



## **TRIPLE NEXUS ANALYSIS: A CASE STUDY OF UNICEF AND ECW COLLABORATION IN EMERGENCY EDUCATION INTERVENTION IN HAITI**

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### **ABSTRACT**

Triple nexus is a concept consisting of three main elements: humanity, development, and peace. One example of the integration of the triple nexus concept is in the case study of emergency education intervention for children victims of the internal crisis in Haiti. Before the crisis occurred, Haiti was already the poorest country in the Western Hemisphere. This condition was exacerbated by the presence of armed groups that terrorized citizens and internal political chaos, resulting in poor living conditions for the people there, especially children. Seeing this, this study aims to analyze how the integration of the triple nexus concept in the cooperation of the United Nations Children's Fund (UNICEF) and several related partners such as Education Cannot Wait (ECW) in emergency education interventions in Haiti. Previous studies have discussed UNICEF's work programs in different conceptual frameworks, this study tends to focus on the triple nexus concept in UNICEF's collaborative actions carried out together with partners. This paper uses a qualitative research method with a relevant secondary data base collected from previous sources such as articles, news, and academic publications. This paper finds that humanity, development and peace conceptualized in these three relationships are successfully reflected in the educational intervention efforts in Haiti by UNICEF in collaboration with EWC as a donor.

**Keywords:** Triple Nexus, ECW, UNICEF, Emergency Education Intervention, Haiti Conflict

### **INTRODUCTION**

A crisis can emerge naturally and may lead to political turmoil, such as the rise of armed groups, major revolutions, or other significant conflicts. Crises inevitably have a profound impact on society, the environment, and the economy. The current situation in Haiti reflects these crisis characteristics. Government instability and the emergence of rebel groups have caused widespread suffering among the population (Diana Ortega, 2024). Children are the most vulnerable group, likely to be the hardest hit by this crisis,

particularly in terms of their health, education, and well-being. According to United Nations Children's Fund (UNICEF), approximately 103,000 school-aged children in Haiti have been displaced due to the ongoing surge in violence, especially in Port-au-Prince and surrounding areas. Many children have missed substantial portions of their school year due to these closures and the continuous violence. This situation has placed immense strain on the local community and social services, which were already vulnerable due to the ongoing domestic crisis (UNICEF, 2024).

In response to the situation, UNICEF (United Nations Children's Fund) has been working intensively with various partners, such as the donor organization Education Cannot Wait (ECW) and the Haitian government, to mitigate the impact on education. In crisis situations, interventions are essential to secure humanity, at the same time education is one of the fundamental rights needed to protect children from sexual violence, cycles of hunger, forced recruitment by armed groups, and secure them from economic instability. (UNICEF, 2024).

Intervention efforts often involve several elements, such as humanitarianism, development, and peace. One conceptual framework that combines these three aspects is the Triple Nexus, which illustrates how the humanitarian, development, and peace sectors are interconnected and influence one another (UNICEF, 2024). The Triple Nexus is the result of a consensus reached at the World Humanitarian Summit (WHS) in 2016, which stated that resolving protracted crises is not just about meeting humanitarian needs, but also about reducing risks and vulnerabilities (Südhoff, 2020). In this case study, the Triple Nexus will serve as a conceptual instrument to gain a deeper understanding of how emergency education interventions in Haiti are not only a response to emergencies but also an effort toward development and peace.

This paper attempts to explain the framework of UNICEF's collaboration with related partners, including ECW, in educational intervention efforts in Haiti. Previously, most studies discussed interventions in a humanitarian context. However, in this paper the focus of the intervention carried out is emergency education interventions for children. As an analytical framework, this paper attempts to explain the program using the Triple Nexus concept, a combination of the concepts of humanity, development, and peace, to gain an understanding that in this work program, although the focus is on education, there are elements of humanity, development, and peace that run side by side in it. And then, with the case study at hand we can see how the Triple Nexus is integrated.

