Education Crisis Platform

Draft proposal

15 February 2016

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This draft proposal sets out plans to create a global Education Crisis Platform that will unite global and national actors to generate the shared political, operational and financial commitment needed to meet the educational needs of millions of children and young people affected by crises around the world.[i]

The work was commissioned by the United Nations Children's Fund (UNICEF) on behalf of a broad group, including the UN Special Envoy for Education, the Global Partnership for Education (GPE), governments, key donors, and other stakeholders.[ii] *It has been financed by the UK's Department for International Development (DFID), the Government of Norway and the United States Agency for International Development (USAID). Analysis has been prepared by a project team led by the Overseas Development Institute (ODI) and builds on a background paper prepared for the Oslo Summit on Education for Development in July 2015.*

1. Introduction

As we enter a new development era, ushered in by the introduction of the Sustainable Development Goals (SDGs), the world faces great opportunities and challenges.

Recent decades have witnessed huge progress in human development, with major strides made toward ending extreme poverty, the radical reduction of child and maternal mortality, and the enrolment of hundreds of millions more children in school. The gains in education have been impressive: the number of children and adolescents out of school has fallen by almost half since 2000, and an estimated 34 million more children have attended school as a result of accelerated progress over the past 15 years.

However, too many of the world's young people – particularly those affected by emergencies and protracted crises – are being left behind by progress, denied their rights and excluded from the benefits of development. Humanitarian emergencies and protracted crises disrupted the education of more than 80 million children aged 3-18 in 35 countries in 2015.[iii] This has severely impacted education quality and continuity for many of these children, often for multiple years. In addition, according to figures from UNHCR, there are at least 17 million refugee and internally displaced children aged 3-18 in these affected countries. Refugee and internally displaced children are extremely vulnerable in these crises, with only half able to attend primary school, a quarter reaching lower secondary school, and very few included in pre-primary schooling.

In the face of these chronic patterns of disruption and exclusion, reaching these children who are educationally left behind because of emergencies and protracted crises requires a catalytic shift in global approaches and ambition. This desire echoes broader calls coalescing around the World Humanitarian Summit in May 2016. The UN Secretary General's report for the World Humanitarian Summit calls for the international community to unite together to resolve differences, accept individual and collective responsibilities, and confront the challenges of our time. The High Level Panel on Humanitarian Financing, in a major input to the summit, highlights the need for shared responsibility to address root causes, a deeper and broader resource base for human action, and improvements in timeliness and efficiency of delivery.

This proposal for a new Education Crisis Platform demonstrates how these changes – essential for the humanitarian system as a whole – could transform the global education sector, and that a more agile, connected and faster response serving children in crises is possible.

2. Theory of change

What is the problem?

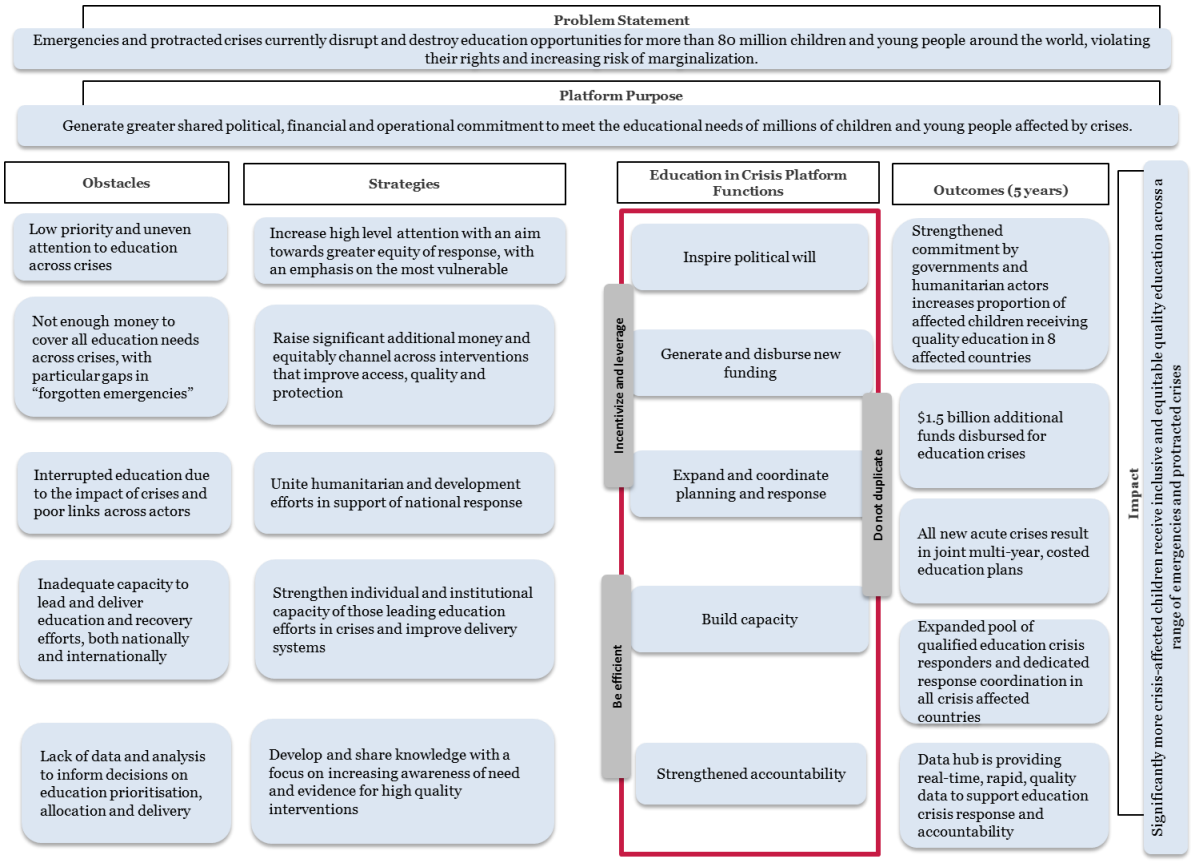
Some of the most egregious violations of the right to education around the world occur in contexts of conflict, natural disasters and epidemics. Moreover, emergencies and protracted crises pose a serious threat to prospects of achieving the new SDG 4 on education, which calls to: *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.

