



Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para la Educación en Situaciones de Emergencia  
Rede Inter-Institucional para a Educação em Situação de Emergência  
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ



# The Education Cluster Thematic Case Study Series

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Prepared by Landon Newby, April 2012

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# Foreword

The Inter-Agency Network for Education in Emergencies (INEE) and the Education Cluster are very pleased to present the Education Cluster Case Studies, a tangible example of our on-going productive collaboration.

Each of the case studies explores a theme that is important to the work of country-level Education Cluster actors and to education in emergencies policy makers and practitioners at all levels; using the INEE Minimum Standards, working with national authorities, early childhood development, gender, and youth.

The case studies illustrate the value of qualitative analysis and identify lessons learned from field experience. The insights and recommendations presented are extremely valuable for our work in the Education Cluster and INEE and will be used to inform our work at global level, in particular in framing our support to the field.

We thank all those in the field, INEE, and the Education Cluster who were involved in producing the case studies. We would like to extend a special thanks to consultant Landon Newby, whose skills in analysis from a wealth of rich descriptive information and ability to draw out practical and actionable recommendations make the case studies such a relevant and applicable resource.

We hope that these case studies will be the first of a continuing series.

Lori Heninger

Director

INEE

James Sparkes

Education Cluster Coordinator

Save the Children

Ellen van Kalmthout

Education Cluster Coordinator

UNICEF

## Acronyms

CAP	Consolidated Appeals Process
CLA	Cluster Lead Agency
DFS	Department of Field Services
DRC	Democratic Republic of the Congo
ECD	Early Childhood Development
ECU	Education Cluster Unit
ERF	Emergency Response Fund
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Person
INEE	Inter-Agency Network for Education in Emergencies
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NGO	Non-governmental organization
OPT	Occupied Palestinian Territory
UPE	Universal Primary Education
WASH	Water, Sanitation and Hygiene

# Introduction

Shared information, experiences and knowledge are the foundations for guiding decision-making within the Global and country-level Education Clusters. Access to the tacit knowledge held by individuals involved with the work of the Education Cluster as well as representatives from UN agencies, non-governmental organizations (NGOs), community groups, and national government ministries is fundamental to the planning and implementation of an effective educational response. The practice of systematically documenting and sharing lessons learned and good practices is especially important in informing the work of the Education Cluster.

This report explores the experiences of 11 different national Education Clusters<sup>1</sup> surrounding five thematic issues while capturing key lessons learned and examples of good practices. The Education Strategic Planning process revealed significant gaps or widespread attention to certain education-related issues and cross-cutting themes. While some have been addressed by developing guidance for Education Clusters, others, such as the five presented in this report, needed closer investigation through case studies. The five thematic issues considered here are:

1. Using the INEE Minimum Standards
2. Working with national authorities
3. Early Childhood Development (ECD)
4. Gender
5. Youth

Each of the five thematic issues has been written and presented as individual case studies and can be presented as stand-alone pieces if necessary. They are initial segments of a larger, on-going case study series, intended to capture lessons learned in additional thematic areas. The Education Cluster has prioritized the increased and improved integration of thematic and cross-cutting issues throughout its work; Output 4.6 of the [Education Cluster Strategic Plan 2011-2013](#) emphasizes that “Cross-cutting issues are addressed through the work of the Education Cluster” (p.19). These case studies are intended to explore the extent to which this is currently happening and how it can be improved.

Each thematic case study presented in this report is five-pages in length and consists of three major sections:

1. *Country cases*: Three country-specific examples of national Education Clusters’ work and discussion surrounding the thematic issue.
2. *Analysis and lessons learned*: Presents some of the key lessons learned based on an analysis of the country cases; where relevant, information is also included from interviews which were not presented as a country case.
3. *Recommendations*: Three lists of recommendations, based on the case study’s findings: one aimed at global and regional education stakeholders, one at INEE and the other at national education stakeholders (for a compiled list of all recommendations presented in this report, refer to Annex E).

The primary audiences for these case studies are Education Cluster actors, including Cluster Coordinators, lead and partner agency actors, and government representatives, as well as UN and NGO education staff and those working in other relevant sectors at both national and global levels.

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<sup>1</sup> Throughout this study the term ‘Education Cluster’ refers to national Education Clusters; when the Global Education Cluster or sub-national Education Clusters are discussed, they will be specified.

## Methodologies

Data collection for this series of case studies was conducted in two phases, as described below.

### *Phase I—Online survey*

The first phase of data collection involved the creation and distribution of an online survey. The survey used a Likert-scale format and had participants involved with a specific Education Cluster indicate how well or how poorly they felt their Education Cluster was responding to a series of themes and cross-cutting issues. A final, qualitative question also had respondents provide details regarding one or two of themes within their Cluster work (to view the survey, see Annex A). Although this report presents data only for the five themes pre-selected by INEE and the Education Cluster Unit (ECU), it is anticipated that data pertaining to the other themes included in the survey will be used for future case studies in this on-going series.

The primary purposes of the survey were to provide a global overview of what is currently occurring with Education Clusters in regards to these various thematic issues while simultaneously identifying Clusters which might have examples of good practices and useful information to share during a follow-up interview (Phase II).

A purposive sampling strategy was used to select survey participants; they were selected based on their inclusion on the Global Education Cluster's contact list of individuals associated with Cluster work. This list currently includes approximately 150 global, regional and national Cluster Coordinators, Co/Deputy Cluster Coordinators (referred hereafter as 'Cluster Coordinators'), Cluster Information Managers, Directors and Advisors. Of the 150 individuals sampled, a total of 65 participants completed the survey; the geographic distribution is presented in the following table (the results of the survey are presented 'Survey findings' section below).

Geographic spread of survey participants			
Bangladesh	2	Myanmar	1
Cote d'Ivoire	1	Nepal	4
Democratic Republic of the Congo (DRC)	2	Occupied Palestinian Territory (OPT)	3
Ecuador	1	Pakistan	3
El Salvador	1	Philippines	1
Ethiopia	3	Regional--East Africa	3
Fiji	1	Regional--Eastern Europe	1
Global Education Cluster	2	Regional--Pacific	1
Guinea	1	Solomon Islands	1
Haiti	3	Somalia	3
Kenya	5	South Sudan	1
Kyrgyzstan	1	Sri Lanka	3
Liberia	3	Tajikistan	1
Libya	1	Timor Leste	1
Madagascar	1	Uganda	2
Mongolia	3	Vanuatu	1
Mozambique	2	Zimbabwe	2
<b>Total</b>			<b>65</b>

### *Phase II—Interviews*

The second phase of data collection involved contacting selected participants for a follow-up interview in order to better understand and capture details regarding their examples of good practices and lessons learned. Once more, a purposive sampling strategy was used and 45 participants were selected to be contacted based on an initial analysis of their survey responses. Priority was placed on those who had provided particularly relevant information on the survey's qualitative question or had indicated that their Cluster was responding 'Very well' or 'Somewhat well' regarding one of the five pre-selected thematic issues.

Some respondents who had indicated 'Very poorly' for one or more of the five themes were also contacted in order to explore potential gaps.

Of the 45 invited, 18 agreed to be interviewed, which included a total of 13 Cluster Coordinators<sup>2</sup> and 5 different regional and thematic experts<sup>3</sup>. The Vanuatu interview was conducted as a focus group with both Cluster Coordinators present. Both Coordinators from the Pakistan Education Cluster were also interviewed; however, these were conducted separately. A total of 11 national Education Clusters were represented during the interviews:

- Bangladesh
- DRC
- Kenya
- Myanmar\*
- Nepal
- OPT
- Pakistan
- Sri Lanka
- Uganda\*
- Vanuatu
- Zimbabwe

\*While information from the Myanmar and Uganda interviews has been incorporated into corresponding thematic case studies' lessons learned and recommendations, they have not been selected to be presented as individual country cases (see below for selection criteria).

Interviews, which typically lasted between 40-60 minutes, were conducted distantly via Skype and telephone calls, recorded using the open source audio recording and editing software Audacity and transcribed for data analysis. Interviews followed a semi-structured format with questions pertaining to the relevant thematic issue(s) sent to each participant prior to the interview and used as a guide during the interview process. While some interviews focused entirely on a single thematic issue, two or three thematic issues were sometimes covered in a single interview.

Coding and other qualitative analysis methodologies were used to analyze all transcriptions and common themes were identified throughout. Interviews were then selected and written as country cases and presented within each thematic case study. Selection criteria for an interview's inclusion as a country example within a case study was based on the degree to which the researcher felt data from each interview 1) added to the discussion of each specific thematic issue and 2) captured important good practices and lessons learned.

## Survey findings

All 65 survey participants were asked: "How well do you feel your Education Cluster is responding in the following areas?" and then were presented with a series of thematic and cross-cutting issues—including the five thematic issues explored in this study. For each thematic issue, participants could reply with one of the following options: "Very well," "Somewhat well," "Average," "Somewhat poorly," "Very poorly" or "Not applicable (e.g. we did not respond in this area)." The responses from survey participants for the five thematic issues considered in this report are presented below.

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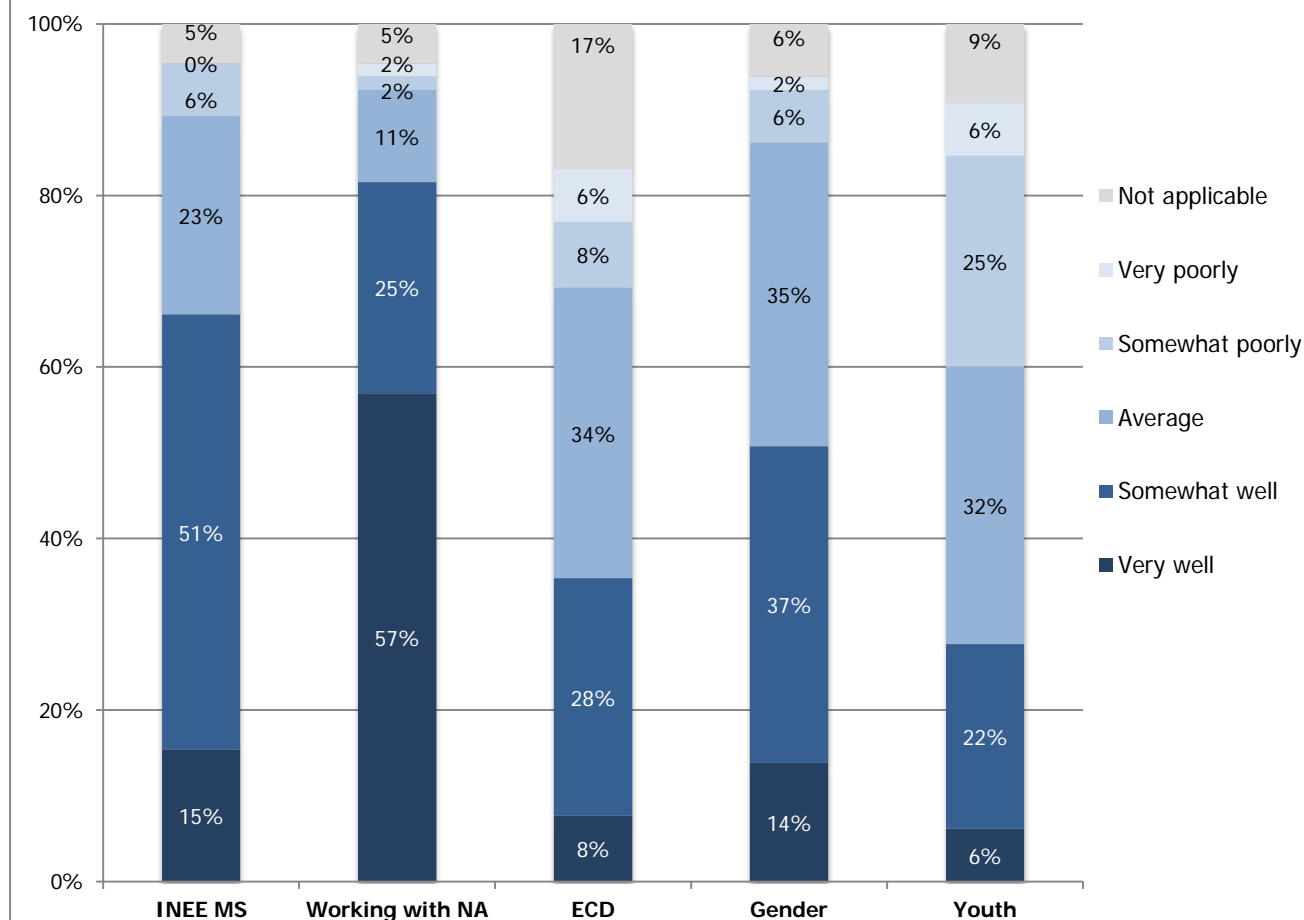
<sup>2</sup> The individual interviewed from the Sri Lanka Education Cluster was Cluster Coordinator from January 2007—June 2011; at the time of the interview, therefore, he was no longer the Cluster Coordinator. The 12 others are all currently functioning as Cluster Coordinators within their indicated countries.

<sup>3</sup> Interviews, email consultations and feedback on case study drafts were provided by expert practitioners from each of the five different thematic issues.



## Education Cluster survey responses for thematic case studies

How well do you feel your Education Cluster is responding in the following areas?



\*Total respondents: 65

When considering 'Very well' and 'Somewhat well' responses, participants reported strong Cluster involvement in working with national authorities (82%) and using the INEE Minimum Standards (66%). Youth scored the lowest with 31% of participants indicating their affiliated Education Cluster has done 'Very poorly' or 'Somewhat poorly' within this theme; this gap within youth programming is further addressed in the case study on youth.

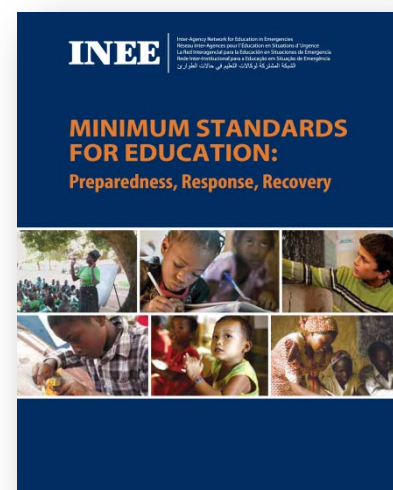
Also noteworthy is the relatively high percentage (17%) of participants who indicated that ECD was 'Not applicable' to their Education Cluster. This finding may indicate that there are a number of Clusters which are not implementing ECD programming (thus highlighting a current gap); another possible explanation, however, is that there is a misunderstanding pertaining to what is meant and which activities constitute 'ECD' (e.g. appropriate age groups, Child Friendly Spaces, Temporary Learning Space activities, preschools, child and mother groups, etc.). This misunderstanding may be skewing the results for ECD and should be explored with further inquiry.

While the survey does help to provide a general overview of what is happening within various Education Clusters around the world, these quantitative results do not provide enough information to understand *how* Clusters are specifically responding in these areas. The case studies presented below seek to explore this issue in more detail.

# Using the INEE Minimum Standards

The INEE Minimum Standards are 19 standards which aim to “enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services.”<sup>4</sup> They have been organized into five different domains including:

- Foundational Standards (Coordination, Analysis and Community Participation)
- Access and Learning Environment
- Teaching and Learning
- Teachers and Other Education Personnel
- Education Policy



Each Minimum Standard within one of the five domains is accompanied by a set of key actions and guidance notes which suggest ways to achieve the standards and provide information and good practice to consider when doing so. The INEE Minimum Standards are intended to be used by all stakeholders involved in education in emergencies (including preparedness, response and recovery) such as national and local authorities, UN agencies, NGOs, donors, teachers, and others. It should be noted that the INEE Minimum Standards are not meant to replace or compete with existing standards implemented by government authorities; the INEE Minimum Standards Handbook encourages:

In situations where there are national standards, the differences in scope, intent and content between those standards and the INEE Minimum Standards should be analysed. Experience has shown that the INEE Minimum Standards are generally compatible with national education standards. They are a useful tool to complement, supplement and help reach national standards. They provide strategies for their implementation and guidance specific to emergency situations which might not be fully addressed in national policies or strategies.<sup>5</sup>

The following country cases explore the different ways three Education Clusters have been using the INEE Minimum Standards for their Cluster work<sup>6</sup>.

