



**ADDRESSING THE
HUMANITARIAN-DEVELOPMENT NEXUS
IN THE HORN OF AFRICA**



Save the Children

**Perceptions and Attitudes on the New Way of Working
(NWoW) and the Education sector in the Horn of Africa**



Save the Children is the world's leading organisation for children. Save the Children works in more than 120 countries. We save children's lives. We fight for their rights. We help them fulfil their potential.

Our vision

A world in which every child attains the right to survival, protection, development and participation.

Our mission

To inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives. We will stay true to our values of accountability, ambition, collaboration, creativity and integrity.

CONTENTS

EXECUTIVE SUMMARY	5
Research methodology and approach	6
The New Way of Working (NWoW)	7
PROGRESS IN ADDRESSING THE HUMANITARIAN-DEVELOPMENT NEXUS IN THE HOA THROUGH THE NWOW: SOMALIA AND ETHIOPIA	8
Education in Somalia and Ethiopia	12
Responding to Displacement by addressing the Nexus	13
Education Finance and Planning	14
KEY FINDINGS	15
1. Perceptions and Attitudes on the NWoW in the HoA	15
2. Aligning Education Best Practice in NWoW Reforms	22
RECOMMENDATIONS	26
ANNEX	28

ACKNOWLEDGMENTS

This report was written by Nana Ndeda (Snr. Humanitarian Advocacy Advisor) and Dianah Birungi (Education in Emergencies Advisor) of Save the Children international in East and Southern Africa.

We would like to thank the research team from the International Development Studies Program at George Washington University (GWU) for conducting primary and initial secondary research used for the development of this report. The research team members are; Michael Stanton, Brian McMahon, Courtney Clark and Jennifer Ross

We are grateful to all SCI partners and Stakeholders in Kenya, Somalia and Ethiopia who dedicated time to be interviewed during the research process as well as colleagues from across Save the Children International for comments and inputs that have helped improve and enrich the report.

Design: Christine Murugami

© Save the Children International 2018

This publication is copyright, but may be reproduced by any method without fee or prior permission for teaching purposes, but not for resale. For copying in any other circumstances, prior written permission must be obtained from the publisher, and a fee may be payable.

ACRONYMS

CAP	Consolidated Appeal Process
CRRF	Comprehensive Refugee Response Framework
DAG	Development Assistance Group (DAG)
DINA	Drought Impact Needs Assessment
DRR	Disaster Risk Reduction
ECCE	Early Childhood Care and Education
FGS	Federal Government of Somalia
GFS	Girls Friendly Spaces
GoE	Government of Ethiopia
GWU	George Washington University
HCT	Humanitarian Country Team
HoA	Horn of Africa
HRD	Humanitarian Requirements Document
HRP	Humanitarian Response Plan
ICVA	International Council of Voluntary Agencies
IGAD	Intergovernmental Authority on Development
IDA 18	International Development Association – 18th Replenishment
IDP	Internally Displaced Person
IHL	International Humanitarian Law
MoE	Ministry of Education
NDP	National Development Plan
NGO	Non-Governmental Organization
NWoW	The New Way of Working
RRF	Recovery and Resilience Framework
SDRF	Somalia Development and Reconstruction Facility
SDG	Sustainable Development Goals
UN	United Nations
WASH	Water, Sanitation and Hygiene
WHS	World Humanitarian Summit

EXECUTIVE SUMMARY

Protracted crises resulting from prolonged conflict, recurring drought and natural hazards, as well as cycles of displacement characterize several parts of the Horn of Africa (HoA)¹. The scale of crises, stretched resources and the need to support communities to step out of the cycles of dependence on humanitarian assistance have resulted in several initiatives, including the resilience agenda aimed at enabling a transition into recovery and development.

The New Way of Working (NWoW)² is among such initiatives aimed at addressing the existing separation between humanitarian and development interventions in protracted crises. This report is aimed at informing the NWoW reform process currently underway by contextualizing its application, identifying progress and challenges in the HoA specifically in pilot NWoW countries - Ethiopia and Somalia. It further evaluates the applicability of the NWoW in the education sector, emphasizing a need to link short and long-term education interventions, and build on education best practices in the region.

The report is informed by a broad literature review, as well a series of interviews conducted with a cross-section of humanitarian, development, donor, and government representatives from the HoA. These were aimed at gauging stakeholder perceptions and attitudes towards the NWoW as well as current practice and application of some of its core principles in the region and within the education sector. The purpose of this report is to bridge the knowledge gap in providing practical examples of how the NWoW process can best be implemented in specific contexts and within a specific sector, creating a better understanding amongst all stakeholders.

Perceptions and attitudes towards a new way of working in the HoA are mixed, presenting both endorsement for and reservations on its success in the region. On one hand, actors view the reform process positively, agreeing that the initiative creates the impetus to strengthen coordination and coherence. However, reservations exist on its effectiveness in the absence of a tandem shift in financing models, leadership and coordination and steps to address existing concerns around risk management and principled engagement.

This research finds that the majority of actors in the region see education as the ideal sector for the application of the NWoW framework. The long-term need for continued learning and development of children in protracted crises is best delivered where there is a link in short and long-term planning and financing as well as better coordinated engagement between actors involved in delivering education interventions. Despite the critical need, education remains among the least prioritized and funded sectors in responses to protracted crises in the HoA.

The extent to which the roll out is effective will depend on how much it is accepted and relevant in a given context. To this end, this report puts forward several recommendations, including the need to ground efforts to enhance ownership of system-wide shifts and to address concerns around humanitarian and development actors' roles and mandates. In order to apply the NWoW framework to education, the sector must be prioritized and resourced, and measures taken to enhance achievement of quality learning outcomes for children in protracted crises.



¹For the purpose of this report, the following countries make up the Horn of Africa region. Kenya, Ethiopia, Somalia and South Sudan.

²The (NWoW) aims to reduce risk and vulnerability over time contributing to the achievement of the Sustainable Development Goals (SDG), by transcending the humanitarian and development spheres of international assistance in crisis contexts by enabling them to work together towards collective outcomes and shared goals.

RESEARCH METHODOLOGY AND APPROACH

This research employed an extensive literature review of existing reports on the NWoW, protracted crises and related humanitarian responses in the HoA. It also involved a number of Key Informant Interviews (KIIS) with representatives of different agencies including UN and other International Non-Governmental Organizations (INGOs) in Nairobi – Kenya and Addis Ababa - Ethiopia. Additional interviews were conducted over Skype and telephone with actors in Somalia/Somaliland and for those unavailable for face to face meetings.

The research team consisting of four graduate students from George Washington University developed qualitative and quantitative research instruments to guide interviews in the field. The research instrument had three levels of interview questions: qualitative questions on perceptions and opinions regarding the NWoW reforms, qualitative questions on education best practices, and quantitative information on education interventions and metrics (Annex 1).

The interviews were aimed at gauging stakeholder views of the NWoW reform process in the HoA, a region characterized by protracted crises, with focus on two pilot NWoW countries – Ethiopia and Somalia. Information extracted from the interviews included regional experiences and information from Kenya, South Sudan and Uganda, as shared by regionally focused actors interviewed, which informed the conclusions of this report (52% of interviewees presented a regional focus, with 33% on Ethiopia and 15% on Somalia). The education sector was purposively selected to gauge sector-based application of NWoW principles.