Emergencies and protracted crises currently disrupt and destroy education opportunities and quality for more than 80 million children and young people around the world, violating their rights, increasing risk of marginalisation and raising psychosocial and protection concerns. These children are amongst the hardest to reach, living in contexts where governments cannot – or will not – provide them with education services,. To date, national and international responses have not been enough to meet education needs for crisis-affected children. One can, however, can imagine another way.

Why address this now?

- This is a new window of opportunity as we enter the SDG era
- Interest is building for radically new approaches to bridge humanitarian and development action in the lead-up to the World Humanitarian Summit
- The work of the International Commission on Financing Global Education Opportunity
- A robust body of evidence is emerging to show that communities prioritise education, even in the world's worst crises, and that education significantly improves life chances for crisis-affected children
- There is an increase in high-level political commitments, including leadership at key global institutions
- Growing interest from new donors in the education in crisis sector, including excitement around the potential to activate innovative financing mechanisms
- A coalition of humanitarian and development actors has united to build a collective case for action.[iv]

Figure 1: Theory of Change for the Education Crisis Platform



What are the obstacles?

Our analysis shows five key obstacles, both at national and global levels, that impede children's access to education in crises.

Table 1: Summary of common education response gaps

Obstacle	National Response Gaps	Global Response Gaps
Low priority and uneven attention to education across crises	• Lack of focus on education in crisis leading to poor response and lowinvestment • Certain groups, such as refugees or displaced, excluded from education support	• Poor prioritisation of education in the humanitarian system • Uneven political engagement, with uneven donor support, resulting in what are known as 'forgotten emergencies'

Obstacle	National Response Gaps	Global Response Gaps
Interrupted education due to the impact of crises and poor links across different actors	• Inadequate national coordination capacity to consolidate plans across actors • Problems with sub-regional or cross-border coordination • While emergeny appeals are designed for short-term interventions, patterns and details in funding for protracted crises need to be better spelled out • Unclear lines of responsibility for preparedness and disaster risk reduction (DRR)	• Breakdown between humanitarian and development actors in terms of coordination, planning and financing modalities, specifically: • Disjointed approaches to needs assessment and planning from humanitarian and development actors • Poor in country coordination between clusters and development coordination mechanisms (e.g. local education groups) • Lack of financing mechanisms that support both emergency activities and system building within a single plan
Not enough money to cover all education needs across all crises	• Overstretched domestic finance for education • Host governments without resources to support education for refugees	• Underfunded humanitarian appeals for education • Unpredictable short term funding disconnected from longer-term support • Reliance on traditional donors
Inadequate capacity to lead and deliver education and recovery efforts, both nationally and internationally	• Lack of skilled human resources (teachers, senior staff, leadership) • Failed or destroyed supply and infrastructure systems	• Pattern of short-term deployments and lack of predictability in funding • Lack of seniority and skills in deployable workforce • Limited number of agencies able to operate at scale • Agency mandates or divisions within agencies exacerbate difficulties to work across, or finance multi-year education approaches in emeregncies
Lack of data and analysis to inform decisions on education prioritisation	• Poor information systems, leaving gaps in data collection and analysis • Disparate assessment and planning processes	• Limited data and analysis makes it difficult to communicate needs • Limited lessons extracted over and applied from experience

Who is active in this space?

National governments are responsible to fulfull the right to education within their borders. However, the extent to which national governments have sufficient capacity, interest and influence varies widely across contexts; in many emergencies and protracted crises there is a need for international action to support education response.

At country level there are a diversity of international and national actors that deliver and support education response when there is need. Coordination mechanisms amongst these actors vary, depending on the crisis:

- Education Clusters are actived in declared emergencies by the Humanitarian Coordinator, and coordinate response by actors in country under the mandate of the humanitarian system – UNICEF and Save the Children are global co-leads and often, but not always, take on this role at country level.
- Refugee Education Coordination Mechanisms coordinate refugee operations under the mandate of UNHCR due to the particular international protection requirements for refugees.
- Education in Emergencies Working Groups are active in both emergencies and protracted crises where neither the Education Cluster or Refugee Education Coordination mechanisms have a mandate to operate. These might be led by the government or other agency which volunteers to coordinate.
- Local Education Groups (LEGs) are active in county to coordinate education in development situations, and can also address protracted crises needs. They are typically led by the government.

Globally, actors that work with and intersect on coordination efforts include the Global Education Cluster (led by UNICEF and Save the Children), UNHCR, the Inter-Agency Network on Education in Emergencies

(INEE), the Global Partnership for Education (GPE), and UNESCO. Each of these have particular mandates that span the range of humanitarian and development efforts. A number of other agencies are also active in this global space contributing to advocacy, policy and provision of education in crisis.

Any new intuitive will need to identify ways to bridge gaps within this architecture, both bringing together and supporting this broad group of actors to deliver a more ambitious, joined up response.

What more could be done?

Over the past year, a number of actors have begun to build consensus toward a new, collective way forward for education in crises. One central proposition – the creation of a new *Education Crisis Platform* – has garnered significant attention. The 2015 Oslo Summit on Education for Development called for the creation of a joint global effort to mobilise collective action and significant funding for education in crisis. Since then, a proposition has emerged through input of key actors and wide ranging consultation. Overarching aims of the Education Crisis Platform are laid out below in Table 2.

Table 2: Aims of the Education Crisis Platform

Vision	A world where all children and young people affected by crises have a chance to grow and reach their potential, where all lives are equally valued, and where all can learn freely, in safety and without fear.
Mission	To fulfill the right to quality education for some of the most vulnerable children in the world – those affected by emergencies and protracted crises – to ensure that their learning reaches the standards of their peers in non-crisis situations, bringing actors together to mobilise: • Stronger political pressure for education response, building on existing capacity and commitment; • Additional sources of agile, and multi-year funding to bridge gaps in education in emergency responses, and catalyse new funding against coherent and coordinated education humanitarian and development plans; • Greater attention and action for education in neglected and protracted crises to ensure they don't remain forgotten.
Purpose	The purpose of a new Education Crisis Platform is to generate political, operational and financial commitment to meet the educational needs of millions of children and young people affected by crises, with a focus on more agile, connected and faster response.