## Country cases:

### Pakistan Education Cluster

*Latest activation date:* Sept. 2010 and Nov. 2011 (current Cluster Coordinator since Oct. 2009)

*Emergency:* Flood of 2010; flood of 2011 (some ongoing work from Oct. 2005 earthquake)

The Cluster Coordinator in Pakistan reports that the INEE Minimum Standards are being used as a general framework to guide Cluster activities: “[The INEE Minimum Standards are] cross-cutting in whatever work that we do. Whatever response that we are planning should be based on the Minimum Standards. So all our guiding documents, principles and strategies they are based on the Minimum Standards ... What we want people to understand is that these are the basics that we need to reach in all our programming, whether we are training or recruiting teachers, providing TLCs, refurbishing schools.”

Since the INEE Minimum Standards have such a central role in their work, the Cluster has conducted several trainings on them. “We’ve been able to train more than 300 cluster members in the last 7 months...We have included case studies related to our own country context which has worked better, and

<sup>4</sup> INEE, [Minimum Standards for Education: Preparedness, Response, Recovery](#) (2010) p.4.

<sup>5</sup> Ibid. p.17.

<sup>6</sup> For a more in-depth, quantitative study, refer to the [INEE Minimum Standards Assessment Report](#) (2012) which presents survey findings for 701 humanitarian stakeholders and explores the current awareness, uses and institutionalization of the INEE Minimum Standards.

we have developed some interesting role plays that address some domains...These contextualized examples, role plays and case studies have helped in delivering the INEE Minimum Standards [trainings], so it's not some kind of Western concept as people sometimes think." Often the Cluster members themselves also use the INEE Minimum Standards to build capacity of local NGOs and government authorities involved in education provision—which provision may not have been meeting the INEE Minimum Standards prior to the emergency. In this way, the Cluster Coordinator reports the INEE Minimum Standards are being used to build back better within the education sector.



Photo Credit: Erum Burki/Save the Children

Following trainings on the INEE Minimum Standards and how to use them to create project proposals, the Cluster, including the Ministry of Education (MoE), also uses the Minimum Standards to vet members' projects when they submit proposals for Emergency Response Funding (ERF) and Consolidated Appeals Process (CAP) funding. "We have this process where Cluster members submit proposals to the Cluster and we have a vetting committee which looks at and reviews each project proposal. One of the criteria of the project committee is: Are they basing their response on the Minimum Standards." When a proposal is approved and implemented, the Cluster monitors and evaluates the project to ensure it applies the INEE Minimum Standards.

## Vanuatu Education Clusters

*Latest activation date:* July 2011

*Emergency:* No emergency has yet occurred; threat of recurring cyclones

The Education Cluster in Vanuatu reports that their Education in Emergencies policy and plan is also founded "within the framework of the Minimum Standards. Everything that is documented is based on the Minimum Standards, which means that any work that needs to be carried out, advocacy, funding, research, coordination or whatever else needs to be done...is within the framework of the Minimum Standards." For example, the INEE Minimum Standards were used in coordination with the [Joint Education Needs Assessment Toolkit<sup>7</sup>](#) to develop the questions and areas of focus for their Rapid Assessment Tool. Recently, the Cluster used the tool within schools and communities to assess the latest cyclone; they found that the tool was detailed enough to collect the data they needed while being "simple enough for the schools in the community to adequately answer [the questions]."

The Cluster has also used the INEE Minimum Standards to develop various guidelines that are appropriate for their specific context. One set of guidelines was developed for principals and head teachers for when schools are sometimes used as evacuation centers. The Cluster has developed "regulations and rules for people using the schools to make sure they observe the regulations and to make sure the facilities are maintained when they leave the school after the emergency." INEE Minimum Standards-based guidelines for Temporary Learning Spaces have also been developed by the Vanuatu Cluster to specifically help "community members and education authorities in the provinces to make sure the [Temporary Learning Space] locations are safe."

## Kenya Education Cluster

*Latest activation date:* June 2011

<sup>7</sup> It is important to note that the Joint Education Needs Assessment Toolkit, developed by the Global Education Cluster in 2010, also used the INEE Minimum Standards as a framing mechanism throughout its development and the creation of its various tools.

*Emergency:* Horn of Africa drought 2011-2012; flood of 2011 (some ongoing work from post-election violence 2007-2008)

As with the other two Clusters, the Kenya Education Cluster also reports using the INEE Minimum Standards as a type of operating framework for most of their activities—especially for assessment tool development and advocacy with the MoE and local communities. Following the floods in November and December 2011, the Cluster Monitoring and Evaluation (M&E) specialist and Cluster Coordinator drafted an assessment tool based on the INEE Minimum Standards. All questions included in the tool were organized according to the INEE Minimum Standards domains. The tool was then distributed to Cluster members, the MoE and experts at the University of Nairobi for feedback. As the INEE Minimum Standards Handbook encourages inter-cluster coordination, the Cluster Coordinator also took the tool to their bi-weekly inter-cluster meeting and was able to improve and add questions pertaining to specific domains/standards (water, latrines, protection, etc.) with expertise from the WASH and Protection Clusters. Furthermore, a GenCap advisor was consulted to ensure that gender was integrated throughout the tool as a cross-cutting issue. To view this tool, see Annex B.



Photo Credit: Charles Karumba/Save the Children

The Cluster is also using the INEE Minimum Standards to locate weaknesses and gaps in existing tools. For example, an assessment tool was recently completed to evaluate the effects of the latest conflict on education. However, when the Cluster Coordinator reviewed the tool, using the INEE Minimum Standards as a checklist to ensure all key areas were covered, he identified several gaps within the tool. They are now using the INEE Minimum Standards to modify it accordingly.

In addition to tool development, the Cluster is using the INEE Minimum Standards to identify key needs and raise awareness of these needs amongst Cluster members, such as the MoE. Recently, the Cluster identified a particular school district that had been closed for three months due to conflict; moreover, the children who had fled to IDP camps did not have access to education. Using the Standards in Domain 2, Access and Learning Environment, the Cluster highlighted this issue amongst its members and received permission from the MoE to establish learning activities in Temporary Learning Spaces. The Cluster also reports using the INEE Minimum Standards to create an education in emergencies advocacy strategy to be used to communicate with the local communities for finding mechanisms to protect the schools and create safe learning environments.

## Analysis and lessons learned

### *The INEE Minimum Standards provide a common framework and language for Education Clusters*

All three cases above report using the INEE Minimum Standards as an operating base or framework for their activities. One of the reported benefits of this practice is that it provides Clusters and their members with common reference points and a common language from which they can build their coordination efforts. As Cluster members become trained and familiar with them, the INEE Minimum Standards become a unifying force. As the Cluster Coordinator from Kenya states, "The lesson learned for me is that if partners adopt the INEE Minimum Standards framework, we will be talking in the same language...that is why [Cluster members], *must* understand the domains and *must* understand the INEE framework, so when we have a meeting and we talk about coordination there's [common understanding]."

### *Clusters can use the INEE Minimum Standards to develop important tools and resources*

The Cluster Coordinators interviewed above discussed several specific ways the INEE Minimum Standards are currently being used to create various tools, documents and resources, including: data collection and assessment tools, guidelines for specific areas of action, intervention strategies and prioritizations, project and

funding proposals and advocacy messages. Typically, the INEE Minimum Standards are used as a guiding mechanism for drafting, editing and finalizing the content covered within these resources. The Kenya Education Cluster Coordinator argues that the use of the INEE Minimum Standards for developing data collection tools is extremely important as the data—and consequently the interventions themselves—will then also be in line with the INEE Minimum Standards: “We developed the assessment tool for the floods using the INEE framework; now the information we collect from that tool will basically always have a reference to a [specific INEE Minimum Standards] domain. Consequently, the issues that we will be covering will never deviate far from the domains either.”

*Clusters can use the INEE Minimum Standards for project proposal criteria to help ensure the quality of programming*

The Pakistan Education Cluster reports that their vetting and monitoring systems have helped increase the quality of proposals and projects tremendously. Having the INEE Minimum Standards as criteria for project acceptance is an effective way to get Cluster members which are applying for funds to take into consideration and integrate appropriate INEE Minimum Standards into their projects before they are put in place. Monitoring and evaluating the projects after implementation is also important as it ensures that the INEE Minimum Standards are, in fact, being properly followed as outlined within the submitted proposals.

*The INEE Minimum Standards—as well as training materials—should be contextualized to meet the needs of individual settings*

The INEE Minimum Standards are intentionally broad in order to be applicable to a broad range of contexts and are intended to be contextualized. During interviews, some Cluster Coordinators discussed how their Clusters had contextualized the INEE Minimum Standards to fit their specific needs and situation. Typically, this involved meeting with relevant stakeholders and determining which of the INEE Minimum Standards were applicable, making necessary modifications to the Standards and establishing context-specific indicators for the selected Standards. INEE has prepared some tools and resources to help education stakeholders [contextualize the INEE Minimum Standards](#).

In addition to contextualizing the Standards themselves, Cluster Coordinators also discussed the importance of contextualizing the materials used for training on the INEE Minimum Standards. The Pakistan Education Cluster Coordinator, when explaining how INEE Minimum Standards can, at times, be seen by Cluster members as “some kind of Western concept,” pointed out how this view of the Standards can have a limiting effect on the understanding and buy-in of partners. To overcome this issue, they have developed training materials which implement locally relevant examples, role plays, exercises and case studies.

## **Recommendations**

*Global Education Cluster and Education Cluster Unit (ECU)*

- Building on the findings presented above, explore/research further uses of the INEE Minimum Standards specifically within national Education Clusters; findings should be integrated into the Institutionalization Check-list for Education Clusters (see below).
- Compile various tools and resources developed by Education Clusters using/based on the INEE Minimum Standards into an online database to be shared with national Education Clusters.

*INEE*

- Assist the Global Education Cluster and the ECU in the recommendations listed above.
- Continue the printing and distribution of the INEE Minimum Standards as well as the contextualized training of Education Clusters and their members, especially including government counterparts.

*National Education Clusters and Cluster members*

- Conduct regular INEE Minimum Standards trainings for Cluster members at national/sub-national levels; contextualize examples, role plays and case studies appropriately. Conducting adequate and appropriate trainings at national and sub-national levels will help establish a common language amongst education actors.



- Consider using the INEE Minimum Standards as a framework for Cluster activity and coordination with Cluster members.
- When developing tools or resources, use the INEE Minimum Standards Handbook as a guiding mechanism.
- Record and share INEE Minimum Standards usage and good practices with INEE and Global Education Cluster.
- Consider using the INEE Minimum Standards as criteria for Cluster members' project proposals.
- Become familiar with and, where relevant, make use of existing INEE tools (see below)

*Useful tools and resources for Cluster Coordinators:*

Tools/Resources	Description
<a href="#">INEE Minimum Standards Handbook translations</a> (2010)	The INEE Minimum Standards Handbook has been translated into 29 languages, with the 2010 version currently available in 18 different languages
<a href="#">INEE Toolkit</a>	Toolkit containing a wide-variety of practical, field-friendly tools and resources
<a href="#">INEE Minimum Standards Institutionalization Check-list for Education Clusters</a>	Checklist for Clusters to assist with institutionalizing the INEE Minimum Standards; includes action points on: coordination, assessment and programming and reporting
<a href="#">INEE Minimum Standards case studies</a>	An ongoing list of case studies on the contextualization and implementation of the INEE Minimum Standards
<a href="#">Education in Emergencies Training Package</a>	A harmonized training package including 17 modules for Education in Emergencies
<a href="#">INEE Minimum Standards E-learning Module</a>	An e-learning module, based on the Darfur refugee crisis demonstrating the use of the INEE Minimum Standards as a framework for designing quality education programs
<a href="#">Contextualizing the INEE Minimum Standards</a>	Guidance, examples and steps for contextualizing the INEE Minimum Standards
<a href="#">INEE Minimum Standards Assessment Report</a> (2012)	An in-depth quantitative study presenting survey findings for 701 humanitarian stakeholders and exploring the current awareness, uses and institutionalization of the INEE Minimum Standards

## Working with national authorities

The primary responsibility for providing assistance to a population by adequately preparing for, responding to and recovering from an emergency belongs to the national authorities of the affected state. It is important that Education Clusters recognize this primary role of governments during humanitarian response and work to support the goals, activities and interventions of the MoE and education authorities. The Education Cluster Coordinator Handbook confirms, “The aim of an international humanitarian response in education is ultimately to support government response efforts. It is crucial that government, through the relevant authorities, is included and involved in all aspects of the cluster’s activities.”<sup>8</sup>

Ideally, rather than the government being “included and involved” within the Education Cluster’s activities, the Education Cluster itself—as well as its activities—could be brought under the leadership and direction of the national authorities. In practice, however, the degree to which a government is involved within and/or leads an Education Cluster depends on various factors such as the context of the emergency, capacity and willingness of the national authorities and the personal vision and approach taken by the Cluster Coordinator. The country cases below present three different examples of how Education Clusters are working with and being led by national authorities.



### Country cases:

#### Occupied Palestinian Territory (OPT) Education Cluster

*Latest activation date:* July 2011

*Emergency:* Protracted conflict between Palestine and Israel

Collaboration between national authorities and the OPT Education Cluster was somewhat limited for the first two years after its activation in 2009. Since the arrival of the current Cluster Coordinator in July 2011, however, government engagement has increased dramatically, which she attributes to: 1) increased consistency in Cluster presence and 2) having a government-centered, coordination approach. The previous “start-and-stop” activation/deactivation of the Education Cluster as well as high Cluster Coordinator turnover limited its relationship with the Ministry of Education (MoE) and led to a lack of sustained coordination. Extending the duration of time that the Cluster has been functioning and having a consistent Cluster Coordinator has increased the MoE’s trust in and desire to work with the Cluster. Additionally, a new inclusive approach has shifted from merely *informing* the MoE of activities to putting the MoE “in the driver’s seat as much as possible...We’re there for *them*...We’re not separate, and we’re all working towards the same response. It’s *their* Ministry, *their* schools and *their* children, and we’re here to help fill the gaps.”

Since these changes, the MoE proactively created a new directorate called the ‘Core Team for Humanitarian and Education Cluster’ which serves as the main coordination mechanism between the Cluster and the MoE. It consists of 3 main focal point liaisons who attend all Cluster meetings, as well as experts on relevant issues such as school construction, water and sanitation and school counseling. These experts attend those Cluster meetings that focus on their areas of expertise.

The Core Team has worked with the Cluster and MoE on the Consolidated Appeals Process (CAP)<sup>9</sup>. First, they jointly aligned the Cluster’s planned activities with the MoE’s five-year strategic plan. Then the MoE,

<sup>8</sup> Global Education Cluster (2010). [Education Cluster Coordinator Handbook](#) (p. 57)

<sup>9</sup> The CAP is a tool for aid organizations to raise funds and plan, implement and monitor their interventions; while CAP funding is allocated only to aid organizations, the process can still prove effective for working and coordinating with MoEs, as in the case of OPT. For more information see: <http://ochaonline.un.org/FundingFinance/ConsolidatedAppealsProcess/tabid/1106/Default.aspx>

with support from the Cluster, was given increased responsibility and ownership of the CAP process by working with Cluster members on strategy, outcomes and project proposals. The Cluster Coordinator recounts, "At the beginning they weren't sure, but once they realized this was the approach, that this was for them and it needs to reflect *their* needs, they were very engaged in the process. [The CAP] is a strategic document, and we're using it as such, and [the MoE] agreed to be a partner in every output. It was fully integrated and was basically for them." The final CAP strategy document can be seen in Annex C.

