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

Report from the INEE Global Consultation on Education in Emergencies and Protracted Crises, Phase II

January - March 2016

by Allison Anderson

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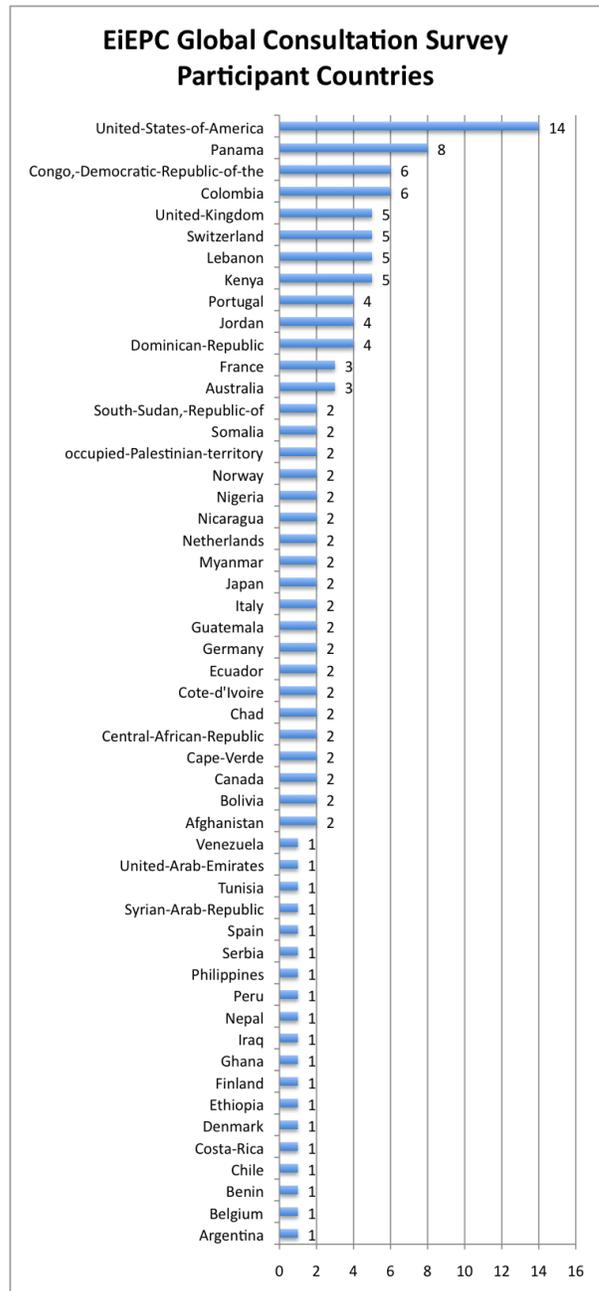
1. Executive Summary

This report highlights areas of consensus, concern, and recommendation pertaining to questions posed on the conceptual framework, priority functions, and scale of the proposed "Common Platform" for education in emergencies and protracted crises. This report has been shared with the Overseas Development Institute (ODI) and the Technical Strategy Group that is steering the Common Platform design process. The findings and recommendations in this report are meant to influence a revision of the ODI paper detailing a framework for the Common Platform. The outcome of this process will be a final document upon which governments, NGOs, and donors will agree as the way towards a strengthened response to education in emergencies and protracted crises.

Between 19 January - 12 February 2016, more than 500 people participated in the INEE global consultation process; more than 315 people participated in in-person consultations and online discussion forums, and 192 individuals from 53 countries responded to the online survey. Face-to-face consultations were held in Canada, Lebanon, Mali, Pakistan, Somalia, South Sudan, Switzerland, Syria, Uganda, the United Kingdom, and the United States, involving representatives from UN agencies, education clusters, international and local NGOs, civil society organizations (CSOs), donors, government officials, private sector and business representatives, academics, teachers, students, and members from crisis affected countries. A full list of participants can be found in Appendix II.

Consolidated feedback was received from the Basic Education Coalition's (BEC) Education in Crises Working Group, the Global Business Coalition for Education (GBC-Ed), the Global Campaign for Education (GCE), the Global Coalition to Protect Education from Attack (GCPEA), the International Pediatric Association (IPA) and its Technical Advisory Group on Humanitarian Emergencies, the United Nations Girls Education Initiative (UNGEI) and the UN Secretary General's Global Education First Initiative Youth Advocacy Group (GEFI-YAG). In addition, organizational submissions were received from ActionAid International, the British Council, the Danish Education Network, Human Rights Watch's Disability Rights Division, Jesuit Refugee Service/USA, the Malala Fund, the Norwegian Refugee Council, Oxfam and Oxfam IBIS, Plan International, Save the Children, Theirworld, and War Child UK. Many of these submissions were based on extensive consultation with members working at local, national, and international levels. All individual, group consultation, and organizational submissions received during this consultation are available online.

EiEPC Global Consultation Survey Participant Countries

Country	Value
United-States-of-America	14
Panama	8
Congo,-Democratic-Republic-of-the	6
Colombia	6
United-Kingdom	5
Switzerland	5
Lebanon	5
Kenya	5
Portugal	4
Jordan	4
Dominican-Republic	4
France	3
Australia	3
South-Sudan,-Republic-of	2
Somalia	2
occupied-Palestinian-territory	2
Norway	2
Nigeria	2
Nicaragua	2
Netherlands	2
Myanmar	2
Japan	2
Italy	2
Guatemala	2
Germany	2
Ecuador	2
Cote-d'Ivoire	2
Chad	2
Central-African-Republic	2
Cape-Verde	2
Canada	2
Bolivia	2
Afghanistan	2
Venezuela	1
United-Arab-Emirates	1
Tunisia	1
Syrian-Arab-Republic	1
Spain	1
Serbia	1
Philippines	1
Peru	1
Nepal	1
Iraq	1
Ghana	1
Finland	1
Ethiopia	1
Denmark	1
Costa-Rica	1
Chile	1
Benin	1
Belgium	1
Argentina	1

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The vast majority of consultation respondents applaud the Technical Strategy Group's efforts to address the significant gap in funding for protracted crises and welcomed the opportunity to provide input on the proposed platform. Overwhelmingly, respondents favor the establishment of a platform that will focus on the functions of *inspiring political commitment* and *generating new and increased funding* for education in emergencies and protracted crises. The platform should *support* the existing humanitarian architecture to more effectively carry out the functions of improving planning and response across the humanitarian-development continuum; building national and global capacity; and data collection and evaluation for learning and innovation.

EiEPC Global Consultation Survey Participant Org Type
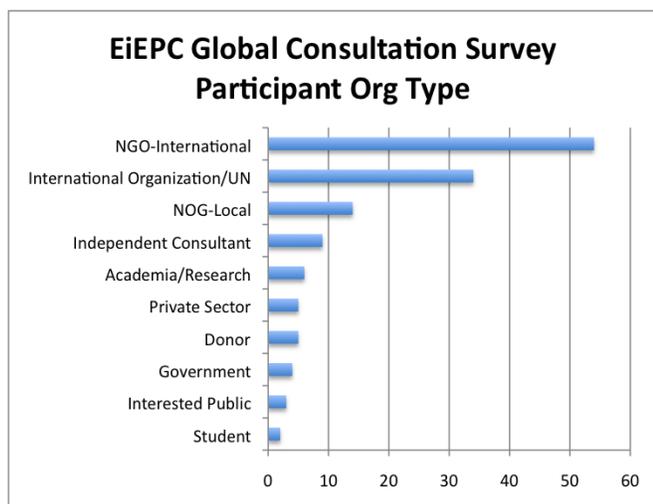
As for the scale of a Common Platform and how efforts might be focused, the vast majority of consultation respondents prefer Option 3 – or a version of it – because it is the most comprehensive and ambitious of the options, with the potential to impact the greatest number of children and youth. A majority of respondents also prefer the focus on reaching the most marginalized children and youth within forgotten and underfunded crises across the humanitarian-development continuum, including protracted crises.

It should be noted that many global consultation participants expressed concern about the lack of clarity and tangible detail within the ODI paper, and indicated that this impeded their ability to provide in-depth responses.

A draft of this report was shared with the ODI team immediately after the INEE global consultation so that the feedback, questions, and recommendations could influence a new version of the proposal on the platform. The Technical Strategy Group has also taken up several of the recommendations from the consultation process, such as having more civil society representation in the process.

INEE will continue to stay closely engaged in this process of strengthening the response to education in emergencies and protracted crises, counting on the voices and actions of its members. For updates and more ways to be involved, INEE members are encouraged to visit the INEE website (www.ineesite.org), follow INEE on Facebook and Twitter, and subscribe to the INEE listserv.

2. Background

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. In January 2015 at the World Economic Forum in Davos, the UN Special Envoy for the Right to Education, Gordon Brown, brought global attention to the dire consequences of conflicts, natural disasters, and epidemics for children's education and the lack of available funding for this issue. Mr. Brown consequently called for the establishment of a new fund for education in emergencies, which has prompted a renewed conversation among developing and donor countries, UN agencies, and non-government organizations about how best to solve these challenges.

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At the Oslo Summit on Education for Development held in July 2015, senior representatives of international agencies, governments, and non-governmental organizations made a commitment to address the disruption of education and learning in countries experiencing emergencies and protracted crises. That decision was informed by 'Education in Emergencies and Protracted Crises: Toward a strengthened response', a paper that was produced by the Overseas Development Institute (ODI) in advance of the Summit. This paper was consulted on during what is now known as Phase I of this process, and the outcomes of that consultation, including a final report, are available on the INEE website. The Oslo Summit also saw the creation of a Technical Strategy Group (TSG), co-chaired by the UK and Canada, which is overseeing a process to develop solutions that will strengthen education response in crisis contexts. The TSG reports to a group of political "champions", convened by Gordon Brown; Julia Gillard, the Chair of the Global Partnership for Education; and UNICEF Executive Director, Tony Lake.

