best practices in EiE.
- Integration with WVI & Other Sectors – Align with WVI guidance notes for emergencies and co-ordinate with sectors like Health, Nutrition, Child Protection, and WASH.
- Collaboration with External Agencies – Leverage collective expertise for a co-ordinated response.
- Guided by SDG 4 – Ensure inclusive, equitable, and quality education in all crisis contexts.

When Should the EiE Framework Be Used?

- Pre-Emergency – Strengthen preparedness, anticipatory action, and Disaster Risk Reduction (DRR).
- During Emergencies – Guide EiE programme design, response, and implementation.
- Post-Emergency – Ensure continuous monitoring, evaluation, and adaptation to improve impact.

The 8 Core Principles of World Vision's EiE Approach



To ensure that our EiE framework is effectively applied, it is guided by 8 key principles that shape our approach to delivering quality, inclusive, and protective education in emergencies. These principles reinforce our commitment to reaching the most vulnerable children, integrating education with broader humanitarian responses, and fostering resilience in crisis-affected communities.

- 1 Strengthening Formal Education Systems** – We collaborate with formal education systems to support children's re-entry after emergencies. In protracted crises, we empower these systems to better serve vulnerable children and build resilience against future shocks.
- 2 Bridging Gaps with Non-Formal Education** – When formal education is disrupted, we provide non-formal education as an interim solution, ensuring inclusive, gender-sensitive, and protective learning opportunities while systems rebuild.
- 3 Education Across All Ages** – We ensure continuity of learning from early childhood through adolescence, addressing developmental needs at each stage and fostering lifelong resilience.
- 4 Targeting the Most Vulnerable** – Our programmes prioritise girls, children with disabilities, children on the move, and marginalised groups, ensuring education is accessible, protective, and inclusive for those most at risk.
- 5 Education for Peace and Social Cohesion** – We integrate peace education, conflict resolution, and social-emotional learning to equip children with skills for peaceful coexistence and post-crisis recovery.
- 6 Community Engagement for Lasting Impact** – Families, teachers, and communities play a vital role in shaping locally relevant and resilient education programmes, creating safe learning environments and strengthening essential services like child protection and psychosocial support.
- 7 Multi-Sectoral Coordination** – Education is part of a holistic response. We collaborate with child protection, health, nutrition, and WASH sectors to address children's diverse needs during crises.
- 8 Commitment to Global Standards & Accountability but also national priorities / Humanitarian Response Plans in each country** – We align with the INEE Minimum Standards (2024) and the Humanitarian Programme Cycle, ensuring evidence-based, harmonised, and effective EiE responses.

Risk Scenarios and Strategies for Educational Continuity and Resilience in Emergencies:



Building on these core principles, World Vision's EiE framework translates them into actionable strategies tailored to diverse emergency contexts. Education systems face a wide range of risks—from natural disasters and conflicts to displacement and economic crises—that disrupt learning continuity. To address these challenges, this framework provides risk-specific strategies that ensure education remains accessible, inclusive, and resilient, particularly for the most vulnerable children.

The following table outlines key risk scenarios, their impact on education, and corresponding response strategies, including tailored approaches for reaching marginalised children, integrating multi-sectoral support, and embedding disaster risk reduction (DRR) and anticipatory actions. These strategies help maintain learning pathways in both acute and prolonged crises, reinforcing the resilience of children, communities, and education systems.

Risk	Risk Impact	Modality for Learning Continuity (Emergency)	Modality for Learning Continuity (Protracted Crisis)	Considerations for Reaching and Retaining the Most Vulnerable	Potential School-Based Sectoral Integration	School-Based DRR and Anticipatory Action suggestions
Flooding	<p>Schools (& learning materials) may be damaged or closed.</p> <p>Schools might be used as reception centers</p> <p>Water in school is contaminated.</p>	<p>Home-based learning / Distance learning, temporary safe spaces.</p> <p>Teacher's rotation.</p> <p>Utilisation of Radio to convey learning messages.</p>	<p>Semi-permanent safe learning spaces / LIFT</p> <p>Advocate to find alternative spaces to empty the schools</p>	<p>Waterproof, portable materials for resources; provide counseling for flood-affected students.</p> <p>Ensure accessible transportation and evacuation routes for children with disabilities.</p> <p>Provide assistive devices that are waterproof and portable.</p>	<p>Integrate WASH facilities and regular hygiene education to ensure students' health, enhancing retention in addition to CP.</p>	<p>Conduct regular flood drills and prepare school evacuation routes; involve students risk committees at school level in emergency planning.</p> <p>Update already existing/work on contingency plans.</p>

