

DOI: 10.5281/zenodo.12426472

CRISIS-RESPONSIVE EDUCATION: A REVIEW OF SOCIAL SCIENCE PERSPECTIVES ON LEARNING IN CONFLICT ZONES

Dr. Deepthi Amith¹, Prof. Malvika Sati Kandpal², Dr Indrajit Goswami³, Anand Kumar⁴,
Mrs. Gomati^{5*}, Dr I S Chaitanya Kumar⁶

¹Professor & HoD, Department of MBA Kalpataru Institute of Technology, NH-206, B H Road, Tiptur- 572201, Karnataka, India.

²Dean of Department of Education, Shri Guru Ram Rai University, Dehradun.

³Professor, School of Commerce and Management Studies, Dayananda Sagar University, Innovation Campus, Hosur Road, Bengaluru-560114.

⁴Professor, School of Education, Shri Guru Ram Rai University, Dehradun-248001, Uttarakhand, India.

^{5*}Ph.D. scholar Education, Shri Guru Ram Rai University pathri bag Dehradun Uttarakhand.

⁶Additional Professor, Department of Transfusion Medicine and Hemotherapy, All India Institute of Medical Sciences, Mangalagiri, 522503.

Received: 12/12/2025

Accepted: 16/02/2026

Corresponding Author: Mrs. Gomati
(gomatibisht789@gmail.com)

ABSTRACT

Education in conflict zones has emerged as a critical global concern, particularly as the number of children affected by crises continues to rise. Modern calculations show that the number of children requiring educational support in the crisis exceeds 224 million, and about 72 million people are completely illiterate. Since the research issue was explored by utilizing the multidisciplinary approach (social science) that integrated the knowledge about sociology, psychology, political science, and development research, the review article analyses the crisis-responsive education in the light of a sociological approach. The paper discusses the impact of conflict on the education sector, altering learning processes and requiring flexible pedagogies. It is an important piece of journalism concerning the concept of Education in Emergencies, not only in terms of its theoretical orientation but also in its applications. The significant threats to education in conflict areas in the paper are considered to be the destruction of infrastructure, displacement, poverty, psychological trauma, and institutional weakness. It also depicts how the issue of social inequalities regarding specific gender, both disability and socio-economic status, is further aggravated in the presence of a conflict. Education is disrupted and responds differently, as evidenced by case reviews worldwide, including in Syria, Gaza, Sudan, and Sub-Saharan Africa. The current review focuses on crisis-responsive strategies, such as alternative schooling models, digital learning platforms, community-based education, and psychosocial support systems. The analysis also shows that international governance, collaboration, and policy structures, such as the Safe Schools Declaration, play an influential role in education continuity. Furthermore, the study discusses the weaknesses of current interventions, including the limitations of available empirical measures and situational interventions. The paper concludes with a recommendation for a combined crisis-responsive education model,

grounded in the concepts of social justice, cultural sensitivity, and a long-term vision for peacebuilding. It discusses an interdisciplinary research approach, the inclusion of policies, and sustainable investments as measures to transform the education systems of populations in conflict.

KEYWORDS: Crisis-Responsive Education, Conflict Zones, Education in Emergencies, Social Science Perspectives, Learning Systems, Displacement, Resilience.

1. INTRODUCTION

Education is widely recognized as a fundamental human right and a cornerstone of sustainable development. This right is severely violated in the meantime in the conflict areas. War is not only devastating to physical systems but is devastating to social constructs, and this is what the education systems are based on. The schools are burned down, the teachers are put out and the children are in a dilemma of first surviving and then learning.

The world has become quite conversant with the conflict zones, as the population of children who reside within the conflict zones is almost half. Such environments are unstable, violent, and prone to structural failure, making it difficult to access basic services such as education. The adverse impact of educational interference in such contexts is extensive, affecting individual development, not to mention long-term societal stability.

In the social sciences, the educational process in conflict areas must be considered at a dynamic, situational level. It is preconditioned by political formations, cultural dogma, prosperity, and psychological well-being. Crisis-responsive education refers to the two approaches and interventions intended to maintain the continuity of learning during crises and in the post-crisis period. It comprises a concept that has emerged over recent decades, especially in the context of Education in Emergencies (EiE).

The present review aims to synthesize what is available in the literature on crisis-responsive education and on how social science methodology can be utilized to develop a more efficient and equitable model of learning in conflict zones.

2. CONCEPTUAL FRAMEWORK: CRISIS-RESPONSIVE EDUCATION

2.1. Definition and Scope

Crisis-responsive education refers to the design and implementation of educational systems that can adapt to emergencies such as armed conflict, natural disasters, and forced displacement. It entails long- and short-term solutions that will help restore good school systems.

This notion is rather similar to Education in Emergencies (EiE), which aims to ensure access, quality, and safety during crisis conditions. EiE intervention involves rapid learning, temporary learning conditions, teacher training and psychosocial support.

2.2. Theoretical Foundations

The majority of sociologists have argued that education is one of the greatest socializing institutions and a major force in cultural reproduction. The role is sacrificed in the war zones that cause the social identities and communality of the community to be in ruins. Psychological theories emphasize the trauma's impact on the learning process and thus an alteration of supportive learning and conditions that are oriented to healing.

The other view of political science takes the side of the forms of governance and policy; the frailty of the state, and the politics of war, can be mediated through the provision of education. Meanwhile, development studies highlight the role of education in the path to poverty reduction and peacebuilding.

3. IMPACT OF CONFLICT ON EDUCATION SYSTEMS

Armed conflict disrupts large-scale education systems by cutting off access to education, but it also destroys the structural, social, and psychological frames on which education relies. It is a multi-layered institution embedded within broader socio-political and economic affairs; thus, when conflict arises, the consequences are many and interrelated. Once again, rewriting the annihilation of the physical infrastructure, the physical and geographical displacement of individuals, economic and psychological torture, the war is a huge interruption in education and engagement in access, quality, and fairness. This section presents a critical review of the major dimensions under which there is short-term and long-term conflict in the education system.

3.1. Destruction of Infrastructure

One can speak about the destruction of the educational facilities as one of the most conspicuous and direct outcomes of the armed conflict. Bombs, shelling, and armed attacks are normally used to destroy schools, colleges, and universities. In the overwhelming majority of cases,, educational institutions are wanted because they exemplify the state power, social progress,, or ideological discontent. Otherwise, they are transformed into military applications, such as barracks or detention centres, or even used to hold weapons, which makes them very irrelevant to other activities like education.

