CRISIS-SENSITIVE PLANNING IN EDUCATION: LESSONS LEARNED

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The crisis-sensitive planning process

**Regular process**
- Education sector diagnosis
- Policy formulation
- Plan preparation
- Cost & financing
- M&E framework

**Conflict- and disaster-sensitive aspect**
- Conflict and disaster risk analysis (conflict and disaster impacts on education, role of education in fueling conflict, capacities for C/DRR)
- Policies on e.g.: Schools as safe and child-friendly spaces (zones of peace, safe schools declaration), equity policies, curriculum policy ...
- Priority programmes: Curriculum review, teacher training; school-based emergency preparedness plans; relocate, retrofit schools
- Ensuring adequate financing, including from humanitarian sources and government budgets.
- Conflict and disaster indicators integrated into data collection, maps, EMIS review; e.g. data on attacks on schools
Three case studies

- **Burkina Faso**
  Addressing risks through the 10-year Programme for the Strategic Development of Basic Education (PDSEB)

- **Uganda**
  Strengthening education sector capacities for conflict and disaster risk management (CDRM)

- **South Sudan**
  Developing a crisis-sensitive Education Sector Analysis (ESA) and Education Sector Plan (ESP)
Characteristics for planning for crises in education sector plans

- Government-led
- Participatory
- Well-organized
- Capacity development process →

**Institutional capacities:** Political will, MoE leadership, int. and nat. frameworks and mechanisms

**Organizational capacities:** e.g. EiE Cluster, technical and financial WGs, partners

**Individual capacities:** Technical skill in data analysis, ‘crisis-sensitive planning champions’
1: A country-led process

**Lesson:** Government engagement and leadership in the planning process reinforces ownership and facilitates development and implementation of a country’s education plan, policy, or programme.

2: A participatory process

**Lesson:** Conflict-sensitive and risk-informed measures are more relevant and effective when national and sub-national authorities, and humanitarian partners participate in their planning and implementation.
South Sudan’s ESA: a country-led and participatory process

- Risk index based on:
  - conflict affected civilians
  - death, injury and disease
  - food insecurity and livelihoods
  - widespread malnutrition

Source: OCHA composite risk index 2014 and 2015
South Sudan’s ESA: a country-led and participatory process cont.

1. Access: enrolment, school ownership, reasons for non-enrolment

2. Quality: school classroom type, school facilities, curriculum

3. Management: teacher type, PTR, textbook distribution
## MANAGEMENT: Primary pupils per English textbook, by State and level of risk, 2015

<table>
<thead>
<tr>
<th>State</th>
<th>Nb of pupils per Engl textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEQ</td>
<td>2.3</td>
</tr>
<tr>
<td>EEQ</td>
<td>2.2</td>
</tr>
<tr>
<td>JON*</td>
<td>5.8</td>
</tr>
<tr>
<td>LAK</td>
<td>2.3</td>
</tr>
<tr>
<td>NBG</td>
<td>2.4</td>
</tr>
<tr>
<td>UNI*</td>
<td>7.1</td>
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<tr>
<td>UPN*</td>
<td>3.1</td>
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<tr>
<td>WAR</td>
<td>3.1</td>
</tr>
<tr>
<td>WBG</td>
<td>2.6</td>
</tr>
<tr>
<td>WEQ</td>
<td>2.3</td>
</tr>
<tr>
<td>South Sudan</td>
<td>2.7</td>
</tr>
<tr>
<td>WO GUN</td>
<td>2.5</td>
</tr>
</tbody>
</table>

### Bar chart:

- **Lowest risk**: 2
- **Low**: 3
- **High**: 3
- **Highest**: 7

Risk categorization:

- **Lowest risk**
- **Low**
- **High**
- **Highest**
Challenges and opportunities for ownership and participation

- Balancing government ownership vs. stakeholder participation
- Multiple, often competing priorities in education sector planning
- Need for continued advocacy, evidence and financial support
- Funding mechanisms still not very flexible
- Education still not priority in humanitarian funding
- Considerable momentum (Education Cannot Wait fund, multi/bilateral donors, transcendence of humanitarian-development divide)
3: A well-organized and coordinated process

**Lesson:** Coordination mechanisms can ensure appropriate follow up and alignment with government priorities on crisis-sensitive education and sustain long-term commitment.

4: Incorporates capacity development at all levels

**Lesson:** The need for capacity development is particularly strong in contexts of crisis, as the crisis may have depleted capacities, and weak capacities may have contributed to the crisis.
South Sudan’s ESP: a coordinated process focused on capacity development

- a series of 8 technical workshops focused on skills (data analysis, objectives and programme formulation)
- structured in a manner to contribute to organizational capacities and reinforce existing structures
Challenges and opportunities for coordination

- Silo’ed approach (humanitarian vs. development) in most agencies

- Push for increase in collaboration between humanitarian and development partners:
  - At country-level - ex. Transitional Education Plan guidelines →
  - At global level - ex. World Humanitarian Summit

- Cross-sectoral collaboration: Education and peacebuilding, Education as basis for achieving SDGs
Challenges and opportunities for capacity development

- HR turnover & tight deadlines challenges sustainability of CD efforts

- Critical mass of capacity, at all levels, takes years to emerge

Particular needs include:

- Implement, monitor and evaluate crisis-sensitive planning,

- Data collection & analysis, EMIS & monitoring tools must include risks & use innovative collection methods in hard-to-reach areas

- Increased awareness and materials available,

  - ex. UNICEF materials, GPE-IIEP TEP guidelines, IIEP-PEIC guidance on resilience and social cohesion