

Education in Emergencies Learning Community Terms of Reference

1. Introduction

This concept note outlines the GCE Learning Community (CoP) on education in emergencies. It is intended for circulation within the GCE network to outline what is meant by a “Learning Community” on education in emergencies and to seek members to join the CoP.

The Education in Emergencies Learning Community aims to serve as a space for sharing, learning, reflecting, coordination and synergy and expertise on a wide range of issues related to **emergency education**. The Learning Community is focused on capacity building of GCE member coalitions that are currently undertaking education initiatives in emergency situations. Within the two main focus areas of capacity building and the importance of education for all children in emergency situations, the Education in Emergencies Learning Community will focus on the GCE thematic areas around education in emergencies including: 1) Emergencies for Refugees, Migrants and Displaced Persons 2) Education in Conflict and Emergency zones 3) Financing for Education in Emergencies/Crisis Time e.g. Covid-19.

Learning Communities (CoPs) serve as organized groups of people who have a common interest in a specific thematic area covered by GCE. They will collaborate regularly to share information, improve their skills, and actively work on advancing the general shared knowledge of the membership. The CoP will enable practitioners, Civil society organizations, GCE members and external stakeholders and experts to exchange knowledge and skills with people across the entire organization.

Education in Emergencies is one of the key priorities of GCE in its current strategy. GCE members, and coalitions, are working on this issue constantly. This is also an area where there is a large amount of knowledge which can contribute towards building collaboration around critical advocacy processes, building linkages from local through to regional and global advocacy on emergency issues – and some members are keen to collaborate more in this area. The CoP responds to that demand for greater learning, sharing and collaboration.

GCE aims to support access to quality education opportunities to all people affected by emergencies and protracted crises. GCE will undertake to shape education policies in contexts of emergency and will encourage national and local governments or host country government in areas recently affected by disasters and conflicts to develop policy plans including a comprehensive, gender responsive and inclusive framework to assess and address the educational needs and rights of people living in areas potentially or already affected by emergencies.

GCE will undertake policy strategies to promote the right to education for people affected by conflict and crises, including host country communities, struggling to enjoy their human right to

education. It includes children and youth whose education was interrupted because of the destruction of education facilities, forced migration and displacement, and those who have been out of school in situations where the (re)construction of education facilities has been either ineffective or simply unplanned. The Global Campaign for Education will encourage national and local governments, including host country governments, including in areas recently affected by disasters, to develop a comprehensive framework to assess and address the educational needs and rights of people living in areas potentially or already affected by emergencies. Where children and youth have been in prolonged school abandonment, States will be encouraged to adopt policies to facilitate their reintegration. More specifically, GCE will work to encourage States to include early warning protocols to secure education in emergency contexts and short and middle-term reconstruction plans. It is also vital that governments take a gender-responsive approach to designing, delivering and monitoring education services across the continuum of humanitarian response through to long-term sustainable development. Calling governments to account is also part of the GCE strategic plan.

2. Purpose of the Education in Emergencies Learning Community

2.1 Goals and Objectives of the Learning Community

The Education in Emergencies Learning Community, aims to bring together individuals, constituencies, associate members of the GCE with common interests and expertise on a wide range of issues related to emergency education. The Learning Community will be focused on capacity building of GCE member coalitions that are currently undertaking education initiatives in emergency situations. Within the two main focus areas of capacity building and the importance of education for all children in emergency situations,

This Learning Community aims to:

- a) Serve as a space for sharing, learning, reflecting, coordination and synergy.
- b) engage in permanent discussion around barriers and challenges that education systems face in emergency settings, including conflict and disasters, especially considering the situation of girls and people with disabilities, and overall on the opportunities for the advancement of free, inclusive, quality education systems,
- b) address the specific matter of financing education in emergencies as part of the humanitarian response to conflicts and disasters,
- c) suggest to the GCE Board, as well as to the entire GCE membership, the strategic approaches the movement should follow regarding EIE,
- d) act as a consultative body for setting out the political statements and the implementation of advocacy actions and campaigns, according to the Constitution and resolutions adopted by the World Assembly, as well as the Strategic Plan.