### **Kenya Education Cluster**

*Latest activation date:* June 2011

*Emergency:* Horn of Africa drought 2011-2012; flood of 2011 (some ongoing work from post-election violence 2007-2008)

In Kenya, the Department of Field Services (DFS), within the MoE, oversees work on education in emergencies and acts as a liaison between the MoE and the Cluster, with the Deputy Director of the DFS acting as the chair of the Cluster. The Cluster Coordinator explains, "He helps us a lot, especially when we want information, do planning, organizing, but also a lot in terms of Cluster advocacy, what policies from the government do we need to put in consideration...he's very important. *In fact, the truth is, I would never make a major decision without consulting him.*"

The Cluster has found that working with national authorities can be improved by: 1) building capacity through inclusive participation and 2) ensuring the MoE has a clear understanding of the Cluster and its role. The two are, of course, interrelated; one Cluster Coordinator points out that as officials are included within Cluster activities, not only is their capacity increased, but they also gain a more accurate understanding of the functionality of the Cluster—and therefore their role within it. He explains that national authorities often have the misconception that the Cluster and its members raise large amounts of funding and then brush aside the MoE while solving the country's education problems. By involving the MoE more fully in Cluster activities, he says, the national authorities have a better understanding of the purpose of the Cluster as well as the Cluster's role in supporting the work of the MoE.

Conducting needs assessments is one activity used by the Cluster to both build MoE capacity and increase government buy-in and responsibility. "To get [MoE] buy-in to the Cluster approach, they must participate in the needs assessment [process] from the design to the data collection to analysis, even to reporting. We involve them in everything...so that they might get that high experience."

The Cluster discovered that facilitating visits of national authorities to the field for needs assessments has a greater effect than trying to convince them during Cluster meetings. "When we go with the Ministry of Education to the field, we collect data with them. When you talk to the pupils, the teachers on the ground, and they tell you there was a child who was hurt in the conflict and they show you and that official the gunshot hole made by a bullet, then it's not the same as the coordinator or advisor going to a cluster meeting...they will then be the first to say, 'Oh, we need to do something.'"

### **Nepal Education Cluster**

*Latest activation date:* Sept. 2008 (with current Cluster Coordinator in place since 2009)

*Emergency:* 2011 earthquake in eastern Nepal; 2008 Kohsi Flood in Sunsari District

Prior to 2008, governmental response to an emergency in Nepal was the responsibility of the Ministry of Home Affairs; the MoE was rarely involved, and education was often overlooked. When the Cluster was activated in 2008, they immediately began working with the MoE to increase their involvement. The Cluster Coordinator explains, "The Cluster was proactive, but we knew that without the national authorities that we could not go further, and we knew that for each and every step we would need their support and guidance



for working with them.” They created a one-page Memorandum of Understanding (MoU) representing a formal commitment between the MoE and Cluster Lead Agencies (CLAs), outlining their roles and establishing an MoE focal point to liaise between the them (see Annex D).

Although the CLAs agreed from the outset that the MoE should actively lead the Cluster, this shift of responsibility was done gradually. Rather than focusing immediately on building technical capacity, the Cluster began training the Ministry on the importance of education in emergencies, its inclusion within initial response and their responsibility to ensure it happens. As government involvement increased, they became responsible for organizing and chairing Cluster meetings—which immediately increased Cluster attendance and participation as members began viewing Cluster activities as an education sector response, rather than a UNICEF or Save the Children response. When meetings were eventually shifted from CLA offices to the MoE, several officials began attending, rather than just the focal point.

When the Cluster was deactivated, it continued operating—increasingly under MoE leadership—as a thematic working group. This allowed for continued collaboration with the MoE. After the 2011 earthquake, the MoE fully led the Cluster’s response; with financial and technical support from other Cluster members, it completed a rapid needs assessment within three days of the earthquake and led a detailed assessment of the effects on the education sector. “We knew that we had a role to play as a coordinator, and bringing the government fully on board was the beginning...now [the MoE] has fully taken over, and we say that the Education Cluster is led by the government, they are the one who is coordinating the whole [response] and we as the technical agencies are helping them on technical matters and providing support to them.”

## Analysis and lessons learned

### *There appears to be a strong push by Education Clusters seeking to establish government buy-in*

A common theme for working with national authorities was the importance of securing MoEs’ participation within the Cluster. Phrases like “buy-in,” “increased ownership,” “bringing on board,” and “putting government in the driver’s seat” were frequently used. Cluster Coordinators’ comments revolved around empowering MoEs to lead the Cluster by increasing their understanding of education in emergencies, the purpose of the Cluster and the role of the MoE within the Cluster during an emergency. Although the degree to which they are involved is ultimately up to the MoEs themselves, the themes below provide different approaches to help increase their involvement.

It should be noted, however, that while working the national authorities and supporting their involvement and engagement in the Cluster and the emergency response is certainly important, Clusters should also be aware of the inherent contradiction within the terminology that is sometimes used to describe this process. For example, attempting to bring governments “on-board” or to get their “buy-in” to the Education Cluster’s activities and agenda is somewhat of a contradiction since it is the Education Cluster which should be acting as a supporting mechanism to the national authorities. Even the phrase “putting government in the driver’s seat” is a bit misleading as national authorities by virtue of their role and responsibilities should, except in certain circumstances, *always* be in the driver’s seat—and not “put” there by the Education Cluster. The Cluster Coordinator for Nepal feels strongly about this and chaffed when asked questions that implied a differentiation between ‘the Cluster’ and ‘the government’; she was also uncomfortable with being called the Cluster Coordinator: “I am a focal person from UNICEF *for* the government,” she explained, “Because truly the government should be the Cluster Coordinator...As long as the system is working, then we should be taking a back-seat role and doing more facilitation.”

### *Having a liaising mechanism helps ensure collaboration between the Cluster and national authorities*

All cases above had some type of coordination mechanism between the MoE and the Cluster. In the case of Nepal, this was a focal point directly to the MoE, while in Kenya and OPT the Clusters were linked through focal points to specific MoE departments or directorates dealing with emergencies. Government involvement and/or leadership also differ by Cluster. In OPT and Kenya, there is a strong co-lead relationship with the

MoE, with a current push towards greater independent responsibility and leadership. In Nepal, however, the Cluster is led by the government, with technical and financial support provided by NGO and UN members.

Although Cluster Coordinators in the cases above report having fairly good relationships with their MoE focal points, individuals from the MoE who have been designated as Cluster focal points often take on their Cluster responsibilities in addition (and secondary) to their MoE responsibilities. This additional workload on the focal points can account for some of the challenges faced by Cluster Coordinators when working with national authorities; it also can perpetuate the perception that the Cluster is being led by UNICEF and Save the Children—rather than the national authorities leading the Cluster with support from the Education Cluster.

*Personal attitude and approach towards national authorities is key in establishing a relationship of trust*

One of the most significant factors for government buy-in suggested by the Cluster Coordinators was their personal approach and having an inclusive attitude. They reported that national authorities typically have a realistic comprehension of their level of technical capacity and financial resources, and if they are approached openly, in a spirit of true partnership, they often see the benefits of collaborating with the Cluster and become quickly involved.

*Consistent relationships and education sector working groups can increase government's Cluster involvement*

The Nepal and OPT Clusters both cited a lack of consistency of Cluster presence and personnel as a major obstacle to developing relationships with government authorities. Nepal has overcome this challenge by keeping the general mechanism and relationships alive—even when the Cluster is officially deactivated—through a thematic group. “In Nepal, the Education Cluster has been working together in a thematic group when there is no emergency...if you only activated during an emergency it is difficult to get people together again, you never know who is where. So good or bad, we keep connected.” In many countries, an education sector working group is in place before and after implementation of the Cluster mechanism; these working groups, like Nepal's thematic group, could be utilized by the Cluster to maintain and grow relationships with national authorities.

*Including ministry officials in specific Cluster activities can increase government capacity and buy-in*

Clusters also discussed using activities to both build capacity and increase government buy-in. In OPT, involving the MoE in the CAP process was used to build capacity on project development and education in emergencies as well as to help them understand the Cluster's role in supporting MoE initiatives. In Kenya, taking national authorities to conduct needs assessments not only was an opportunity to train on the needs assessment process, but also to show the existing gaps and need for collaboration with the Cluster. Having ministry staff chair Cluster meetings is also an effective way to increase Cluster participation and demonstrate government commitment to the Cluster partners. In general, MoE involvement increases when they understand: 1) their responsibilities in education in emergencies and *how* to carry out those responsibilities and 2) the facilitating role that the Cluster can play in supporting the MoE. Building capacity through demonstrating and including national authorities in Cluster activities is, therefore, extremely important.

## **Recommendations**

*Global Education Cluster and Education Cluster Unit (ECU)*

- Conduct an in-depth study of the different coordination mechanisms existing between Clusters and national authorities. What works best under which circumstances and within which contexts? Aim to understand the evolutionary process seen in the examples above where the MoE shifts from non-partner, to Cluster member, to Cluster meeting chair, to Cluster co-lead to Cluster lead.
- Continue compiling and sharing additional good practices for collaborating with national authorities and incorporate these within Cluster Coordinator trainings; Reduce as much as possible quick turnover of Cluster Coordinator staff.
- Identify Clusters not working effectively with national authorities and provide guidance/support.
- Explore ways in which to ensure the Cluster sits under the MoE and maintains consistent relationships with authorities—even when the Cluster is not officially activated. This might include ensuring that

ongoing thematic or education sector working groups are in place, under MoE direction/leadership and are connected to the Cluster activation.

#### *INEE*

- Build on the IASC's "Operational Guidance for Cluster Lead Agencies on working with National Authorities and develop guidance notes for working with national authorities specific to the education sector; give particular emphasis to the relationship between national authorities and the Education Cluster.

#### *National Education Clusters and Cluster members*

- Excluding exceptional cases, work to ensure that the national authorities are in the 'driver's seat' and leading coordination of the education response.
- Advocate for collaboration with authorities and ensure presence of coordinating mechanism/focal point between the Cluster and MoE; consider holding meetings at MoE offices.
- Work to develop an open, trusting relationship with national authorities.
- Instill an attitude and coordination approach that demonstrates the Cluster's support of government initiatives, mechanisms and activities; recognize their role to be in the driver's seat and strive to learn from the national authorities as the Cluster provides them with support.
- Use specific planning and response activities to build government capacity and increase buy-in.
- Upon turnover of Cluster Coordinators, ensure handover meetings occur with relevant authorities.
- For more on working with national authorities, Cluster Coordinators should consult the [Education Cluster Coordinator Handbook](#), Section 2.5 (pp. 55-58).

#### *Useful tools and resources for Cluster Coordinators:*

Tools/Resources	Description
<a href="#">INEE Minimum Standards Handbook</a> (2010)	Passages in the Handbook describe the responsibilities of national authorities in education in emergencies and guidance for working with them.
<a href="#">Education Cluster Coordinator Handbook</a> (2010)	Section 2.5 "National authorities and cluster partners" (pp. 55-64) discusses some key points regarding working with national and local authorities.
<a href="#">Operational Guidance for Cluster Lead Agencies on working with National Authorities</a> (2009, draft)	IASC guidance notes for CLAs working with national authorities; includes points regarding: responsibilities of national authorities, coordination mechanisms, coordinating the response, strengthening national capacities, etc.

# Early Childhood Development (ECD)

The INEE Thematic Issue Brief on ECD states, “Early Childhood Development refers to the processes through which a young child under eight years develops his/her optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. Experience has shown that critical preconditions must co-exist to ensure that young children get the best start in life for them to develop to their full potential.”<sup>10</sup> Ensuring that young children have appropriate and adequate learning and development opportunities is crucial to their future academic and general well-being. Among other benefits, holistic ECD programs and activities can help young children:

- Access important inter-sectoral services (e.g. health and nutrition, clean water and sanitation facilities, psycho-social support, etc.)
- Learn and play in a safe and protected environment
- Develop new skills, including social skills
- Prepare for formal education as well as increase their future academic performance and retention

The country examples presented below discuss how ECD programming is being addressed within three different Education Clusters. It should be noted that the type of ECD programming and activities that are conducted by an Education Cluster and its members depends significantly on the current phase of an emergency. The Sri Lanka and Zimbabwe Education Clusters describe their ECD activities from a response and recovery perspective, while the ECD activities of the Vanuatu Education Cluster—which has not yet responded to an emergency—are being conducted from a preparedness perspective.



Photo Credit: UNICEF/CdI/2011/Asselin

## Country cases<sup>11</sup>:

### Sri Lanka Education Cluster

*Latest activation date:* 2007 (Cluster Coordinator interviewed in place from 2007-2011)

*Emergency:* Recurring floods and protracted conflict (2007-2011)

When the Education Cluster was first activated in Sri Lanka in 2007, ECD was immediately identified as an area of focus for Cluster activities. Many Cluster members were already engaged in ECD; however, very little coordination was taking place. Each agency had its own programs, understanding of ECD issues, and Monitoring and Evaluation (M&E) indicators, which led to a duplication of ECD programs in some communities and gaps in ECD provision in others. The Education Cluster decided to create an ‘ECD sub-cluster’—which was also copied at the district/regional levels—that allowed relevant agencies to focus specifically on ECD.

To help with coordination, the sub-cluster began gathering information from its members into an ECD ‘Master Plan’—a tool that includes agreed-upon ECD key issues, standards/indicators, 4 W, training resources and important advocacy points. The former Cluster Coordinator describes the Master Plan: “There was one organization with good M&E tools and another had good indicators, so we shared those with the sub-cluster; different agencies shared their programs and it developed a common understanding for all.

<sup>10</sup> INEE, [Thematic Issue Brief: Early Childhood Development](#). (2010) p.1.

<sup>11</sup> In the examples from Sri Lanka and Zimbabwe, the ECD programming and activities targets children 3-5 years old while Vanuatu ECD programming targets children 0-6 years old.

Additionally, the government had their own training program so we collaborated with them, and we invited them to come and do a training...So it's kind of sharing resources, collecting information from different people, and making a Master Plan." The sub-cluster structure combined with the guiding Master Plan, significantly improved ECD coordination and effectiveness, making the sub-cluster a strong force in Sri Lanka for ECD advocacy, policy making, monitoring and fundraising.

The creation of the ECD sub-cluster was also motivated by the poor relationship and lack of collaboration between two ministries within the Education Cluster: the Ministry of Education and the Ministry of Child Development. "This was a big issue... there was a big misunderstanding about their roles and responsibilities, and there was a tug-of-war between the two ministries." However, once the Ministry of Child Development became specifically involved and understood its important role in the ECD sub-cluster, cooperation between the two ministries within the Education Cluster greatly improved. The increased coordination was not only within the sub-cluster and between ministries, but also with other clusters as well. The sub-cluster met and worked closely with the Nutrition and Protection Clusters for supplementary feeding programs and psychosocial support within ECD programs.

### **Zimbabwe Education Cluster**

*Latest activation date:* July 2008 (with current Cluster Coordinator in place since June 2011)

*Emergency:* Economic meltdown and decline of basic social services (2007/2008)

In Zimbabwe, there has been a strong culture and community acceptance of and participation in ECD. In 1999, an Education Commission evaluated the education system and recommended compulsory ECD be instituted. The implementation process was slow as the majority of the financing fell to parents and communities themselves, but ECD programs began developing and community buy-in steadily increased. One ECD space often covered a geographic area which included multiple local communities, and most spaces were located at or near the grounds of the closest primary school. The emergency which began in 2005, however, disrupted the progress being made and caused attendance to decrease sharply as travelling to the ECD spaces became unsafe.