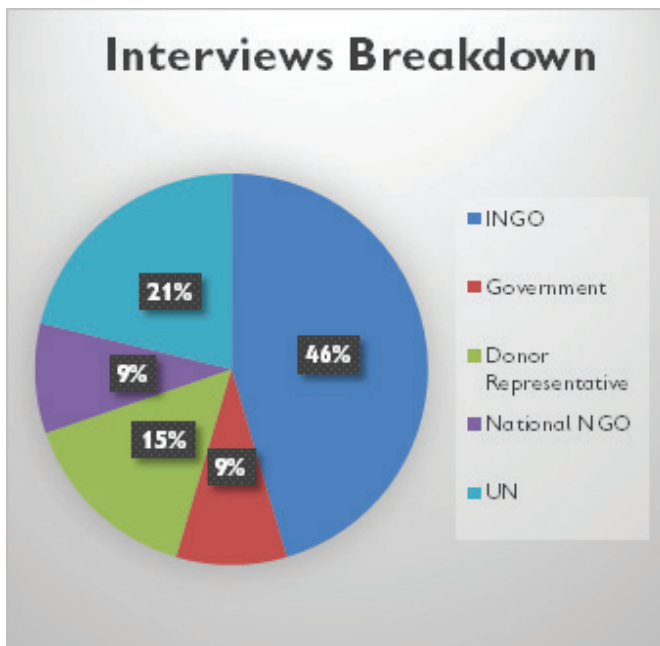


Chart 1: Breakdown of actors interviewed

Overall, 51 individuals were interviewed over a two-week period. For some interviewees, the team omitted certain questions based on interviewee knowledge of NWoW concepts and processes.

Of the interviews conducted, 65% were selected to provide the depth of information that was analyzed to inform the conclusions of this report.

Notes and transcripts from these interviews were coded and analyzed to identify emergent themes with quantitative and qualitative data captured and analyzed through Dedoose, a web-based mixed-methods research application.

Through Dedoose, the research team used the emergent themes as the basis of codes used for analysis. These were analyzed through descriptors defined by actor type, geographical focus and area of focus (theme).



THE NEW WAY OF WORKING (NWOW)

During the 2016 World Humanitarian Summit (WHS), the United Nations Secretary General, eight UN agencies, the International Organization for Migration (IOM), and the World Bank committed to a “new way of working,” aimed at reducing risk and vulnerability over time and contributing to the achievement of the Sustainable Development Goals (SDG)³. In 2017, a third pillar, “peace,” was added, creating a triple nexus where development and humanitarian work should align.⁴

The resulting “New Way of Working” (NWoW) framework seeks to transcend the humanitarian and development spheres of international assistance in crisis contexts by enabling them to work together towards collective outcomes and shared goals. This further capitalizes on the comparative advantage of various actors, focuses on context specificity, and utilizes multi-year timeframes.

The framework provides the specific advantage of being applicable to any context where national and local capacities can be strengthened.⁵ The intended shift presented in the NWoW is that humanitarian, development and when appropriate - peace actors, would be able to achieve lasting impact, particularly in protracted crises when they move away from current siloed approaches.⁶

The largest global donors also agreed to fund programs designed within the NWoW framework at the WHS, including funding over multiple years in humanitarian crises. These are within the 10th work stream of the Grand Bargain and serve as a means for developing best practices for the NWoW framework.

The initial phase of the NWoW is intended to streamline and improve coordination among UN agencies. A further roll-out will extend this to include the work of global partners, including international and national NGOs, the private sector, civil society, and national governments. Pilots of this New Way of Working are underway or planned in several countries, including Burkina Faso, Central African Republic, Ethiopia, Nigeria, Somalia, Sudan, and Yemen.⁷

³International Council for Voluntary Agencies (Sept. 2017). The “New Way of Working” Examined: An ICVA Briefing Paper

⁴Ibid

⁵Office for Coordination of Humanitarian Affairs (2017). New Way of Working

⁶OpCit

⁷Louise Redvers- IRIN (June 2017). The “New Way of Working”: Bridging Aid’s Funding Divide.

PROGRESS IN ADDRESSING THE HUMANITARIAN - DEVELOPMENT NEXUS IN THE HOA THROUGH THE NWOW: SOMALIA AND ETHIOPIA

SOMALIA

Over \$6.8 billion has been spent in emergency responses in Somalia since 2011, with the need to integrate these responses with longer term interventions widely acknowledged.⁸ In 2013, it became the first crisis response where a multi-year, UN coordinated Consolidated Appeal Process (CAP) was launched, aimed at integrating life-saving and resilience interventions for communities affected by recurrent drought.⁹

Framed within a three-year strategy (2016–2018), subsequent Humanitarian Response Plans (HRPs) have been aimed at addressing the protracted nature of humanitarian crises within annual plans intended to meet immediate and critical needs. The allocation requested by the education clusters within these HRPs have in the last three years fallen below 5% of the total appeal requirements and have consistently received less funding than requested. The 2018 Somalia HRP has an explicit focus on resilience building in addition to provision of life-saving assistance, nutrition, and protection.¹⁰ The plan was only funded at 37% at the time of this report's writing.¹¹

Building on progress in the security and governance contexts, the Federal Government of Somalia (FGS), with the support of international partners, launched the Drought Impact Needs Assessment (DINA) in 2017.¹² This was aimed at identifying the root causes of drought, and contributing to a strategy of medium-term recovery and long-term development by complementing the HRP and aligning to the National Development Plan (NDP). The resulting Recovery and Resilience Framework (RRF) serves as a collective vision around a strategy on drought recovery and collective support.¹³ The DINA has identified sectoral recovery needs with the education sector prioritizing strengthening government-led coordination mechanisms and building capacities to sustain education services while at the same time supporting learners and groups at the greatest risk.

To address the needs of the 2.1 million Internally Displaced Persons (IDPs) in the country, in 2017 Somalia launched the Durable Solutions Initiative. This is an area-based, multi-sectoral, multi-stakeholder, and rights and needs based approach that involves humanitarian and development actors under the leadership of the Federal Government. It is aimed at addressing the needs of all displaced and displacement affected communities, including IDPs, refugee returnees and host communities.¹⁴



2.1 million
Internally Displaced Persons (IDPs)
in Somalia in 2017



In January 2018, drawing from the RRF and HRP, humanitarian and development actors in Somalia, under the Humanitarian Country Team (HCT) and Somalia Development and Reconstruction Facility (SDRF), agreed on a set of collective outcomes, a key step in effecting progress aligned with the NWoW.

These collective outcomes are framed around reducing food insecurity, achieving durable solutions to displacement and access to basic social services, and reducing populations affected by climate induced hazards by 2022.¹⁵ Notably, education is not among the proposed collective outcomes and is only loosely linked to durable solutions and placed as an indicator within the basic services outcome.

Several actors in Somalia acknowledge that the NWoW is not “new” to the context.¹⁶ There have been several efforts made over the years to bridge the work of humanitarian, development and peace actors including through resilience and stabilization initiatives that have shaped responses. The NWoW provides a framework through which such and future initiatives can now be aligned.

⁸GFDRR. Engaging Early and Together: How Somalia Launched Its Breakout from Drought into Resilient Recovery Feb 2018

⁹Global Humanitarian Assistance Report (GHA) 2014.

¹⁰Somalia HRP 2018, 5-6.

¹¹OCHA FTS Somalia (as at 23rd July 2018)

¹²World Bank Somalia. DINA report 2017

¹³GFDRR. Engaging Early and Together: How Somalia Launched Its Breakout from Drought into Resilient Recovery Feb 2018

¹⁴UNOCHA (May 2018) Somalia New Way of Working – Progress Update

¹⁵Proposed Collective Outcomes for Somalia (2018 – 2022)

¹⁶Brady, Justin (OCHA - blog). February 27, 2018. “The New Way of Working is not exactly “new” to Somalia.

