



RECI EiE Working Group
Education in the development -
humanitarian - peace (triple) nexus

18.10.2022



Outline

- Welcome and Tour de Table
- Introduction of the agenda and the speakers
- Introduction to the role of education in the concept of "triple nexus" by Sara Habibi-Clarke - Learning Solutions Specialist (UNITAR)
- Programmatic inputs followed by Q&A sessions
 - Education programming in the Triple Nexus Area Programme Omugo in West Nile, Uganda by Samuel Olweny - Area Programme Manager in Uganda (World Vision)
 - Peace education as a tool for putting the triple nexus in practice and build durable solutions in Mozambique, by Roberta Pellizzoli - Program Manager Mozambique (Helpcode)
 - Education as a means to foster social cohesion in Lebanon by Derya Kaygisiz - Education and Child Protection Specialist (Save The Children Switzerland)
- Groupwork
- Synthesis and Closing
- Joint Coffee and Sweets

Role of Education in the Triple Nexus

Dr. Sara Habibi

UNITAR, Peace Division

RECI EIE WG's Workshop : "*Education in the development - humanitarian - peace (triple) nexus*"

18 October 2022, 13-15h, Geneva Global Hub for Education in Emergencies Workspace

What is the Triple Nexus?

- Strengthened coordination & collaboration between humanitarian, development and peace actors in fragile and conflict-affected contexts
- Outcome of 2016 World Humanitarian Summit
- Policy priority following 2019 OECD Development Assistance Committee Recommendation



Triple Nexus Approach

What is a Triple Nexus approach?

A Triple Nexus Approach is about strengthening

- **Collaboration**
- **Coherence**
- **Complementarity**

among humanitarian, development and peace sectors.

Why a Triple Nexus approach?

- **Conflicts and crises are increasingly complex and hard to end**

- Average humanitarian crisis: 9+ years, many decades-long
- Emergency relief has led to dependency on international aid
- Development responses must complement humanitarian action so that communities become more resilient

- **Resurgence of violent conflict in low and middle income countries**

- Economic growth alone does not lead to greater peace and stability.
- Conflict insensitive aid in fragile contexts can fuel tensions and perpetuate conflicts

- **Global economic, environmental and health crises are exacerbating inequalities, vulnerabilities, conflict drivers**



New Way of Working (NWOW)

Triple Nexus calls upon all actors to adopt a New Way of Working that transcends the humanitarian-development-peace divide (OCHA, 2017).

This means pursuing:

- **Collective outcomes**
- **Multi-year timeframes**
- **Comparative advantage**

An Operational Framework

Triple Nexus is thus an **operational framework** designed to guide H-D-P actors **in more effectively:**

- **meeting human needs**
- **mitigating risks and vulnerabilities**
- **moving toward sustainable peace**

Overarching Challenge

**How can humanitarian, development and peace actors
work more effectively together
not only to achieve their technical outcomes
but, in so doing,
to strengthen resilience, mitigate risk, conflict and crisis,
and support sustainable peacebuilding?**