Infrastructure is devastated, and this translates into colossal school closures that will last for long periods. Millions of children of exchanging a chance of receiving a formal education have been made useless in lots of thousands of schools in conflict-related regions in the Middle East, as well as in Sub-

Saharan Africa. School facilities are destroyed, hindering the provision of essential facilities, including classrooms, libraries, sanitation facilities, and safe recreational facilities. This is not only about learning performance, but it also affects the safety and well-being of children.

They also tend to lose learning facilitation materials, textbooks, teaching gadgets, and technology, in addition to infrastructure damage. Such an infrastructure must be reinstated at a huge financial and political cost, even though it often does not exist in the war-torn arena. They are not usually carried out rapidly and haphazardly, leading to prolonged gaps in school attendance even when the process of restoring themselves is ongoing. Therefore, it is both short-term (access as an impediment) and long-term (educational recovery as an impediment) damage caused by Infrastructure destruction.

3.2. Displacement and Migration

The other important cause of the education system's derailment is displacement, a consequence of conflict. Wars that may include armed conflicts, as was the case of the situation in Afghanistan, are left to displace millions of people and leave behind huge numbers of refugees and internally displaced population (IDPs). The displacement can be a sudden break in children's education, lasting months or even years.

The refugee or displaced children are faced with a lot of difficulties in their journey to acquiring education in the host countries or in the refugee shelters. In this regard, they may not readily integrate into the new school systems, especially when the curriculum and instructional mode differ from those in their home countries. Moreover, failure to register, i.e., birth certificates, educational records, or IDs, may mean that children have no avenue for enrolling in an organized educational system.

The effects of the displacement burdens are also to highlight the host community schools, which may already behave as resources that may be affected. Overpopulation in schools, teacher shortages, and poorly developed infrastructure are the new order of things. Education technology in refugee camps or informal settlements is likely to be highly reliant on humanitarian organisations, leading to the establishment of non-formal or temporary schools that are not necessarily standardised or sustainable.

Besides this, displacement disrupts social networks and the support that is essential for the initiation and progression of children. The concept of educational discontinuity is also caused by constant

change, and children cannot maintain their habitual educational patterns. This means that downtrodden children face a high probability of dropping out of school and suffer long-term consequences of poor learning.

A prominent example of displacement-related educational disruption can be observed in Syria, where the ongoing conflict since 2011 has resulted in one of the largest refugee crises globally. Syrian refugee children in countries such as Lebanon, Jordan, and Turkey have faced major barriers, including language differences, curriculum mismatches, and a lack of documentation, leading to prolonged discontinuity in education. This case highlights how displacement not only interrupts access but also complicates reintegration into formal schooling systems

3.3. Economic Barriers

The severity of the economic hardship caused by war is very significant and therefore imposes serious challenges for education. War disrupts livelihoods by driving the local economy into the drain and diminishing the revenue families earn. In this case, the families are being compelled to take care of needs directly linked to survival, e.g., food, shelter, and healthcare, at the expense of education.

The direct cost of schooling has become one of the most important obstacles to education in the economic zones ravaged by wars. Though education is a free nominal commodity in certain areas, some expensive parts of education, like uniforms, textbooks, commuting, and examination fees, may be too expensive for poor households. Besides this, indirect costs, such as the opportunity cost of taking children to school rather than engaging in income-generating activities, also deter them from attending school.

Unlike the conflict-prone regions, child labour is being aggravated as children are forced to help in generation of revenues. In their most extreme scenarios, children can even be upsold into military or even eco-slave labour rather than the educative activities, and thus perpetrate them as a crime. Early marriages, especially in girls, are another aspect of coping that has resulted in further limitations of access to education amongst the population, as most of the families are currently experiencing financial insecurity.

Economic instability affects the supply side of education. Conflict regions are usually financially constrained; governments allocate little money to education. Teachers receive late or low salaries, which creates a lack of enthusiasm and results in

flight or loss of good teachers. This, in turn, causes poor education even among the school-going population.

Thus, it implies that economic obstacles will function at the household and system levels, thereby enabling inequalities in education and collectively wiping out the opportunity to learn.

In Sudan, prolonged conflict has intensified economic hardships, forcing families to prioritize survival over education. Many children are pushed into labour or informal work, significantly increasing dropout rates. This case reflects how economic instability at both household and systemic levels disrupts educational participation.

3.4. Psychological Trauma

In addition to the physical and financial shocks, the psychological effects of the war are stressful for children, and this factor also greatly affects their potential to learn. Psychological trauma may therefore develop through various means, including exposure to violence, death of close people, displacement and insecurity, among other ways, as long as such occur.

Cognitive skills, including memory, attention, and problem-solving, are vital to the learning process and are affected by trauma. The children who underwent the conflicts and trauma may not have the capacity to focus in the classroom to absorb facts, or even to engage in learning activities. Potential behavioural patterns, such as violence or shyness, will also develop and create an even greater impediment to learning.

Worse still, there are no stabilizers and enabling environments. The majority of the conflict zones are not even secure areas in the school since they can be assaulted or fail to offer proper security. Even teachers themselves are likely to have their traumas and stress, and they might not be trained and equipped to meet the psychological needs of their students.

The psychosocial support, thus, is a significant element of learning in a conflict environment. There may be a minimization of this systematic effect of psychological distress by including social-emotional learning, counselling, and teaching in a trauma-informed way. The interventions, however, are normally constrained by resource implications and incompetent employees.

There are certain lasting impacts on education and employment successes when the psychological trauma is not attended to. It can trigger a decrease in motivation, an increase in the dropout rate, and a loss of individual and professional growth. The

psychological trauma is then not only a matter of personal wellness, but it may also help the educational systems in the areas with the conflict to work.

4. SOCIAL INEQUALITIES IN CONFLICT-AFFECTED EDUCATION

The effects of conflict do not affect all population members; on the contrary, they reinforce the social disparities that have already formed and introduce new dimensions of marginalization in the educational system. During moments when the crisis strikes, education becomes stratified along the lines of gender, disability, and socio-economic considerations, among other positional issues like ethnicity, geography, and language. According to the concept of social science, these inequalities are not coincidental but are instead the result of structural production, whereby power, opportunity, and resources are distributed. As a result, to be in a position to address inclusive and equal education, one would have to examine how strife increases social inequalities.