ETHIOPIA

Ethiopia has made significant progress in poverty reduction and economic growth and is one of the fastest growing economies in Africa. Despite this, the number of people in need of humanitarian assistance has increased – exacerbated by climatic shocks and conflict. The number of people targeted for humanitarian assistance in Ethiopia has nearly tripled since 2015.¹⁷ Over three years of drought, as well as an increase in internal conflict in 2017, Ethiopia has seen increased vulnerabilities, including more than 1.5 million IDPs. Further, the country hosts over 900,000 refugees.¹⁸

The Government of Ethiopia (GoE), the Development Assistance Group (DAG) and Ethiopia Humanitarian Country Team (EHCT) are currently leading implementation of an NWoW reform process in the country. In 2017, a multi-stakeholder nexus group was formed under the leadership of the Resident/ Humanitarian Coordinator (HC/RC) aimed at identifying a way forward in defining a joint architecture. This further led to the development of a “bundle+approach.” This proposes to integrate humanitarian and development interventions in a selected geographical area, with the aim to reduce vulnerability and risk while providing relief to crisis-affected populations.¹⁹

The GoE and partners have agreed to implement the NWoW strategy particularly in drought-prone areas, alongside the rollout of the Comprehensive Refugee Response Framework (CRRF). A GoE and DAG retreat is planned for 2018 to develop an investment plan for drought affected areas. At the Copenhagen workshop on the NWoW in 2017, the administration of Refugee and Returnee Affairs of Ethiopia stated its readiness to contribute to advancing the role of the government in the NWoW, including identifying domestic alternatives where there is limited government capacity to convene the approach.²⁰





Ethiopia's response to humanitarian crises had traditionally centered around the annually developed Humanitarian Requirements Document (HRD) that provided critical humanitarian assistance to an average of 5 million people per year and support to vulnerable communities through the Productive Safety Net Programmes.²¹ It is acknowledged that neither of these – largely humanitarian response centered approaches – possessed the transformative character required to reduce vulnerabilities comprehensively and over the long term.²²

In 2018, by launching the first Humanitarian and Disaster Resilience Plan (HDRP), the GoE, humanitarian and development actors not only seek to address immediate humanitarian needs but are placing emphasis on planning and development investments. These include plans around prevention and mitigation, preparedness and response, and national systems strengthening and recovery.²³ The HRDP was only 18% funded at the time of the report's writing.²⁴

This represents an important step forward in putting the NWoW principles of coordinated, collective outcomes into action. The government-led initiative harmonizes efforts in mobilizing \$1.6 billion to provide durable solutions for 7.8 million people in need of humanitarian assistance, while also building resilience and strengthening national systems.

¹⁷2015 HRD target 2.9 million people, 2017 HRD target 5.6 million people

¹⁸UN OCHA (May 2018) Ethiopia New Way of Working – Progress Update.

¹⁹OpCit

²⁰OCHA (2017) High – Level Workshop on the NWoW – Advancing Implementation (13–14 March 2017, Copenhagen).

²¹OCHA. IASC Snapshot. Ethiopia's New Way of Working.

²²Ibid

²³Ethiopia HRDP Snapshot.

²⁴OCHA Ethiopia FTS (as at 23rd July 2018)

²⁵Save the Children (2018) Compromised Futures: East Africa's Drought and Conflict Crisis' Impact on Children's Wellbeing,

²⁶Somalia Education Cluster Annual Report 2016, 3.



only **22%** of
pastoralist children
in Somalia have been
enrolled in formal
education,

EDUCATION IN SOMALIA AND ETHIOPIA

The state of education in the HoA is dire, with an estimated 4.7 million children at risk of dropping out of school in 2018 as a result of drought and conflict.²⁵ In Somalia alone, 3 million children are currently out of school, with the country having some of the lowest enrollment rates for primary and secondary school in the world. The effects of recurrent drought, limited resources to support learning centers, high cost of education for predominantly poor communities, and gender barriers to accessing education are among the numerous factors contributing to this.²⁶ In pastoralist communities only 22% of children have been enrolled in formal education, which is particularly notable considering that the nomadic pastoralist community makes up nearly 65% of Somalia's total population.²⁷

While enrollment and retention rates in Ethiopia are generally positive (estimated at 85% for primary school), the number significantly drops to 30% enrollment at secondary level and an even lower at 8% enrollment for those that seek tertiary education.²⁸ Droughts and floods have caused many families to lose their livelihoods and forced parents to make the decision to pull their children out of school due to the associated costs.²⁹ In 2017, 3.1 million students in Ethiopia were affected by drought, including 444,839 internally displaced children, of which 125,035 had no access to education services.³⁰ A staggering 57% of all refugees in Ethiopia are children, placing even more pressure on the country's education system.³¹

²⁶UNICEF Somalia.

²⁷UNESCO

²⁹Ethiopian Education Cluster 2017, 5.

³⁰HDRP Ethiopia, 22.

³¹Ethiopian Education Cluster (2017) Education in Emergency Strategic Response Plan 2017, 4.

RESPONDING TO DISPLACEMENT BY ADDRESSING THE NEXUS

Both internal and cross-border displacement are drivers and results of protracted crises in the HoA. To address this, regional and international frameworks have been set up with the aim to not only address the sudden influx of populations but also the effects of protracted displacement. The New Way of Working provides a coherent approach to reduce the vulnerabilities of displaced and host communities, build their resilience over time, harness the respective expertise of humanitarian and development actors, and leverage international financial institutions and the private sector, together with national governments.³²

Key to this is the New York Declaration for Refugees and Migrants and the subsequent rollout of the CRRF in pilot countries.³³ These call for a convergence of humanitarian and development action in addressing needs and emphasizing durable solutions to displacement.

Within the Comprehensive Refugee Framework (CRRF) actors are able to demonstrate their commitment to enhancing durable solutions by agreeing on collective objectives under the leadership of host governments. In addition to humanitarian assistance, longer term investments in social and economic infrastructure, jobs, and cash assistance to support greater self-reliance are expected to be the norm, aimed at mutual benefit and resilience of refugee and host communities.

These call for development actors to engage as early as possible.³⁴ The World Bank's role in supporting refugee responses in the HoA has been critical, especially through its International Development Association's (IDA) 18 Regional Sub-Windows for Refugees and Host Communities.³⁵ This funding mechanism dedicated to low-income countries hosting large numbers of refugees underpins a development approach to forced displacement.

Ethiopia and Somalia's refugee crisis are both rollout countries for the CRRF. Within this rollout, displacement is no-longer viewed as a humanitarian and/or development issue with each actor playing a role in promoting durable solutions with the leadership of the government and engagement of humanitarian and development spheres.

Other related initiatives include the Nairobi Declaration on Somali Refugees³⁶ and the Djibouti Declaration on Refugee Education.³⁷ These aim to operationalize principles underlying the CRRF by placing an emphasis on refugee education and skills training, as well as creating standards for refugee education in the region.³⁸

³²Office for Coordination of Humanitarian Affairs (2017). *New Way of Working*

³³CRRF rollout countries include: Somalia, Ethiopia, Uganda, Kenya, Rwanda and Zambia

³⁴UK aid and IGAD. May 2017 Co-Chairs Summary. *Supporting Refugees and Their Host Communities in the Horn and East Africa*

³⁵World Bank. (IDA) 18 Regional Sub-Window for refugees and Host Communities.

³⁶Nairobi Declaration on Durable Solutions for Somali Refugees and Reintegration of Returnees on Somalia

³⁷Djibouti Declaration on Refugee Education in IGAD Member States

³⁸IGAD. March 2017 Communique on Nairobi Declaration on Somali Refugees



EDUCATION FINANCING AND PLANNING

While it is globally acknowledged that education is the key to breaking the cycle of poverty, and protecting children, planning and funding to support the provision of education in “normal” and crisis contexts has significantly varied.

