

ADVOCACY GUIDANCE

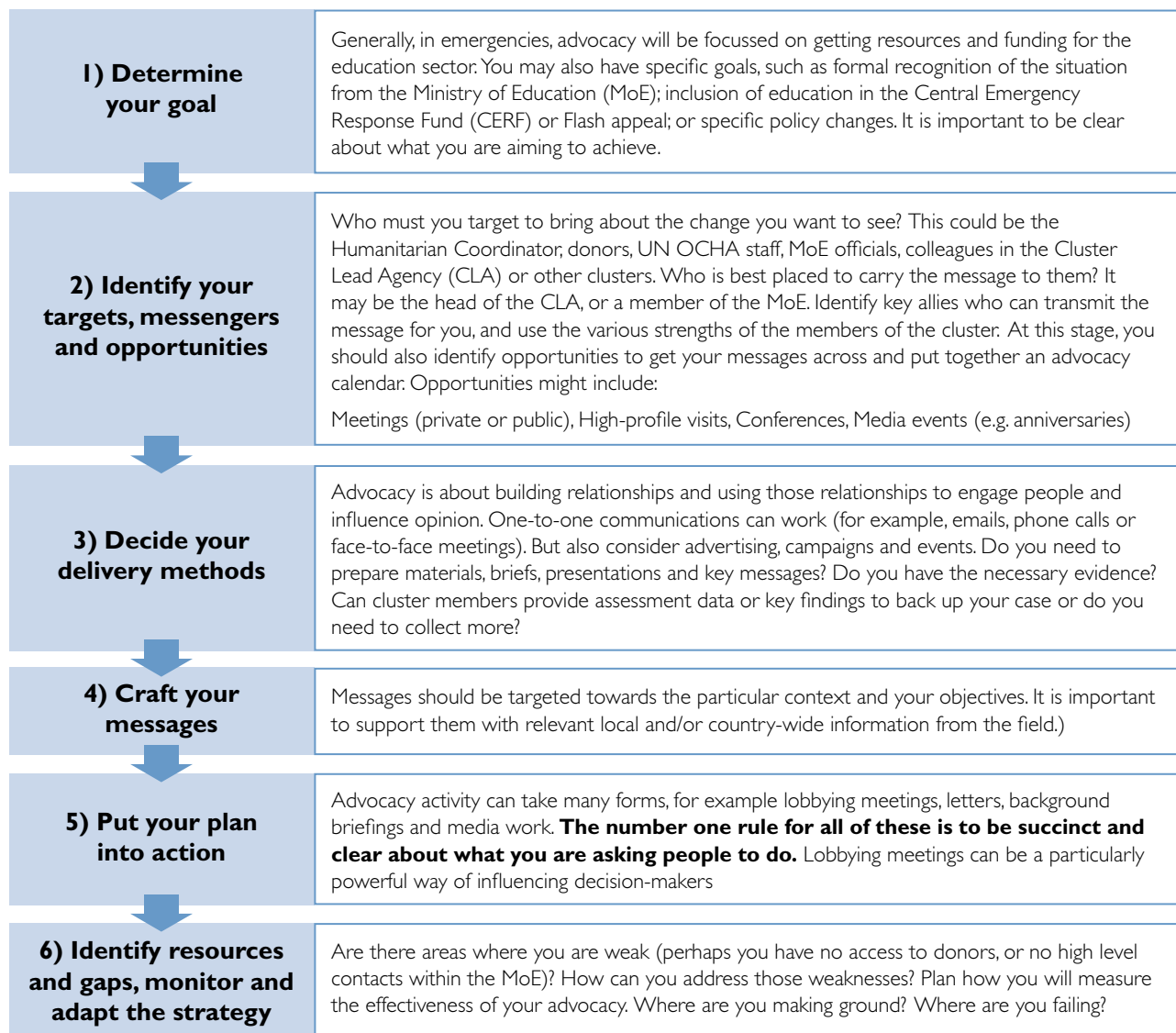
A NOTE FOR EDUCATION CLUSTER COORDINATORS

Securing space for an education response in humanitarian appeals and for the inclusion of education during the first phase response to rapid onset emergencies poses significant challenges at both global and country levels. Making the case for education is therefore an urgent priority for the Education Cluster and a key responsibility for Education Cluster Coordinators. This document outlines the key strategies, targets, arguments and resources which Coordinators should be familiar with

in order to pursue a successful advocacy strategy. (For more information on advocacy, refer to *Education Cluster Coordinator Handbook*, Chapter 8).