Who would be reached?

There would be a specific push to reach the most vulnerable crisis-affected children at pre-primary, primary and secondary levels, with additional efforts made to support catch-up and non-formal education where relevant. It will focus explicitly on children facing multiple-discriminations in crisis contexts, i.e., those whose education is affected because they are refugees or displaced, or due to their gender, disability or other factor.

Where and when would it operate?

- Humanitarian crises, including slow-onset and rapid-onset natural disasters and conflicts, that trigger formal humanitarian system responses[v]
- Crises with large scale refugee, internally displaced and affected host populations
- Protracted crises that may not have triggered a formal humanitarian response in the education sector but that, nevertheless, pose significant risks to children's access to education.

What would be the guiding principles?

The Education Crisis Platform will be consistent with the *Oslo Consolidated Principles for Education in Emergencies and Protracted Crises*, which reaffirm the right to education and combine guiding principles from a range of existing commitments.[vi] Furthermore, all of its activities would be be designed to meet the following criteria:

- Strengthened efficiency
- Incentivise and leverage action
- Complementary approach (do not duplicate)

What would the Education Crisis Platform do?

The Education Crisis Platform will focus on the following five functions through the Platform, largely delivered through supporting existing actors to join up and strengthen work on these issues:

i. Inspire political commitment

Expand and extend political commitment among those willing and able to draw attention to and mobilise resources education crises. Work at the highest political levels to support national governments on education response and to facilitate efficient ways of working across the humanitarian and development architecture. Develop tailored political mobilisation strategies for crises.

ii. Expand and coordinate planning and response

Promote crisis-specific assessments and plans with potential to link immediate and sytem strengthening interventions, direct service delivery and government support, including rapid, recovery and medium-term, improving incentives and linking with existing actors. Rather than bringing in new systems, this would focus on improving the performance of the existing architecture, and ensuring greater implementation of commitments to shared planning.

iii. Generate and disburse new funding

Mobilise and disburse additional funding and new investments, offering up-front and medium-term help to those responsible to provide, maintain, or reconstruct education. Establish a global finance facility, contributing to and leveraging additional resources for a linked set of country- or crisis-specific multi-donor funds, aiming to drive a step-change in the scale and quality of education response in crisis situations.

iv. Build national and global capacity

Invest in capacity strengthening for response and recovery, working with partners to identify and fill capacity gaps in specific crises and supporting broader global efforts to increase capacity across the education sector. This may include support to strengthen national capacity, greater coherence across preparedness, assessment and planning, and an increase in both response capacity and surge mechanisms to support national responses.

v. Strengthen accountability and evidence

Strengthen accountability and knowledge of 'what works' in these environments through the collection of timely, disaggregated and accurate education-related data and information, working with partners to communicate needs, progress, and investment opportunities to affected governments, and to existing and potential donors. Strengthened data and accountability are vital to demonstrate results to all stakeholders as an essential part of fund-raising. The platform has the potential to strengthen behaviour of various actors (e.g. to coordinate better) through its enabling grants. It therefore becomes an accountability mechanism that doesn't just support and build capacity, but holds actors to account for what they do against agreed approaches, including standard operating procedures (SOPS) or miniumun standards.

What would be the expected results?

The overall impact and expected results of the platform are laid out in Table 3, with more detail provided in Section 5 below.

Table 3: Results of the Education Crisis Platform

Overall impact: The Platform will scale up to reach 80 million children and young people affected by crises in 2030, as a significant contribution to fulfilling SDG4 on education.	
Function	Five Year Outcomes
Outcome 1: Political will	Strengthened commitment by governments and humanitarian actors increases proportion of affected children receiving quality education in 8 affected countries
Outcome 2: Improved planning and response	All new acute crises result in joint multi-year, costed education plans, underpinned by improved coordination and national financing mechanisms that allow for new funds to flow to the activities in the plan
Outcome 3: Generate & disburse new funding	$1.5 billion additional funds disbursed for education crises through platform trust funds or through partners by year 5
Outcome 4: Build capacity	Expanded pool of qualified education crisis responders and dedicated response coordination in all crisis affected countries
Outcome 5: Strengthened accountability	Data hub is providing real-time, rapid, quality data to support education crisis response and accountability

What are the risks of this approach?

The Education Crisis Platform will address address and mitigate a number of potential risks raised in its initial development phase, including:

- Ensuring additionality, rather than the creation of another layer of bureaucracy that duplicates work