The education system in Ethiopia is primarily financed through domestic funds from the country’s budget, as well as external funding from bilateral and multilateral donors, the private sector, and through individual household income. The Ethiopian government allocates 4-5% of its GDP and close to 25% of its annual budget towards education. This surpasses the global benchmark of 20% of national budget expenditure. This has contributed to an impressive expansion of the education system in the past decade from 10 million to 25 million students.³⁹

In spite of this, the majority (60%) of children affected by emergencies in the country do not receive the support required to continue their education. Further, for refugee children, education is largely in the form of short term training.⁴⁰ This has been attributed to weaknesses in information collection and sharing at regional and federal levels as well as limited training in child focused Disaster Risk Reduction (DRR).⁴¹ Of the over \$ 4 million requested for education within the HRD in 2017, only 0.5% of this was received.⁴²

Somalia’s education sector is undergoing several challenges, as a result of the scale and scope of its protracted crisis. The FGS allocation to education is currently close to zero due to a limited overall budget, as well as low sector prioritization. Further, education services typically within the realm of governments including curriculum development, examinations, and certification are provided by private education institutions.⁴³

Humanitarian responses – primarily through the education cluster – have taken over the bulk of education service provision, including provision of learning materials, school rehabilitation, and establishing temporary learning spaces in crisis situations, as well as teacher training. While playing this vital role, education has remained one of the most underfunded sectors in humanitarian responses in Somalia. In 2017, only 2% of Education in Emergencies (EiE) activities were funded.⁴⁴

While some donors are convinced of the importance of EiE, many still do not prioritize the sector in their planning and funding allocations, or provide only marginal resourcing. The majority of funding goes towards food security, water, and sanitation. Currently, education in crises only receives 3.6% of humanitarian funding worldwide. This amount is not sufficient to meet the needs for EiE, an issue compounded further by poor financial planning and a tendency to utilizing grants to fulfill school administrative costs.

³⁹UNICEF (2017). National Education Sector Budget Brief (2006 – 2017)

⁴⁰Ethiopia MoE (2015). Education Sector Development Programme V

⁴¹Ibid

⁴²OCHA Ethiopia FTS Funding by Sector - 2017

⁴³FGS Ministry of Human Development and Public Services. GPE Program Document 2014 – 2016.

⁴³OCHA. Somalia FTS Funding by Sector - 2017

⁴⁴UNICEF, Education Uprooted, 21

KEY FINDINGS:

The section below presents the outcomes of qualitative interviews, which highlight actor perceptions of the NWoW process in the HoA, identify current practice alignment to NWoW principles, and share possible solutions presented by stakeholders. It further outlines the results of quantitative interviews that explore best practice in the education sector that will serve to frame the application of the NWoW within the sector. It is imperative to note that these are the views of individual interviewees and are not representative of agencies currently engaged in the NWoW reforms.

1. PERCEPTIONS AND ATTITUDES ON THE NWOW IN THE HOA

Actor perspectives on the NWoW reforms in the HoA are largely forward-looking and speculative with limited links to ongoing processes and evidence. Thus, this report frames its findings on actor perceptions around the outcomes of the literature review conducted. These range between positive attitudes that can serve as entry points for discussion and concrete shifts in current engagement and practice as well as critical concerns and reservations that if addressed will benefit the NWoW reform process.

Overall, this research found that the level of knowledge and awareness among actors across the region on the NWoW and other nexus strengthening initiatives is relatively low. More than half of actors interviewed had between moderate and low knowledge of the process. UN respondents demonstrated higher knowledge of the NWoW at 54% followed by donor representatives at 25% and international NGOs at 21%. Government and National NGO partners interviewed had no knowledge of this process. Stakeholders in Somalia have the highest knowledge of the NWoW and nexus initiatives (57%) followed by regional actors (30%) and actors in Ethiopia (13%).

This corroborates the narrative in the interviews that the NWoW has yet to be effectively communicated to field actors with the process being overly UN centric. The majority of interviewees recommended that the NWoW conversation should be held at all levels – from policy to field operations and across the array of stakeholders in the aid sector.

The interview process also analyzed actor perspectives over the actual versus anticipated outcomes of the NWoW rollout in the HoA. There is a clear difference as expressed by interview respondents of what the outcomes will be achieved in the NWoW and what is expected. UN respondents are strikingly more convinced of positive anticipated outcomes (73%) compared to their NGO counterparts (27%). Two respondents from Somalia cautioned against raising stakeholder expectations of the process.



54%

UN respondents' knowledge of the NWoW

25% Donor

respondents' knowledge of the NWoW

21%

INGO respondents' knowledge of NWoW

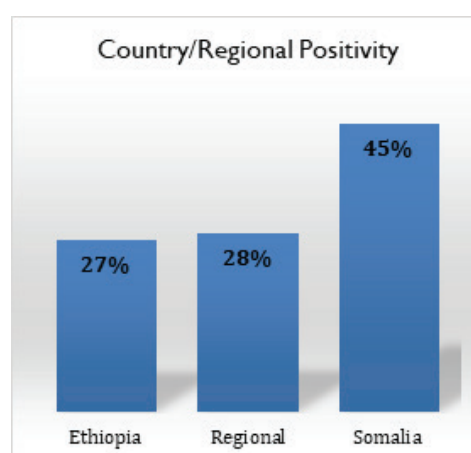
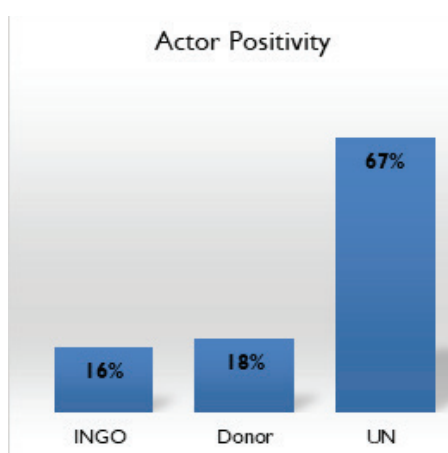


A CALL TO AID COHERENCE

The majority of actors interviewed in this research view the NWoW reforms positively. Interviewees noted that the process was generating a much-needed dialogue between diverse actors and that the NWoW was set to lead to the overall transformation of the aid sector. One interviewer described the NWoW as the “intelligent” way forward for the sector with others presenting moral and financial arguments for the NWoW. Several respondents acknowledged positive intended outcomes of the NWoW, such as cost-saving through collaboration, improved data sharing, and an overall transformation of the aid environment.

The NWoW framework provides an impetus to better align humanitarian and development initiatives. This concurs with the NWoW’s objective of overcoming long standing attitudinal, institutional, and funding obstacles and may further be linked to the appeal from a number of respondents to the moral case for promoting the NWoW.

In Somalia and Ethiopia, there is a noted history of coordination across actors and various iterations of the NWoW including through resilience programming that have underpinned drought responses in the region. The two contexts can demonstrate the full value of the NWoW approach, in light of recurring and protracted crises that call for cross-sectoral interventions. The NWoW presents the best chance to address multiple crises that are recurrent, predictable and largely preventable. One interviewee noted the element of crisis prevention as an important added value of the NWoW that has traditionally faced challenges in prioritization and financing in protracted crises. Of the 78% of interviewees that expressed positive sentiments on the NWoW, the majority were UN actors with actors in Somalia being the most positive. The graphs below demonstrates the levels of enthusiasm on the NWoW across actors interviewed and locations;



COLLECTIVE OUTCOMES: A SHARED VISION FOR AID

The New Way of Working sets a path for contributing to the shared outcomes of reducing humanitarian need, risk, and vulnerability through a range of well-aligned short, medium, and longer-term contributions by humanitarian and development actors.⁴⁶

45% of respondents placed emphasis on the SDGs serving as suitable collective outcomes for both humanitarian and development actors to coordinate their efforts around. The SDGs were cited as a well-accepted common denominator that could serve as a baseline against which to measure gains across almost any technical sector. Respondents further noted that emphasizing SDG targets as collective outcomes, even in crisis situations, compels actors to take a long-term view to their engagement.