Appointed representatives from the EIE Learning Community agree to be consulted on an ad hoc basis in case a rapid position is needed on education in emergency issues, or a media, consultative, or speaking opportunity arises.

2.2 Individual and Organization Benefits of the Learning Community

Through the sharing, creation and management of knowledge around EiE issues,

The community enables individuals to	The community benefits the organization by
<ul style="list-style-type: none"> Continue learning and developing professionally Access expertise Improve communication with peers Increase productivity and quality of work Network to keep current in the field Develop a sense of professional identity Enhance professional reputation 	<ul style="list-style-type: none"> Reducing time/cost to retrieve information Reducing learning curves Improving knowledge sharing and distribution Enhancing coordination, standardization, and synergies across organizational units Reducing rework and reinvention Enabling innovation Benchmarking against influencing industry standard Building alliances

3. Membership

The Education in Emergencies Learning Community is chaired by the GCE Secretariat. Associates from all constituency groups and partners can also be invited in the group. Youth and persons with disabilities will particularly be encouraged to join. The Education in Emergencies learning Community will also be open to any person interested in the topic (ie. students, early career researchers, practitioners) and they can use the [Education in Emergencies Learning Community sign up form found here.](#)

For questions members can email: vicky@campaignforeducation.org

3.1 Recruitment of members outreach plan:

The CoP will aim to strategically reach out to potential members from all sides of the audience through existing mailing lists, regional coalitions, youth networks, a call to action and re-introduction of the CoP to members through regional networks and others.

3.2 Core Group Roles and Responsibilities

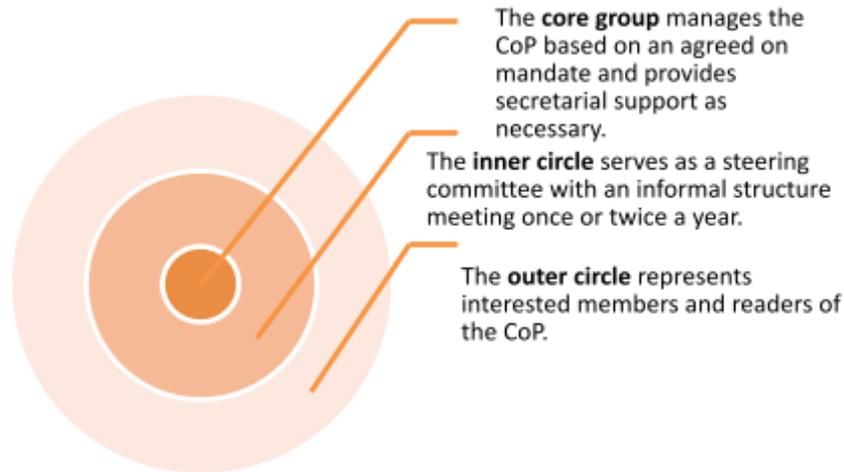
The Core group will be responsible for managing the CoP including administrative and secretarial tasks to ensuring knowledge generation and shared learning.

Name	Community Role	Community Responsibilities
	<p>1. Champion</p> <p>(GCEUS/GCE Secretariat)</p>	<p>The Champion ensures support at the highest level, communicates the purpose, promotes the community and ensures impact.</p>
	<p>2. Secretary/Membership</p>	<p>Administrative role: sends out meeting</p>

	<p>Manager (GCEUS/GCE Secretariat)</p>	<p>invites, minute taker in order to ensure comprehensive minutes are taken and decision action points are recorded at meetings.</p> <p>Deals with registration and ongoing membership director.</p>
	<p>3. Facilitator/Discussion Moderator (Cop Volunteers)</p>	<p>Responsible for making sure that everyone participates and that dissident views are heard and understood.</p> <p>The Discussion Moderator serves as conversation manager who helps keep discussions focused, injects new topics and provocative points of view when discussion lags, and seeds discussion with appropriate content. Moderators must often be critical in order to ensure value generation.</p>
	<p>4. Knowledge Librarian (GCE with help from CoP Volunteers)</p>	<p>The Knowledge Librarian collects and synthesizes content created, and provides a value-added link for the content produced. The knowledge center coordinates information from CoP members to avoid duplication, redundancies, and poor quality (e.g., in postings to CoP websites and forums) and they filter knowledge and request for help.</p> <p>The Knowledge Librarian is the community's taxonomist and is responsible for organizing and managing the collection of knowledge objects generated by the community. Maintains and organizes content generated by participants over time.</p>