## **METHOD**

This research employs a descriptive qualitative method to outline and explore the collaboration between UNICEF and ECW in emergency education interventions in Haiti. This approach aims to investigate and reveal the phenomena or events occurring in the field by describing their characteristics, nature, and context. The article utilizes a literature review that involves a systematic exploration of research and studies related to the

concept of the Triple Nexus, the crisis in Haiti, how education intervention programs are implemented, and their outcomes. The type of data used is secondary data, including academic articles, reports, and information from the official websites of UNICEF and ECW, to obtain a comprehensive analysis. Additional sources include books published by academics to gather credible and up-to-date data. The authors obtained data not through interviews, but from official documents such as memoranda of understanding to provide an in-depth analysis (Sugiono, 2008).

## **RESULT & DISCUSSION**

### **A. The Triple Nexus as A Concept**

HDP's Triple Nexus is an approach that describes the relationship between the humanitarian, development and peace sectors. In simple terms, it refers to the efforts of the three sectors to work together to meet people's needs more effectively. The concept proposes a New Way of Working (NWoW) that aims to address the divide between humanitarian assistance, development and peace by strengthening national and local systems, so that affected countries and communities can be more self-reliant in dealing with crises. The approach also focuses on achieving shared outcomes where all three sectors work together towards the common goal of improving humanitarian conditions, rebuilding communities and creating sustainable peace.

Since it was agreed upon at the 2016 World Humanitarian Summit (WHS), the United Nations (UN), national governments and donors have gradually started to adopt and implement the concept (Siddiqui, 2020). The idea of the Triple Nexus concept was first mentioned by António Guterres when he was sworn in as UN Secretary-General, in December 2016, that humanitarian assistance, development and peace are often connected to each other and go hand in hand on the ground (Dr Marina Caparini, 2019). Moreover, strengthening community resilience and enhancing human security are common goals of the three efforts. In his address to the General Assembly, Gutteres noted that in preventing conflict and addressing crises it is critical to link development and humanitarian assistance to prevent new instability, assist affected communities, and address economic and structural issues. Through a New Way of Working (NWoW) approach, he emphasized that it is the responsibility of UN agencies to do their part to ensure that efforts in all three sectors are integrated and mutually supportive (CIC, 2019).

The New Way of Working (NWoW) aims to strengthen local and national systems, not replace them. The concept also aims to improve the ability of states and their societies to prevent, respond to, and overcome humanitarian crises so that they do not occur in a prolonged manner. However, it is important to remember that the New Way of Working (NWoW) does not necessarily rely on a country's national system, especially if the crisis results in the government being absent or unable to respect humanitarian principles. Not only that, the NWoW also includes clear guidance on when and how support can be provided to local governments and non-governmental organizations, while maintaining humanitarian principles (CIC, 2019).

The Triple Nexus, through the aforementioned New Ways of Working (NWoW), aims to strengthen local and national systems, not replace them. However, it is important to remember that the New Way of Working (NWoW) does not necessarily rely on a country's national systems, especially if the crisis results in the government being absent or unable to respect humanitarian principles. The NWoW also includes clear guidance on when and how support can be provided to local governments and non-governmental organizations, while maintaining humanitarian principles (CIC, 2019).

The Triple Nexus and New Way of Working (NWoW) approach is a framework that considers both immediate and long-term needs. It requires the cooperation of multiple actors, including technical, funding, policy and management teams, united in a common vision and with equal expertise. It's can be seen through the implementation of the Triple Nexus in several crisis situations such as in South Sudan, as well as the integration of the concept in emergency education interventions in Haiti.

## **B. Triple Nexus Components in Emergency Education Interventions**

As explained earlier, the Triple Nexus is an approach that combines the three components of humanitarianism, development and peace, which play an important role in running sustainable interventions. However, to ensure the alignment of theory and field facts, further exploration is needed to ascertain the extent to which each component of the Triple Nexus is integrated or even neglected, especially in emergency education interventions in Haiti.