A key caution in shaping collective outcomes around the SDGs, as noted in several interviews, was the importance to recognize that several countries in the HoA are presently far from achieving the SDGs by their 2030 target and as such there is need to scale any collective outcomes based on reasonable goals.

As a few respondents mentioned, the SDG targets would need to be contextualized based on each country's situation. On this, national NGOs and government representatives interviewed emphasized the need for national leadership in the process. Both Ethiopia and Somalia have had government engagement and endorsement of the process with each identifying contextually aligned outcomes based on joined-up and joint analysis.

One respondent in Ethiopia cautioned against defining collective outcomes based on current "UN-language", noting that governments, donors, NGOs and others have different definitions of collective outcomes and therefore important to have the common goal of reducing vulnerability shaping outcomes, regardless of their labelling. The lack of a blue print for collective outcomes should be viewed as an opportunity for countries to organically develop outcomes with a shared vision and that are best suited to context.

Somalia's identified collective outcomes are largely around strengthening community resilience. One actor noted the timing of defining Somalia's collective outcomes as being particularly important. These were set after the country's 2018 HRP was released, subsequently delinking the two processes. A need for collective outcomes to drive subsequent planning processes has been noted as lesson learnt by Somalia's humanitarian and development leadership.⁴⁷ Another challenge noted by another interviewee was that while positively linked to Somalia's National Development Plan (NDP), the NDP's fragility as a plan that is just taking root possess a challenge to the achievement of the identified outcomes.

JOINT ANALYSIS AND PLANNING

Of the interviews conducted, 33% of respondents raised in their responses that joint analysis and planning, which includes a wide range of actors, was imperative for the NWoW's success. This was however noted as a key challenge in the region as agencies continue to conduct analysis and planning processes individually. Further, respondents stated that the majority of program and project planning continues to respond to donor priorities and timeframes.

One respondent emphasized a need to delink multi-year planning from multi-year funding. While there is a symbiotic reliance between the two, it is important that they operate independently in order to strengthen collective visions of outcomes and flexibility in approaches in complex contexts. An example was given of the 2013-2015 Somalia CAP that despite being multi-year failed to achieve intended objectives in building the resilience of communities as it failed to receive matching resourcing.

⁴⁶Office for Coordination of Humanitarian Affairs (2017). New Way of Working

⁴⁷UNOCHA (May 2018) Somalia New Way of Working – Progress Update

Closely linked to joint approaches in analysis and planning is the place of data collection and dissemination. Respondents noted a need for increased and improved data collection and analysis that would enable discussion of a common operational picture among humanitarian, development, and government actors and support development of NWoW-based collective outcomes.

Over 10% of respondents noted the engagement of development actors earlier in emergency contexts as key to strengthening the humanitarian - development nexus. This would enhance shared analysis and planning, as well as support the establishment of context specific structure and coordination. For instance, development actors' provision of services to rebuild crucial infrastructure, re-establishing social services, and resumption of livelihoods are integral to enabling recovery and reduce vulnerability if implemented earlier in response efforts.

Some actors challenged the notion of “planning backwards” to draw up multi-year planning and collective outcomes as proposed in the NWoW. As discussed by one regional actor, the challenge to this type of planning is particularly pronounced where the implementation of the NWoW approach can easily be halted by funding interruptions, spikes in needs, and shifts in context.

24% of respondents interviewed noted the utilization of a continuum of skills among staff in development and humanitarian organizations as necessary to enable greater cross-sector understanding and better coordination. Engagement within a continuum was noted as imperative, both in principle and practice. This may be achieved by actors setting goals to graduate programming from humanitarian response to development assistance over time. Several actors emphasized that the concept of a continuum, with each organization playing their role, may be a more readily acceptable paradigm to use when discussing the NWoW with different actors, as the model acknowledges the value of each organization without threatening reduced funding or implying prominence of one type of actor over another.

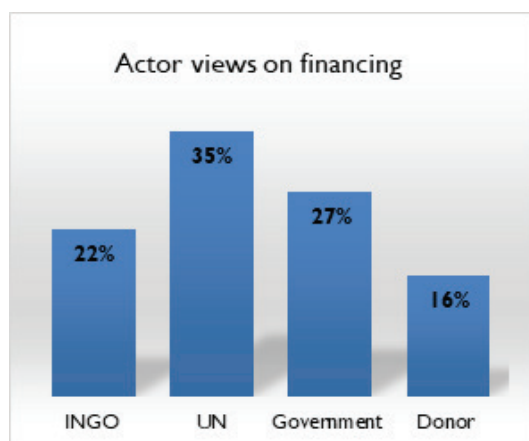
The process of developing Somalia's Drought Impact Needs Assessment was provided as having been an effective process of joint planning between humanitarian and development partners to establish a common understanding of losses and damages resulting from the drought and shaping solutions to these through the Resilience and Recovery Framework. Whether joined (inclusive, multi stakeholder planning), or joined-up (individual plans brought together), the results of these processes were viewed integral to the success of the NWoW.



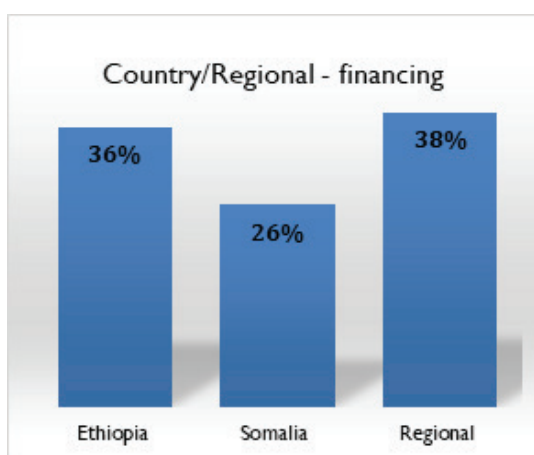


FLEXIBLE, PREDICTABLE AND MULTI-YEAR FINANCING

Addressing the shrinking global funding landscape and existing competition for strained aid resources among actors has shaped the impetus for the NWoW reforms. Across respondents, the availability of flexible, predictable, and multi-year financing was viewed as integral to achieving collective outcomes as stated in the NWoW framework. As reflected below, of the 27% of respondents that raised financing as an issue, the concern was close to evenly spread across actors and contexts.



Graph 4: Actor Perceptions on multi-year financing



Graph 5: Country/Regional Perceptions on Multi-year financing

Respondents however expressed concern over an absence of a tandem shift in practice in the donor landscape that may present challenges to rolling out the NWoW. Two of the INGO actors interviewed questioned whether the enthusiasm and shifts in ways of working will only occur at country level and not at the level of financing which was described as the grease to the aid wheels. Several respondents noted that current financing modalities are enforcing the siloed approaches in protracted crises, including through separate funding streams and donor approaches to protracted crises. Donors continue to have different funding pots for humanitarian and development responses, maintaining different planning and appeal processes as well as timelines for project implementation. This poses a major challenge to the NWoW.

Several major donor agencies managing development and humanitarian portfolios including the EU/ECHO, DFID and USAID in the region are presently utilizing a coordinated approach in financing across the humanitarian-development nexus and could be looked to as a model for others. Government, donor and implementing actors interviewed acknowledged a need for a system-wide change that included a major shift in the funding dynamics for the effectiveness of the NWoW in the region.

