# Global Education Cluster
# Strategic Plan 2017-2019 Revision

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# Table of Contents

**I. Introduction: What is this document and how is it organized? ..... 4**

**II. Situating the Global Education Cluster (GEC) ..... 6**

Today's humanitarian landscape ..... 6

How does the GEC operate? ..... 7

**III. Mid-term Strategic Review: Findings and Recommendations ..... 9**

Where does the GEC add value for global partners and country clusters? ..... 9

How has the GEC evolved? ..... 10

Expectations going forward: Activity recommendations ..... 11

**IV. GEC Strategic Pillars: Background and Rationale ..... 14**

4.1 Accountability ..... 14

4.2 Partnership ..... 20

4.3 Humanitarian-Development Nexus ..... 22

**V. GEC Strategic Vision and Supporting Results for 2017-2019 ..... 26**

**Annex 1. Persons Consulted ..... 28**

**Annex 2. Documents Reviewed ..... 29**

**Annex 3. GEC Strategic Plan 2015-2019 ..... 30**

**Annex 4. GEC Workplan ..... 45**

**Annex 5. Definition of Partners Roles and Responsibilities ..... 46**

**Annex 6. Methods for review ..... 50**

**List of Acronyms**

AAP – Accountability to Affected Populations

CHS – Core Humanitarian Standard

CLA – Cluster Lead Agency

EC – Education Cluster

ECGPs - Education Cluster Global Partners

ECW – Education Cannot Wait

EiE – Education in Emergencies

GEC – Global Education Cluster

HNO – Humanitarian Needs Overview

HRP – Humanitarian Response Plan

IASC – Inter-Agency Standing Committee

INEE – Inter-Agency Network for Education in Emergencies

MoE – Ministry of Education

WHS – World Humanitarian Summit

# I. Introduction: *What is this document and how is it organized?*

This report is the outcome of a mid-term review of the 2015-2019 Global Education Cluster strategy,[1] culminating in an updated strategic vision and strategy map that builds on the previous two years of work. A few considerations regarding this document:

1) This strategy builds on the current 2015-2019 GEC Strategy (Annex III); the core functions and main elements of that strategy do not change; this addition merely adds a more strategic vision to what exists.
2) The strategic framework is linked directly to the activities outlined in 2017-2019 workplan (attached as excel document).
3) The strategic direction is geared towards the Global Education Cluster, with the assumption that each country Cluster will have its own strategic plan. Thus, while the document mentions illustrative actions to be taken at the country level, outcomes at the country level are not explicitly described.
4) The strategic framework lays out the direction for not only the next 1.5 years of work (until 2019), but beyond. The strategic pillars as described in Section IV are linked to global humanitarian processes that are in nascent stages. As these develop and evolve, so too will the strategic direction of the GEC.
5) A results framework will be developed to accompany the strategy. This will be finalized in consultation with the GEC Steering Group by the end of July 2017 and annexed.

The report is organized in four main sections as described below.

**Section II: GEC today** : This section provides an overview of the current humanitarian landscape in which GEC operates, with a particular acknowledgement of the renewed momentum of EiE's role within a humanitarian response. With this as a backdrop, a discussion of who makes up the GEC, what are its core functions and how these relate to the work and out comes at country level is presented.

**Section III: Mid-term Review**: The GEC strategy 2015-2019 was drafted in 2014 after a lengthy consultative process with a range of stakeholders. The consensus after the Annual Partners Meeting in Nairobi was that the Strategic Plan 2015-2019 needed to be updated to better align with the humanitarian priorities of the day (as described in Section II). Before initiating the revision, a review of the current strategy was undertaken. The purpose of the review was to better understand where the GEC adds value to the work of both country clusters and global partners and what stakeholders' expectations of it were going forward. This section outlines the outcomes of that review, with activity based recommendations at the end.

**Section IV: Strategic pillars: Background and Rationale** This section provides background and justification for the three strategic pillars that guide the direction of the GEC, agreed to at the Annual Partners Meeting in Nairobi and endorsed by the EC Steering Group. Ultimately all EiE partners are **accountable,** not only for results and performance, but to children, youth and communities affected by crisis; enhanced **partnerships** will promote a collective approach taken to meeting the education needs of children and youth; and a focus on the **humanitarian-development nexus** will ensure that EiE responses and long term

[1] See Annex VI for methodology

development planning align so that education programming is sustainable. This section outlines why these three pillars are important for the EC and how they link to the wider humanitarian debates of today.

**Section V: GEC Strategic Vision and Supporting Results for 2017-2019**: This section is comprised of a strategy map which outlines the overall goals and results for each strategic pillar, directed both at the global leval and country level. Indicative, high level actions are also listed which highlight how these goals will be met, which are linked to more specific actions in the workplan. The purpose of the strategy map is to promote greater strategic direction, predictability and accountability for the GEC, its partners and other stakeholders.

The forthcoming Results Framework will outline the expected results and indicators for each of the pillars and workstreams. Specific actions taken by the GEC to achieve these, are included in the workplan.

# II. Situating the Global Education Cluster (GEC)

Shifts have occurred within the humanitarian landscape overall and within the EiE sector, prompting the GEC to realign its strategic priorities with the current discourses and thinking within the humanitarian space. This section provides an overview of some of those shifts and outlines the stakeholders and roles of the GEC within this landscape.

## *Today's humanitarian landscape*

### Shifts in humanitarian policy and prioritization

Humanitarian caseloads are at an all-time high with estimates of 128.6 million people in need of humanitarian assistance in 33 countries.[2] As internal conflicts and instability persist, and climate change yields more weather-related disasters, these numbers are only expected to increase. At the same time, natural disasters are taking place in more middle income countries characterized by strong government capacity where they are taking the leading role in coordination.

New commitments have been made most notably at the World Humanitarian Summit (WHS) and the resulting Grand Bargain – which set out to adapt to these new challenges brought on by the current operating context to better meet the needs of people in crisis. These commitments prioritize localization,[3] harmonization with the development community and greater collaboration within the humanitarian sector. Donors have initiated changes as well – promoting cash, channeling more funding to national actors, and prioritizing multi-year funding modalities – which have required rethinking sectoral coordination approaches, and have initiated new ways of collaborating with actors who fall outside the traditional humanitarian set.

### Cluster system –fit for purpose?

The realities of today's humanitarian landscape have prompted a reconsideration of the Cluster system's purpose, value and role. A one-size-fits-all model for coordination has never been appropriate, but as coordination is being more formalized by governments through sector working groups, as protracted crises challenge the timing and ability of Clusters to transition out, and as more displacement settings arise where the mandate for coordination of refugees falls outside the traditional Cluster system, greater flexibility and adaptation is required. While coordination continues to be essential to delivering effective and efficient humanitarian assistance, the system is seeing the rise of more coordination mechanisms that support national platforms as opposed to the model delineated by the IASC in 2006. Clearer definition of the roles, purpose and limits of the Cluster,

> *"We've had Clusters here for seven years. Do we continue with the Cluster? When we're in the middle of a big drought, the Cluster is useful – we have a specific task. But there has to be another mechanism in place that is more sustainable and built into the country. We can't fix the causes of famine; the Ministry must take over."* – Country Cluster Coordinator

[2] 2016 Humanitarian Needs Overview, OCHA

[3] Localization agenda as prioritized in the Grand Bargain (GB) which aims to practically implement changes to the way the humanitarian system operates to enable more locally-led response. For more on localization and other GB commitments, see ICVA paper The Grand Bargain: Everything You Need to Know.

especially in protracted settings, was a central theme during interviews for this review and is currently being considered within OCHA.

### New attention to Education in Emergencies (EiE)

Historically, EiE has remained low on the list of humanitarian priorities, as the least funded sector, receiving the smallest proportion of requested amounts of all humanitarian sectors. The past few years have demonstrated greater acknowledgement of the importance of EiE in humanitarian action, with a recognition from donors and partners alike that interrupting education due to crises has devastating consequences for children, youth and communities. The WHS showcased education in emergencies prominently, and the resulting Education Cannot Wait (ECW) Fund, linked to the UN Secretary-General's Global Education First Initiative (GEFI, 2012) is a new and exciting funding mechanism that joins up governments, humanitarian actors and development efforts to deliver a more collaborative and rapid response to the educational needs of children and youth affected by crises. The establishment of such a large funding mechanism demonstrates commitment not only from donors but from agencies and the private sector as well, necessitating a coordinated approach through existing coordination mechanisms such as the Cluster.

With global displacement at an all-time high, complex and protracted crises affecting more lives than in recent history, identifying and promoting ways to help children and youth maintain education has increasingly been recognized as an urgent priority. Amidst this complex backdrop, the Cluster mechanism serves a critical function, perhaps more essential today than ever, to work towards greater predictability and coordination in humanitarian response.

## *How does the GEC operate?*

Established in 2007, the Education Cluster (EC) is a forum for coordination and collaboration on education in humanitarian crises. The EC derives its primary mandate, purpose and scope from the 2005 IASC Cluster approach, which ensures that international responses to humanitarian emergencies are predictable, accountable and have clear leadership. The GEC's work is focused on strengthening the capacity of education Clusters/coordination teams at the country level so that they can support the development and delivery of predictable, timely, effective and appropriate responses. The GEC also represents the education sector in the inter-sector humanitarian arena.

### Core GEC Stakeholders

The GEC is made up of a number of entities working together to achieve its core objectives.[4] It is uniquely co-led by two **Cluster Lead Agencies (CLAs**): the United Nations Children's Fund (UNICEF) and Save the Children (SC). As CLAs, these organizations are responsible for upholding the appropriate commitments as delineated by the IASC, but are primarily responsible for ensuring sufficient resources – both human and financial – are available to uphold their commitment to coordination. Representatives from the CLAs make up the **Education Cluster Steering Group** who provide governance and oversight on the GEC annual plan and budget, promote engagement of their respective CLAs by securing funding for core coordination activities, and ensure the day to day working relationship of the CLAs.

[4] More detailed roles and responsibilities of each of these actors is articulated in Accountability section 4.1 below.

**The GEC Team** is comprised of two **Global Cluster Coordinators**, one from each CLA, who are seated in Geneva and guide and oversee the day-to-day work of the GEC Team and its workplan. They also conduct field missions to support county Clusters for various strategic objectives. The team also includes knowledge management, communication and administrative support.

**The GEC team also includes the Rapid Response Team (RRT**), a group of education and coordination experts (including coordination, information management and needs assessment) who are rapidly deployable to support education coordination in humanitarian crises and who also provide capacity building at the global and national levels. They establish or strengthen sectoral coordination by liaison with Cluster members, Ministries of Education (MoEs), national organizations, OCHA, UN agencies and NGOs.

The GEC is ultimately a **partnership o**f NGOs, UN agencies and other organizations working together to support the implementation of the EC Strategic plan (More about roles and responsibilities of Partners in Annex V, and the various accountabilities of stakeholders in Accountability section 4.1).

# III. Mid-term Strategic Review: *Findings and Recommendations*

The purpose of the mid-term review was to better understand where the GEC adds value to the work of both country clusters and global partners and what stakeholders' expectations of it were going forward.[5] The below section describes the findings around each function of the GEC, description of how the GEC has evolved and expectations and recommendations on the way forward.

## *Where does the GEC add value for global partners and country clusters?*

The GEC supports the country clusters in achieving its core services[6] and provides support to Education Clusters/EiE working groups (EiEWGs) in countries before, during and after a humanitarian crisis to strengthen cluster readiness, reinforce coordination of activated education Clusters and support the de-activation of a Cluster and transition to education development platforms.

They do this through a three-tiered approach:

1) Direct and remote field support to country Clusters,
2) Providing guidance and capacity through training, development of tools and procedures, and knowledge management and
3) Global engagement and advocacy with partners in the wider humanitarian and education sectors.

