

Education in Emergencies



From decades of data, we know that humanitarian crises are actually getting longer and more complex—the average length of a humanitarian crisis is more than 12 years. Every crisis impacts children’s access to education—but even more critical is how crises impact learning outcomes. Globally, 87% of children attending primary and lower secondary school during emergencies do not meet minimum proficiency benchmarks.

Traditional Education in Emergencies approaches that many large NGOs and UN agencies spend money on simply aren’t creating the change required at the pace needed. Rehabilitating schools, distributing textbooks, and school feeding programs are indeed critical investments, but we know there’s no single solution, or silver bullet, to a problem so entrenched and complex as the continuation of education in the midst of an emergency. Instead, we need to invest in the enabler of all of these technical solutions—the people and the collective leadership across all levels of an education system, from students and teachers, to parents, community members, and local leaders.

Teach For All and Education in Emergencies

Reshaping the systems that hold crisis-affected children back takes many people pioneering many solutions and working together at all levels—in schools, in governments, and in communities. Through our **Education in Emergencies Initiative** we’re building the collective leadership necessary to solve the educational crises caused by conflicts, displacement, climate-induced disasters and other instabilities.

Initiative Priorities



Grow the number of outstanding and **diverse teachers** who improve crisis-affected students’ academic and non-academic outcomes, in order to shift the predominant humanitarian focus from access to education, to quality learning.



Connect existing partners and ESEs with **global resources** and knowledge, to enable them to scale their work in emergency-impacted classrooms and communities.



Foster **alumni leaders** who build long-term local and national humanitarian capacity, so that national ecosystems can be more responsive to emergencies.

Contribute to the **global humanitarian discussion** by elevating our network’s insights and perspectives, particularly on the power of networks to accelerate ‘localization’ of Education in Emergencies.

We've seen that enough leadership throughout the whole ecosystem around children can meaningfully change outcomes, not only in single classrooms or schools, but across whole communities.

Teach For All's global network is providing that vital leadership. Network partners are responding across numerous contexts to meet the needs of thousands of children impacted by emergencies. **This map** illustrates just a small fraction of some of the challenges network partners are facing across the world.



Teach For All's Education in Emergencies Initiative is supporting and building the collective leadership needed to move the dial on learning in emergencies by ensuring that quality teaching and learning happens, despite the incredibly unstable conditions—before, during, and after crises.

Initiative Activities

Providing crisis-responsive support across our network

Given the increasing number of challenges and emergency situations occurring across the world, Teach For All works with network partners to ensure they are ready to face any potential crisis situation in the future and continues to provide assistance throughout an emergency. In times of crisis, Teach For All supports impacted partners across every aspect of their program. This support is wide-ranging, covering topics like:



Recruitment, Selection, and Matriculation: How to attract and recruit talented and motivated teachers to work in these highly volatile contexts; how to select them when in-person assessment centers or interviews aren't possible or safe; what choices need to be made in placing teachers when there are restrictions on movement, safety, and security.



Training and Support: Designing leadership development opportunities for these teachers on topics such as social-emotional learning, second-language learning, trauma-informed pedagogy, positive discipline in schools, and how to identify and refer children at risk of harm.



Contingency Planning: Mapping the risks that teachers and students face in these contexts, and co-designing mitigation measures; scenario planning on how each crisis might evolve and the impact this would have on the education system; training network partners on safety drills and evacuation measures.

Supporting Teach For Lebanon

In late 2024, Lebanon endured another round of foreign military action, marking the fifth consecutive year of interrupted education in the country. Knowing an invasion was on the horizon, Teach For All and Teach For Lebanon used the preceding weeks to undertake contingency planning, thinking through how they might need to temporarily pause their program, pivot their ways of working, and support the safety of their fellows, alumni, and students. As the situation evolved, we continued to support them through the active crisis helping the CEO to establish an Emergency Task Force, supporting them in sending daily updates to staff and fellows on where they should—or should not—go, providing trauma and wellbeing support, and much more.

Communities across the south of Lebanon were forced to evacuate and hundreds of thousands of people took shelter in schools. To support those displaced, Teach For Lebanon created a unique cohort of fellows to teach remedial classes in these shelters. A key step was an accelerated recruitment campaign, targeting individuals with strong skills specific to the situation, particularly those with strong resilience and adaptability. In supporting these efforts, Teach For All worked alongside the Teach For Lebanon team to develop and complete a successful funding request from Education Above All, which provided vital resources for this work.

Generating global resources for the Teach For All Network

In 2024, Teach For All relaunched an Emergency Relief Fund to offer a critical lifeline for crisis-affected network partners. So far, the Emergency Relief Fund has supported more than 10 partners that have been impacted by sudden onset crises (such as natural disasters or spikes in conflict) or impacted by unforeseen economic or political situations that have challenged their financial sustainability. Grants have provided vital support—for example, enabling Anseye Pou Ayiti, our network partner in Haiti, to train all their teachers and school leaders on trauma-informed pedagogy and psychosocial support, including how to speak about the volatile situation with primary school students.

Building Education in Emergencies knowledge, mindsets, and skills

Teach For All provides support to our network—and beyond—through teacher professional development. This work equips teachers with essential classroom skills and the leadership competencies required to act as changemakers in multicultural and displacement communities. This support is offered in multiple ways, including learning calls, knowledge products and resources via our [Learning and Resource Hub](#), online courses, and in-person events.

We also work in partnership with others in the field. Since 2022, Teach For All has worked with the International Rescue Committee on the [Leadership for Learning Through Displacement Fund](#). This collaboration has enabled Teach For All to recruit and develop cohorts of new local teachers to have a positive impact on displaced children in Bangladesh, Lebanon and Poland. In this time, we have developed more than 150 teacher leaders and have contributed to the training and support of more than 4,000 of their colleagues in the schools where they are working. In Lebanon, for example, this led to 90%

of fellows improving their teaching practices and 75% of their students reporting improved wellbeing and socio-emotional learning. These teachers have not only transformed the learning and wellbeing outcomes of their students, but they themselves have developed into agents of long-term change, working alongside many others in their humanitarian ecosystem, to ensure that systems are oriented to meet the unique needs of displaced children.

Fostering long-term alumni impact in emergency settings

While immediate interventions and support are vital in any emergency situation, Teach For All is also seeking to build a long-term movement for change. Across Teach For All's network, there are hundreds of alumni who are working in the humanitarian space in their countries. Thirty-eight of such alumni (from 22 different countries) have recently come together to co-create and launch the Education in Emergencies System Leaders Community. This community of practice aims to accelerate their own personal and professional leadership, exchange insights on locally-led humanitarian action, and, in the long-term, help reimagine and disrupt the humanitarian ecosystem, aware that its current ways of working continue to reproduce the "status quo" during and after emergencies.

Teach for the Philippines alumnus CJ Feria is helping keep students safe in emergencies

As a Teach for the Philippines fellow, CJ Feria taught in an island community where the school regularly flooded during heavy rains. Despite the storms and the flooding, CJ saw that his students were eager to learn and engage in their lessons. Inspired by his teaching experience, CJ later joined the Department of Education's Disaster Risk and Reduction Management Service, where he helped ensure students and schools across the Philippines are safe and education continues in emergency circumstances.



CJ's role involved many things, from coordinating disaster responses to directly supporting these efforts in the field by training teachers to build a culture of safety or providing mental health support services, but also listening to schools, families, and communities share their experiences and stories so he and his team can best respond to their needs was his favorite part of the job. [This video](#) shows more about CJ's work providing services and training educators to support students in crisis situations.