

## **Realising a quality, inclusive and safe education for internally displaced children and youth a virtual roundtable discussion with the High-Level Panel on Internal Displacement**

### **Event Report**

**Date:** 12 May 2021

**Format:** Virtual roundtable

**Co-hosts:** Inter-agency Network for Education in Emergencies (INEE), IDMC, Global Education Cluster, Save the Children

### **High-Level Panel & EAG attendees:**

Ms. Paula Gaviria Betancur

Mr. Nasser Judeh

Ms. Pauline Riak

Ms Sima Samar

Ms. Elizabeth Ferris

Members of the HLP Secretariat

### **Speakers:**

Dean Brooks, Director, INEE (moderator)

Najeebullah Akhterzai, Director General, Ministry of Education, Afghanistan

Volodymyr (teacher from Ukraine)

Maestro Josué Trillos (teacher from Colombia)

Michelle Brown, Global Education Cluster Coordinator (Save the Children)

Christelle Cazabat, Research Manager, IDMC

Kijala Shako, Head of Advocacy, East Africa Office, Save the Children

Kate Moriarty, Senior Advisor for Strategic Engagement and Dialogue, INEE

### **Top 6 collective recommendations**

- Listen to the voices of internally displaced children and young people and facilitate their participation in decisions affecting their education.
- Ensure equal access to formal, accredited education for all displaced children and young people. Where that is not possible it is critical that Governments invest in flexible education programmes and pathways into the formal education system to address the complex needs of internally displaced children and young people.
- Build education sector resilience to respond to conflict and disaster risks that could cause displacement.
- Protect all schools and learning spaces, and ensure they are safe places for internally displaced children and young people.
- Improve the collection of data on displaced populations.
- Governments should develop or strengthen frameworks to include internally displaced teachers in national education workforces and support all teachers' wellbeing, their professional development and certification.

### **Summary of the remarks:**

Dean Brooks, Director, INEE

Welcome to everyone from the co-hosts

Internally displaced populations in Afghanistan have been an issue for decades. Over 4m people are internally displaced caused by many factors. Children need quality education and this is a big challenge for the Ministry of Education.

Development partners are doing a great job to coordinate with the MoE to provide education. Two key initiatives have worked well:

- Community based education format efficient and effective. Community based classrooms can be upgraded and turned into formal classrooms over time. Reaches
- Accelerated learning programmes 3-year programmes that prepare children to enter the formal, government school.

Challenges:

- We do not have enough buildings to continue classes big infrastructure challenge. 40% of schools do not have enough buildings.
- Needs leadership attention by MoE and development partners.

The MoE established a dedicated department for basic and secondary education on community-based education. It has technical assistance included to work with communities and CSOs together to plan, establish, implement, evaluate and handover community-based classes for formal education. In 2021 the MoE employed one coordinator for community-based education in every province working with implementing partners.

Maestro Josué Trillos (teacher from Colombia)

A maths teacher, also working on his PhD. Works in an area most affected by the conflict in

*and we were hit  
support, and now we moved again in the fourth location because of the bombings. I wish I  
could go back to my hometown and go back to school*  
Northeast Syria.

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(featuring 5  
country case studies from Ukraine, Somalia, Syria, Colombia and Afghanistan)



- In 2019, at least 13.4 million school-age children were internally displaced due to conflict or violence, and there are millions more displaced due to other crises, such as climate change and environmental disasters.
- These challenges specific to displacement crises require us to be more efficient, agile and inclusive in how deliver education in emergency responses.
- Coordination is at the heart of this. Coordination matters because it  
downward and upwards -- at policy, strategic and operational levels to ensure better access and better services, with less gaps and overlaps.
- Education Clusters and education in emergencies working groups are activated in more responses and contexts than ever before. (30 activated)
- The Global Education Cluster, co-led by UNICEF and Save the Children, supported country Education Clusters and Working Groups to work towards predictable, well-coordinated response that addresses the education concerns of populations affected by humanitarian crises
- Three ways that Education Clusters/Working Groups are working to effectively coordinate and respond to the education needs of IDP children:
  - First, long term displacement requires longer term thinking
    - Education Clusters/Working Groups work with governments at the policy level in the design of IDP education responses, and in Somalia, Nigeria and Mozambique this collaboration goes so far as to inform the emergency  
the emergency needs are reflected and planned for.
    - The Education Cluster is, in many ways, leading the way on localization. Government and local civil society now constitute 75% of global cluster membership. We have national NGO partners on the Global Strategic  
access to- and influence- in national coordination groups.
    - Education Clusters/Working Groups are also supporting institutional capacity strengthening of local and national NGOs to increase their access to humanitarian funding to increase their ability to deliver critical front-line services.
    - Strengthening the humanitarian-development nexus requires funding that allows us to work across both phases of a response. The unique collaboration between Education Cannot Wait and the Education Cluster at both global and country levels -- has enabled quicker planning and disbursement of EiE resources in emergency response, as well as alignment of multi-year investments to longer-term plans and funding.
  - Second, strong cluster processes are required to be responsive to rapidly changing contexts and needs:
    - We need to understand and  
quality education and inter-sectoral assessments, analysis, prioritization and response planning a key priority for the Global Education Cluster.
    - We need to give children and their families the opportunity to articulate their needs and preferences with dignity so they can influence the decisions affecting them.
  - Third, Displacement can often be anticipated, and the affects mitigated through a focus on preparedness. This requires us to be better at early warning, analysis, contingency planning and preparedness actions. Effective coordination is key to this.
- An Education sector that is well-coordinated and well- prepared will be able to swiftly respond

If you had to choose 1 recommendation to the panel what would it be?

- Maestro Josué Trillos