### **1. Humanity**

In the humanitarian element, there are principles regulated by the UN General Assembly based on resolution AG 46/182 (Nations, 1998). These principles are Humanity, Neutrality, Impartiality and Independence (Oliver Rubin, 2017). Humanity means that all humans must be in an equal frame, treated equally without any classification. This means that in emergencies help must be given to reduce suffering, save lives, without reducing respect for each individual. Humanitarian action itself aims to form and encourage the formation of friendship, cooperation, peace, and mutual understanding of all individuals (ICRC, n.d.). Next is the principle of Impartiality, which means that the process of humanitarian assistance must be neutral without any discrimination on the grounds of differences in gender, class, race, nationality, religion, or political opinion. Furthermore, the meaning of impartiality here is that the prioritization of aid must be based on the order and needs in accordance with emergency conditions (Slim, 1997). Next, Neutrality means that humanitarian action must not take sides in a conflict involving ideology, religion, race or politics. The goal is to gain trust from all circles and facilitate the entry of humanitarian aid. Finally, Independence means that humanitarian organizations must stick to the independent policies and regulations they develop, without being influenced by government policies even though later in the humanitarian process they are required to comply with the laws of a country.

In the context of educational interventions in Haiti, the humanitarian element is a challenge. The crisis conditions in Haiti are getting worse with the obstruction of access to basic humanitarian services. After the attack in the commune of Ganthier on 1-3 August 2024, the International Organization for Migration (IOM) reported that most of the people (94%) took shelter in the homes of relatives or host families, while others were in two new locations (IOM, 2024). Despite these difficult and complex circumstances, humanitarian partners continue to deliver aid and support the Government of Haiti to reopen schools on October 1. Many of the school buildings transitioned into shelters. This has implications for hundreds of thousands of children at risk of not being able to return to school (Fund, 2024). UNICEF, which had only a small amount of funding to reopen schools, worked with Education Cannot Wait (ECW) and the World Food Programme to ensure education continued. This collaborative program focuses on inclusive, gender-equitable education and strengthening education systems and resilience through sustainable investments, with the aim of ensuring all children, especially those affected by the crisis, continue to have access to quality education in a safe environment (ECW, 2024).

Investments in the program include initiatives such as innovative cash transfers, back-to-school incentives, school feeding programs, early childhood education, inclusion for persons with disabilities, transformative gender approaches, environmental awareness activities, and other holistic education offerings. All these initiatives are designed to ensure that girls and boys can access safe, quality learning environments and protection. In addition to advocating to prevent and stop armed violence against children and communities, UNICEF also focuses its efforts on psychosocial support interventions for children. They provide protection services for victims of gender-based violence, unaccompanied and separated children, and those associated with armed groups. In addition, UNICEF works to strengthen child protection networks at the community level.

## 2. Development

The second element of the Triple Nexus is development. Development in the international context differs from short-term humanitarian aid in that it focuses on how to create long-term solutions to help developing countries establish self-reliance in addressing their problems in a sustainable manner (Gregory, 2009). In this concept, specialists seek to design a sustainable development program that will continue indefinitely, allowing developing countries to gain stability without the intervention or involvement of international support either financially or otherwise (From Humanitarian to Development Aid, 2022). These projects are designed to address problems according to the target region's economic, political, geographic and cultural conditions. Therefore, they require detailed customization and innovation according to the characteristics and needs of a region. More recently, attention in this field has been directed towards projects that aim to increase women's empowerment, develop local economies and preserve the environment. In the context of human development,

international development usually involves foreign aid, education, gender equality, governance, poverty alleviation, healthcare, infrastructure development, economics, human rights, environment, disaster preparedness, and other related issues.

In recent decades, the way of thinking about development has shifted. Previously, the focus of development programs was on modernization and structural adjustment, where poor countries were encouraged to change their social and economic systems by building industries and following industrialization policies. However, today it is no longer about wholesale change, but rather providing direct support for social welfare programs (Doing cash differently: how cash transfers can transform humanitarian aid, 2015).