Energized by this commitment, global partners have mobilized to address three principal challenges that hinder the provision of education in crisis contexts:
    1. fragmented architecture and political will across the humanitarian-development continuum;
    2. poor government, humanitarian, and development capacity; and
    3. inadequate financing.
These partners are working together to develop solutions that will provide the basis for discussion and agreement ahead of the World Humanitarian Summit in May 2016.

ODI was commissioned by UNICEF on behalf of the UN Special Envoy for Education, the Global Partnership for Education, key donors, affected governments, and other stakeholders to develop a paper on the proposition and options for a new 'Common Platform for Education in Emergencies and Protracted Crises'. The paper aims to generate political, financial, and operational commitment to meeting the educational needs of millions of children and young people affected by crisis.

The Inter-Agency Network for Education in Emergencies (INEE) led a global consultation from 19 January - 12 February 2016 in order to facilitate dialogue and collect inputs from all over the world about the proposed platform. The consultation, which focused on gathering reactions to the platform's proposed conceptual framework, functions, and scale, provided actors working in the field of education in emergencies with a strategic opportunity to make recommendations to high-level policymakers to ensure better and more effective support and financing for education in emergencies. INEE members and partners were invited to participate via online discussion forums, an online survey, a webinar, and through in-person discussions and events. The latter were assisted by a facilitator's guide produced by INEE to support members and partners arranging logistics as well as the content of a consultation/discussion. All consultation channels and communications were available in all five INEE working languages – English, French, Spanish, Arabic, and Portuguese – except the webinar, which was done in English.

3. INEE Global Consultation Findings and Recommendations

General concerns and recommendations
While respondents expressed appreciation for the ability to comment through the INEE global consultation process, many expressed frustration with the lack of clarity and tangible detail within the ODI paper about how a new "Common Platform" will work practically, and many indicated that this impeded their ability to provide in-depth responses. Linked to that was a general sense that the consultation window of January 19 - February 12 was too short and that civil society, especially in crisis-affected countries, needed to be more fully engaged moving forward.

There was near unanimous agreement that lack of detail within the ODI summary paper precludes robust recommendations. In particular, there is a strong call for greater clarity and transparency as to:

- *How* the platform will avoid duplication of existing actors, mechanisms, processes, and roles that are vital to the success of the work, and instead link with, be complementary to, and strengthen them, such as the IASC Education Cluster (global and country level), HRP process and OCHA, the Global Partnership for Education, INEE, and UNHCR. It would be useful to have a matrix showing overlaps and complementarities.
- *How* the platform will bridge the gap between humanitarian and development actions, helping to align and bring convergence across existing humanitarian and development mechanisms, organizations, and bodies. The same goes for processes: *how* the platform will link existing EiE modalities and project planning processes with longer-term plans and sustained funding mechanisms to strengthen existing structures, genuinely fill gaps in the EiE response, and bridge the humanitarian-development divide.
- *How* the platform will generate new funding in the current fiscal environment and ensure additional financing. In particular, there is not enough operational detail to understand how proposed innovative financing models will function, the extent of political will behind their creation, and the extent to which these would leverage additional revenue, which has implications for the design and architecture of the platform. Another common question around funding was *how* funding will be made available.

Another concern highlighted by many submissions is that the paper does not make clear what role different actors can play and how they can interact with and contribute to the decision-making processes of the platform, from civil society to local and national NGOs, local education groups, country-level education clusters, local and national government, the business community, international NGOs, UN agencies, GPE, INEE, etc. This ties into a recommendation in the next section around the importance of including a strong focus on accountability and transparency in the guiding principles of the platform. Many respondents specifically requested building a clear mechanism for constituency engagement and participation, including people affected by emergencies.

It should be noted that a small minority of respondents felt that the case has not been sufficiently made for the creation of a common platform as the best approach to address the global problems identified in the ODI summary. One recommendation from the Basic Education Coalition's Education in Crises Working Group is to provide more information on how the decision to establish a Common Platform was made and the comparative advantages of such a platform. Likewise, other respondents suggested a more nuanced articulation of pros and cons for the creation of a Common Platform, in particular vis-à-vis existing mechanisms already working to address the challenges. However, the vast majority of respondents welcome the creation of a platform with the understanding that the outstanding questions identified above need to be discussed and addressed with the broader stakeholders of the education community before the platform design process moves forward.

Specific feedback for the Technical Strategy Group
Many respondents reported concern and frustration about the lack of transparency in the decision-making process within the TSG, and a sense that not all information is being shared, especially around the proposed structure, logistics, and institutional arrangements for hosting a platform. Several submissions by organizations and broad networks, as well as individual responses, noted that hosting arrangements will have a significant impact on the platform's ability to generate the political commitment and additional financial resources needed, and that analysis of the strengths and weaknesses of institutions for achieving what is laid out as the mission and vision of the platform is essential for offering the most meaningful input. Apart from disappointment about this lack of information, there is the potential for such lack of transparency from the TSG to undermine the shared objective of all stakeholders to build an ambitious and effective platform.

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3.1 Consensus on the Conceptual Framework (Question 1)

Consultation Question 1. Do you have any specific changes to propose to the conceptual framework for the Common Platform?

The following suggestions were recommended across a majority of consultation submissions and many have been integrated into the suggested re-wording of the conceptual framework that follows.

Need defined and consistent terminology:
- Age: 'Children and youth' should be used consistently and defined as 0-24 years. The document refers to children between 3-15 years; this is too narrow, given that the two ends 0-5 years and 14 + years are critical for human development and learning and usually fall through the cracks with humanitarian funding. Moreover, an age-based approach is not practical in areas of crisis where many learners are overage or have been out of school for many years. Instead, respondents suggested focusing on the range of education levels referenced in the SDG4 targets, connecting to the approach of the SDGs, and bridging the humanitarian and development divide in doing so**.**
- Quality: Need to define and bring in line with SDG 4 ('inclusive and equitable quality education'). The focus on equity and inclusion should be strengthened not only as guiding principles in the platform's conceptual framework, but also in the operationalization and implementation of the Platform.
  - Several submissions recommended that the elements of 'gender', 'disability', and 'safety' within learning spaces from gender-based violence and in terms of protecting education (schools, learners and staff from attack) be included more consistently throughout the document.
  - Dozens of respondents recommended that the INEE Minimum Standards should be used to guide the platform on determining criteria for quality and safe education for all learners in emergencies through to recovery, reflecting the holistic domains of Community Participation, Assessment and Coordination; Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy and the fact that conflict sensitivity and risk reduction is mainstreamed throughout the standards.
- Learning and learning outcomes: The paper points to the importance of learning and "improved learning outcomes" – however, how learning is defined, how we address the needs of different learners, and how this would be measured, needs to be clarified. There were some suggestions that the contextualization of the INEE Minimum Standards could help fill this gap.

Moreover, respondents noted the need for a stronger emphasis on and deeper conceptualization of the following issues throughout the conceptual framework:
- Rights: A rights-based approach, including upholding the primary role of the State as duty-bearer in guaranteeing the right to education, should be strengthened throughout the paper.
- Community participation and accountability: Need a greater focus on the engagement and participation of and accountability to the affected-community. Mechanisms should be sought whereby there is the opportunity for those most impacted by the work of the platform to inform its direction and strategy.
- Alignment with the Sustainable Development Goals: The conceptualization of quality education within the platform should be brought in line with SDG 4 (inclusive and equitable quality education across education levels). Moreover, the platform should be clearly conceptualized as contributing to longer-term development aspirations; this will require consistent linkages to the current streams of work related to the Sustainable Development Goals and in particular, Goal 4.
- Sustainability: Connected to the bullet above, in coordinating across and aligning the existing architecture, the platform must establish a long-term planning mindset in the acute stage to help

bridge the humanitarian-development divide, incorporating resilience and sustainability through developing national capacity and integrating multi-hazard risk reduction, preparedness and prevention.

- Resilience: Resilience is the capacity of a system, community, or individual potentially exposed to hazards, to adapt by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. In the case of education, this means ensuring policies, systems, physical structures, and individuals are able to support continued learning in the face of a crisis. As such, actions must take place in non-crisis settings in order to lessen the impact of a crisis – work that builds the capacity of affected communities and individuals and bridges the humanitarian-development divide. The paper does not clearly articulate how this type of work will be supported, nor the make the case for supporting multi-hazard risk reduction, preparedness and prevention in order to build resilience during all phases of the continuum.
- Do No Harm, Protection, Risk Reduction and Conflict Sensitivity: These lenses must be an integral part of the work undertaken or supported by the platform, including through partnerships with other sectors and engaging political leadership. They should also factor in how funds are distributed, to whom, considerations of ethnicity and geographical targeting. For instance, planning conflict-sensitive education programs in highly complex and conflict-affected contexts requires applying in-depth conflict-analysis which needs to be an ongoing process prior to, during and after crises.

Suggested changes to the conceptual framework for a Common Platform

Vision
Existing Vision: *A world where all children and young people affected by crises have a chance to grow and reach their potential, where all lives are equally valued, and where all can learn freely, in safety and without fear.*

Suggested rewording of Vision: *A world where all children and youth affected by crises can learn freely, in safety, and without fear to grow and reach their full potential.*

Reflections on the Vision:
- Unclear what 'freely' means in this context; need to be clear by stating "learning free of cost" or strike.