The core advocacy objective is for **education to be seen as an essential component of an emergency response**, alongside other sectors such as protection, shelter, water, sanitation and hygiene (WASH), health, food and livelihoods.

Six steps for successful advocacy



Key Actions

Support from Cluster Lead Agencies

It is important to secure support from the education Cluster Lead Agencies (CLAs), particularly to ensure the right messaging reaches the Humanitarian Country Team. During a crisis there are many pressures on country offices and senior staff so it is vital to ensure that they agree to carry advocacy messages and put the full support of the CLA behind any advocacy campaign. If the head of the CLA is not convinced it may be very hard to convince others.

Develop advocacy within education cluster planning

Advocacy can be most effective when all the cluster members work together on the key issues and messages. Incorporate advocacy in the cluster plan and look at how it can be supported and resourced. Encourage members of the cluster to take on advocacy responsibilities.

Use global support

The Global Education Cluster and other NGO representatives may be able to start parallel discussions with targets at headquarters level with a view to supporting country messages. This is particularly relevant when individuals who are accountable to a larger structure, such as OCHA or donor agencies, for example, resist the need for an education response.

Engaging key advocacy targets

There are typically four main advocacy targets in a humanitarian response: the Resident or Humanitarian

Coordinator (RC/HC) or their Deputy, the Humanitarian Country Team (HCT), UN OCHA and donors. These actors shape the nature of the response, including the prioritisation of activities, discussions with national authorities, organisation of assessments and allocation of resources.

The Resident and Humanitarian Coordinators have the overall mandate and responsibility for the response. They are supported by other staff from UN OCHA. The RC/HC leads the HCT (typically made up of a number of heads of agencies, usually those with CLA responsibilities); this is the key humanitarian decision-making body. Finally donors (who almost always liaise closely with the HCT) are a key target as the ultimate financiers of any response. (See pages 12–13 of the *Education Cluster Coordinator Handbook* for more information).

It is important to realise that many, if not all, of these targets will have a 'humanitarian' perspective and mindset. This may include strong support for education as part of a humanitarian response, strong opposition to education as a humanitarian activity or a lack of knowledge about the role of education in emergencies. Understanding people's perspective is crucial in enabling you to determine whether they can be used as supporters or persuaded to change their views.

In addition to these key targets there other actors and opportunities that can be engaged as part of the advocacy strategy including cluster coordinators from other sectors, government representatives and high profile visitors.

Key Advocacy Targets

<p>Humanitarian Coordinator (HC)</p>	<p>The HC is responsible for supporting the national authorities in the overall response and advocating for under-funded responses. Access to an HC maybe difficult, but advocacy can reach them through UN OCHA and the HCT.</p> <p>Top tip: HCs will take a lead from the government. If the MoE gives a strong message about the importance of including education in the response this will help advocacy with the HC, as was the case in Haiti.</p>
<p>Humanitarian Country Team (HCT)</p>	<p>The Heads of the Cluster Lead Agencies will act as spokespersons for the Education Cluster within the HCT. Representatives of CLAs must be fully briefed on education needs and should be targeted so that they can become effective supporters of education at HCT meetings. It is essential they have enough information to sustain arguments for education, including key assessment findings and, if available, evidence of communities' prioritisation of education.</p> <p>Top tip: Link the profile of the CLA to the performance of the cluster. Explain that a strongly performing and well funded Education Cluster will reflect positively on the CLAs.</p>