Further description of these functions with feedback from stakeholders is described below.

1. **Direct and remote field support to country Clusters**: deployment of RRT Cluster Coordinators or Information Managers; deployment of GEC-trained partners staff, support missions by members of GEC team; remote support or Help-desk function (emails, phone calls, review of documents, secondary data collection and analysis, tool and system development)

   - RRT, standby missions, Humanitarian Surge team support missions have been characterized as being "extraordinarily strong" and "one of the best things about the Global Education Cluster" and have facilitated timely and adequately staffed responses. RRT missions were also commended for bringing learning back to the global and regional teams, through mission reports with pointed recommendations for a way forward, an understanding of how best to continue support to the country, and refinement of tools and approaches.

   - Technical support is highly valued, especially around information management (IM), which in 2016 was the most requested service from the helpdesk (with almost half of the 83 requests from 31 countries that year being for IM support). The Help-desk is also as an important vehicle for resolving challenges negotiating for education to be included in the HRP. As one respondent said, "When you're in country you get a lot of OCHA pressure, donor pressure you lose your way without good technical sound advice."

2. **Providing guidance and capacity** through training, development of tools and procedures, and knowledge management in support of the coordination function

[5] Methods are described in Annex 6.
[6] As articulated by the IASC Cluster Coordination Reference Module, 2015

- Core skills training was commended across the board as being "highly practical and useful." Beyond the excellent technical content, it was also recognized for the valuable opportunity it provides people to come together and discuss the challenges they face in country. Other focused trainings, such as the needs assessment training, stood out for its usefulness , as the need for data is great and often analysis and information sharing capacity is weak.
- The Toolkit is regularly used, especially around IM, and has been an "enormous help."

> *"Sometimes it can be a very lonely job – we're constantly having to shove our elbows out and demand our space, fight, fight, fight. It's an encouraging experience to be around other educational professionals and the core skills training provides a really good platform for that."* – Country Cluster Coordinator

3. **Global engagement and advocacy** with partners in the wider humanitarian and education sectors to ensure an enabling environment for the coordination services at country level.

- The GEC was recognized for positioning and prioritizing education within the global arena. The "deep connection" that the GEC Team has with the field is appreciated by global partners, who describe having the birds eye view of education issues as 'invaluable' to determining how agencies can contribute. For country Clusters, the GEC's role in elevating issues or challenges to a broad range of global partners has led to greater attention, further inquiries and important funding opportunities. The GEC was also noted for facilitating higher level dialogue with key stakeholders such as OCHA and UNHCR to respond to some of the universal issues (the HRP system and process, coordination of refugees) that Cluster coordinators have raised.

> *"They put our issues on the agenda in meetings, in newsletters, advocacy documents… when they do that, I get requests from people interested in knowing more. It's about creating attention and it's great for us to know that we have somewhere to elevate it."* – Country Cluster Coordinator
>
> *"Advocacy from the GEC brings clout and neutrality, beyond a single organizational message. They've mobilized the sector and have aligned partners around core messages."* – Global Partner

## *How has the GEC evolved?*

Since its inception in 2007, the Cluster has grown significantly in its operational capacity and strategic significance, expanding to meet demands of larger humanitarian caseloads and strategic priorities. At the end of 2016 education Clusters and education working groups were active in 29 countries. To effectively support these country Clusters, the GEC has evolved in a number of ways.

- Strategic deployments: As the humanitarian landscape is more dominated by protracted crises, with fewer rapid onset L3 emergencies, the nature of direct support has shifted to focus on capacity building, with a deliberate aim to use the specialized expertise of the RRT to enhance continuity and strengthen the Cluster. RRT missions were valued for not only the day-to-day help, but for also supporting continuity beyond the deployment, by "building on the work being done in country, with an individual and their needs, and not working in a silo… ensuring that something is left." Support missions have also expanded to assist county Clusters with high level issues around HC and HCT representation, strategy development, or capacity development.

This shift has been recognized and appreciated not only by country Clusters, but by partners as well, who stated that in the past, prioritizing operational issues like 'setting up an office' or 'filling gaps' had dissuaded partner engagement. Being more concrete and strategic in the approach and purpose of deployments has led to more enthusiasm around taking on parts of the workplan and meaningfully engaging.

- Dynamic remote support: The recently established Helpdesk and Toolkit have also made remote more structured and dynamic, with country Cluster staff able to easily access an online suite of tools to standardize the approach, leading to "a sharper focus to the work." The needs assessment and strategy development tools were mentioned as being particularly useful in bringing structural lessons to different contexts.

- Inclusive and collaborative engagement: The 2016 Annual Partners meeting in Nairobi was lauded by many partners as one of the first gatherings of the GEC that went beyond sharing information and country updates to driving collective contributions to meet strategic objectives. Noted too was greater representation by more countries and people from those countries, with one respondent recalling, "It felt like a closed group before. This year there were new faces in the room, not just the same people we see every year." In addition, membership has broadened to include smaller actors with enthusiasm and flexibility, contributing and providing fresh input. At the country level, the GEC's work through the distance training module, was a good way to go beyond typical international coordinators and ensure people at the sub national level are fluent in the Cluster system, tools and capacities.

> *"I've enjoyed seeing the shift in conversation in the GEC. We're in a new phase – it's not just about how do we operate and support responses, but look at it form a broader perspective. Partners and Cluster coordinators have really taken this on and come in with a fresh perspective and energy to get those discussions going. It's created the willingness amongst organizations to engage and have the conversation."* – Global Partner

## Expectations going forward: *Activity recommendations*

While highly satisfied with the level of support and direction of the GEC, respondents expressed ways it could be enhanced and their expectations in the coming years. These are presented as recommendations below. Some are already being implemented or planned for in the workplan.

- Recommendation 1: Communicate criteria for deployments and direct support to ensure predictability and transparency: Country Clusters acknowledge the limited pool of RRT members, but request greater transparency in how deployments are made, the rationale behind when, why and who is put on mission and for how long. Indeed, the 2015 and 2016 annual reports reveal that RRT deployments were fewer than were forecast. Although there have been no system activation of Clusters during this time, in 2016 the GEC supported the same countries multiple times.

- Recommendation 2: Promote regular exchanges – either on-line or, resource permitting, face-to-face - among country Clusters to foster greater sense of community, promote best practice and peer-to-peer learning. Oft noted from country Clusters was a sense of 'isolation', 'working in a bubble' and a 'disconnect' from the greater education community. While the Annual Partners meeting and core Cluster trainings were recognized for fostering relationships, country Cluster coordinators expressed a desire to maintain this sense of community with more opportunities to interact, share best practice and lessons learned. In particular, country Cluster coordinators

requested exchanges based on thematic issues (such as protracted emergencies) to engage in collective problem solving, share examples of adaptation of toolkits, discuss how to best advocate for prioritizing education in HRPs, and provide examples of inter-Cluster linkages, etc.

- Recommendation 3: Promote stronger Inter-Cluster initiatives at global level and provide guidance on how to improve these linkages at country level: A considerable gap and perceived missed opportunity still exists with regards to engagement with the inter-Cluster. This was also a main outcome of ALNAP's research on coordination which found connections at the inter-sectoral level to be one of the most difficult aspects of coordination and an area that needed significant improvement.[7] Partners and country Clusters see greater opportunity to build alliances with specific Clusters (WASH in schools, school feeding, cash for school, for example), some of which is happening at the country level. Further global support and alignment in the form of best practice and guidelines to promote schools as an entry point for other Clusters was requested. Where this is happening, country Clusters requested improved communication and transparency about how the inter-sectoral process works at the global level and could better work in -country.

- Recommendation 4: Create clear systems for both internal and external advocacy: As amplifying messages from country clusters to the global level is one of the areas that the GEC is most valued for, ensuring a method for extracting country level evidence and information for global advocacy is essential. This is particularly important now, as one respondent mentioned, as EiE gets more attention and funding, the sector needs to "prove the impact of our work by collecting sound and robust evidence."

  However, the current way that country level issues are raised to the GEC is ad hoc and reactive. A systematic method for identifying issues for collective advocacy is needed. This requires more regular and organized communication with country Clusters. In addition, an advocacy strategy which promotes targeted advocacy with appropriate stakeholders (donors, global campaigns and initiatives, inter-sectoral fora, etc), including the CLAs.

  Internal advocacy with the respective CLAs, who are perceived by country Clusters to "not be taking their commitments seriously," was also stressed. In numerous contexts coordinators are double or triple hatting, and without the financial backing of CLAs, Cluster work is "half hearted" and "not serious" (see Section 4.1.b on Accountability for Results below). The forthcoming results framework will help to track where commitments are not being lived up to, and this information should be regularly communicated to the CLAs with action plans around addressing gaps.

- Recommendation 5: Provide regular updates to country Clusters on global issues: Country Clusters also expressed distance from global level initiatives and policy discussions and requested updates on, for example, the Grand Bargain, WHS Outcomes, discourses on the New Way of Working, and updates on the Education Can't Wait (ECW) initiative – to better link their work with the macro-policy discourse.

- Recommendation 6: Regularly assess the usefulness and relevance of tools: As staff turnover is high, there is a need to regularly assess if and how tools are being used by country clusters. Strategy examples in toolkit should be representative of all types of emergencies (slow onset, rapid onset,

[7] Knox Clarke, P. and Campbell, L. (2016) Improving Humanitarian Action, Executive Summary and Recommendations. ALNAP Working Paper. London: ALNAP/ODI.

conflict, natural disaster, protracted crisis, complex emergency, etc.) and made relevant to the range of contexts.

# IV. GEC Strategic Pillars: Background and Rationale

Three pillars – accountability, partnership and the humanitarian-development nexus – guide the strategic direction of the GEC. These were agreed to at the Annual Partners Meeting in Nairobi and endorsed by the EC Steering Group. This section provides background on each pillar, explaining why each is important and the significance for the EC.

## *4.1 Accountability*

There are two inter-related dimensions to the GEC's accountability: first, supporting country Clusters to promote a people centered approach and integrate AAP throughout EiE responses; and second, ensuring accountability for results and performance at both the country and global levels. These two aspects to accountability are complementary as putting people at the centre of humanitarian action is fundamental to achieving results. Listening to, engaging with and holding ourselves accountable to affected and at-risk people and communities helps drive appropriate, timely, effective humanitarian action, including reaching and protecting the most vulnerable.[8] The below section outlines the core elements of both dimensions.

### 4.1.a Accountability to Affected Populations (AAP)[9]

***Why AAP?***

There is growing awareness that the humanitarian system needs to reinforce its efforts to put people at the center and ensure aid efforts actually lead to effective, meaningful and durable outcomes for crisis-affected people. Considerable progress has been made over the years in promoting the concept within Clusters: integrating AAP into IASC's Transformative Agenda through the five Commitments to Accountability to Affected People (CAAP); AAP included as a Cluster "6+1" core functions, inclusion in the Minimum Commitments for Cluster Participation, guidance from the IASC Emergency Directors Group on AAP and the HPC. More recently, UNICEF's global Clusters agreed to adopt and integrate the Core Humanitarian Standard (CHS) into their work.

These initiatives confirm the notion that needs, vulnerabilities and capacities must be identified and prioritised correctly, responses be appropriate and relevant to the context, affected people have equitable opportunities to access information, provide feedback and participate in decision-making processes, and that resources are used in a coordinated, efficient manner to maximise coverage and quality.[10]

As articulated in the GEC vision statement, "*The Global Education Cluster supports and promotes quality education in emergency defined by the needs and aspirations of affected children and their communities*." As such, putting affected people at the center to ensure their needs, rights and dignity are supported underpins the work of the Education Cluster and guides the approach taken to coordinating EiE responses.