Mission
Existing Mission: *To fulfill the right to quality education for some of the most vulnerable children in the world – those affected by emergencies and protracted crises – to ensure that their learning reaches the standards of their peers in non-crisis situations.*

Suggested rewording of Mission: *To fulfill the right to free, inclusive, and equitable quality education for children and youth affected by emergencies and protracted crises, especially the most marginalized, to ensure access to learning opportunities.*

Reflections on the Mission:
- Good to focus on 'quality education' and a focus on 'the most vulnerable [marginalized] children [and youth].'
- The word 'some' is limiting
- Good to focus on learning as outcome in line with SDG4, however, the mission as articulated masks the need to ensure children and youth in crisis contexts have *access to learning opportunities.*

- Comparative approach for learning standards with 'peers in non-crisis countries' is not adequate without more clarity. How is this defined and measured? Peers within/from the same country, or to comparison with an international standard? In countries where the education of all children and youth are affected, it is not clear what the comparative benchmark would be – learning pre-crisis? If that is the case, what if the pre-crisis learning standards were unacceptably poor? Comparison with peers in other countries may be challenging, as they potentially have a very different starting point and standards in terms of education. Is the intention to develop indicators for the platform at the 'mission' level? If so, further discussion on how to measure learning outcomes in crisis contexts is required, as it will be very challenging to monitor and verify, including comparison with 'peers in non-crisis situations'. What if peers aren't better off, will this mean lowering the standards?

Purpose

Existing Purpose: *The purpose of a new Common Platform is to generate political, operational and financial commitment to meeting the educational needs of millions of children and young people affected by crisis.*

Suggested rewording of Purpose: *To generate political commitment and new and increased financial resources to meet the educational needs of millions of children and young people affected by crisis in order to build sustainable education systems that span the humanitarian-development continuum.*

Reflections on the Purpose:
- It should be noted that 'financial commitment' means new, additional and increased funding.
- 'Operational commitment' is vague and is duplicative of the education cluster's role and work. A common platform should focus on generating political commitment and financial resources [not just commitment] in order to support operations.
- No consensus on how to phrase this within the current 'purpose' statement, but there needs to be a focus on the purpose also being to align response and strengthen existing architecture. Need to reflect the opportunity for the platform to be a coordination body in terms of providing information, coordinating data and making sure existing actors collaborate to strengthen systems and bridge the humanitarian-development divide. One potential solution is to add a new subheading within the conceptual framework detailing this; see APPROACH below.

Approach

Recommend including a new subheading within the conceptual framework to clarify how the platform will synergize and enhance the existing humanitarian aid architecture (rather than duplicate) and leverage and invest in system strengthening. Moreover, it must be clearly stated that efforts to respond to educational needs in emergency and protracted crises will be linked to longer term strategies for improving and expanding education and sustainable development.
- Clarify that the platform will not duplicate existing mechanisms and roles but rather that it will – and *how* it will – help to coordinate, collaborate with and strengthen existing actors and mechanisms at national and global levels, such as the national governments, local civil society organizations and local communities, the IASC Education Cluster and country clusters, Global Partnership for Education and Local Education Groups in-country, UNHCR, INEE and representatives from affected communities. The *how* is critical to ensuring transparency of processes and support for the platform's work.
- Voices of local civil society organizations and local communities must be at the center of efforts to provide education in humanitarian settings, as well as in the transition to development
- Moving forward, the platform must develop an explicit strategy to minimize duplication of systems, tools, funding mechanisms and coordination structures.
- Cross-sectoral coordination: education in emergencies is connected to other services and government ministries for children and youth, including psychosocial support, health and child protection.

- Strengthen systems by enhancing the flexibility of humanitarian and development support, to bring together and enhance the combined effectiveness of these currently separate sectors.
- Because education lies on the continuum between humanitarian response and development, it is especially important that efforts to respond to educational needs in humanitarian contexts are linked to longer-term strategies.

Who would be reached?

Existing Who would be reached? *The platform will aim to serve marginalized children affected by conflict and disasters, ensuring access to continuous, quality education services. There would be a specific push to reach the most vulnerable crisis-affected children at pre-primary, primary and lower secondary levels, with additional efforts made to support non-formal education where relevant. It will explicitly focus on children facing multiple-discriminations, i.e., those who are crisis-affected and denied access to education because they are refugees or displaced, because of caste, class, ethnicity, gender, disability or other factor.*

Suggested rewording of Who would be reached?: *The platform will support access to continuous, equitable, and inclusive quality education services for children and youth affected by emergencies and protracted crises, especially the most marginalized. There will be a specific push to reach the most vulnerable crisis-affected children and youth at early childhood, pre-primary, primary, and secondary levels, with additional efforts made to support non-formal education where relevant. It will focus on children facing multiple discriminations, i.e., those who are crisis-affected and denied access to education because they are refugees or displaced, because of their caste, class, ethnicity, age, gender, disability, or any other factor.*

Reflections on who would be reached:
- While there is strong support for a focus on equity within education responses, many respondents note that the identification of the most vulnerable should be contextualized, needs-based and should be defined at the implementation ("field") level to avoid being prescriptive and maintain principle of context as starting point. Others suggest to avoiding targeting broad blanket groups of children facing multiple-discriminations and instead make needs-based assessments by using a matrix of set standard criteria regarding the most vulnerable, according to the country and population context. (e.g. use joint needs assessments already carried out by the Global Education Cluster in crisis-affected countries). In addition, several submissions request striking the final sentence on 'multiple discriminations', expressing concern about unintended consequences: focusing on the most marginalized in isolation due to the risk of endangering a specific group or ethnicity; picking and choosing which groups to serve, to the exclusion of others, can exacerbate cultural and political tensions and does not advance the greater equity sought under SDG 4; marginalized groups are interspersed and integrated within other groups and must be included within equitable and inclusive interventions).
- Given the SDG focus on education from early childhood through secondary levels, there is near unanimous support to add early childhood and full inclusion of secondary levels, removing the current language of 'lower secondary' level. Dozens of submissions to the consultation highlighted that adolescents and youth are among the most vulnerable groups in crisis contexts, with very few educational opportunities. Adolescence is a critical age group, given that it is an age where transition to employment, income generating activity and family support begins. A minority of respondents also voiced support for the inclusion of tertiary education and lifelong learning opportunities.
- There is overwhelming support for non-formal education as a critical component of this section and a call to guarantee that the platform ensure that "a range of flexible, formal and non-formal education opportunities are provided to the affected populations to fulfill their education needs", in line with the INEE Minimum Standards. Alternative, flexible, non-formal approaches are often the only means to get out-of-school, marginalized, over-aged children and youth access to education. Non-formal approaches are especially relevant for reaching adolescents and youth and in the situations of

displacement, where the capacity of the duty-bearing government to provide formal education to a large number of displaced children is likely to be limited.

When and where would it operate?

The platform will support response across acute, protracted and recovery contexts, for periods of between 1 and 5 years.

- Humanitarian crises, including slow-onset and rapid-onset natural disasters and conflicts, that trigger a formal humanitarian system response
- Refugee crises where host countries need to provide educational services to refugee populations that entail regional and cross-border work
- Protracted crises that may not have triggered a formal humanitarian response but pose significant risks to children's access to education

Reflections on when and where would it operate:

Respondents welcomed the different types of crises identified, but there is near universal concern about the suggested timeline of 1-5 years, which is not in line with the proposition to support "education response during every stage of a crisis, from the acute to the protracted and the recovery stages." As illustrated in the State of the Humanitarian System 2015 report (ALNAP 2015), of the 58 countries that received assistance in 2014, 69% were on their 10th straight year of receiving humanitarian aid. Moreover, many respondents reported that the average period of displacement for refugees is 17 years and 20 years for IDPs. Short humanitarian funding cycles is a critical problem with the current architecture, and this timeline should be expanded so that interventions in acute crises can be planned along a longer time horizon. Suggestions for the close of a timeline ranged from a 3-7 year timeline up to a 15 or even 20-year timeline.

Regardless of the end date for platform support, there is strong support for an explicit reference to pro-active planning for handover of initiatives to national education authorities and partners at the end of the project period. The platform needs a clear strategy for working with national governments and partners to take responsibility for education and build the necessary capacity to provide quality education for the longer-term, including aligning with country plans and systems and strengthening the capacity of national and local staff. One suggested function of the platform on this front could be to match Ministries of Education and CSOs with specific donors as the end date of the platform's support nears.

A majority of respondents recommended that there be a specific reference in this section to the fact that the platform will address the broader humanitarian-development continuum rather than just the three types of crises (humanitarian, refugee, and protracted crises); this is critical issue highlighted both throughout this and the 2015 INEE consultation. Several submissions suggested adding the following phrase to the first sentence to make this point: "The platform will support the education response during every stage of a crisis to bridge the humanitarian-development divide, across acute…".

Guiding principles:

The Common Platform will be consistent with the Oslo Consolidated Principles for Education in Emergencies and Protracted Crises, which reaffirm the right to education and bring together common principles from a range of existing commitments.[1] It will particularly emphasize the following:

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[1] Built on humanitarian principles of humanity, neutrality, impartiality and independence as laid out in UN General Assembly resolution 46/182 (1991) and subsequent resolutions, the consolidated principles are further based on UNGA resolution 64/290 '*The right to education in emergency situations*' (2010); UN Security Council resolution 1998 on monitoring and reporting attacks on schools and hospitals (2011); the *Core Humanitarian Standard on Quality and Accountability* (2015); the *Sendai Framework for Disaster Risk Reduction* (2015); OECD DAC *Principles for Good International Engagement in Fragile States* (2007) and *New Deal for Fragile States* (2011); the *Paris Declaration on Aid Effectiveness* (2005) and the *Accra Agenda for Action* (2008); and the *Principles*

- National responsibility and mutual accountability
- A focus on education quality and relevance
- Importance of protection, disaster preparedness and resilience
- Alignment with country plans and systems
- Complementarity, working through existing structures and avoiding duplication

Consultation respondents noted that the principles outlined in this section are admirable, but require further detail and evidence as to how they will be emphasized or implemented. For instance, as noted earlier in this section, it is not clear how the platform will be "complementary, working through existing structures and avoiding duplication,' as in the current ODI paper appears to potentially duplicate these structures. Additional focus on how the Platform adds value and strengthens current architecture is needed.