Key Advocacy Targets *continued*

<p>Office for the Coordination of Humanitarian Affairs (OCHA)</p>	<p>As the agency responsible for controlling and influencing funding decisions, OCHA representatives must be central in your plan. It may be useful to share the <i>Education in Emergencies: An integral component of humanitarian response</i> brief to highlight the importance of education as a humanitarian response. OCHA is responsible for information management (such as situation reports), organising multi-sector assessments, visits of high profile UN staff and talks with national authorities.</p> <p>OCHA also oversee the CAP, CERF and Flash Appeals. OCHA will provide much of the briefing material that is passed to the HCT and HC so it is imperative that education messages make it into this material.</p> <p>Top tip: OCHA is required to gather and collate a lot of information for various processes and documents. Maintaining a good relationship with them and accommodating their requests will help your Cluster develop a good reputation that will filter through to the HCT and donors.</p>
<p>Donors</p>	<p>All donors need to be engaged from the very start of any emergency response. Donor representatives will appreciate receiving information on the scale of education needs, visiting Temporary Learning Spaces, receiving Cluster updates and in some cases it has been useful to invite donors to specific Cluster meetings (try to brief Cluster members in advance so you present a united advocacy front). Access to donor meetings is vital; this may be another forum where the heads of agencies can play a key role in carrying Education Cluster advocacy messages.</p> <p>Use global level contacts so that consistent advocacy pressure can be applied in the donors' home countries. Both UNICEF and Save the Children can provide direct support to country programmes and the Education Cluster Unit (ECU) in Geneva can also carry advocacy messages to UN and donor targets.</p> <p>Top tip: Use the 'value for money' argument. Education can be a very cost effective intervention with large numbers of beneficiaries reached long term per dollar. Another argument that resonates with donors is on accountability: affected populations consistently ask for education to be provided and we are not being accountable if we don't respond.</p>
<p>Other clusters</p>	<p>Humanitarian colleagues in other clusters can create a better connection with education and ensure that education is factored into their response. They can also highlight the importance of education in their own presentations. This is especially true with UNICEF which has cluster lead responsibilities for WASH, nutrition, child protection and sexual and other forms of gender-based violence. Identify joint initiatives on key advocacy messages with other clusters (such as hygiene in schools with WASH, safe spaces with protection or school feeding programmes with nutrition).</p> <p>It is also important to identify any cluster coordinators who may not support education as advocacy targets.</p>
<p>Government representatives</p>	<p>Public endorsement by Ministers of Education or other high-level state representatives are key factors in gathering external support. Ministers' statements in Haiti and Zimbabwe triggered donor support for education. Advocacy can also be undermined if the government is not involved and there can be sensitivities around the wording used in advocacy messaging. Identify allies and supporters within the MoE and ensure they are involved in advocacy planning. With their help, identify targets within the MoE and other government departments and explore how these targets can be turned into supporters.</p>
<p>Visitors</p>	<p>Countries often receive visits from high-level people. These visits can be used to highlight education needs and secure a reference to education in official statements.</p> <p>Suitable visitors can include:</p> <ul style="list-style-type: none"> • UN Secretary General/UN Emergency Relief Coordinator • UN envoys and UN Special Procedures (i.e. Special Rapporteurs) • Heads of State, other State representatives and Parliamentarians • Donor representatives • AU, EU and other regional representatives • Heads of UN agencies and NGOs • Media

Examples of Good Advocacy Practice

Emergency Response Fund Grants secured in Kenya 2011

The following is an excerpt of a letter sent to UN OCHA by the Education Cluster Coordinators in Kenya in the early stages of the drought response. By clearly showing fair process and backing up the ERF submissions with an explanatory letter, both projects were awarded ERF grants. The projects benefited from including protection and school feeding aspects which met the 'life-saving' requirements of the ERF.

extract:

