PRACTICAL GUIDANCE NOTE 7

EDUCATION IN EMERGENCIES AND PROTRACTED CRISES

1. Topic Overview

An estimated 75 million children aged 3 to 18 years old are living in crisis-affected countries and are in need of educational support.[i] Half of the world's out-of-school children live in contexts affected by crisis and conflict.[ii] Only 63% of refugee children were enrolled in primary school and 24% in secondary in 2018, according to the UNHCR.[iii] In total, around four million 5 to 17-year-old refugees do not go to school.[iv]

International commitments, including those of the EU, to realise every child's right to education, are increasingly dependent on being able to reach children and young people affected by emergencies and protracted crises. Protracted crises therefore pose significant risk to the achievement of Sustainable Development Goal 4 (SDG 4) with the very real risk of a *lost generation* of young people who are not provided with a decent education and, as a consequence, have fewer chances of building a better life.

EU support to Education in Emergencies and Protracted Crises (EiEPC) has increased in recent years, both through aiming to increase the share of humanitarian assistance allocated to education to 10%, as well as through allocating a larger proportion of its bilateral development assistance to fragile and crisis-affected countries. Emergencies and crises are becoming increasingly protracted – displacement lasts 20 years on average for refugees and more than 10 years for 90 percent of internally displaced people.[v]

Summary

- 75 million children aged 3 to 18 years old are living in 35 crisis-affected countries and are in need of educational support.
- Given the protracted nature of many crises, there is a need to bridge the divide between the initial humanitarian response and longer-term development approaches.
- The EU's four priorities for working in crises contexts are 1) to strengthen systems and partnerships, 2) ensure equitable and inclusive access, 3) to improve the quality of education, and 4) to recognise education's contribution to peace and protection.
- Understanding ever-changing and complex contexts is key to successful programming.
- There are substantial risks in working in crisis situations.

Lengthy or permanent displacements, both internal and refugee, have major implications for the education of children and young people. Given this protracted nature of crises, there is a pressing need to move quickly from immediate humanitarian-led relief towards longer-term development solutions to meet the educational needs of affected children and young people. At the same time, the longer-term education needs of affected children and young people must be more firmly embedded in the immediate response to crises.

The terms emergencies and protracted crises cover a wide range of contexts, offering both shared as well as their own distinct characteristics and challenges. Emergencies, caused by conflict and disasters (including epidemics), frequently turn into protracted crises with their impact extending beyond their initial locations, often across borders. This guidance note considers the educational responses to emergencies and protracted crises in the following contexts: sudden and slow-onset emergencies, conflicts, situations of violence, forced displacement (both internal and refugee), disasters (both man-made and natural) and public health emergencies, protracted and recurrent crises – or any combination of these. Each and all of these cause disruption or destruction of education

i   Nicolai, S., et. al., *Education Cannot Wait: Proposing A Fund For Education In Emergencies.* London: ODI, 2016, p. 7 https://www.odi.org/sites/odi.org.uk/files/resource-documents/10497.pdf
ii European Commission, *Communication from the Commission to the European Parliament and the Council on Education in Emergencies and Protracted Crises,* 2018 http://ec.europa.eu/echo/files/news/Communication_on_Education_in_Emergencies_and_Protracted_Crises.pdf]
iii UNHCR, *Stepping Up: Refugee Education in Crisis,* 2019, p. 15. https://www.unhcr.org/steppingup/
iv Global Education and Monitoring Report, *Migration, displacement and education: Building Bridges, Not Walls,* 2019, p. 57 https://unesdoc.unesco.org/ark:/48223/pf0000265866
v   European Commission Directorate-General for European Civil Protection and Humanitarian Aid Operations, *Factsheet: Forced displacement: refugees, asylum-seekers and internally displaced people (IDPs),* 2019 https://ec.europa.eu/echo/what-we-do/humanitarian-aid/refugees-and-internally-displaced-persons_en

services, with recovery often taking many years. Targeting needs to focus on out-of-school children and young people, those forcibly displaced and their host communities, and those with increased vulnerability[vi]. This involves a holistic approach, working across all levels of education, both formal and informal, including opportunities for life-long learning. It includes early childhood education, primary, secondary, post-secondary non tertiary, and tertiary education (including TVET, HE and other forms of skills development)[vii].