When the Education Cluster was activated in July 2008, many of its members were involved with trying to revive ECD but without any coordination. The Cluster formed an 'ECD sub-group' which helped Cluster members determine their geographic areas of intervention and develop a shared ECD approach. The sub-group capitalized on communities' previous experiences with and continued desire for ECD programming by developing a supportive approach that put communities in charge of setting up and running the programs. Recognizing the need to establish smaller spaces within a specific village or community, rather than larger ones located farther away, sub-group members now help communities first conduct assessments to determine the most ideal location for their ECD spaces—using the INEE Minimum Standards to ensure the distances are safe for children. They then provide advice and support as communities construct the ECD shelters. Communities then identify parents, often mothers, who have a minimum level of education and could work as paraprofessionals within the centers. While sub-group members provide trainings for these paraprofessionals, each ECD center is also registered and partnered with the nearest primary school; the head teacher then becomes the ECD's supervisor to ensure quality and provide curriculum support.

Most of the responsibility for financing the construction, ECD materials and paraprofessionals for the spaces is currently upon the community, which collects minimal fees from parents. To help keep costs down, the sub-group developed a 'Low-Cost Model Center' which trains on using resources and materials that are developed locally. Once the ECD centers are operational, the sub-group's approach is to then allow the centers and their partnered schools to continue operating while the sub-group members provide ongoing monitoring and support.



## Vanuatu Education Cluster

*Latest activation date:* July 2011

*Emergency:* No emergency has yet occurred; threat of recurring cyclones

Much of the Vanuatu Education Cluster's programming, including ECD, is currently focused on preparedness activities. The Cluster, whose Coordinator is an MoE official, works closely with the Ministry's national ECD coordinator—who is also a member of the Cluster. In January 2011, the Cluster facilitated an ECD in emergencies workshop for six governmental, provincial ECD coordinators during which they developed contingency plans for their provinces. Following the workshop, the ECD coordinators returned home and helped ECD directors and teachers develop evacuation and safety plans for their ECD centers.

The Cluster is also working to develop and preposition important ECD stocks and materials. Due to a lack of funding, obtaining adequate materials for stockpiling in case of an emergency is difficult. The Cluster is helping to coordinate workshops for ECD actors and teachers on making these resources using local materials. Currently, several Cluster members—such as the MoE, Save the Children and UNICEF—are all in the process of prepositioning ECD stocks. To facilitate this process, the Cluster is coordinating by sharing ideas and lists for what items should be stockpiled and which resources can be obtained or made locally. The Cluster has also developed a resource mapping template whereby lead agencies go to Cluster members and record what stocks they have and are planning to acquire. This allows them to know what resources are in the country and where they are located. The mapping tool has also highlighted some gaps in terms of materials (e.g. ECD kits), but since funding is low, they are still trying to determine how to fill these gaps.

## Analysis and lessons learned

*Having an ECD-specific coordinating mechanism can allow increased collaboration and effectiveness*

Although a crucial element of Education in Emergencies, ECD is often overshadowed by the challenges facing primary education or sometimes viewed as the responsibility of the Protection Cluster. For example, it can be difficult to allocate adequate time and attention for proper ECD coordination during Cluster meetings. One solution is to form an ECD break-off group (e.g. sub-group or sub-cluster) that can meet and coordinate

separately and then communicate its activities back to the Education Cluster, thus providing more time and depth for ECD needs. As one Cluster Coordinator states, "If you put everything together in one Cluster I don't think we would have gone this deep [into ECD programming]." As was seen in the case of Sri Lanka, ECD cross-sectoral sub-clusters can also be used to facilitate relations between government ministries and increase their coordination.



Photo Credit: Landon Newby

*Having an ECD framework, set of guidelines or master plan can help ECD programming and coordination*

One repeated theme during interviews was the necessity of having an ECD framework to guide planning and coordination within the Cluster or

ECD sub-group. Sri Lanka's ECD Master Plan, for example was used to map capacity, identify gaps, share information and good practices with ECD partners and coordinate and plan ECD activities. The Uganda Cluster Coordinator reports that after initial ECD failures within their Cluster, they finally decided to hold a coordination meeting wherein relevant stakeholders worked together to develop a set of ECD guidelines for

their programs; she reports that once implemented, the guidelines had an immediate, positive impact on the effectiveness of their coordination and implementation.

#### *Planning and training on ECD guidelines in an emergency should be done as a preparedness activity*

Not only did Cluster Coordinators strongly recommend developing ECD plans and guidelines, they also suggested that these resources be developed—and key actors trained on them—as a preparedness activity *before* the onset of the emergency. The work of the Vanuatu Education Cluster also highlights important preparedness activities, such as training on and developing contingency and evacuation plans as well as prepositioning ECD stocks to be used during or after an emergency. Developing a resource mapping tool is also important as it will allow Clusters to know which materials are where and what gaps exist.

#### *Using local materials and production can be an effective way of acquiring ECD resources*

Another theme mentioned throughout the interviews was the practice of using local materials and production methods to acquire ECD resources. Cluster Coordinators cited several benefits to this practice including: lower costs in production and transportation, quicker/easier access to the materials, support of local economy and increased familiarity of the resources by the local ECD actors.

#### *Having a community-centered approach to ECD programming can prove effective*

Many Clusters are using local communities to implement ECD activities; this is, in part, out of necessity due to lack of funding and/or government capacity, but the result appears to be creating more sustainable and effective ECD programs. The approach of Zimbabwe's ECD sub-group is especially community-based as it uses a process whereby the community has constant involvement in and ultimate responsibility over the ECD programs. In cases where funding requires participatory fees, however, caution should be given to ensure all children—especially vulnerable, marginalized or unaccompanied children—still have access to the ECD spaces and are not sent away.

### **Recommendations**

#### *Global Education Cluster and Education Cluster Unit (ECU)*

- Explore in more detail the current uses and various structures of ECD sub-clusters/sub-groups and consider developing guidance notes for Clusters wishing to implement them.
- Ensure that ECD is highlighted during emergency preparedness and contingency plan trainings and documents; explore ways of assisting national Education Clusters in prepositioning of stocks and consider developing a customizable resource mapping tool.
- Include an ECD module/session during the Cluster Coordinator trainings.
- Compile and share good practices for coordinating the use of local materials for ECD resources.
- Gather more information from ECD programs using a strong community-based approach and develop guidance notes for national Clusters wishing to implement such an approach.

#### *INEE*

- While the INEE Toolkit currently contains various tools and information regarding ECD, there are not yet Guidance Notes or a Pocket Guide on ECD. This resource could be very useful for Clusters trying to develop their own ECD-specific framework or guidelines.

#### *National Education Clusters and Cluster members*

- Where ECD is not being adequately addressed within the existing Cluster mechanism, consider creating ECD sub-clusters at national and, perhaps, regional/district levels.
- Make sure to have a structured plan or set of guidelines in place (preferably prior to the emergency) for ECD coordination and programming.
- Work to ensure that ECD guidelines, contingency/evacuation plans and stockpiles are a part of the Cluster's preparedness activities and are in place prior to an emergency.

- Where applicable, train Cluster members and community actors on using local materials for developing ECD resources.
- Where applicable, consider adapting a community-based approach to ECD; train Cluster members on how to involve community members more in a process shifting ultimate responsibility and ownership to them; in cases where participatory fees are being collected, be sure to emphasize the inclusion of marginalized children.

*Useful tools and resources for Cluster Coordinators:*

Tools/Resources	Description
<a href="#">Early Childhood Development</a> (2009)	Chapter 2.10 on ECD from UNESCO-IIEP's <i>Guidebook for planning education in emergencies and reconstruction</i>
<a href="#">INEE Toolkit—Early Childhood Development</a>	INEE's database/toolkit with over 20 different documents and resources pertaining to ECD.
<a href="#">ECCD in Emergency Situations Annotated Bibliography</a> (2010)	INEE and Macquarie University scoping exercise identifying published research about young children in emergency and disaster situations
<a href="#">The Path of Most Resistance: Early Childhood Care and Development in Emergencies</a> (2009)	Working paper developed by the Consultative Group on Early Childhood Care and Development and INEE which describes the principles and practices for an integrated, holistic approach for assisting children affected by emergencies.



# Gender

Gender-sensitive programming for educational preparedness, response and recovery is essential for ensuring that the human right of all individuals to access quality education is met. The INEE Pocket Guide to Gender states:

"Emergencies such as violent conflict and natural disasters are experienced profoundly differently by girls, women, boys and men...In these contexts, educational needs change and different barriers for boys and girls are often apparent, with girls usually experiencing greater disadvantage...[A] gender-responsive education system is crucial to ensure male and female learners of all ages have access to quality, relevant and protective educational opportunities.<sup>12</sup>

The following country cases demonstrate how three Education Clusters are currently working to apply a gender lens to their activities to help ensure a more gender-sensitive response.



Photo Credit: Nicolay Paus

## Country cases:

### Democratic Republic of the Congo (DRC) Education Cluster

*Latest activation date:* Nov. 2007 (current Cluster Coordinator since June 2009)

*Emergency:* protracted conflict and recurring flooding

Education programs sometimes operate under the false assumption that as long as there appears to be a 1:1 ratio of girls to boys in the education system, the program is gender sensitive. However, the DRC Education Cluster in collaboration with the GenCap advisor wanted to go deeper, so they had each sub-cluster identify what the specific gender barriers were in their provinces, compared these lists with existing documentation and research on gender barriers in education and then summarized the findings into a list of 10 gender barriers in the DRC with 10 possible solutions for addressing them. This list of 10 solutions was sent to all 16 Education Clusters and sub-clusters in DRC for feedback. Eventually, the list was prioritized to 5 solutions, or 'engagements,' which all Clusters viewed as 1) being practical solutions to major gender that 2) could be feasibly addressed by Cluster members. The five engagements, incorporated into a charter, are:

1. Guarantee the dignity and protection of girls and boys through the separation of latrines by sex
2. Raise community awareness to take into consideration the specific barriers to education for girls and boys
3. Encourage an equal representation of men and women during the recruitment of teachers and parent committee members
4. Establish 'listening points' within schools and communities to help encourage and facilitate children's reporting of concerns and cases of violence and sexual abuse
5. Raise awareness of mothers and fathers regarding the retention of adolescent girls in school beyond primary education

The purpose of this charter was to help every Cluster member developing and implementing a project to consider these five engagement points and explain why or why not they are included in the project proposal and implementation. While the engagements did create gender awareness and the Cluster did see significant improvement in collection of sex and age disaggregated data and some progress with segregated latrines, many proposals began to be submitted with the engagements simply copied and pasted into the document. This misuse of the engagements was actually leading partners to feel they were

<sup>12</sup> INEE, [Gender Equality in and Through Education: INEE Pocket Guide to Gender](#) (2010) p.5.

adequately covering gender issues and so *less* analysis of the needs of girls and boys was undertaken.

In response to this, the Cluster took existing sets of quantitative and qualitative multi-sector assessments tools, harmonized them and adapted them to their needs. The tools take actors through a step-by-step assessment and analysis process whereby one gains a good understanding of what the major issues are, what barriers exist and what solutions are required. The Cluster is now training the various partners on how to use the tools, but instead of doing gender-specific training—which can imply that gender is something apart or separate from, rather than an integral aspect of, all education activities—they are integrating gender into a theoretical and practical, scenario-based training on the entire project cycle: how to conduct analyses on a particular situation, how to write a proposal, how to implement activities in a gender sensitive way and how to monitor, evaluate and adapt programs. During this process, individuals work with the quantitative and qualitative data collection tools, conduct causal analyses on the collected data and write evidence-based proposals referring to various key documents such as their Humanitarian Action Plan, the Education Strategy, Cluster Guidelines and the INEE Minimum Standards.

Once the proposal is written, trainees/Cluster members use a set of tools and standards as well as the Gender Markers to evaluate their own proposals and give themselves a gender mark. Finally, they are shown a proposal of an actual project that is being implemented and are taken to the field where they conduct a follow-up of the project to see if the project is accomplishing what was outlined in the proposal and whether certain adaptations or modifications are required. For more information, a [20-minute presentation](#) by the DRC Cluster Coordinator on implementing a gender sensitive approach is available along with a [1 hour webinar on gender](#) including a presentation from the Somalia Cluster Coordinator.

### **Bangladesh Education Cluster**

*Latest activation date:* Nov. 2007 (current Cluster Coordinator since July 2009)

*Emergency:* recurring cyclones and floods

According to the Cluster Coordinator, gender enrollment in Bangladesh primary education is fairly equal, with slightly *more* girls enrolled than boys. After conducting school-based needs assessments, however, the Cluster has identified two specific issues which are particularly problematic in terms of gender access to education. The first is that many schools do not have segregated toilet facilities, which is reportedly keeping some girls from attending school. In response, the Cluster is coordinating and training its members on proper, segregated latrine construction.



Photo Credit: Kamran Jacob/Save the Children

The second issue is that many children are kept from school because of the unsafe travel conditions. Following cyclone disasters, the Cluster conducts school-based needs assessments whereby they identify specific communities where girls are not able to attend school because of unsafe travel conditions due to 1) fear of sexual predators and 2) flooded canals and rivers. After cyclone Aila in 2009 a few sub-districts in south-western part of the country were seriously affected. In these areas children felt unsafe walking to school, so the Cluster and its members coordinated the identification and training of local women volunteers on psychosocial support as well as safety and security issues for children. These women were then given the responsibility, often with help from the local school teachers, to gather the children within a community and walk them to and from school. In communities where a bridge has broken or been destroyed, the Cluster coordinates the provision of boats for taking children to and from school—especially girls who are culturally not permitted to swim across like many of the boys.

The Cluster Coordinator also reports a drop in female enrollment in secondary education as 1) non-

segregated latrines becomes more important of a problem as menstruation begins, 2) the fear of female students being targeted for sexual abuse (and the accompanying familial and cultural implications) while travelling to and from school is greater (this is also addressed in the Pakistan example below), 3) adolescent girls are married or put to work, especially when families are struck by disaster and 4) protective community mechanisms are down during an emergency, and the interventions from the Cluster, its members and government authorities focus exclusively on primary children. This is a significant gap recognized by the Cluster, but no plans are yet in place for addressing it. For more discussion on this gap, see the following case study on Youth.

### **Pakistan Education Cluster**

*Latest activation date:* Sept. 2010 and Nov. 2011 (current Cluster Coordinator since Oct. 2009)

*Emergency:* Flood of 2010; flood of 2011 (some ongoing work from Oct. 2005 earthquake)

As in Bangladesh, the Pakistan Education Cluster Coordinator reports that while there are some gender issues to address at the primary level, there is a large gender problem with secondary education: "If you look at any statistics in Pakistan, there's a huge discrepancy between the number of girls who are transitioning from primary to secondary education... 50% of children drop out anyway, but for girls this is much higher." She gives three<sup>13</sup> major challenges affecting gender-related drop out:

1. Lack of access; many schools are either boys- or girls-only and there are not enough not enough post-primary schools to accept all potential female students
2. Cultural issues restrict girls from transitioning to secondary school
3. Girls and boys being used for work and chores

She further explains that "the current ratio of primary to secondary schools is 50:1...For primary education we have infrastructure at all administration levels, so at each village you find girls and boys at primary school, but after primary school they don't have much option, because post-primary schools don't exist...Schools need to be within a 5 km distance because ...if it's more than 5 km there's a lack of access...It's a safety issue and culture issue; when [girls] reach the age of puberty it's a big security issue and parents will not allow their girls to travel; it's a cultural issue because for some families girls should not be seen travelling alone long distances."

To address this lack of access, the Cluster has been highlighting the need in strategic documents and reports as well as conducting advocacy campaigns with the government, donor agencies and their development agency partners to establish double-shift schools within the existing infrastructure; this means that primary school students will continue meeting in the morning and secondary school students can meet in the evenings. Due to the Cluster's advocacy efforts, the government has recognized the need and is currently developing plans to upgrade primary schools—especially girl primary schools—to accommodate evening sessions.

