

*Advocacy Efforts for Financing during emergency - Readiness and Response to Education in Emergency Panel at the Financing Education 2030, Revisiting the Role of Civil Society Conference, 1-3<sup>rd</sup> May 2018, Beirut, Lebanon*

## **INEE's role in advocacy, capacity building and setting standards for EiE**

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**DRAFT TALKING NOTES, CHECK AGAINST DELIVERY**

**INEE as a global / local lead on advocacy for better financing and on EiE capacity building of civil society (and all responding actors, governments, UN, donors etc), through:**

**Continuous contextualisation of INEE Minimum Standards (MS)** - this has happened in more than 15 countries, in the MENA region in Jordan, South Sudan, Somalia, Lebanon, Iraq, oPt, Sudan and many trainings in and around Syria and in Ukraine) to ensure readiness and response capabilities. Please visit [www.ineesite.org](http://www.ineesite.org) for much more info and for the actual contextualised documents.

Why is the INEE MS such an important tool, also for advocacy for financing and for capacity building of civil society to lead on this advocacy? Because it is the product of a whole sector and more than 2500 people coming together, and it holds (accountability) standards on:

- Resources, Coordination and Participation
- Analysis, Monitoring and Evaluation
- Education Policy and Law standards - formulation, planning and implementation
- Plus many others, not least also on teachers (recruitment and selection, conditions of work, support and supervision)

**Together they form and guarantee a common standard of achievement.** When contextualised they ensure that the best of local knowledge and expertise is captured, without going below the internationally formulated conventions and standards for the right to education

### **Capacity building of Cluster and other coordination mechanisms**

Fresh INEE experience from Cox's Bazar, Bangladesh, march 2018, where INEE supported to ECW process there – INEE committed substantial time to working as a 'neutral' convenor and coordinator for the drafting of the 2-year Joint Response Plan to support the ECW proposal being dev by UNICEF, UNESCO and UNHCR. Seen as a successful intervention, and lesson being that INEE (and/or others) should ensure that local civil society, esp in an influx situation like Cox' Bazaar or Syria, has a voice, also in the often nebulous big-agency led efforts for coordinated fundraising.

**INEE's many other tools:** on EiE financing, but also on Conflict Sensitive Education, new Guidance note on Psycho-social Support (PSS), etc

**INEE is a global level advocate for more and better funding, and bring members together around these simple messages, that funding must be:**

- **quick**, available to be disbursed immediately;
- **long-term**, disbursed predictably over multiple years;
- **flexible**, allocated to non-formal as well as formal solutions;
- **equitable**, spread evenly across all emergencies and intended to reach all children;
- **additional**, not displacing other aid and support; and directed to evidence based interventions.

**INEE leads on a common platform for advocacy** amongst its members, and has an Advocacy Working Group, newly constituted with mandate 2018-20. Advocacy for funding is a major agenda item for this group.

**Further, INEE can support commitment, coordination, and capacity to:**

- highlight need to include education in all needs assessments and appeals;
- support collaboration across the humanitarian-development nexus to develop and implement high-quality, multi-year, education plans with clearly defined outcomes for children;
- focus on investing in building capacity of actors to plan and prepare for and respond to emergencies, including protecting education from attack and schools from military use; and
- help ensure that delivery of education in emergencies is conflict and gender sensitive and guided by the INEE Minimum Standards.

**What works: INEE can work with EiE actors to** inform programmes and improve accountability through:

- using the INEE MS to define and strive for **meaningful outcomes** for attendance, safety, learning, and well-being for crisis-affected children;
- guide on collecting timely data to monitor progress towards these outcomes;
- lead on undertaking more rigorous research to ensure that we understand what works and that programming is informed and evidence-based;
- help to better communicate results across stakeholders--including to families/communities; and
- lead on gathering evidence to inform policy and programmatic decisions

Lastly, the importance of **preparedness** and **contingency** planning cannot be underestimated, and contextualisation of the INEE MS, as well as the awareness and application of the Conflict Sensitive Education Pack and many other tools play an important role in making sure that the sector can be prepared and change its ways ahead of time. Funding must follow this trend, and it too must anticipate rather than react!

**In short, INEE plays a role as a neutral convenor and coordinator, a clearing house, working closely with the Cluster, and providing technical support through standard setting, capacity building, advocacy and a broad and participating membership base.**