[8] Tamminga, Philip. Putting people at the centre of humanitarian action; Key concepts and ways forward for UNICEF, 2017

[9] This section draws heavily on the work being done by UNICEF and the GCCU to integrate AAP and the CHS into the functioning of the Clusters.

[10] UNICEF AAP framework draft, 2016.

### *Where is the Education Cluster with regards to AAP?*

While significant headway has been made at the policy level, operationalizing collective AAP approaches still confounds implementing agencies. This is especially true for Clusters whose primary role is to support the functioning of the international humanitarian system. Although some advancement has been made at integrating different elements of AAP in the humanitarian architecture and education Clusters, the influence that affected people have in programmatic decision making is inconsistent. This is clearly evidenced by education often being deprioritized in an emergency response despite communities and children frequently listing education as a top priority. If a humanitarian response claims to promoting AAP, these perspectives must be sought and used to influence the HCT and other decision making bodies.

> *"We say we believe in accountability, but we don't do it."* – Country Cluster Coordinator
>
> *"AAP isn't penetrating to the country level. There is a lot of good rhetoric at global level, but when you get to the countries, they don't know how to operationalize it."* – Global Partner

### *How can the Education Cluster understand AAP and take it forward?*[11]

There are numerous definitions of AAP,[12] but a definition of accountability for Clusters that puts people at the center has been developed: *Accountability means the mutual responsibility for impartially and effectively meeting, to the best of members ability, the different needs and priorities of all vulnerable and crisis-affected people and communities, ensuring they can exercise their rights to access, protection, information and participation, and maintaining equitable relationships based on mutual trust and respect in order to generate the best possible results for them.*[13]

As such, AAP should be understood as the ***mutual responsibility of the Cluster and its external partners to work towards ensuring people are at the centre of our work.*** This is achieved through three inter-related collective responsibilities which frame how the EC operates:[14]

- ensure their actions and advocacy lead to **meaningful, relevant and sustainable *results* for vulnerable and affected people**, in accordance to their different needs and priorities, and carried out in a coordinated, efficient and effective manner.
- **promote and respect the *rights* of vulnerable and affected people,** and support them to exercise those rights**,** including the rights to protection, access to assistance, transparency and participation;
- **ensure equitable *relationships* between aid providers and vulnerable and affected people**, and with their partners and stakeholders, based on trust, respect, impartiality and non-discrimination, open communications and transparency.

[11] The below builds off of the work of Philip Tamminga who is currently drafting an AAP Framework for UNICEF's GCCU.

[12] IASC's definition of Accountability to Affected Populations as "*An active commitment to use power responsibly by taking account of, giving account to, and being held to account by the people humanitarian organisations seek to assist*". Core Humanitarian Standard for quality and accountability (CHS) which describes accountability as putting "*communities and people at the centre of humanitarian action and promotes respect for their fundamental human rights underpinned by the right to life with dignity, and the right to protection and security as set forth in international law*" and in accordance with humanitarian principles

[13] Working definition proposed by Draft AAP Discussion Paper Draft Accountability to Affected People Framework for UNICEF led and co-led Clusters and AoRs *11/11/2016*

[14] As presented by Philip Tamminga at the Annual Partners Meeting, Nairobi 2016.

As Clusters and coordination mechanisms work collectively to meet these responsibilities, the more likely it is to improve quality, coverage, effectiveness and accountability of responses. Table 1 below highlights some illustrative actions for promoting AAP at country level.

**Table 1. Illustrative Actions for AAP at Country Level**

***Affected people can exercise their rights and EiE programming leads to meaningful results for them by:***

- ensuring needs, vulnerabilities and capacities are identified and prioritised correctly,
- responses are appropriate and relevant to the context,
- affected people have equitable opportunities to access information, provide feedback and participate in decision-making processes,
- resources are used in a coordinated, efficient manner to maximise coverage and quality

The below actions are aligned with steps in a humanitarian response, framed by elements of the CHS.

**Coordinated joint multi-sector needs assessment:** Use a common approach to consult with affected children, youth and communities to reduce the burden on them. Identify their needs and priorities and integrate this data into needs assessment processes. Ensure that the needs assessment also identifies and assesses local knowledge, capacities and resources that can support the response.

**Child, community and national actor informed EC strategic plans:** Develop education Cluster strategic plans through child and community informed analysis, and include quality and accountability objectives which take a holistic approach to meeting people's needs and priorities. Ensure that Cluster strategies are aligned with current local and national plans and priorities (when appropriate). Adapt Cluster strategies and plans based on feedback from affected people.

**Evidence based resource allocation:** Ensure resource allocation – both within the HRP and the Cluster - is based on people's expressed needs and priorities. Regularly review the context and adapt resource allocations based on changing needs, priorities, capacities and available resources.

**Common approaches to community engagement throughout EiE program implementation:** Education coordination mechanisms use common approaches to collecting, analysing and acting on feedback from affected people, and consistent application relevant technical, quality and programming standards to ensure programming meets the needs of people. Use Cluster meetings to regularly review feedback from affected people and assess the relevance of responses. Develop a common approach to registering, tracking and analyzing and responding to complaints. Regularly conduct joint field monitoring exercises that include consultations with affected people

**Strengthening resilience and prioritizing localization**: Education coordination mechanisms prioritise local knowledge, capacities and resources by working with and through national partners, and increasing allocations of funding, resources and support to them to build resilience and strengthen capacity to lead and coordinate humanitarian actions.

**Expanding Cluster performance assessment to include feedback from affected people**. Expand Cluster evaluation from Cluster Coordination Performance Monitoring (CCPM) to using the CHS performance indicators to evaluate Cluster performance. Integrate consultations with affected people in peer-review and third party monitoring and verification exercises. Integrate measures to assess affected people's views of the quality of relationships with aid providers into monitoring exercises.

**Use evidence based advocacy**: Collective advocacy on EiE at all levels is evidence based, drawing upon feedback from and informed by the expressed needs and priorities of children, youth and communities. Advocacy to HCT on behalf of affected people to ensure decision-makers address unmet needs and expressed priorities of affected children, youth and communities.

For further suggestions, see Suggested Actions for the Inter Cluster Coordinators to strengthen Accountability to Affected Populations and Protection in the Humanitarian Programme Cycle

### 4.1.b Accountability for results and performance

***Why results and performance?***

The review revealed a lack of understanding of the various levels of accountability within the Cluster and desire for greater clarity on expectations, roles, responsibilities and relationships. Results frameworks for the GEC and country Clusters do not exist, thus limiting the ability of partners, donors and itself to measure performance against stated outcomes and objectives. ALNAP's recent research on coordination has found that while the Cluster system collects considerable information on needs, it does not reflect on how activities are affecting needs, leading to a poor understanding of results - how well the response is working, what should be supported and what should be done differently.[15]

The GEC's accountability to the country Clusters was also highlighted, with Cluster coordinators desiring the GEC to provide follow-ups to the issues and challenges raised at the annual meeting ("we have a long list of tasks and problems that come out of that meeting, and then it goes quiet until the next meeting. How are you finding solutions to the challenges we identified in the meeting?"), or during calls. Cluster coordinators also want feedback on what they share with the GEC, which would help motivate them to improve. As one country Cluster coordinator noted, "there is no requirement to report to the GEC – you can do it if you want to, but there is nothing spelled out which would hold us, or them, accountable." Another reflected that "in 4 years working with the Cluster, only once have we done a CCPM and had a skype call with the global where we went over those scores and went over the work we were doing."

The most prominently noted lack of accountability was that of the CLAs to uphold their coordination commitments. Both CLAs have at times been challenged to secure resources to uphold their responsibility to ensure fulltime coordination staff in-country.[16] For Save the Children, this was noted in the 2012 Cluster review as, "a shortfall of resources, both in terms of the right people to coordinate the Cluster

*"If we aren't clear that coordination of education is a priority and that commitment is backed by resources and incentives for staff, then we're doing a half hearted job, and our responsibility is not upheld."* – CLA staff

*"If you are double or triple hatting, then don't expect a fully functional Cluster. If we have a coordinator but not an information manager, then we will fail."* – Country Cluster Coordinator

*"If agencies are committed, then their country offices need to have a way of funding those coordinator positions for the duration – not just for three months. Right now those positions are filled serendipitously. That's not acceptable, they should be systematically ensured."* – Country Cluster Coordinator

[15] Knox Clarke, P. and Campbell, L. (2016) Improving Humanitarian Action, Executive Summary and Recommendations. ALNAP Working Paper. London: ALNAP/ODI.

[16] Save the Children Guidance on Cluster Leadership for Save the Children Country Offices: The Benefits, the Role and the Responsibilities

and the money to deliver on our commitments."[17] In some contexts coordinators are double or triple hatting without the proper resources to do the job.[18] It has led to frustration by country Cluster coordinators, a reputational risk for the EC and most importantly, has jeopardized affected children's access to coordinated, quality education.

### *What are GEC Stakeholders accountable for?*

Table 2 below outlines the various commitments to which actors have committed themselves.

**Table 2. Various accountabilities internal and external to the GEC**

| Actor/Group | Accountable for … |
|---|---|
| **Education Cluster Steering Group** | ✓ Managing the partnership between the two co-lead agencies and ensuring that gaps in Cluster leadership at country level are resolved in a timely fashion<br>✓ Advocating within respective organizations for CLAs to uphold commitments made to coordination<br>✓ Securing financing for effective Cluster coordination and budget monitoring<br>✓ Reviewing implementation of Cluster work plans and achievement of objectives<br>✓ Reviewing key Cluster proposals or policy documents<br>*(Adapted From EC Coordinators Handbook)* |
| **Cluster Lead Agencies** | ✓ Upholding commitments to the IASC as articulated in the 2015 Revised Cluster Coordinators Reference Module<br>✓ Upholding CLA internal strategic priorities<br>o Save the Children: Organizational Priorities which include the Education Cluster as agreed and endorsed by the Humanitarian Strategy Group in 2016; As per the draft 2016-2018 Education Strategic Delivery Plan: in an effort to "improve our own systems for supporting education in emergencies responses", Save the Children will contribute "to a 33% increase in the human resources of the Global Education Cluster's rapid response team. We will also ensure that all Save the Children Cluster coordinators are full-time positions – resulting in a 47% increase in resourcing."[19]<br>o UNICEF: Core Commitments for Children in Humanitarian Action which commit to establishing effective leadership for Cluster coordination; Cluster responsibilities as outlined in Strategic Plan 2014-2017<br>✓ Upholding the roles and responsibilities and contributions of each agency as articulated in the Memorandum of Understanding (MoU) (*to be updated and signed*)<br>✓ Dedicating resources to fulfilling Cluster leadership role so that country Clusters are staffed with adequate number of trained Cluster leads and information managers. Being transparent about these contributions to all GEC partners and stakeholders.[20] |

[17] Lessons in Leadership: Save the Children's Experience of Co-leading the Education Cluster, 2012

[18] As per the ALNAP research, Exploring Coordination in Humanitarian Clusters, 2015, this undermines effective coordination. "Clusters are more effective at supporting coordination where the Cluster CLA plays an 'arm's-length' role. At the least, this should entail funding the Cluster from a separate budget line, ensuring CLA staff attend Cluster meetings (and not expecting the Cluster coordinators to represent the CLA) and ensuring decisions are made by a group representative of the broader Cluster membership."