Risk	Risk Impact	Modality for Learning Continuity (Emergency)	Modality for Learning Continuity (Protracted Crisis)	Considerations for Reaching and Retaining the Most Vulnerable	Potential School-Based Sectoral Integration	School-Based DRR and Anticipatory Action suggestions
	Limited safe gathering spaces.	Provision of teaching and learning supplies.	Repair or reinforce school infrastructure.	Map vulnerable households for targeted support; offer community support sessions to encourage regular attendance.		Elevate important resources, such as computers and records, to protect from flooding
Conflict	Unsafe to gather at schools due to violence.	Home-based learning/ Distance learning, digital learning.	Community-based safe learning hubs within school premises. LIFT	Focus on high-risk areas with secure learning options; encourage peer groups for social stability Provide accessible digital learning platforms suitable for Children with Disabilities (CWD) Ensure children with disabilities have safe evacuation plans and mobility aids.	Provide trauma-informed mental health support to increase resilience and reduce dropout. In addition to Child Protection.	Train school staff and students in emergency response to escalating tensions.
Epidemic	Risk of disease transmission in gatherings.	Home-based learning, Interactive Radio Instruction, digital learning options.	Hybrid models: some in-person, some remote. LIFT	Equip families with hygiene kits and health information; promote a supportive school community to reduce absenteeism. Ensure digital platforms are inclusive for children with disabilities	Establish on-site health monitoring and frequent health check-ups for early detection.	Educate students on disease prevention; rehearse school health protocols for crises.

Risk	Risk Impact	Modality for Learning Continuity (Emergency)	Modality for Learning Continuity (Protracted Crisis)	Considerations for Reaching and Retaining the Most Vulnerable	Potential School-Based Sectoral Integration	School-Based DRR and Anticipatory Action suggestions
Forced Displacement	Children are on the move, impacting learning continuity.	Mobile learning units, Interactive Radio Instruction.	Learning hubs at temporary school shelters. LIFT	Provide flexible attendance policies and materials that can be taken home; offer mentoring to maintain engagement. Catch-up learning support to bridge potential learning loss. Identify displaced children with disabilities early and ensure access to inclusive education options. Provide mobility aids and assistive devices at learning hubs.	Create safe spaces within schools for displaced students to connect with others and build a sense of belonging.	Map displacement routes and prepare temporary classrooms in nearby locations.
Drought and Famine	Scarcity of food and water impacts attendance and concentration.	School meals programmes, water trucking.	Integrated school nutrition programmes to combat malnutrition.	Target feeding support for food-insecure students to improve attendance and focus in class. Ensure children with disabilities have equal access to school feeding programs. Adapt meal preparation for students with specific dietary or feeding needs.	Implement school-based gardens and nutrition education to promote food security and sustain engagement.	Create shaded school gardens to promote drought resilience and ensure continuous learning.

Risk	Risk Impact	Modality for Learning Continuity (Emergency)	Modality for Learning Continuity (Protracted Crisis)	Considerations for Reaching and Retaining the Most Vulnerable	Potential School-Based Sectoral Integration	School-Based DRR and Anticipatory Action suggestions
Earthquake	School infrastructure may be damaged or unsafe.	Temporary safe spaces, home-based learning.	Rebuild earthquake-resistant schools/ temporary learning spaces/play and other clubs if rebuilding schools will take time or is not feasible LIFT	Map and prioritise heavily impacted schools. Ensure emergency response plans include accessible evacuation procedures. Provide assistive devices for children who lost mobility aids in the disaster.	Implement school-wide psychosocial support for children impacted by earthquakes.	Conduct earthquake drills regularly; establish designated safe zones on school grounds.
Wildfires	Schools may be inaccessible due to wildfires.	Mobile learning units, temporary shelters.	Fire-resistant infrastructure at schools.	Provide smoke-safe learning kits and offer resources to support emotional resilience. Ensure evacuation plans consider children with disabilities, including transport and safe refuge areas.	Establish protocols for air quality and safe indoor activities, enhancing attendance in poor air conditions.	Build firebreaks around school premises and practice evacuation routes.
Landslide	School buildings may be damaged; children may be relocated	Mobile learning, temporary safe spaces	Landslide-resistant learning and play spaces. LIFT	Prioritise support for isolated communities; offer after-school support to foster belonging.	Ensure accessibility for all children, especially those with disabilities, to improve engagement.	Stabilise school grounds with vegetation barriers and conduct landslide drills.