During an official UN visit to Haiti, Education Cannot Wait Executive Director Yasmine Sherif announced a US\$2.5 million emergency fund. The fund aims to provide much-needed access to quality education for children, both girls and boys, affected by increasing violence, insecurity and forced displacement. These conditions have put millions of children in dangerous situations. With these additional funds, ECW's total assistance in Haiti now stands at US\$15.8 million.

The children of Haiti should not be ignored by world leaders. The human rights and dignity of children, teachers and their families have been shattered by the violence and chaos. With education, these children can be protected from grave risks such as sexual violence, recruitment by armed groups, and other human rights violations. Through education, entire nations can be lifted out of the perpetual cycle of poverty, hunger, economic insecurity and violence, as Yasmine Sherif, Executive Director of Education Cannot Wait (ECW), an international donor agency for education in emergencies and protracted crises managed by the United Nations, points out.

This educational action is also linked to climate action in Haiti and the region through the integration of key themes in the new curriculum. Themes include preventing deforestation and its major impacts, managing household and plastic waste, improving school and student living conditions, and reducing the impact of environmentally damaging human activities such as industrial waste and greenhouse gas emissions. Not only that, the curriculum also covers wise water management in the face of climate change and the use of sustainable energy sources related to global warming. Uncertainty due to climate change is likely to exacerbate its impact on already vulnerable sectors, such as education, and hamper the country's economic growth (ECW, Education Cannot Wait Interviews Bruno Maes, UNICEF Representative to Haiti, 2024).

The concept of development in education interventions in Haiti is evident in the programs. UNICEF is working to ensure children can safely return to learning by providing school supplies and continuing to advocate for an end to attacks on education. In addition, UNICEF is rebuilding schools destroyed by the recent earthquake so that students can learn in a safe place. To help children start school,

UNICEF is distributing the school supplies they need (UNICEF, 5 ways UNICEF is supporting Haiti's children, n.d.). With these programs, UNICEF and its partners are working to promote sustainable development with long-term quality. However, it is important to remember that the conflict situation in Haiti involves armed groups that have the potential to damage the school infrastructure built in this program. This is a major challenge in pursuing the principle of 'long-term sustainability' in the development aspect.

### 3. Peace

Peace is a concept concerned with achieving the well-being of human life through justice and peaceful circumstances. In general, peace has a positive meaning, and the majority of people believe that peace is important. Creating peace around the world is the ultimate goal of mankind. However, there are different views on what exactly peace is, how to achieve it, and whether it can ever be truly realized.

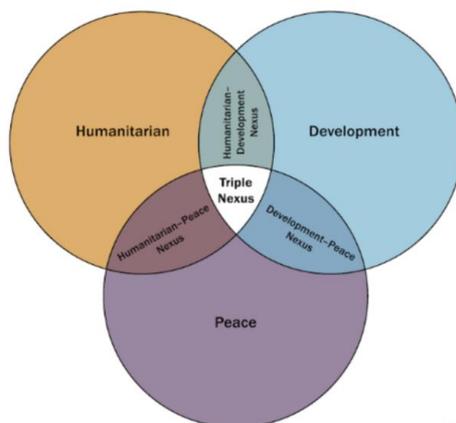
Peacebuilding is a long-term process of creating the conditions necessary for peace to endure. It involves addressing the deep and structural causes of violent conflict. Essentially, peacebuilding is the stage in the peace process that occurs after peace has been created and sustained. However, peacebuilding activities are often interrelated, and can therefore be seen as part of multidimensional peacekeeping (Heywood, 2015). As part of long-term conflict resolution, peacebuilding involves various strategies in the economic, political, social, as well as military spheres. These include (1) reorganizing the economy; (2) establishing community organizations; (3) removal of landmines; (4) reintegration of displaced communities; (5) demobilization and retraining of ex-combatants. With these steps, it is hoped that peace can be realized and last for a long time.