[19] Cost Effectiveness Review of Save the Children's Co-leadership of the IASC Education Cluster

[20] This mirrors findings from Save the Children's Cost Effectiveness Review of Save the Children's Co-leadership of the IASC Education Cluster "Establishing predictable approaches will require dedicated financial and human

| | |
|---|---|
| | ✓ Promoting Cluster roles and commitments throughout the organization so that Cluster leadership is factored into country level planning and budgeting, country directors understand and implement their roles and responsibilities as CLA |
| **GEC Team** | ✓ Carrying out Cluster functions as articulated by IASC Cluster Coordination Reference Module<br>✓ Supporting country coordination mechanisms with functions specified in the strategy and workplan, and ensuring that this support is timely, relevant and transparent. Ensuring that tools are updated as needed.<br>✓ Monitoring and providing feedback to country Clusters on their performance, and regularly communicating with them to understand where further support is needed.<br>✓ Mobilizing the global EiE community – and reaching beyond 'regular players' - by providing partners with clear entry points and opportunities to engage with the Cluster workplan<br>✓ With partners, promoting and representing EiE issues and challenges. Elevating country issues to a global fora including at the intersectoral and other events to ensure education is included in humanitarian policy discourse, operational planning and funding allocations.<br>✓ Fostering a community among education Cluster coordinators by providing opportunities for exchange, peer to peer support, information sharing and best practices across countries. |
| **Country Clusters** | ✓ Carrying out Cluster functions as articulated by IASC Cluster Coordination Reference Module<br>✓ In line with Grand Bargain Commitment 2. More support and funding tools to local and national responders "Support and complement national coordination mechanisms where they exist and include local and national responders in international coordination mechanisms as appropriate and in keeping with humanitarian principles"<br>✓ In line with Grand Bargain Commitment 10. Enhance engagement between humanitarian and development actors<br>✓ Regularly sharing information with GEC on trends, country specific EiE updates and issues for global advocacy, when countries are beginning sector planning/TEP processes, etc. |
| **GEC Partners** | ✓ Engaging in the Cluster, at the country and global levels, in line with the Principles of Partnership<br>✓ Upholding responsibilities as articulated in this strategy (See Partnership Section 4.2 below and Annex IV)<br>✓ For development partners specifically, their responsibility to link with humanitarian actors is derived from the Grand Bargain and New Way of Working commitments for improved cohesion across sectors. |
| **IASC** | *Among other accountabilities, but particularly related to EC strategic vision:*<br>✓ Promoting the notion that aid is delivered based on views expressed by affected people as articulated in Grand Bargain Workstream 6: A Participation Revolution: include people receiving aid in making the decisions which affect their lives<br>✓ Promoting integrated approaches through linkages and joint programming among Clusters where appropriate for more effectively and efficiently meeting needs |

resources. SC will need to develop and implement a strategy that includes dedicated budget allocations for activities and dedicated time allocations across a range of staff at global and country levels."

| | |
|---|---|
| | ✓ Providing space for accountability to be discussed in ICCG meetings, and to support Clusters engagement in operationalising accountability and protection throughout the HPC<br>✓ Ensuring HRPs are directly based on the finding of participatory assessments and joint analysis of priority needs[21] |
| **HC/HCT** | *Among other accountabilities, but particularly related to EC strategic vision:*<br>✓ As articulated by IASC TOR for Humanitarian Coordinators,[22] "Representing the ERC, in country and as such the commitments made at the ERC level," such as Grand Bargain and other IASC initiatives; and "Expends all necessary efforts to ensure that relief activities lead and contribute to the early as well as long-term recovery of affected populations, by cooperating closely with actors responsible for planning and implementing rehabilitation and development activities."<br>✓ As articulated by Grand Bargain Commitment 5: Improve Joint and Impartial Needs Assessments "Prioritise humanitarian response across sectors based on evidence established by the analysis. As part of the IASC Humanitarian Response Plan process on the ground, it is the responsibility of the empowered Humanitarian Coordinator/Resident Coordinator to ensure the development of the prioritised, evidence-based response plans." |

## *4.2 Partnership*

### *Why partnership?*

The Cluster is itself a collective, and as such, partnership underpins the core functioning of not only the GEC but the Cluster approach overall. Clusters – both at the global and country levels - are more than the coordinators and IM staff, but a collective group with shared responsibilities for collective performance and outcomes.[23] Partnership has featured prominently in numerous humanitarian policy directives and initiatives over the years, including the Principles of Partnership endorsed in 2007, focusing on equality, transparency, complementarity and a results oriented approach. The WHS and resulting GB commitments also stress strong and effective partnership as critical to achieving the ambitious agendas set forth.[24] In addition, ALNAP's research on coordination has found that for coordination to be successful, participating agencies must have clear and agreed roles and responsibilities.[25]

### *Where is the GEC with regards to Partnership?*

The GEC currently has 19 global partners (NGOs, UN agencies and others) who have made significant contributions to the GEC over the past years, with inputs that include supporting the expansion of RRT membership, providing fiduciary investments, contributing to guidance documents (Rapid Joint Education

[21] Suggested Actions for interCluster coordination groups to strengthen Accountability to Affected Populations and Protection in the Humanitarian Programme Cycle, IASC, Global Protection Cluster, UNOCHA
[22] Endorsed by the 73rd IASC Working Group on 4 May 2009.
[23] IASC (2006) Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response states that Clusters aim to "work in partnership towards agreed common humanitarian objectives, both at the global and country levels."
[24] Clark, Helen. Statement on behalf of the UN System at the World Humanitarian Summit.
[25] ALNAP, Exploring Coordination in Humanitarian Clusters, 2015.

Needs Assessment guide for example), and deploying to a range of emergencies to support program implementation and promote coordination.

However, partnership at the global level has tended to be inconsistent and meaningful engagement has been lacking. Part of this is due to a lack of definition for EC partnership – both at the global and country levels - with vague accountabilities on the roles, responsibilities and commitments that can be expected of partners. This is not unique to the Education Cluster, as the ALNAP research on coordination has pointed out, "there is often a lack of clarity between the relative roles of the HCT, the Inter Cluster Coordination (ICC) mechanism, Clusters and subnational coordination bodies."[26]

Being a GEC partner affords benefits to organizations, such as strengthening their visibility as an important provider of education in emergencies, contributing to global advocacy and policy formation and 'being in the know' - receiving important information on issues and challenges on the ground. Going forward, the GEC strives to ensure *mutual* benefit of GEC partnership – that partners know what they can expect from the GEC, but also where they can contribute to achieving the strategic vision of the collective.

*"Partners tell the Cluster what they would like to see without understanding that the Cluster is just a collective. It can only be as good as what the partnership contributes. Partners need to be the change they want to see."* – Global Partner

*"The actual global education Cluster unit is stretched quite thin… it's too small to be able to carry this alone. They can carry forward the vision but the actual change needs to happen by partners."* – Global Partner

*"We need more clarity on partnership. Everyone wants to know what is my role, where can I support and be committed and involved. Not just financial support, but activities we can do."* – Global Partner

*"Our buy-in before was half hearted. We didn't see the strategic value and importance enough to really invest."* – Global Partner

Recently, the GEC Coordinators established an interim Strategic Advisory Group (SAG), comprised of representatives from NGO and UN partner agencies. The SAGs purpose is to contribute to the strategic direction of the GEC and serve as an advisory function as it carries out its workplan. It's first task has been to help define roles and responsibilities of partners. These were agreed with the Strategic Advisory Group and are listed in Annex V. As recommended by ALNAP's research, Clusters at all levels need clear criteria for membership and could consider 'tiered' membership, with different expectations for members at different levels.[27]

### *Partnership at the country level*

Country Cluster coordinators acknowledged a disconnect between partnership commitments at global and local levels, oftentimes characterized by little awareness at both ends on levels of engagement. Partnership commitments at all levels should be transparent and consistent with global commitments understood and promoted at all levels and similarly, strong engagement at country level reflected at the global.

Country Clusters also recognized barriers to local partner participation, where oftentimes there are parallel structures for national NGO coordination. This is in-line with findings from ALNAP's research which highlighted that current level of effective participation of national NGOs and governments within humanitarian coordination mechanisms is insufficient, and more needs to be done to understand how

[26] Knox Clarke, P. and Campbell, L. (2016) Improving Humanitarian Action, Executive Summary and Recommendations. ALNAP Working Paper. London: ALNAP/ODI.
[27] ALNAP, Exploring Coordination in Humanitarian Clusters, 2015.

national actors can effectively take part in humanitarian coordination.[28] As part of country Clusters' mandate is to work through and empower local civil society, partnership needs to be broadened to ensure a role for local actors so that they are able to participate, apply for funding, and actively contribute.

Finally, re-emphasizing the role of the government when it comes to participation, the IASC highlights the various roles that government and local authorities will play depending on context. In particular, "in some cases, the Government and local authorities may be in a strong position to lead the overall humanitarian response, and the role of the Humanitarian Coordinator may be to organize an international humanitarian response in support of the host Government's efforts… In other cases, particularly in situations of ongoing conflict, the willingness or capacity of a Government or State institutions to lead or contribute to humanitarian activities may be compromised, and this will clearly influence the nature of the relationships which it establishes with international humanitarian actors. A key responsibility of sector leads at the country level is to ensure that humanitarian actors build on local capacities and that they develop and maintain appropriate links with Government and local authorities, State institutions, local civil society and other stakeholders."

#### *Inter-Agency Network on Education in Emergencies (INEE) – A unique partner*[29]

A special and complementary partnership exists with INEE , the leading technical network in EiE. While there is significant alignment between the mandates and membership of the two organizations, important distinctions also exist. While both groups work towards improving quality education response and collaborate on EiE advocacy, the primary difference is that INEE provides normative guidance for EiE programming, and the GEC's mandate is to support EiE responses through coordination. Indeed country Cluster coordinators interviewed turn to INEE for EiE technical support and to the GEC for support on coordination and IM related issues. INEE has worked through the Cluster to promote and contextualize the INEE Minimum Standards in numerous settings and say that the GEC is their main entry point for field exercises.

> *"The main function of the Cluster is coordination, but it's coordination to ensure quality, hence the need to have strong linkages with INEE."* – Global Partner

The recent ECW partnership is a step in the right direction for ensuring complementarity of roles and workstreams, however, much of their joint work is outdated – such as the harmonized training packages which respondents noted need updating. Today there is a strong willingness to support each other as evidenced by each being involved in each others' workstreams and INEE being a member of the SAG, but the relationship between the GEC and INEE is not formalized and the Letter of Understanding (LOU) must be updated and signed, further outlining the distinct and complementary roles.

### *4.3 Humanitarian-Development Nexus*

#### *Why the humanitarian-development nexus?*

Bridging humanitarian and development responses has long been acknowledged as a way to advance resilience, reduce vulnerability, and promote human security. Yet current donor, agency and government

[28] Knox Clarke, P. and Campbell, L. (2016) Improving Humanitarian Action, Executive Summary and Recommendations. ALNAP Working Paper. London: ALNAP/ODI.

[29] For more on INEE/GEC working relationship, see "INEE/Education Cluster Complementarities and Synergies paper"

structures separate humanitarian and development streams of work.[30] A number of recent global initiatives have rearticulated the call for better alignment,[31] notably the Secretary Generals' Agenda for Humanity, in advance of the WHS, in which the fourth core responsibility is to "Work differently to end need" which calls on humanitarian and development actors to better align.

The new SG has prioritized humanitarian-development linkages, as evidenced by the New Way of Working (NWOW), [32] giving a high-profile angle to work in this area and more immediacy to the need to eliminate barriers and identify practical solutions and ways forward. The recent WHS Anniversary workshop on the NWOW reemphasized the need to work towards meaningful results for people affected by crises, particularly in protracted and recurrent humanitarian situations. This means eliminating the coordination of two separate and distinct systems (humanitarian and development), and identifying coordination models that can incorporate both. For education, this is particularly relevant, as EiE strives to establish continuous, uninterrupted education for children and youth in crisis. Linking EiE to development and recovery processes that precede and follow crisis is essential and requires acknowledging the temporary nature of Clusters and that local expertise and institutions existed prior to the Education Cluster's activation and will continue to exist after the Cluster's deactivation.

