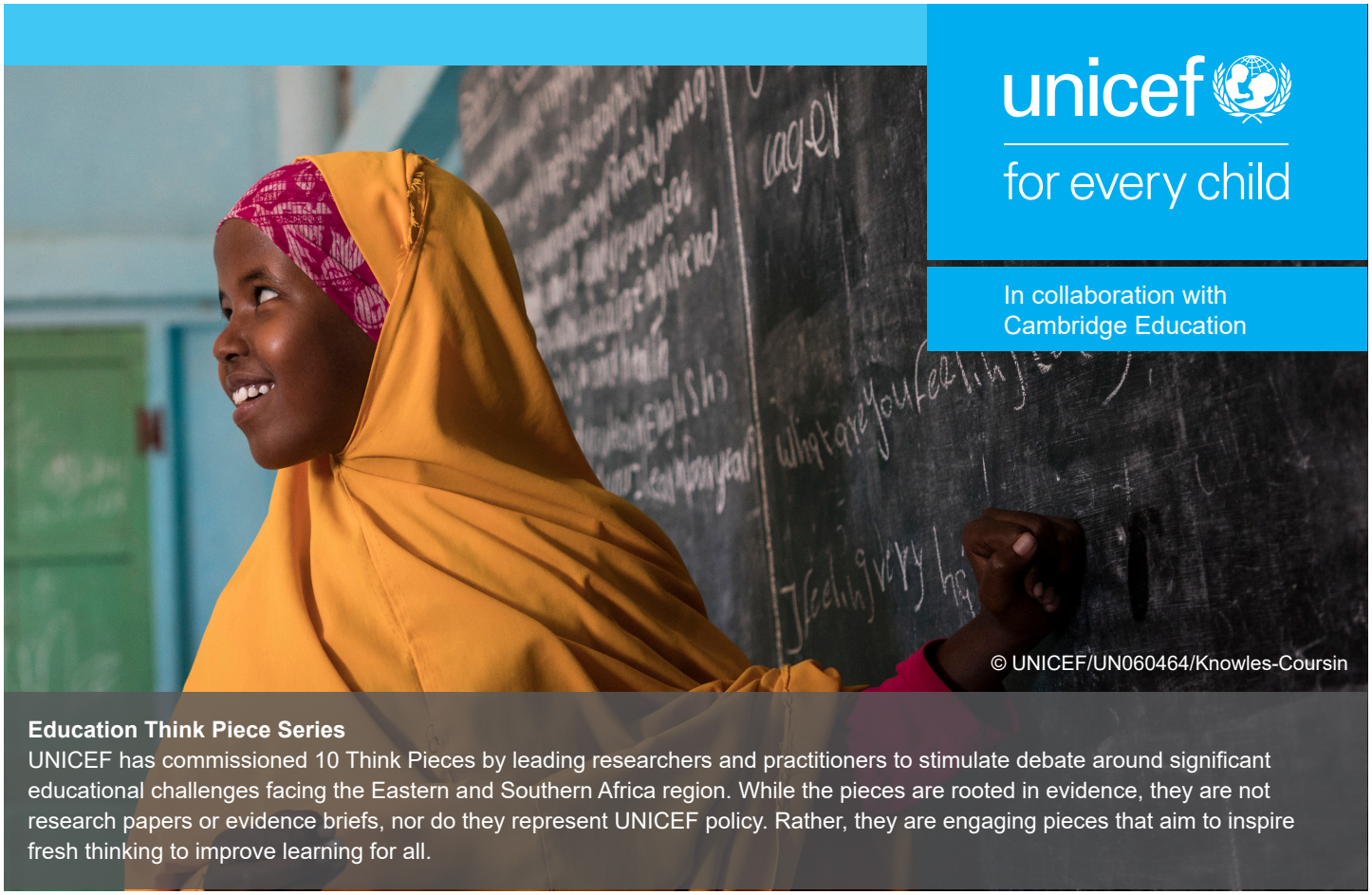


Education Think Piece Series
UNICEF has commissioned 10 Think Pieces by leading researchers and practitioners to stimulate debate around significant educational challenges facing the Eastern and Southern Africa region. While the pieces are rooted in evidence, they are not research papers or evidence briefs, nor do they represent UNICEF policy. Rather, they are engaging pieces that aim to inspire fresh thinking to improve learning for all.

Navigating the humanitarian-development nexus in forced displacement contexts

By Mary Mendenhall, Ed.D.