4.1. Gender Disparities

Among those nations that have to exist under the conditions of conflict, the problem of gender disparities in education is particularly serious. Girls have also been disadvantaged in the domain of education; girls are victims as much as boys are in the schooling system, though somehow left behind by a cluster of socio-cultural, economic, and security-related incidents. War generally strengthens the patriarchy framework and position given to both sexes and denies girls the schooling privilege and predisposes them to exploitation, even more.

Enhanced frequency of recreational and compulsory marriage is among the largest restrictions to educating the girl child in the strife areas. The starving or unsafe family might be looking at marriage as a form of defines or survival, thus drifting the girls out of school. In addition to terminating education careers, child marriage also puts girls at risk to their health, matrimonial obligations, and low social mobility.

The other issue is gender-based violence, which weakens the accessibility to education among girls. Late breakdown of law and order in war-prone regions has a probability of the existence of sexual violence, abuse, and other forms of violence. Movement to school, as well as the conveyance to it, may be rendered unsafe, and families will not be interested in sending girls to school. Even the lack of safe infrastructure in educational establishments,

such as separate sanitation facilities, can also discourage attendance.

The issues are aggravated by the school closures, which also deny organized learning conditions and protection fields. The girls can bear the burden of household affairs, such as housework and caring, for longer periods than boys do during house closures. This not only takes up their time during the learning process but also increases the likelihood that they will not return to school when it opens.

There is also a role for cultural norms and expectations. Girls' education in most societies is

often seen as less important than boys' education, especially during times of crisis when resources become limited. As a result, the families can pay more attention to the boys without necessarily dedicating them to out-of-school girls.

The specific interventions are also required to address the problem of gender disparity, and access to education is not the factor that makes this possible. These community interventions involve addressing harmful norms, providing facilities for secure shelter and girl-friendly learning, providing monetary support (via scholarships or as a condition of financial transfers).

Table 1: Social Inequalities in Conflict-Affected Education.

Dimension	Indicator	Boys (%)	Girls (%)	Disability (%)	Remarks
Enrollment	Pre-conflict	80-90	75-85	50-60	Lower for vulnerable groups
Enrollment	Post-conflict	60-70	40-55	20-30	Sharp decline
Dropout	Economic	20-30	35-50	40-60	Higher among vulnerable
Dropout	Household	10-15	30-45	25-35	Gender roles impact
Early Marriage	Withdrawal	—	25-40	—	Affects girls
Violence Risk	Exposure	10-20	30-50	—	Safety issue
Infrastructure	Sanitation	60-70	30-50	20-30	Accessibility gap
Digital Access	Participation	40-60	25-45	10-20	Digital divide
Re-enrollment	Return rate	65-75	40-55	20-35	Unequal recovery

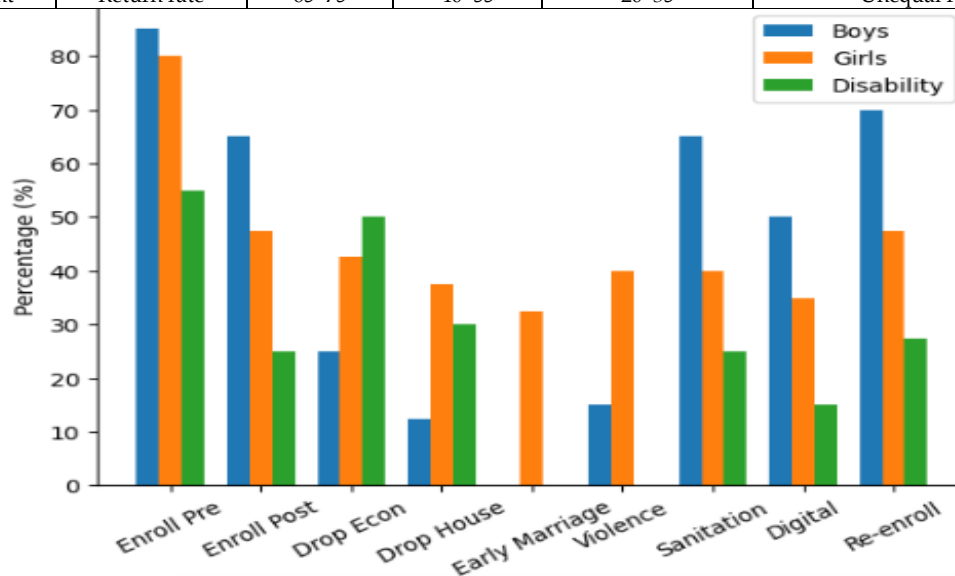


Figure 1: Social Inequalities in Conflict-Affected Education.

4.2. Disability and Inclusion

One of the branches that have not been left behind by a conflict in the education systems is children with disabilities. They possess monumental obstacles to quality education in steady conditions; the problems become more inclined towards challenging situation when the sources are minimal and the hierarchy of priorities is often prescribed to comprehensive policies.

One of the threats is the susceptibility to inaccessibility of infrastructure. Schools are usually destroyed or damaged and the makeshift learning environments are hardly planned in the aspect that

they can be accessed very easily in the war-torn zones. This puts the physically challenged children in embarrassing situations to attend school. On top of this, there is usually inadequacy of transport or is hazardous limiting access.

Inclusive education is also limited by the insufficiency of special resources and qualified workers. The special instruction methods, aids to support and personal accommodations are needed by the special needs children. Such resources are neither available nor in short in case of a conflict. The teachers who are already under strain in concern with tax can be left without being trained to meet the

varied and multiple learning requirements which in turn amounts to leaving them unattended or with lack of adequate attention to students with disabilities.

Such problems are aggravated by social stigma and discrimination. Disability has also been described to carry poor cultural planes and these suggestions presuppose isolation and rejection in an immense majority of cultures. These attitudes can only increase in the course of the crisis when families/communities adopt the part of survival aspect instead of inclusion. This means that the disabled children are commonly concealed, deprived of the opportunity to obtain education or they are put to stay in the irrelevant environment where they retard their progress.

Lack of data is also seen to have been a problem in invisibility of children with disabilities in the education planning process. In the conflict situations, it is also hard to detect and effectively tackle the needs in the absence of believable data. This means they are not sufficiently addressed in the process of formulating policies and humanitarian interventions.