In the context of these educational interventions, peace is promoted through the programs, such as when promoting a safe and peaceful learning environment, and when delivering health aid. For children living amidst civil conflict and violence in urban areas, school is not only a place to learn, but also a source of support from teachers and peers, access to food and a sense of stability. UNICEF calls on all parties to avoid actions that threaten children's right to education. UNICEF promotes safe access to education and the restoration of learning, including by providing school supplies and advocating to stop attacks on education. Together with Governments and partners, UNICEF supports the continuity of systems and services at national, regional and local levels, especially in the most vulnerable areas. UNICEF prioritizes the provision of essential vaccines, therapeutic food and ensuring access to clean water, sanitation and hygiene to protect children and families.

UNICEF's efforts with partners revolve around ensuring that children have access to education amidst the crisis. Even in the implementation of this emergency education intervention, the ongoing civil conflict is the main challenge that UNICEF is trying to overcome. Therefore, the peace element of this project is not

comprehensive, but focuses on the meaning of the word 'peace' in the context of education for children.

### C. Triple Nexus Analysis in Emergency Education Interventions



**Figure 1.** Diagram of the Triple Nexus concept

**Source:** SIPRI

The ultimate goal of the Triple Nexus is to transcend the boundaries between humanitarian aid and development (and peace) by working towards a common goal over a period of several years, based on the expertise of each party. The case studies show that humanitarian aid and development can go hand in hand. UNICEF's coordination with partners such as Education Cannot Wait (ECW), the World Food Programme and the Government of Haiti successfully represents how the concepts of humanitarianism, development and peace go hand in hand. From humanitarian elements such as Humanity, Neutrality, Impartiality and Independence in emergency education intervention actions can be seen from how this action is carried out equally, the target is on children affected by the crisis in Haiti as a whole. Neutrality and Impartiality can be seen in how the program is run without discrimination against differences in race, political conditions and religion. In addition, UNICEF and its partners strive to maintain neutrality by not getting involved in political or military conflicts in the country. In the course of this humanitarian aid, UNICEF has also innovated its cultural sustainability program with the 'My Guitar Sounds for Peace' initiative.

In terms of development, it is evident that UNICEF is striving to implement sustainable education programs in Haiti, with the hope that the Haitian government will eventually achieve stability and sustainability in upholding children's right to education. Furthermore, studies indicate that cash assistance is greatly needed, and this program also provides financial aid to affected families. Meanwhile, in the context of 'peace,' achieving comprehensive peace is challenging due to the ongoing presence of armed groups. The peace element here focuses mainly on ensuring that children can learn in a

safe and peaceful environment, as education serves as a key tool to protect the younger generation from the dangers of the crisis in their country.

The challenge in integrating the Triple Nexus lies in the peacebuilding efforts. When this aspect is not fully achieved, the humanitarian and development aspects cannot be completely realized either. Additionally, the partners collaborating with UNICEF in this effort are donor organizations focused on providing funding. In terms of development, UNICEF's education interventions do not officially partner with global financial institutions like the World Bank due to the differences in their nature and goals. However, it is important to remember that this program is an emergency education intervention, meaning that although UNICEF is working with the Haitian government, the development here is primarily focused on establishing a stable education system for children in Haiti.

## CONCLUSION

Through the existing case study, it can be observed that the Triple Nexus concept still faces several gaps between theory and practice. Field coordination is crucial to ensure the smooth implementation of a program. UNICEF, ECW, the World Food Programme, and the Haitian government need deeper coordination to ensure that this education intervention program addresses all three aspects of the Triple Nexus: humanitarian, development, and peacebuilding. However, it should be noted that in this emergency education intervention, UNICEF and its partners do not explicitly state that they are applying the Triple Nexus concept. This paper only aims to assess whether there is an integration of the Triple Nexus, encompassing the humanitarian, development, and peacebuilding aspects, in the emergency education intervention in Haiti. It was found that the integration of the Triple Nexus concept in practice does not fully align with the theoretical framework related to humanitarian, development, and peacebuilding. On the ground, there are several challenges in integrating the peacebuilding aspect within the Triple Nexus framework, mainly due to the presence of armed groups, which pose a major challenge to the humanitarian crisis in Haiti.

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