

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

INEE Global Consultation on Education in Emergencies

Toronto, Canada
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INEE Global Consultation on Education in Emergencies – Canada

Friday, June 5th 1pm-4pm
UNICEF Canada offices
Suite 1100, 2200 Yonge Street, Toronto

- A. **Welcome and Overview** - *Karen Mundy (Chief Technical Officer GPE)*
- B. **Brief background to the consultation and review of the ODI paper**
- C. **Facilitated discussion in small groups**
- D. **The Way Forward and Canada's role**

Participants:

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A. **Welcome and Overview: Canada's Engagement in Education in Emergencies and Protracted Crises**

Karen Mundy, *Chief Technical Officer, Global Partnership for Education (GPE)*

- Today the GPE spends half its finances in conflict areas – had been discussing the possible establishment of a pool of funds dedicated to emergency response
- Secretary General Special Representative for Global Education Gordon Brown has initiated this discussion around the establishment of a potential EiE platform that would likely include a dedicated fund – topic has been discussed on multiple occasions over the past few months including during high-level meetings such as the recent World Education Forum and the World Bank spring meetings – will culminate in a discussion as

part of the upcoming Oslo Summit on Education for Development. These consultations will feed into the conference paper and help inform the discussion.

- Canadian government has expressed an interest in making a significant contribution to the discussions and proposed platform
- During the World Bank meetings, Anthony Lake (UNICEF Executive Director), Julie Gillard (GPE Chair) and Canada's Minister Paradis shared their commitment to finding a way forward on EiE.
- **Political momentum and technical work happening - the two streams will come together in Oslo.**
- Plan is to use the paper as the basis for a business case for what a potential platform/fund might look like and role it might play
- Some top-line issues and gaps Karen identified: strong and coordinated needs assessment; exclusion of refugees from national education sector plans, etc.
- **Challenge:** How do you spend a limited amount of resources best across large set of problems? and/or how can we make existing architecture work better?
- Principles – don't duplicate but reinforce, mechanism to smooth out and offset 'aid orphans' i.e. forgotten emergencies / protracted crises in times of conflict and war.

Questions for discussion

Q: Does Canada have an invite to Oslo summit?

Q: What is the context GPE operating in?

- GPE, formerly the Fast Track Initiative - privileged high performing countries (theory of change) and low-income but stable countries and not many fragile countries. From 2010, GPE changed their allocation formula and approach to needs-based, using indicators like # of out of school children
- Under the current modalities, countries with the option built in to their original agreement with the GPE, can divert an agreed-upon percentage of funds to an emergency response with an approximately two week turnaround time – countries where this was not a part of the original agreement might still be eligible but the turnaround could be 8-12 weeks
- Funds are frequently allocated directly to governments with the identification of an agency to serve as the Supervising Entity to oversee and manage the distribution of funds. In cases of weak government capacity or the absence of a recognized government, a Managing Entity is assigned to receive funds and oversee the implementation of planned activities (UNICEF, WB or INGO)
- Communications component is key – it is important to clarify how funds can be used to support planned activities and emergency response
- A potential global fund is a good model as it can identify and support least funded emergencies, whereas the current UN funding model largely lays out a 'buffet of emergencies,' asking countries to fund which they think is 'best'. At WEF: UNICEF and UNHCR shared concerns that current aid architecture is 'broken'
- Conflict-affected, as well as refugee-receiving countries should more effectively integrate education in emergencies into sector planning and reflect potential available funding
- Political and resource mobilizations pieces: How much do we realistically think the international community will contribute? Education funding has gone down (especially for basic education, and most especially for fragile/conflict affected states), while other sectors have increased

- Protracted crises are often orphaned: we need a mechanism that is more reliable and sustainable in terms of responses.
- Jeffrey Sachs called for \$15 billion for a global fund for education, which is unrealistic given the sector now operates on half a billion.
- Siloed nature of funds: earmarked for specific activities and therefore cannot be used during an emergency, i.e. many challenges to approve funds for re-allocation.

Q: On Canadian government involvement - providing education to children in conflict-affected countries appears as the second of three targets in the draft "Education Strategy for Development Assistance - Education: Building Our Future". How can Canadian orgs contribute?

Jessica Oliver (DFATD): This year Canada made a \$120 million (2015 to 2018) commitment to the GPE in addition to \$10 million for UNICEF to support education and child protection in humanitarian situations around the world. We are continuing to look at some of the challenges, solutions to ensure education continues.