1. Kajiado Education Emergency Response Project – submitted by World Vision International
2. Using mobile schools as a strategy to increase access and reduce level of separation of nomadic children from families affected by drought – submitted by Save the Children

Both projects focus on ERF Criteria #3 in that they are targeting the issue of separated and unaccompanied children. The projects scored high in terms of links to the sector and assessments. World Vision and Save the Children have been active members in the Education Cluster and the project proposals have demonstrated clear links to the Education Cluster Drought Response Plan. In addition, the projects submitted are also in line with the Ministry of Education's Policy Framework for Nomadic Education in Kenya. Both proposals also make clear links to the outcomes of the recent education assessment carried out by the Ministry of Education and Education Cluster partners.

In a drought response, education is often not seen as a life-saving intervention. One of the sector-specific criteria we identified for selection of projects was to include interventions recognized as life-saving which both projects did successfully: Save the Children's proposed mobile schools project has been designed to address issues of protection as exacerbated by the drought; World Vision's proposal includes elements of protection as well as a school feeding program meant to reach out to the schools with an influx of children as a result of the drought and not included in the current WFP School Feeding programme.

Removal of School Fees – Zimbabwe

In Zimbabwe in 2009, Save the Children used a presentation by the new Minister of Education to ask directly if the MoE was considering the abolition of school fees given the country's socio-economic crisis. Save the Children played an active role in the national NGO forum (which was asked to input into

a review of school fees) and assisted with a number of assessments targeting the education system and the barriers to education. In May 2009, the MoE announced the abolition of school fees for rural primary schools, which make up approximately two thirds of the primary schools in Zimbabwe.

Increasing funding for education in Democratic Republic of Congo (DRC)

August and September in the DRC are filled with Humanitarian Action Plan (HAP) frenzy, with clusters meeting to prepare their strategies for the forthcoming year; provincial clusters meeting to share the strategies for comments and adjustments and then all of this work culminating in the final National HAP Workshop for the validation of the various cluster strategies. Knowing that the national workshop would be attended not only by key members of the clusters but also by high level government officials, donors and OCHA representatives from all of the provinces, it was decided by the Cluster to use the opportunity to advocate for education, systematically one of the most underfunded clusters.

The presentation commenced with the showing of a short film by Graca Machel which introduces the 2011 Global Monitoring Report, *The Hidden Crisis: Education and Conflict*, and which calls on governments, donors and the international, humanitarian community to call a halt to the conflict which is preventing children from exercising their right to education and jeopardising the futures of millions of children. The audience was then reminded of the outcomes of session 64 of the United Nations General Assembly which emphasised the right to education in emergency situations. On 12 July 2011, Resolution 1998 was adopted, recognising schools and hospitals as safe havens for children and calling on all parties that attack such facilities to be held accountable. This Resolution supports Resolution 1612, which monitors six grave violations of children's rights, including the attack of schools, teachers and students.

The Education Cluster Coordinator then presented arguments why education is important in emergency situations and one of the best vectors in reducing child mortality as well as in promoting peace and development. The presentation continued with an explanation of the strategy. Two days later, the Strategic Committee for the 2nd Pooled Fund allocation (DRC's CHF) met to decide on the various sector envelopes. The Education Cluster received 8.6% of the total allocation, up 2.3% from the first allocation six months earlier.

Advocacy for funding

There are a number of key national donor governments that have heavily supported education in emergencies during the past decade. Combined, national governments have contributed over USD 800 million to education over the period 2001–2010. Their donations represent more than half of all the contributions made to education. The top five national donors over this decade have been:

- Japan (USD 137.9 million)
- United States of America (USD 133.5 million)
- Netherlands (USD 77.1 million)
- Sweden (USD 64.2 million)
- Norway (USD 63.2 million)

Getting a clear picture of how much money has gone into education in emergencies on an annual basis is challenging at times. Current analysis of funding trends largely depend on updated donor data available through **OCHA’s Financial Tracking System (FTS)**, a database that provides an overall picture of money that has been pledged and committed by State donors and UN agencies, as well as those actors who have been able to secure funding for specific projects. (Note this only captures a portion of the funding as much is not recorded for a variety of reasons).

