

# ACEA Regional Conference

## FINANCING EDUCATION 2030: REVISITING THE ROLE OF CIVIL SOCIETY

In the region of Middle East & East Europe  
Beirut, Lebanon (1-3 May, 2018)

Day 1 – Session 4: Advocacy Efforts for Financing during Emergency

Readiness and Response to Education in Emergency – PLAN INTERNATIONAL

Plan International approach to EiE focuses on:

- ***Collaboration with local partners and communities.***

Plan International works through local partnerships to bridge the humanitarian-development gap, through localization/strengthening of local systems. Our work is focused on strengthening capacities of ministries of education and local civil society organisations (CSOs) to develop the delivery of formal and non-formal education and address issues challenging girls' and boys' equitable access to quality education in a safe learning environment, engaging and empowering girls and boys and their families as decision-makers for the children's education and wellbeing.

- ***Integrated / multi-sectoral programming.***

Economic challenges largely affect students' retention; and early marriage and child labour are among the key protection issues and significant barriers to girls' and boys' education in the region which are largely aggravated with the more vulnerable conditions of refugee families. Accordingly, we prioritise integrated programming/linkages between sectors primarily between education with protection and/or livelihoods to mobilise and provide a comprehensive and holistic response as much as possible.

- ***Increased focus on gender equality, particularly girls' rights.***

We work towards promotion of gender equality, ideally integration of gender-transformative programming approaches as part of our global strategy which aims to support 100,000,000 girls to **Learn, Lead, Decide** and **Thrive** by 2022.

- ***Multi-levelled / comprehensive approach.***

We work in parallel with children, adolescents and youth, as well as their parents/caregivers, spouses and other family members; engaging as well the wider community, including service providers and national systems.

- ***Do-No-Harm approach.***

We plan and implement our interventions, prioritising the safety and dignity of beneficiaries, and ensuring protection measures are taken to mitigate and prevent risks. This also includes child safeguarding and prevention of sexual exploitation and abuse (PSEA).

- ***Promotion of social cohesion and conflict-sensitivity.***

There are different opportunities and gaps in each of the countries where we work, and we capitalise on opportunities for social cohesion and integration of the refugee communities, especially with such protracted emergencies as that of the Syrians. For example, in Egypt, majority of refugees settle in same locations as Egyptians (albeit with clear concentration

in some areas than others), with access to the same services (including education which refugee children attend in the same schools with Egyptians), which presents a different context from that where refugees settle in separate locations, and/or refugee children access education separate from host-community. This is considered a great opportunity for girls' and boys' integration into the public education system, as well as the host community. Meanwhile, the public education system has its constraints, relevant to: a) *school capacities*, already hosting large numbers of students, and b) *capacities of educational personnel*, especially to deal with refugees. On the other hand, in Jordan, supporting local government-recognised partners like Johud also helps refugee children receive official certification in line with Plan's effort towards a No Lost Generation. In both cases, Plan works with national or local partners to support both refugee and vulnerable host communities to promote social cohesion for conflict prevention/management.

- ***Piloting and scaling new approaches.***

Plan promotes innovation and as such, we invest in piloting new innovative models and compiling evidence to inform programming, especially as contextualised, tested and well-documented resources are still relatively limited.

***Remarks:***

- There are still challenges in the region relevant to the education system capacities and resources, and to the limited funding opportunities to support education, especially for adolescents and early childhood development. In fact, offering adolescents formal or non-formal/vocational education opportunities is one of the biggest challenges, especially as there are limited organisations that can offer non-formal education.
- Limitations of funding also include how funding opportunities for EiE and conflict-sensitive projects are still largely short-term while quality education programming requires stable, multi-year funding for planning and programming beyond the limitation of an immediate response, especially to work with governments through the different stages of preparedness, response, recovery and resilience.