### *Where is the GEC with regards to the humanitarian -development nexus?*

Respondents applauded the inclusion of the humanitarian – development nexus in the strategy, recognizing that it's an area of weakness mainly due to lack of capacity or clarity on how to approach it. Country Clusters have already taken actions to address the gap and strengthen the nexus (see Table 4), but respondents mentioned they are doing this on their own, without guidance or an agreed protocol to align the two. For others, there is general unawareness of how best to achieve this at the country level. This was particularly true in highly fragile, protracted settings, where there is no clear transition from emergency to development.

*We need to work hand in hand with the MoEs right from the start even when capacities are low, even when information systems are weak, human resources that are lacking basic capacities.* – Global Partner

*"The Cluster hasn't used the potential to set lasting standards for emergency responses in a given country. Both the development side and humanitarian sides haven't reached over enough to ensure that link beyond the immediate response."* – Country Cluster Coordinator

*"We're expected to fix root causes with the Cluster system and that cannot happen with emergency funding. We can respond to floods, but we can't keep operating IDP schools years on end. It's not our responsibility. Development actors need to take over."* – Country Cluster Coordinator

*"The system needs a good exit strategy for Clusters. We don't have a vision for shutting them down."*– Country Cluster Coordinator

*"We're blindly stumbling forward… good practices are out there, and the global Cluster could give us some guidance in terms of lessons learned and what this nexus looks like."* – Country Cluster Coordinator

As one respondent said, "we are good at talking the talk, but not at walking the walk" when it comes to working with Ministries of

[30] *Linking Development and Humanitarian Programming*, UNICEF 2016

[31] The include (but not exhaustive) the Sendai Framework for DRR, The New Deal for Engagement in Fragile States, the Capacity for Disaster Reduction Initiative, the Busan Partnership for effective development cooperation.

[32] The NWOW is defined by the pursuit of collective outcomes that transcend humanitarian-development divides, engaging a variety of actors over multiple years, based on the comparative advantages of contributing actors. *WHS High Level Anniversary Event: Advancing the New Way of Working*, Istanbul, Turkey – 18-19 May 2017.

Education and civil society, and "tend to act as if nothing existed before the Cluster was introduced." A recent study also noted that in many countries, the Cluster model is the default, leading operational actors to have 'lost sight of the central importance of the government.'[33] One reason for this is that while building capacity of local counterparts is part of coordinators' TORs, they're not taught how to actually do this.

**Table 4. Actions taken by country Clusters to strengthen humanitarian-development nexus**

- Engaging the government in EiE from the outset to ensure ownership and sustainability,
- aligning humanitarian strategic objectives to the respective education sector strategies,
- integrating EiE and Conflict/Disaster Risk Reduction (C/DRR) into the Transitional Education Plans (TEPs) or Education Sector Analysis and/or Plans,
- integrating the Education Cluster into education sector strategies, the formal integration of the Education Cluster as a thematic of the Local Education Group (LEG),
- integrating the Clusters at both national and sub-national levels into pre-existing coordination mechanism
- strengthening working relationships with MoE and sharing office space

*As reported at EC Annual Partners Meeting 2016*

### *How can the EC take this forward?*

The GEC has a significant role to play and is committed to fostering and promoting linkages both externally, but also within organizations. As the NWOW take more precedence, practical approaches for incentivizing and promoting this approach are becoming more apparent. The ongoing ECW project (with INEE and UNHCR) will explore how this can work in practice for education, and the GEC should position itself more centrally in the discourses happening at the global level around NWOW to not only learn from other sectors and the system overall and align its work to those initiatives, but promote the work that the education sector is doing in this area. Furthermore, working internally to bridge both sides of dual-mandated organizations, like Save the Children and UNICEF globally, would go a long way in fostering greater cohesion at country level.

The WHS' localization agenda highlights the need to using local knowledge, capacities and resources to respond to crises, by working with and through local actors, first responders and national coordination mechanisms. Support to these actors – through funding allocations and other resources must be included. It also means investing in preparedness to strengthen the capacities of local actors and first responders to lead and coordinate humanitarian actions. Table 5 outlines other practical areas where the GEC can support country clusters to bridge these areas.

**Table 5. Actions for Strengthening the Humanitarian-Development Nexus**

| *Illustrative Actions at Country Level* |
|---|
| **Assess linkage opportunities and gaps by** mapping existing development coordination mechanisms and education policies and jointly determining the most viable entry points for collaboration and |

[33] Knox Clarke, P. and Campbell, L. (2016) Improving Humanitarian Action. ALNAP Working Paper. London: ALNAP/ODI.

support. Review current program proposals and strategies to determine how well development and humanitarian programming is linked and amend based on results.[34]

**Conduct joint needs assessment and planning exercises** with development partners, including them in Cluster meetings and other fora where possible.

**Align humanitarian/Cluster plans and strategies with longer-term education strategies (e.g. education transition plans (TEP), education sector plans (ESP), etc.).** As the primary mechanism for coordination, the Cluster has a central role to coordinating these two areas and to ensuring that parallel national plans are avoided. Link Humanitarian Response Plans (HRPs) to UN Development Assistance Frameworks (UNDAFs) where possible.

**Integrate EiE into MoE contingency planning** and risk analysis. Be clear that the Cluster is a body within the education sector that is activated in emergencies and that is placed within the education sector – either the Local Education Groups (LEGs) or other education working group. Put EiE training materials into the national curriculum. Ensure development programs have a contingency component with funding set aside for EiE with agreement from donors and implementing partners on triggers to kickstart EiE programming.

**Encourage and promote local leadership of national authorities for education coordination** Establish co-leadership arrangements with national actors and ensure that sub-national Clusters are led by local/national staff, or by national NGOs.

**Invest in capacity building** Focus on sustainability from the outset by strengthening local capacities, whether those of the MoE or local NGOs or civil society so that civil society can be positioned to receive funds and be front line responders and coordinators.

These pillars require further elaboration, exploration and adaptation as global processes such as the New Way of Working, Grand Bargain commitments and coordination restructuring discussions unfold.

[34] *Linking Development and Humanitarian Programming*, UNICEF 2016

## V. GEC Strategic Vision and Supporting Results for 2017-2019

| | | | | | | |
|---|---|---|---|---|---|---|
| **GEC Strategic Vision** | **The Global Education Cluster supports the right to education by promoting quality Education in Emergency (EiE) responses defined by the needs and aspirations of affected children, youth and their communities. To this end, the GEC will expand and galvanize a collective which contributes to coherence, alignment and connectedness in and between international and country-level EiE responses.** | | | | | |
| **GEC Goal** | **Improve the effectiveness of EiE responses in countries affected by large scale humanitarian crises by strengthening the capacity of education country Clusters/coordination teams to fulfill their roles (core cluster functions as well as strategic priority areas) to deliver predictable, timely, effective and appropriate responses.** | | | | | |
| **Goals by Strategic Pillar** | **ACCOUNTABILITY**<br>**GEC supported EiE responses are accountable to children, youth and communities; GEC stakeholders[35] are accountable for performance and results** | | **PARTNERSHIP**<br>**GEC Partnership is inclusive and collaborative, with organizations demonstrating meaningful engagement with the GEC in achieving its vision** | | **HUMANITARIAN-DEVELOPMENT NEXUS**<br>**Country Clusters have capacity to develop joint plans and coordination approaches which move from perennial emergency response to multiyear engagement to allow for continuous, uninterrupted and sustainable education for children and youth.** | |
| **Results** | Country level result:<br>Children, youth and communities are put at the center of EiE response design, implementation and review to allow for safe, quality education programming that is relevant to their needs. | Global level result:<br>Performance of Cluster is strengthened as stakeholders are held to account for their responsibilities through improved monitoring and transparency | Country level result:<br>EiE programming is enhanced by drawing on the capacities of partners, including local organizations, to ensure safe and quality education for children and youth affected by crisis. | Global level result:<br>GEC is strengthened by increased levels of support and engagement of global partners to better help country level coordination mechanisms fulfill their roles. | Country level result:<br>EiE plans, strategies and programming are linked to longer term development plans to ensure continuous, uninterrupted and sustainable education for children and youth in crisis. Country Clusters have included contingency planning/ elements of preparedness and transition in their comprehensive strategies. | Global level result:<br>Enhanced support to country clusters to develop joint plans and coordination approaches which move from perennial emergency response to more strategically sequenced multiyear engagement.<br>. |

[35] Stakeholders refer to the Global Education Cluster Team (Geneva-based and RRT), Cluster Lead Agencies and Cluster Partners at both the global and national levels.

| | | | | | | |
|---|---|---|---|---|---|---|
| **Through which means will the GEC achieve this…[36] *(actions linked to workplan)*** | 1) Providing direct and remote field support, guidance and capacity development to country Clusters to help them integrate people centered approaches in EiE coordination mechanisms, strategies, and planning. (Build on existing tools such as IASC Tools to Assist in Implementing the IASC AAP Commitments)<br><br>1) Endorsing forthcoming results framework, systematically monitoring it, and formally reporting results at global and country levels.<br><br>2) Supporting country Clusters to develop country based results frameworks based off their country strategies and workplans. | 1) Enabling partnership opportunities and multi-partner forums which include new and diverse partners (such as the local private sector, local leaders, development partners) and provide clear entry points for engaging with the Cluster and supporting EiE work at country level.<br><br>2) Coordinating collective advocacy among the partnership with aligned messages and targeted audiences. | 1) Formalizing partnership arrangements at all levels.<br><br>2) Ensuring contributions are complementary based on mandates, interests, areas of expertise and capacity amongst partners. | 1) Identifying and sharing with Country Clusters good practices, challenges and lessons around joint planning, response and coordination.<br><br>2) Providing direct and remote field support, guidance and a suite of options to country clusters on how best to forge strong humanitarian-development linkages. | 1) Engaging in the global discourse and initiatives around new ways of working to meet collective outcomes.<br><br>2) Formalizing closer links and working arrangements with development partners to support country level activities.<br><br>3) Facilitating greater integrated responses in conjunction with the inter-cluster (protection, for example). |

[36] These are top-level activities that will be underpinned by inputs outlined in the GEC Workplan, revised on an annual basis.