The encouragement of the inclusive learning in the conflict regions should be achieved in a structured and deliberate way. This may be done through making learning environments more accessible, supplying them with assistive technology, training the teachers towards inclusiveness, and stimulating social stigma in the context of creating awareness in the communities. It should be mentioned that the issue of inclusion will be to be incorporated in all spheres of the response effort in case of the crisis and cannot be considered as a side-note.

4.3. Socio-Economic Inequality

Educational inequalities are brought about and lead to conflicts due to socio-economic inequalities. The devastating effects of the military war also wipes the economies of the nations, hence, the lives of the citizens are languishing in poverty, unemployment and assets. The terms are used to overstrain the underprivileged populations, depriving them of an opportunity to obtain a schooling and further advance the weapon of inequality.

One of the major challenges to the low-income families is both the indirect and the direct education. The fees are free in conditions where the uniforms, books, transportation and food become prohibitive. This would mean that families would not risk venturing in to the field of education because they would have to focus on the short term survival requirements. This can be coupled with forcing

children to work or take care of the siblings or even come to the rescue of the family thus higher dropout.

On the contrary, richer families are better fitted to take the crisis state. They might have a chance to receive individual education or online learning institutions or anything that can guarantee continuity of learning. This creates an increasing divide between the socio-economic students in which the poor children are even further disadvantaged.

The social-economic disparity is also overlapped with the geographical disparities. The rural and remote regions are less likely to have sufficient education infrastructure and money to cater to the need and in most cases can be more hard hit by the conflict. Other problems that children in this area experience are the lack of education especially whereby there are casualties in the transport systems.

In addition to that, the level of education is determined by the socio-economic disparity. The quality of schools offered to the less privileged groups is also likely to be compromised by lack of qualified teachers and learning materials as well as simple facilities. This results in poor education among the non-drop outs.

Additional impacts of the socio-economic inequality in education are enormous in the long-term. It is also linked to the fact that lack of quality education limits the possibilities of social mobility, continues the poor condition, and ruins the social unity. This may add to the instability experienced in societies that are affected by conflicts and it would be difficult to emerge out of a conflict.

The remedy to the problem on socio-economic inequality is full-fledged policies which lower financial barriers to education. These could be by way of conditional cash transfer programs, school lunch programmes and subsidies of education material. In addition, the government ought to invest in the education systems in a way that they can not only be affordable, but also of high quality to all learners despite their background in the socio-economic set up.

5. CRISIS-RESPONSIVE EDUCATIONAL STRATEGIES

To meet the complex needs of conflict, educational solutions that respond to conflicts have immensely come up as necessary in keeping the learning process going. They will be crafted as flexible strategies, adaptable, and responsive to the context of short- and long-term needs of the system say, both immediate educational requirements and historical resilience of the system. Based on the interdisciplinary learning,

crisis-responsive education focuses on inclusivity, innovation and sustainability.

5.1. Alternative Learning Models

The alternative models of learning are key in ensuring the continuity of learning in conflict situations. These models are community-based schools, non-formal education programmes, accelerated learning programmes as well as mobile classrooms. The main strength of them is that they are flexible and therefore can continue with education even without a formal infrastructure.

Community based education, say, exploits the resources and knowledge available to build easy to access learning setups. Classes could be done either at one of the homes, in the community center or in temporary shelters, which means that the travel to the point may not be long-distance, and the safety could be increased. The models also contribute to community ownership and involvement which is essential to the sustainability.

Out-of-school children have a chance to be re-engaged in the process of learning through the non-formal education programs. It is common that these programs are designed based on simple literacy and numeracy, and the skills in the life of the learners and are designed to meet the needs that are specific. The accelerated learning programs, especially, help the children lacking some years of schooling to be able to close the gap and join the formal schools.

Nevertheless, other models are not problem free as well like quality, standardization, and recognition problems. To make such programs effective, it is important that they correspond with the national curriculum and give access to formal education.

The Syrian crisis provides a strong example of alternative learning models, where non-formal education programs and accelerated learning initiatives have been implemented to reintegrate out-of-school children. These models demonstrate flexibility and adaptability in maintaining educational continuity in displaced populations.

Table 2: Crisis-Responsive Learning Models.

Category	Indicator	Alternative (%)	Digital (%)	Remarks
Access	Coverage	50-70	30-60	Alt better in low-tech
Flexibility	Adaptability	80-95	70-85	High adaptability
Infrastructure	Dependency	20-40	10-30	Low dependence
Cost	Efficiency	40-60	50-70	Alt cheaper
Participation	Community	70-90	30-50	Community strong
Continuity	Learning	60-80	50-75	Both effective
Transition	Formal entry	50-70	40-60	Alignment issue
Quality	Standardization	40-60	50-70	Digital better
Scalability	Expansion	60-75	75-90	Digital scalable
Digital Access	Devices	20-40	30-60	Constraint
Teacher Training	Requirement	40-60	60-80	Higher for digital

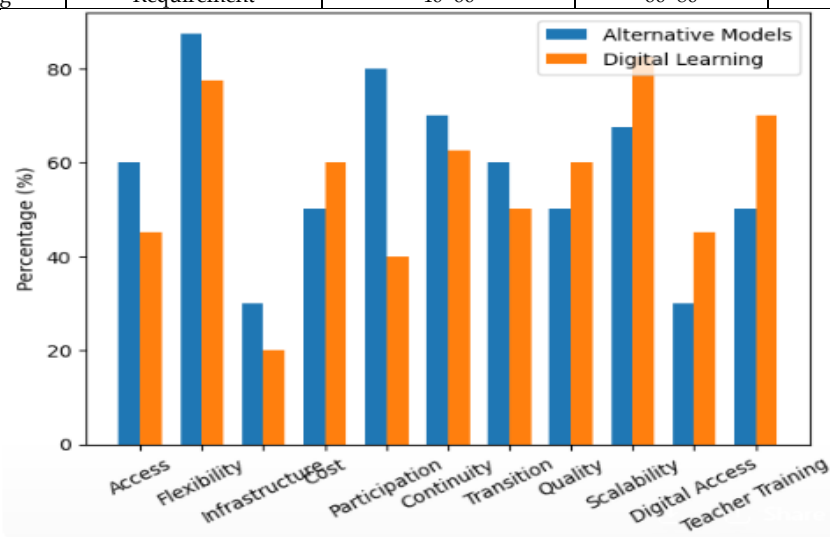


Figure 2: Crisis-Responsive Learning Models.