Moreover, while the guiding principles state that "The Common Platform will be consistent with the Oslo consolidated Principles for EiE", several respondents noted that it is important that the principles also reference INEE's *Minimum Standards for Education: Preparedness, Response, Recovery* as a guiding framework for the platform. In addition, the following specific edits are proposed to the existing text:
- Suggested wording of the first bullet: "National responsibility and mutual accountability to fulfill the right to education." This is suggested due to the lack of political will to realize this right.
- Suggested wording of the second bullet: "A focus on education quality, equity, inclusivity and relevance."
- Suggested wording of the third bullet: "Importance of creating protective, prepared and resilient education programs and systems to ensure continued learning in the face of a crisis and bridge the humanitarian-development divide."
- Suggested wording of the fourth bullet: "Alignment with country plans and systems with the aim of strengthening national education plans and systems".

A near majority of consultation respondents recommended that the platform be shaped by the following guiding principles, in addition to the principles of resilience, community participation, accountability and sustainability:
- Education as a human right and a state responsibility: The primary role of the State as duty-bearer in guaranteeing the right to education must be recognized. Non-state provision of education in conflict and crisis situations must be seen as a temporary alternative, and linked to longer-term strategies to build government capacity. However, it is important to note that other consultation respondents highlight the fact that when a national system is broken or fractured, or when different parties are in conflict, it is not always possible to work through national systems. The Guiding principles section should recognize this and note the importance of taking into account different governance systems and groups, including the potential political implications of doing so as well as looking at civil society and community engagement strengthening or external intervention
- Additional funding rather than simply moving funding between priorities.
- Coordination with other sectors.
- Transparency and Accountability: Stronger focus on transparent processes and interactions, including monitoring, evaluation and reporting and communicating impact and results.
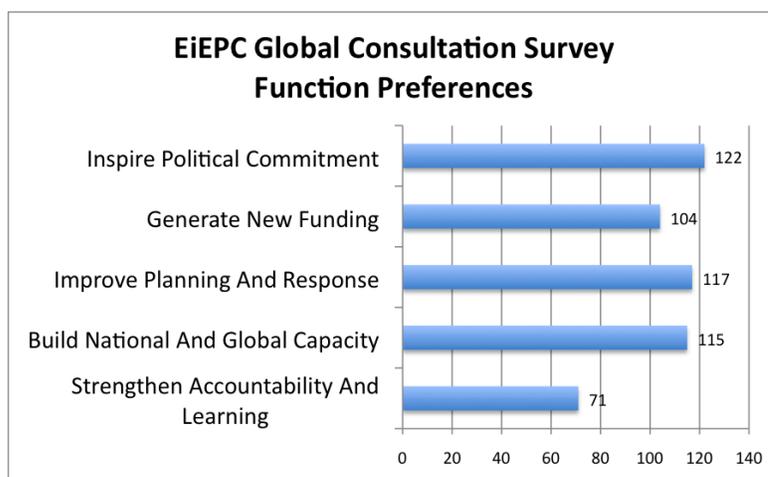
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and Good Practice of Humanitarian Donorship (2003). They draw particularly on INEE's *Minimum Standards for Education: Preparedness, Response, Recovery* (2010) which are officially recognized as the education companion guide to the *Sphere Humanitarian Charter and Minimum Standards in Humanitarian Response* (2011), as well as on the *INEE Guiding Principles on Conflict Sensitivity* (2013).

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- Aid effectiveness principles should be reflected in the design of the architecture, governance and implementation of programs. Where possible, local ownership should be strengthened by ensuring funding is channeled through local agencies and organizations and by ensuring that local civil society input is built into plans; donor coordination should be enhanced; transaction costs should be avoided by building on existing mechanisms and architecture; transparency should be in line with global best practice.

3.2 Consensus on Priority Functions (Question 2)

Consultation Question 2. Five functions for a Common Platform have been proposed: 1) inspire political commitment; 2) generate new funding; 3) improve planning and response; 4) build national and global capacity; and 5) strengthen accountability and learning. Based on your experiences working in countries affected by crises, are there 1-2 clear priority functions that a common platform should address? If so, what are they and why? Are there any functions, or elements within the functions, that are missing from the list and that should be added? Do you have any concerns about any of these functions? If so, what are they and are there any potential solutions to overcome these concerns?

There is broad agreement across global consultation respondents that each of the five functions proposed for the common platform are important to realize its mission and purpose (see box of survey results below). However, in the detail provided through individual and organizational submissions, consultation submissions and comments to the survey, there is general consensus that the platform should have two tiers of functions:

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Function	Value
Inspire Political Commitment	122
Generate New Funding	104
Improve Planning And Response	117
Build National And Global Capacity	115
Strengthen Accountability And Learning	71

- Tier 1: Priority functions for which the platform will have direct responsibility: Inspire political commitment (function 1), generate new funding (function 2) and accountability for what is delivered (part of function 5).
- Tier 2: Existing systems are place to carry out functions 3, 4, and 5 but are not always fully functional because of lack of political commitment and lack of funding. Hence again, the importance of the platform directly focusing on functions 1 and 2. Armed with greater political commitment and new funding, the platform can support and help to align the existing architecture through resources, funding and incentives to more effectively address the functions of improving planning and response across the humanitarian-development continuum (function 3), building national and global capacity (function 4), and generating evidence, learning and innovation (part of function 5).

Across both tiers, strong communication and coordination with existing mechanisms and agencies, such as the education cluster (at global and country level), GPE, INEE, and UNHCR, and across sectors is essential to avoid duplication and bridge the humanitarian-development divide. *How* this will be done needs to be transparently communicated.

The approach of the platform to bridge the humanitarian-development divide is unclear in the current ODI paper. A large majority of consultation respondents expressed the need for a common platform to actively and

explicitly work to bridge the gap between humanitarian and development architecture and actors by coordinating with development funders, policy makers and practitioners as early as possible to ensure consistent services and programming. This work must be made explicit both in the conceptual framework and as a crosscutting issue across all functions of the platform.

The following pages reflect on common recommendations from the consultation process pertaining to each function:

Inspiring political commitment and mobilizing action (Tier 1)

There is broad consensus that the platform should take responsibility for expanding political commitment among those willing and able to draw attention to and mobilize resources and capacities for education for children and youth affected by crises. This will require working at the highest political levels to support the leadership of national, sub national governments and education authorities on education response and to facilitate efficient ways of working together across the humanitarian and development architecture. The work to generate evidence, learning and innovation (Tier 2, below) should be looped back into this function to help inspire political commitment and mobilize action.

At the same time, there were many questions by consultation respondents about who will be involved in the champions group(s), as well as the specific functions of this group, and a calls for greater transparency on this front. Several consultation submissions urge that the group be made up of a representative cross section of duty-bearers and stakeholders, including representatives from crisis-affected countries.

The following are recommendations pertaining to the aim of inspiring political commitment and mobilizing action:

- *Ensure education is a national priority and remove blockages that prevent response:* Build political commitment and will with national governments in crisis affected countries or those hosting refugee populations to ensure that EiE is on the national agenda and that proper policies are in place to address the diverse needs of crisis affected populations. For instance, political commitment can be used to counter resistance on non-formal education or to ensure that learners can access clear pathways through education with recognized accreditation. However, some respondents cautioned that a key risk to mitigate is that political commitment in some countries (i.e. Somalia) might compromise the security of agencies and ultimately students; the humanitarian imperative of neutrality is critical in such contexts.
- *Leverage new and additional funding:* More and greater commitments are needed at the highest levels of governments and donors to secure the new and additional funding and coordination needed. Offers of matched donor funding — executed in line with Paris Principles and the right to education — are an example of a commitment that could go a long way towards securing additional commitments from the private sector and further developing public private partnerships. Moreover, high-level representation on the board will be critical to ensuring profile, political commitments and a high level of resource mobilization.
- *Humanitarian commitment:* Dozens of respondents, especially those working with national level clusters, voiced unanimous support for inspiring political commitment and mobilizing action to convince humanitarian donors and the humanitarian leadership at global and country levels (OCHA, Humanitarian Coordinators and broader Humanitarian Country Teams) that education is a priority and integral part of humanitarian response from the outset (advocacy). This is one way in which, rather than setting up new architecture, the platform and its champions group(s) can work to change the existing system, collaborating with the Education Cluster, INEE and other stakeholders to engage senior humanitarian leadership and cross-sectoral stakeholders. However, there is a risk to mitigate: the risk that the existence of a dedicated pooled fund at the global level could lead to de-prioritization

of EiE at the national level, i.e., humanitarian decision makers could argue that EiE doesn't need to be funded by the CHF, CERF etc.
- *Bridge the humanitarian-development divide:* Secure political commitment from those working across the humanitarian-development continuum to work together

Generate new funding (Tier 1)

There is broad consensus that the platform should be responsible for directly generating new, additional and improved funding for education in emergencies and protracted crises. Many consultation respondents note the need to be clear about 'improved' funding being flexible and able to support education response across the humanitarian and development continuum; longer-term, with extended funding cycles and an improved disbursement process. The platform will need to ensure that the process to receive, disburse and account for funding is transparent and accountable.

