

Education and Crisis: Toward Strengthened Response
Report from the World Education Forum Consultation for the Oslo Background Paper
Hosted by INEE and Save the Children
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I. Participants

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II. Consultation Background

During the World Education Forum 2015 in Incheon, Republic of Korea, the INEE Secretariat, in collaboration with Save the Children, organized a lunchtime side event on 20 May 2015 in order to feed into the Global Consultation on EiE (14-26 May). For more information on this consultation, including the background, process, objectives, and next steps please visit the [INEE website](#).

This session was organized at the World Education Forum in order to capitalize on having a wide range of high-level education practitioners and policymakers who may not have participated in the online discussions. Unfortunately, although the lunchtime side events were scheduled to be one and a half hours, due to morning sessions running late, the session was shortened to 1 hour.

II. Consultation Discussion

The session began with a presentation from Susan Nicolai, the lead author of the ODI paper, [Background Paper on EiE and Protracted Crises](#) highlighting the key issues presented in the paper.

Susan then posed the following questions to the group for discussion:

- 1) What challenge, or aspect thereof, needs the most attention by high level political actors at the Oslo Summit and beyond?
- 2) 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?
- 3) 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?
- 4) What will it take to guarantee that additional funds are in place to support education and crisis? Is a global fund or financing mechanism for education and crises a good idea? If so, how should it be organized and used?
- 5) How might we better improve the functioning and capacity of current architecture, as described above, in other ways?

Questions/comments on the questions included the following remarks:

- o Regarding the global fund, does this paper explore only issues related to the global fund?

Or is it looking at financing mechanisms more broadly? A fund would help channel resources in the right way, but we also know we need nimble instruments as well as different instruments to address different issues and situations. We need to explore range of financial instruments and we need to hear from governments on what funding modalities would be the most useful for them.

- Response: Yes. This conversation is really just starting, but in principle yet we need to map different/additional models, beyond a fund, that may be used at country level in order to ensure improved humanitarian finance architecture for various actors.
- How do we ensure issues of governance so that government will monitor any funding process? If there is a new fund set up, who will be accountable?
 - Response: There are existing structures for example local education groups (LEGs), Education Cluster, etc. One of issues is disconnect between these structures and systems.

Plenary discussion included the following comments related to Question 2 (above):

- It was noted that we need to **avoid another structure and another layer of bureaucracy**. Instead, we need to make the aid better coordinated and more efficient.
- Regarding capacity, we need to think how to build capacity and **ensure that capacity is not instead depleted by poor practices**. When crises hits many want to give money in an emergency, we need to challenge donors to do business better and build capacity so that MoE, UN and INGO staff are ready for emergencies. We also need to look into non-traditional donors, why are they giving to health and not education?
- We need to address the issue of education for those who are displaced for many years. When refugee influx starts there is a lot of assistance, but after 5, 10 years the funds are depleted and stop coming in although they may need the same level of assistance. Populations can stay in displacement so long that the new generation is born in refugee situations, so maintenance very important. We need to ensure that there is **predictable, long-term funding that corresponds with need regardless of the length of a crisis**.
- There needs to be a longer projected timeframe and sustainable funding for response. There are often massive spikes in funding in first year. But as needs increase in protracted crises, funds decrease. Funds need to be predictable over time and respond to the emergency.
- Four years before Syria Crisis was first time we (Lebanese Officials) discussed development of national committee to deal with crises. All sectors were involved in this committee. Everyone thought that education is not a priority when crisis hits. Now there is a big shift in thinking about EiE, although we still face many challenges and advocacy for EiE is very important. We have faced challenges in trainings and sharing information on INEE issues and topics. Compared to the region in Lebanon we have high enrollment and good education but there are things that we don't pay attention to, we need **support in promoting EiE** not only because of the influx.
- The **problems go beyond learners that are out of school**. Our conversations need to encompass those also in school and improving learning for these students.
- I have been working in technical committee with MoE in El-Salvadore, and I find there is a **lack of articulation between partners responding in an emergency**. We are often confusing MoE, what are the roles and responsibilities of each partners.

Susan noted that colleagues involved in this process are trying to think through what a set of principles would mean? Would they be helpful? How would the accountability system function?

The group split into three groups to discuss question three on principles for 5 minutes. Groups were asked to share (1) if they think a new set of principles would be helpful and (2) If so, of the principles presented which one would be your key principle? Feedback from the small groups included the following points:

- What was the driver on need for principles?
 - There was an identification of the structural challenges within EiE response, and lack of a common understanding of structural issues. This is causing inefficiencies and lack of coordination. The principles are being proposed and a chapeau for the type of actions that may be done. The principles could be endorsed, showing high-level commitment for change

Group 1: It is imperative to have set of principles so that all actors speak the same language and follow the same guiding principles. Principles should not be set in stone, but discussed/reviewd periodically to ask were they useful? Do we want them to still apply? They need to monitored and evaluated.

Group 2: Yes, it was agree by the group that a set of principles would be helpful.

Group 3: The current principles as they are articulated in the draft paper read as principles of how we practice, but principles should be WHY we practice. Goal is lifelong learning, but we are really only talking about primary. I think that we need to include what is at the core. Yes principles are important, but there are principles of practice and principles of why we practice. These principles need to be elevated to a higher level. It was generally agreed that principles are not high-level enough

It was also noted that the relationship of new any principles to the INEE Minimum Standards need to be recognized and looked at more closely.