

Education in emergencies and protracted crises: Technical analysis of creation of a common platform

ODI is undertaking this work between Oct 2015 and Feb 2016 on behalf of a broad-based Technical Strategy Group (TSG) comprised of nearly 20 multi- and bi-lateral donors, along with other key actors.

The need to ensure the right to education in emergencies and protracted crises has too long been neglected, but there is now growing recognition of its central importance. While capacity in the sector has increased substantially over the past decade, a clearer understanding of the scale of the challenge necessitates a step change in approach. With leaders like Gordon Brown, Julia Gillard, Tony Lake and others championing the cause and key political opportunities, now is the time to think and act boldly.

At the July 2015 Oslo Summit, a paper commissioned by the Government of Norway, *Education in Emergencies and Protracted Crises – Towards a Strengthened Response*, was produced. This paper found that an estimated 65 million school-age children aged 3-15 are most directly affected by emergencies and protracted crises around the world. While a number are out of school, for those in school, others are at risk of education disruption, dropping out, and poor quality, alongside psychosocial and protection concerns. It is estimated that a further \$4.8 billion per year, or \$74 per child on average, would begin to close this educational gap, along with initiatives to address gaps in capacity, coherence, and data collection. A clear mandate emerged from the Oslo Summit, backed by strong political will, to identify bold solutions to some of these challenges.

Since Oslo, a plan to establish a *Common Platform for Education in Emergencies and Protracted Crises* has emerged. The purpose of a new platform will be to generate political and financial commitment to meeting the educational needs of millions of children and young people affected by crisis. This will be achieved by establishing a high level global partnership focused on improving the timeliness and sustainability of education response in crisis settings.

This common platform will provide:

- ❖ Political mobilisation, to bring attention to education needs and mobilise resources.
- ❖ Partnership of a range of actors focused on both immediate and longer-term response to jointly assess and plan for education systems development and recovery.
- ❖ The ability, through pooled funding, to offer up front and immediate help to those responsible to provide, maintain or restructure education.
- ❖ Support for up to a five-year period to address some of the medium-to-longer term requirements architectural, capacity and financial gaps for education in crisis contexts.

Current research is focused on setting out options around the creation of this new platform, identifying how it could address gaps and complement existing structures and processes. Deliverables include a series of specific research outputs comprised of:

- (a) An inception paper further defining an overall proposition, key questions, and approach
- (b) An 'options paper' presenting a new mechanism and highlighting key options from four key perspectives: architecture, capacity, financing and institutional arrangements.
- (c) A final report further detailing a framework for the common platform, analysing political economy considerations, and addressing country level application, as well as incorporating outcomes of consultation.

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