Reforms regarding humanitarian action and development approaches, particularly with regard to the high levels of forced displacement within the Eastern and Southern Africa region, have taken multiple forms over the years. The 1980s aimed to bridge the 'gap' by linking humanitarian relief and development; the 1990s focused on the relief-development 'continuum'; the 2000s saw the emergence of the cluster system; and, in recent years, the humanitarian and development spheres have focused on 'resilience.'[1] Despite these efforts, challenges remain. Coordination across the humanitarian-development nexus is hindered by internal divisions and dual mandates within organizations, limited human resources prepared to work across the nexus, as well as different project timelines, funding cycles, and sources of funding.[2]

Today's reforms, inspired by the World Humanitarian Summit, focus on the ongoing quest to find 'new ways of working' that bridge humanitarian action, development, peace, and security amidst protracted global displacement.[3]

This approach acknowledges that humanitarian and development actors need to collaborate side-by-side at global and country levels. For education, this means that education specialists, Ministry authorities, donors, and policymakers, amongst others, need to find ways to improve coordination across their humanitarian, development, and peacebuilding activities as they consider both short- and long-term education responses.

Humanitarian-development reform efforts by decade[4]

1980s	Linking humanitarian relief and development
1990s	Re-framing as relief-development 'continuum'
2000s	Initiating the global cluster system
2010s	Focusing on 'resilience'
~2020s	Developing 'New Ways of Working'

[1] Peer 2 Peer Support for Humanitarian Leaders in the Field. (Producer). Humanitarian-Development Nexus: What is the New Way of Working? Part 2, 2017 [Video webinar]. Retrieved <www.deliveraidbetter.org/webinars/humanitarian-development-nexus>
[2] The European Union and the UK's Department for International Development have both announced and/or are supporting multi-year projects, which is a promising step in the right direction.
[3] OCHA. New Way of Working. (n.p.). OCHA Policy Development and Studies Branch, 2017.
[4] Peer 2 Peer Support for Humanitarian Leaders in the Field. (Producer). Humanitarian-Development Nexus: What is the New Way of Working? Part 2, 2017

Of course, the 'new ways of working' approach is not without its critics, and opponents express concerns about reforms that have been undertaken too quickly and fail to tackle the weaknesses of the humanitarian system. There are also concerns about upholding core humanitarian principles – *neutrality, impartiality, and independence* – within peace and security agendas[5].

This Think Piece aims to locate this humanitarian-development nexus within the education sector, and to identify opportunities for key partners to seize the momentum around this nexus, particularly with regard to learners, teachers, national education system actors affected by forced displacement. There is no easy answer for how UNICEF or other organizations might balance their simultaneous focus on humanitarian and development objectives, but education specialists inevitably inhabit this space as they consider both the short- and long-term needs in the education sector. Thus, this Think Piece will also address the types of skills and competencies that education specialists (and key partners) may need in order to strike this balance.

Education and the humanitarian-development nexus

There has been long-standing consensus across both humanitarian and development agencies that "education reconstruction begins at the earliest stages of a crisis... [and should be] undertaken concurrently with humanitarian relief."[6] Amidst the global push for national integration of refugees into education and other sectors, and the need for alternative options for many young people who still cannot access national systems, the need to overcome historical gaps remains paramount. Education specialists, ministry authorities, donors, and policymakers need to find ways to establish purposeful and coordinated practices and policies that work across their humanitarian, development, and peacebuilding activities, and embrace conflict sensitive approaches in the process.

While there are real structural barriers (e.g. different project timelines, funding cycles, and sources of funding and compartmentalized humanitarian and development divisions within institutions), the time has come to move the agenda forward and make changes in both practices and policies that support learners and teachers now and in the future. To do this, education specialists need to be prepared to push some of these changes forward within their own organizations and across the larger education sector to effect more sweeping policy and system-wide changes.

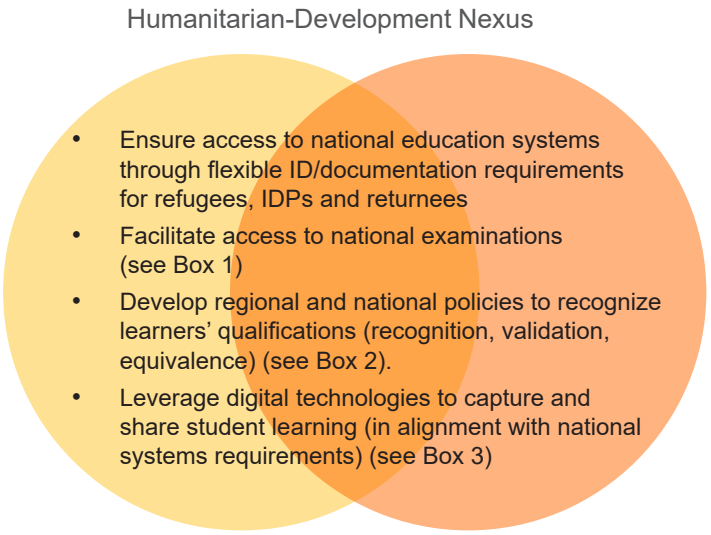
[5] Bennett, Foley & Pantuliano. *Time to Let Go: Remaking Humanitarian Action for the Modern Era*. London, UK: Overseas Development Institute, 2016
[6] World Bank. Reshaping the Future: Education and Postconflict Reconstruction. The World Bank, Washington, DC, 2016