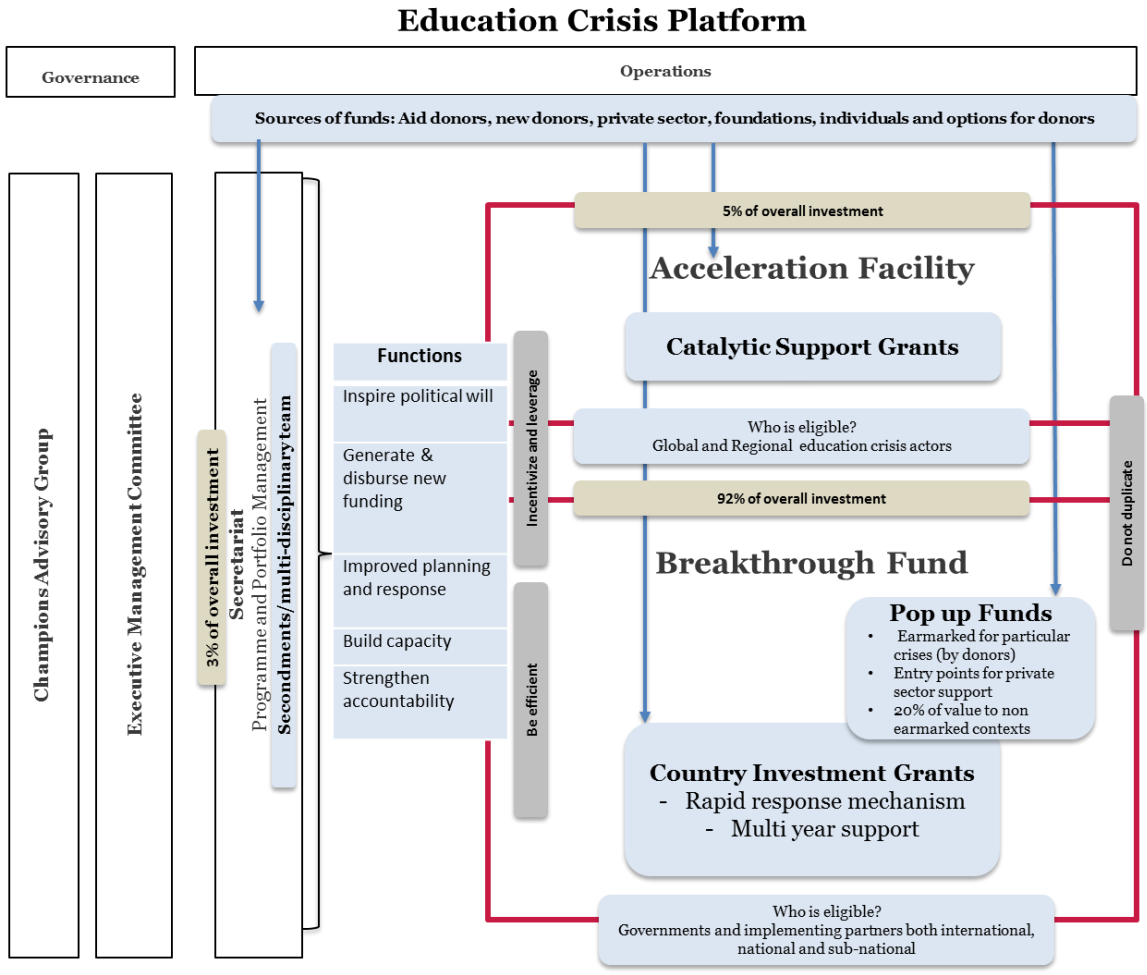
- Mitigating a potential skew towards a decision-making locus with 'northern' actors and ensuring the new platform would promote the leadership of national governments
- Ensuring that qualified individuals can fill the required roles within a new platform
- Avoiding competition with existing funds by sourcing additional funds
- Addressing possible conflicts of interest, particularly in terms of hosting arrangements

Risk management will be a key responsibility of the Executive Management Committee.

3. Operational model

The creation of an Education Crisis Platform will create a powerful global alliance on behalf of children whose education and learning is disrupted because of emergencies and protracted crises. The platform will adopt five overarching functions to address related obstacles: inspiring political will, generating and disbursing new funding, improving planning and response, building capacity and strengthening accountability. These functions will be supported through governance arrangements and a secretariat, providing incentives for (a) the joint development of global goods through an Acceleration Facility supporting global and regional actors and (b) improved education delivery at a country level through a Breakthrough Fund for national stakeholders.

Figure 2: Operational model for the Education Crisis Platform[vii]



Since the Oslo Summit in July 2015, a number of agencies, donors, affected governments, international non-governmental organizations, private sector groups and political champions pushed for, and informed, the design of this proposal. While shared commitment provides an opportunity to benefit from the best collective efforts of stakeholders, a tightly focused management and governance structure should be mobilized rapidly for a start-up phase, and which can be further honed, over and beyond the first year of operation.

Champions Advisory Group
The Champions Advisory Group will be comprised of 'principles' of partner organisations, responsible to support and guide resource mobilization and high level advocacy. Subject to discussion and agreement between the Champions Advisory Group, it is proposed that a 'friends of the Platform' group be formed, comprising a broader range of organizations and who can inform long term strategy for the Education Crisis Platform.

Executive Management Committee
The Executive Management Committee will be responsible for strategic direction of the Education Crisis Platform and management oversight. In the start-up stage, the Executive Management Committee would include senior official level representatives of donors to the Platform, UNHCR, UNICEF, OCHA, GPE, Save the Children (as co-chair of the cluster), and INEE. This is to ensure that it benefits from the broad expertize of relevant global partners in the education in emergencies and protracted crises sectors. Further recommendations for composition of the Executive Management Committee will be considered during the start-up phase.

Secretariat
The Secretariat will be responsible for the programme and portfolio management of the Education Crisis Platform and is accountable to the Executive Management Board. Initially, the Secretariat should include a multi-disciplinary interim team staffed by host institution and secondees from interested agencies, serving as Account Managers that are aligned to the Education Crisis Platform's five functions. This team will manage disbursement through the Acceleration Facility and Breakthrough Funds, ensuring that all actions will be held against criteria to maximize efficiency, incentivise or leverage action, and complement existing mechanisms.

Acceleration Facility
The Acceleration Facility will invest in existing actors to expand and extend collective work to deliver high quality education services in crises. It will enable work at the highest political levels to support national government leadership on education response, as well as facilitate efficient ways of working together across humanitarian and development actors. This will include building better practices and creation of global goods, i.e. publications and guidelines. It will invest in upstream activities through Catalytic Support Grants to enable actors with expertise in certain functions to work together and strengthen activities. Global and regional stakeholders will be eligible for these grants, totalling an indicative 5% of the Education Crisis Platform financing.