## Annex 1. Persons Consulted

| | | |
|---|---|---|
| Abdirisak Aden | Education Cluster/Save the Children | Iraq |
| Afkar Al Shami | Education Cluster/UNICEF | Yemen |
| Marian Anselme | RET | Switzerland |
| Gry Ballestad | Save the Children | Norway |
| Judit Barna | ECHO | Belgium |
| Jehan Bawazeer | Education Cluster/Save the Children | Yemen |
| Charlotte Balfour Poole | Save the Children | UK |
| Lisa Bender | UNICEF | USA |
| Charlotte Beyer | Save the Children | Denmark |
| Dean Brooks | INEE | USA |
| Ronit Cohen | Save the Children | Norway |
| Matt Croucher | Save the Children | UK |
| Benoit D'Ansembourg | UNICEF | USA |
| Tom Dannatt | Street Child | UK |
| Moges Derbew Demeke | Save the Children | Ethiopia |
| Noemi Gerber | WarChild | Netherlands |
| Marco Grazia | World Vision | Cyprus |
| Brenda Haiplik | Education Cluster/UNICEF | Turkey |
| Erik Kastlander | UNICEF | Switzerland |
| Joa Keis | Education Cluser/UNICEF | Mali |
| Sikander Khan | UNICEF | Switzerland |
| Ye Ra Kim | Education ClusterUNICEF | Chad |
| Marina Lope-Anselzme | INEE | Switzerland |
| Leonora MacEwen | UNESCO | France |
| Reuben McCarthy | UNICEF | Switzerland |
| Katy Noble | Education Cluster/UNICEF | Iraq |
| Jess Oddy | WarChild | UK |
| Annelies Ollieuz | NRC | Norway |
| Marion Orchison | UNICEF | Switzerland |
| Arianna Pacifico | INEE | USA |
| Minna Peltola | FCA | Finland |
| Maryanna Schmuki | Education Cluster/UNICEF | Ukraine |
| Lisa Sabot-Schmid | Global Education Cluster | Switzerland |
| Nicolas Servas | UNICEF | South Sudan |
| Jess Shaver | Education Cluster/UNICEF | E and S Africa |
| Morten Sisgaard | UNESCO – IIEP | France |
| David Skinner | Save the Children | UK |
| Sara Skovgaard | Education Cluster/Save the Children | Somalia |
| Philip Tamminga | UNICEF | Spain |
| Emily Travis | ECW | USA |
| Melese Bedanie Turie | Education Cluster/UNICEF | Ethiopia |
| Fanny Verwoerdt | Save the Children | Norway |
| Nina Weisenhorn | USAID | USA |

## Annex 2. Documents Reviewed

- ALNAP *Exploring Coordination in Humanitarian Clusters*, Discussion Starter, undated
- ALNAP *Working together to improve humanitarian coordination*, Concept Note, undated
- Cluster Coordination Guidance for Country Offices, UNICEF, 2015
- Cost Effectiveness Review of Save the Children's Co-leadership of the IASC Education Cluster
- Draft Accountability to Affected People Framework for UNICEF led and co-led Clusters and AoRs – Draft for Discussion, 11/2016
- Education Cluster Quarterly Updates 2015 - 2016
- Education Cluster Strategic Plan 2015 to 2019, February 2015
- Evaluation of UNICEF's Cluster Lead Agency Role in Humanitarian Action, UNICEF 2013.
- Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crises, September 2016.
- Global Education Annual Partners Meeting Report and Annexes, Kenya, 15-17 November 2016
- Global Education Cluster Annual Meeting Summary and Annexes, Istanbul 13-16 October 2015
- Global Education Cluster Annual Report 2010-2011, 2013, 2015
- Global Education Cluster Helpdesk Report: Analysis of Remote Support Provided from 01. January – 22. December 2016
- Global Education Cluster Strategic Plan 2011-2014 Report, 2 September 2015
- Global Nutrition Cluster Strategy 2017-2020, January 2017
- The Grand Bargain, A Shared Commitment to Better Serve People in Need, May 2016
- Guidance on Cluster Leadership for Save the Children Country Offices: The Benefits, the Role and the Responsibilities, Undated
- Guidelines for Transitional Education Plan Preparation, Global Partnership for Education, May 2016
- INEE/Education Cluster Complementarities and Synergies paper, Undated
- Lessons in Leadership: Save the Children's Experience of Co-leading the Education Cluster, Save the Children, 2012
- Knox Clarke, P. and Campbell, L. (2015) Exploring coordination in humanitarian Clusters. ALNAP Study. London: ALNAP/ODI
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**Annex 3. GEC Strategic Plan 2015-2019**

# Education Cluster

# Strategic Plan 2015 to 2019

*FINAL VERSION, 3 February 2015*

## Table of Contents

Abbreviations and acronyms.....31

1. Introduction and Acknowledgements ..... 32

2. Purpose of the Strategic Plan; *why it is needed, and what it contains* ..... 34

3. Mission Statement; *The Education Cluster role and responsibility* ..... 34

4. Values Statement; *The guiding principles used to define Education Clusters work* ..... 35

5. Vision Statement; *What the Education Cluster will do* ..... 37

6. Operational Delivery; *How the Education Cluster will work* ..... 39

7. Goals and Objectives; *How the Education Cluster will measure the impact of its strategy* ..... 43

## Abbreviations and acronyms

| | |
|---|---|
| CCRM | *Cluster Coordination Reference Module* |
| CLA | *Cluster Lead Agency* |
| EC | *Education Cluster* |
| ECA | *Education Cluster Associates* |
| ECGP | *Education Cluster Global Partners* |
| ECSG | *Education Cluster Steering Group* |
| ECU | *Education Cluster Unit* |
| ECWG | *Education Cluster Working Group* |
| HC | *Humanitarian Coordinator* |
| HCT | *Humanitarian Country Team* |
| IASC | *Inter-Agency Standing Committee* |
| L3 | *Level 3 system-wide emergency* |
| SAG | *Strategic Advisory Group* |
| SC | *Save the Children* |
| UNICEF | *United Nations Children's Fund* |

## 1. Introduction and Acknowledgements

The Education Cluster derives its primary mandate, scope and boundaries from the IASC humanitarian system, and specifically from the cluster approach. Therefore, this 2015-2019 Strategic Plan is organised around core cluster coordination services. The systemization and consolidation of the cluster approach in the past two years have helped enabled this clear vision and focus in our strategic plan.

It is important to emphasize that the Education Cluster is part of the IASC humanitarian (cluster) system, as well as a mechanism within the education sector. At country and global levels it therefore acts at the intersection of the two systems, each with different aims, approaches, actors and partnerships.

The Education Cluster aims to ensure a timely, effective and coordinated *education* response in humanitarian crises. This means that the strategic and operational choices the Education Cluster will make in selecting and prioritizing the range and volume of products it will deliver against this plan take the particular dynamics, opportunities and challenges of the education sector into account.

At a macro-level, with 28.5 million out-of-school children living in conflict-affected countries and millions more affected by displacement, natural disasters, the provision of education in emergencies is fundamental to achieving Education for All. As coordinator of education actors at country and global level, the Education Cluster has an important role in facilitating the practical realization of global education goals in humanitarian situations.

A reality and key challenge confronting the sector is consistent underfunding of education in emergencies, at less than 2% of humanitarian funding. Not only does education receive a small share overall, but it receives the smallest proportion of the requested amount of all humanitarian sectors. As the main forum through which education partners access humanitarian funding, the Education Cluster at country and global level has an important role to advocate for recognition and adequate resourcing of education in emergencies.

In terms of education-specific partnerships, the Education Cluster participates in the *Education Cannot Wait* advocacy initiative, linked to *Education First* and convened by the Inter-Agency Network for Education in Emergencies (INEE). The cluster also works closely with INEE on sharing standards, technical resources, and guidance. The Education Cluster is also liaising with the Global Partnership for Education (GPE) and other key actors on bridging humanitarian and development coordination and financing. Through connections with these and other agencies, partnerships and networks, the cluster provides advice and information from the cluster perspective to prioritize education in emergencies going forward.

Positively, this Strategic Plan starts at a time of several promising developments and opportunities. Key development and humanitarian partnerships, agencies, organisations, donors, advocates and other actors are exploring new options and ways of working to address education in emergencies, protracted crises, and recovery situations more holistically and comprehensively. This includes consideration of measures to bridge the humanitarian and development divide, in terms of planning, coordination and financing. The

Education Cluster will engage in these efforts to help ensure education systems keep going and children learning during humanitarian crises.

### Methodology:

The 2015 -2019 Education Cluster Strategic Plan was developed through an extensive consultative process undertaken in the course of 2014 with a wide range of stakeholders; field based Education Cluster coordination staff and members, members of the global Education Cluster Working Group, global Education Cluster Unit staff and Rapid Response Team members, representatives from the humanitarian coordination system, technical support agencies, education focused but non-cluster member organisations, staff from other clusters, and donors.

A briefing note capturing reflections on the implementation of the 2011-2014 Strategic Plan was prepared based on an on-line survey and key informant interviews to identify lessons learnt, issues to be addressed and considerations to be taken into account in the construction of the new plan. Key moments in the planning process were a four-day strategic planning meeting with global members and field-based coordinators in September 2014 (Istanbul), and a smaller follow-up meeting with the strategic planning Reference Group to reach agreement on the Strategic Plan document in November 2014 (Geneva).

### Acknowledgements:

The Education Cluster Unit (ECU) would like to thank the many individuals at country, regional and global level who participated in the various consultations for their valuable insights. Special thanks are due to the strategic planning Reference Group, made up of the Education Cluster's Strategic Advisory Group (SAG) and representatives of several other global members, the Rapid Response Team and Steering Group, for providing guidance throughout the planning process. Finally, and with great appreciation, the ECU would like to acknowledge Avenir Analytics, whose consultants provided expert professional expertise in operationalizing and guiding the consultation process, culminating in this 2015-1029 Strategic Plan document.

## 2. Purpose of the Strategic Plan; *why it is needed, and what it contains*

This strategic plan is the main reference that will guide the EC's activities during the period 2015 to 2020. Its principal purpose is to provide primary direction in support of the generation of the EC's annual work plans.

The Education Cluster (EC) has developed a high degree of operational effectiveness since its inception; *the ability to do things right*[37]. This competence will remain important going forward. To increase the relevance of its work in the future the EC will ensure it offers mission critical services and products[38] that support and compliment, but do not duplicate, those provided by other organizations working to deliver developmental and humanitarian education assistance; *making sure it is doing the right things*.

The guidance contained in the strategic plan is made up of 5 main components:

- The **mission statement**; the principle role and responsibility of the EC as a part of the international humanitarian assistance mechanism.
- The **values statement;** the guiding principles used to define the EC's work.
- The **vision statement;** what the EC will do.
- The **operational delivery**; how the EC will carry out its work and the role and responsibilities of the main actors involved.
- The **goals and objectives;** how the EC will measure the impact of the strategic approach.

## 3. Mission Statement; *The Education Cluster role and responsibility*

The stated aim of the IASC cluster approach is to strengthen system-wide preparedness and coordination of technical capacity to respond predictably to humanitarian emergencies, and provide clear leadership and accountability in the main areas of humanitarian response. The EC is a part of this system.

The principle role of the EC is to prepare and then deploy resources in support of national education coordination mechanisms, when called upon by the Humanitarian Country Team (HCT), as part of an overall international emergency response.

The principle responsibility of the EC is to ensure education agencies and organisations responding to an emergency have the opportunity to take a coordinated approach and work alongside existing education

[37] Internal Briefing Note; Reflections on the Implementation of the Global Education Cluster Strategic Plan 2011-2014, prepared on behalf of the global Education Cluster Unit by Avenir Analytics, 3 September 2014

[38] The categories used to define the work of the EC in the 2015-2020 Strategic Plan are 'services' and 'products'. A 'product' refers to a specific and tangible input the global EC will provide in support of a field EC. A 'service' describes the parameters for a group of products, usually associated with a phase of the 'prepare, respond, transition' cycle of cluster work.

structures at country level, to meet the education needs of the affected population. This approach ensures the international response will be appropriate, reliable and efficient.

## 4. Values Statement; *The guiding principles used to define Education Clusters' work*

The values statement identifies the functions the EC is required to fulfil, as well as the principles used to select the coordination services and products to fulfil those functions. This information will be used to guide the development of annual work plans.

The mission statement notes that the main work of the EC is to ensure a coordinated approach to the delivery of humanitarian assistance at country level. This is broken down into 6 main functions the EC has to fulfil, described in the IASC Cluster Coordination Reference Module (CCRM)[39]. They are:

- To support [education] service delivery
- To inform the HC/HCT's decision making [for issues related to education]
- To plan and develop [education sector] strategy
- To monitor and evaluate [education sector] performance
- To build national capacity in [education] preparedness and contingency planning
- Advocacy [on education issues]

Guidance for determining the coordination services and products the EC will need to carry out is taken from outputs of research carried out on the implementation of the EC's Strategic Plan 2011-2014[40]. The three main principles are:

- **Service and product selection**: the EC will concentrate on providing a broad range of mission critical coordination services. Each service comprises a limited number of specialised products, for use by multiple agencies involved in the delivery of education assistance, as part of an international humanitarian emergency response mechanism.