Question for the group (to be addressed on a follow-up call) What is Canada's potential value-add in all of this? We need to first identify the gaps and discuss how to address them.

Norway is looking for a partner in championing this platform. It could be a role of civil society to encourage Canada to step forward at global level

- The process is moving quite slowly right now – sense that Norway will not “go at it alone”. Bit of a chicken and egg scenario with donors waiting on one another to move ahead.
- Need a business case before people will be willing to put money forward – political champions and INGO leads need to step forward as well.
- We need something that consolidates, and not necessarily a new institution

We have come a long way on convincing political actors on the importance of EiE overall, now they need to put money where their ambitions are. Education could be a hub for other services for children and families; school feeding programs (can be done more sustainably).

B. Brief background to the consultation and review of the ODI paper

- Paper needs to acknowledge the different funding mechanisms for emergency and for development – can be extremely difficult to transition between funding mechanisms - programmatically we can manage transition but its funding that makes it more challenging
- Paper only focused on primary and secondary education – excluding informal, out-of-school and specifically ECD - key gaps
- Need to reflect the issue of current humanitarian asks for education - too conservative and still severely underfunded
- Are there more INEE resources (or others) that could be reflected in ODI paper, such as INEE 2008 work stemming from the policy roundtable [here](#)?

C. Facilitated discussion in small groups

1. The Challenge - *What challenge, or aspect thereof, needs the most attention by high-level political actors at the Oslo Summit and beyond?*

- Funding for education is decreasing, while the number of crises globally is on the rise – subdividing limited funds into pots is not helpful
- Are political actors convinced on the importance of education in emergencies? Despite advocacy efforts, general consensus still seems to be “education doesn’t save lives”
- Need to focus on lifelong learning, not just formal schooling (primary, secondary), but also ECD and post-secondary especially in protracted crises (skills training, vocational, college, etc.)
- The business case should provide a foundation – show how education in the long term saves money and lives, stimulates the economy, improves health outcomes, etc.
- In the current funding environment, increasing partnerships with private sector, we need to be able to talk in the language of private sector and reliably demonstrate “return on investment”
- Stress the intersection of child protection and education: facilitate linkages between sectors and funding mechanisms (flexibility in funding and timelines, and coordination with Health, WASH, etc.)
- ** See Education Sector as critical for successful outcomes in all sectors long-term

2. Architecture - *What are the top 2-3 issues in terms of response architecture that should be addressed in order to better ensure quality education is available to all children and youth in crises?*

- Addressing immediate humanitarian needs while transitioning into development
- How do we avoid ‘a void’ after initial surge of money and high-level political (and media) attention decamps to another crisis? Need to manage transition with flexible funding and expanded/predictable timeframe to spend funds
- Reviewing INEE Minimum Standards to reinforce their importance and show how more funds are needed to implement even the minimum standard of EiE.
- Quality: need to look at ways that the investments being made in the wake of the emergency are addressing both immediate and longer term needs ie. teacher training – under current CERF “life saving” guidelines, teacher training is only permissible on emergency psychosocial support and life skills education when in reality, greater needs in terms of teacher capacity are required - should be recognized as an opportunity to begin to address
- More focus on holistic nature of education – move beyond just the hardware ie. school rehabilitation, school books, etc. (psychosocial components, peacebuilding, cross-sectoral linkages, etc.)

3. Principles - *Would a set of principles agreed at a high political level make a difference? How could they be used to hold governments, UN agencies and other partners to account?*

- Move beyond principles to something more tangible - build on existing frameworks/standards
 - INEE Minimum standards (ensure they are operational), as many donor governments already support INEE, look at ways to bolster INEE’s role
- Intentions of frameworks/standards need to be matched by concrete funding in order to be fully realized
- Further explore and clearly articulate linkages with World Humanitarian Forum, SDGs, etc.
- There should be a focus on education goals for most marginalized - Fragile and conflict-affected states (FCAS)
- Bridging the humanitarian/development divide, transitioning – accountability.