Common concerns involving the function of generating new funding and suggestions to close gaps and mitigate risk include:
- *Additionality:* There is a near universal concern about the additionality of funds and a strong message that it would be unacceptable for existing financing to be diminished in order to fund this platform. A widely voiced recommendation for mechanisms be put in place to ensure that the platform does not simply redirect existing funds and/or replace an existing funding mechanism.
- *Complementarity:* More thought needs to be given to how the platform can make existing channels of funding more responsive, more transparent, easier to understand and access. Several civil society representatives and the submission by the Global Campaign for Education recommend that any new funding structure be integrated into or channel through the GPE architecture in order to avoid duplication and ensure coordination with existing actors, given GPE's established processes, guidelines and global as well as national structures to which many crisis affected countries are already linked.
- *Unintended consequences:* Cluster coordinators continually struggle to convince humanitarian donors and the humanitarian leadership in country (Humanitarian Coordinators and broader HCT) that education should be a priority part of the response. A platform with a funding arm for EiE runs the risk of disincentivizing the inclusion of education in humanitarian funding decision-making. This platform will have to develop a strategy to mitigate this risk, working hand in hand with the education cluster. One way to do this could be through political commitment and mobilization (proposed function 1) of political and humanitarian leadership to address the deprioritization of education in acute emergency response at national levels.
- *Types of funds:* The need for a high-level, well-coordinated rapid response mechanism to respond to urgent education needs in specific emergencies (and which is in sync and coordinated with the existing mechanisms for rapid response such as Flash appeals, HRP etc., and other UN OCHA and cluster-led mechanisms) would likely add another layer to the already existing structure. This would be unlikely to improve efficiency. Others noted that there is a particular risk in relation to pooled funds: the education cluster may be made ineligible for other funding (by HC/Intercluster) if education funding exists through the platform. Another concern is that many pooled funds have been critiqued for slow disbursement mechanisms; the platform must ensure that disbursement is done quickly enough to support education delivery at an early stage. One suggestion is to build on lessons learned of the START Network, which has seen fast disbursement of funds, fewer layers of bureaucracy, and independence.
- *Fiduciary and institutional risk:* The consultation submission by USAID's Education in Crisis and Conflict Network highlighted the fact that donors will commit funds when they have confidence (and evidence) that the funds will be used well. As such, there needs to be more attention to the issue of how donors confront high levels of fiduciary and institutional risk in fragile, conflict and crisis-affected settings; the

work done on risk by the OECD and under the New Deal for Engagement in Fragile States can offer useful guidance on this issue.

Accountability (Tier 1)

In addition to these two priority functions, global consultation respondents note that accountability for what is delivered (part of function 5) should be a core function and direct responsibility of the platform. The platform will need strong systems of accountability and a clear mechanism to work with partners to transparently communicate needs, progress and investment opportunities. It is likely that the platform will be under pressure to develop evidence of its success at an early stage in order to secure continued political commitment as well as funding.

Functions that the platform should support others to carry out (Tier 2)

The platform should support the existing architecture to more effectively address the functions of improving planning and response across the humanitarian-development continuum (function 3), building national and global capacity (function 4), and generating evidence, learning and innovation (part of function 5). The reason for this is simple: humanitarian and development actors and mechanisms are already engaged in these functions and there is a strong desire not to duplicate what exists. The strong consensus of global consultation respondents around a platform that supports rather than takes on these functions directly cannot be overstated. The focus of the platform's support should be on strengthening existing systems and agencies to carry out their roles more effectively across the humanitarian-development continuum. The political commitment and new, additional and improved funding generated by the platform's direct actions should be used to support and align the existing architecture through resources, funding and incentives.

The following are common recommendations pertaining to the Tier 2 functions:
- *Improve planning and response across the humanitarian-development continuum:* Avoid duplication and maximize coordination by working within, strengthening and aligning sector efforts in emergencies and protracted crises with early recovery and development efforts (governments, the education cluster, EiE working groups, Local Education Groups, UNHCR, GPE, and more) and support harmonized EiE-longer-term country level needs assessments and planning tools, make assessment results and tools available to all education stakeholders, etc.
- *Build national and local capacity* of Ministries, local NGOs and civil society education actors. This imperative was a standout issue echoed across submissions as one that needs substantially more support (as opposed to building global capacity). As came out strongly in the first round of global consultations in 2015, there needs to be a stronger focus on building national capacity and developing local leadership, which is critical to bridging the humanitarian-development divide, ensuring sustainability and improving coordination. Consultation respondents noted the need for mechanisms to develop national capacity at central and decentralized levels— particularly the community level— and at all stages of planning, implementation and learning. Regional and national civil society networks, UNESCO IIEP and INEE were singled out several times as groups that should be supported to play a larger role in national capacity building, including applied learning between countries and regions.
- *Generate evidence, learning and innovation:* The platform should support applied data collection, monitoring and evaluation across the humanitarian-development continuum; a specific country level example is bridging rapid needs assessments (RNA) and EMIS, and making EMIS more crisis-sensitive and suitable to protracted crises. In addition there should be a stronger focus on documenting impact, innovation and evidence of what works in emergency and protract crisis contexts. Such evidence should be shared widely to influence policy and practice, including with champions to use in their work to inspire political commitment and generate new funding (functions 1 and 2), as well as to steer the

direction of platform funds moving forward. Data and learning should be shared transparently across stakeholders to ensure accountability, including with affected populations.

- ○ It was noted in particular that knowledge of what works and communicating needs, progress and impact to the humanitarian leadership globally and at country level will ultimately help to change the mindset of Humanitarian Coordinators, Resident Coordinators and others in the effort to inspire political commitment and mobilize action.
- ○ Many consultation respondents call for the platform to drive innovation through investments in applied research and evaluation, including impact evaluations, and to integrate innovations and new evidence into programmatic and policy work across the humanitarian/ development divide. The platform could support the work of INEE, the education cluster, UNESCO IIEP and other actors to bring stakeholders together to share and apply such learning and innovation.
- ○ An additional function could be added to encourage innovation across a number of elements of the Common Platform. Examples of this could include innovation in the ability to disburse funding more quickly and efficiently to local and national government or other partners; performance based investment; or the development of innovative financing mechanisms to secure new and additional funding.

3.3 Consensus on the Scale and Efforts of the Common Platform (Question 3)

Consultation Question 3. There are three proposed options as to the scale of the Common Platform and how efforts might be focused. Which of these three options do you prefer? What are the strengths of the option(s) you prefer? What are the gaps and/or modifications that you suggest? Please detail any concerns you have, as well as potential solutions to overcoming these concerns. Do you have any suggestions regarding sequencing and scale up between the options? Do you have an alternative suggestion of an option for the Common Platform in terms of scale and how the effort might be focused?

Many consultation respondents expressed frustration with the lack of clarity, definitions and information within the paper (i.e. how are "accountability," "traditional reporting" and "performance-based allocation" defined?), which impeded some respondents from making decisions on the options. Many remarked upon the difficulty in assessing the three options without more clarity on the specifics of funding levels available, hosting, governance, and implementation mechanisms. Furthermore, some

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respondents noted that it would have been preferable to comment on levels of ambition with an overview of options (and pros and cons) as well as sequencing paths that could be done within each rather than have ambition linked to particular target groups and functions.

Respondents also noted that complex conflict and displacement patterns are not sufficiently reflected in the options. For example, protracted displacement crises can trigger formal humanitarian response mechanisms but last for a time period longer than such mechanisms are actually able to cater for (e.g. Dadaab/Kenya, South
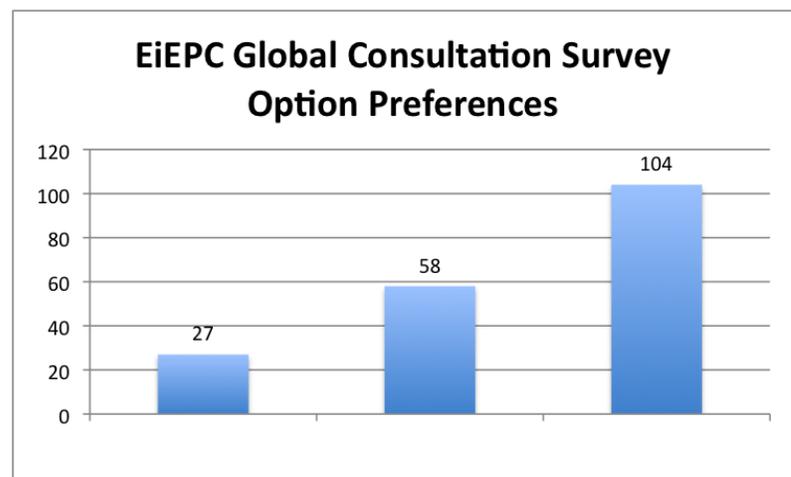
Sudanese displacement to Ethiopia, Palestinian displacement). Another example is the mixed situations resulting in IDPs and refugees and the various actors supporting both or one category.

Despite these gaps and concerns, the vast majority of respondents preferred option 3 because it is the most comprehensive and ambitious of the options, with the potential to impact the greatest number of children and youth.

Apart from the scale, a majority of respondents also preferred the focus on reaching the most marginalized children and youth, which can include the target group from option 2 [refugees and IDPs] within forgotten and underfunded crises across the humanitarian-development continuum, including protracted crises. Indeed, the need to focus on oft-underfunded protracted crises was highlighted as a priority and a strong strength of this option, echoing the recommendations from the 2015 INEE consultation process. Looking beyond formal schooling to non-formal education is also highly desirable, especially in meeting the needs of youth. The creation of country level champion groups was commonly noted as a strength of this option, as is high quality assessments, the focus on support for continuity, expansion and skills of teacher workforce. Another strength is the fact that Option 3 provides direct funding to a diverse range of actors, including CSOs and governments with the aim of developing sustainable systems and building capacity. Moreover, respondents viewed the variety of funding sources and innovative financing mechanisms under Option 3 as a strength, as well as the fact that it includes results-based financing and is more inclusive in terms of the involvement of stakeholders.