5.2. Digital and Remote Learning

The use of digital and remote learning technologies has become a salient crisis-sensitive

approach, especially in the situations when the physical access to schools is restricted. These sources of educational content have been facilitated online, mobile applications, radio, and television shows to

educate learners in conflict-affected regions.

Digital learning has a number of merits such as the ability to reach the dispersed populations, flexibility and scalability. It also facilitates individual learning and access to numerous learning materials. Remote learning may be an essential alternative to schooling in the times of crisis, like armed conflict or pandemics.

The success of digital learning is, however, limited by the digital divide. Access to devices, the internet, and electricity is still skewed with most of it being in the low-income areas and conflict areas of operation. The gender difference also affects access to technology with girls usually experiencing low access to digital equipment.

Secondly, online education implies a certain degree of digital literacy of both the students and teachers. Technology-based education has a massive potential that cannot be fully discharged without proper training and support. Thus, digital learning entrepreneurs should invest in infrastructure, capacity-building, and access inclusiveness in order to make use of digital learning in crisis settings.

5.3 Psychosocial Support

Psychosocial support Psychosocial support is an inherent part of a crisis-responsive education, which focuses on the emotional and psychic concerns of conflict-affected learners. As has been mentioned above, violence and instability might have serious consequences on the mental health of children starting with their learning capabilities.

Psychosocial support is incorporated in learning programs by establishing supportive and safe learning settings, the encouragement of social-emotional learning, and counseling services should be accessible. The role of teachers in this process turns out to be the main point of contact of a student, as they often have the first contact with students.

The teaching practices inspired by trauma are necessary to understand and address the needs of the affected learners. Some of these practices are a sense of safety, creation of good relationships and promotion of expression of emotions. Group exercises, peer support and artistic expression (through art and telling stories) can also be helpful in healing and resiliency.

Although it is critical, a lack of sufficient resources is common in conflict environments especially when it comes to psychosocial support. Implementation can be impeded by a shortage of trained professionals, non-favored cultural stigma towards mental health, and competing priorities. It is important therefore that psychosocial aspects in

education systems are strengthened to produce holistic outcomes of learning.

In Gaza, psychosocial support has become a central component of education due to widespread trauma among students. Schools integrate counseling, social-emotional learning, and trauma-informed teaching practices to address the psychological effects of prolonged conflict.

5.4 Teacher Training and Support

The success of crisis-responsive education is dependent on teachers. When pursuing their work, they have to cope with many difficulties, among which are higher working loads, a lack of resources and personal trauma. The teachers thus need support to ensure the standard and durability of schooling.

They should supply teachers with the knowledge of adapting the curricula, handling diverse and often overcrowded classes, and the consequences of meeting psychosocial needs of students. This involves gender sensitivity and training on inclusive education and use of trauma informed pedagogy.

Teachers need proper financial and institutional help besides professional development. Motivation and retention could be improved by paying the salaries on time, providing teaching materials, and enabling the peers to cooperate. Most of the teachers in conflict regions still serve in very harsh conditions, which portrays their strength and attachment to students.

Moreover, the relevance and effectiveness of educational interventions may be enhanced by the inclusion of teachers into decision-making. The local contexts that they have first hand knowledge about offer them insights about the needs and challenges of the learners.

6. POLICY FRAMEWORKS AND INTERNATIONAL INITIATIVES

Education in conflict-based environments is both a pedagogical issue as well as a governance, policy-coordination and global collaboration issue. Policy frameworks and international actions are very important in continuity, equity, and quality of education in scenarios where national systems are weakened or fragmented. Such structures offer normative directions, mobilization of resources and coordination of activities across governments, international and non-governments and local communities. As a social science, they also demonstrate wider power and institutional abilities, and international priorities that dictate educational responses to emergency cases.

6.1. *Global Governance and Education in Emergencies (EiE)*

The global systems of governance have taken center stage when it comes to meeting the educational demands of the children and young in conflict zones. Education in Emergencies (EiE) has become a specific area of the humanitarian and developmental discourse; it focuses on the right to education in the most unfavorable conditions. EiE plans are guided by the achievement of ensuring education is never a secondary issue but rather an integrated part of emergency response.

EiE policies and programs are mostly influenced by international organisations like the UNESCO, UNICEF, the World Bank and other agencies of the United Nations. These institutions offer technical know-how, finance and coordination platforms through which large scale educational interventions are feasible. They also play a role in creating global agendas e.g. inclusion of education in the Sustainable Development Goals (SDGs) specifically Goal 4 which is inclusive, equitable quality education.

One of the most important participants of the EiE landscape is Inter-Agency Network of Education in Emergencies (INEE), about which is a worldwide platform of practitioners, policymakers, researchers, and donors to work together. INEE has come up with the well-known Minimum Standards of Education in crisis which entailed a complete outline of how to secure access, quality, and responsibility within crisis-stricken education frameworks. These standards address issues like participation of community, instruction, and learning, teacher assistance and policy integration.

The importance of such structures is that the principles and standards are set based on which the different contexts can be established. These standards can be used to provide advice on how to design and execute effective interventions in situations where national education systems are destabilized or dysfunctional. They also help in coordinating various stakeholders with each other and eliminate the duplication of efforts and maximization of resource utilization.

Nonetheless, there are no problems that imply that global governance in EiE is unchallenged. The distance between the global structures and the local reality is one of the most significant criticisms. The standardized guidelines might not be able to take into consideration the cultural, political, and socio-economic peculiarities of various conflict settings in all aspects. Also, the issue of outside funding and actors in a foreign country may at times compromise local ownership and sustainability.

The other dilemma is the disintegration of the governance structures. Several agencies and donors tend to work at the same time hence there is overlap in the mandate and there is competition in terms of resources. This may lead to lack of efficiency and irregularities in implementation of the program. Enhancing coordination procedures and encouraging context-abiding strategies are thus necessary in enhancing the functionality level of global governance regarding EiE.

6.2. *Safe Schools Declaration*

Safe School Declaration is an immense initiative in the global arena to guarantee that education is not subjected to armed conflict. It is a political initiative, which was initiated in 2015, and it was endorsed by many countries in order to protect students, teachers, and educational institutions in case of war. The statement emphasizes treating education as a safe area where violence and use of military are not involved.