Risk	Risk Impact	Modality for Learning Continuity (Emergency)	Modality for Learning Continuity (Protracted Crisis)	Considerations for Reaching and Retaining the Most Vulnerable	Potential School-Based Sectoral Integration	School-Based DRR and Anticipatory Action suggestions
				<p>Ensure accessibility for all children, especially those with disabilities, to improve engagement.</p> <p>Provide mobility devices for students in displacement areas.</p>		
Economic Crisis	Families may prioritise income over schooling.	Emergency cash transfers, vocational programmes for both Children and Caregivers	Livelihood programmes within schools to aid struggling families.	<p>Offer cash assistance or stipends to keep or enroll children in school; create career paths that motivate continued attendance, LIFT.</p> <p>Ensure vocational programmes include adaptive skill training for children with disabilities.</p> <p>Offer assistive devices to enable participation in livelihood programmes.</p>	<p>Conduct vocational workshops and life skills training to retain adolescents.</p> <p>Offer life skills training to retain adolescents and partner with Vocational training partners.</p>	Develop school-based microfinance or income-generating programmes, such as student cooperative.
Extreme Weather	Heat/cold makes classrooms unsafe or unusable.	Morning/evening classes; shaded/heated areas.	<p>Climate-resilient school structures with ventilation and heating.</p> <p>LIFT</p>	<p>Prioritise young children and those with health issues, providing cool water and shaded areas.</p> <p>Ensure accessible cooling areas for children with mobility impairments.</p>	Install cooling systems, fans, and shaded outdoor areas within school premises to maintain comfort.	Conduct heat safety training; create shaded learning areas for extreme weather days.

Phased Learning Content and Skills Development for Crisis Preparedness, Response, and Recovery:



Building on the Risk Scenarios and Strategies for Educational Continuity, this section outlines how learning content and skill development evolve across different crisis phases—before, during, and in protracted crises. Just as education systems must adapt to risks like flooding, conflict, displacement, and economic crises, the learning needs of children also shift at each stage. Proactive preparedness (pre-crisis) ensures that schools, teachers, and communities are equipped to reduce risks and sustain learning in emergencies. For example, school safety plans and DRR integration prepare children for hazards like earthquakes or wildfires, reinforcing the importance of early warning systems and community engagement.

During a crisis, learning content focuses on social-emotional resilience, critical thinking, and life-saving knowledge, mirroring the need for mental health support in conflict zones or health education during epidemics. As crises become protracted, interventions expand to long-term psychosocial support, continuity in core academic skills, and adaptive strategies to navigate prolonged disruptions, such as displacement or economic hardship.

This phased approach ensures that education remains protective, inclusive, and empowering for all children, particularly those most vulnerable, including [children on the move](#), girls, and marginalised communities. The table below details the essential learning areas and skills that help children build resilience, maintain educational progress, and recover from crisis-related disruptions.

Phase	Content Area	Description / Purpose
Before the Crisis	School Safety Plans and Infrastructure	Conduct hazard assessments, improve building resilience, and develop safety plans with evacuation routes and safe zones.
	Emergency Drills and Safety Education	Implement regular emergency drills and teach students basic response actions for common hazards.
	Pre-position Emergency Supplies	Store essential supplies (first aid, water, food) on-site and prepare temporary learning spaces for rapid use if schools are compromised.
	Community and Parental Engagement in DRR	Hold DRR workshops for parents and build community partnerships to strengthen support for children during crises.
	Early Warning Systems and Technology Use	Use early warning systems and risk data for timely communication and anticipatory actions, like pre-evacuations or closures.