### **Analysis and lessons learned**

As a whole, the Education Cluster is reported to be scoring relatively high on the Gender Marker<sup>14</sup> and in the 2011 report *Sex and Age Matter* it states, "Among the Cluster system, the Education Cluster is one of the most advanced in terms of the collection and use of [sex and age disaggregated data] and in using gender and generational analyses to inform their response."<sup>15</sup> There are, however, lessons to be learned and applied for continuing to improve gender programming within the Education Cluster.

<sup>13</sup> A fourth challenge that was also cited was that boys and adolescent males are being recruited by right-wing organizations for suicide attacks; while this is an important issue, it is not statistically a major cause for gender-related drop outs.

<sup>14</sup> IASC, [2012 IASC Gender Marker: Analysis of Results and Lessons Learned](#), (2012).

<sup>15</sup> Dyan Mazurana, Prisca Benelli, Huma Gupta and Peter Walker, "[Sex and Age Matter: Improving Humanitarian Response in Emergencies](#)." Feinstein International Center, Tufts University, August 2011 (pg. 29).

*An integrated gender approach within the project cycle can help identify/implement solutions to gender barriers.*

As was seen in the DRC case, Clusters members sometimes view gender activities merely as collecting disaggregated data, ensuring balanced gender enrollment ratios and/or developing a gender framework. While these are desirable and a good starting point, Cluster members can do them all and still have a shallow understanding of gender barriers and potential solutions. Gender should be considered an integral aspect of an overall approach and an important consideration during every step within the project cycle (needs assessments, rationale for interventions, M&E, etc.)—rather than a separate task or ‘checklist’ issue. In DRC, this required supporting tools and in-depth training of Cluster members. This practical approach to gender helps to demystify it and get Cluster members’ buy-in.

*Education challenges, such as gender barriers, often go beyond the education sector; holistic, inter-cluster coordination should be considered.*

According to some of the Cluster Coordinators, the sources of many gender barriers are not found within the education sector at all. For example, if families cannot afford to send their children to school, this may need to be addressed by livelihoods and income-generating activities. Myopically looking at and responding to education challenges from an education perspective only will limit the effectiveness of response. Proper analysis of these barriers as well as inter-cluster coordination and Cluster involvement in activities which may not seem, at first glance, to be education focused, therefore, are essential to understanding and addressing these challenges.

*A key role of the Cluster within gender programming is to coordinate and train partners on conducting gender-responsive needs assessments, identifying gender barriers and implementing specific solutions to these barriers*

The primary involvement of the Cluster regarding gender in the cases above was to coordinate and train member agencies on conducting gender-sensitive needs assessments, analyzing the gender-specific data, identifying gender gaps and coordinating the implementation of a response to overcome these barriers. This was seen in the training process in DRC, in the provision of safety mechanisms in getting to and from school in Bangladesh and in the advocacy efforts in Pakistan.

*A large gap in some Clusters currently exists in addressing gender barriers at the post-primary level*

While there appears to be a general gap in youth programming (see the following case study on Youth), two of the cases presented above highlight a specific gender programming gap at the post-primary level. Assessments considering gender issues are reported to be conducted mostly at the primary level. Even when assessments are conducted at the secondary level and gender gaps are identified, as in the case of Pakistan, receiving funding and mobilizing Cluster members to address these gaps is very difficult as the focus remains on primary education initiatives. An irony discussed by the Bangladesh Education Cluster Coordinator is the inverse relationship between need and intervention pertaining to gender programming. In their context, as girls get older and become adolescents the gender-related barriers become increasingly serious and problematic; however, this is exactly when gender programming, which may have been quite strong at the primary level, decreases.

## **Recommendations**

*Global Education Cluster and Education Cluster Unit (ECU)*

- Continue the discussion on developing an integrated gender approach within the project cycle, especially during the assessment phase; gender-sensitive analyses will help inform Cluster members’ programming.
- Increase the efforts to capture good practices surrounding gender (e.g. minimum commitments for gender in DRC); share them through cluster newsletters, websites, trainings and communities of practice.
- Ensure that national and sub-national clusters are aware of and trained on the existing Gender Marker support resources (e.g. [education sector tipsheet](#), [coding system](#), [vetting forms](#), etc.) to help

them develop gender-sensitive projects; train on how to score their projects accurately with the Gender Marker, especially during the CAP launch and mid-year review.

- Consider modifying some of the tools used in DRC to create tool templates for other Education Clusters; explore in more details the effectiveness of the trainings conducted in DRC, and consider including this as a good practice approach during Cluster Coordinator Trainings.
- Engage gender experts to compile examples where gender barriers to education must be addressed outside the education sector and good practices for doing so; share with and train Cluster Coordinators.
- Include gender within Cluster Coordinator trainings; introduce various gender-related documents and tools (see below); include the [IASC Gender E-learning course](#) as part of the training.
- Raise awareness of the gender gap at the post-primary level; work to secure funding for addressing it.

#### *INEE*

- Work with the Global Education Cluster and ECU to ensure Cluster Coordinators and Cluster members are familiar with and utilize the [INEE Pocket Guide to Gender](#).

#### *National Education Clusters and Cluster members*

- Ensure that all data being collected is disaggregated by age and gender.
- Demystify gender programming by creating a simple gender framework and/or an engagement charter
- Use the Gender Maker as a tool for the design of gender-sensitive project proposals; liaise with country-based GenCap advisors to receive additional training and one-to-one support on the Gender Marker.
- Implement an integrated approach to gender train Cluster members to do so within the full project cycle.
- When analyzing gender issues and barriers, look beyond the education sector to help identify its roots; when necessary engage other clusters and non-education actors for support and expertise.
- Ensure that gender issues are considered during needs assessments and coordinated responses to identified challenges are carried out.
- Work towards addressing the gender gap at the post-primary level by including it in needs assessments and by engaging/training partners on gender in post-primary education; conduct advocacy and awareness raising campaigns to highlight this gap with donors and government agencies.
- Refer to the [INEE Pocket Guide to Gender](#) and other relevant resources for additional support.

#### *Useful tools and resources for Cluster Coordinators:*

Tools/Resources	Description
<a href="#">INEE Pocket Guide to Gender</a> (2010)	A guide that outlines principles for a gender-responsive approach to education programming as well as provides strategies and actions for putting gender equality into practice.
<a href="#">INEE Toolkit—Gender</a>	INEE's database/toolkit with over 10 different documents and resources pertaining to gender.
<a href="#">IASC Gender Handbook in Humanitarian Action</a> (2006)	IASC Gender Handbook, "Women, Girls, Boys and Men - Different Needs, Equal Opportunities," sets forth standards for the integration of gender issues during humanitarian action.
<a href="#">IASC Gender E-learning course</a> (2010)	Online course that provides basic steps to ensuring gender equality in programming.
<a href="#">2012 Gender Marker Report</a>	Analysis of results and lessons learned from Gender Marker usage (see also Gender Marker <a href="#">education sector tipsheet</a> , <a href="#">coding system</a> , <a href="#">vetting forms</a> )



# Youth

Although the definition and age group for ‘youth’ varies amongst governments and members of the international community, INEE and the Global Education Cluster define youth as individuals aged 15-24. Youth are often affected differently during emergencies and have different needs than children and adults. Despite having the right to education, the INEE Thematic Issue Brief on Youth points out, “humanitarian actors and governments tend to prioritise the needs of younger children during emergencies, and, by their own admission, and they often fail to serve the needs of youth. Funding for emergency programmes explicitly targeting youth, especially those who are not in school, remains scarce.”<sup>16</sup>



Photo Credit: UNICEF/CdI/2011/Asselin

The interviews with Cluster Coordinators seem to agree with this quotation and reveal the existence of a youth programming gap within Cluster members’ interventions in several Education Clusters. This gap, as well as the efforts of the Cluster Coordinators to overcome it, is highlighted in the three country cases below

## Country cases:

### Kenya Education Cluster

*Latest activation date:* June 2011

*Emergency:* Horn of Africa drought 2011-2012; flood of 2011 (some ongoing work from post-election violence 2007-2008)

Drought and conflict are currently increasing already high youth and adolescent dropout rates in Kenya. The Cluster Coordinator describes the seriousness of the situation, “Now, we have this huge mass of youth who [completed primary school] and never access secondary or tertiary schools...They know a bit of literacy and numeracy, but not enough. Now, because of that lack of education, they are not able to take up sustainable skills for their professions or income-generating activities. When a disaster happens, they are... most affected, especially boys and girls, especially those who have not got any jobs...This is very, very [serious] because as you visit rural centers, you’ll see big numbers of youth seated or just outside shops. Now, when there’s a conflict...they are the most vulnerable to be used in militias, and they are the most vulnerable to be affected...So even as a Cluster, though we are concentrated on school-going children, we need to think about how we can support youth in an emergency in terms of education.”

Despite the recognition of this gap, very little attention in terms of programming and interventions is being given to youth by Education Cluster member organizations. The Cluster Coordinator has been raising the issue during coordination meetings, but without much reported success. He is now exploring different advocacy strategies to help gain support from partners and donors by collecting detailed data pertaining to youth in emergencies—e.g. how many youth are out of school, the drop-out percentage during the transition from primary to secondary, etc. He plans on sharing this data during Cluster meetings with partner agencies in order to collaboratively identify specific needs and coordinate appropriate interventions based on member agencies’ specific capacities.

<sup>16</sup> INEE, [Thematic Issue Brief: Youth](#) (2010) p. 1.

## Pakistan Education Cluster

*Latest activation date:* Sept. 2010 and Nov. 2011 (current Cluster Coordinator since Oct. 2009)

*Emergency:* Flood of 2010; flood of 2011 (some ongoing work from Oct. 2005 earthquake)

The Education Cluster Coordinator in Pakistan reports that there is a currently a large drop-out rate between primary and secondary school, especially amongst female students, and a primary to secondary school ratio of 50:1 (see also the Pakistan Education Cluster case presented in the case study on gender). Despite the needs facing post-primary education, she reports that very little is being done in terms of youth programming by Cluster members. Two main reasons for this gap, she explains, is due to an existing lack of youth programming expertise and technical capacity within Cluster member organizations as well as a lack of funding mechanisms for youth programming. Furthermore, there is the possibility, she suggests, that the latter is perpetuating the former—since funding is more readily available for primary education there continues to be a lack of programmatic focus and capacity developing surrounding youth<sup>17</sup>.

Although youth is included as part of UNICEF's and Save the Children's mandates, the Cluster Coordinator also warns that at times these two Cluster-Lead Agencies can overlook youth. "Sometimes there needs to be clarity with Coordinators who are coming from Save the Children or UNICEF who sometimes focus on children and neglect working with youth or adults. So the Cluster Coordinator needs to understand very clearly that when you become a Cluster Coordinator you are not just focusing on children." The Cluster Coordinator also reports that international attention on primary school via Universal Primary Education (UPE) and the Millennium Development Goals (MDGs) has also played a significant role as "governments are [now] very focused on primary education and they tend to ignore middle, secondary and higher education."

To help address this gap, the Cluster Coordinator has been trying to convince Cluster members and government agencies to implement youth-related initiatives through collecting data, highlighting youth in advocacy messages and setting targets within strategic documents. Since very few agencies respond to this issue, however, the resulting data and unachieved targets reflect poorly on the Cluster and its members, leading to a certain degree of pressure to not report youth indicators and to leave them out of future documents and plans. "We put in our strategy that we will be...focusing on post-primary schools, but then because nobody was working on it, there was a huge gap that was coming up and agencies...saying, 'Why are these huge gaps showing?' and they said, 'Oh, because you put these [youth] numbers in, and you should not put these numbers.'" So we've had pressure not to put in [youth-related] numbers because that brings the whole target down and lowers the achievement of the Cluster." Despite these pressures the Cluster continues to advocate for youth programming to its members and to donors.

## Occupied Palestinian Territory (OPT) Education Cluster

*Latest activation date:* July 2011

*Emergency:* Protracted conflict between Palestine and Israel

In Palestine, youth programming initiatives are being conducted by some Cluster members, but the Cluster Coordinator reports that their engagement with the Cluster is somewhat limited. Despite their level of participation in the Education Cluster, this sub-group does have effective communicative ties with the Cluster. One important mechanism the Cluster Coordinator has used to help create and maintain these ties is via the Consolidated Appeals Process (CAP). While a recognized youth gap does exist within the Cluster, the coordination required for submitting CAP proposals is serving as an important link between the Cluster and these agencies focusing on youth programming.

The Cluster Coordinator explains that they currently have a large gap in youth-related data—such as data on the transition from primary to secondary schools, dropout rates, etc.—and believes this is a primary

<sup>17</sup> For more on donor strategies, programs and funding for youth-focused programming, see IRC's recent report on Youth and Livelihoods: IRC, [Investing in a Youth Dividend](#), (2012).

reason for the gap within their Education Cluster. “We need more information and data [pertaining to youth]...We’re lacking evidence, information and a comprehensive picture. Evidence and data is an ongoing issue here, and verifying it, so it’s part of a bigger issue...We do have some indicators about secondary school enrollment and there has been some drop in it, so that’s what’s telling us to get more information and study that further.”

## Analysis and lessons learned

*A lack of Cluster prioritization and funding is creating a gap in and limiting institutional capacity for youth programming*

The MDGs and other international initiatives have placed a great deal of attention and financing—both from international agencies and national governments—on primary education. While this case study is not intended to argue for or against this prioritization, several Cluster Coordinators discussed how it has, nevertheless, made obtaining funding for youth-focused projects extremely difficult. This is not only limiting the number of projects, but also institutional capacity for youth programming as many Cluster members in the field choose to focus on primary-aged children, where it is easier to receive funding from external donors or from wealthier Cluster partners with child-specific mandates.

Some interviewees even reported witnessing funding proposals submitted which gave the impression to be focused on primary-aged children in order to obtain the requested funding but was intentionally vague enough to use a significant portion of the funding for youth programming. One way the OPT Education Cluster is taking advantage of this lack of funding is to use the CAP as a means for collaborating with agencies working on youth programming and increasing their coordination with the Cluster.

*The terminology and discussion surrounding the issue of youth are vague and unclear*

The following statements from different interviews show the current confusion surrounding the youth dialogue:

- “There is no clear fit for where ‘Youth’ sit at the moment. Are we talking about primary, secondary, youth in schools, youth out of schools? What’s the proper response and how do we involve youth?”
- “[Youth] currently sit in this misnomer, in this ‘no-man’s land’ categorization. How do we categorize youth? Are they adults? Are they school going children? Out of school children? If we are looking at youth from a Cluster point of view, they fall into a gap: Livelihoods or Food Security [Cluster] focus on adults and parents while Protection and Education Clusters focus on children. There’s no Youth Cluster, so they sort of fall between the gap.”
- “[Not only is] there is no funding mechanism for youth, but there is no clear fit for where youth sit. So there is this fear of ‘What do we do with youth?’ It’s seen as a more challenging group, because you’re getting more into [vocational] needs, more into the economics; especially for the education sector, they’re thinking, ‘Well, they’re already through the education bit of it, so why would we focus on youth?’”

These statements raise important issues surrounding the lack of clarity and understanding of the place of youth within the Cluster and during an emergency response.

*Collecting and reporting data pertaining to youth could be an important initial step for Clusters in closing the gap*

One possible factor in the gap of youth programming as well as lack of clarity and understanding surrounding it is due to a lack of adequate data collection and reporting. Most Cluster Coordinators mentioned not only a gap in youth-focused activities but also a major gap in data and statistical evidence providing an accurate picture of youth in their contexts. One possible reason for this may be due to the education sector collecting data by grade, school level, or age group (e.g. 0-5, 6-11, 12-17, etc.) rather than collecting more specific age-disaggregated data. One Cluster Coordinator points out that often data collection activities and Cluster assessments use one of three key informants: an educational leader (e.g. head teacher, school director or



teacher), parents of children or children themselves; very rarely do Cluster assessments take into consideration the youth population. The gap is also being increased and perpetuated by the practice of intentionally hiding or encouraging Cluster Coordinators not to report youth data which might reflect poorly on the work of the Cluster or its members.