Gaps and modifications:
- In line with the consultation recommendations on functions (section 2.2 above), the functions on planning and response, capacity development and learning should be revised so that it is clear that this work will be carried out by existing structures, organizations and networks and that the platform will provide financial and political support for this work across the humanitarian-development divide.
- Funding and field-testing innovative approaches that bring "greater use of and coherence to existing sector efforts" to take to scale under Option 1 should be a component of Option 3 (and 2).
- National capacity development should be explicitly funded by the common platform and there needs to be a mechanism for CSOs to get adequate funding in ways that build toward longer-term system strengthening, including by ensuring CSO initiatives are sustainable and incorporated into national structures.
- The secretariat's role seems to duplicate that of many existing structures (GPE, Education Cluster, INEE). Many respondents recommend a small secretariat with political advocacy and fundraising functions at its core. Much of the work of the platform would be activating the champions group as well as linking with and financially supporting existing groups and networks in terms of planning and response, capacity development and learning. Platform secretariats at country level should be avoided, as it would create another layer of coordination and could undermine existing EiE coordination mechanisms and isolate education within humanitarian inter-sectoral coordination. Instead, the platform should work with existing coordination bodies at the country level to accomplish the tasks required, such as a comprehensive needs assessment, vetting of submissions (as is done for the HRP processes) etc. If a cluster or ESWG body does not exist (as is the case in non-GPE countries such as Lebanon), a country level mechanism could be supported to engage with the platform with no additional secretariat or platform mechanism created (similar to GPE that does not have staff in country but LEGs are created).
- The Global Campaign for Education's submission expressed concern about the potential of Social Impact Bonds, which are listed as innovative financing options, noting that "research have shown that these do not necessarily bring additional capital, entails additional costs for putting in place to handle staffing and resources for ensuring relatively more complex contract compliance, does not necessarily deliver savings to the government program, fundamentally entails repayment to the private sector

investor at the end of successful projects. It furthermore also tends to focus on the short term and not structural change. However, the GCE submission suggested that micro-levies using the precedent of UNITAID and UNITLIFE offer an intriguing and real possibility of bringing additional revenue providing the political will can be gathered for its implementation. Moreover, the imposition of a Global Financial Transaction Tax, leveraging resources for education could offer another alternative for leveraging revenue. Finally, regarding insurance based schemes, they suggest past experiences of the Caribbean Catastrophe Risk Insurance Facility, the Pacific Catastrophe Risk Assessment and Finance Initiative (PCRAFI) and the Global Environment Facility's (GEF) Special Climate Change Fund (SCCF) need to be looked to explore possibilities of synergy and to ensure any new facility ensures additionality of resources.

A majority of consultation responses that did not cite option 3 as the preferred option recommended moving beyond option 3 to increase the level of ambition based on a right-based approached in order to realize the rights of all children and youth affected by crisis. Indeed, many respondents expressed concern that capping the ambition of the platform to 25% of eligible children will lead to the platform missing hidden crises with the resources channeled to only the most high profile incidents. There is also concern that if too weak of an option is picked the platform could reach so few that donors would deem it a failure, not allowing for the scale-up outlined in the paper. The response by the Global Business Coalition for Education, for instance, noted that the platform *"should set out to build a model that will attract and mobilize funds at the scale of the problem. We know that mobilizing at this scale is possible, having watched other sectors, such as health, successfully raise funds at a scale much larger than that required by education…. Equivalent global funds such as Gavi, the Vaccine Alliance, the Global Fund to Fight AIDS, Tuberculosis, and Malaria, and the Global Partnership for Education together average 14% annual growth. If we choose to scale up at this level of growth, only option 3 — the most ambitious — will fill the current $4.8 billion funding gap before 2030. This is unacceptable."*

A smaller but still significant number of respondents recommended using a scale-up option that begins with Option 2 and provides a time-bound schedule for moving up to Option 3, perhaps within 5 years. The strength of such an option was described as a "long-term vision that is realistic but will engage donors and politicians and succeed in quickly reaching a large group of underserved children in crises**."** However, there were many concerns about option 2, including the limiting context (recovery) and target groups (refugee and IDP children but not host communities; this is an approach with the potential to promote inequities between these groups that can contribute to a raft of other problems). Moreover, many participants disliked the rigid and traditional funding mechanisms and lack of non-formal education opportunities in Option 2 and suggest that many of the ideas within Option 3 be explored for Option 2 on a different scale.

Notable is the recommendation from a consultation with the Education Cluster Unit and the Rapid Response Team members, which proposes an option that sits between Option 2 and 3; US$ 300-500m per year for the start-up phase (3-5 years). They note that education requests about US$400m in 2016 in the Humanitarian Response Plans (HRPs), representing a part of the need.
- Initial focus on existing protracted/ underfunded crisis contexts (including refugee crises). Selection of 5-8 (or different number) of countries in different contexts (e.g. HC/cluster country, refugee crisis; GPE and non GPE countries, a recovery/ transition context, tbd, this would also depend on funding available);
- The main effort would be consistent investments for 2-3 years in these countries/crises, support and strengthen existing (coordination) structures, alignment with country level planning processes (e.g. Humanitarian Programme Cycle, refugee planning, education sector planning cycles);
- Target groups based on context analysis (using existing analysis unless severely deficient); needs-based with a focus on the most vulnerable.

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- Extra attention to monitoring and evaluation to provide the evidence for learning, as preparation for scale up/expansion. This would support the efficiency of the platform plus provide the medium-term impact evaluation of education in emergencies that is currently largely lacking.
- Within this broad effort, there could be a facility for innovative projects, e.g. to reach particular hard to reach groups, test new approaches etc.;
- It is still a matter of debate whether the start-up phase should also include a facility for sudden-onset crises. We propose that this might be considered for a second phase.
- Note: the start-up phase should also carefully study impact of Platform funding allocations on donor/HC/HCT/agency behavior and decisions. For example, will funding for EiE from other channels be affected/decrease? Will HC/HCTs deprioritize education even further from HRP/CHF/CERF/ERF?

Overwhelmingly, respondents reported that the ambition of Option 1 is not consistent with a global platform in terms of reach and overall function.

It is important to highlight commonly expressed concerns that the estimate of $74 per child may not be adequate for all country contexts and across time as student cohorts age and require broader investment. There is a particular concern that financing based on a fixed amount per child may not be the best way to achieve equity in results, especially as the cost per child is higher to reach the marginalized and underserved children and youth, based on current programs and experience with education costing estimates. This is especially true when integrating non-formal education. Moreover, it is noted that the $74 cost per student remains consistent across all three options, even while the most ambitious option (number 3) calls for a focus on "underserved children" (reaching this population requires additional resources and time to achieve a certain level of progress and quality); longitudinal research; an expanded costly administrative structure; add-on features like global and country level champion groups; a separate and additional global financing facility; capacity development for teachers; and a secretariat that is based centrally and regionally. Overall, the current calculations seem low, especially when the overhead and transaction costs for the platform are taken into account. The cost per child should be based on a transparent and widely agreed calculation.

4. Next Steps

A draft of this report was shared with the ODI team immediately after the INEE global consultation so that the feedback, questions, and recommendations could influence a new version of the proposal on the platform. Below is a table that documents how some of the issues raised in the INEE global consultation process influenced and were addressed in the subsequent revision of the ODI proposal.

Table 1: INEE consultation issues and incorporation

Key issues raised in INEE consultation	How addressed in revised ODI proposal
Need for greater ambition in numbers reached and targeting of wider range of age groups	Platform is now set to reach 25% of crisis-affected children and young people by year 5 (approximately 20 million), with increased ambition reflected in continued scale up to reach all those affected by 2030 either through direct support or partners' broader efforts. This proposal has expanded its focus age group to span from 3-18 years old, including a greater number of adolescents and youth. While need for education support to 0-3 year olds and over 18 young people and adults was called for, it was felt this is impractical in the first stages of Platform operation, although this could be reconsidered at a later date.
Consistency with guiding principles	Placed greater emphasis on rights based approaches and brought overall

and international frameworks	Platform aim in alignment to SDG 4. Highlighted that the Oslo Consolidated Principles on Education in Emergencies and Protracted Crises were developed building on a foundation of relevant conventions and commitments such as those articulated by the OECD Principles for Fragile States and INEE Minimum Standards.
Role of the Platform versus that of existing actors and need to ensure complementarity	Included greater illustration of how the Platform will work through and strengthen existing actors. The full set of its five functions would be delivered through grants to existing actors provided through the Acceleration Facility and Breakthrough Fund. A small lean Secretariat will be in place to support existing actors in this work.
Bridging gaps between domestic education response alongside humanitarian and development efforts	Highlighted ways these divides could be brought together particularly through function 2 on planning and response, supporting diverse actors to collaborate to deliver quality assessments and education response/sector plans. Also laid out funding support that would include both rapid response and a multi-year window, with clear links and continuity of focus between the two. This will need further attention particularly as support is delivered at country level.
Generating new and additional funding in the current fiscal environment.	Funding ambition along with possible sources of finance detailed in section on mobilizing funding. Platform design includes specific focus on generating new and additional funding, including outreach to emerging donors, private sector and development of innovative finance approaches. Significant further work will be needed on this in terms of scoping and pursuing prospects, as well as ensuring the Platform is attractive to the interests of different donors.
Specifics of the institutional and governance arrangements and the role of different actors	Emphasized in the proposal and to the Technical Strategy Group the need for a democratic decision making process within the platform to avoid control by one, or a very limited number of multilateral agencies or INGO's, with emphasis on the role of civil society.
Clarity over the definitions in regards to operations, i.e. 'quality education', 'learning outcomes', 'equity' and 'the most marginalized'	No further detail in proposal but will need attention as part of the development of a full results framework, as well as needing to be contextualized in terms of each crisis as conditions, resources, and actors vary so widely.
Concerns over issues of sustainability, with lack of explicit reference to pro-active planning for handover to national authorities and partners	Results framework adjusted to reflect long-term, sustainable education goals for all crises as part of its alignment with SDG4. Sustainability will need further attention as grants begin to be made.

The ODI team also submitted to the TSG a list of unresolved issues that figured highly in the INEE global consultation feedback, noting that these issues need further consideration in the development of the platform, including:

- Age group: Need to gain collective consensus on and articulate age selection considerations and rationale, including what services might be offered to different age groups, and parameters for NFE and vocational education
- Definitions: Need definitions of quality and learning outcomes for a results framework and monitoring
- Value add of platform: Need to making an investment case for the platform
- Humanitarian-development fragmentation: Need to clarify how to address fragmentation.
- Level of ambition: The TSG needs to make a decision on level of ambition. Some would like to see higher ambition, others lower and more realistic. More work on fundraising, how it will be scaled up and what is realistic to expect each year. Further work on counting and subsequent targets also needs to be done as part of the development of the results framework.
- Costing: Need further work across the various entities to come up with one common cost per child, which, for crises, should probably include a crisis-premium. This needs to be done both for a global level, as well as in country contexts as they range so much.