The EU response

The EU response to education in emergencies and protracted crises is set within its broader recognition of education as basic human right and its commitments to the attainment of SDG 4 *to ensure inclusive and equitable quality education for all and promote lifelong learning opportunities for all.* The EU's Communication on EiEPC (May 2018) seeks to scale up its response and strengthen mutual responsibility under its various instruments for humanitarian and development assistance. It identifies four strategic priorities: (i) system and partnership strengthening, including preparedness, (ii) access, inclusion and equity, (iii) education for peace and protection, and (iv) quality education for improved learning outcomes. The Key Issues section of this guidance note is structured around these priorities.

The EU seeks improved coordination, complementarity and political action. Both development and humanitarian responses are needed in EiEPC, with greater complementarity reflecting the different roles and capacities. This requires a greater nexus among the services of the European Commission and the External Action Service with EiEPC responsibilities:

- The Directorate General for Humanitarian Aid and Civil Protection (DG ECHO) has overall responsibility to respond to humanitarian crises and emergencies. Under the wider framework of the Communication on EiEPC, DG ECHO published its conceptual framework for EU humanitarian support to education in emergencies as a Staff Working Document in March 2019. DG ECHO's objectives are defined so as to ensure complementarity and linkages with the more systemic and larger scale support that development instruments can provide.
- The Directorate General for International Cooperation and Development (DG DEVCO) is responsible for designing and delivering international development policy throughout the world.

- The Directorate General for Neighbourhood and Enlargement Negotiations (DG NEAR) works with countries at Europe's borders, including those affected by the Syrian and Palestinian refugee crises.
- The Service for Foreign Policy Instruments (FPI), including the Instrument contributing to Stability and Peace (IcSP), also has responsibility for crisis response and prevention measures.

At the EU Delegation level, the nexus has been increasingly ensured, for example through the preparation, jointly with DG ECHO, of Joint Humanitarian and Development Frameworks (JHDF). The JHDF process aims to shape a more comprehensive EU response to crises by enabling complementarity and strengthening the operational links between humanitarian assistance, development cooperation and conflict prevention, taking humanitarian and aid effectiveness principles into account.[viii]

The EU works closely with all major international entities that support EiEPC. Most significantly, it endorses the commitments made at the World Humanitarian Summit (2016) including supporting Education Cannot Wait (ECW) as well as the Comprehensive Refugee Response Framework (CRRF). The EU is a major contributor to the Global Partnership for Education (GPE) which prioritises education system strengthening, including in countries affected by protracted crises. The EU works closely with the International Network on Education in Emergencies (INEE), and supports the Inter-Governmental Authority on Development (IGAD) Djibouti Declaration and Plan of Action on Refugee Education. All of these commitments shape the EU's response to EiEPC.

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vi European Commission, *Communication from the Commission to the European Parliament and the Council on Education in Emergencies and Protracted Crises,* 2018
vii Ibid.

viii Commission Communication the EU Approach to Resilience: Learning from Food Security Crises (2012), Conclusions on EU approach to resilience (2013), The Action Plan for Resilience in Crisis Prone Countries 2013-2020, Conclusions on EU's Comprehensive Approach (2014), Implementation plan of the Consensus on Humanitarian Aid (2015), Global Strategy for European Union's Foreign and Security Policy (2016), Conclusions on the World Humanitarian Summit (2016), Conclusions on EU approach to forced displacement and development (2016), European Consensus on Development (2017), EU Council Conclusions on Operationalising the humanitarian-development nexus (2017), Joint Communication to the European Parliament and the Council "A Strategic Approach to Resilience in the EU's external action" (2017), Joint Staff Working Document "EU resilience policy framework for cooperation with partner countries and evaluation of related implementation actions" (2017).

2. Key Issues

Understanding the context: six principles for an effective response

Effective educational responses in crises require a quick and comprehensive understanding of what is often a rapidly changing environment, and one in which information is not readily available and quickly becomes out of date. The key issues to consider across all EiEPC contexts are:

- **Supporting emergency preparedness and contingency planning:** a critical step towards ensuring access to quality education during crises is emergency preparedness planning which involves elaborating a contingency plan and mainstreaming disaster risk reduction and conflict sensitivity into national education sector plans.