*Cluster coordinators should ensure they are representing the entire Cluster, rather than their agencies' mandates*

Although it can be difficult, especially when Cluster Coordinators' responsibilities are split between the Cluster and their own agency, when individuals are acting in the role of Cluster Coordinator they must ensure that they lead in an unbiased and impartial manner. Some have described this transition of identity as removing the 'hat' of their specific agency and replacing it with the hat of the Cluster. Although youth is included in the mandates both of the Cluster Lead Agencies (CLAs), UNICEF and Save the Children, these agencies often prioritize primary-aged children over youth; if Cluster Coordinators do not lead impartially, some important issues—such as youth programming—may be overlooked. It is therefore important that Education Clusters identify needs and coordinate responses within the entire education sector and not only the sub-sector of primary education.

*Utilizing a youth sub-cluster or working group could help Education Cluster members coordinate and respond more effectively*

As in the ECD case study, one possible solution for Clusters desiring to focus more attention on youth is to create a youth sub-cluster or working group that can conduct separate, youth-focused meetings and coordination and then communicate its activities during the general Education Cluster meetings. This youth sub-cluster could be led by various Cluster members with the required capacity to do so and an emphasis on youth programming.

## **Recommendations**

### *Global Education Cluster and Education Cluster Unit (ECU)*

- Identify appropriate audiences and conduct advocacy efforts for raising attention on youth programming and mainstreaming it; advocate having youth included as an area of focus under the IASC cross-cutting issue of 'Age.'
- Identify more funding mechanisms for youth programming.
- Work to clarify and demystify youth programming within the Cluster and amongst its members and to increase the general understanding and importance of it; incorporate it more fully within Education Cluster strategy documents.
- Define and categorize more clearly what is meant by youth within the education sector (and Education Cluster in particular) by harmonizing views and achieving a common understanding and language.
- Identify key indicators for youth-data collection and include them within Cluster data collection trainings and needs assessments templates; encourage Cluster Coordinators to highlight rather than hide youth-related data.
- Include the cross-cutting theme of youth within the Cluster Coordinator trainings and help them to understand the role of the Cluster beyond primary-aged children; this may include coordinating for the implementation of adapted, accelerated and non-formal education programs targeting youth populations.

### *INEE*

- Assist the Global Education Cluster and the ECU in the first four recommendations above.
- While the INEE Toolkit currently contains various tools and information regarding youth, there are not yet guidance notes or a pocket guides on youth. This resource could be very useful for Clusters trying to increase and improve their youth programming.

### *National Education Clusters and Cluster members*

- Where there is a need, continue highlighting the issue of youth within the Cluster, applying for youth funding and encouraging Cluster members to conduct youth-focused interventions.
- Where agencies are conducting youth activities but are not Cluster members, consider using existing funding mechanisms, such as the CAP, to encourage their participation and involvement in the Cluster.
- Include youth in data collection activities and report the findings, even if there is a gap; similarly, ensure that needs assessments cover the entire education sector—including youth—rather than primary education only.
- Where youth is not being adequately addressed within the existing Cluster mechanism, consider creating a youth sub-cluster or working group at national and, perhaps, regional/district levels.
- Encourage active youth participation within the education sector and inter-sectoral response.

### *Useful tools and resources for Cluster Coordinators:*

<b>Tools/Resources</b>	<b>Description</b>
<a href="#">INEE Toolkit—Youth</a>	INEE's database/toolkit with over 10 different documents and resources pertaining to youth.
<a href="#">INEE Outcome report on youth</a> (2011)	INEE Policy Roundtable Outcome Report, "An Enabling Right: Education for Youth Affected by Crisis."
<a href="#">Investing in a Youth Dividend</a> (2012)	IRC Youth and Livelihoods report analyzing donor strategies, programs and funding for youth and livelihoods in conflict- and crisis- affected contexts.

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# Annexes

## Annex A—Online survey



Exit this survey

### Capturing Good Practice in the Education Cluster

#### \*1. General Information

First Name

Last Name

Email

Country cluster for which you are reporting:

Dates when you worked for this cluster:

#### \*2. How well do you feel this cluster responded/is responding in the following areas:

	Very well	Somewhat well	Average	Somewhat poorly	Very poorly	Not applicable (e.g. we did not respond in this area)
Application of INEE Minimum Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with National Authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Childhood Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Mitigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaster Risk Reduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HIV/AIDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inter-sectoral Linkages (i.e. coordination with other clusters/sectors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychosocial Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education under Attack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination between cluster members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Management and M&E	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please select one or more themes from the list above and BRIEFLY describe any examples of good (or bad) practices, key lessons learned and/or recommendations based on your experience that would be useful to share with other Education Clusters. We may contact you directly for follow-up to this question.

Note: it is not necessary to provide information for every theme; please feel free to provide information for only those themes/issues for which you have valuable experiences to share. However, since the first five themes listed above are the main focus of this study, we ask that priority be given to these (Application of the INEE Minimum Standards, Working with National Authorities, ECD, Gender, Youth).

Submit

## Annex B—Kenya floods assessment tool

General Information														
<b>Assessment identification</b>														
Date of assessment __/__/__ (dd/mm/yy), Name of assessor(s)														
Organization(s)														
<b>Location of assessment</b>														
County: _____				District: _____										
Division: _____				Urban/rural: _____										
Name of school: _____				GPS/P-code: _____										
<b>Learning Centre</b>														
Type of learning center: 1. ECDE 2. Primary 3. Secondary 4. Non-Formal School 5. Other														
Gender: 1. Male 2. Female 3. Mixed														
Location: 1. Rural 2. Urban														
Type of school: 1. Government 2. Private 3. Mobile School 4. NGO 5. Other														
<b>Position of key informant</b>														
A. DEO B. Head master/mistress C. Deputy head master/mistress D. Class teacher E. Other, specify														
<b>Gender of key informant</b>														
A. Female B. Male														
<b>Informed consent</b>														
My name is _____ and I am working with _____. On behalf of the agencies working on education under the Education Sector Group, we are conducting an assessment on the education situation in this area. Other colleagues are carrying out the same assessment in other schools, but not all schools will be assessed. We would like to ask you some questions about this school. We do not need to record your name and the information you give us will be confidential. Your participation is voluntary and you can choose not to answer all of the questions. We hope you will agree to participate because your views are important as we try to understand how the floods have affected schools, teachers and students. Do you have any questions?														
<b>1. Access and learning environment</b>														
<b>1.1(a) Please provide total enrollment figures for this school (Term 2, 2011, Term 3, 2011 and Term 1, 2012)</b>														
	Term 2, 2011			Term 3, 2011			Term 1, 2012							
	Girls	Boys	Total	Girls	Boys	Total	Girls (C)	Boys (C)	Total (C)	Girls (R)	Boys (R)	Total (R)		
ECDE														
<b>Total</b>														
Std 1														
Std 2														
Std 3														
Std 4														
Std 5														
Std 6														
Std 7														
Std 8														
<b>Total</b>														
Form 1														
Form 2														
Form 3														
Form 4														
<b>Total</b>														
<b>Note:</b>														
a. For Term 1, 2012 data, make sure to include numbers of girls and boys currently enrolled (C) and those who repeated (R)														
b. Give reasons for both increase/decrease in the enrollment figures														
<b>1.1 (b) Was the opening of the school delayed as a result of the floods?</b>														
A. Yes B. No														
B. Briefly explain _____														
<b>1.2 Since the emergency/crisis, around how many of the children are attending schools/learning spaces in this site?</b>														
	Boys					Girls								
	Before floods					After floods					Before floods		After floods	
<b>A. None/only a few (0-25%)</b>														

<b>B. Some (26-50%)</b>				
<b>C. Many (51-75%)</b>				
<b>D. Almost all/all (76-100%)</b>				

**1.3 What proportion of children attending this school are recent arrivals at this site/location? (after the floods)**

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
ECDE			
<b>Total</b>			
Standard 1			
Standard 2			
Standard 3			
Standard 4			
Standard 5			
Standard 6			
Standard 7			
Standard 8			
<b>Total</b>			
Form 1			
Form 2			
Form 3			
Form 4			
<b>Total</b>			

**1.4 (a) What are the three main reasons for families not enrolling their children in school prior to the floods? (in your opinion)**

<b>For Boys</b> <ul style="list-style-type: none"> <li>A. N/A (all children were enrolled)</li> <li>B. Children have to work for money</li> <li>C. Children have to assist with household chores/agriculture</li> <li>D. Parents don't see the value of education</li> <li>E. Illness</li> <li>F. Distance to school</li> <li>G. Fees or costs</li> <li>H. Early marriage</li> <li>I. Separation of children from their families</li> <li>J. Fear of attacks and harassment</li> <li>K. Other, explain</li> </ul>	<b>For Girls</b> <ul style="list-style-type: none"> <li>A. N/A (all children were enrolled)</li> <li>B. Children have to work for money</li> <li>C. Children have to assist with household chores/agriculture</li> <li>D. Parents don't see the value of education</li> <li>E. Illness</li> <li>F. Distance to school</li> <li>G. Fees or costs</li> <li>H. Early marriage</li> <li>I. Teenage pregnancies</li> <li>J. Separation of children from their families</li> <li>K. Fear of attacks and harassment</li> <li>L. Other, explain</li> </ul>
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**1.4 (b) What are the main reasons for families not enrolling their children in school since the floods (in your opinion)**

<b>For Boys</b> <ul style="list-style-type: none"> <li>A. N/A (all children were enrolled)</li> <li>B. Children have to work for money</li> <li>C. Children have to assist with household chores/agriculture</li> <li>D. Parents don't see the value of education</li> <li>E. Illness</li> <li>F. Distance to school</li> <li>G. Fees or costs</li> <li>H. Early marriage</li> <li>I. Separation of children from their families</li> <li>J. Fear of attacks and harassment</li> <li>K. Lost all the books/learning materials</li> <li>L. Lost all the clothes including school uniforms</li> <li>M. Other, explain</li> </ul>	<b>For Girls</b> <ul style="list-style-type: none"> <li>A. N/A (all children were enrolled)</li> <li>B. Children have to work for money</li> <li>C. Children have to assist with household chores/agriculture</li> <li>D. Parents don't see the value of education</li> <li>E. Illness</li> <li>F. Distance to school</li> <li>G. Fees or costs</li> <li>H. Early marriage</li> <li>I. Teenage pregnancies</li> <li>J. Separation of children from their families</li> <li>K. Fear of attacks and harassment</li> <li>L. Lost all the books/learning materials</li> <li>M. Lost all the clothes including school uniforms</li> </ul>
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	N. Other, explain
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**1.5 What support does this school require in order to provide an education for all boys and girls at this site? (including those with disabilities, OVC, minority ethnic groups etc?)**

A. More space  
 B. More male teachers  
 C. More female teachers  
 D. Teaching and learning materials  
 E. Repairs to water supply  
 F. Repairs to girls latrines  
 G. Repairs to boys latrines  
 H. Repairs to female teachers' latrines  
 I. Repairs to male teachers' latrines  
 J. School feeding  
 K. Provision of sanitary materials for girls  
 L. Sensitization of community to allow participation  
 M. Gender awareness to the school community  
 N. Special curriculum  
 O. other, explain

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**1.6 What risks are present for learners and teachers while at school or traveling to/from school?**

For learners	For teachers
A. Health risks from unsanitary conditions	A. Health risks from unsanitary conditions
B. Sexual harassment, exploitation and abuse	B. Sexual harassment, exploitation and abuse
C. Vulnerability to attack due to resources possessed	C. Vulnerability to attack due to resources possessed
D. Gender based violence	D. Gender based violence
E. Exploitation by caregivers and adults	E. Exploitation by caregivers and adults
F. Others (explain)	F. Others (explain)

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**1.7 (a) Are learning environments protected?**  
 A. Yes  
 B. No  
 C. if no, why? \_\_\_\_\_

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**1.7 (b) Do teachers, education personnel and learners feel secure?**  
 A. Yes  
 B. No  
 C. if no, why? \_\_\_\_\_

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**1.8 What is the level of damage to the school as a result of the recent floods? (Tick where appropriate)**

Kind of damage	School facilities	Classes	Toilets	Latrines
A. Totally destroyed/not usable (basic safety cannot be assured)				
B. Occupied or looted and thus not usable				
C. Limited damage, can easily be repaired				
D. Damaged but can be repaired				
E. No damage				

Comments: \_\_\_\_\_

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**1.9 Are any temporary structures needed?**  
 A. Large tents (provide dimensions)  
 B. Medium tents (provide dimensions)  
 C. Toilets for girls  
 D. Toilets for boys  
 E. Toilets for female teachers  
 F. Toilets for male teachers  
 G. Others (please specify)

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**1.10 Is the school/learning space offering psychosocial support to:**  
 a) Girls                      A. Yes B. No  
 b) Boys                        A. Yes B. No  
 c) Male Teachers          A. Yes B. No  
 d) Female Teachers        A. Yes B. No  
 Kindly explain your answers above \_\_\_\_\_

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**1.11 What type of education support is most essential right now in this community/site (select one)**  
 A. Repairing damaged school buildings or facilities

<ul style="list-style-type: none"> <li>B. Establishing temporary spaces for learning</li> <li>C. Ensuring safety of learners and teachers</li> <li>D. Providing school materials</li> <li>E. Providing teaching and learning resources</li> <li>F. Providing psychosocial support to teachers</li> <li>G. Providing psychosocial support to students</li> <li>H. School feeding</li> <li>I. Recruiting teaching staff: i) Female ii) Male</li> <li>J. Other (specify)</li> </ul>
<b>1.12 (a) Is this school in a school feeding program?</b> <i>(Do the children eat at least one meal in the school?)</i> A. No B. Yes
<b>1.12 (b) If yes, who is providing the food?</b> <ul style="list-style-type: none"> <li>A. Government of Kenya through the Ministry of Education</li> <li>B. The World Food Program</li> <li>C. The Government of Kenya through relief programs</li> <li>D. Parents Teachers Association</li> <li>E. Others (Specify)</li> </ul>
<b>1.12 (c) What is the nature of the feeding program;</b> A. Temporary B. Continuous Briefly explain _____
<b>1.13 Are there any issues with the present school feeding program?</b> <ul style="list-style-type: none"> <li>A. NA (no school feeding)</li> <li>B. Supply of food not consistent</li> <li>C. Insufficient food to give a full ration to each child</li> <li>D. Not enough/no water available</li> <li>E. No staff for food preparation</li> <li>F. Other, explain</li> </ul>
<b>1.14 What are the main WASH needs in this school?</b> <ul style="list-style-type: none"> <li>A. Latrines: i) For girls ii) For boys <i>(give ration of pupils per latrine)</i></li> <li>B. Water for drinking <i>(litres per person per day, the water sources and the distances from the sources)</i></li> <li>C. Water for washing</li> <li>D. Cleaning materials (soap for hand washing etc)</li> <li>E. Hygiene education</li> <li>F. Other (specify)</li> </ul> Comments:
<b>2. Teaching and Learning</b>
<b>2.1 Has the quality of education provided to children at this school been negatively impacted by any of the following since the onset of the floods?</b> <ul style="list-style-type: none"> <li>A. Increased class size and not enough teacher instruction</li> <li>B. High teacher absenteeism</li> <li>C. Not enough space/overcrowded class rooms</li> <li>D. Not enough teaching and learning materials</li> <li>E. Sexual harassment, exploitation and abuse</li> <li>F. Other, please explain</li> </ul>
<b>2.2 Has children's ability to learn been negatively impacted by any of the following since the onset of the floods?</b> <ul style="list-style-type: none"> <li>A. Students missing lessons/absenteeism</li> <li>B. Students not being able to concentrate during lessons</li> <li>C. Not enough individual teaching and learning materials</li> <li>D. Children's usual care givers not being present</li> <li>E. Fear, psychosocial concerns due to conflict</li> <li>F. Other, please explain</li> </ul>
<b>2.3 Has this school lost the following materials as a result of the emergency?</b> <i>(choose all that apply)</i> <ul style="list-style-type: none"> <li>A. Official school documents</li> <li>B. Teaching and learning materials (such as blackboards or books)</li> <li>C. Furniture (desks, chairs, benches etc)</li> <li>D. Recreation supplies (sports equipment etc)</li> <li>E. Water supply (hand washing facilities, toilets etc?)</li> <li>F. Others (specify)</li> </ul>
<b>2.4 What urgent messages or information are needed by children and youth in this site to protect them during this period?</b> <ul style="list-style-type: none"> <li>A. Natural disaster preparedness and risk reduction</li> <li>B. Increased awareness of health, nutrition and hygiene issues</li> </ul>