Education in the Triple Nexus



Triple Nexus Approach

Education in the Triple Nexus

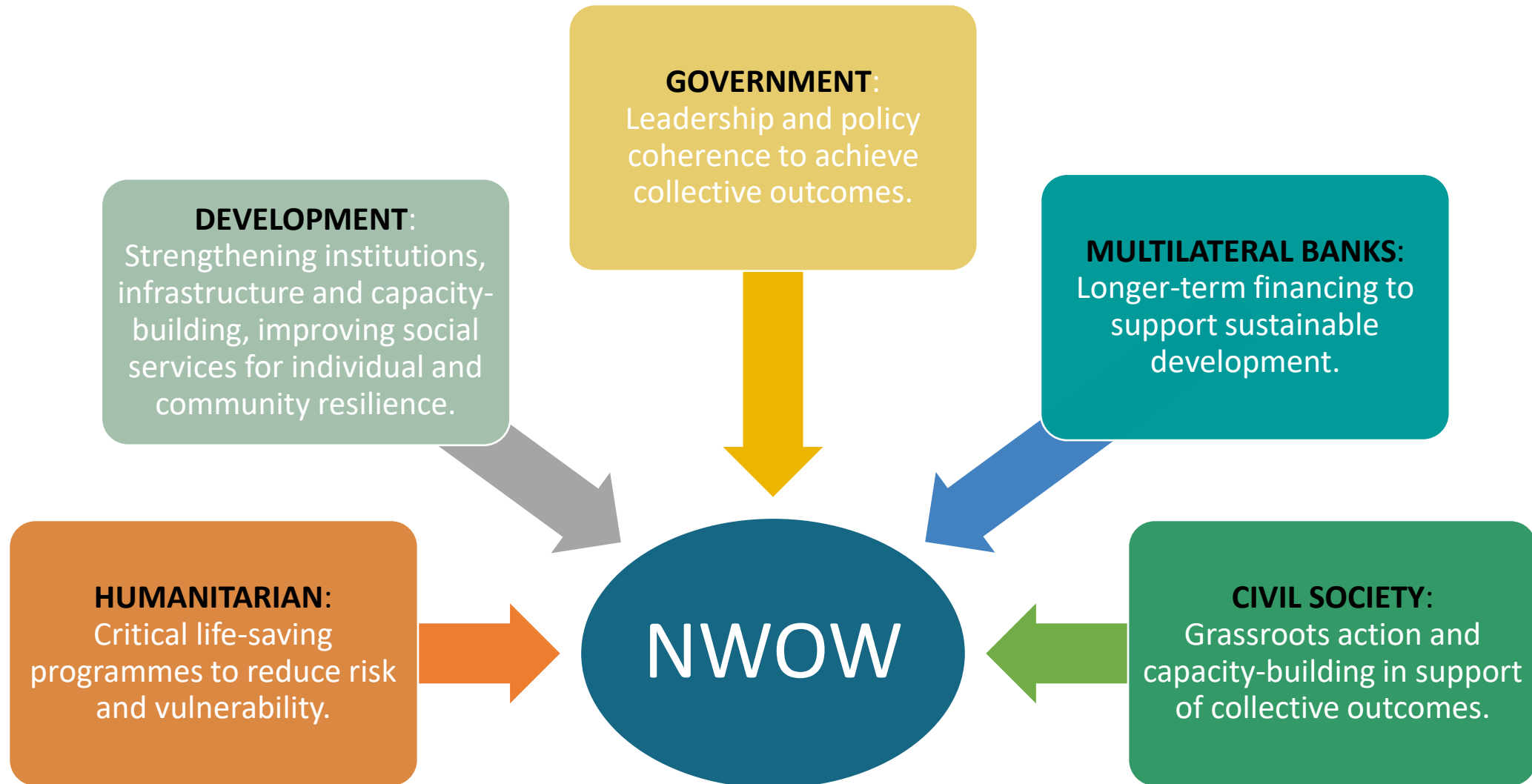
- **Education & the Triple Nexus go hand-in-hand: two-way influence**
- **SDG4:** ensure inclusive, equitable, quality education and lifelong learning opportunities for all.
- Education targets **threatened by complex & longer-term crises**
 - 75 million children and youth out of school due to conflict or crisis (ODI, 2016)
 - Numbers even higher following Covid-19 pandemic
 - Limited / fragmented education, poor learning outcomes, no certificates of completion
 - **Need for education alternatives + more resilient and inclusive systems + peace-responsive provision**

Education in the Triple Nexus

**Collective action is needed across
the humanitarian-development-peace spectrum:**

- To build inclusive and adaptable education systems
 - To have the capacity to respond to crises
 - To ensure that every child and young person can go to school, stay in school, and complete a full cycle of primary and secondary education.

New Way of Working in Education



New Way of Working in Education

The efficacy of educational planning and provision depends upon **complementary functions and competences** based on **comparative advantage** of actors across H-D-P domains.

New Way of Working in Education

A Triple Nexus approach to Education = Greater coordination and cohesion among organisations through:

Collaboration

Joint analysis, info sharing, needs assessments

- Identifying the educational needs of a population

Coherence

Collective outcomes and joint planning

- Developing a collective vision of resilient communities and education systems

Complementarity

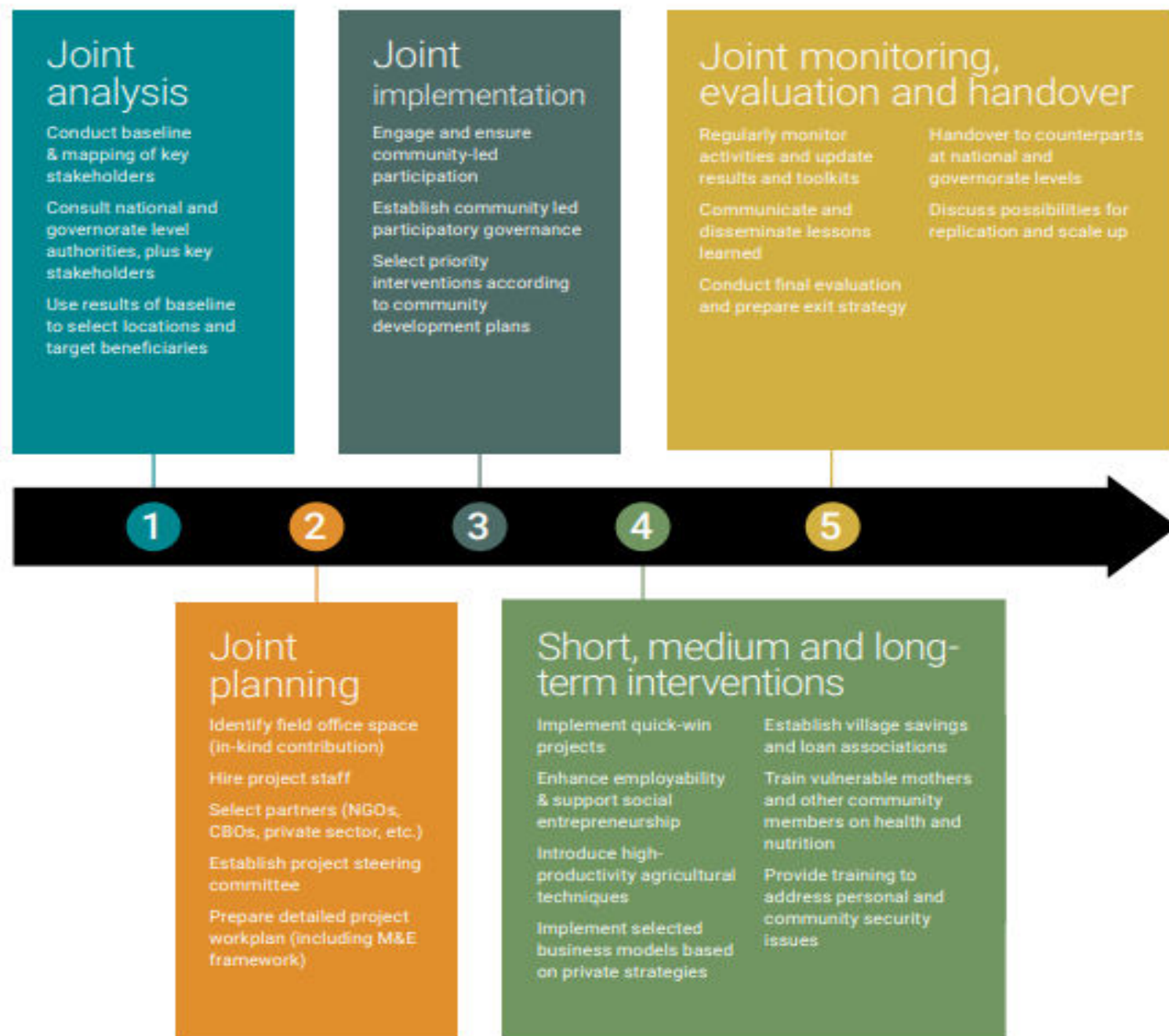
Joint implementation, monitoring & evaluation

- Using a conflict-sensitive approach towards community's H-D-P priorities, and based on comparative advantage

Changes in financing

Multi-year, flexible & simplified financing mechanisms

- Multi-year planning, investment, coordination, and adaptive management across the education sector



Joint analysis in Tripoli, Lebanon



RESULTS

Establishment of the Abjad Center, a socio-cultural hub and training & service center serving 200,000+ people

More than 500 women trained and working in new industries

45 local businesses participated in job placement for trainees

Peace Responsiveness in the Triple Nexus

- **Peace Responsiveness is key to Triple Nexus engagement and should not be neglected**
- Achieving the SDGs depends upon reducing and preventing violent conflicts (2016 Sustaining Peace Resolutions)
- **Irrelevant and/or inequitable education provision can drive conflict dynamics**
- Beyond Do No Harm: a Conflict-Sensitive and Peacebuilding lens needed across all educational interventions
- **Peace cannot be built by peacebuilders alone**
- Triple Nexus is key to achieving cumulative impacts towards sustainable peace

Peace Responsiveness in the Triple Nexus

Needed to ensure that technical programming:

- Enhances collective impact
- Supports inclusive, gender-responsive, locally led change
- Strengthens societal resilience to conflict and violence

Requires:

- **Integration of peacebuilding principles and processes into H-D agendas & frameworks**
- **Capacity building**
- **Shifts in organizational and operational practices**
- **Adaptive management**


Question for reflection

How does a Triple Nexus approach enhance/refocus the way that your educational interventions are conceived and implemented?