Bridging the gap for learners, teachers, and education system actors

There are many improvements that need to be made to strengthen the provision of education across the humanitarian-development nexus. This section provides select illustrative (and inevitably limited) examples of key issues about how we can improve our approaches to supporting the individuals most directly involved: learners, teachers, and education system actors, such as ministry officials, district officers, and teacher educators.

Learners: Recognizing and validating learning

Children, adolescents, and youth in emergency contexts face numerous challenges in accessing and obtaining a quality education. A focus on strengthening a coordinated humanitarian-development approach to supporting learners is needed. One key element is how the learning that young people acquire during conflict, crisis, or displacement is recognized and validated over the longer-term and across different national contexts. How can international actors make decisions about learning attainment and certification during the humanitarian response phase that are forward-looking and attempt to anticipate protracted crisis and longer-term development needs? Recognizing and validating learning across the nexus has involved strategies to (see diagram on the right):



The range of technical challenges that have inhibited states' accreditation or validation of learning attained by displaced learners include:

- curriculum and teacher training that may be different than the host countries
- validation of authenticity of learning certifications
- issues comparing and establishing equivalencies across different education systems
- language of certifications and need for translations
- disrupted education and how to credit partial learning due to interruptions in the school term caused by displacement
- administration of exams, rules, and exam schedules that are not flexible enough to take into consideration diverse ages and needs of learners
- security issues that serve as barriers for sitting for exams and costs of administering the exams.[7]

There are laudable examples of efforts to address some of these issues (see Box 1).

Box 1: Refugee learners access schools and examinations in Kenya

There are successful examples of how host countries can facilitate access to schools and exams for refugee learners. Refugee learners living in Kakuma and Dadaab refugee camps in Kenya access schools that are recognized by the national Ministry of Education, Science and Technology. Learners study the Kenyan curriculum and sit for the school-leaving exams (e.g. Kenya Certificate for Primary Education and the Kenya Certificate of Secondary Education). In recent years, refugee learners have achieved high marks on these exams, in many cases surpassing the national average.[8] Refugee learners residing in urban areas are also able to access national schools and sit for examinations. Recently, the Ministry of Education, with support from UNHCR, UNICEF, and key non-governmental organization (NGO) partners created *Guidelines on Admission of Non-citizens to Basic Education and Training in Kenya* to ensure easier access to national schools by elaborating and expanding the types of documentation that refugee learners could use to register and gain access to schools.

[7] Talbot, C. Education in Conflict Emergencies in Light of the post-2015 MDGs and EFA Agendas. Geneva, Switzerland: NORRAG, 2016.
[8] *See South Sudanese Girl in Kakuma Shines in Kenya's National Examination* <www.unhcr.org/ke/14623-south-sudanese-girl-in-kakuma-shines-in-kenyas-national-examination.html>

We cannot afford to let young people languish as we struggle to put effective policies and practices in place to recognize learning they acquired during displacement and after overcoming immense challenges to go back to school. It is also a shame when young people have successfully completed primary school in their home countries, for example, but due to a lack of documentation are unable to prove their credentials in countries of asylum. When these learners find that the only option is to start their schooling again, through either traditional primary education or accelerated education programmes, we are using the sector's limited resources inefficiently while also potentially contributing to the young person's frustrations about their current and future prospects, regardless of their personal motivation to go back to school.

Despite these significant challenges, there is increasing political will in some regions to overcome these obstacles. The *Djibouti Declaration on Regional Refugee Education*[9] was signed by eight countries in East Africa in 2017. The subsequent Action Plan that was developed and endorsed by these countries laid out specific points about accreditation and certification of education programmes, both for learners and teachers (see Box 2).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Box 2: Djibouti declaration on regional refugee education and action plan

The Heads of State and Government of the Inter-Governmental Authority on Development (IGAD) committed to carrying out the following actions in the IGAD region, which includes Djibouti, Ethiopia, Eritrea, Kenya, Somalia, the Sudan, South Sudan, and Uganda:

- Develop regional and national policies for the recognition of qualifications held by refugees and returnees, including teachers and learners to enable integration into national education systems and access to social services.
- Put in place a regional mechanism for recognition of qualifications for the IGAD region based on: Mutual recognition of formal qualifications obtained throughout the education systems of all IGAD Member States; Mutual recognition of accreditation of qualifications obtained through informal learning and professional skills training; Cross-border education collaboration between neighbouring districts.
- Develop a regional IGAD framework for establishing the equivalency of education qualifications, including mechanisms to enable refugee students, who do not possess certification of prior school attainment or other documentation, to pursue education at the level at which they left through appropriate means rather than high-stakes examinations.
- Develop a common regional approach for teacher accreditation including accelerated programmes for refugee and returnee teachers.
- Establish a technical working group consisting of IGAD Member States and representatives of all relevant stakeholders to: Assess the status of recognition in each Member State; Describe criteria for a mechanism for recognition of academic qualifications; Elaborate the criteria for recognition and equivalency including quality assurance tools and mechanisms. Generate a proposal, including a financing strategy, on a framework and mechanism for mutual recognition and equivalency that will be presented to the IGAD ministerial meeting in 2019.[10]

[9] Djibouti Plan of Action on Refugee Education in IGAD Member States, 2017, Retrieved <https://igad.int/attachments/article/1725/Djibouti%20Declaration%20on%20Refugee%20Education.pdf>

[10] Djibouti Plan of Action on Refugee Education in IGAD Member States [Annex to the Djibouti Declaration on Regional Refugee Education], n.d., Retrieved <www.globalcrrf.org/wp-content/uploads/2018/04/Djibouti-Plan-of-Action-on-Refugee-Education-in-IG.pdf>

There is momentum to build on as a result of this emphasis on regional and cross-border collaboration. Efforts need to be made to document the success stories that emerge at the policy and practice level from the Djibouti Declaration. UNICEF education specialists could capture these success stories through short case studies or webinars that explain what was accomplished, who was involved, and what and how challenges were overcome. There also needs to be an accompanying focus on the quality of learning experiences that children, adolescents, and youth access in displacement contexts. This includes the academic and social emotional learning outcomes they might obtain. With strong systems in place, which could be supported through technological solutions (see Box 3), national and international actors would also be able to better verify prior learning for young people who have been displaced.

Box 3: Role of technology: Verification of learning

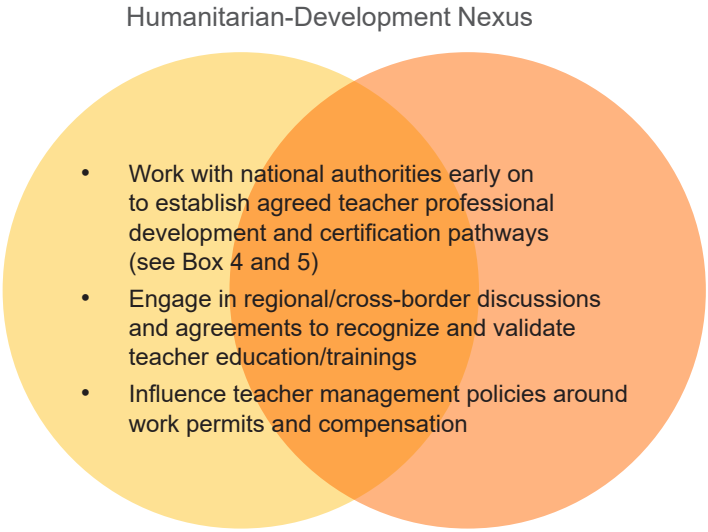
We still have a lot to learn about the potential role of technology and how it can support and complement teaching and learning in displacement contexts. The one way it might be most immediately useful would be to capture and make available student learning records, particularly among displaced populations on the move. Programmes like YOBIS or OpenEMIS "allow for the production, reproduction and digital display of school certificates," and OpenEMIS links students' individual digital profiles with their educational achievements.[11] Challenges remain in documenting educational achievements obtained *prior* to displacement and in ensuring ethical approaches are in place to protect students and their families.

UNICEF is involved in a global partnership, Generation Unlimited, which aspires to have every young person aged 10-24 in some form of education, employment, or training by 2030. One of the ten promising and potentially transformative ideas put forward through this initiative is 'portable certifications' that would recognize both prior learning and work.[12] This work is under development now and there are consultations taking place with international educational service providers/certifiers; regional bodies; academic institutes and training organizations; and multinational companies poised to scale up promising models.