The essence of these is that through the Safe Schools Declaration, governments are urged to enforce the Guidelines on the Protection of Schools and Universities in case of Armed Conflict to be used by the military. These recommendations offer practical suggestions concerning the minimization of the utilization of educational facilities by the military forces and, thus, the low risk to be attacked and the safety of both learners and teachers.

Accountability and collection of data are also an stress in the declaration. It urges states to observe and report any attacks against education, which make it more transparent and allows making policies based on evidence. This is more when there is lack of quality information especially in conflict areas, where underreporting is usually rampant.

The Safe Schools Declaration can be discussed in terms of social science as a normative change in the perception of education in conflict. The education has been able to gain recognition as a basic right, and an important aspect of humanitarian protection instead of being considered a peripheral issue. The unlimited and secure access to education does not only endorse the personal growth, but also, it serves the social stability and peacebuilding.

The adoption of the Safe Schools Declaration is subject to a number of challenges although its importance is not limited. Not every country has signed the declaration and even where nations committed to it, there are different degrees of enforcing the declaration. Poor governance systems and perpetual violence in most conflict zones restrict the ability of states to establish protective

mechanisms with a lot of effectiveness.

Besides, the declaration does not complicate non-state armed groups, which play a crucial role in the modern conflicts. This makes it difficult to guarantee compliance and points to the necessity of wider engagement measures that would bring the sides of the conflict to the table. The integration of the principles promoted in the declaration in the national legislation, advocacy and its increase of awareness are the key steps that should be taken in order to make the declaration more powerful.

6.3 Role of NGOs and Local Communities

Non-governmental organizations (NGOs) and local communities represent the key players in the process of delivery of education in crisis-affected areas and in most cases, they serve as the main providers of educational services when the state systems lack capability to operate. Their work is described as flexible, innovative and understanding of the local context.

Non-Governmental Organizations like the international rescue committee, Norwegian refugee council, and Save the Children have considerable experience in executing EiE programs. They offer various services such as building of temporary learning areas, training of teachers, curriculum development and psychosocial assistance. They are the inseparable players in crisis response because of their capacity to mobilize resources and work in a harsh environment.

The local non-governmental organizations (NGOs) and community based organizations, in its turn, provide the presence of contextual knowledge and cultural sensitivity that is vital in the success of educational interventions. They are frequently in a better position to interact with communities, generate trust and support certain needs. Wellness participation in education-education in the form of school management committees parent- teacher association and volunteer programs means better accountability and sustainability.

Flexibility is one of the most important advantages of NGO-led and community-based strategies. The institutional structures in such changing and unstable conflict situations can prove incapacitated. The NGOs and the local actors can modify their programs rapidly, implement new solutions, and even reach marginalized population groups which otherwise would not be reached.

The dependency on NGOs, however, is also something to think on. Sustainability of interventions is one of the issues. Most NGO-initiated programs are project based and rely on external sources of

funds which may be not predictable. The programs can be terminated in the circumstances when funding periods come to an end, and the gaps in the educational provision emerge.

The other issue is that it can lead to the fragmentation of the education systems. This proliferation of the various programs, curriculum, and standards may create inconsistencies and may hamper the assimilation of the learners into the formal education systems. Management coordination with the national authorities and alignment with national education policies is thus of paramount importance.

Moreover, there need to involve the community is important, but it should be all-inclusive and fair. Community-based power relations can impact the decision-making process and discriminate against some groups of people, including women, minorities, or individuals with disabilities. The participatory and inclusive structure of governance can be seen as the way to overcome these challenges.

7. CASE STUDIES

The analysis of particular areas with conflict to understand how crisis-responsive education is conducted in practice will offer more substantial information. The case studies emphasize the uniqueness of the dilemmas in contexts as well as showcasing new kinds of approaches that have developed to maintain learning. As was seen in Syria and Gaza as well as Sudan, the challenges of political instability, displacement and lack of resources influence educational responses, but also add insights to the strength of communities and institutions to maintain access to education.

7.1. Syria and Refugee Education

Since its onset in 2011, the Syrian conflict has caused one of the greatest refugee crises in the recent historical times wherein millions of people have been displaced at both local and international levels. Large populations of refugees in the neighboring countries like Lebanon, Jordan, and Turkey have put a lot of pressure on the education systems of these countries. In the case of Syrian children, displacement has been characterized by disrupted education which in many cases has overstretched to a number of years.

Integration of the Syrian students into the host country systems has been one of the greatest challenges in refugee education. Language, curriculum and certification structure differences have resulted in barriers to entry and promotion. As an example, in Turkey, the change in instruction medium of Arabic to Turkish has been a challenge to

several students. The same was the case in Lebanon and Jordan where they were introducing the system of schooling by providing the option of the students to gather in the morning and those in the afternoon because students are refugees. Although this method increased access, it also created less time and beleaguered resources.

Nevertheless, innovation in crisis-responsive education has also been a major event in the Syrian case despite these problems. NGOs and international organizations have worked with governments to develop non-formal education programs, accelerated learning programs and psychosocial support programs. Online education and hybrid learning systems have been implemented to take care of the children who cannot study in formal schools. Also, community education based programs have been vital towards offering quality flexibility and culturally important learning opportunities.

Other interesting features include the focus on certification and recognition of learning. They have tried to provide access to non-formal education programs that are based on national curricula allowing students to become members of formal systems. Nevertheless, there are still gaps in the continuity and quality assurance especially among the older children and teens who have failed to attend a long time to school.

All in all, the case of Syria is critical of the value of organized international reaction, aid of the host nations, and creative models of delivery in meeting education requirements of the displaced communities.

7.2. Gaza Strip

Gaza Strip is an instance of a long term conflict, in which a series of violence has grossly caused disruptions to education systems in the region. Continuous military increases, destruction of infrastructure and movement restrictions have left the country to operate in the climate of consistent uncertainty, which impacts access to as well as the quality of education.

Physical destruction of educational infrastructure is one of the most ill-timed issues in Gaza. During wars, schools are usually destroyed and this hinders the process by which the schools are rebuilt due to lack of resources and limiting movement of materials. Consequently, most schools are running larger than can be handled where overcrowded classes and alternative two or three shift systems are the order of the day.