Phase	Content Area	Description / Purpose
	Integrate DRR into Curriculum	Teach students about local hazards and DRR through engaging projects, empowering them as active participants in safety.
	Crisis Response Training for Staff	Train teachers in crisis response and psychological first aid to support students' well-being during and after crises.
During a Crisis	Emotional and Social Learning	Integrate social emotional learning (SEL) to enhance resilience and emotional health (This applies before, during and after the crisis). In addition to PSS for children and teachers
	Literacy Skills	Promotes a sense of normalcy and ensures literacy skills which is foundational for learning progression.
	Numeracy Skills	Reinforces normalcy and basic numeracy skills, by providing structure and routine through familiar learning activities. They also ensure continuity in foundational learning, enabling children to maintain progress despite educational disruptions.
	Life Saving Learning	Equips children with practical skills for safety during crises.
	Critical Thinking and Problem Solving	Develops the ability to analyse situations and find effective solutions.
	Physical Education and Health	Promotes physical well-being and stress relief through movement and exercise.
	Creativity and Expression	Allows children to express themselves through art, music, and other forms of creativity.
	Caregiver Programming	Engages parents in their children's education, fostering a supportive home environment.
	Monitoring and Evaluation	Establishes systems for ongoing assessment of learning and emotional well-being.
Protracted Crisis	Positive Social Skills	Supports development of positive relationships, teamwork, and conflict resolution skills.
	Emotional and Social Learning	Integrate social emotional learning (SEL) to enhance resilience and emotional health.
	LIFT	Support the comprehensive well-being and development of children and adolescents with support from their caregivers in protracted humanitarian settings
	Literacy Skills	Promotes a sense of normalcy and ensures literacy skills which is foundational for learning progression.

Phase	Content Area	Description / Purpose
Protracted Crisis	Numeracy Skills	Reinforces normalcy and basic numeracy skills by providing structure and routine through familiar learning activities. They also ensure continuity in foundational learning, enabling children to maintain progress despite educational disruptions.
	Lifesaving Learning	Equips children with practical skills for safety during crises.
	Critical Thinking and Problem Solving	Develops the ability to analyse situations and find effective solutions.
	Physical Education and Health	Promotes physical well-being and stress relief through movement and exercise.
	Creativity and Expression	Allows children to express themselves through art, music, and other forms of creativity.
	Cultural Awareness and Sensitivity	Fosters understanding and respect for diverse cultures and backgrounds.
	Caregivers Programming	Engages parents in their children's education, fostering a supportive home environment.
	Monitoring and Evaluation	Establishes systems for ongoing assessment of learning and emotional well-being.

Coordination Matters



Having outlined risk scenarios and strategies for educational continuity and how phased learning content ensures resilience across crisis stages, the next step is to operationalise these approaches and since effective EiE interventions rely on strong coordination, ensuring that education remains a priority amid crises, collaboration across sectors, engagement with governments, and alignment with humanitarian mechanisms are essential for designing inclusive, adaptable, and sustainable education responses. Without this coordination, interventions risk being fragmented, duplicative, or failing to meet the unique needs of marginalised children, especially children on the move, children with disabilities, and those affected by displacement and conflict.

The EiE Framework for Preparedness and Response provides a structured, multi-phase approach that ensures education systems are not only reactive but proactive in addressing crises. For instance:

- Before a crisis, school safety planning and DRR education (as highlighted in the Phased Learning Content) can only be effective if local education groups, government bodies, and humanitarian partners work together.
- During emergencies, education access depends on cross-sectoral coordination—ensuring that responses address both learning needs (such as digital learning in conflict zones) and protective factors (such as trauma-informed psychosocial support for displaced children).
- In protracted crises, education systems must adapt through flexible learning solutions, while humanitarian actors continuously monitor needs and integrate education into broader protection, health, and WASH responses.

How?

The EiE framework ensures that preparedness, response, and adaptation efforts are aligned, evidence-based, and inclusive. This approach recognises that education is more than just learning, it is a stabilising force in children's lives, providing protection, mental well-being, and pathways for future development. The table below outlines the key components of this framework, reinforcing the importance of engaging all relevant actors in planning, assessment, targeting, adaptation, and response.