[11] UNESCO. Lifeline to Learning: Leveraging Technology to Support Education for Refugees. Paris, France: UNESCO, 2018.
[12] More information about Generation Unlimited available at <www.generationunlimited.org>

Teachers: Recognizing and validating experience

Teachers working in crisis and displacement contexts face numerous challenges in continuing their work as teachers, gaining access to appropriate professional development opportunities as new or continuing teachers, and finding pathways toward formal certification of their training and expertise that would be recognized in host countries, countries of origin, or other countries in which they might seek asylum in the pursuit of longer lasting settlement. Refugee teachers face barriers in the education sector due to the reluctance of ministries of education to provide and recognize teacher education and related credentials obtained prior to and during displacement. They also face employment barriers since most countries do not allow refugees to work.[13] That said, there are strategies for recognizing and validating teachers' experience across the humanitarian-development nexus, which include:



One notable example is the case of refugee teachers from the Central African Republic and Sudan who find themselves in Chad. The Chadian government, with support from national and international organizations, created opportunities for refugee teachers to acquire certified training and work in public schools. Various stakeholders have also taken steps to ensure the teaching certification is recognized when Sudanese teachers are able to return home (see Box 4 for more details). There are still challenges related to levels of compensation that refugee teachers receive in this context, but it is a promising move to bridge humanitarian and development work.

Box 4: Refugee teachers: Finding a place within national education systems[14]

Chad boasts one of the most promising examples for professional pathways for teachers. The country has hosted refugees for over 13 years[15], predominantly from the Central African Republic (CAR) and Sudan. There are currently 193,872 school-aged children (6-17) in refugee camps in eastern Chad, 86,295 of whom are enrolled in primary education (UNHCR, 2017d). Given the protracted crises in neighboring countries affecting refugee inflows into Chad, the government, with support from national and international organizations, shifted its focus from a humanitarian to a development-oriented strategy.[16] This strategy change entailed transitioning the refugee schools to a Chadian curriculum; deploying more Chadian teachers to refugee camps to teach French, civics, and geography; and up-scaling refugee teachers' qualifications. Refugee teachers now have opportunities to become fully certified by the Chadian education authorities and to work in public schools in Chad. From 2012-2016, 341 Sudanese refugee teachers have been certified by the Abéché Bilingual Teacher Training College, after completing a two-year teacher training course offered during the summer months. Additional cohorts of teachers are currently undergoing training, and a small number of teachers in Djabal camp are working as temporary teachers in Chadian national schools. From 2012-2014, 98 refugee teachers from CAR participated in a similar certified training offered by the Doba Training College. Furthermore, the Chadian government, Sudanese government, UNESCO, UNICEF and UNHCR signed a joint agreement to ensure that certification and equivalency is recognized when Sudanese teachers are able to return home.

Despite these promising policies and practices on certification and equivalency, refugee teachers in Chad express concerns about the compensation structures in place for refugees. These continue to be based on incentives rather than salary scales commensurate with certification. UNHCR has recently increased the amount of the incentive pay for teachers and started offering cash incentives for training activities in an effort to motivate teachers to pursue the training and remain in the profession. The Chadian case is an encouraging example for other countries, particularly those facing teacher shortages. It illustrates promising practices for training and certifying, and demonstrates the benefits that stem from the contributions that refugee teachers can make to national education systems. However, it also highlights the complexity of compensation due to restrictive labour policies in many countries hosting refugees.

[13] Mendenhall, Gomez & Varni. Teaching Amidst Conflict and Displacement: Persistent Challenges and Promising Practices for Refugee, Internally Displaced and National Teachers [Background Paper for 2019 GEM Report, Migration, displacement and education: Building bridges, not walls]. Paris, France: UNESCO, 2018.
[14] This case study example is drawn directly from: Mendenhall, Gomez & Varni. Teaching Amidst Conflict and Displacement: Persistent Challenges and Promising Practices for Refugee, Internally Displaced and National Teachers [Background Paper for 2019 GEM Report, Migration, displacement and education: Building bridges, not walls]. Paris, France: UNESCO, 2018.
[15] UNHCR. (2018). Global Focus: Chad. Retrieved <http://reporting.unhcr.org/node/2533>
[16] UNHCR. 2015b. Chad: Curriculum Transition Overview. Available at: <www.unhcr.org/en-us/protection/operations/56a0a0e49/chad-curriculum-transition-overview.html>

There are other examples of progress related to certified teacher professional development initiatives as national governments and their partners recognize the need to fill gaps among the teaching corps working in protracted displacement settings. In Kenya, international organizations have partnered with a Kenyan tertiary institute to extend teacher education programmes to refugee teachers working in the camps. Refugee teachers can earn a formal Diploma in Primary Education (see Box 5). This is a promising initiative since the diploma is granted by a Kenyan institute. However, challenges remain, as refugee teachers are unable to put that diploma to work in Kenya due to work restrictions for refugees. The diploma programme focuses on important and fundamental teaching competencies, but it could also do more to address the specific needs of working with refugee learners.