- **Supporting education needs assessment and shared analysis:** estimating the impact of the crisis on the education system. Humanitarian relief efforts provide both initial and on-going assessments of the wider context and it is important to engage early and collaborate to ensure educational needs are sufficiently covered. Shared analysis of the education system's capacity to respond involves an assessment of institutional capacity (structures, resources, processes) and political economy (power, patronage and incentives). It is also important to strategically use services that are offered outside the public education sectors, such as private schools, non-formal education from civil society organisations, and informal education from families and communities.

- **Mapping of existing and potential service delivery partners,** including an assessment of their capacity and relationship with government (are they acceptable and credible?) and identification of geographical or sub-sectoral gaps (e.g. Technical and Vocational Education and Training (TVET) and Higher Education).

- **Looking for good opportunities in programming** by mixing short and long-term actions, building on relevant humanitarian actions and promoting sustainability.

- **Building shared and open systems of data and information sharing** to be able to effectively monitor and respond to crises. Both government and non-government actors are often exposed to political and financial counter-incentives to share the 'real picture'.

- **Thinking beyond access:** whilst going to school is important, and in itself can provide an important routine and bring social cohesion in a time of distress, issues of quality, learning and safety (particularly for girls) are important.

Developing a response strategy: four strategic priorities

System and partnership strengthening

The EU is committed to strengthening the humanitarian development nexus through both short and longer-term planning and financing, preparedness, better coordination, and shared information and analyses. The EU's preferred option is direct support to government, but where this is not possible it will use other alternatives to strengthen systems and ensure effective delivery of education services.

- **Secure a realistic understanding of the system's reach** (geographical authority) and capacity (physical, financial and human) through comprehensive analysis to establish an appropriate starting point from which to consider a system strengthening approach.

- **Consider all options to sustain service delivery,** including through non-government channels, whilst working to promote, to the fullest extent possible, government leadership through effective coordination, adoption of clear standards, reporting and information sharing.

- **Build effective coordination mechanisms** amongst donors and development partners that avoid dual or parallel systems. Ensure the education cluster system works with existing sector mechanisms (e.g. high-level coordination structures and sector working groups) and work to strengthen government leadership of these wherever possible.

- **Avoid introducing distortions into the system** which can come through alternative or parallel delivery systems, (e.g. on teachers' pay/incentives and schools grants). Initially, this may be unavoidable in times of system collapse, though effort should be made to bring non-government delivery systems as close to national systems as possible and develop at the outset a clear integration strategy. Having a long-term perspective in mind, existing education systems should be supported to the extent possible, which include maintaining and reinforcing local capacities.

- **Use the range of financing instruments available** to help build long-term, predictable and sustainable funding. Be flexible and use the EU's influence to broker cohesion with others, while ensuring a humanitarian development approach and using Joint Humanitarian Development Framework (JHDFs) to operationalise it.

Access, equity and inclusion

Children and young people who are internally displaced or who become refugees are at high risk of being excluded from education. The EU supports the integration of refugee children and young people into host education systems, including support to host communities. Priority should be afforded to those in greatest need.

- **Promote equity.** Unequal access to resources, including basic services such as education, runs the risk of excluding segments of the population and further exacerbating crises. This can be within countries, where services and resources can even become part of conflict and underlying tensions (e.g. ethnic, geographical and political). This is also often an issue in refugee contexts where inequities between host and refugee communities can fuel grievance and tension.

- **Pay particular attention to the needs of girls.** Girls are especially vulnerable during all types of crises and are more prone to gender-based violence and missing out on schooling due to domestic pressures, early marriage and safety concerns.

- **Consider different delivery methods to ensure a rapid return to school.** The EU is committed to returning children and young people to learning within three months of the onset of a crisis or emergency. Formal, alternative approaches can be effective ways of reaching children and young people, particularly those who have missed out on schooling during crises, as a strategy to start their re-integration, or where access to conventional schooling is not possible. Temporary learning spaces are an essential first step, particularly in the immediate response to disaster or sudden displacement, but care needs to be taken that these do not become regarded as a permanent solution.

- **Consider the language of education.** Ensuring displaced children and young people have opportunities to learn effectively in a new language of instruction and/or can receive schooling in their own language, is important in promoting both inclusion and learning.