Education programming in the Triple Nexus Area Programme Omugo in West Nile, Uganda

Samuel Olweny - Area Programme Manager in Uganda
World Vision



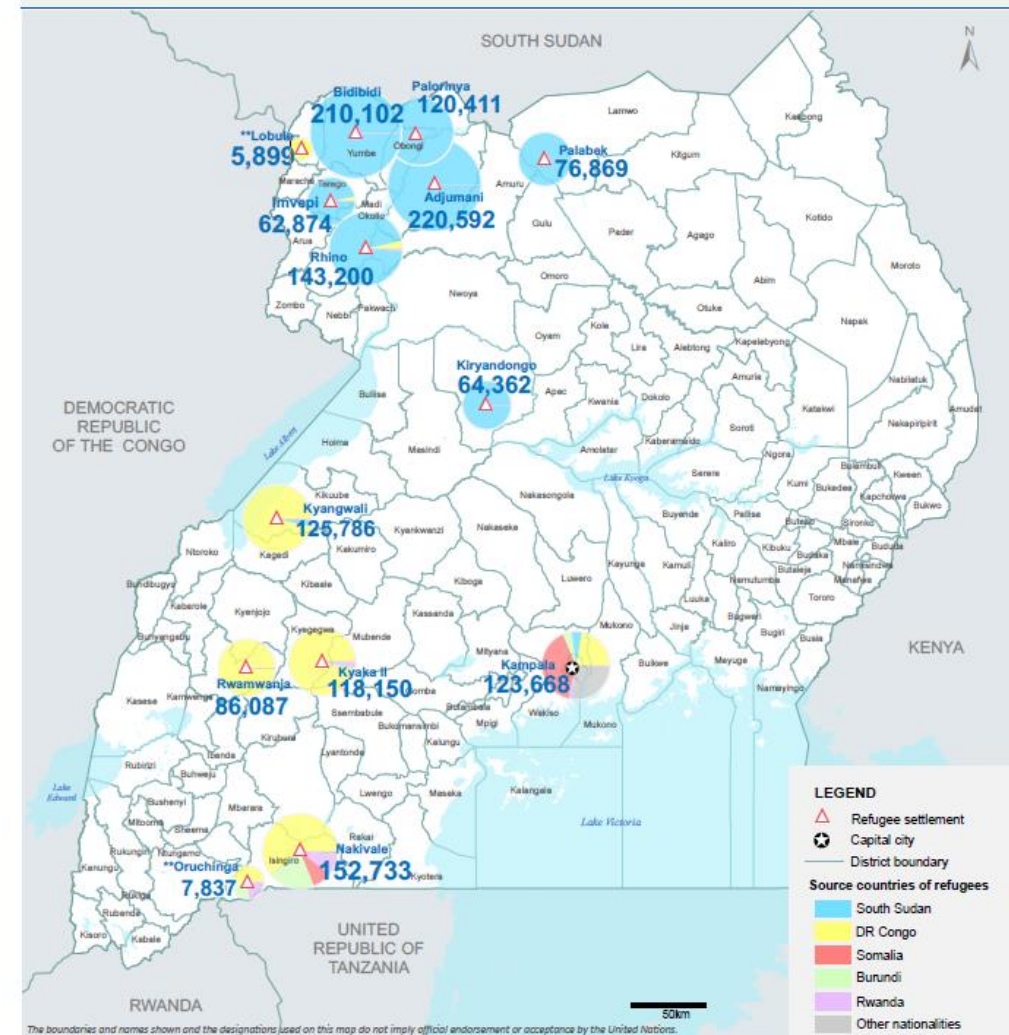
Context: Highlight Triple Nexus aspects, how does conflict affect education in your project?

Context

- Uganda hosts **1,518,570** refugees. Majority are from South Sudan as a result of internal conflict.
- Omugo settlement an extension of Rhino settlement, is one of the 8 refugee hosting settlements in West Nile with a population of 143,200 refugees.

Triple Nexus

- WVU humanitarian assistance is programming informed by protracted refugee situation and the global consensus to link humanitarian assistance to;
 - a) Emergency
 - b) Transformational development (long term development)
 - c) Peace building



The boundaries and names shown on this map do not imply official endorsement or acceptance by the United Nations.

