

Reducing the impact of crisis

Creating the humanitarian-development nexus through crisis-sensitive education planning

Leonora MacEwen – Institut international de planification de l'éducation (IIEP-UNESCO)

Protracted emergency situations all too often mean that populations have dire living conditions and limited opportunities for sustainable livelihoods or access to basic services such as health and education. Only approximately 61% of the world's child refugees have access to primary education, while some 23% have access to secondary school. Around the world, 136 million people need humanitarian aid and protection due to conflicts, natural disasters, epidemics, and displacement. Meeting the needs of these populations will require a record US\$22.5 billion in funding in 2018 alone, according to the Coordination of Humanitarian Affairs (OCHA) Global Humanitarian Overview, 2018.

There are explicit humanitarian challenges, but also development challenges that must be addressed. The humanitarian-development divide must be filled to meet the needs of these populations.

For IIEP, the key to bridging this divide, or to supporting the humanitarian-development nexus lies in building education systems that are resilient and that withstand shocks. The third pillar of IIEP's newly released Medium-Term Strategy is to support ministries of education to do just that. Education sector plans that include risk reduction measures are at the nexus of humanitarian and development approaches. They recognize the humanitarian risks and aim to put an end to the needs that arise when these risks have disastrous consequences on the education system and its communities. These crisis-sensitive sector plans include development measures that help ensure that the school communities and systems are prepared to respond in disaster situations. Most importantly, these nationally-owned plans bring together humanitarian and development stakeholders around a common vision:

ensuring quality education for all, including refugees and internally displaced people (IDPs).

IIEP's work is supported by a global paradigm shift and an international policy framework in which the humanitarian system is increasingly focusing on underlying vulnerabilities in order to end need. This is reinforced by the 2030 Agenda for Sustainable Development, and its 17 interconnected goals which aim to 'leave no one behind', and explicitly address vulnerable populations including refugees and IDPs. The Sendai Framework for Disaster Risk Reduction 2015-2030 and its four priorities provide a road map for building resilience and managing risk, and place education as a central element to resilience. Finally, the international Agenda for Humanity, adopted during the World Humanitarian Summit in 2016, strives to ensure that humanitarian action is transformed to include prevention measures, sound national leadership, and a change in financing mechanisms. This policy environment contributes to the humanitarian-development nexus.

IIEP's support to the Ministry of Education in South Sudan is one example where the planning process brought together humanitarian and development actors¹. The world's youngest country, plagued by recurrent conflict, developed its second general education strategic plan (GESP), within the context of a national economic crisis, extreme poverty, lack of infrastructure, and political instability. The crisis-sensitive Education Sector Analysis (ESA) draws on data from OCHA, and specifically on its risk index. This index is based on a series of indicators for each risk (conflict affected civilians, death and disease, food insecurity and livelihoods, and widespread malnutrition) that are collected regularly at county level.

The findings of the ESA were then used as the basis for including issues related to safety and social cohesion in the country's Education Sector Plan (ESP). This included measures such as building fences to ensure that learning spaces are safe, the provision of learning opportunities for out-of-school children, including IDPs and refugees, and improved coordination with humanitarian partners. The Ministry also developed a new curriculum that includes elements of safety, resilience, and social cohesion.

11. For more information about IIEP's support to countries as they develop crisis-sensitive plans, please see our Policy Brief : Conflict-sensitive and risk-informed planning in education: Lessons learned

The Ministry of Education in Burkina Faso (MENA) developed a conflict and disaster risk reduction strategy which served as the policy framework for risk reduction activities in the education sector. After analysing the education system's exposure to different risks, and examining existing capacities for risk reduction, the Ministry identified a series of priority preparedness and prevention activities. These included a careful rationalising of the provision of school feeding programmes, the re-positioning of school supplies, and

investing in weatherproof storage containers for school materials in zones that experience recurrent heavy winds and rains.

Another essential aspect of the humanitarian-development nexus is partnership. IIEP is embarking on a new partnership with the European Union's Foreign Policy Instrument to foster the development of the humanitarian-development nexus in the education sector. The collaboration on 'Strengthening education sector planning capacities for conflict prevention and crisis preparedness' will allow stakeholders to rethink the humanitarian-development nexus and aims to reduce the risks of conflict and disaster and increase equitable access to quality education for children and youth in crises contexts. IIEP will work with ministries of education, humanitarian, and development partners to strengthen capacities in crisis-sensitive education planning, including planning for refugees. The programme also aims at building a stronger evidence base on crises prevention, mitigation, and response efforts in the education sector, including providing quality education for refugees.

The programme has three components:

1. Global-level capacity development - developing and implementing training courses on crisis-sensitive planning and education planning for refugees;
2. Country-level capacity development - providing technical cooperation at the national level in three countries; and
3. Knowledge production and generation - undertaking research, and contributing to evidence-based global policy advocacy.

The global-level capacity development component will bring together partners such as the Global Education Cluster and UNHCR to support education stakeholders

better understand the three education planning streams that may take place in parallel – humanitarian planning, sector planning, and planning for refugees. This includes a deepened awareness of planning processes among ministry of education staff and humanitarian and development partners in order to identify entry points for cooperation and collaborative approaches towards joint planning to ensure that quality education can be provided continuously.

The country-level component of this programme will be tailor-made for participating countries and may include initiatives such as developing a crisis-sensitive education sector analysis, as has been done with support from Pôle de Dakar in six African countries: Chad, the Democratic Republic of Congo, Guinea Bissau, Côte d'Ivoire, Guinea, and Niger.

Finally, documenting and producing new knowledge in this area will contribute to an evidence base for global policy advocacy and technical support for bridging the humanitarian-development divide. One key area that urgently needs a better understanding is that of teaching management for those working with refugees.

In collaboration with Education Development Trust, IIEP has recently launched a research programme on “Who teaches refugees”, which will examine issues of teacher recruitment, certification, and selection, as well as their preparation and development. The research will take place in Ethiopia, Kenya, and Uganda, will also analyze aspects that encourage teacher retention and issues related to teacher remuneration and incentives. The research will be conducted in 2018 and 2019, and aims to identify current international, regional and national policies that guide ministries of education in the selection and management of teachers for refugee populations. The research will also contribute to the growing international evidence base that describes promising policies for cost-effective, sustainable and conflict-sensitive management of teachers in refugee contexts. Ultimately, this study will also provide policy options for governments and policymakers on selecting and managing teachers of refugees.

It is hoped that through our work at the global and country level, with both international partners and national authorities, IIEP will support education systems around the world become more resilient to withstand shocks and crisis and able to provide education for all children and youth.

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