- **Pay attention to children and young people who are already out of school.** Many internally displaced and refugee children may not have been enrolled in school prior to the crisis. There is a double-deficit here and effective strategies can include short-term, accelerated education programmes focussing on basic literacy and numeracy to enable access to full time formal schooling. Attention should also be paid to the inclusion of children and young people with disabilities.

Education quality for better learning outcomes

The EU is committed to ensuring education is of good quality, enabling children and young people to succeed in their learning. There should be attention to education system reform, such as curriculum, teacher skills and school leadership to adapt to changing needs in contexts of emergencies and protracted crisis, alongside the provision of adequate resources and infrastructure. Crises will further stretch already weak capacity for quality education.

- **Teachers are key.** Sufficient numbers of competent teachers (including sufficient number of female teachers) to cope with increased numbers of internally displaced or refugee children and young people are vital. A key point to consider is their competence in the language of instruction. Teachers might also need specific skills to deal with children and young people that have been traumatised and are in need of psychosocial support. Formal training and qualification are no guarantee of competence. Providing access to on-going support is important. Teachers' personal lives are also affected by crises and they need support too.

- **Support governments to develop crisis-sensitive curricular materials.** These include Alternative Learning Programmes and appropriate language curricula. This is very much a system-strengthening, longer-term agenda that can be supported by the development side of a humanitarian response.

- **Ensure teachers and pupils have adequate teaching and learning materials in the right language.** Use of guidance materials (e.g. lesson plans and scripted literacy lessons) can be an effective way to compensate for deficits in teacher training and preparation and provide helpful support to teachers in times of stress.

- **Utilising refugee-teachers** is often politically contentious with host governments failing to recognise qualifications, preferring to employ nationals and being concerned about long term payroll liabilities. However, there are obvious advantages, particularly in terms of language and culture.

- There are similarly difficult issues around **certification and accreditation** of learning of refugee pupils and a need to work across borders to establish mutual recognition of national accreditation/certification.

- **Technical and Vocational Education and Training** support should be linked to skills and livelihoods, with attention to the specific needs of young women and men, and in crisis contexts to possible social or economic pressure. TVET should be embedded in practical learning and relevant to livelihood opportunities.

- **Information and Communication Technology** (ICT) has potential to reach both teachers and pupils, but costs and durability have to be carefully weighed against other alternatives and priorities. ICT solutions can be an effective means to raise teacher capacity.

Education for Peace and Protection

The EU recognises education's role in social transformation, peace-building and protection[ix]. Programming needs to be conflict-sensitive in promoting values of equality and tolerance, and countering potential for violence, extremism and discrimination.

- **Recognise the two-way relationship of education and conflict.** Whilst conflict may disrupt education in the short to medium term, longer-term peace and stability are built on the restorative power of education with its capacity to shape young people's attitudes to peace and tolerance. Education can also be used as a tool to increase tension and conflict, and a lack of services can contribute to further marginalisation. Promote and implement principles and guidelines of Conflict Sensitive Education (CSE).[x] DG ECHO has sets out a comprehensive approach to EiE which includes programming principles and advice on CSE[xi]. This emphasises the principle of do no harm around three steps: understand the context; analyse the two-way interaction between conflict and education; and act to minimise negative and maximise positive impacts.

- **Engage with communities to provide a sense of resolve and purpose, a positive focus of energy.** Education is a cohesive force in crisis-affected communities and in building the attitudes and behaviours of future generations that promote understanding, tolerance, celebration of difference and fairness. Continuing service delivery is an important signal of a functioning state, and attention to promoting these qualities a signal of a caring state.

- **Make schools safe havens for all children and young people.** Schools offer some sense of continuity and hope in otherwise shattered lives. Ensuring protocols are in place to ensure schools are safe from violence and attack, including school-related sexual and gender-based violence. Promote the use of child safeguarding mechanisms.

- **Include the provision of psycho-social support** and social and emotional learning within programmes for children and young people, their families as well as teachers. This is essential in mitigating the longer-term effects of crises. Child protection services are also critical. Ensuring there are effective and accessible referral and response pathways is vital in promoting child safety and protection, against violence, abuse and neglect.