National donor governments will often have specific policies that outline their priorities both in terms of sectors and priority within sectors. It maybe that one donor focussed on quality education, where another on governance and peace building, for a third it may be early childhood education. These priorities are generally

set over a 3–4 year planning cycle. It is important where possible to build a relationship with donors in country and to understand their policy priorities.

However the FTS is useful to search for funded projects. By viewing projects that have been funded you can ascertain the type of programme that specific donors have supported and thus focus your advocacy strategy on targeting specific donors for specific asks within education. Use the custom search button to look for education projects by donor, year or country.

FTS can be accessed here:

<http://fts.unocha.org/pageloader.aspx?page=home>

FTS data reflects moneys given towards fulfilling two key planning tools: **Flash Appeals** and **Consolidated Appeals Process (CAP)**.

Whilst appeals processes do not guarantee funding (they are not funding mechanisms in themselves, but a way of articulating the humanitarian needs in a given crisis), some donors will either only fund projects that are in the Flash/CAP appeals, or will look more favourably on projects that are in the appeal. It is therefore important to advocate with education cluster partners to get project proposals into the appeal. This will also give a more comprehensive view of the education needs across the crisis. It is equally important to be part of the appeals process from the outset and to ensure that the education needs and priorities are clearly articulated in the appeal documents.

<p>Flash Appeals</p>	<p>Flash Appeals are a tool for structuring a coordinated humanitarian response during the first three to six months of an emergency. They are usually issued within the first one or two weeks of an emergency and undergo a revision process after approximately one month. They are based on initial rapid assessments and focus on urgent humanitarian needs. Whilst used mostly for sudden-onset emergencies, they can be triggered in other situation also (such as in the 2012 Sahel food crisis and 2011 food crisis in the Horn of Africa)</p> <p>Pg. 262–263 of <i>Education Cluster Coordinator Handbook</i></p> <p>Details: <i>INEE Reference guide on External Education Financing</i>, pg. 56</p> <p>Available here: http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1003</p> <p>Haiti Flash Appeal 2010: http://ochaonline.un.org/cap2006/webpage.asp?Page=1841</p>
<p>Consolidated Appeals Process (CAP)</p>	<p>A Consolidated Appeals Process (CAP) is a tool used by aid organisations to plan, coordinate, fund, implement and monitor large-scale, sustained humanitarian action in a given country or region. It responds to the needs identified in the Common Humanitarian Action Plan and has a longer-term time span (12 months). Used most often for conflict-related emergencies.</p> <p>Pg. 264–265 of <i>Education Cluster Coordinator Handbook</i></p> <p>Details: <i>INEE Reference guide on External Education Financing</i>, pg. 57</p> <p>Somalia Consolidated Appeal 2011: http://ochaonline.un.org/somalia/AppealsFunding/CAP2011/tabid/6760/language/en-US/Default.aspx</p>

Funding Mechanisms

The main humanitarian **funding mechanisms** are the **Central Emergency Response Fund (CERF)**, **Common Humanitarian Funds (CHF)**, and **Emergency Response Funds (ERF)**. These are typically allocated by the RC/HC based on advice from the HCT, or by in-country committees. It is important to understand the criteria (and often the in-country

priorities) so the projects can aim to incorporate aspects that will be supported. Although given the limited nature of funding available through these mechanisms, only a fraction of projects that meet the criteria will receive the funding, it is certain that projects that don't make the criteria will not be funded.