The data originates from UNHCR and is updated to show the latest available data of the number of refugees in the country. The data is provided for information only.

How does conflict affect education projects

1. Education efficiency ratios

- a) Learner to teacher ratio the standard is 1:53 but the reality is 1:71 on average
- b) Caregiver to learner ratio-the standard is 1:25 but the reality is 1:86 on average
- c) Learner to desk ratio, the standard is 1:3 but the reality is 1:5 on average
- d) Text book to learner ratio is 1:1 but the reality 1:10

2. Differences in education standards between the host country and the country of origin for the refugees;

- a) Equating academic qualification
- b) Loss of learning time as for the new arrivals
- c) Lack of documents for re-enrollment (lost during conflicts)

3. Inter-settlement movements affects retention of learners. This is caused by;

- a) Reunification

4. Overreliance on aid for education services

- a) Poverty does not allow parents to support education as desired
- b) Government support is inadequate-Capitation grant has been reduced.

5. Effects of conflict on the learners

- a) Children with mental health needs required targeted support
- b) Mental health and PSS activities in schools have not received desired funding



How is the project sensitive to that? (Principles of Do no Harm, Conflict-sensitive Programme Management CSPM)

Peaceful coexistence

- a) Target ratio of 70:30 (host and refugee communities. Respectively)
- b) Promoting peaceful dialogues between host and refugee communities by identifying and addressing conflict triggers.
- c) Encouraging both host and refugee communities to take leadership roles in school management committees.
- d) Establish and empower peace clubs in schools.

Transformational development

- a) Designing long term projects e.g Omugo Area Program
- b) Implementing frame work mandates like CRRF (Comprehensive refuge response framework) and Settlement transformative Agenda (STA)
- c) Empowering caregivers and teaching assistants to deliver on teaching mandates in a sustainable approach.
- d) Transitioning of ECDs established during emergency into registered centers.

Emergency

- a) Training staff on Do no harm
- b) Continued service advocacy e.g EiE advocacy events.
- c) Establishment of ECD centers and Child friendly spaces.
- d) Providing incentives to the caregivers and animators.

Lessons so far learnt- Opportunities and constraints

Lessons learnt;

1. Transition and sustainability of ECD centers
 - a) Empower community structures to own the ECDS
 - b) Register and license the ECDs for support supervision and monitoring by the government.
2. Distribution of ECD centers in the communities promotes attendance as children do not have to cover long distances.
3. School feeding program not only promotes enrollment but also ensures good health of learners given the hunger situation in the region.
4. Education should go hand in hand with PSS for education in emergencies.

Opportunities

- Existence of community structures.
- Strong partnerships and collaboration with institutions and authorities.
- Referral and linkages for the target beneficiaries such as children with special needs.
- Existence of advocacy forum like Education in Emergency working group at local, regional and national level.

ECD Session



Number counting during life skill session



Photos

Play time during CFS activity



Home learning



Peace education as a tool for putting the triple nexus into practice and build durable solutions in Mozambique



Peace education for post-conflict reconstruction

- 2012-2016/2019: Gorongosa District, in Central Mozambique, was affected by a conflict that disrupted local economic activities as well as access to basic services and rights. The origins of the conflict are to be found in the marginalization of rural communities from development dynamics and local power structures.
- Helpcode was involved, since 2016, in infrastructural rehabilitation and support to the recovery of local livelihoods. However, the reconstruction of the social and community fabric was collectively understood as a prerequisite for recovery and sustainable reconstruction and peace-building.
- Peace education was identified as a methodology that would allow for a collective analysis of local conflicts and their drivers, and design and put into practice of non-violent solutions, focusing on schools and the surrounding communities.

Theoretical framework


- The methodology adopted was based on the principles of Paulo Freire's and Augusto Boal's popular pedagogy: understanding conflict as a constitutive dimension of human relations which, if managed in a non-violent manner, can contribute to the evolution and strengthening of relations at the intersubjective and community levels. This perspective questions the conception of peace as a harmonious absence of conflicts, presenting it as a path of permanent search that aims to value difference
- Paulo Freire defends the need for an **education** which is not reduced to technical, professional or scientific training, but which is profoundly critical, capable of investigating the *raison d'être* of social phenomena and of giving back to human beings the hope of a future open to their action.
- This is done through dialogue, conscientisation and a critical analysis of the context that can contribute to building alternatives. Theatre of the Oppressed has allowed us to experience the transformative possibilities of conflict when it is explored in a creative, non-judgmental and participatory way – together with poetry, art, image-theatre, that allowed us to explore in depth multiple dimensions of the conflict and visualise developments or alternatives, which would not have emerged by relying only on rational resources, and collective writing.