Table 4: Acceleration Facility support for activities

	Indicative activities
Political will	• High level advocacy for specific crises affecting education • Strategic action to prioritise education in humanitarian and development spaces • Support national political actors
Planning and response	• Develop synergies and methodologies for assessments • Strengthen planning, supporting creation of costed response and multi-year plans • Facilitate coordination between relevant groups, for example, LEG-Cluster coordination • Direct support or incentives to develop risk-informed response and preparedness
Financing	• Develop and manage innovative financing efforts • Establish entry points for different types of donors (private, individual, etc.) • Develop pipelines enabling international organizations to link to national NGOs and CBOS providing education response
Capacity building	• Capacity mapping to determine needs and gaps • Predictable support for increased surge capacity and expert rosters • Strengthen staffing for dedicated response coordination
Accountability	• Strengthen data collection and analysis, develop real-time data methods and tools • Support rigorous case-studies and conduct Impact Evaluations • Set up feedback loops, using data for accountability globally, for affected populations, and for collectively agreed standard operating procedures and improved approaches

Acceleration Facility value add: Providing political weight and resources to encourage a more joined up and strengthened approaches available to the sector. Support the development of global goods to advance good practice and serve as a repository of data and evidence.

Breakthrough Fund

The Breakthrough Fund will mobilise and disburse additional funding and spur new investments for country level delivery of education crisis response. It will offer both immediate and medium-term finance to those responsible for providing, maintaining and restoring education systems through rapid and predictable investment. The fund will be designed to leverage additional funding, protect against substitution and support linked humanitarian and development interventions.

As far as is possible, and depending on the country context, funds will be channelled through existing financing mechanisms. This might include topping up a Strategic Response plan, financing through a country based pooled fund, a Medium Term Development Fund, or as an addition to an existing GPE grant.

The Breakthrough Fund will make up as much as 92% (indicative and subject to further costing) of overall financing and will have three distinct parts:

(i) ***Rapid response mechanism*** - This will provide immediate and quick support in a crisis, in most cases to pre-accredited agencies. In order not to undermine the humanitarian appeals system, and leverage increased funding through usual channels, 'top up' grant will be made against a consolidated appeal, provided a certain benchmark of funding is already met for education. The rapid response mechanism would typically finance start-up costs, such as temporary access, essential supplies or contingency stocks, psychosocial support, information management, or back to school campaigns. The Platform's Executive Committee will need to be able to allocate funding quickly to existing actors – choosing from those pre-accredited and included in the strategic response plan – against agreed criteria.

(ii) ***Multi-year support window*** – This will allow funds to flow for up to five years against a rapidly agreed country plan. The development of the plan, ideally within the first three months after an Education Crisis Platform country-level engagement is initiated, would be supported by the enhanced Acceleration Facility, and detail how both formal and non-formal education will work to restore education services, financed through governments and through direct service delivery actors. The plan would be informed by a joint needs assessment exercise, costed, and provide recommendations on the preferred modalities at country level through which to channel funds.[viii]

Bringing key actors together behind a single plan will further improve co-ordination, with cluster and local education groups working together behind a single plan, normally led by government. Streamlining planning exercises, strengthening coordination and detailing a limited number of entry points for external financing to support the overall response has the potential to reduce transaction costs and provide much needed predictability of funding to governments and other implementing partners. Therefore, the plan should be integrated into existing national planning through the development or revision to an education sector plan or transitional education sector plan.

(iii) ***Pop-up funds*** – This involves the capability to establish a 'pop-up' window which would allow funding to be directed during a crisis, either to a specific country or region, or to a limited number of earmarked activities incorporated in the country plan. The advantage of the pop up window is that it provides a quick route to channel support from non-traditional donors, philanthropists and the private sector who may not be able to provide contributions directly to an un-earmarked fund. It might also be used to channel funding towards the purchase of contingency supplies. The disadvantage to more tightly managed earmarked funding is the high level of transaction costs involved in establishing and monitoring donor specific agreements. It is therefore proposed that a percentage of any funding channelled through a pop up window be put into the overall Breakthrough Fund (say 20%), alongside any normal administrative recovery rates.

Table 4: Breakthrough Fund support for activities

	Indicative activities
Politica1 will	• Country-specific political and fundraising strategies • Training for HC/RCs in education response
Planning and response	• Joint, costed assessments throughout crisis and recovery periods • Support for development of high quality, multi-year, costed plans • Risk/Resilience analyses and planning • Contingency stocks and pre-positioning
Financing	• 'No regret' envelopes for start-up response costs • Bench-marked matching funds for humanitarian appeals • Earmarked funds to humanitarian country-based pooled funds • Country-level cost modelling for response

	• Backfilling GPE grants for accelerating response
Capacity building	• National capacity building strategies, particulary at decentralized levels • Investments in emergency education or project management units in ministries • Implementation of risk-informed approaches
Accountability	• Support to linking up humanitarian data and crisis sensitive EMIS • Initiatives to support accountability to affected populations

Breakthrough Fund value add: At present there is no global pooled fund exclusively focused on education in emergencies and protracted crises (though the GPE Fund is a global pooled fund that has provided some support to these issues in eligible countries). This fund will increase efficiency and return on investment. By incentivizing and leverage existing financing, it will provide a way for a range of traditional and new donors to improve response across a range of crises while pooling risks.

Eligibility and accountability
While the Acceleration Facility will provide support to meet needs of all crisis-affected countries, eligibility for the Breakthrough Fund will be triggered by onset of an acute emergency or by limited progress in protracted crises. A balanced approach will be made to ensure support to between acute and protracted emergencies, with prioritization of contexts in which states are unable (or unwilling) to address the crisis. Other eligibility considerations will include under-funded crises (via overseas development assistance and/or humanitarian appeals and pooled funds) and high proportions of affected children/youth between the ages of 3-18. The Breakthrough Fund will be allocated especially where it can maximize cooperation and collective action.

Accountability for funds ultimately lies with the agency that receives grant funding, anchored where possible to the country plan. The grantee would be accountable for use of funds from both a fiduciary and programme results perspective. Where government is the beneficiary of funds – for example to support double shifting – funding will be channelled through an existing entity at country level with accountability agreements in place to allow for the transfer of funds to governments. With regards to results reporting, given the likelihood of multiple beneficiaries in one context, grantees would be expected to report results initially against their planned activities (for example in the strategic response plan) but increasingly against a shared results framework linked to a country plan. A small number of standard indicators would be common across all countries to enable aggregate reporting for the overall results of the Education Crisis Platform, and to support future investment cases and replenishment. The Secretariat would be tasked to monitor overall results and fiduciary performance and actively follow up on poor performance or misuse of funds, including provision of additional technical support, or seeking repayment if necessary.