<p>Central Emergency Response Fund (CERF)</p>	<p>Covers initial funding for most urgent life-saving projects in the appeals but also for under-funded emergencies. Life-saving criteria and time-critical response are crucial in order to trigger CERF funding by the RC/HC. Criteria outline what will be covered for each sector and includes guidance on what type education interventions can be funded by CERF.</p> <p>CERF's revised life-saving guidelines can be found here: http://ochaonline.un.org/Default.aspx?alias=ochaonline.un.org/cerf</p> <p>Details of application: Pg. 265–266 of <i>Education Cluster Handbook</i></p>
<p>Emergency Response Funds (ERF)</p>	<p>Addresses gaps in the CAP and enables scale-up of response and recovery interventions.</p> <p>Details: <i>INEE Reference guide on External Education Financing</i>, pg. 52</p>
<p>Common Humanitarian Funds (CHF)</p>	<p>Multiple donors provide early, strategic and predictable funding to priority needs identified in CAP.</p> <p>Details: <i>INEE Reference guide on External Education Financing</i>, pg. 53</p>

Advocacy and Funding: Key Resource Documents

EFA Global Monitoring Report: The Hidden Crises: Armed Conflict and Education (UNESCO)

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2011-conflict/>

Advocacy Toolkit: A guide to influencing decisions that improve children's lives (UNICEF)

http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

Making it happen: Financing education in countries affected by conflict and emergencies

(Prepared by Janice Dolan on behalf of Save the Children)

[http://www.savethechildren.org.uk/sites/default/files/docs/Making_it_happen\(2\).pdf](http://www.savethechildren.org.uk/sites/default/files/docs/Making_it_happen(2).pdf)

INEE Reference Guide on External Education Financing

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1003>

INEE Toolkit: Advocacy Materials and Tools

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1114>

EiE Training Module 11 – Advocacy and Policy

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1129>

Education Cluster Coordinator Handbook – Chapter 8: Advocacy and Resource Mobilisation

<http://www.savethechildren.org.uk/resources/online-library/education-cluster-coordinator-handbook>

Advocacy Brief: Education – An essential component of a humanitarian response

<http://onerresponse.info/GlobalClusters/Education/publicdocuments/EdCluster%20briefing%20Final.pdf>

Video: *Education Can't Wait*

A collaborative video on the importance of education in disaster or conflict situations

<http://www.youtube.com/watch?v=Mve8EeGF-jA>

Selection of Education projects funded in 2011 (taken from FTS)