LEADERSHIP AND COORDINATION

An important outcome of the 2017 regional multi-stakeholder workshop on the NWoW in Entebbe, Uganda was the recommendation that the NWoW not solely rely on the personalities of individual leadership.⁴⁸ This need for commitment from cross-sector and cross-actor leadership to the NWoW was also emphasized by a variety of respondents interviewed.

In both Ethiopia and Somalia, the majority of respondents noted that leadership on the NWoW framework from global humanitarian and development leadership, as well as country leadership had been integral to the progress made thus far. One actor in Somalia emphasized a need for this leadership to transcend the policy and headquarter levels noting “a need to go beyond signed commitments by superiors.”

As noted previously in this report, the NWoW process was described by non-UN actors as having been largely UN centric with the engagement of NGOs, private sector, and other actors being limited. National governments, where possible, were cited as having the potential to lead the NWoW approach, supported by existing coordination structures.

Some respondents challenged the ability of current coordination structures that were largely siloed to effectively rollout the NWoW. This may be linked to barriers identified by participants at the 2017 Entebbe NWoW consultations who identified the lack of cross-pillar capacity and coordination support and the risk of coordination for enforcing existing silos.⁴⁹

While acknowledging the role of local NGOs in enhancing humanitarian access in parts of the region, none of the international actors interviewed saw a role for local actors in the NWoW reforms and did not provide areas or avenues through which this can be enabled or strengthened. Though respondents did acknowledge that despite them not being engaged in current processes, it would be important for such space to be created.

While discussing Somalia, two respondents suggested the use of Drought Coordination Centers as a possible structure to support information sharing and planning between actors. The process of identifying key actors and relevant coordination is being led by the HCT and SDRF.⁵⁰ In Ethiopia, the active engagement of the GoE and humanitarian and development actors in the national policy dialogue on the NWoW is integral to this coordination, while acknowledging a key challenge to this engagement being that the country’s humanitarian and development policy frameworks are implemented in isolation from one another.⁵¹

An important recommendation as expressed by many actors was the need for whichever coordination structures created to be inclusive of the cross-section actors present in respective contexts and to have the appropriate level of engagement of humanitarian and development actors.





CHALLENGING RISK, ACCOUNTABILITY AND THE PLACE OF IHL

Practice in risk management and accountability are starkly different between the humanitarian and development sectors. This sentiment was raised by UN (73%) and INGO (27%) representatives interviewed with actors in Somalia providing the highest level (63%) of reference to this issue in interviews. The need for development actors to assume greater risks in protracted crises was a key issue presented by respondents. These were cited as being typically hesitant in assuming risks - with actors from Somalia noting the significant gap in development type engagement primarily due to their apparent uncertainty in investing in the country.

Also raised was the differences in approaches in engagement in protracted crises between humanitarian and development actors. One element to this as was raised by two actors in Somalia is the pace and timelines taken in analysis and implementation by development actors that would need to be aligned with that of humanitarian actors for the effectiveness of the NWoW.

A concern of some actors interviewed is the positioning of International Humanitarian Law (IHL) and the humanitarian principles within the NWoW framework. This challenge was primarily raised by INGO actors interviewed. IHL was noted as key to driving and enabling humanitarian access and responses in complex contexts. Three of the respondents noted this as a concern for contexts where the 'blurring of identities' between humanitarian, development, and peace actors especially in areas beyond state control.

Respondents further noted a lack of development and peace intervention alignment with government agendas in poverty reduction and varying interests around peace building would impede the NWoW. To this end respondents noted incompatibilities towards adherence to IHL within the NWoW framework in conflict contexts that characterize the region.

2. ALIGNING EDUCATION BEST PRACTICE IN NWO W REFORMS

The majority of respondents interviewed through this research process (52%) identified education as the best-fit sector to effectively roll-out the NWO W. This is based on a number of factors. Importantly, education is a long-term process, needing a broad scope of interventions and actors throughout the implementation cycle. Several respondents noted that in protracted crises, education interventions are not only life-saving, but life-sustaining.

Education's alignment into the NWO W is, in the below sections, measured through its application of multi-year planning and financing, the development and achievement of collective outcomes, and demonstrating comparative advantage in the delivery of services. This is complemented by select education interventions mentioned by respondents as best practices in potential NWO W application in the HoA.

MULTI-YEAR PLANNING AND FINANCING FOR EDUCATION

The long-term nature and need for education in protracted crises was provided as justification for multi-year planning and financing for education programs by respondents. Several reasons are provided for this justification. Importantly, education provides protective spaces for children, avenues to address and prevent trauma, and opportunities for the provision of integrated services at the onset of emergencies. Over time, education serves to support the resilience of children and young people, supporting their adaptability to recurrent shocks and contributes to disaster risk reduction. Other respondents noted the benefits of educated children and youth to achieving economic benefits for protracted crises in their inclusion in markets.

However it was noted by several respondents, especially education actors interviewed, that there are significant gaps in in-country education planning processes and funding. Many of respondents were unable to share examples of successful multi-year funded education programs, demonstrating a gap in long-term thinking on education in the Ethiopia and Somalia. Examples were however provided of programs in other countries that may be duplicated. These include the Girls Education Challenge (GEC) as implemented in South Sudan, a 5-year program funded by DFID as well as the Refugee Education Response Plan (ERP) in Uganda, costed long-term plan in line with the CRRF. In regard to funding for multi-year financing, the Education Cannot Wait (ECW) fund and Global Partnership for Education (GPE) were noted as integral in supporting long term education funding.

Though no best-practice was suggested by a majority of interviewees, the general consensus amongst interviewees was that education is a multi-year process and thus requires multi-year funding, an important





factor in the NWoW framework. Many respondents cited crisis modifiers in budgets as also particularly helpful to increase flexibility of funding as shocks arise mid-intervention.

DEVELOPING AND ACHIEVING COLLECTIVE EDUCATION OUTCOMES FOR CHILDREN

Much of the discussions with interview participants revolved around programs that enhance quality learning outcomes for students. For example, in Somalia the Camel Library programs and education via radio were cited as successful interventions because they address the unique need of learning in the Somali context. Furthermore, “Girl-Friendly Spaces” (GFS) in Somalia were cited as a best practice. GFS are extensions to gender friendly toilets and provide safe areas for girls at school. It was reported that schools with GFS register significantly higher enrollment and attendance of girls than those without GFS in similar contexts.

In order to improve children’s literacy and numeracy, learning should take place both within and outside of the school environment. The learning process should involve not only teachers but also parents and communities as support structures for children. There are benefits to having parents more involved in their child’s learning process by strengthening home-classroom relationships and using materials that are contextually appropriate. By providing resources such as book banks, children are given an opportunity to explore their capabilities outside of class time and grow their potential with other community members. Through the provision of these materials community members, including parents, are more engaged in their children’s learning.

The Ethiopian government has recognized the benefits of literacy and numeracy programs and have taken steps to integrate it in their national system through teacher trainings.

Improving literacy and numeracy requires a holistic approach that includes learners, teachers, and the greater community. It is important to incorporate teacher training, especially in displacement settings where teachers may lack literacy and numeracy training and skills.

ADDRESSING DIVERSE NEEDS THROUGH MULTI-SECTOR PROGRAMMING

One of the most positively viewed approaches for education provision in the HoA is multi-sector programming, which aims to bring services (including and beyond education) to children. This incorporates various sectors such as nutrition, WASH, preventative health, and other services, using the school as a point of service delivery. This approach addresses children’s diverse needs that cannot be tackled by a single sector.