Assessing risks

Fragile, conflict and crisis-affected environments are by their nature inherently risky and many risks are highly context specific. Almost every initiative carries risk: recognising and assessing these, identifying mitigating measures and monitoring risk are core elements of a risk strategy. All interventions should be based on a "do no harm" principle. The risk of intervening has to be weighed against the risk of failing to do so. Major risks to consider are:

- Political insecurity can mean sudden changes in government and policy, requiring the re-thinking and restructuring of programmes, with delays to disbursement and implementation.
- The state or state actors may be playing a direct or indirect role in conflict.
- Control of education may itself be contested, with the state having only partial control that excludes opposition held areas. Education resources (e.g. teachers, materials, grants, as well as externally funded programmes) may be withheld from opposition held areas; this risks adding to the sense of grievance and can indirectly exacerbate conflict.
- Further weakening of state capacity through un-coordinated, alternative or parallel delivery systems that by-pass and undermine government authority and are primarily accountable to their funders.
- Perverse incentives for non-state providers to perpetuate dependency on their services which strengthen their influence and business in an increasingly crowded and competitive field.
- Capacity of non-state providers can be over-estimated with many delivering multiple programmes in several sectors supported by different funders with their own, unique reporting protocols.
- Distortions in terms of costs which reduce the chances of both scale and sustainability within the real world of national finances.

Monitoring and Evaluation

There are several factors that affect the ability to effectively monitor and evaluate programmes in EiEPC contexts:

- Access to programmes is often constrained and much reliance is placed on the internal monitoring of providers, with risks of subjectivity and bias. There is heavy reliance on third party monitoring.
- Despite a large and expanding literature on EiEPC, there is little robust, independent evidence on what works. Including sufficient resources for solid evaluations of programmes and research is a good investment.
- Data and information in fluid and disrupted contexts is frequently incomplete, irregular and unreliable. Time and resources need to be invested in sharing data and information, and building comprehensive, common data platforms. Existing national education monitoring systems and capacities should be reinforced (for instance to include refugee students' data) whenever possible.

ix   See also reference in the 2017 European Consensus to the nexus between sustainable development, humanitarian action, peace and security. Point 66.

x   INEE, *Conflict Sensitive Education,* http://www.ineesite.org/en/conflict-sensitive-education

xi   European Commission Directorate General for European Civil Protection and Humanitarian Aid Operations, *Thematic Policy Document No: 10 – Education in Emergencies in EU-funded Humanitarian Aid Operations,* 2019, Annex F https://ec.europa.eu/echo/files/news/eie_in_humanitarian_assistance.pdf