4. Mobilising finance

The Education Crisis Platform will scale up resource mobilization over the first five years, commencing with an aim to raise approximately $148 million in year one, with an ambition to reach funding at a level of $1.5 billion in year five.[ix] Further refinement of cost models and finance mobilisation strategies will need to be developed in the first years of the Platform, but an indicative 'on-ramp' for financing is shown below.

Table 5: Projected growth in funding to meet ambition

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Children Targeted	2,000,000	4,000,000	8,000,000	16,000,000	20,000,000
Total Funding Required	147,600,000	295,200,000	590,400,000	1,180,800,000	1,476,000,000

The Platform's resource mobilization efforts will aim to transform the potential for delivering education in crises by bringing in new, untapped resources, rather than through the reallocation of existing funds. This introduces a groundbreaking approach to catalyzing an all-inclusive range of sources and mechanisms to financing global education efforts.

To achieve this level of ambition, the Education Crisis Platform will coordinate and deliver finance from existing aid donors and draw in new donors, including:

- New donors from countries that historically have not contributed directly to multilateral aid
- Finance from the business and commercial sector
- Finance from foundations

- Philanthropy of public spirited individuals, including diaspora remittances
- INGO contributions, including faith-based groups
- Innovative financing

The Education Crisis Platform will incentivize this range of donors to increase financing to education in crises through five key workstreams.

1. Building the investment case: Creating **credible investment cases** that appeal to and inspire new and existing donors to bring education services to the most vulnerable children in the world

2. Collective action: **Streamlining the current architecture** and uniting global actors to ensure effective and efficient delivery of educational resources in humanitarian crises

3. Country level solutions: Increasing cost-effectiveness and delivery efficiency at country level by developing clear, **country-specific funding strategies** backed by evidence for funding requirements, including education needs cost-modeling

4. Donor community building: Expanding and connecting the education in crisis donor community by building **effective relationships** with core donors, **mapping potential donor landscape**, and identifying and **solving financing bottlenecks globally and at country level (**e.g. policy level constraints restricting humanitarian and development flows)

5. Creating new pipelines and pathways: The Platform will focus resource mobilization efforts on opening up new pipelines and pathways for additional donors and private sector actors to engage. See Table 6.

Table 6: Potential sources of new and additional funding

Engagement source	**Enabling pathways**
Emerging Donors	• Engage with emerging donors already contributing to the education sector include crises in their strategies.[x] • Support emerging donors to offer in-kind and technical contributions, such as direct provision of teachers or South-South knowledge exchanges. • Include non-DAC sources of official finance for education, especially those (such as Arab donors, the Islamic Bank, Turkey, Brazil, Cuba, and Venezuela) with substantial experience in education investments and/or in crises. Their preferred projects are often in the tertiary and vocational sub-sectors, which can be beneficial in and of itself, and such engagement potentially in turn releases resources at the national level.
Private sector	• A menu of pre-vetted charities to donate funds • An in-kind component that offers a coordinated mechanism for donors to provide quality in-kind donations, including material and technical inputs • Encourage private sector actors to expand current global education contributions to crises affected countries through Corporate Social Responsibility (CSR) initiatives[xi]
Foundations	• Offering of innovative and catalytic investment opportunities • Outreach to regional and family foundations
Innovative Financing	• Establishing matching impact funding mechanisms with governments, private sector actors and public contributions to incentivize $1 per $1 for donors • Diaspora remittances channels • Development bank financing, broker debt relief forgiveness • Crowd funding approaches to engage public contributions • Direct, results-based cash transfers • Social Impact Bonds • Callable Commitments • Insurance Schemes • Micro Levies (similar to UNITAID's airline tax levy model, and UNITLIFE's extractive industry tax levy)

Operational implications: In order to ensure success of this resource mobilization approach, the Education Crisis Platform must have the flexibility and ability to take in unearmarked funding for both the entire platform, and for specific workstreams.

5. Headline results

The below table outlines the Platform's headline results and indicative targets. Impact is set at year 15 to link with the SDG timeframe, and outcomes are set at a 5 year period. The aim is to reach all children whose education is affected by crisis by through more attention, more money, uniting humanitarian and development actors, buiding best in class service providers and delivering high quality education services that respond to community needs.