Several actors justified the provision of education as an entry point for the provision of other services including WASH, nutrition, etc. The use of schools as hubs for integrated services allows children to receive a scope of services in a single space. These have been proven to have overall positive outcomes for the educational attainment of children. Education thus provides a broader scope of collective outcomes that can be articulated for children in protracted crises. 64% of actors interviewed provided several examples of how this has been successful in the HoA. Ethiopia has through national policies streamlined the Education Sector Plan and institutionalized the provision of services to children across the country. These include the National School Health and Nutrition Strategy and the OneWASH strategy aimed at improving access to nutrition and health through adequate water and sanitation facilities.⁵²

Using the school as a community hub for various services aims to take a more holistic approach to providing children with what they need to succeed. Proponents of this programming approach also underlined the need to cease distinguishing between “Education” programming and “Education in Emergencies” programming, insisting that the unnecessary distinction brings with it funding, operational and quality delivery challenges. As countries in the HoA continue to experience protracted crises centered around the effects of drought and conflict, the resultant lack of access to food, and other services is an obstacle to children’s access to education as characterized by frequent absenteeism and increasing school dropouts. In East Africa, an estimated 4.7 million children are at risk of dropping out of school because of drought and/or conflict.⁵³ Schools across the region are closing as well because of lack of provisions such as food for students and teachers alike, as seen in drought affected areas of Ethiopia.⁵⁴

As one respondent in Somalia noted, school feeding programs allow for children to have at minimum one guaranteed meal in a day, for some this may be the only meal they eat. By providing this service within schools, children are able to focus and to have greater scholastic achievement.⁵⁵ Additionally, parents may be more interested in sending their children to school where they will be guaranteed to receive a meal.

Despite this, in the region where drought and food insecurity are a significant driver of school dropouts, this intervention is almost solely provided in emergency responses and with a limited timeline for projects (three to seven months). It is also not provided in all schools within drought affected or drought prone regions and rarely covers an entire school year. In Ethiopia, Ministry of Education (MoE) officials were hopeful that this approach could expand to all schools throughout the entire school year and continue beyond times of drought/emergency.

By bringing in services such as school feeding, schools serve as a hub for integrated services. It establishes the school as a community center, incentivizing families to send children to school, and potentially lessening the burden of providing an additional meal to school-age children. Children will also not feel the need to leave school grounds in order to find and access food and water, increasing their safety and ensuring students do not miss important learning opportunities.⁵⁶

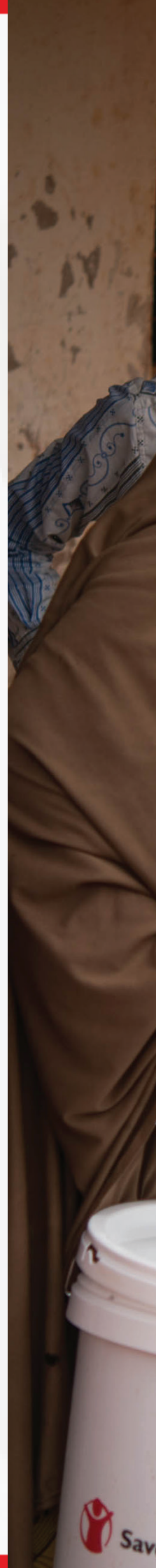
⁵²Ethiopia MoE (2015). Education Sector Development Programme V

⁵³Save the Children (2018) Compromised Futures: East Africa’s Drought and Conflict Crisis’ Impact on Children’s Wellbeing,

⁵⁴Ibid 6

⁵⁵Jukes, Drape, and Bundy, School Health, Nutrition and Education for all, 34

⁵⁶Save the Children (2018) Compromised Futures: East Africa’s Drought and Conflict Crisis’ Impact on Children’s Wellbeing 6





Save the Children
How to Use Pulk

1. Fill the Pulk with 2 gal of water.
2. Add 1 packet of Pulk to the water.
3. Stir the mixture with a clean spoon.
4. Pour the mixture into a clean container.
5. Let the mixture sit for 10 minutes.
6. Strain the mixture through a clean cloth into a clean container.
7. Discard the Pulk residue.

Warning: Do not use Pulk if you are allergic to any of the ingredients listed on the back of the packet. Do not use Pulk if you are pregnant or breastfeeding.

Save the Children

Save the Children

Save the Children

RECOMMENDATIONS

Acknowledging both the endorsement for and reservations around the NWoW framework, it is important that engaged actors ensure that implementation of the NWoW does not remove support from ongoing humanitarian and development projects.

Based on this research and aligning with outputs of various processes underway to shape the NWoW, this report concludes that it is critical to:

- a) Highlight the importance of ownership of NWoW reforms.
 - UN Agencies and donors should increase their support to governments to strengthen the integration of humanitarian analysis and planning in development planning processes.
 - UN leadership should promote the timely inclusion and communication to all relevant stakeholders in shaping and rolling out the NWoW. Engaged actors should ensure that crisis affected communities are adequately consulted and engaged in joined-up planning processes.
 - All engaged actors should continue to emphasize the importance of contextual realities in the implementation of the NWoW, ensuring that context informs the development of collective outcomes.
- b) Enhance system-wide approach in complex crises
 - Donors should embrace a system-wide approach to shift both mind-sets and engrained ways of working in financing protracted crisis and embrace more coordination in financing, in tandem with humanitarian and development actors in the field.



- All engaged actors should seek to protect and maintain the integrity of IHL and humanitarian principles in rolling out the NWoW by clearly articulating these as necessary in the planning and definition of collective outcomes.
- c) Prioritize and resource education as a sector with short and long-term benefits for resilience and sustainability.
- Donors and governments should address existing challenges in planning and resourcing for the education sector by embracing greater levels of joint planning, coordination, and appropriately resourcing these throughout multi-year timeframes.
 - Actors in protracted crises should enhance the prioritization of education interventions in short and long-term planning, recognizing the sector's contribution to the achievement of multiple collective outcomes.
- d) Increase holistic and multi-sectoral programming for quality learning outcomes for children
- In multi-sector approaches, all actors should make use of education to provide access to holistic services for children, including nutrition, basic healthcare, WASH and protection. This centers services around children by addressing their diverse and complex needs in humanitarian and development responses.
 - Actors should seek to define clear and standard indicators for measuring collective learning outcomes for children in protracted crises. Such processes should engage parents and communities as support systems for their attainment.



REFERENCES

- Brady, Justin (OCHA - blog). February 27, 2018. [“The New Way of Working is not exactly “new” to Somalia.](#)
- Cheng Peich, Muy. “Reinforcing the quality of education in emergency situations: Ideas Box increases academic performance by 23%.” Libraries without Borders, April, 2016.
- Ethiopia MoE (2015). [Education Sector Development Programme V](#)
- Els, Christian (2017) [“Funding to local and national humanitarian responders: Can Grand Bargain signatories reach the 25% target by 2020?.”](#) Local to Global Protection.
- Federal Government of Somalia (FGS) Ministry of Human Development and Public Services. [GPE Program Document 2014 – 2016.](#)
- Food and Agriculture Organization of the United Nations (2010) [“The State of Food Insecurity in the World 2010.”](#)
- GFDRR (2018). [Engaging Early and Together: How Somalia Launched Its Breakout from Drought into Resilient Recovery](#)
- Global Humanitarian Assistance Report (GHA) 2014.
- International Council for Voluntary Agencies (Sept. 2017). [The “New Way of Working” Examined: An ICVA Briefing Paper](#)
- Interagency Network for Education in Emergencies. [“INEE Toolkit.”](#)
- Inter-Governmental Authority on Aid and Development (IGAD), March 2017 [Communique on Nairobi Declaration on Somali Refugees](#)
- Intergovernmental Authority on Development (2017) [“Djibouti Declaration on Regional Conference on Refugee Education in IGAD Member States.”](#)
- Jukes, M.C.H, L.J. Drake, and D.A.P. Bundy (2008) “School Health, Nutrition and Education for All: Levelling the playing field.” Oxfordshire: CABI Publishing
- Louise Redevers. IRIN (June 2017). [The “New Way of Working”: Bridging Aid’s Funding Divide.](#)
- Mendenhall, Mary, et al (2015). “Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings.” Journal on Education in Emergencies 1: 92-130
- Office for Coordination of Humanitarian Affairs (2017). [New Way of Working](#)
- Office for Coordination of Humanitarian Affairs (2017). Somalia Humanitarian Response Plan 2018.
- Office for Coordination of Humanitarian Affairs (OCHA) (2017). [Somalia FTS Funding by Sector - 2017](#)
- Office for Coordination of Humanitarian Affairs (2017), Ethiopia FTS Funding by Sector - 2017
- Office for Coordination of Humanitarian Affairs (2017). IASC Snapshot. [Ethiopia’s New Way of Working.](#)