4. Commitment - *What will it take to guarantee that additional funds are in place to support education and crisis? Is a global fund or financing facility for education and crises a good idea? If so, how should it be organised and used?*

- Need to show compelling data on results in the short term: Education, for all intents and purposes, is a long-term investment and therefore difficult to measure in the short-term – most often reported on qualitatively (i.e. not like vaccinations which are quantifiable). How do we bring together data to show results in the shorter term?
 - Impact on GDP, employment rate – make connections/show numbers to resonate with donors. Example: X amount of dollars into education, prevents a child from being trafficked. Challenging to demonstrate impact. The Educate a Child Paper, “A Moral Obligation, An Economic Priority: The Urgency of Enrolling School Children” begins to touch on some of these issues.
- Political will is required to get this off the ground and implemented
- How mechanisms and coordination can be more efficient – build an evidence-base on an ongoing basis to allow for lessons learned and the opportunity to modify the fund/platform as appropriate
- The fund will need to be nimble and responsive to reflect the changing nature of emergencies

5. Solutions - *A number of solutions are being discussed to bridge some of the gaps in terms of humanitarian and development architecture. How might we better improve the functioning and capacity of current architecture in other ways? What key changes could:*

- Link humanitarian and development coordination*
 - Lead to better response in regional crises, in particular for refugees*
 - Increase number of capable partners for delivery*
 - Improve needs assessment*
 - Advance recovery and transition planning and costing*
 - Strengthen information management / monitoring and reporting*
 - Further address the issues you raised in question 2 or 3 above?*
- (A) Coordination: conversation about context and needs between different levels- colleagues expressed a concern that there is poor coordination between partners on the ground in terms of funding as well as programming – necessary for most efficient use of funds but also to support education actors in terms of security, to avoid duplication, in order to better support communities
 - Afghanistan highlighted as an example, provides a good case in point as this sort of coordination is meant to be a key pillar of humanitarian response yet the Education Cluster was deactivated – sector coordination should be recognized as integral across the humanitarian/development divide
 - (A) From both a donor and an implementing agency perspective, there needs to be sustained engagement throughout the crisis cycle – before, during and transitioning/development
 - We must **break out of the silos that confine us in the sector**, education as a continuum/lifelong learning
 - (E) Flexibility of funding to best reflect the stage and most pressing needs of the response

- (G) Understanding of education as learning but also as a source of child protection and resilience (key framing in emergencies) - education key to protecting children in emergencies
- Current Canadian government priority is child protection - need to make that direct connection with education.
- (D) While it was agreed needs assessments need to be strengthened, there might be a need to step back and look at what we are measuring and how, not focus solely on the importance of coming together (although key) – we need to ask ourselves about the story we want to tell – to the communities, government and to donors (linked to the discussions of building a stronger evidence base and collecting more compelling data)

Group discussion:

How do we envision a potential platform?

- Plan is for additional funds but not new fund, more effective use of what we have – ensure more 'fit for purpose' – consider different scenarios to see what makes sense
- **Business/Investment Case comes across all questions** – private sector partnerships: should we be thinking more like a business? who would invest in something that doesn't have a return on investment? Quantifying long-term investment to show results – help to make business case. This would help to place us on the same level as other clusters (show us the data), dollar for dollar, linking sectors, economic growth,
- If the GPE/new fund was a venture capital fund or a private sector product oriented company, it would need to address the issue that overall the whole fund is down 10% - or for a product company it's revenue is down 10%. Thinking like a venture capital fund, it would not be smart to segment the fund when it's seeing overall declines - would likely worsen then problem. If it were a product company it would be a bad time to segment it's sales or bring on a new product when it needs to address how to do more with less.
- Education way outside political cycle framework (4 years, MNCH might be seen as more immediate deliverables that are sellable). Our investments are ensure children survive (with investment in MNCH), now Canada should ensure they thrive (education).
- We need **to show** immediate return on investment for donors in education (ex. will not get trafficked, will not get recruited), communicate back to taxpayers demonstrate results beyond 'bean-counting' (quantitative data) but a mix
- Pearson and Save the Children partner '[Every Child Learning](#)' EiE program – example of more partnerships with the private sector

Moving forward on Canada's EiE Response: Action Points

- Schedule a meeting or conference call to discuss Canadian partner perspective's on how Canada can move forward on EiE at a global level
- Who is going to Oslo Summit for Canada?
- Suggestion to re-invigorate [Canadian working group, Education in Emergencies site](#)

Additional Resources

[Delivering quality education in protracted crises: A discussion paper](#) (DFID, March 2015)

[Education in Emergencies and Protracted Crises: towards a strengthen response](#) (ODI, March 2015 Draft)

[A Moral Obligation, An Economic Priority: The Urgency of Enrolling Out of School Children](#) (Educate a Child 2013)

[More and Better: Global action to improve funding, support and collaboration for education in emergencies](#) (Save the Children, May 2015)