- **Trade-offs**: the EC will focus on those coordination services and products that improve the harmonisation, and therefore the impact, of responding agencies' activities at country level. The EC will also connect education partners with the source or contact from which they can find technical inputs required for delivering education programs. The EC will not be the primary provider of these resources.

[39] More detail can be found in 'Cluster Reference Module FINAL - master copy. July 2014, Section 4, Page 10 - Cluster Functions'
[40] Reflections on the Implementation of the Global Education Cluster Strategic Plan, 2011-2014. Internal Briefing Note. October 2014.

- **Creating fit:** the EC will adjust the coordination services and products it provides based on the context, however they will all remain part of the overarching system designed so that each mutually reinforces the other. Where possible the EC will assist responding agencies to identify sources that can provide any highly customized or discrete products they may require, but again the EC will not be the primary provider of these resources.

## 5. Vision Statement; *What the Education Cluster will do*

The EC will provide three core services in the coordination of education service delivery. These are described below:

### Coordination Services for Education Cluster Readiness (1)

The EC will support national actors and coordination mechanisms in selected priority countries to develop the understanding and capacity to help inform when the cluster should be activated, and how the products available will support coordination of education resources in response to an emergency. It will also help plan how these products are integrated with ongoing education development initiatives.

### Coordination Services for Activated Education Clusters (2)

When the cluster system is activated in an emergency, the EC will have a systematic process in place by which it identifies and deploys products appropriate to support coordination of education response activities. The level of engagement (product type) and support will be dependent on the type of cluster[41] and severity of the emergency, the capacity of the standing resources and the level of preparedness. The EC will also lead on the development, revision and maintenance of these products to ensure their relevance and appropriateness in supporting activated clusters to fulfil their functions as outlined in IASC guidance.

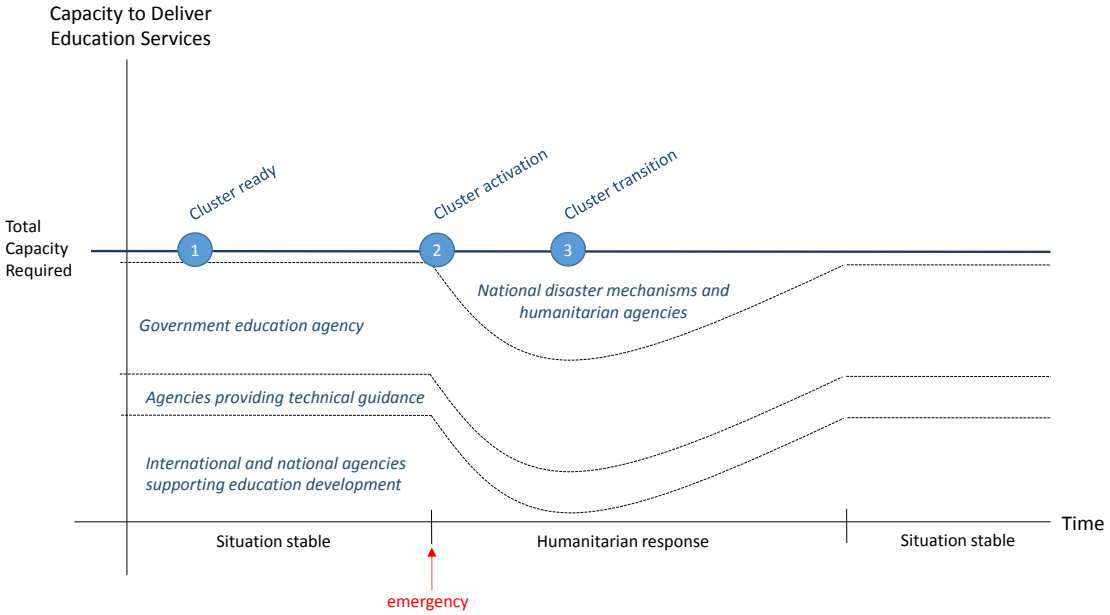
### Coordination Services for Education Cluster Transition and De-Activation (3)

The EC will have a systematic process in place by which it reviews the relevance and impact of its support. The EC will use this information to identify when to transition its work to the standing national coordination mechanism and then deactivate its products.

The indicative position of these three services in any national plan is shown in the diagram below.

***Orientation of Education Cluster Services in a National***

[41] Types will include (i) L3, (ii) early warning, early action, (iii) long term, formally activated by the HC

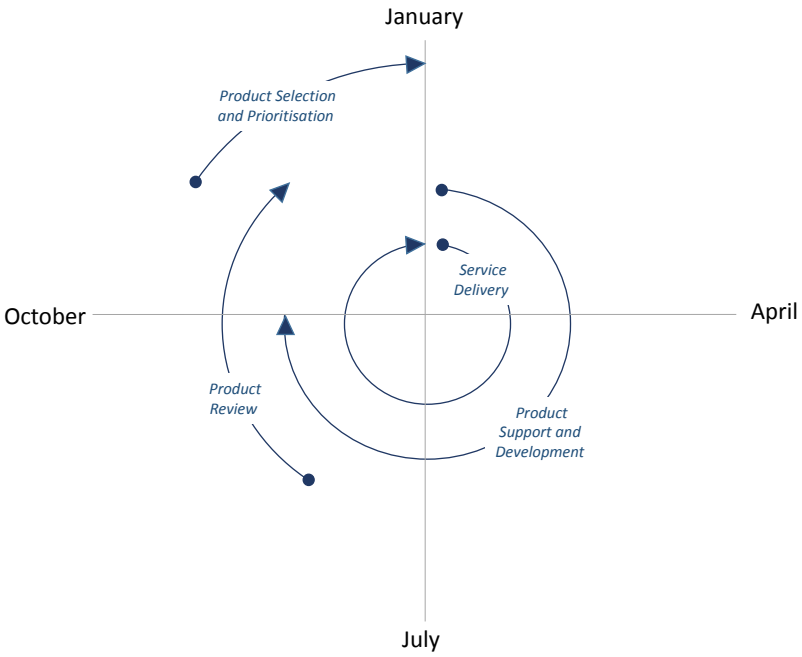

Capacity to Deliver
Education Services
Total
Capacity
Required
Cluster ready
Cluster activation
Cluster transition
1
2
3
National disaster mechanisms and
humanitarian agencies
Government education agency
Agencies providing technical guidance
International and national agencies
supporting education development
Time
Situation stable
Humanitarian response
Situation stable
emergency

## 6. Operational Delivery; *How the Education Cluster will work*

To ensure the EC remains relevant over the next 5 years its work will be planned, implemented and reviewed using an annual planning mechanism. The annual work plan will be based on product delivery at three levels:

1. Direct support to the provision of the three key coordination services at the country level.
2. Strengthening frameworks and capacity for the three key coordination services through capacity building, development of tools, procedures and guidance, and promotion of their use.
3. Global engagement with the wider humanitarian and education sectors to ensure an enabling environment for the three key coordination services at country level.

A detailed work plan and budget for 2015, and a broader plan and budget for 2016 has been prepared[42]. Toward the end of 2015 the work of the EC will be reviewed, future requirements confirmed, and the 2016 work plan and budget adjusted and finalized. In addition a broad plan and budget for 2017 will be constructed. This cycle will be repeated annually until 2020.




The method that will be used to prepare and implement the annual work plans has 4 distinct components, shown in the diagram opposite. These, along with the organization structure that will be used to carry out the work, are described below.

### Product Review

Starting in quarter 3 of each year the EC will review 3 elements for each of the services it is providing:

- How effective the products it is providing have been in meeting the EC objectives.
- Looking at the future, are there any gaps in the products it provides.
- Looking at the future, are there any products that should be discontinued.

Information to carry out the review will come from current product delivery activities (see section 5) and an update of the general operating environment.

### Product Selection and Prioritisation

Based on the review, the optimal range and volume of products that will be delivered by the EC for each service will be identified[43]. The work to be carried out on any new products, work required to amend

[42] Education Cluster Work Plan 2015 – 2016.
[43] Based on the amount of forecast cluster work by type; L3, early warning, early action, long term, formally activated etc.

products, or those to be decommissioned will also be included. This will form the basis of the annual work plan, which will then be adjusted and activities prioritized in-line with the likely resources and funding that will be available. The work plan will be drafted in quarter 4 of each year.

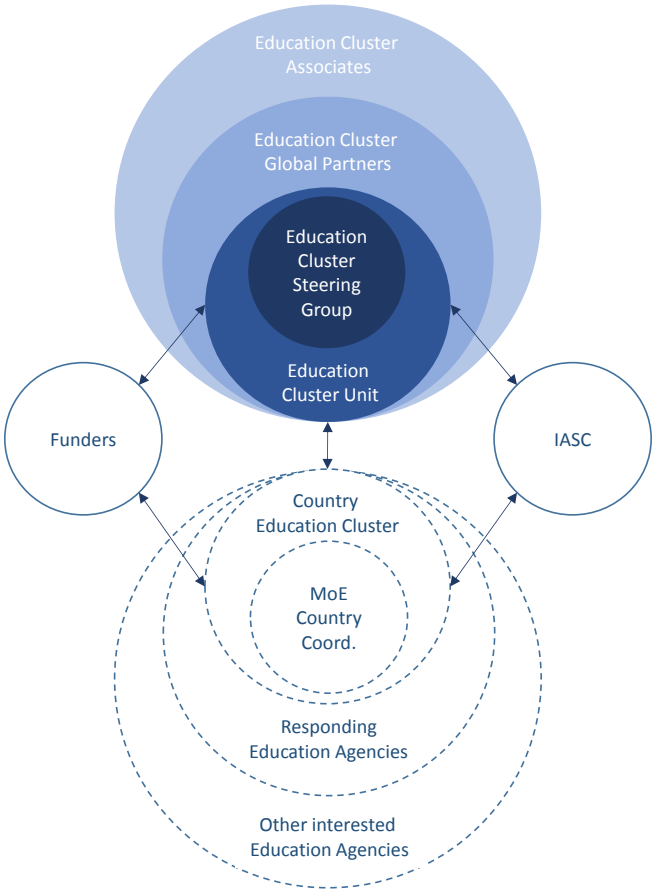
### Product Support and Development

With the annual work plan and budget agreed, the EC will organize its resources to ensure (i) that the products it has committed to make available are ready for use and are accessible, (ii) those products it has agreed to amend are changed accordingly, and (iii) that the development of new products it has agreed to add is carried out[44]. This activity will be carried out in quarter 1, 2 and 3 of every year.

### Education Cluster Management Structure

The overall structure the EC will use to carry out activities and ensure operational delivery is depicted in the diagram opposite, along with a description of the role and responsibilities for each of the main actors.

*Education Cluster Operating*




#### Education Cluster Steering Group (ECSG)

The ECSG is made up from 2 representatives from each of UNICEF and SC[45] and the two Global Cluster Coordinators. The group has 3 main responsibilities:

- To have oversight on the annual plan and budget by monitoring progress on a quarterly basis.
- To actively support the work of the ECU by ensuring the engagement of the respective CLAs and securing funding for core activities and resources.
- To ensure the day to day working relationship of the CLAs.

#### Education Cluster Unit (ECU)

The ECU is led by a core standing team provided by the CLAs. This team is augmented by staff seconded from the ECGP. The number and profile of these staff will be dependent on the activities agreed in the annual plan and budget. The 8 main responsibilities are to:

[44] Product enhancement or development may be spread across more than one year.
[45] Providing direction and support is a responsibility of the Cluster Lead Agencies (CLA's). This will typically be one Senior Education in Emergencies Specialist and one Humanitarian Specialist.