- Office for Coordination of Humanitarian Affairs (2018). [Ethiopia 2018 Humanitarian and Disaster Resilience Plan](#).
- Office for Coordination of Humanitarian Affairs (May 2018) [Somalia New Way of Working – Progress Update](#)
- Office for Coordination of Humanitarian Affairs (May 2018) [“El Niño in East Africa.”](#)
- Office for Coordination of Humanitarian Affairs (2018) [Summary report of multi-stakeholder workshop on the NWoW for East/Southern Africa. \(Nov 30 – Dec 1 2017\)](#)
- Paulson, Julia(2015). “Whether and How?” History Education about Recent and Ongoing Conflict: A Review of Research.” *Journal on Education in Emergencies* 1 115 - 141.
- Renders, Marleen and Neven Knezevic (2017). “The Potential of Conflict-Sensitive Education Approaches in Fragile Countries: The Case of Curriculum Framework Reform and Youth Civic Participation in Somalia.” *Journal on Education in Emergencies* 3 106 - 128.
- Save the Children (2018) [“Children’s Math Programs: Numeracy Boost.”](#)
- Save the Children (2012) [“Literacy Boost Toolkit Introduction”](#).
- Save the Children (2017) [“Rising to the Challenge: Save the Children Annual Report 2016.”](#) London, UK
- Save the Children (2018) [Compromised Futures: East Africa’s Drought and Conflict Crisis’ Impact on Children’s Wellbeing](#).
- Talbot, Christopher (2013). “Working Paper #3: Education in Conflict Emergencies in Life of the post-2015 MDGs and EFA Agendas.” Network for International Policies and Cooperation in Education and Training.
- UK aid and IGAD (2017) [Co-Chairs Summary. Supporting Refugees and Their Host Communities in the Horn and East Africa](#).
- UNICEF (2016) Somalia Education Cluster Annual Report
- UNICEF (2017) Ethiopian Education Cluster. [“Education in Emergencies Strategic Operational Plan 2017”](#)
- UNICEF (2017). National Education Sector Budget Brief (2006 – 2017)
- UNICEF (2017) [Education Uprooted: For every migrant, refugee and displaced child, education](#)
- UNICEF (2017) [Ethiopian Education Cluster Education in Emergency Strategic Response Plan](#)
- World Bank Somalia (2017) [Drought Impact Needs Assessment \(DINA\) report](#)
- Winthrop, Jessica, and Jackie Kirk. “Learning for a Bright Future: Schooling, Armed Conflict, and Children’s Well-Being.” *Comparative Education Review* 52, no. 4 (November 2008): 639-66.

APPENDIX : INTERVIEW INSTRUMENT

Audience: Thank you for agreeing to participate in this interview. This survey will be administered to education stakeholders, including UN staff, education cluster leadership, education practitioners, and humanitarian and development practitioners beyond the education sector.

Purpose: The purpose of this interview is to (1) discuss general attitudes toward education best practices, methods, and metrics; and (2) to gauge how these align with the New Way of Working (NWoW) reforms. Our aim is to gain more information about stakeholder views of the NWoW process and its impact on education program development, funding, and implementation in protracted emergencies. Our objective is to concretize the NWoW conversation by gaining practical perspectives.

Introduction: For purposes of note-taking we would like to record this interview. None of your responses will be attributed to your name and any information shared during this interview will be anonymous. May we record (only record now if consent is given)? Thank you for agreeing to speak with us today. May we reiterate your permission to record this conversation? Your responses will be used to inform findings and recommendations that we will provide to Save the Children in the form of a final report later this spring. This interview should last no more than an hour. First, we are going to ask some basic questions pertaining to quantitative education metrics.

- How many years have you worked with your current organization?
- What is your title?

Quantitative questions:

1. What is the actual range of hours and what is the ideal range of hours per day that children in protracted crises receive education? (between 1-8).
2. On a scale of one to five, how effective do you feel are the following educational extension methods based on your experience (1 not effective at all - 5, very effective):
 - a) Education via radio
 - b) Traveling teachers,
 - c) Tablet/laptop distribution,
 - d) Education in a Box-type resources
3. How long after emergency response begins it is reasonable to begin education efforts?
4. In an emergency, what sector would you prioritize? Why?
5. Thinking about roles, where do humanitarian actors, development actors, and government actors rank in terms of the importance of the role they play in education in emergencies?

Qualitative questions (Education-focused):

1. What one practice have you seen that has been used consistently and successfully in education interventions?
 - a) How do you measure the effectiveness of this intervention?
 - b) Relevance: is this particular approach appropriate and applicable for the Horn of Africa?
 - c) What obstacles/pitfalls did you find with this approach?
 - d) What were the characteristics of organizations that had a comparative advantage in this area?

2. What is the top one new approach that you would like to see used or piloted in education in emergency situations?
 - a) How would you measure the effectiveness of this intervention?
 - b) Relevance: is this particular approach appropriate and applicable for the Horn of Africa?
 - c) What obstacles/pitfalls might you find with this approach?
 - d) What were the characteristics of organizations that would have a comparative advantage in this area?

3. What have you seen as general, critical mistakes/failures with EiE?

Qualitative questions (NWoW-focused):

NWoW can be described as development and humanitarian aid partners working over multiple years towards collective outcomes, based on the comparative advantage of organizations. This effort is aimed at coordinating the humanitarian and development nexus.

For example, one way of implementing the NWoW approach would be for multiple actors to coordinate and finance efforts to reduce cholera in a city from 50,000 infections today to zero infections by 2021, as opposed to donor organizations, government, and the private sector working separately toward their own goals and timetables for reducing cholera.

1. What do you know about the NWoW process? (If no knowledge, skip questions 5-10)
2. How can development and humanitarian actors better work together?
3. What are possible collective outcomes for education interventions that you would like to see incorporated into NWoW standards?
4. Have you seen instances of organizations using a multi-year time frame in EiE efforts?
5. Are you aware of any pilot countries that have had significant change from adopting NWoW? Which ones? Why?
6. What do you see as the most positive aspects of this process? Why?
7. Do you have any concerns with the process? If yes, what are those concerns?
8. What is the anticipated/planned impact of incorporating NWoW? Do you think that this may differ from the actual impact? If yes, how?
9. Which sector in the region do you see NWoW fitting best in?
10. At what level should NWoW conversations be happening?

ALL: Is there anything else you would like to tell me that I have not asked you? Do you have questions about this research? We'll send you an email to recap and you can follow up with more thoughts.



Save the Children

Save the Children International,
East and Southern Africa Regional Office
P.O..BOX 19423-00202
Nairobi, Kenya.
Cellphone: +254 711 090 000
Email: ea.info@savethechildren.org
Website: www.savethechildren.net



Save the Children East & Southern Africa



Save the Children E&SA @ESASaveChildren



Save the Children East & Southern Africa Region