3. CASE STUDIES

Lebanon – Developing a Longer-Term Solution to Crisis

Source	Elena ASCIUTTI, EU Delegation to Lebanon, and EU policy and project documents including the EU's Lebanese Partnership Paper prepared for the Brussels II Conference (April 2018).
Programme	Support to Government of Lebanon's Reaching All Children with Education (RACE) programme
Context and challenges	Lebanon is host to over 600,000 Syrian school-aged children (3 – 18 years old) and youth. Despite progress, over half of these (54%) are still estimated to be out of school (EU internal data 2018). At secondary and TVET levels only 10% are enrolled. More refugees are enrolled in government (public) schools than Lebanese pupils. The EU, through DG NEAR and EU Regional Trust Fund in Response to the Syrian Crisis along with other international partners, has supported the Government of Lebanon's Reaching All Children with Education (RACE), now in its second phase (2016-2021). RACE brings both humanitarian and development funding under a single plan. Ministry of Education and Higher Education (MEHE) leadership and coordination of development partners is strong and along with the development of more inclusive policies has led to sound financing to meet the needs of Lebanese and Syrian children. Partnerships with Non-Government Organisations (NGO) deliver non-formal education, complementing mainstream schooling.
Action taken	Strengthened national policy and systems to build resilience and capacity. In response to the long-term nature of the Syrian crisis, the international partnership around education (RACE), in which the EU is one of the major players, has focused on strengthening the education system to the benefit of both host and refugee pupils. This balances the short-term needs around enrolment and retention with longer-term policy development, capacity building and system strengthening. Afternoon shifts have been introduced to accommodate the large increase in demand.
	The EU has developed its own Joint Humanitarian Development Framework (JHDF to maintain high levels of synergy between the responsibilities and efforts of European External Action Service (EEAS), DG NEAR on sector policy and programmes in both formal and non-formal education and DG ECHO which addresses the economic and legal barriers to education through assistance to refugees through cash transfers, protection measures and legal assistance.
Lessons learned	Whilst MEHE has improved the availability and use of data, critical to efficient and effective planning, this remains an area for continued improvement particularly in being able to track out of school children, the transition between non-formal and formal education, levels of learning and children with special needs and tracking of donors' funding. MEHE has strengthened its monitoring of second-shift schools through school counsellors, providing key information to raise the quality of school management and teaching.
	Addressing the legal status of refugees is critical to the longer-term success of the response. Despite progress, barriers remain; access to services and employment are restricted for those refugees with no valid residence status with increased risks of child labour as an economic coping strategy. Cross-ministry collaboration has enabled Lebanon to recently finalise a new child protection policy which has been piloted in select schools prior to roll out in 2018. Inter-ministerial coordination and cooperation is fundamental for child protection and still has to be further enhanced.
	Language remains a critical concern, with teachers struggling in the several languages of refugees despite efforts in training and recruitment. RACE's retention support package, including remedial programmes, targets the most vulnerable children to keep them in school.
	Child Protection is a vital focus, the vulnerability of refugee families increases the pressure on child labour to maintain household income.
Further information	EU Brussels II Conference, *Supporting the future of Syria and the Region – Lebanon Partnership Paper,* April 2018 http://www.consilium.europa.eu/media/34145/lebanon-partnership-paper.pdf
	UNHCR, *Vulnerability Assessment of Syrian Refugees in Lebanon,* 2017 https://data2.unhcr.org/en/documents/download/61312
	RACE II: Reaching All Children with Education – Lebanon http://racepmulebanon.com/index.php/features-mainmenu-47/race2-article
	NLG Education Report: We Made a Promise: Ensuring Learning Pathways and Protection for Syrian Children and Youth, April 2018 https://www.nolostgeneration.org/article/nlg-education-report-we-made-promise

Somalia – How innovative schools increased enrolment and restored community confidence: the EU's Elena Project

Source	Mohamed SABUL, EU Delegation to Somalia, responsible for the ELMIDOON ("Seeking knowledge") Enhanced Action (ELENA) project, based in Nairobi. Information is drawn from projects documents including the final evaluation report (March 2018).
Programme	ELMIDOON ("Seeking knowledge") Enhanced Action (ELENA) project
Context and challenges	Conflict and drought combine to make Somalia is one of the most challenging contexts in which to deliver education services. It has amongst the worst education indicators in the world: three in every five (62%) children aged between 5 and 14 years are estimated to be out of schools (EU 2015). The vicious cycle of illiteracy and poverty is seen as a major driver of violence and extremism. There are an estimated 873,000 Somali refugees, over 300,000 of which are in Kenya. The recent improved stability in Somalia has seen refugees returning from Kenya, posing additional pressure on an already weak education system. The EU's ELENA project (2015-2017), implemented by a consortia of non-government partners, sought to increase access to basic schooling, enhance TVET opportunities and strengthen the education system in the south and central regions of Somalia. A key feature was the establishment of nine model schools and the assimilation of refugee teachers back into the Somali system. These schools utilised innovative, cost-effective designs including renewable energy and included quality enhancement features including the use of ICT.
Action taken	**Returnee teachers bring increased skills and competencies, and there is a need to ensure that their qualifications and experiences are accepted.** Refugee teachers from the Dadaab camp in Kenya were re-integrated into the Somali system at the model schools. These teachers had benefitted from the support and training under the Kenya system and are seen to be more highly-skilled than their non-refugee colleagues. Policy issues around recognition of external qualifications remain and are being addressed through the new Sector Strategy and through the Inter-Governmental Authority on Development (IGAD) which seeks to enhance regional cooperation and integration. **Special measures can overcome barriers to girls' education.** Special measures were adopted to boost the enrolment of girls, including the provision of water and toilet blocks as part of the model design, as well as scholarships to improve attendance and retention. In a number of schools, girls outnumbered boys.
Lessons learned	**Involve communities.** Schools became an important focus for community action and hope. Communities eagerly anticipated the opening of schools where none were available before. Communities initiated mobilisation drives that boosted enrolment above expected targets. In response, communities raised funds to hire additional teachers to cope with the surge in enrolment. **Pay incentives to keep teachers in school.** Incentives were paid to teachers to augment salaries. This had a positive impact on attendance, both of teachers and pupils. They cannot however be linked to improved learning outcomes. It is essential to ensure payment is regular and varied according to the level of need in schools. Sustainability is being addressed through new approaches to directly support MOE teacher payroll. **Think carefully about the viability of interventions.** A less successful intervention was the provision of ICT facilities in schools. Though well intentioned, given the expected value of ICT literacy to leaners in improving employment opportunities, failure to find suitable teachers was the main constraint.
Further information	EU/ADRA, End-Term Evaluation of the ELMIDOON Enhanced Action (ELENA) Project, March 2018.