Table 7: Platform impacts, outcomes and indicative targets

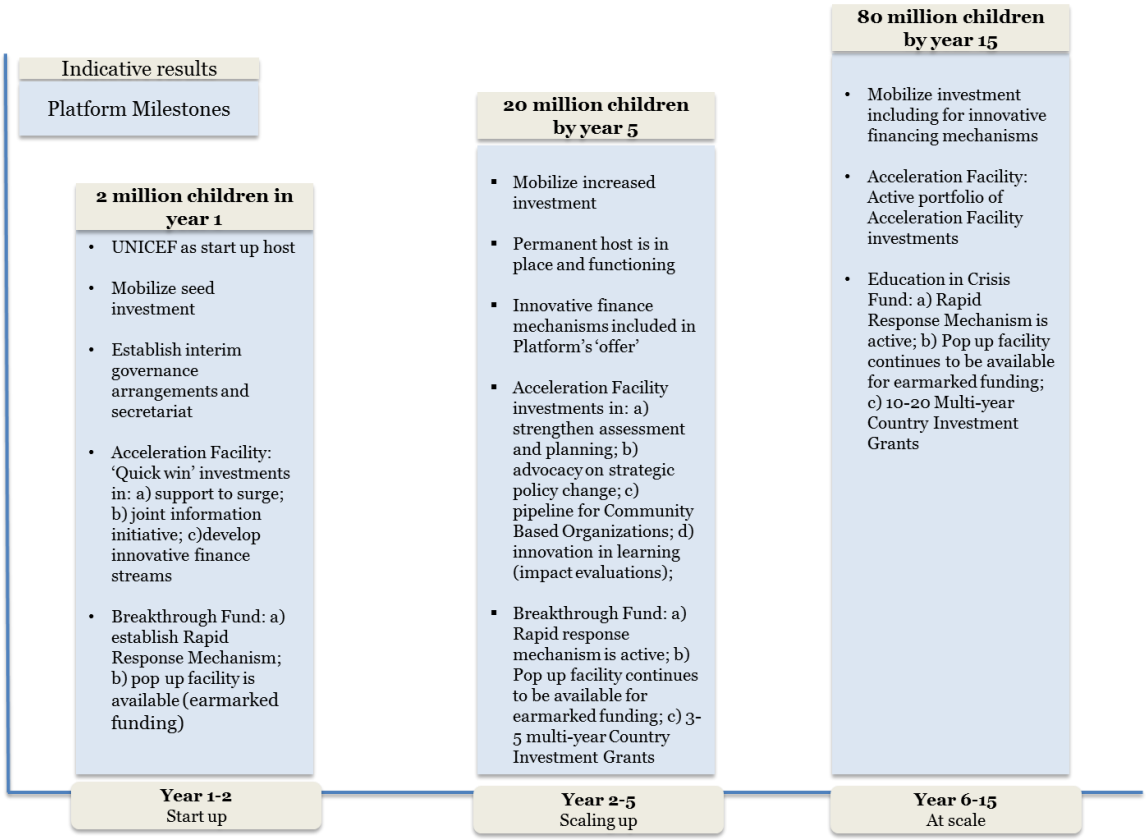
Overall 15 Year Impact	Indicative Targets	
The Platform will scale up to reach 80 million children and young people affected by crises in 2030, as a significant contribution to fulfilling SDG4 on education.	Access (enrollment and completion): Expanded access opportunities, decreased interruption of education services, higher transition and completion rates Learning: Methodology and data for measuring learning outcomes, more efficient delivery of teaching and learning materials, increased guidance on secondary and vocational service provision Protection: Reduced number of attacks on schools, reduced military occupation of schools, increased provision of psycho-social support Teachers: Improved teacher retention, improved teacher certification, expanded teacher training Educational Policies: # of countries with policies for IDPs and refugees (certification, equivalency), # of countries with costed risk mitigation strategies (contingency plans) as part of sector planning, # of countries with minimum standards for preparedness/response/recovery	
Function	Five Year Outcomes	Indicative Targets
Outcome 1: Political will	Strengthened commitment by governments and humanitarian actors increases proportion of affected children receiving quality education in 8 affected countries	• Country-level availability of funding and expertise • # of countries with minimum standards for preparedness/response/recovery • Increased proportion of appeals and fund that include Education
Outcome 2: Improved planning and response	All new acute crises result in joint multi-year, costed education plans, underpinned by improved coordination and national financing mechanisms that allow for new funds to flow to the activities in the plan	• Country level education coordination structures linked • Humanitarian and development actors share common assessment and planning approaches, including shared costing • In 10 years, all actors engaged in provision of education services in crises have integrated robust, actionable emergency preparedness , response and recovery plans
Outcome 3: Generate & disburse new funding	$1.5 billion additional funds disbursed for education crises through platform trust funds or through partners by year 5	• At least 5 innovative financing and disbursement mechanisms piloted for proof of concept, contributing to innovative financing roadmap for education in crises • At least 10 non-traditional donors actively engaged in supporting the education in crisis sector • Average % of appeals met increases by #
Outcome 4: Build capacity	Expanded pool of qualified education crisis responders and dedicated response coordination in all crisis affected countries	• % of dedicated coordinators increases by # • # of surge deployments increases by % • In five years, x% of aid flows for education in crises channeled to national actors
Outcome 5: Strengthened accountability	Data hub is providing real-time, rapid, quality data to support education crisis response and accountability	• Data collection investments made in at least 10 priority countries • Evidence from X robust experimental/quasi experimental evaluations available • Global baselines for key education crises indicators established

Robust monitoring and evaluation in emergency contexts is vital to ensure accountability. It is also extremely difficult. Emergencies and crises are fast-moving, complex environments with rapidly shifting education landscapes. The Education Crisis Platform will address these challenges by strengthening the sector's ability to collect, analyse and disseminate data and to create realistic indicators that can measure progress.

6. Roadmap ahead

A staged approach to platform operationalization will be needed, moving from a start up phase, to greater focus on scaling up, and then to operating at a significant steady state.

Figure 3: Milestones for platform creation and scale up



- **Year 1-2 (start-up):** In years 1-2, establish interim governance and operational (Secretariat) arrangements including criteria for making investment decisions. UNICEF will serve as host for the start-up phase. A significant focus in the first year will be to mobilize seed financing by tapping into the substantial interest from aid donors (traditional and new), private companies and philanthropists. The start-up period will include activating the Acceleration Facility, Rapid Response Mechanism under the Breakthrough Fund and establishment of the pop-up funds facility. The start-up phase will also include steering a process to identify and transfer functions and finances to a permanent host. In the first year, the Education in Crisis Platform will aim to reach 2 million children.
- **Years 2-5 (scaling up):** The Secretariat will be established in its permanent host. The Acceleration Facility will support work to assess how the platform should be structured to make it possible for more donors to invest, amongst other priority activities. Innovative financing options under the Breakthrough Fund will be developed so as to attract investment from a wider range of donors. In this period, both the Acceleration Facility and Breakthrough Fund will be active and should aim to be reaching 20 million children in year 5.
- **Years 6-15 (at scale):** the platform will continue to mobilize significant additional financing and will add innovative financing mechanisms to its operating model. The Acceleration Facility and Breakthrough Fund will be fully operational. The platform should aim to reach 80 million children, the full number affected by crisis, in 2030, the final year of the SDGs.