Besides the infrastructural issues, the psychological effects of the conflict on the students

and teachers, are especially severe in Gaza. Children would be subjected to a lot of violence, loss, and fear and this has a great impact on their learning capacities. Schools are not a place where such pressures can be evaded, despite being the places of stability. Developing psychosocial support as part of the educational programmes has thus become one of the key attractions of crisis-responsive strategies in the area.

Gaza has shown so much resilience in terms of discontinuation of education despite these adversities. The great importance that is placed on education by the Palestinian society has led to high attendance at the expense of unfavorable circumstances. International agencies, especially the UN agencies have been important in assisting the education system with funding, rehabilitation of infrastructure and also training teachers.

New methods, including distance learning and working in online platforms, have also been considered, particularly how they may be applied in a time of heightened conflict or school shut-downs. These efforts have however been limited by lack of electricity, internet connectivity as well as technological resources.

The example of Gaza underlines intricacies of providing the educational process in the disputable environment when the urgent humanitarian issues occur in the intersection with the developmental problems. It also demonstrates the importance of psychosocial support and the community strength in supporting the education systems.

7.3. Sudan

This frequent conflict in Sudan has led to massive humanitarian disasters, as millions of children have been displaced, poor, and basic services such as education disrupted. Educational disruption in Sudan is massive and a significant number of school going children is out of school.

The failure of educational infrastructure and the government system is one of the major problems of Sudan. Lots of schools have been destroyed, occupied or closed as a result of lack of security. Educationists have been displaced or cannot work under unsafe conditions and no salaries. This has caused serious shortage of educational staff and facilities.

The displacement is one of significant influences on education in Sudan. The IDPs are usually in danger of living in camps or informal settlements where education is either scarce or non-existent. In instances where education facilities are on hand, they mostly come in temporary and under-equipped premises.

Situation is aggravated by economic hardship. The extreme poverty families can fail to pay school fees or they can use children to earn money. The result of this is like in any other conflict situation, with the already weak experiencing elevated rates of dropout and decreased participation.

Although this has been the case, humanitarian organizations and the local communities have tried to offer alternative education opportunities. Non-formal education programs, community-based schools, and temporary learning halls have been created so as to meet displaced children. Nevertheless, all such efforts are considerably limited in sizes, quality, and sustainability.

The Sudanese case demonstrates that there are dire outcomes of long-term conflict on the education systems and shows that there is a necessity to implement interventions that are both short and long-term to resolve both immediate and structural issues.

8. CHALLENGES AND LIMITATIONS

Although education has gained more attention as important element of humanitarian response, crisis-responsive education is still associated with a variety of challenges and constraints. Inadequate and sustained funding is also one of the greatest problems. Among humanitarian aid, education usually gets a relatively few resources when compared to other sectors of food, shelter, and health. This financial shortage contributes to the size and quality of educational interventions.

Another key challenge is coordination among the stakeholders. Various stakeholders, such as the governments, international agencies, nongovernmental organizations, and local population, have a part in the provision of education in conflict regions. In absence of proper coordination mechanisms, the efforts may not be totally coordinated and as a result there will be duplication, inefficient services and gaps in service delivery.

Failure to have reliable data also impacts negatively on planning and evaluation. In war zones, collection of data is normally a challenge because of insecurity, displacement and poor institutional capacity. This leads to the fact that not much evidence exists regarding the effectiveness of various educational interventions, and it is difficult to create evidence-oriented policies.

The other limitation is the short-term nature of most of the interventions. Humanitarian actions are tailored to the short-term needs and only mild attention is given on rebuilding the system in the long-term. This may lead to short term remedies, which would not add value

to the development of sustainable education. The issue of making the connection between emergency actions and the development of the long-term is thus a pressing concern.

Lastly, the problem of equity and inclusion is not tackled properly. There are still hurdles to education to marginalized groups such as the girls, children with disabilities, and those of low socio-economic status. To make sure that crisis-responsive strategies are inclusive and equitable in their effects is of the essence in accomplishing meaningful impacts.

9. FUTURE DIRECTIONS

To proceed, we need to have more context-specific and evidence-based methods of crisis-responsive education. Further investigation must also be directed at conceptualizing the special issues and possibilities in varying conflict environments, instead of working with abstractions. This necessitates spending in data gathering, tracking and assessment mechanisms capable of providing useful and feasible insights.

There is also a necessity to collaborate interdisciplinarily. The problems of education in conflict zones are quite intricate and demand the insights of several disciplines, such as sociology, psychology, political science, and economics. Through such cooperation better and more comprehensive solutions can be realized.

The other direction that is important is the inclusion of technology and being more sustainable with technology. Although digital learning has great potential, there should be initiatives to overcome the digital divide so that all should be given the opportunity to access it. This involves investments in infrastructure, training as well as localized content development.

It is also important to strengthen local power and ownership. Relevance and sustainability of educational interventions can be facilitated by empowering the local communities, teachers, and institutions. This is not only in providing the resources but also participatory decision making processes.

Lastly, humanitarian and development must be brought closer to each other. The only way to bridge the gap between emergency response and sustainable development is to invest long term and make education systems resistant so that, in the event of disaster the infrastructure can respond and rebuild.

10. CONCLUSION

Education associated with crisis response is one of the crucial parts of the work aimed at overcoming the problem of the children and the youth in the conflict

zones. It is clear that as this review has illustrated, conflict is a significant destabilizer of education systems causing increasing inequalities in society and complex obstacles of learning. Simultaneously, it has also triggered the emergence of new approaches and cooperation systems that would guarantee the continuity of education.

Through adopting social science views, policymakers and practitioners will have a greater comprehension of the contextual and structural issues that influence experiences in education during a crisis situation. By way of this, more efficient and inclusive interventions as well as context-sensitive interventions are designed.

