

# Global Education Cluster

## Education Cluster – Key messages for the World Humanitarian Summit

### Based on UN Secretary-General (UNSG) report

#### One Humanity: Shared Responsibility

#### ***Recognise a change is needed from just keeping people alive***

- A fundamental shift in our approach to internal displacement is needed. One that goes from meeting immediate humanitarian needs to one that preserves the dignity and improves the lives and self-reliance of displaced persons. Education for children is critical to life with dignity and hope for displaced families and must be an essential part of this shift.

#### ***Better cooperation as laid out in the transformative agenda supports this vision, but we must ensure those leading humanitarian action follow the vision***

- Humanitarian actors, governments and development actors need to work together in a way that is based on complementarity, greater levels of inter-operability and achieving sustainable, collective outcomes rather than coordination of individual projects and activities. The fundamentals of this approach are clearly articulated in the Cluster System envisaged by the transformative agenda and further efforts should be made to hold those within the system accountable for implementing this approach. De-prioritising individual sectors, which too often happens with sectors such as education and child protection, contradicts and undermines this whole ideal.

#### ***Multi-year funding for protracted crises is essential***

- Humanitarian and development actors need to work collaboratively across silos and mandates to implement plans with a clear and measurable collective outcome that reduces the vulnerability of IDPs over the longer-term. Multi-year horizons with the SDGs as our common overall results and accountability framework should be the norm with short term funding cycles only used for the initial response to acute crises.

#### ***Affected populations voice must be heard, their skills utilised and local capacity built***

- Displaced people and host communities must be actively involved in the design and implementation of these outcomes and their views used to inform and determine priorities. Education is prioritized by displaced people, and needs to receive more resources and support. Increased support must also be provided for strengthening local and community capacity, increasing resilience and implementing preparedness actions.

#### ***Education can play a key role in moving countries out of protracted crises***

- Conflict-affected countries are home to over 20 per cent of all children of primary school age, but account for around half of all out-of-school children of that age. Significant longer term support to education systems will be key to moving from protracted crises to recovery; to building peaceful and inclusive societies. Support must be provided to build the capacity of national systems and in partnership with existing actors wherever possible.

#### ***Schools must be kept safe***

- Schools, hospitals, places of worship and other critical civilian infrastructure must not only be spared from military force, but also from military use. More must be done to monitor, report and indict those responsible for violations and investments must be made to improve the resilience of schools, students, and teachers to possible attacks.