Nepal – Linking Relief, Rehabilitation and Development in Education in Post-Earthquake Nepal

Source	Wendy Fisher, EU Delegation Nepal, and information drawn from project documents including final evaluation reports, reference below.
Programme	Sector Budget Support programme (SuNSS) Supporting Nepal's School Sector, EU support through IcSP to UNICEF to build 600 transitional learning centres after the earthquakes, and ECHO's support. Also EU wider BS to rehabilitation.
Context and challenges	Nepal suffered two devastating earthquakes in April and May 2015, killing an estimated 9,000 people. Close to 36,000 classrooms were destroyed or damaged beyond use, and a further 17,000 sustained some damage. The total estimated cost of rehabilitation was over $300 million. Over the next year, Nepal experienced over one thousand aftershocks, almost half of them substantial, exerting further damage and loss of life. The recovery process was further hampered by political unrest in the Terai region and the economic blockade with India following the promulgation of Nepal's new constitution in September 2015. Nepal therefore provides a complex environment for post-disaster rehabilitation and recovery. The EU's main response was through a partnership with UNICEF to restore education services, through humanitarian support through DG ECHO and through its education sector budget support operation. This was in addition to general budget support to assist the overall reconstruction process. The key actions and lessons below demonstrate the opportunities for linking humanitarian interventions to longer-term development through good coordination between DG ECHO and DEVCO and integrating effective relief and resilience policies into the mainstream education planning process.
Action taken	Constructive working partnerships were established between DG ECHO, their partners and DEVCO. Effective collaboration was made possible through regular meetings, initially in Brussels and thereafter every three to six months in Nepal. There was evidence of replication of good practice by Save the Children, the lead implementing partner, in their programmes beyond those funded by the EU.
	The development of Nepal's seven-year School Sector Development Plan (SSDP) in the immediate aftermath of the earthquake provided a good platform for ensuring a nexus approach, linking both emergency and development efforts. Technical advice on Disaster Relief Reduction (DRR) was included within the school safety thematic working group, underlining the importance of both time and technical skills. The existence of the SSDP therefore provided not only a strategic bridge between emergency response and longer-term development, but also the basis for programmatic support by other donors and partners.
	Education is a focal sector for the EU Delegation which provides longer-term financial assurance through its education sector budget support based on the SSDP. All three elements of the Comprehensive School Safety Framework (CSSF) - safe learning facilities, school disaster management and risk reduction and resilience - the focus of DG ECHO's support, are contained within the SSDP, and the EU funding linked to a disbursement linked indicator on school safety.
	There is an effective and well-coordinated network across various education working groups bringing together government, donors, UN agencies and NGOs, supporting the implementation of the SSDP. This includes a school safety working group, led by the Ministry of Education with support from a number of major donors, including the EU. The CSSF has influenced the design of other donor programmes, including that of the UK Department for International Development (DFID) who provides 12 million GBP of financial support.
Further information	Evaluation of the EU's humanitarian interventions in India and Nepal, 2013-2017: Final Report, February 2018 https://ec.europa.eu/echo/sites/echo-site/files/kr-04-18-059-2a-n.pdf
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INEE resources on Conflict Sensitive Education http://www.ineesite.org/en/conflict-sensitive-education

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Global Coalition to Protect Education from Attack, Safe School Declaration https://ssd.protectingeducation.org

Publications Office of the European Union