Emergency Aid; Innovative Methodologies & Enhanced Resilience

Definitions:

Resilience: Reducing vulnerability - the ability of individuals, communities, and states and their institutions to absorb and recover from shocks, whilst positively adapting and transforming their structures and means for living in the face of long-term changes and uncertainty.

Chair; Mr. Claus Haugaard Sørensen:

Entry point to the discussion would be the New Way of Working. This approach aims at addressing vulnerabilities and risks as well as responding to crisis and disasters, based on a joint Stabilization, Development and Humanitarian interventions.

This requires a joint analysis/needs assessment and a definition of Collective outcomes from all those actors in the spirit of what was proposed at the Istanbul World humanitarian Summit.

It also includes a move from project funding towards financing, with flexibility and better coordinated. The role of the resident Coordinator will become prominent.

All donors - as well as governments, where they are capable - should fold into the programming exercise and stop working in silos.

Annina Key points:

1. Ensuring that education is part of humanitarian response is key to resilience.
2. **Funding Education in Emergencies is in and of itself innovative.** In emergencies contexts, education has historically been addressed in the medium- and long-term, instead of being initialized in the first stage of emergency response. We have only recently begun to see an increased amount of humanitarian aid to education. However, while humanitarian aid to education has reached a historic high, increasing by 55% from 2015 to 2016, it still receives only 2.7% of total aid available, amounting to 48% of the amount requested ([Source](#)).

3. **Funding Education in Emergencies is a key driver of resilience.** Out-of-school children are at greater risk of violence, rape, and recruitment into fighting, prostitution, and other life-threatening, often criminal, activities ([source](#)).

   - EiE provides a safe space that can act as a platform for other life-saving services.
   
   - Puts protective and life-saving information in the hands of children (as linked to specific context).
   
   - Reduces the impact of interruptions caused by crisis through sustaining progress made by school-going children and the investments made by parents, communities, and children.

   Education is a way to better cope in future crises and to rebuild their lives and their countries.
• Provides a return to familiar routines and mitigates the psychosocial impact of violence and displacement. Exposure to adversity can lead to a physiological “toxic stress” response that disrupts healthy brain development and affects short- and long-term behavior, health, relationships and the ability to learn.

>>Example: Two randomized trials have shown that IRC’s Learning in a Healing Classroom model of social-emotional learning-infused teacher training and curriculum works across delivery modes and contexts to improve children’s academic skills in crisis contexts. Furthermore, in Niger, the addition of targeted social-emotional learning activities (mindfulness and Brain Games) to IRC’s Learning in a Healing Classroom model has been associated with improved academic and social-emotional skills.

• Fosters inclusion, tolerance, human rights awareness, and conflict resolution - supporting the long-term processes of rebuilding and peace-building (source).

• Empowers girls and young women by increasing their chances of getting jobs, staying healthy and participating fully in society - and it boosts their children’s chances of leading healthy lives (source). Important to note that crises limit economic opportunities, weaken social
institutions, and increase the chance of sexual violence against women and girls. Girls, particularly from poor families, are also at higher risk of early and forced marriage due to limited alternatives to protect and provide for families (Source).

4. We Need Innovative Approaches.

- We need to be able to identify strengths, opportunities and assets within a system to pinpoint locally relevant entry points.

- We need to incorporate the innovative and flexible ways education communities respond to emergencies, into the system’s formal institutions, strategic plans, programs, and resources.

- One innovative initiative was to develop self-learning materials - both print and electronic, such as UNRWA TV - to support children who could not access school in the usual way. In response to the increased need for psychosocial support, additional counselors were deployed to support UNRWA students in Syria, Lebanon and Jordan, and more time was given for children to play and have fun, in the playgrounds or in the newly established recreational spaces.

- We need methodologies that are locally-led and that utilize existing resources.
• We need funding that is quick, long-term, flexible, equitable, additional- (not displacing other aid and support), directed to evidence based interventions. (Source)

- WHS New Way of Working:
  • Cooperation and collaboration instead of competition
  • Coordination to end fragmentation
  • Closing the gap between the humanitarian, development, peace & security pillars
  • Placing women and girls at the forefront
  • Leaving no one behind
  • Localization and national ownership
  • Financing for humanity

5. ECW is a representation of the New Way of Working of the WHS and of innovative approaches. How?
  • Pursues a whole-of-system approach, and recognizes the comparative advantages of both humanitarian and development actors.

  • Provides rapid First Response at the onset or escalation of crisis and speedily deploys Multi-Year frameworks in protracted crises. The First Response is invoked immediately at the outbreak of a crisis, and funds are delivered within three to four weeks of its onset. For protracted crisis, Multi-Year frameworks are rolled out within eight weeks. Designed to link with national plans (where these exist), multi-year frameworks are tailored
to address immediate and urgent needs alongside recovery and development needs in a mutually reinforcing fashion.

- Ensures that SDG4 and the right to quality education is delivered without delay to crisis-affected populations in a practical and measurable manner at the local level during the crisis. Works with partners in driving implementation of SDG4 at the institutional level through the recovery phase until development takes hold.

- Ensures linkages to national planning efforts and national ownership and engages in capacity building of government where necessary.