Box 5: Certified teacher education programmes for refugee teachers in Kenya[17]

Masinde Muliro University of Science and Technology (MMUST) has offered diploma and certificate programmes to refugees in Kakuma refugee camp since 2010, in partnership with UNHCR and the Lutheran World Federation.
One of the academic programmes entails a Diploma in Primary Education, which refugee students (mostly full-time primary school teachers) complete over the course of a year. The diploma consists of foundation courses (e.g. curriculum studies) and subject-specific courses (e.g. social studies, science, life skills, and peace education). Graduates are awarded diplomas directly from the MMUST, which one could argue is significantly more valuable than any certificate of participation awarded by UN agencies, NGOs or other partners. Given the overall success of the initiative, MMUST expanded its academic offerings and opened a campus in Turkana, the district that hosts the refugee camp, in 2016. The hope is that the MMUST credential will prove useful when and if refugees are able to return to their country of origin (though additional research and evaluation are needed on the transferability and recognition of credentials across borders). While the training contributes to developing teaching competencies, the credential itself is not as useful for refugees in the immediate-term; refugees do not have the right to work in Kenya and the credential is not recognized by the Kenyan Teachers Service Commission.

Another teacher management issue that needs to be addressed proactively is what plans and processes need to be put into place, in collaboration with national governments, to support and/or absorb the number of teachers often recruited, trained, and paid by humanitarian organizations in the transition toward development work. Teachers in humanitarian settings are often paid small stipends through project funds that are unsustainable and lead to high turnover rates. In the transition to development, national governments not only need to recognize teachers' skills and experience, but also increase their budgets to cover the recurrent costs of teacher salaries. This continues to be one of the most significant obstacles to supporting teachers during the transitional period between humanitarian response and development. Poorly coordinated efforts and insufficient budgets can lead to closures of schools and learning spaces, increased numbers of out-of-school children, and attrition of talented teachers to other employment opportunities outside of the education sector. The early hiring, training, and compensation of refugee, IDP, and/or host teachers needs to be undertaken with a longer-term perspective and humanitarian, development, and national actors need to engage in these discussions.

The Djibouti Declaration (see Box 2) captures the growing recognition that agreements and structures need to be put into place for both learners and teachers. The declaration cites the need to "develop a common regional approach for teacher accreditation including accelerated programmes for refugee and returnee teachers," which would open up more plausible pathways toward certification and the recognition of the training teachers have acquired during displacement.[18]
More work needs to be done by both humanitarian and development actors, inside and outside of the education sector, to put these practices into place and to help teachers find gainful employment during displacement or upon the return home.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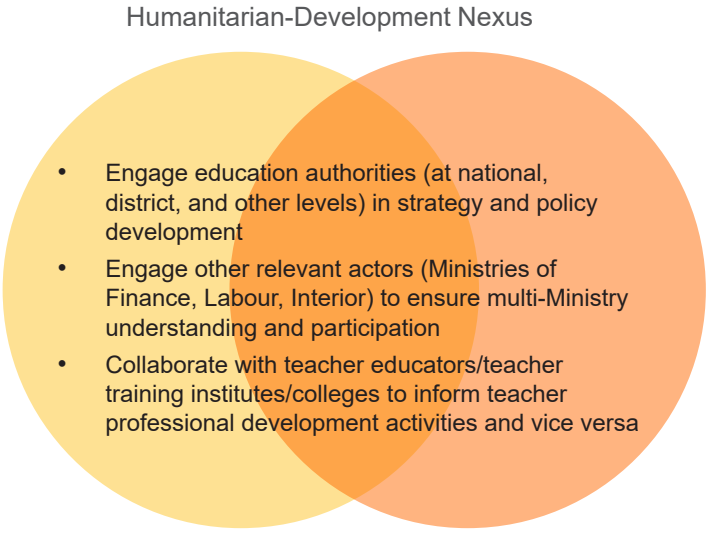
[17] This case study example is drawn directly from: Mendenhall, Gomez & Varni. Teaching Amidst Conflict and Displacement: Persistent Challenges and Promising Practices for Refugee, Internally Displaced and National Teachers [Background Paper for 2019 GEM Report, Migration, displacement and education: Building bridges, not walls]. Paris, France: UNESCO, 2018.
[18] Djibouti Plan of Action on Refugee Education in IGAD Member States [Annex to the Djibouti Declaration on Regional Refugee Education], n.d., Retrieved <www.globalcrrf. org/wp-content/uploads/2018/04/Djibouti-Plan-of-Action-on-Refugee-Education-in-IG.pdf>

Education system actors: Supporting early decision-making

To improve policies and practices that support learners and teachers in displacement settings in both the short- and long-term, the international community needs to provide more support to ministry officials, district officers, and teacher educators.



Ministry officials need to be included early on in decisions about when, where, and how to provide educational access to learners. These national actors need to lead discussions about the challenges facing the education system, help engage government officials from other relevant sectors (e.g. Finance, labour, interior/security), and identify openings for advocacy and policy influencing. District education officers also need to be consulted and engaged early on as they are responsible for the successful implementation of any existing and/or new policies that are rolled out during both the short-term humanitarian response and longer-term development work. They can help identify and explain the barriers and opportunities to improving education for displaced (and host community) learners at the local level.