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- Funding: Need Further work on areas like how would additionality be defined and tracked; how funding streams would function together & balance across windows; overlap of multi-year support window with GPE; what is attractive to the private sector in the proposal; how domestic funding would play into monies raised; potential dangers in a pop-up fund approach, which would take away from any focus on forgotten emergencies and allow donors to pick and choose crises.
- Consultation process moving forward: Need major attention on this, including considering pace of work and how to ensure sufficient consultation in place at strategic points. Not allowing for this and asking for turnaround in too short timeframes has aggrieved a number of actors.

The Technical Strategy Group has also taken up several of the recommendations from the consultation process, such as having more civil society representation in the process.

INEE will continue to stay closely engaged in this process of strengthening the response to education in emergencies and protracted crises, counting on the voices and actions of its members. For updates and more ways to be involved, INEE members are encouraged to visit the INEE website (www.ineesite.org), follow INEE on Facebook and Twitter, and subscribe to the INEE listserv.

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Annex I: Comments pertaining to the governance and institutional arrangements of the Common Platform

While the specifics of the institutional and governance arrangements of the Common Platform were beyond the scope of the ODI summary paper and thus this consultation, many respondents, and particularly members of the Global Campaign for Education, made forceful comments on this subject. In particular, respondents noted that the lack of detail on institutional and governance arrangements as they relate to the ability of the platform to inspire political commitments and generate new funding as well as complement and strengthen rather than duplicate existing systems make it difficult to consult fully on the consultation questions. A summary of comments is highlighted here in order to inform TSG discussions moving forward.

Governance and Accountability
The proposed governance structure for the Common Platform, as outlined in Table 7 of the Summary Note, should include details regarding how the governance body/ board should be composed. Consultation participants recommend:
- A democratic decision making process within the platform, avoiding the possibility that it is controlled by one or very limited number of multilateral agencies or INGOs. It should not be an overly Northern led process; the platform can draw useful lessons from the GPE model, which has developing partner governments represented.
- The governance structure should be inclusive of participation from a broad range of actors, including civil society, government stakeholders from crisis-affected countries and the business sector, alongside bilateral and multilateral donors. This will help ensure the greatest level of collaboration, transparency and resource generation to ensure that the Common Platform achieves its mission. Moreover, diversity (gender, geographic distribution, North/South, disability, etc.) should be taken into account.
- The governance structure should include more than just one civil society seat [from affected/recipient countries or from international civil society]. Based on learning from previous experiences, several GCE members and consultation submissions called for at least five civil society full voting seats (depending on the overall governance structure size, to ensure equal representation and voice) and citing the fact that GPE's Board has six civil society representatives to ensure key constituencies participate across regions and the Board of the Global Fund (AIDS, tuberculosis and malaria) includes 20 voting members with equal representation by implementers and donors (meaning ten voting seats representing implementer constituencies).
- Participation in the governance structure at the global level should be accompanied by multi-stakeholder platforms within recipient countries; a model for this is the Local Education Groups under the GPE. The presence of such diverse platforms and coalitions should be considered critical to bridging the gaps between emergency and development. Local civil society in education has a particular added value in ensuring relevance, risk reduction, conflict-sensitivity and in representing the voices of the most marginalized.

Institutional arrangements and hosting
The lack of information and analysis in the ODI summary paper about potential institutional arrangements and hosting options is a concern to a majority of consultation respondents, as arrangements will have great impact on the ability of the Common Platform to secure the additional political and financial commitments needed. As noted above, many of the functions outlined in the paper would vary widely depending on how the platform is hosted and were therefore deemed difficult to answer without more clarity on this issue.

Respondents called for a participatory consultation process with civil society, the business sector, government, UN and NGO stakeholders on the hosting arrangements under consideration. In this process, data and track records should underpin an analysis of strengths and weaknesses for proposed hosts and hosting models, including information about which host(s) can best deliver on different aspects of the proposed platform. Further reflections and recommendations on institutional arrangements and hosting include:

- A potential host needs to be reputable and politically supported by policymakers in order to support the primary functions of inspiring political commitment and generating new funding.
- Consider an incubation period for an institutional arrangement, such that a secretariat is housed within a neutral hosting body / organization with significant operational capacity (at least initially).
- Consider engaging a conflict resolution facilitator to preempt and mediate turf issues that may emerge (learning from the creation of climate change and other funds).
- Consider (in full, participatory process, as highlighted above) possible hosts that include the UNICEF, Global Partnership for Education, NGOs and the World Bank, as well as a hybrid model with a host plus a clear capacity building partner that helps the host develop and address any possible disadvantages over time. In particular, the Global Campaign for Education's submission to the consultation and some of its members recommended that the platform be built upon the existing architecture and governance structures of the Global Partnership for Education, and ensure close coordination and coherence with existing humanitarian funding structures and agencies. It highlights the fact that GPE has a well-functioning multi-stakeholder board with strong voice of Southern governments and civil society organizations; as well as country level mechanisms, the local education groups, which are a model that can be strengthened and adapted for emergency and conflict settings.

Annex II: List of participants

Network and Working Group submissions received from:
- The Basic Education Coalition's (BEC) Education in Crises Working Group, which is made up of the following agencies: American Institutes for Research, Cambridge Education, Catholic Relief Services, Chemonics, Creative Associates International, Education Development Center, FHI 360, Juarez & Associates, Plan International USA, RTI International, Save the Children, World Education and Worldreader
- The Global Business Coalition for Education (GBC-Ed)
- The Global Campaign for Education (submission based on extensive consultation with members working at national and international levels)
- The Global Coalition to Protect Education from Attack
- The International Pediatric Association IPA and its Technical Advisory Group on Humanitarian Emergencies
- The United Nations Girls Education Initiative (UNGEI)
- The UN Secretary General's Global Education First Initiative Youth Advocacy Group (GEFI-YAG)

Organizational and organizational division submissions received from:
- ActionAid International
- The British Council
- The Danish Education Network
- Human Rights Watch, Disability Rights Division
- Jesuit Refugee Service/USA
- The Malala Fund
- The Norwegian Refugee Council
- Oxfam and Oxfam IBIS
- Plan International (including colleagues from Plan Canada, Plan USA, Plan UK and country program colleagues in Asia and Africa)
- Save the Children (based on a consultation with more than 15 Save the Children members from country offices and field staff);
- Theirworld
- War Child UK (based on an internal consultation with 20 people)

Canadian Civil Society Response consultation in Quebec, Canada**:** Lydia Halley-Soucy, Fondation Paul Gérin-Lajoie; Alex Stevens, Colleges and Institutes Canada; Sarah Poohklay, Colleges and Institutes Canada; Natalie Ouimet, Plan Canada; Catherine Vanner, Plan Canada; Yona Nestel, Plan Canada; Madeline Baker, Plan Canada; Rob McCue, Agriteam Canada; Christa McMillan, WUSC; Lucy Hargreaves, Aga Khan Foundation Canada; Nancy Del Col, World Vision Canada; Jennifer Slawich, World Vision Canada; Carleen McGuinty, UNICEF Canada; Eleanor Hevey, UNICEF Canada; Lori Galloway, Right to Play Canada; Emma Colucci, Right to Play Canada; Cicely McWilliam, Save the Children Canada; Tatiana Romero, Save the Children Canada; Roz Johns, Grandmothers' Advocacy Network; Odette Hatchings, Global Poverty Project; Dominic Misho, Global Poverty Project; Christine Kelly, Digital Opportunity Trust; Asha Kanwar, Commonwealth of Learning; Dr. Venkataraman Balaji, Commonwealth of Learning; Jessica Aguti, Commonwealth of Learning ; Aaron To, Commonwealth of Learning; Claire Carigi, Commonwealth of Learning; Ricky Cheng, Commonwealth of Learning; Aida Orgocka, Borderless Higher Education for Refugees Project, York University

Civil Society organization and partner consultation in Washington, DC, USA: World Vision International Linda Hiebert Wellspring Advisors Michael Gibbons US Fund for UNICEF Mark Engman (phone) Save the Children Coco Lammers RESULTS Allison Grossman RESULTS Tony Baker Plan USA Wendy Wheaton (phone) Oxfam International Shilpa Bista Library for All Isabel Sheinman (phone) Jesuit Refugee Service Giulia McPherson Global Poverty Project Madge Thomas (phone) GCE-US rapporteur Brian Callahan GCE-US moderator Jennifer Rigg Creative Associates Cris Revaz Consultant Alberto Begue ChildFund International Janella Nelson (phone) Cambridge Education Stephen Blunden Basic Education Coalition April Mora* Basic Education Coalition Anna Roberts American Refugee Committee Vincent Sanfuentes American Near East Refugee Aid (ANERA) Ellen Giordano A World at School Kolleen Bouchane A World at School Bethany Ellis
*April Mora included feedback on behalf of a Basic Education Coalition EiEPC working group meeting attended by several organizations who were not able to participate in this consultation.