- Ensure that the country coordination mechanisms have access and support for the coordination services and products the EC has specified it will provide, at the point they are required, and that these are relevant and updated.
- Ensure that the global support service is in place to support the country coordination mechanisms and to represent the views and concerns of the EC at appropriate fora and events.
- Work with funding agencies at a global level to ensure education coordination funding requirements are known, and that this information results in country level resourcing.
- Working with the ECGP, to lead the process to produce the annual work plan and budget, to select the type and volume of products that will be delivered the following year. This will be based on information the ECU provides from the product review, and adjusted and prioritised against likely available resources in an annual planning meeting.
- Agree and manage resources committed by the ECGP. Progress updates will be provided in a quarterly update and a half yearly progress report that includes a verbal briefing.
- Brief the ESG on the annual plan and budget and ensure this is approved, and that the ESG is updated on progress and constraints on a quarterly basis.
- Ensure that Education Cluster Associates (ECA) are briefed on what the EC has promised to deliver, how it works, and its progress to date through the issuance of a quarterly update, communications products and through a yearly consultation event.
- To help resolve issues raised by ECGP to the ECSG, CLAs or in-country coordination staff.

**Education Cluster Global Partners (ECGP)**

The ECGP is made up of representatives of humanitarian agencies involved in the delivery of emergency education services or support of education in emergencies technical policies and guidance. This group has 3 main responsibilities:

- Work with the ECU to produce and agree on the annual work plan and budget, to select the type and volume of products that will be delivered the following year. This will be based on information the ECU provides from the product review, and adjusted and prioritised against likely available resources in an annual planning meeting.
- Be ready to commit significant dedicated resources to the implementation of the EC work plan. These resources may be required in the form of staff, products or funding.
- Ensure that the agency represented is part of the EC country coordination mechanism for activities covered by EC services in any country where the agency is present.

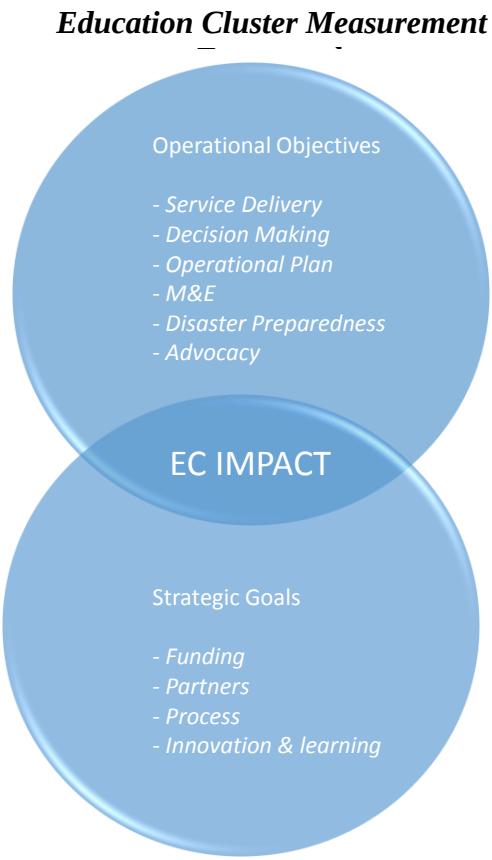
**Education Cluster Associates (ECA)**

The ECA is made up of agencies that support the delivery of education services or associated activities at a country level, either directly or indirectly. They are classed as associates either because the work of the EC has mostly indirect influence on the core activities of the agency, or the agency wishes to take into account what the EC does but not work directly with the cluster coordination mechanism. This group of members is responsible to ensure they are briefed on what the EC has promised to deliver, how it works, and its progress to date by accessing the EC's quarterly update, communications products and an annual EC consultation.

## 7. Goals and Objectives; *How the Education Cluster will measure the impact of its strategy*

The EC will use a measurement framework that allows it to gauge the impact of its strategic plan, and therefore how well it is carrying out its role and responsibilities. This will facilitate communication on progress to the main actors as well as helping to assess the strengths and weaknesses of its work, and identify areas requiring attention.

The measurement framework has two parts. The first is a set of operational objectives based on the CCRM core cluster functions. The second is a set of strategic goals using an adapted balance scorecard approach[46]. The framework concept is shown opposite.




Whilst the components of the operational objectives and the strategic goals are identified in this strategic plan[47], the specific targets will be set during the annual work planning exercise to ensure they remain relevant to the activities. Three measurements will be made against each component; what was the planned target, what was the actual requirement and what was delivered.

Operational measurements will be made by the country education clusters at the end of a cluster activation or in quarter 4 of each year, whichever is sooner, and sent to the ECU for analysis[48].

The measurements will show what was achieved against what was needed, and variance against plan. Areas of under-performance can then be identified.

Strategic measurements will be made an analysed by the ECU in quarter 4 of each year. The measurements will again show what was achieved against what was needed, and variance against plan. Areas of under-delivery can then be identified. By cross-referencing the achievements identified in the operational and strategic measurements the total impact of the EC can be described. Conversely, under-performance of operational objectives can be matched with under-delivery of strategic goals, allowing the ECU to identify the root cause and the corrective action for any improvement required. These will be incorporated into the following year plan either by means of a simple planning adjustment, re-alignment

[46] 'Linking the Balanced Scorecard to Strategy', Robert S. Kaplan, David P. Norton, *California Management Review, Vol.39 No.1 Fall 2007*.
[47] Set out in Education Cluster Work Plan 2015 - 2016
[48] The IASC is currently finalizing a cluster measurement system, and there already are a number of reporting requirements outlined in the CCRM. Notwithstanding these, it is good practice for the EC to have a dedicated measurement system. That said, the information should be derived as a component of the IASC required reporting and not in addition. This planned EC measurement system may need to be adjusted when the IASC measurement system is finalized, depending on the final content.

of a product, creation of a new product, or some change in the way of working within the IASC system. In any case the ECU is responsible to ensure the appropriate action is taken.

## Annex 4. GEC Workplan

See excel document attached

## Annex 5. Definition of Partners Roles and Responsibilities

**Definitions, Roles and Responsibilities of the Education Cluster Global Partners**

This document outlines how organisations can strengthen their partnership with the Global Education Cluster (GEC); identifying the key responsibilities and benefits associated with the meaningful engagement and formal commitment of Education Cluster Global Partners.

**Education Cluster Global Partners (ECGP)** are governmental, non-governmental, or civil society entities (organisations, groups, networks, donors or individuals) committed to respecting the fundamental humanitarian principles[49], the Principles of Partnership[50] (PoP) and the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education[51]. ECGPs are willing to actively support the GEC in fulfilment of its role in coordinating timely and appropriate education in emergencies response for children affected by crisis.

Global Partners must be working in education in emergencies (EiE), either at the operational level as implementing agencies and/or at a global strategic level, for agencies engaged at a global policy level in humanitarian/development education, research-focused agencies, and other bodies with a focus on improving country-level response.

| **Global Partners can contribute to the GEC with:** |
|---|
| • Technical expertise<br>• Capacity development<br>• Information sharing<br>• Operational support<br>• Advocacy<br>• Resource mobilization<br>• Mobilisation and inclusion of national and local partners |
| **Global Partners benefit by:** |
| • Contributing to effective coordination of EiE responses<br>• Collectively determining prioritization of response<br>• Influencing the global agenda on EiE and coordination |

[49] Humanity, neutrality, impartiality and independence
[50] Equality, transparency, result-oriented approach, responsibility, and complementarity
[51] http://www.ineesite.org/en/minimum-standards

- Contributing to the development of GEC strategy and work plan
- Knowledge sharing (best practices, lessons learned), harmonization and alignment of best practices and approaches
- Access to technical and operational tools and guidance produced and/or disseminated by the GEC and other partners
- The possibility to support the development of operational tools and guidance
- Access to updates on EiE response priorities from the country level
- Direct access to updates on the latest global EiE and coordination initiatives
- Participation in global advocacy opportunities and access to other EiE networks
- Increased visibility through the GEC fora
- Networking and a forum to explore partnership opportunities
- Participation in the selection process for the Strategic Advisory Group (SAG) including the opportunity for representation
- Access to GEC capacity development opportunities for agency staff

**The Core Commitments of Global Partners:**

In establishing an agency as an Education Cluster Global Partner, a letter of commitment must be submitted (see template in annex) that expresses the willingness to engage to support the GEC in fulfilling its role through the following core commitments:

- Coordinate, by ensuring staff meaningfully engage with Education Clusters and other EIE coordination fora at country level where partner agencies are active,
- Share country-level information and contribute to lessons learned from the field
- Actively seek agency resources to contribute to GEC work plan activities
- Support staff in developing capacity around EiE and humanitarian coordination
- Advocate within organizations for agency-wide comprehension of and commitment to humanitarian coordination
- Ensure dedicated and consistent staff time to GEC engagement
- Provide technical inputs to review tools and guidance
- Contribute to GEC discussion and strategy/work plan through active participation in GEC quarterly calls and annual meetings
- Support advocacy initiatives of, for and through the GEC to enhance alignment, coordination and complementarity

All agencies working in education in emergencies are encouraged to join as Education Cluster Global Partners so as to fully benefit from their engagement in the GEC. However, ad hoc engagement may take place even if a letter of commitment is not signed. Any interested agencies should reach out to the Global Education Cluster team to engage in specific activities and/or to receive GEC updates. All resources, tools and guidance produced by the GEC are available to all agencies and individuals involved in EiE through the GEC website.

**Annex: Request for global partner status (letter of commitment)**

Organisation's Letterhead

Date

Global Education Cluster Unit
Geneva
Switzerland

To whom it may concern,

We are pleased to confirm that Name of your organisation wishes to continue to be/become a partner of the Global Education Cluster (GEC) during the strategic period Date-Date. Name of your organisation and/or your section supports the work of the Global Education Cluster and its mission to promote and support education as an integral part of humanitarian response and early recovery following emergencies. Name of your organisation also commits to upholding the fundamental humanitarian principles, the Principles of Partnerships as well as the INEE Minimum Standards for Education.

With this letter, we express our intent to respect the core commitments of the GEC partnership as enumerated in the *Definitions, Roles and Responsibilities for Education Cluster Global Partners* document, and to participate in the GEC annual meetings and quarterly calls. We also commit to actively contribute to the GEC work plan and fulfillment of the GEC Strategic Plan.

Our organization will be represented by:

Name, Title
Phone number
Email address
Skype ID

In case this person is not available to represent the organization, the following individual will assume responsibility:

Name, Title
Phone number
Email address
Skype ID

In the event that the individual representing our agency are no longer able to participate in the GEC, we commit to finding a replacement within a couple of months.

We also commit to advancing the work of the Education Cluster within our sphere of influence, and aim to work with country level staff and contacts to strengthen coordination in the field where it matters most.

Sincerely yours,

| | |
|---|---|
| Name of the representative | Name of director/supervisor |
| Title | Title |

## Annex 6. Methods for review

The strategic revision was proposed and endorsed at the GEC Steering Group in July 2016, and was further endorsed at the Annual Partner's Meeting in November 2016. Main methods included:

- Desk Review of documents relevant to the GEC, today's humanitarian landscape and the current state of the EiE sector. See Annex 2 for list of documents reviewed.
- Semi-structured one-on-one interviews with 42 stakeholders: members of the GEC both at HQ, national and field levels, the Strategic Advisory Group (SAG), other partners, donors and relevant actors. See Annex 1 for list of stakeholders consulted.
- Open-ended survey with country Cluster staff
- Workshop with SAG and SG to present the revised strategy, solicit feedback and further input.