C. Protection against safety risks (dykes giving way, surface run off, landslides) D. Psychosocial activities and support E. Other (specify)					
<b>3. Teachers and other educational personnel</b>					
<b>3.1(a) Roughly what was the student teacher ratio prior to the floods?</b> A. 1 teacher: 25 or less students B. 1 teacher: 26-35 students C. 1 teacher: 36- 45 students D. 1 teacher: 46- 55 students E. 1 teacher: 56 students or more			<b>3.1 (b) Roughly what is the student teacher ratio after the floods?</b> A. 1 teacher: 25 or less students B. 1 teacher: 26-35 students C. 1 teacher: 36- 45 students D. 1 teacher: 46- 55 students E. 1 teacher: 56 students or more		
<b>3.2 Since the emergency, around how many teachers are still able to work?</b>					
<b>Men</b> A. None/only a few (0-25%) B. Few (26-50%) C. Some (51-75%) D. Many (76-90%) E. Almost all (91-100%)			<b>Women</b> A. None/only a few (0-25%) B. Few (26-50%) C. Some (51-75%) D. Many (76-90%) E. Almost all (91-100%)		
<b>3.3 Has teacher absenteeism increased since the floods?</b> A. Yes B. No Explain _____					
<b>3.4 What type of support for teachers is the most essential right now?</b> A. Psychological and social support B. Provision of didactic materials C. Training (specify for e.g. DRR etc) D. Awareness of Gender Based Violence E. Other (specify)					
<b>4. Education and Policy Coordination</b>					
<b>4.1 Have local education officials been able to reach and support this school since the emergency?</b> A. Yes B. No Explain _____					
<b>4.2 Are there currently any functioning groups present in this community that are supporting education?</b> (select all that apply) A. Government education authorities B. Community education committees (e.g. PTAs, SMCs, BOG) C. Local NGOs, CBOs or FBOs D. International NGOs or UN agencies E. Others (specify)					
<b>4.3 What damages and losses (with approximate costings) have been incurred as a result of the floods?</b>					
<b>Type of damage</b>			<b>Approx. cost of repair</b>		
A. Semi-collapsed/damaged buildings (classrooms, dormitories and administration block) ( <i>materials and labor</i> )					
B. Semi-collapsed/damaged latrines ( <i>materials and labor</i> )					
C. Damaged furniture (desks, tables, boards) ( <i>materials and labor</i> )					
D. Removal of rubble ( <i>labor costs</i> )					
E. Other (specify)					
<b>Type of loss</b>			<b>Approx. cost of replacing</b>		
A. Totally collapsed buildings (irreparable)- (classrooms, dormitories and administration block) ( <i>materials and labor</i> )					
B. Totally collapsed latrines ( <i>materials and labor</i> )					
C. Lost learning materials ( <i>materials and labor</i> )					
D. Removal of rubble (labor costs)					
E. Loss of revenue as a result of migrating pupils/students					
F. Other (specify)					
<b>4.4 Over time (the last five (5) years), what has the trend of damage and/or loss as a result of floods been?</b> (Tick where appropriate)					
<b>Parameter</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
A. School hit by floods					
B. Classrooms, dormitories and/or administration blocks damaged/lost					
C. Latrines collapsed/lost					
D. Learning materials destroyed/lost					
E. Revenue lost as a result of migration by students					

F. School used as a camp by community members					
G. Humanitarian actors respond to the effects of floods					
H. Other (specify)					
<b>5. Community Participation</b>					
<b>5.1 If you have a SMC/BOG, what is your evaluation of its proactive-ness (check gender representation)</b>					
A. Very active B. Somewhat active C. Limited activity D. Existing but not active E. Not existing					
<b>5.2 What actions has the school or local community already undertaken to address the crisis?</b>					
A. Repairing damaged school buildings or facilities B. Establishing temporary spaces for learning C. Ensuring safety of children and teachers D. Providing school materials E. Psychosocial support for teachers and students F. School feeding G. Other (specify)					
<b>5.3 Are there any plans on how harm can be reduced next time a similar emergency happens?</b>					
A. Yes      B. No      Explain _____					
<b>5.4 Are there organized and functioning education coordination mechanisms at district level?</b>					
A. Yes      B. No      Explain _____					
<b>5.5 What government, humanitarian actors and local groups are working on education in the affected locations? Kindly list them.</b>					

## Annex C—CAP 2012-2013 Education Cluster, OPT

### Sector Response Plan

22 Nov. 2011

<b>Cluster Co-Lead Agencies:</b>	UNICEF and Save the Children
<b>Number of Projects:</b>	15
<b>Cluster Outcomes:</b>	<u>Outcome 1:</u> Improve access to protective, child-friendly education for boys and girls in identified, vulnerable and affected groups. <u>Outcome 2:</u> Improved protective environment and delivery of educational services in identified, vulnerable and affected areas.
<b>Beneficiaries:</b>	Children, youth, parents, teachers, education officials (see beneficiary table below)
<b>Funds Requested:</b>	\$16,203,471
<b>Contact Information:</b>	Maryanna Schmuki, <a href="mailto:mschmuki@unicef.org">mschmuki@unicef.org</a> Stijn Wouters, <a href="mailto:cwouters@unicef.org">cwouters@unicef.org</a>

### Sector Strategy

For more than a million school children and youth in the oPt, accessing quality, protective education remains one of the highest priorities that is continually compromised by the humanitarian effects of conflict and occupation. Although all school children and youth in the oPt are affected by the on-going conditions of occupation and conflict, the most vulnerable of these children and youth are severely affected and consequently in need of urgent humanitarian assistance, which will allow them to participate in life-saving and protective education processes.

The sector strategy focuses on the most vulnerable, conflict-affected communities in the Gaza Strip, West Bank (Area C) and East Jerusalem, which have been subject to varying conditions of recurrent conflict with a negative impact on access to and quality of education. The effects on the education sector include: violation of rights, including right to education; damage and destruction of schools and property; arrest and detention of children and youth; disruption of schooling; restrictions on movement including affecting access to education and schooling; impediments and restrictions from Israeli Civil Administration (ICA) on developing educational infrastructure according to minimum humanitarian standards; displacement; and the array of psycho-social effects including excessive stress, trauma and fear.

The overall cluster response is aligned with the strategy of the CAP to improve protection and access to services for the most vulnerable communities and aims to ensure that children, youth and teachers in these communities can safely access schools with protective environments that meet minimum humanitarian standards.

The cluster response will provide essential measures to mitigate the effects of and ensure preparedness and immediate response to the host of trigger events that occur on a regular basis in the oPt. These trigger events, or micro-emergencies, include school and house demolitions, forced displacement, and attacks on schools, all resulting in increased psycho-social distress. The mitigation, preparedness and response measures for watch-list and affected schools include: provision of temporary classrooms and learning materials for affected schools; school-based contingency planning, legal aid and advocacy; pre-positioning of key education materials; activation of a watch-list, action alert, and immediate response plan; provision of psycho-social programs to watch-list schools.

### *West Bank*

In the West Bank, the response will focus primarily on Area C and East Jerusalem, where the education system is characterized by: numerous physical barriers, protection threats and lack of transport in accessing schools; lack of safe, protective classrooms that meet humanitarian standards; and schools under threat of attack, disruption, demolition or stop work orders. The response for these areas will include interventions to ensure that children, youth and teachers in the most vulnerable communities can access schools that meet minimum humanitarian standards. These interventions include: rehabilitation or provision of classrooms, safe spaces or alternative facilities; provision of safe, protected passage in accessing schools and education facilities; and ensuring the promotion of safe, protected school environments.

### *Gaza*

In Gaza, the response will focus on the most vulnerable schools (according to a vulnerability assessment to be carried out by the cluster), including the Access Restricted Areas, and areas where protection risks for children and youth are the greatest. Gaza suffers from recurrent incursions, the effects of the 4 year blockade, and the lingering impact of the Cast Lead military offensive that ended in early 2009. The blockade prohibits movement of people and goods in and out of Gaza and has impeded the recovery of the education system from Cast Lead. The education system in Gaza is characterized by a majority of overcrowded schools with double or triple shifts; disruption and damage of schools due to conflict; a severe shortage of classrooms that meet minimum humanitarian standards; lack of teaching and learning materials due to the blockade; children and youth exposed to an array of protection threats; poorly trained teachers; and weak student performance on learning outcomes.

The response in Gaza will focus on rehabilitation or provision of classrooms, safe spaces or alternative facilities; provision of learning materials and basic equipping of schools; improving the protective environment for schools; psycho-social support to teachers and students; and training for officials, teachers and counsellors in emergency education and psycho-social response.

### **Cluster monitoring plan**

The cluster will develop and implement a monitoring framework to track the indicators in the response plan. A comprehensive vulnerability mapping will further refine the identification of vulnerable schools and communities and will serve as a basis for developing a watch-list of most vulnerable schools. This list will allow for monitoring their risk and vulnerability levels over time. Finally, regular field visits to schools and monitoring exercises will take place on a monthly basis.

## Education Cluster CAP Planning 2012-2013: Sector Response Plan Logframe

<b>Cluster Outcome 1:</b> Improve access to protective, child-friendly education for boys and girls in identified, vulnerable and affected groups <i>Indicator: CAP Partners, in collaboration with MoEHE, report an increase in children and youth accessing education for identified, vulnerable groups</i>					
Output	Indicators	Baseline	Targets	Indicative activities	Partners
<b>Output 1.1</b> In close coordination with the MoEHE, ensure that educational facilities are provided according to minimum humanitarian standards, in conjunction with WASH cluster	* Increase in the number of accessible classrooms, child safe and alternative learning spaces according to minimum humanitarian standards * Increase in the number of schools, child safe spaces and alternative learning spaces with WASH facilities	* At least 186 schools need to be rebuilt / rehabilitated in Gaza in order to cater for yearly increase in student population (MoEHE and UNRWA estimate, 2010) * At least 80 % of schools in Gaza run on double shift, minimizing learning time * 2661 total schools in oPt * Basic enrolment = 98% * Secondary enrolment = 78% * At least 500 classrooms in East Jerusalem in need of rehabilitation or rebuilding	* 200 kindergartens, schools, alternative and child safe spaces in oPt rehabilitated * 50 WASH units provided or rehabilitated in schools, alternative and child safe spaces in oPt	* Provide additional classrooms, child safe and alternative learning spaces * Rehabilitation of existing classrooms, child safe and alternative learning spaces * Provide, upgrade and rehabilitate WASH facilities	MoEHE; SCUK; Ma'an; Canaan; COOPI; PAH; Vento di Terra; Islamic Relief; PMRS; UNICEF; UNRWA; UNDP; Madrasiti; Grassroots Jerusalem; Operation Dove; EAPPI; TdH
<b>Output 1.2</b> Ensure provision of teaching and learning requirements according to minimum humanitarian standards	* Increase in the number of teachers trained in emergency education and ECD * Increase in the number of schools, alternative education and child safe spaces provided with basic furniture, equipment, teaching and learning materials		* 170 schools, alternative and child safe spaces equipped with basic furniture, equipment and material * 30 Kindergartens equipped with basic furniture, equipment and material * 200 teachers trained in ECD in Emergency and Protracted Crises * 8,000 teachers/245,000 students provided with grade appropriate learning support and remedial materials in Gaza	* Develop capacity for teachers on emergency education through training * Provide schools, alternative and child safe spaces with basic furniture, equipment and teaching and learning materials * Provide remedial materials and teaching guides	MoEHE; Save the Children Sweden; Ma'an; Canaan; UNESCO; Norwegian Refugee Council; PMR; UNICEF; TdH
<b>Output 1.3</b> Improved protected physical access to education for both male and female students, teachers and administrative staff	* Reduce drop-out rate through provision of school transportation and protective presence * Increase the number of children and teachers provided with safe transport * Increase the number of children and teachers provided with protective presence	* Basic dropout rate = girls 0,6 / boys 1,1 (2007) * Secondary dropout rate = girls 3,7 / boys 2,6 (2007) * Over 2,500 children in West Bank cross through checkpoints * Children of 14 communities in West Bank reported IDF harassment on their commute * Children of 30 communities in West Bank reported settler harassment on their commute	* 4,800 children of 45 communities have safe, protected passage in accessing education in West Bank (Area C and EJ) * 21 Communities are provided with transport to and from schools * Children of at least 10 communities are provided with protective presence on their commute to school	* Provide safe transportation and protective presence to students and teachers * Advocate for protective and safe access to education	MoEHE; Save the Children; UNICEF; PAH; UNESCO; EAPPI; Operation Dove; CPT