Global Education First Initiative (GEFI) Youth Advisory Group member consultations in Syria: Lama Khourie, Touch of Warmth and Global Education First Initiative's Youth Advocacy Group (GEFI YAG); Lamset Dafa, Touch of Warmth; Lina Nofal; Bassem Nahri, teacher/coach; George Batah, Syrian Youth Empowerment

Global Campaign for Education-UK Consultation in London, UK: Tekie Quaye Amnesty, International Consultant; Gail Stewardson, Children in Crisis; Koy Thomson, Children in Crisis; Alba de Souza, Council for Education in the Commonwealth; Emma Cowan, GEC – Plan UK Sierra Leone; Amy Parker, Plan UK; Heather Saunders, Plan UK; Julia Finder, Save the Children International, South Sudan; Veronique Aubert, Save the Children UK; Charlotte Bergin, Save the Children UK; Joseph Nahn O'Reilly, Save the Children UK; Sébastien Hine, Save the Children UK; Hannah Snowden, Save the Children UK; Nerea Amoros, UCL Institute of Education; Anna Wilson, UCL Institute of Education & Network for Research in Conflict; Tejendra Pherali, UCL Institute of Education and Network for Research in Conflict; Eilidh Macpherson, War Child; Matt Ruuska, War Child; Rebecca Ingram, British Council

Global Education Cluster Unit and Rapid Response Team consultation in Geneva, Switzerland: Annelies Ollieuz (RRT), Ellen van Kalmthout (ECU), Gøril Tomren (RRT), James Sparkes (ECU), Landon Newby (RRT), Lisa Sabot-Schmid (ECU), Luca Fraschini (RRT), Tyler Arnot (RRT)

INEE Consultation in Beirut, Lebanon: Barbara Bergamini, UNRWA; Lawrence Tucker-Gardiner, UNRWA; Malak Soufian Fakhreddine, UNRWA; Dania Hadid, UNRWA; Gemma Bennink, UN Education Sector Coordinator/ UNICEF; Amina Kleit, Ana Aqra; Wafa Nasser, Ana Aqra; Basma Cheikh, Kayany Foundation; Lamia Masri, Kayany Foundation; Nisrine Makkouk, ANERA; Hayfa Farhat, NRC; Marta Schena, NRC Lebanon; Roy Saab, World Learning; Lamia Sabbah, World Learning; Eliane Ibrahim, World Vision; Suha Tutunji, Jusoor Syria; Gisela Hurschler, SC Lebanon/ Save the Children; Liv-Heidi Pedersen, SC Norway / Save the Children; Jeffrey Dow, International Rescue Committee; Layal Mansour Al Khawthar, Al Mabarrat School; Erik van Ommering, Caritas Austria; Minou Hexspoor Machnouk, War Child Holland; Rabab Hakim, Terre des Hommes Italia; Rana Abdullatif, UNESCO Beirut; Shereen Eldaly, UNESCO Beirut; Aurelia Ardito, UNICEF Lebanon; Salem Dib, UNRWA; Dakmara Georgescu, UNESCO-Beirut; Fatima Safa, UNHCR; Danielle El Chemaly, UNESCO-Beirut; Maysoun Chehab, UNESCO-Beirut; Guillaume Bardon de Moÿ, student; Pierre El Sayegh, student; Dean Brooks, INEE

INEE Consultation in NYC, US*: Rena Deitz, International Rescue Committee; Mackenzie Lawrence, International Rescue Committee; Diya Nijhowne, GCPEA; Christine Monaghan, GCPEA; Jamie Weiss-Yagoda, International Rescue Committee; Lincoln Ajoku, Concern Worldwide; Dan Boyer, A World at School; Marcello Bonatto, International Consultant; Arianna Pacifico, INEE; Lindsey Fraser, INEE; Allison Anderson, INEE; Madeline Sesna, TheirWorld; Sana Ahmed, GBC-Education; Sujata Bordoloi, UN Girls' Education Initiative

INEE Consultation in Geneva, Switzerland: Laura Davison, INEE; Shruti Rajgarhia, UNHCR; Brooke Lauten, Norwegian Refugee Council; Davinia Ovett Bondi, Save the Children; Virginie Emery, Right To Play; Annelies Ollieuz, Global Education Cluster; Barbara Moser-Mercer, University of Geneva/InZone; Therese Pankratov, NRC; Lisa Sabot-Schmid, Save the Children / Global Education Cluster; Leandro Salazar, UNESCO IBE; Amy Paunila, Graduate Women International; Sonia Gomez, UNHCR; Julien LESCOP, RET International; Christopher Talbot, Self-employed; Tyler Arnot, Global Education Cluster

Mali Education Cluster consultation in Bamako, Mali: Passy Amani, Norwegian Refugee Council; Jerry Abdala, International Rescue Committee; Prosper Nkwe, Save the Children; Amadou Traore, USAID; Amadou Samake, Direction Nationale de l'Enseignement Fondamentale Ministère de l'Education Nationale; Djelimady Sacko, Direction Nationale de l'Enseignement Fondamentale Ministère de l'Education Nationale; Boubacar Bocoum, Education Development Center (EDC) Projet PACEN; Mohamed Idrissa, ONG Nationale Groupe Action Recherche pour le Développement Local; Constance N'dri Kouakou Kouadio, UNICEF

Pakistan Education Cluster consultation in Peshawar, Pakistan: Shama Asad, FDMA; Mahrukh Raof, IVAP, IRC; Khadija Nadeem, IMC; Yousaf Jan, HDOD; Pervaiz Akhtar, Sanjh Preet; Ehsan Ullah, UNICEF; Sher Daraz Wazir, Elementary and Secondary Education Department; Nisar khan, UNICEF; Asad Marwat, WCO; M Shakeel Ahmed, Right to Play; Humayun khan, Right to Play; Ahmad Saeed, SHED; Gohar Ayud, PAWT; Faiza Arshad, PDMA; Asma Ansari, UNDP; Farman Ali, UNICEF; Kazim, ILO; Shahab-u –din, BEST; Muhammad Adeel, Takal welfare organization; Muhammad Riaz, UNICEF; Hifza, Tamer - e - Khalaq Foundation; Saima Inayath, ACTED; Sardar, RDO; Umar sharef, RDO; Haider Saif, HRDN; Awal khan, IDEA; Tariq, HRDS foundation; M Riaz Bashir, HIN; Yar Muhammad Khan, K. K Banu; Muhammad Hamayun, CRDO; Afar Ahmad, PADO; Shaista Bibi, AHO; Shah Alam, World Vision; Imran khan, YRC; Mohammad Bilal Taj, Hayath Foundation; Tariq Hayath, PEAD Foundation; Saida Inayath, WEO; Yousaf Shah, PHILANTHROPE; Nasrullah, CRS; Khalid, IDEA; Hamid Shah Khilji, ISSP; Abid Khan, ISSP; Said Shah, PRDS; Asgar Khan, EHSAR; Asif Shahzad, OSCA

Somalia Education Cluster consultation in Nairobi, Kenya: Amran Abdi Sirat, ADRA; Burhaan Warsame, CERID; Flaminia Fumagalli, CISP; Jenny Hobbs, Concern Worldwide; Hannah Fox, Concern Worldwide; Kennedy Moce Mburu, GRT; Faith Njahira, Handicap International; Ludiya Mohamed Haji, HIRDA; Anna Belt, Intersos; Alfred Taben, Intersos; Sarthak Kumar Pal, Refugees International; Mengistu Edo Koricha, Save the Children; Simon Omondi Owino, Shabelle Relief and Development Organization; Maryam Abdi, SWACEDA; Amanuel Ghebray, UNICEF; Aden Bundid Duale, Wamo Relief and Rehabilitation Services; Ali Abdullahi Ahmed, Wamo Relief and Rehabilitation Services; Abdullahi Z. Ali, WARDI; Grace Muema, SCC; Fatima A. Issa, SWSO and HopeAID Somalia; Boniface Karanja, Education Cluster; Sara Skovgaard, Education Cluster.

South Sudan Education Cluster consultation in South Sudan: Rubaya Monzur, BRAC; Peace Abulu, DFID, Julu Charles, IBIS; Nicolo Di Marzo, IBIS; Suzy Voga, IMED; Alexandra Balmer, Lutheran World Federation; George Ali, Ministry of Education; Portia Allen, PEG; Fred Mugabi, South Sudan Education Cluster, Nicolas Servas; South Sudan Education Cluster; Vinobajee Gautam, UNICEF; Daniel Wani, USAID; Ale Peter, Windle Trust; Edward Kasran A, World Vision

Teacher Training School consultation in Tororo Uganda: Nyakeicho Blidesta, Smile Africa; Nyachuro Patience, Smile Africa; Asamait Judith, Bright Star; Ereboi Patrick, IMC; Omara Iree Diciens, Inset; Magenta Moses W., Inset; Wambette Geoffrey, Education; Akello Rispar, Inset; Aguti Judith, Inset; Akello Joyce, Inset; Nyabet Mart, Bright Star; Akamari Immaculate, Inset; Cosmas Owar, TCC; Oherodumo Cortider, Tokoro Police; Musumba Ouma, Education Department; Nyapendi Sarah, Inset

USAID's Education in Crisis and Conflict Network (ECCN) virtual consultations (2): Ash Hartwell, USAID ECCN; Jim Rogan, USAID ECCN; Nina Weisenhorn, USAID; Nina Papadopoulos, USAID; Karen Mundy, Global

Partnership for Education; Alex Palacios, Global Partnership for Education; April Mora, Basic Education Coalition; Anna Roberts, Basic Education Coalition; Lincoln Ajoku, Concern Worldwide, Nina Weisenhorn, USAID; Cornelia Janke, USAID ECCN; Gwen Heaner, USAID ECCN; Amy Deal, USAID ECCN; Barbara Schneeman, USAID; Suezan Lee, USAID; Tom Crehan, USAID; John Collins, USAID Afghanistan; Luann Gronhovd, USAID Senegal; Chris Shephard, USAID; Jeff Mettille, USAID. USAID ECCN also collected feedback from members via an online platform: Ayo Oladini, Creative Associates Nigeria; Jim Rogan, USAID ECCN; Angelique Mahal, USAID; Patrick Chinedu Enwerem, Advocates for Youth and Health Development Nigeria

Individual participants who contributed via the INEE discussion forum, webinar, and direct feedback*: Ihsan Ali, Luther-King Fasehun, Marian Hodgkin, Chemwi Mutiwanyuka, Silje Skeie, NRC; Markel R. Méndez H.; Chemwi Mutiwanyuka, ADEA; Sara Poças, consultant; Peter Transburg, INEE; Wayan Vota; Albino Francisco, Consultant; Faduma Ali Hassan, Kate Moriarty, Malala Fund; Francisco Guachalla, Irene Kariuki, Benoit d'Ansembourg; Evelyn Cherow, Global Partners United and member of the Global Partnership on Children with Disabilities; Dieudonne Amisi Mutambala; Kadidia Doumbia