Teacher educators and those working in national teacher training colleges are often forgotten until much later in the process. They play a critical role and will be there long after the humanitarian response has ended. Teacher educators bring an important skill set to the mix as they are well versed in the national curriculum, pedagogical approaches, and disciplinary practices. They would also greatly benefit from additional capacity building that addresses the academic and social-emotional needs of displaced learners and the harmful practices that might exist in some contexts, as well as the needs of IDP/refugee teachers, with which they might be less familiar.

Engagements with national actors can be challenging when they are accompanied by a lack of capacity and political will, but they also bring opportunities for cross-fertilization of ideas, capacities, and improvements. Take teacher professional development approaches for example. On the one hand, you have international and national actors (UN agencies, NGOs at various levels) providing teacher professional development activities to support displaced learners, including psychosocial support, second language learning, social cohesion, and inclusive pedagogical approaches (to name just a few). On the other hand, you have national teacher training institutes that are better placed to provide support on the national curriculum. If we could find more opportunities to bring the work of these two sets of actors together, teachers and learners in both refugee and host communities, as well as the larger education system, would benefit. A hybrid approach would leverage the strengths of these different actors, not to mention provide longer-term capacity building opportunities for national actors.

Strengthening the Humanitarian and Development Nexus: Next Steps

In order to bridge the gap for learners, teachers and system actors, coordination within and across the humanitarian and development nexus is imperative. This continues to be challenging, but the following efforts can accelerate change:

1. Developing shared and complementary skills across humanitarian and development actors

Education specialists focused on the earlier phases of humanitarian action need to begin thinking from day one about the longer-term implications of their programming and policy-influencing decisions related to learners, teachers, and education system actors.[19] They need to consider how best to liaise with national authorities earlier in the process to start supporting broader institution and system strengthening. Other important skills for facilitating this work include risk-informed programming, diplomacy, and consensus-building, amongst others. Whereas many development actors may already obtain these skills, they would benefit from a better understanding of experiences, opportunities, and challenges learners and teachers faced during displacement and protracted crises, including their ongoing academic, psychosocial, and/or professional needs.

2. Adjusting institutional ways of working

There are different coordination mechanisms in humanitarian vs. development work. Within the humanitarian cluster system, implementing organizations coordinate among themselves, but there is no donor coordination within the sector. In development, local education groups (LEGs) coordinate donors and other larger actors supporting government programmes, but not the diverse range of implementing organizations working in the sector. These distinctions can be confusing for both national governments and implementing organizations. UNICEF's mission and work across the humanitarian-development nexus can play a key role in mitigating some of this confusion and building strong partnerships. UNICEF's strategic position representing the education cluster at the Humanitarian Country Team level, sitting on the United Nations Country Teams, and serving on and/or often coordinating cluster and LEG activities can help contribute to programme alignment and key linkages across activities and actors. More opportunities for developing trusted and transparent partnerships need to be forged to maximize these coordination efforts.

Capacity Development for Education Specalists

- Short and long-term education planning
- Early engagement with national authorities
- Develop skills for:
  - Communications
  - Conflict sensitivity
  - Risk-informed programming
  - Diplomacy
  - Consensus-building
  - Negotiation

Institutional Ways of Working

- UNICEF's unique role in education clusters and local education groups (LEGs) can help facilitate programme and policy alignment across the nexus; need to leverage this work even more

[19] Mendenhall, M. Education sustainability in the relief-development transition: Challenges for international organizations working in countries affected by conflict. International Journal of Educational Development, 35 (67-77), 2014.

3. Bridging the data gaps

Findings from a study conducted in the Middle East found that the "well-established humanitarian/development divide in EiE is reproduced by data systems that collect different types of indicators, at different intervals, and disseminate them on distinct platforms."[20] Efforts need to be made to create a more coherent data and evidence-generating system that effectively collects and shares data among diverse actors for both humanitarian action and development responses.

For education personnel involved in early response or cluster activities to begin thinking about the longer-term needs among displaced teachers (and learners), more opportunities will be needed to lay the foundation for this work. Given the protracted nature of current crises, attention to these issues needs to begin earlier in the design and implementation process and take place through direct consultation and collaboration with national authorities. When there is agreement and commitment to collecting this type of information, forward-looking discussions and plans can get underway.