Phase	Emergency	Protracted crisis
Prepare - Coordinate	Engage with Education Working Group or Local Education Groups.	Engage with the Education Cluster (if activated) to coordinate on needs, roles, and operations, especially in reaching vulnerable populations like children on the move, ethnic minorities, and children with disabilities.
	Coordinate with Ministry of Education (MoE) officials (central and local) to identify needs, gaps, and priorities for vulnerable groups, including children on the move and marginalised communities.	Collaborate with UNICEF (leading Education Sector) and UNHCR for refugee responses to ensure coherence in educational support for displaced and mobile children.
	Map and engage relevant education stakeholders, partners, and Teachers' Associations to address vulnerabilities across communities.	Use the 5W matrix to identify partners working with vulnerable groups.
	Engage directly with the affected population, prioritising inputs from children on the move, children with disabilities, and other vulnerable groups to align response plans with their needs.	Prioritise engagement with affected populations, ensuring that needs of children on the move and other vulnerable groups inform the response design.
	Ensure cross-sectoral coordination with DRR/AA, child protection, and mental health actors to holistically support all children, including those facing severe hardships.	Emphasise cross-sectoral coordination to support the psychosocial, protection, and learning needs of all vulnerable children.
	Use Education Management Information System (if reliable) to capture main data on the education system	Perform secondary data reviews using reports from ACAPS, MoE's EMIS, and relevant sources, focusing on data for vulnerable children and children on the move. Also the Multi-dimensional Child Vulnerability Mapping online data portal that was developed by WV Or BRAT Basic Rapid Assessment Tool (BRAT) 2.0_Master
Prepare - Assess	Conduct secondary data review to update on contextual factors, including risks to children on the move and vulnerable groups.	Advocate for the inclusion of education-focused questions on vulnerable populations in MIRA
	Monitor the Education Development Plan or Transitional Education Plan with attention to inclusivity, noting gaps in service for children from marginalized communities.	Participate in Joint Rapid Needs Assessment to understand the needs of different vulnerable groups.
	Establish baselines on learning outcomes, especially for children with disabilities, minority children, and children on the move, to ensure their needs are being met.	Include Education session in GEOCARR (Good Enough Online Context Analysis for Rapid Response)
	Use INEE Conflict Sensitive Education Package for context analysis	

Phase	Emergency	Protracted crisis
	Assess quality and protective elements of learning environment (SLE or ILET) to ensure safe, adaptable, and welcoming spaces for all.	
	Identify vulnerability factors (disability, economic hardship, minority status, migration history, etc.) associated with fragility.	Use vulnerability grading to select beneficiaries, applying criteria such as disability, economic challenges, minority status, and prior access to education.
Prepare - target	Tailor education support to children on the move, marginalised ethnic groups, language minorities, children with disabilities, and other at-risk groups, ensuring that all can safely access education	Prioritise children on the move (e.g., refugees, internally displaced, asylum seekers) and other marginalised groups, adapting criteria based on the specific context.
	Integrate DRR/AA approaches in targeting to build resilience and ensure educational continuity for the most vulnerable children.	
	Use the Humanitarian Response Plan and EiE sector strategy to select operational areas and respond to unmet needs of affected populations, especially for children on the move and children with specific vulnerabilities.	Refer to the Humanitarian Response Plan and EiE sector strategies to identify gaps and operational areas.
	Obtain MoE approval for activities that support inclusive and adaptive education.	Coordinate with MoE for activity approval and adapt education activities to address inclusivity and accessibility.
	Adapt the approved Education Project Management (PM) guidelines, ensuring relevance to the needs of the affected population and adjusting for diverse vulnerabilities.	Use tools from Sector/other agencies to support the needs of specific populations, particularly vulnerable children, when not internally available.
	Implement continuous feedback mechanisms to adapt education programs based on input from affected populations, particularly vulnerable groups like displaced children and children with disabilities.	Actively engage with affected communities, including children on the move and other marginalised groups, through feedback mechanisms that adapt responses to evolving needs.
	Inclusive Education: in our Basic literacy and numeracy intervention/implementation of our Project models/approaches, embed practices that support marginalised groups, including children with disabilities, language minorities, ethnic minorities, and children on the move.	
	Disaster Risk Reduction (DRR) and Anticipatory Action (AA): Integrate DRR/AA to foster resilience and preparedness, prioritising vulnerable children and those in high-risk areas.	
	Protection and Safeguarding: Focus on child protection across all activities, ensuring safe environments for all children, particularly those facing displacement or significant risks.	

Phase	Emergency	Protracted crisis
Respond	Psychosocial Support and Mental Health: Provide PSS services to address trauma and mental health needs, especially for children, caregivers and teachers (especially Children on the move and vulnerable children impacted by crises).	
	Community Engagement and Parental Involvement: Foster active participation from parents and communities, including faith leaders, to create a supportive network for children's learning and development.	
	Gender-Responsive Education: Address gender-specific barriers to education and promote equitable learning opportunities for boys, girls, and non-binary children.	
	Continuous Monitoring and Feedback Loops: Implement MEAL (Monitoring, Evaluation, Accountability, and Learning) mechanisms to ensure the responsiveness of interventions, adapting to feedback from children and communities, especially marginalised groups.	



Response menu of interventions



The Response menu translates the EiE preparedness and response framework into practical, adaptable interventions for children, caregivers, teachers, and education systems. It ensures that education remains inclusive, protective, and resilient, whether in fragile contexts, emergencies, or protracted crises. Each intervention aligns with the phased learning approach, addressing children's evolving needs. The table below outlines targeted interventions by age group, supporting children's learning, well-being, and protection while fostering cross-sector collaboration and sustainable impact.