Donor	Appealing Agency	Appeal title	USD committed	Country	Description	Project code
United Nations Children's Fund	United Nations Children's Fund	Somalia 2011	9,220,981	Somalia	Providing inclusive educational opportunities and protection for vulnerable children affected by conflict, drought and poverty in Somalia	SOM-11/E/40017/R/124
Japan	United Nations Children's Fund	Afghanistan 2011	3,070,314	Afghanistan	Education – Winter emergency preparedness	AFG-11/E/39716/R/124
Australia	United Nations Children's Fund	Somalia 2011	2,313,302	Somalia	Providing inclusive educational opportunities and protection for vulnerable children affected by conflict, drought and poverty in Somalia	SOM-11/E/40017/R/124
Finland	Finn church aid	Haiti 2011	1,500,000	Haiti	Integrated Emergency Support to Schools in Gressier, Leogane, Grand Goave and Petit Goave	HTI-11/E/37168/R/5390
United Kingdom	United Nations Children's Fund	Yemen Humanitarian Response Plan 2011	1,002,629	Yemen	Increase access to, and retention in, quality education for boys and girls of vulnerable groups including IDPs (202472-101)	YEM-11/E/38267/124
Common Humanitarian Fund	United Nations Children's Fund	Republic of South Sudan 2011	1,000,000	South Sudan	(SOUTH SUDAN) Sustaining the Pipeline for Crucial Teaching and Learning Materials for conflict affected children	SSD-11/E/38763/124
Central Emergency Response Fund	International Organization for Migration	Zimbabwe 2011	977,054	Zimbabwe	CERF rapid response grant to project: Emergency Rehabilitation Assistance to Storm Affected Schools (CERF-11-IOM-014)	ZIM-11/E/41538/R/298
Central Emergency Response Fund	United Nations Children's Fund	Chad 2011	700,957	Chad	CERF underfunded grant to project: Education in support of IDPs, host communities and returnees in Eastern Chad (CERF-11-CEF-006-H)	CHD-11/E/37605/124
Common Humanitarian Fund	INTERSOS	Sudan 2011	400,000	Sudan	(NORTH SUDAN) Community Based Access to Education for vulnerable children in West Darfur and in Khartoum	SDN-11/E/37293/R/5660
Sweden	United Nations Children's Fund	West Africa 2011	364,269	Liberia	(Liberia EHAP) – Providing educational opportunities and protection for children in Liberia affected by the crisis in Cote d'Ivoire	WA-11/E/40661/R/124
Canada	World Food Programme	Central African Republic 2011	117,275	Central African Republic	Emergency school feeding for children in the food insecure area affected by the armed conflicts in CAR (PRRO 200050)	CAF-11/E/36881/R/561
Common Humanitarian Fund	World Vision International	Sudan 2011	200,000	Sudan	(NORTH SUDAN) Life-Saving Education for vulnerable children	SDN-11/E/38170/8502
Emergency Response Fund (OCHA)	Yemen Women Union	Yemen Humanitarian Response Plan 2011	138,535	Yemen	Provision of children's school kits and hygiene kits for students affected by the conflict in Sa'ada governorate	YEM-11/E/49122/R/12940
Common Humanitarian Fund	International Rescue Committee	Central African Republic 2011	180,000	Central African Republic	Creating safe and child-friendly learning environments for conflict-affected children in the Central African Republic (CAR)	CAF-11/E/36898/5179
UNICEF National Committee/France	United Nations Children's Fund	West Africa 2011	274,726	Cote d'Ivoire	(CDI + 4 EHAP - CDI) – Providing quality education in a safe and protective environment for pre- and primary school aged children affected by the crisis in COTE D'IVOIRE	WA-11/E/40651/R/124
Norway	Save the Children	occupied Palestinian territory 2011	316,086	oPt	part of PAL-11/0047/Responding to protection crises: child led monitoring & referrals in Refugee Communities in the West Bank & Gaza	OPT-11/E/36216/R/6079

Rapid Advocacy Checklist

Planning	<ul style="list-style-type: none"> ✓ Are you involving and supporting local and national NGOs in advocacy planning? ✓ Have you led a process of consultation and approval of advocacy messages? ✓ Is your advocacy plan ready and included in the emergency response plan? ✓ Have you or other partners documented children, youth or teachers' voices? How are you planning to document communities' requests for education to be restored? Are any Cluster partners gathering evidence that could be useful? ✓ Do you have up-to-date information that might be relevant to a particular target?
Targets	<ul style="list-style-type: none"> ✓ Have you identified your key allies and key targets? ✓ Are you clear on the views of UN OCHA, the RC/HC and the heads of the CLAs? ✓ Are you aware of what individual agencies and their representatives are saying about education? ✓ Have you spoken to other cluster coordinators and shared messages with them? ✓ Have you shared situation reports with all non-education targets and ensured that education is highlighted in OCHA situation reports? ✓ Are you monitoring and adapting your messages for key targets?
Opportunities	<ul style="list-style-type: none"> ✓ Informal meetings scheduled by the Cluster or its partners ✓ Social functions held at diplomatic representations/embassies ✓ Meetings with Donor-Cluster liaison officers ✓ Preparations for Humanitarian Country Team meetings ✓ Donor/OCHA roundtables and workshops ✓ Official visits ✓ Other cluster meetings ✓ Government meetings and events

Risk

Not all advocacy strategies can be used universally. In some places, a direct action targeting a key decision-maker may be politically dangerous, or may weaken or reduce the potential for long-term change. In some countries, pushing for change that affects cultural beliefs may provoke a harsh backlash. Sometimes involving individuals who are usually excluded, like children and women, may cause family, social and community conflict.

Source: UNICEF advocacy toolkit



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