[i] The name 'Education Crisis Platform' was proposed as a working title in the 9-10 February 2016 Technical Strategy Group workshop, with the understanding that the Platform will be branded during the start-up phase.

[ii] The full Technical Strategy Group advising on this work consists of 19 governments, organisations and networks, with the Governments of Canada and the UK serving as co-chairs, Save the Children serving as secretariat, and the following members: the Governments of Lebanon, Norway, South Sudan and the United States, the Office of the United Nations Special Envoy for Education, the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations High Commissioner for Refugees (UNHCR), the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), Dubai Cares, the European Commission, the Global Business Coalition for Education, the Global Compact on Learning Donor Network, the Global Partnership for Education (GPE), the Inter-Agency Network for Education in Emergencies (INEE) and the World Bank.

[iii] This 80 million figure builds on earlier calculations of 65 million children aged 3-15 whose education has been affected in 35 crisis-affected developing countries, and now includes those who are 16-18 years of age. This analysis was originally prepared for the Oslo Summit, and is drawn from UNICEF figures included in their Humanitarian Action for Children appeal, plus Nepal, for 2015.

[iv] This coalition is of particular importance. An increasingly mature sector on education in emergencies has the technical expertise, standards and tools to support response in crises. Those working on education in development have deep knowledge and experience in stable developing countries, and are increasingly active in fragile states. There is now a strong desire and readiness among those working within these two fields to work together in the world's toughest crises.

[v] While country level allocation criteria will be refined during the Education Crisis Platform's start-up phase, the February 2016 TSG workshop identified broad agreement on some illustrative criteria for selecting focus countries. All countries currently facing acute emergencies and protracted crises will be eligible for initial review to determine whether the Education Crisis Platform's support is needed, and what type of support package would be most effective. This includes natural disasters, conflict, disease outbreaks, and complex emergencies (combinations of two or more crisis types). Emergency onset speed can be rapid or slow. All emergency contexts would also likely benefit from the Acceleration Facility, particularly in the early stage of the emergency. Country-specific support from the Breakthrough Fund will be prioritised based on levels of external funding (ODA and humanitarian funding per capita), proportion of affected children including host, IDPs and refugees, and an education risk severity ranking (the extent which the crisis has limited safe access to quality education). Future acute emergencies would be identified by some form of a trigger event, or alert, that would initiate a review to determine crisis eligibility. This could include, for example, a system-wide emergency level declaration, either through an IASC level determination, a WHO declaration of a Public Health Emergency of International Concern (PHEIC), an operational agency specific declaration (such as from UNHCR, WFP, UNICEF, Save the Children), or an alert raised through the Start Network. All funding allocations would be based on an assessment of current donor flows and domestic resources to determine the extent to which these could be redirected before the Education Crisis Platform's financial support could be accessed.

[vi] Built on humanitarian principles of humanity, neutrality, impartiality and independence as laid out in UN General Assembly (UNGA) resolution 46/182 (1991) and subsequent resolutions, the consolidated principles are further based on UNGA resolution 64/290 '*The right to education in emergency situations'* (2010); UN Security Council resolution 1998 on monitoring and reporting attacks on schools and hospitals (2011); the *Core Humanitarian Standard on Quality and Accountability* (2015); the *Sendai Framework for Disaster Risk Reduction* (2015); OECD DAC *Principles for Good International Engagement in Fragile States* (2007) and *New Deal for Fragile States* (2011); the *Paris Declaration on Aid Effectiveness* (2005) and the *Accra Agenda for Action* (2008); and the *Principles and Good Practice of Humanitarian Donorship* (2003). They draw particularly on INEE's *Minimum Standards for Education: Preparedness, Response, Recovery* (2010) which are officially recognised as the education companion guide to the *Sphere Humanitarian Charter and Minimum Standards in Humanitarian Response* (2011), as well as on the *INEE Guiding Principles on Conflict Sensitivity* (2013).

[vii] The proportion of funding shown in figure 2 are indicative and subject to being fully costed as a priority action in the Education Crisis Platform's start-up phase. In the early years of operation, the Acceleration Facility will require a minimum level of funding, regardless of the size of the Breakthrough Fund. However, as Acceleration Facility activities ramp up and increase global education sector effectiveness, the proportional costs of the Acceleration Facility compared to the Breakthrough Fund will decrease.

[viii] In some countries, this process could be aligned with the re-purposing of a GPE or donor grant (thereby reducing the transaction costs of front-line agencies who frequently find themselves having to write rapid donor proposals for development funds to be re-purposed). The multi-year plan would outline priority activities including those which might not have been included in a traditional education sector plan, or transitional education plan, but which might be necessary to accommodate shifting populations or further build the resilience of the education system after crisis (for example, conditional cash transfers, teacher stipends, EMIS systems that are sensitive to migration). The plan would also provide channels for financing direct service delivery by non-state actors where governments are unwilling or unable to reach the most affected children, such as refugees and internally displaced people.

[ix] Costing assumptions are based on ODI calculations drawn from analysis prepared for the Oslo Summit. Key assumptions to this calculation include: 1. Total education cost across affected countries averages at $123 per child, with domestic resources on average contributing at least $50 per child (40% of total average cost of $123/per child), and a resulting financing gap of $74 per child. 2. Recognition that actual cost per child is based on a stardard cost per pupil cost in affected countries, but would vary considerably by country and context. 3. This calculation does not currently include a 'crisis premium' that takes into account crisis-specific logistics, security, protection costs, among others. 4. The Education Crisis Platform will support, as an early priority, initiatives to develop crisis-affected country specific cost modeling that would roll up to contribute to global estimates.

[x] For example, aid to education from Arab donors has been growing, with an estimated $1.9 billion allocated to global education between 2010 and 2012. The Islamic Development Bank has also contributed funds to the construction of schools that are prone to flooding and cyclones (e.g. in Bangladesh) and is likely to continue investing in educational infrastructure.

[xi] An estimated 13% of CSR is dedicated to the education sector (Dattani et al, 2015).