Age Range	Target	Menu of Interventions (Emphasising Emergency and Protracted Crisis Needs)
0-6 years	Children	Immediate Safe Spaces (CFS and TLS): Establish Child-Friendly Spaces (CFS) and Temporary Learning Spaces (TLS) quickly with WASH and psychosocial support elements, fostering physical safety and mental health.
		LIFT creates safe, nurturing spaces where young children can build foundational learning and emotional resilience through play-based activities, while caregivers receive guidance on responsive caregiving to support healthy development.
		Go Baby Go for Early Development: Adapt World Vision's Go Baby Go model to crisis contexts, integrating early learning and responsive caregiving for social and emotional development, in addition to play clubs.
		Play-Based SEL, Literacy and Numeracy Readiness: Use structured play-based activities, story-telling, and SEL to support emotional recovery and literacy, numeracy, focusing on trauma-responsive methods.
		Disaster Risk Reduction (DRR) Basics for Resilience: Introduce child-friendly DRR activities (like role-playing drills) to help children grasp basic safety concepts in crisis-prone areas.
		Inclusive Safe Spaces: Ensure culturally relevant, trauma-sensitive safe spaces for vulnerable children, particularly for those separated from families or facing discrimination.
		Health and Nutrition Collaboration: Integrate essential health screenings, vaccinations, and nutrition interventions alongside educational activities to ensure children's overall well-being.

Age Range	Target	Menu of Interventions (Emphasising Emergency and Protracted Crisis Needs)
	Caregivers and Community	Emergency Parenting Support (Go Baby Go): Implement Go Baby Go with a focus on helping caregivers reduce stress, maintain secure attachments, and understand responsive caregiving strategies in crisis.
		LIFT provides caregivers with responsive caregiving techniques and early childhood development knowledge, enabling them to support young children's foundational learning, emotional bonding, and sense of security.
		DRR Training for Parents: Equip caregivers with basic DRR skills, including Psychological First Aid (PFA), enabling them to support family resilience and mental health in emergencies.
		Citizen Voice and Action (CVA): Mobilise communities to advocate for children's safe, continuous access to education and services, encouraging active community support.
		Cross-Sector Coordination: Collaborate across health, protection, and nutrition sectors to create a holistic support system for families, addressing urgent needs in protracted crises.
	Teachers / Facilitators	Psychosocial Support (PSS) and DRR Training: Provide immediate training on PSS, child protection, and DRR protocols to equip teachers to respond to trauma effectively.
		SEL and Trauma-Informed Capacity Building: Continually train educators on trauma-sensitive approaches and SEL to ensure sustained, effective support for children in prolonged crises.
		Protection and Health Linkages for Teacher Well-being: Connect teachers with health and mental health services to ensure they remain resilient and supported, especially in prolonged crisis environments.
	Systems / Government	Advocacy for Crisis-Sensitive Early Childhood Policies: Engage governments to include early childhood support in emergency frameworks, ensuring that young children receive educational and emotional support.
		Cross-Sector Partnerships: Develop strong ties with health, protection, and nutrition sectors to enhance early childhood support and create a unified approach.
		Data-Driven Resource Allocation: Push for regular data collection to identify and track young children in crisis, informing policy decisions and directing resources effectively.

Age Range	Target	Menu of Interventions (Emphasising Emergency and Protracted Crisis Needs)
6-12 years	Children	Immediate Safe Learning Spaces: Set up Temporary Learning Spaces that includes WASH facilities, trauma-responsive design, and SEL to provide immediate safety and stability.
		Unlock Literacy: Use World Vision's Unlock Literacy programme, tailored for children affected by displacement, to build foundational skills in literacy, numeracy, and resilience.
		Integrated SEL and DRR Skills: Teach SEL combined with DRR to help children learn practical crisis management and resilience-building skills.
		LIFT provides structured activities focused on resilience, basic psychosocial support, and academic continuity, fostering essential social and critical thinking skills that help children navigate crises.
		Catch up and Remedial: Offer catch-up programmes and ALPs to bridge educational gaps for children who missed schooling due to crisis. Also, Unlock Literacy Catch up programme /clubs.
		Nutrition and Health Support: Partner with local health agencies to deliver school-based feeding, hygiene education, and healthcare access.
	Caregivers and Community	Community-Led Advocacy (CVA): Use CVA to empower caregivers and communities to advocate for continued education, holding authorities accountable for safe learning spaces.
		Parental PSS and Crisis Support: Provide support groups and PSS resources to parents, helping them reduce stress and foster consistent school attendance.
		LIFT equips caregivers with tools to reinforce resilience, psychosocial support, and basic academic skills, fostering a stable environment that supports children's educational and emotional continuity.
		Resource Assistance: Provide direct support such as cash transfers, uniforms, and school meals to ensure children have the necessary resources to attend and remain in school during crises.
	Teachers / Facilitators	Training in SEL and CSSF: Build teachers' skills in SEL and Comprehensive School Safety Framework (CSSF) to create secure and supportive learning environments.
		Crisis Response and DRR Training: Equip teachers with knowledge on evacuation, communication, and other DRR protocols to ensure readiness in emergencies.
		Well-being and Protection Support: Link teachers to mental health resources and protection services to maintain their capacity to provide effective, compassionate education.