<b>Cluster Outcome 2:</b> Improved protective environment and delivery of educational services in identified, vulnerable and affected areas <i>Indicator: Increased number and percentage of beneficiaries (in vulnerable, affected communities) that have access to protective educational environment and services</i>					
	Indicator	Baseline	Target	Indicative Activities	Partners
<b>Output 2.1</b> Improved and safe educational environment (including WASH, health, feeding programmes), in conjunction with food security and WASH clusters	<ul style="list-style-type: none"> <li>* Number of schools, alternative and child friendly spaces with improved safe and protective environment</li> <li>* Number of school health committees with emergency plan and safety survey</li> <li>* Number of teachers and staff in alternative and child friendly spaces trained on safety and hygiene practises</li> <li>* Number of schools providing feeding programmes</li> </ul>	<ul style="list-style-type: none"> <li>* 36 schools in Area C are located in mined or military areas</li> <li>* 69 schools in Area C are located near busy roads</li> <li>* 80 schools in Area C lack healthy sanitation units</li> <li>* 74 schools lack suitable canteens</li> <li>* 30 schools in area C lack network supply</li> <li>* 32 schools have fortified food program</li> <li>* 13 schools, serving 4,497 girls and boys and employing 326 faculty members are located in the Access Restricted Areas in Gaza</li> </ul>	<ul style="list-style-type: none"> <li>* 200 teachers trained on safety, health and hygiene practices</li> <li>* 50 kindergartens in Gaza included in supplementation of micronutrients for anaemic children</li> <li>* 100 schools, alternative and child friendly spaces in the OPT have at least one staff member trained in first aid</li> <li>* 40 schools established health committees with emergency plan and safety survey</li> <li>* 80,000 school children in Gaza receive supplemental School feeding</li> <li>* 100 schools in oPt with better access, awareness and practices in WASH</li> <li>* 150 teachers trained on emergency education</li> </ul>	<ul style="list-style-type: none"> <li>* Training on emergency preparedness for students and teachers and MoHE</li> <li>* Awareness raising and training for teachers and students on hygiene, sanitation and health</li> <li>* First aid training for students and teachers</li> <li>* Support and set up school feeding programmes</li> <li>* Build capacity of schools, alternative and child safe spaces on safety and emergency preparedness</li> <li>* Disseminate life- saving information</li> </ul>	MoEHE; UNESCO; Safety and Health Association (Gaza); Palestinian Red Crescent; PMRS; UNICEF; COOPI; TdH
<b>Output 2.2</b> Improved protective environment through promotion of non-violent schools and psycho-social support, in conjunction with child-protection and MHPS sub-clusters	<ul style="list-style-type: none"> <li>* Number of schools with psycho-social programs</li> <li>* Number of teachers trained in psycho-social school-based response</li> <li>* Number of referrals to external specialists</li> <li>* Number of school based (peer) support groups</li> <li>* Number of parents participating in group sessions on non-violence and psycho social support</li> <li>* Number of teachers trained on Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>* 59.4% of primary school children in Gaza did not feel safe going to and coming home from school</li> </ul>	<ul style="list-style-type: none"> <li>* 100 schools, alternative and child friendly spaces have an active psycho-social and support group programme</li> <li>* 200 teachers and counsellors in the OPT received training in psycho-social school-based response</li> <li>* 50 schools, alternative and child friendly spaces in the OPT have active referral systems</li> <li>* 50 KGs introducing a standard monitoring tool for ECD and adopting a Protection Chart</li> <li>* 200 KG teachers and 49 KG directors able to carry out stress release activities for children and their mothers</li> <li>* 7000 parents involved in awareness sessions on ECD, stress release, child protection and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>* Psycho Social training for counsellors and teachers</li> <li>* School based activities for promotion of non-violence, child protection and Human Rights awareness</li> <li>* Support (Peer) support groups</li> <li>* Workshops on non-violence and psycho-social support for parents</li> <li>* Psycho Social support programmes for students and teachers</li> </ul>	MoEHE; PMRS; YMCA; The Right to Play; UNICEF; UNESCO; Bidna Capoeira; EAPPI; PAH; Vento di Terra; TdH
<b>Output 2.3</b> Effective immediate response mechanism to recurrent small and large scale emergencies in alignment with MoEHE priorities, DWG and child protection sub cluster	<ul style="list-style-type: none"> <li>* Comprehensive vulnerability mapping completed and updated</li> <li>* Effective response mechanism operational and funded</li> </ul>	<ul style="list-style-type: none"> <li>* Approximately 410 children forcibly displaced in 2011</li> <li>* 28 schools in Area C currently have stop-work or demolition orders, affecting approximately 2500 children</li> <li>* Attacks on schools have increased in 2011 affecting approximately 5,500 children so far this year</li> </ul>	<ul style="list-style-type: none"> <li>* Effective response to micro-emergencies initiated within 2 weeks of trigger events</li> <li>* 70 schools better prepared to immediately respond to emergencies in oPt</li> <li>* Comprehensive vulnerability mapping</li> <li>* Immediate response mechanism adopted and operationalized by Cluster and MoEHE</li> <li>* 25 schools identified for watch-list (highest risk) carry out mitigation, advocacy activities</li> </ul>	<ul style="list-style-type: none"> <li>* Emergency vulnerability mapping in the entire OPT</li> <li>* Develop an immediate response mechanism</li> <li>* Provide temporary school structures</li> <li>* Provide Legal Aid, advocacy</li> <li>* Support schools in preparedness, mitigation and contingency planning</li> </ul>	MoEHE; Save the Children; UNESCO; UNICEF; YMCA; COOPI; Vento di Terra; UNRWA; ICAHD; EAPPI; Bidna Capoeira; Norwegian Refugee Council



## Memorandum of Understanding (MoU) reached between



Government of Nepal  
Ministry of Education

Save the Children in Nepal

United Nations Children's Fund (UNICEF),  
Nepal

This Memorandum of Understanding is signed between Government of Nepal, Ministry of Education, Department of Education (DoE), the United Nations Children's Fund (UNICEF), and Save the Children-Norway Nepal (SC) for the purpose of formalizing their relationship as the Education Cluster leads under the Inter-Agency Standing Committee for Humanitarian Response. The Ministry of Education will maintain overall responsibility for responding to education needs during emergencies and will be supported in that task by the Education Cluster leads (UNICEF and Save the Children in Nepal), who will together provide overall leadership of the Cluster response, coordinating a group of government, UN, INGO and NGO education stakeholders to collectively respond to the education needs during emergencies.

This understanding will ensure a timely, coordinated and effective education response to possible both man made and natural crises, including earthquakes, conflicts, floods and other disasters and is aimed at assisting in reducing suffering and disruption of learning opportunities due to emergencies in Nepal. This MoU has been reached between the undersigned organizations with a view to strengthening Disaster Preparedness and Humanitarian Response in Nepal in the education sector effective from date of signature of all parties and remain up to December 2010. The participating agencies agree to:

- Assign an emergency focal point to coordinate preparedness plans and its implementation.
- Provide leadership for education responses in emergencies.
- Together coordinate meetings at the national and local levels for joint planning and implementation of Education in Emergency.
- Commit all available human resources during the emergency.
- Commit all available financial resources for the emergency preparedness and response.
- Commit to bring policy and plans to address education in emergency institutionally as a part of Govt system

**Mahashram Sharma**  
Director General  
DoE

**Lieke Van de Wiel**  
Chief, Education  
UNICEF

**Gunnar Andersen**  
Country Director  
Save the Children - Norway  
Nepal

Date: September 24, 2009



**Save the Children**  
Nepal Country Office

## Annex E—Combined recommendations

<i>Global Education Cluster and Education Cluster Unit (ECU)</i>	
<b>Using the INEE Minimum Standards</b>	<ul style="list-style-type: none"> <li>• Building on the findings presented above, explore/research further uses of the INEE Minimum Standards specifically within national Education Clusters; findings should be integrated into the Institutionalization Check-list for Education Clusters (see below).</li> <li>• Compile various tools and resources developed by Education Clusters using/based on the INEE Minimum Standards into an online database to be shared with national Education Clusters.</li> </ul>
<b>Working with the national authorities</b>	<ul style="list-style-type: none"> <li>• Conduct an in-depth study of the different coordination mechanisms existing between Clusters and national authorities. What works best under which circumstances and within which contexts? Aim to understand the evolutionary process seen in the examples above where the MoE shifts from non-partner, to Cluster member, to Cluster meeting chair, to Cluster co-lead to Cluster lead.</li> <li>• Continue compiling and sharing additional good practices for collaborating with national authorities and incorporate these within Cluster Coordinator trainings; Reduce as much as possible quick turnover of Cluster Coordinator staff.</li> <li>• Identify Clusters not working effectively with national authorities and provide guidance/support.</li> <li>• Explore ways in which to ensure the Cluster sits under the MoE and maintains consistent relationships with authorities—even when the Cluster is not officially activated. This might include ensuring that ongoing thematic or education sector working groups are in place, under MoE direction/leadership and are connected to the Cluster activation.</li> </ul>
<b>Early Childhood Development</b>	<ul style="list-style-type: none"> <li>• Explore in more detail the current uses and various structures of ECD sub-clusters/sub-groups and consider developing guidance notes for Clusters wishing to implement them.</li> <li>• Ensure that ECD is highlighted during emergency preparedness and contingency plan trainings and documents; explore ways of assisting national Education Clusters in prepositioning of stocks and consider developing a customizable resource mapping tool.</li> <li>• Include an ECD module/session during the Cluster Coordinator trainings.</li> <li>• Compile and share good practices for coordinating the use of local materials for ECD resources.</li> <li>• Gather more information from ECD programs using a strong community-based approach and develop guidance notes for national Clusters wishing to implement such an approach.</li> </ul>
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Continue the discussion on developing an integrated gender approach within the project cycle, especially during the assessment phase; gender-sensitive analyses will help inform Cluster members' programming.</li> <li>• Increase the efforts to capture good practices surrounding gender (e.g. minimum commitments for gender in DRC); share them through cluster newsletters, websites, trainings and communities of practice.</li> <li>• Ensure that national and sub-national clusters are aware of and trained on the existing Gender Marker support resources (e.g. <a href="#">education sector tipsheet</a>, <a href="#">coding system</a>, <a href="#">vetting forms</a>, etc.) to help them develop gender-sensitive projects; train on how to score their projects accurately with the Gender Marker, especially during the CAP launch and mid-year review.</li> <li>• Consider modifying some of the tools used in DRC to create tool templates for other Education Clusters; explore in more details the effectiveness of the trainings conducted in DRC, and consider including this as a good practice approach during Cluster Coordinator Trainings.</li> </ul>

	<ul style="list-style-type: none"> <li>Engage gender experts to compile examples where gender barriers to education must be addressed outside the education sector and good practices for doing so; share with and train Cluster Coordinators.</li> <li>Include gender within Cluster Coordinator trainings; introduce various gender-related documents and tools (see below); include the <a href="#">IASC Gender E-learning course</a> as part of the training.</li> <li>Raise awareness of the gender gap at the post-primary level; work to secure funding for addressing it.</li> </ul>
<b>Youth</b>	<ul style="list-style-type: none"> <li>Identify appropriate audiences and conduct advocacy efforts for raising attention on youth programming and mainstreaming it; advocate having youth included as an area of focus under the IASC cross-cutting issue of 'Age.'</li> <li>Identify more funding mechanisms for youth programming.</li> <li>Work to clarify and demystify youth programming within the Cluster and amongst its members and to increase the general understanding and importance of it; incorporate it more fully within Education Cluster strategy documents.</li> <li>Define and categorize more clearly what is meant by youth within the education sector (and Education Cluster in particular) by harmonizing views and achieving a common understanding and language.</li> <li>Identify key indicators for youth-data collection and include them within Cluster data collection trainings and needs assessments templates; encourage Cluster Coordinators to highlight rather than hide youth-related data.</li> <li>Include the cross-cutting theme of youth within the Cluster Coordinator trainings and help them to understand the role of the Cluster beyond primary-aged children; this may include coordinating for the implementation of adapted, accelerated and non-formal education programs targeting youth populations.</li> </ul>

<i><b>INEE</b></i>	
<b>Using the INEE Minimum Standards</b>	<ul style="list-style-type: none"> <li>Assist the Global Education Cluster and the ECU in the recommendations listed above.</li> <li>Continue the printing and distribution of the INEE Minimum Standards as well as the contextualized training of Education Clusters and their members, especially including government counterparts.</li> </ul>
<b>Working with the national authorities</b>	<ul style="list-style-type: none"> <li>Build on the IASC's "Operational Guidance for Cluster Lead Agencies on working with National Authorities and develop guidance notes for working with national authorities specific to the education sector; give particular emphasis to the relationship between national authorities and the Education Cluster.</li> <li></li> </ul>
<b>Early Childhood Development</b>	<ul style="list-style-type: none"> <li>While the INEE Toolkit currently contains various tools and information regarding ECD, there are not yet Guidance Notes or a Pocket Guide on ECD. This resource could be very useful for Clusters trying to develop their own ECD-specific framework or guidelines.</li> </ul>
<b>Gender</b>	<ul style="list-style-type: none"> <li>Work with the Global Education Cluster and ECU to ensure Cluster Coordinators and Cluster members are familiar with and utilize the <a href="#">INEE Pocket Guide to Gender</a>.</li> </ul>
<b>Youth</b>	<ul style="list-style-type: none"> <li>Assist the Global Education Cluster and the ECU in the first four recommendations above.</li> <li>While the INEE Toolkit currently contains various tools and information regarding youth, there are not yet guidance notes or a pocket guides on youth. This resource could be very useful for Clusters trying to increase and improve their youth programming.</li> </ul>

<i><b>National Education Clusters and Cluster members</b></i>	
<b>Using the INEE Minimum Standards</b>	<ul style="list-style-type: none"> <li>• Conduct regular INEE Minimum Standards trainings for Cluster members at national/sub-national levels; contextualize examples, role plays and case studies appropriately. Conducting adequate and appropriate trainings at national and sub-national levels will help establish a common language amongst education actors.</li> <li>• Consider using the INEE Minimum Standards as a framework for Cluster activity and coordination with Cluster members.</li> <li>• When developing tools or resources, use the INEE Minimum Standards Handbook as a guiding mechanism.</li> <li>• Record and share INEE Minimum Standards usage and good practices with INEE and Global Education Cluster.</li> <li>• Consider using the INEE Minimum Standards as criteria for Cluster members' project proposals.</li> <li>• Become familiar with and, where relevant, make use of existing INEE tools (see below)</li> </ul>
<b>Working with the national authorities</b>	<ul style="list-style-type: none"> <li>• Excluding exceptional cases, work to ensure that the national authorities are in the 'driver's seat' and leading coordination of the education response.</li> <li>• Advocate for collaboration with authorities and ensure presence of coordinating mechanism/focal point between the Cluster and MoE; consider holding meetings at MoE offices.</li> <li>• Work to develop an open, trusting relationship with national authorities.</li> <li>• Instill an attitude and coordination approach that demonstrates the Cluster's support of government initiatives, mechanisms and activities; recognize their role to be in the driver's seat and strive to learn from the national authorities as the Cluster provides them with support.</li> <li>• Use specific planning and response activities to build government capacity and increase buy-in.</li> <li>• Upon turnover of Cluster Coordinators, ensure handover meetings occur with relevant authorities.</li> <li>• For more on working with national authorities, Cluster Coordinators should consult the <a href="#">Education Cluster Coordinator Handbook</a>, Section 2.5 (pp. 55-58).</li> </ul>
<b>Early Childhood Development</b>	<ul style="list-style-type: none"> <li>• Where ECD is not being adequately addressed within the existing Cluster mechanism, consider creating ECD sub-clusters at national and, perhaps, regional/district levels.</li> <li>• Make sure to have a structured plan or set of guidelines in place (preferably prior to the emergency) for ECD coordination and programming.</li> <li>• Work to ensure that ECD guidelines, contingency/evacuation plans and stockpiles are a part of the Cluster's preparedness activities and are in place prior to an emergency.</li> <li>• Where applicable, train Cluster members and community actors on using local materials for developing ECD resources.</li> <li>• Where applicable, consider adapting a community-based approach to ECD; train Cluster members on how to involve community members more in a process shifting ultimate responsibility and ownership to them; in cases where participatory fees are being collected, be sure to emphasize the inclusion of marginalized children.</li> </ul>

<p><b>Gender</b></p>	<ul style="list-style-type: none"> <li>• Ensure that all data being collected is disaggregated by age and gender.</li> <li>• Demystify gender programming by creating a simple gender framework and/or an engagement charter</li> <li>• Use the Gender Maker as a tool for the design of gender-sensitive project proposals; liaise with country-based GenCap advisors to receive additional training and one-to-one support on the Gender Marker.</li> <li>• Implement an integrated approach to gender train Cluster members to do so within the full project cycle.</li> <li>• When analyzing gender issues and barriers, look beyond the education sector to help identify its roots; when necessary engage other clusters and non-education actors for support and expertise.</li> <li>• Ensure that gender issues are considered during needs assessments and coordinated responses to identified challenges are carried out.</li> <li>• Work towards addressing the gender gap at the post-primary level by including it in needs assessments and by engaging/training partners on gender in post-primary education; conduct advocacy and awareness raising campaigns to highlight this gap with donors and government agencies.</li> <li>• Refer to the <a href="#">INEE Pocket Guide to Gender</a> and other relevant resources for additional support.</li> </ul>
<p><b>Youth</b></p>	<ul style="list-style-type: none"> <li>• Where there is a need, continue highlighting the issue of youth within the Cluster, applying for youth funding and encouraging Cluster members to conduct youth-focused interventions.</li> <li>• Where agencies are conducting youth activities but are not Cluster members, consider using existing funding mechanisms, such as the CAP, to encourage their participation and involvement in the Cluster.</li> <li>• Include youth in data collection activities and report the findings, even if there is a gap; similarly, ensure that needs assessments cover the entire education sector—including youth—rather than primary education only.</li> <li>• Where youth is not being adequately addressed within the existing Cluster mechanism, consider creating a youth sub-cluster or working group at national and, perhaps, regional/district levels.</li> <li>• Encourage active youth participation within the education sector and inter-sectoral response.</li> </ul>