

# The Humanitarian-Development Nexus

## Modeling Education in Crisis

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**Presented to the HLSG Spring Meeting  
Washington April 2019**

Education Cannot Wait (ECW) pursues the Humanitarian-Development Nexus in delivering education to children and youth affected by conflicts and displacement. Linking humanitarian relief to development in the education sector is an essential contribution to achieving learning outcomes as well as in advancing global efforts to mitigate the humanitarian caseload and move closer to the attainment of the Global Goals.

Education is a particularly suitable sector for realizing the Humanitarian-Development Nexus and the New way of Working. While it requires speedy and immediate responses during the onset or escalation of a crisis, it also warrants long term systemic investments to achieve learning outcomes.

On the one hand, education is a development sector, which requires multi-year investments. On the other hand, delivering development in situations of armed conflict and displacement requires crisis-sensitivity in speed and implementation. Finding a balance between humanitarian and development approaches is essential for responsive and results-driven delivery of quality education across the humanitarian-development nexus.

**Conceptually, the modus operandi, terminology and funding cycles differ** between humanitarian and development actors. The humanitarian notions of “life-saving” and “life-sustaining” call for rapid assessments and speed, while genuine national ownership and quality education requires time. Humanitarian funding allocations are made on a semi-annual and annual basis, while development funding is allocated over multiple years.

**Financially, the funding shortfalls remain a challenge.** As one illustration related to humanitarian funding for education, in 2018, the overall ask for Humanitarian Response Plans (HRPs) and Refugee Response Plans (RRPs) was \$25 billion and the international community financed about 60% of the overall requirement. Of this, humanitarian allocations to education in emergencies (EiE), which forms part of the humanitarian reform of 2005 through the Education Cluster, remained among the least funded sectors.

**ECW seeks to balance both the conceptual and financial challenges, placing it at the forefront of delivery across the humanitarian-development nexus.** No child can or should wait until the education system has been rebuilt or reformed, before being able to access learning, psycho-social services and a safe learning environment during a crisis. At the same time, a functioning public education system is essential for progressing towards sustainable development and to systematically achieve learning outcomes for every child. To this end, ECW facilitates a combined approach that

addresses immediate and urgent humanitarian needs, while also providing medium- and long-term interventions that serve as building blocks for sustainable development solutions.

## Approach

ECW applies a combination of humanitarian and development principles. While both require engagement with host governments and inclusive consultations with civil society and affected communities, these sets of principles differ and are thus complementary.

- **Humanitarian Principles:** investments aim at meeting urgent needs midst a crisis to quickly restore normalcy and mitigate interruption. Principles entail impartiality, neutrality and humanity, relevant international human rights, humanitarian, refugee law, and the IDP guiding principles. Furthermore, the Direct Execution/Implementation Modality (DEX/DIM) is applied, as it is specifically designed for speedy development programming in crisis-countries.
- **Development Principles:** investments aim at system-strengthening, policy reforms and capacity development towards improving learning outcomes. This require multi-year commitments, predictable financing and full government ownership and leadership. The National Execution/Implementation Modality is generally applied.

Furthermore, in bridging humanitarian and development efforts, ECW operates with humanitarian speed and development depth. An agile and light set-up, it is adaptable and moves rapidly to facilitate **inclusive, well-coordinated and predictably financed multi-year programmes that address immediate, medium- and long-term needs in a mutually reinforcing fashion.**

While ECW's entry point is that of the multilateral humanitarian coordination system established specifically for crises, ECW works with host-governments and brings in local development groups from the outset to facilitate joint analysis, design and programming towards learning outcomes through collective outcomes.

As described by OCHA, "it is this notion of **collective outcomes** that has been placed at the center of the New Way of Working." This is an inclusive process at country-level that identifies key priorities and "frames the work of development and humanitarian actors, along with national and local counter-parts, in order to reduce risk and vulnerability and serve as instalments toward the achievement of the SDGs.<sup>1</sup>"

While complex, it is indeed possible to make the systemic and attitudinal changes required to realize the Humanitarian-Development Nexus through the New Way of Working, as illustrated by ECW investments. **Education may thus be the emerging model for other development areas in crisis, which need to simultaneously address short- and long-term needs.** Through the New Way of Working and a shift towards collective outcomes, support to the education sector stands a better chance of

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<sup>1</sup> *The New Way of Working*, an OCHA Publication 2017

achieving learning outcomes, while reducing need, risk and vulnerability. However, more financing and better aligned financing are needed.

The true test of the ECW model will be to align and harness the appropriate streams of bilateral and multilateral financing. Because the Humanitarian-Development Nexus can only be realized where there is a shared responsibility and combination of humanitarian and development funding. Furthermore, it will also need to extend to financial innovation in the spirit of *billions to trillions of dollars*, harnessing the financing potential of public finance and capital markets and other sources of financing at the country level.

## Financing

To close the funding gap to reach 75 million children and youth in conflicts, natural disasters and displacement by 2021, Education Cannot Wait needs to catalyze \$8.5 billion by 2030 – the deadline for achieving the Sustainable Development Goals. During its current strategic plan period, \$1.8 billion is required by 2021 to meet the target of reaching nearly 9 million children and youth.

### **Development Funding**

In 2017, total bilateral development aid to education in emergency and protracted crisis (EiE) is estimated to equal US\$3.4 billion or 8.1 percent of total official development assistance from bilateral DAC donors.<sup>2</sup> Development aid to Education in Emergencies was 40.1 percent of total aid to education.

### **Humanitarian Funding**

In 2018, the overall ask for Humanitarian Response Plans (HRPs) was \$25 billion of which \$875 million was requested for education. In total, HRPs received about 60% of the ask that year, compared to 43% for the education requirements. In addition, while education only makes up 3.5% of the total HRP requirements, its share of the funded amount is even lower at 2.5%.

## Remarks:

- **Repositioning education within the Humanitarian-Development Nexus requires a context-driven approach, while pursuing a long-term goal.** It means bringing together the humanitarian and development community through the New Way of Working, and as part of a wider, multi-stakeholder effort to achieve collective outcomes that reduce risk, vulnerability and need. Through better aligned joint programming, advances can be made through a combination of humanitarian and development principles and funding streams.
- **The approach adopted by Education Cannot Wait needs to be supported through substantial financial investments, combining humanitarian and development funding while also drawing from diverse financing sources,**

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<sup>2</sup> Estimate based on OECD DAC data, Official Development Assistance (ODA) to countries with a humanitarian or response plan or other appeal in 2017 including regional response plans from DAC Countries, gross disbursements at current prices.

such as private sector, foundations and leveraging of capital markets through instruments like the International Finance Facility for Education.

- **Education in emergencies and protracted crisis** need to be **prioritized as part of joint analysis between** humanitarian and development actors, sector planning and financing strategies - with commitment and **action** to achieve **complementarity** between humanitarian and development funding streams and other funding sources.
- Where it has been agreed among key stakeholders to work towards collective outcomes, ECW offers an approach for education in crisis that seeks to achieve **the right balance of humanitarian aid and development programming, supported by adequate financing**. In doing so, it may contribute to advance progress towards Agenda 2030.

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