Age Range	Target	Menu of Interventions (Emphasising Emergency and Protracted Crisis Needs)
12-18 years	Systems / Government	Advocacy for Emergency School Policies: Partner with ministries to ensure policies support rapid setup of Temporary Learning Spaces (TLS) and sustained teacher training for crisis situations.
		Primary Education Integration of CSSF and DRR: Embed CSSF and DRR principles within primary education, focusing on displaced and crisis-affected children.
		Cross-Sector Accountability: Use data on displaced children to encourage sectoral coordination, ensuring that vulnerable students receive comprehensive support.
	Children	Flexible Learning and Temporary Learning Spaces: Develop TLS and alternative education pathways, like condensed curricula and accelerated learning, to meet adolescent needs in crisis (ensuring that this is Aligned with MoE curricula and pathways!)
		Life skills / Impact+ to help retain adolescents in education by equipping them with essential competencies for personal development, resilience, and future success.
		SEL and DRR for Resilience: Integrate DRR and SEL for life skills that foster hazard awareness, coping strategies, and preparedness.
		LIFT supports adolescents with sessions on agency, resilience, and deeper knowledge around social and emotional challenges, empowering them to engage in community-building and leadership activities.
		Values-Based Literacy (Literacy and Numeracy & Channels of Hope): Integrate values and community-building themes to strengthen resilience in adolescents.
		Cross-Sector Linkages for Adolescents: Work with health, protection, and employment sectors to create a support network for skill development and mental well-being.
	Caregivers and Community	Adolescent-Focused Crisis Parenting: Empower parents to support adolescent resilience with PSS and DRR training to mitigate crisis-related challenges.
		LIFT empowers caregivers with strategies to support adolescents' agency and resilience, encouraging open communication and guidance as adolescents explore community roles and face social challenges.

Age Range	Target	Menu of Interventions (Emphasising Emergency and Protracted Crisis Needs)
12-18 years		Community Advocacy for Adolescents: Leverage CVA to emphasise the right to education for youth, focusing on supporting educational continuity.
		Resource Mobilisation: Ensure resources, like uniforms, transportation, and meals, are available to sustain adolescents' school attendance.
	Teachers / Facilitators	CSSF-Compliant Adolescent Support Training: Provide CSSF training tailored to adolescents, focusing on resilience and crisis management for older students.
		DRR and SEL Curriculum for Empowerment: Equip educators with DRR-integrated SEL and PSS to help themselves and adolescents build self-reliance and coping skills.
		Sectoral Coordination: Work with protection, health, and vocational sectors to create a network of support that benefits both teachers and students, ensuring resources and guidance are readily available.
	Systems / Government	Youth Education Policy Advocacy: Advocate for TLS and flexible education pathways to be recognised and accredited, supporting displaced youth's education continuity.
		Youth Employment Partnerships: Promote collaborations between education and labor ministries to develop employment opportunities in crisis contexts.
		Data Collection on Adolescents: Collect targeted data on adolescents in crisis to strengthen sectoral support and ensure resources focus on education, resilience, and job-readiness.