All members of the CoP share responsibility for marketing and promoting the CoP, generating interest in it, promoting enthusiasm among current members, and demonstrating its value. Everyone must ensure continued support and resources from Sponsor (s), recruit high-potential prospective members, and invite them to special CoP events. Members are expected to better leverage the knowledge created and learning generated by the CoP, to write and publish articles or results descriptions.

Members will also be responsible for, sharing knowledge and experiences, participating in discussions and other sessions and being on the lookout for ways to enhance CoP effectiveness (i.e. recruiting high-value members; changes to interaction processes, etc.)



3.3 Ways of working

The Education in Emergencies Learning Community community will convene through virtual or face to face meetings on a bi-monthly basis. An agenda will be defined and sent out to CoP members prior to the meeting by the CoP secretary.

The thematic areas of bi-monthly meetings will vary but on a general basis will cover:

- Education for Refugees, Migrants and Displaced Persons
- Education in Conflict and Emergency zones
- Financing For Education in Emergencies/Crisis Time e.g. Covid-19

The Learning Community will be focused on capacity building of GCE member coalitions that are currently undertaking education initiatives in emergency situations.

Members of the CoP who are also members of GCE will be able to share and engage in discussions about the CoP on the **Membership Engagement Platform on SharePoint**. Once the platform is active and launched, you will be able to access it through the GCE website.(link will be provided). On the platform, there will be a dedicated CoP and open discussion platform on Equality and Non-discrimination and members will be able to contribute openly and at any given time.

4. Feedback and Measurement

Gathering feedback from participants of the CoPs can help make the CoPs more useful. Below are the various metrics that the CoP would like to have in hand at the end of six months. We will want to gather both quantitative and qualitative measures where possible.

Measures:

- Number of participants in the CoP at the start and end of the 6-month period

- Number of participants in surveys, webinars, discussions
- Number of participants engaged in research process
- Number (or types) of replies to our postings in the forum (or level of interest in topics and documents we bring to the face-to-face groups). We will facilitate ongoing discussion among CoP members in between official meetings
 - *Save quotes and comments from participants to help us share and understand the use and usefulness of information we have provided*
 - *Save comments and input to our research agenda*

In addition to sharing information and gathering input from the CoP, members can share back with the group new knowledge or projects that reflect their interest or input. For example, if you ask the group to participate in a brief survey, then plan to share the results of the survey's, webinars, contribute to papers etc. If you have questions related to your research, reflect on how the CoP's input has helped to shape your thinking or link to results of your work. Where possible, share preliminary results and other information to enhance your role as a source of useful, reliable information.

4.1 Report on Activities of CoPs

The GCE Secretariat will contact the members of the CoP every 3 months to learn about progress and to hear any stories you may share about successes and challenges, and create a 6-month report on progress. This report will include any data that you are able to collect and report—both quantitative and qualitative measures as identified through your plan.

In addition, we will interview one person from your team who is leading the engagement with CoPs for your Coalition. We are interested in your staff reflections and impressions of your efforts—in particular, we would like to know whether the CoPs have a new or greater understanding of Education in Emergencies and the work that you do.

Your responses will help inform Education in Emergencies work and other GCE members about the potential for outreach and engagement through CoPs, contribute to the broader growing research around CoPs, and help us to refine this guide.

Annex 1: 2022 Action Plan

1. Webinars/meetings/discussions once a quarter

Learning Community Session	Theme	Focus	Date
Q1			
Q2			
Q3			

Q4			
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2. Learning brief on the theme covered in each quarter

Theme	Focus	Publication Date