REFERENCES

1. Sahu, S., Ghosh, V., Jain, P. and Ajazuddin, 2024. Recent advancement of novel drug delivery systems for topical anaesthesia formulations. *Current Nanomedicine*.
2. Satapathy, T., Sahu, D., Sahu, H., Pandey, R.K., Shukla, S.S. and Gidwani, B., 2024. Trends on nanomedicines as novel therapeutics approach in targeting nociceptors for relieving pain. *Current Drug Targets*, 25(12), pp.796-818.
3. Xu, Y., Dong, X., Xu, H., Jiao, P., Zhao, L.X. and Su, G., 2023. Nanomaterial-based drug delivery systems for pain treatment and relief: from the delivery of a single drug to Co-delivery of multiple therapeutics. *Pharmaceutics*, 15(9), p.2309.
4. Yin, S., Gao, P., Yu, L., Zhu, L., Yu, W., Chen, Y. and Yang, L., 2022. Engineering 2D silicene-based mesoporous nanomedicine for in vivo near-infrared-triggered analgesia. *Advanced Science*, 9(25), p.2202735.
5. Pal, R., Pandey, P., Chawra, H.S. and Khan, Z., 2025. Nano drug delivery carriers (Nanocarriers): A promising targeted strategy in tuberculosis and pain treatment. *Pharmaceutical Nanotechnology*.
6. Sidek, N.A.M., Norpi, A.S.M., Mohamed, M., Ramli, M.Z., Nordin, A.H., Shaharunizim, N., Mohamad, M.A., Hambali, K.A., Razik, M.A., Ismail, N. and Nordin, M.L., 2025. Liposome-Based Drug and Vaccine Delivery System in Veterinary Application: Recent Advancement and Future Trends—A Review. *Annals of Animal Science*, 25(3), pp.887-904.
7. Hussain, S., Arif, A. and Shah, M.R., 2026. Targeted drug delivery: designing nanocarriers for improved therapeutic action. *Chemical Communications*.
8. Wang, T., Wang, Y., Li, S., Wang, Y. and Lan, X., 2025. Nanomedicine in ophthalmology: conquering anatomical barriers and enhancing therapeutic efficacy. *Biomaterials Science*.
9. Singh, S., Singh, A., Maurya, A., Nishad, U., Tyagi, P. and Yadav, H., 2025. Lipid Nanocarrier Gel: Promising Novel Drug Delivery System. *Pharmaceutical & Biomedical Research*, 11(2).
10. Patil, M.N.M., Shingade, S.G., Magar, M.S.V., Biradar, M.P.R., Rinde, M.U.K. and Parab, M.S.D., A Review on Pharmacological Activities of Centrally Acting Drugs Clonidine & Duloxetine.
11. Liu, L.C., Chen, Y.H. and Lu, D.W., 2023. Overview of recent advances in nano-based ocular drug delivery. *International journal of molecular sciences*, 24(20), p.15352.
12. Plugariu, I.A., Bercea, M. and Gradinaru, L.M., 2025. New gel approaches for the transdermal delivery of meloxicam. *Gels*, 11(7), p.500.
13. He, W., Yang, C., Shi, X., Wang, Y., Wang, W., Schafer, A., Artman, B., Zhou, L., Liu, X., Kevin Tang, K.W. and Jeong, J., 2025. A machine-learning-guided hydrogen-bonded organic framework for long-term, ultrasound-triggered pain therapy. *bioRxiv*, pp.2025-08.
14. Patil, S. and Asutkar, S., 2025. Cutting-edge Pharmacological Innovations for Enhanced Post-surgical Wound Healing: Integrating Nanomedicine, Targeted Drug Delivery, and Natural Therapeutics. *Journal of Pharmacology and Pharmacotherapeutics*, p.0976500X251367992.
15. Kapoor, D.U., Prajapati, B.G., Bhattacharya, S., Singhai, N.J. and Maheshwari, R., 2025. Advances in Parenteral Nanocarriers and Delivery Devices: A Comprehensive Review. *Current Pharmaceutical Design*, 31(23), pp.1844-1865.
16. Zheng, Z., Zhou, T., Li, H., Zeng, J.J.X.L., Fu, Y., Lu, C., Peng, T., Wu, C. and Quan, G., 2025. Microneedle Mediated Gas Delivery for Rapid Separation, Enhanced Drug Penetration, and Combined Therapy. *Pharmaceutics*, 17(12), p.1576.
17. Bhavsar, J., Kasture, K., Salvi, B.V. and Shende, P., 2025. Strategies for transportation of peptides across the skin for treatment of multiple diseases. *Therapeutic Delivery*, 16(1), pp.63-86.
18. Tenchov, R., Hughes, K.J., Ganesan, M., Iyer, K.A., Ralhan, K., Lotti Diaz, L.M., Bird, R.E., Ivanov, J.M. and Zhou, Q.A., 2025. Transforming medicine: cutting-edge applications of nanoscale materials in drug delivery. *ACS nano*, 19(4), pp.4011-4038.

19. Soni, S., Soni, V. and Kashaw, S.K., 2025. Present Status and Prospects of Drug Delivery Approaches: Managing the Blood-Brain Barrier Treatment in Brain Tumors. In *Brain Tumor Drug Development: Current Advances and Strategies (Part 1)* (pp. 73-97). Bentham Science Publishers.
20. Mohanto, S., Das, A., Misiriya, A., Et, I.A., Bhunia, A. and Ahmed, M.G., 2026. Advancement on localized targeting via intra-articular administration of lipid-based vesicular nanoparticles for osteoarthritis management. *Journal of Nanobiotechnology*.
21. Liu, Z., Hu, Q., Chen, Q., Wu, Q., Liang, S., Nie, J., Fan, C., Zhang, Q. and Zhang, X., 2026. Polypeptide Nanomicrospheres Delivering Dexmedetomidine Mitigate Intestinal Ischemia/Reperfusion Injury by Regulating Autophagy and Inflammation. *Antioxidants & Redox Signaling*, 44(4-6), pp.213-235.
22. Madadi, A.K. and Sohn, M.J., 2024. Advances in intrathecal nanoparticle delivery: targeting the blood-cerebrospinal fluid barrier for enhanced CNS drug delivery. *Pharmaceuticals*, 17(8), p.1070.
23. Balakrishnan, P. and Gopi, S., 2024. Revolutionizing transdermal drug delivery: unveiling the potential of cubosomes and ethosomes. *Journal of Materials Chemistry B*, 12(18), pp.4335-4360.
24. Józwiak, W., Pietrusiewicz, M., Piechota-Urbańska, M. and Markowicz-Piasecka, M., 2026. Brimonidine Beyond a Single Specialty: Pharmacological Profile, Dermatologic Applications, and Advances in Drug Delivery Systems. *International Journal of Molecular Sciences*, 27(3), p.1281.