Collecting Better Data and Evidence

- Facilitate coherent data collection among actors for both humanitarian response and development
- Develop and implement education indicators that encompass long-term planning

4. Reflecting and planning together

Leads for country-level education clusters should facilitate critical discussions with diverse stakeholders to encourage humanitarian-development thinking early in their response planning. Broader, systemic changes are needed, but we also need to leverage committed education specialists poised to move things forward. These strengthened approaches will lead to the collective outcomes envisioned in the New Ways of Working agenda to reduce risk, vulnerability, and need while also positioning learners and teachers who have acquired significant knowledge and skills during displacement to benefit from the formal recognition of their hard work. Table 1 poses reflection and guiding questions for education specialists working in different humanitarian and development organizations to reflect on together as they work in this space.

[20] Buckner, Smiley & Cremin. (2019). A New Way of Thinking about Education in Emergencies Data. In M. Mendenhall (Ed.), NORRAG Special Issue No. 2, Data Collection and Evidence Building to Support Education in Emergencies. Geneva, Switzerland: NORRAG

Table 1: Reflection and planning questions to strengthen education across humanitarian-development nexus

Learners and teachers	What decisions or decision-making frameworks can be made during early humanitarian responses to ensure recognition and transferability of learning and/or training attained during displacement?
	How can humanitarian, development, and national actors proactively engage in discussions about teacher management, recruitment, and compensation that establish plans for increased and sustainable financial support for teachers across the humanitarian-development nexus?
	When and how can national education authorities best lead or be centrally involved in these discussions?
	What type of cross-border/regional support for teaching and learning certification can be provided? Who is best placed to oversee those linkages?
	What technological solutions are available to support recognition of learning and training across borders?
Education system actors	What tools/approaches are available to quickly assess the capacities and political will of national education authorities with whom you might partner? What internal champions are well placed in the Ministry (central and district) to help education specialists develop relationships and move discussions forward?
	How can national education authorities be supported to examine and share both the challenges and the opportunities present in their education system for improved policies and practices for displaced learners and teachers?
	What role(s) could teacher educators working in teacher training colleges/institutes play in supporting both short- and long-term education support? What types of capacity building opportunities would further strengthen their work? What knowledge and skills can they provide to other international/national actors?
Education specialists	What kind of capacity building do education specialists (and other colleagues) need to work more effectively with national actors and across the humanitarian-development nexus?
	How are you/your organization engaging local individuals, organizations, or communities in education planning processes for the short- and long-term?
Institutions	What internal barriers (structures, policies, practices) need to be improved to better connect education planning around humanitarian and development work? How can you advocate and/or develop action plans to make these changes?
	What external barriers (structures, policies, practices) need to be improved to better connect education planning around humanitarian and development work? How can you advocate and/or develop action plans to make these changes with donor agencies and others?
	What types of partnerships can be initiated that facilitate collaboration and cross-fertilization of skills and expertise? What types of incentives and/or assurances are needed to help partners engage in a transparent, inclusive, and participatory process to build capacity and strengthen systems?
	How can you/your institution more effectively address the humanitarian-development nexus at cluster and/or other education working group meetings?
Processes for data and evidence	What role can your organization play in collecting, managing, and sharing education data that spans the humanitarian-development nexus?

This checklist provides a way for education specialists, Ministry authorities, donors, and policymakers to establish purposeful and coordinated practices and policies that work across their humanitarian, development, and peacebuilding activities and embrace conflict sensitive approaches in the process. There are still many improvements to be made, but collaborative and concerted action by education specialists working across the humanitarian-development nexus, and with key partners, will go far in improving the situation and supporting learners, teachers, and education system actors in their future pursuits.

Further reading

1. Bennett, Foley & Pantuliano. (2016). Time to Let Go: Remaking Humanitarian Action for the Modern Era. London, UK: Overseas Development Institute.

2. Constructive Deconstruction: Podcast series (connected with papers) that explores Overseas Development Institute Humanitarian Policy Group's two-year research project on reimagining the humanitarian system.

3. Inter-Agency Standing Committee (IASC) webinar - Humanitarian-Development Nexus: What is the new way of working? (Part 1 and Part 2)

4. Mendenhall, M. (Ed.) (2019). NORRAG Special Issue No. 2, Data Collection and Evidence Building to Support Education in Emergencies. Geneva, Switzerland: NORRAG.

5. Mendenhall, M. (2014). Education sustainability in the relief-development transition: Challenges for international organizations working in countries affected by conflict. International Journal of Educational Development, 35 (67-77).

6. OCHA. (2017). New Way of Working. (n.p.). OCHA Policy Development and Studies Branch.

7. The World Bank. (2017). Displaced: Toward a development approach supporting refugees, the internally displaced, and their hosts. Washington DC: The World Bank.

List of Acronyms

EiE	Education in Emergencies
IDPs	Internally Displaced Persons
IGAD	Inter-Governmental Authority on Development
LEG	Local Education Groups
MMUST	Masinde Muliro University of Science and Technology
NGOs	Non-Governmental Organizations

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