Child Safeguarding and Participation Mechanisms

World Vision is committed to ensuring that all children engaged in Education in Emergencies (EiE) interventions are protected from harm and empowered to participate meaningfully in shaping the learning environments that affect them. To uphold this, robust child safeguarding measures must be integrated across all phases of preparedness, response, and recovery. This includes staff training on safeguarding protocols, the establishment of child-friendly reporting pathways, and alignment with inter-agency referral systems for protection concerns. Equally, children's voices must be intentionally and ethically included in program design and monitoring. Age-appropriate, inclusive, and periodic Focus Group Discussions (FGDs) with children should be conducted to capture their experiences, concerns, and suggestions related to safety, well-being, learning relevance, and inclusion. These participatory mechanisms not only reinforce safeguarding efforts, but also strengthen accountability and ensure education responses remain responsive to children's evolving needs, especially those most vulnerable.

Education in Emergencies and protracted Crisis & SEL: the example of 6 to 12 years old

In the context of emergencies and protracted crises, Social and Emotional Learning (SEL) skills are foundational for addressing the complex and layered challenges faced by affected individuals and communities. SEL provides critical tools to help children and adults navigate the immediate impacts of trauma, foster resilience, and build pathways toward recovery and sustainable development. By integrating SEL into Education in Emergencies (EiE) programmes, we can address the emotional, cognitive, and social dimensions of crises, ensuring holistic support that goes beyond basic survival.

This table outlines a phased approach to prioritising SEL skill domains based on the evolving needs of 6 to 12 year old children, during different stages of a crisis. Each phase is aligned with specific skill domains and accompanied by the rationale for their prioritisation, ensuring that interventions are both timely and effective.



Phase	SEL Skill Domains	Rationale
Immediate Response Phase (Emergency Context)	Self-Awareness: Emotional Identification and Understanding	Helps children recognise and regulate their heightened emotional responses, which are critical during immediate stress and chaos.
	Self-Management: Impulse Control and Self-Regulation	Provides tools to manage intense emotions and impulsive behaviours, ensuring safety and stability.
	Social Awareness: Empathy and Perspective Taking	Promotes co-operation and mutual support in group settings under crisis.
	Relationship Skills: Communication and Active Listening	Facilitates clear communication to reduce misunderstandings and build trust in stressful environments.
	Resilience and Perseverance: Coping Skills and Stress Management	Offers immediate techniques (For example mindfulness, relaxation) to help individuals manage stress effectively.

Phase	SEL Skill Domains	Rationale
Recovery Phase (Protracted Crisis)	Self-Awareness: Strengths, Values, and Identity Exploration	Supports rediscovery of self-worth and cultural identity disrupted during crises, fostering positive self-image and connection to community.
	Self-Management: Goal-Setting and Organizational Skills	Encourages structured recovery planning and balancing personal and communal responsibilities, fostering hope and direction.
	Social Awareness: Cultural Sensitivity and Respect for Diversity	Promotes inclusivity and understanding in displaced or diverse communities, reducing tensions and fostering harmony.
	Relationship Skills: Conflict Resolution and Cooperation	Equips children to address disputes constructively and collaborate effectively for community rebuilding.
	Responsible Decision-Making: Problem-Solving and Critical Thinking	Essential for navigating complex situations in resource-scarce environments and rebuilding critical infrastructure and relationships.
	Resilience and Perseverance: Growth Mindset and Perseverance	Encourages children to believe in their capacity to recover and persist despite challenges.
Sustained Development Phase (Protracted Crisis/ Emergence)	Responsible Decision-Making: Ethical and Informed Choices	Supports thoughtful community rebuilding and sustainability, emphasising ethical practices and mutual benefit.
	Self-Management: Goal-Setting and Organisational Skills	Empowers children to take charge of their future through effective planning and management of personal and social responsibilities.
	Resilience and Perseverance: Growth Mindset and Perseverance	Reinforces continuous improvement, resilience, and adaptation to new opportunities, ensuring readiness for long-term development and success.

Education in Emergencies is more than just providing access to learning, it is a transformative force that protects, empowers, and equips children with the knowledge and skills to navigate crises and build a better future. World Vision's EiE Framework ensures that education remains inclusive, protective, and resilient, no matter the context. By aligning with global standards, integrating multi-sectoral approaches, and prioritising the most vulnerable children, we can create meaningful and lasting impact.

For further guidance on implementing this framework, adapting strategies to specific contexts, or exploring partnerships for a stronger EiE response, please reach out to Charbel Chidiac – Education in Emergencies and Protracted Crisis Senior Advisor – GC email: charbel_chidiac@wvi.org

Together, we can strengthen education systems, support crisis-affected children, and ensure that every child is educated for life.



World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families, and their communities to reach their full potential by tackling the root causes of poverty and injustice. World Vision serves all people, regardless of religion, race, ethnicity, or gender.

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