Building peace in practice

- Involvement of a variety of stakeholders: teachers and School Councils, women's groups, local consultative councils, local institutions;
- Training on peace education and tools;
- Participatory action research on local conflicts (*conflict-sensitive approaches)
- Peace education activities addressing local conflicts identified (theatre of the oppressed, community dialogues and training, mobile cinema, poetry, art, dance, legislative theatre);
- Peace caravan;
- Pilot plan for peace education at District level.

Lessons learned

- Schools can be considered the "heart" of a community, a space of reference, learning, dialogue, relax, not only for youth but also for their families and community members;;
- Peace education is an effective tool to promote an open dialogue about conflicts as part of people's everyday lives and about possible solutions designed in a participatory and collective way. It contributes to social cohesion because it allows conflict to be "made explicit", at the same time providing the tools to analyse and resolve it in a creative and non-violent way, working in group;
- The role of recreational activities (sport, cinema, theatre, drawing, music, dance, local storytelling) is crucial in promoting mutual understanding, conflict reconciliation and peaceful coexistence in conflict and post-conflict societies. Through them, children and adults increase their knowledge of rights; discrimination and gender stereotypes, which are harmful to girls and boys, are also addressed through these activities, in a culturally appropriate way



Education as a means to foster social cohesion in Lebanon

Derya Kaygisiz - Education and Child Protection Specialist
Save The Children Switzerland



Quality, safe and inclusive learning opportunities for vulnerable children in Lebanon

Location: Beka Valley, Lebanon

Duration: 3 years (1.10.2021 – 30.9.2024)

Donor: Swiss Agency for Development and Cooperation (SDC)

Objective: Provide vulnerable Syrian and Lebanese host community children with improved access to and retention in quality, safe and inclusive education.

- At child level: provision of NFE (RS, BLN, ECE) assistance.
- At caregivers and teachers' level: capacity building on how to support children's continuity of learning and wellbeing.
- At community and governance level: advocacy for accessible inclusive quality education and social stability.



Triple Nexus context

- Multiple crises affecting Lebanon: Economic crisis, Covid 19, Beirut blast, political tensions and civil unrest.
- Growing tensions and clashes between Lebanese host communities and Syrians Refugees due to economic crisis and inflation, perceived “aid bias”
- Prolonged school closures since October 2019, interruptions and delays in school reopening due to teacher strikes
- Increase in mental health and child protection concerns (child labour, early marriage, family violence, etc.)
- Lebanese children increasingly at risk of school dropout as well due to heavy economic crisis.

Conflict Sensitivity

- Conflict analysis supported by SDC consultant
- Conflict sensitive programme management (incl. for partners)
- Continuous risk assessment and management
- Working with local partners who are well recognized and aware of local conflict dynamics
- Include project activities for Lebanese host communities
- Transparent communication & collaboration with education actors and municipalities
- Community-based approach, including children, teachers, parents and community leaders in the project.

Project's contribution to Peace

Project level:

- Integrate social cohesion and values of Respect, Equity, Inclusion into regular teaching activities
- Extracurricular activities for Syrian and Lebanese children with a special focus on social cohesion
- Social Cohesion Sessions for parents and caregivers through the Parent Community Groups

Advocacy level:

- Coordination and advocacy at national level for comprehensive support to the most vulnerable populations with a triple nexus perspective



Lessons Learned & Challenges

- Difficulty to bring Syrian and Lebanese children together due to separate shifts at school
 - Carefully plan social cohesion activities in a conflict sensitive way, esp. when tensions are already ongoing
 - Address vulnerabilities in host communities as much as possible
 - Transparency in beneficiary selection criteria and mechanisms
 - Engagement with local authorities and communities for more ownership and transparency
 - Importance of coordination and advocacy at national level
- Importance of adopting a Triple Nexus approach to ensure equal access to quality education for all the children in Lebanon

Group Work

Group 1 (online):

What programmatic recommendations can be shared for education projects in triple nexus contexts?

<https://padlet.com/valeriakunz/bx35a05v0793e82f>

Group 2 (Geneva):

What key advocacy messages can be formulated around the role of education in triple nexus contexts?

<https://padlet.com/valeriakunz/8thfxfvyf06ycue6>



Synthesis and closing

