

Global Education Cluster

Education Cluster Update August 2010

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1. Education Cluster Working Group (ECWG)

ECWG membership process

The contributions of participating individuals and partner organizations they represent are at the core of the work of the ECWG. Involvement over the past two years has been somewhat ad hoc, dependant on who could make global meetings, without a firm commitment on continued work. At its April meeting, ECWG participants determined that they would like to establish a fixed membership for a period of one year in order to improve partnership potential and resulting outcomes of the group.

An official invitation to join the ECWG was sent out in May. The Education Cluster Unit (ECU), Task Team chairs and Thematic Issues focal points carefully reviewed a large group of those expressing interest, in the end identifying a group of just over 50 members representing 31 organizations.

The ECWG will remain an open and inclusive body, which seeks the involvement of a wide range of organizations and individuals beyond formal members.

ECWG members 2010-2011

ActionAid, Academy for Educational Development (AED), American Institute for Research (AIR), Association of Volunteers in International Service (AVSI), Catholic Relief Services (CRS), CfBT Education Trust, ChildFund International, Coalition for Global School Safety and Disaster Prevention Education (COGSS DPE), Education Above All (EAA), Education For All, Finn Church Aid, Fast Track Initiative (FTI), IASC Gender Capacity Standby project (GenCap), Deutsche Gesellschaft für Technische Zusammenarbeit

(GTZ), Inter-Agency Network for Education in Emergencies (INEE), Norwegian Capacity (NORCAP), Norwegian Refugee Council (NRC), One Laptop per Child (OLPC), Open Society Institute (OSI), Oxfam UK, Plan International, Foundation for the Refugee Education Trust (RET), Save the Children, UNESCO, UNESCO-International Institute for Educational Planning (UNESCO-IIEP), UNHCR, UNICEF, United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), Women's Refugee Commission, World Food Programme (WFP), and World Vision International (WVI).

ECWG Meeting, 27-29 April 2010, Nairobi

The 4th global ECWG meeting welcomed over 50 individuals, from 16 organizations to review progress against the Education Cluster work plan and to prepare for the upcoming strategic review. Task Teams and Thematic Issue Working Groups discussed specific projects and initiatives. Lessons from the field, in the form of presentations and panel discussions, focused on the Haiti earthquake and the work of the Education Cluster in Kenya. Other topics covered were contingency planning and preparedness, information management systems, inter-agency appeals, and early recovery. Key decisions and action points from the meeting included: agreement to move to fixed membership of the ECWG for a one year period; disbanding the Governance, Oversight, Advocacy and Liaison (GOAL) Task Team in favour of a revamped Strategic Advisory Group; and plans for a harmonized strategic planning process between the Education Cluster and INEE for the next three year period. See a full report of the meeting at: http://onerresponse.info/GlobalClusters/Education/publicdocuments/Nairobi_ECWG_Meeting_Report_April%202010.pdf

2. Education Cluster co-leads

The Education Cluster is co-lead by UNICEF and Save the Children, supported by an Education Cluster Unit (ECU) staffed by each agency, and guided by a joint steering group.

Welcome to a new coordinator

We are pleased to welcome Ellen Van Kalmthout to the work of the ECU. She has recently been appointed to the position of Senior Education Specialist, Global Education Cluster Coordinator, hired through UNICEF. She will take up the position on 27 September in Geneva. Ellen comes to this position with more than 20 years of experience in international education and education in emergencies. She joined UNICEF in 1995 and served the last four years as Senior Education Specialist for Education in Emergencies in UNICEF's Education Section, in which function she was closely involved in the establishment and development of the Education Cluster.

The former UNICEF Education Cluster Coordinator, Roger Wright, retired from his position on 13 August 2010 after more than 26 years with the organization.

Co-leadership review

As required in the MoU regarding Education Cluster co-leadership, a review on request of the Global Education Cluster Steering Group is being undertaken. The co-leadership review includes both (a) a *management review*, exploring those aspects of co-leadership that are working well and less well, and

examining what if any corrective measures need to be taken, and (b) an *evaluability assessment*, aimed at determining the most feasible scope and indicators of an eventual evaluation.

The Partnering Initiative (TPI) is conducting the review of the co-leadership arrangement. TPI reviewed key documents, both internal and external to the cluster and conducted a series of confidential one-to-one interviews with key stakeholders. An online survey has then been set up to reach out to Education Clusters at country-level. The final report is expected to be submitted early October.

3. Country response and support

As of June 2010, there are 38 countries who have established Education Clusters. Thirty-one of those Clusters are currently active; and seven are dormant. In recent months, responses to emergencies in Haiti, Kyrgyzstan and Pakistan have required global attention and support. In addition, the Education Cluster participated in inter-cluster missions to Colombia and Nepal and has separately fielded missions to DRC, Yemen and Zimbabwe.¹

Response in sudden on-set crises

Pakistan: Heavy rainfall, flash floods and riverine floods have devastated large parts of Pakistan since late July and through August. According to initial reports, there are 309'000 children and an equal number whose schools have been converted into shelters, with thousands of school buildings either washed away or in damaged conditions. The Education Cluster is active and is planning inter-agency education needs assessments in Khyber Pakhtunkhwa (KPK), Baluchistan, Punjab, Sindh and Pakistan Administered Kashmir. Education was not included in the Pakistan Initial Flood Emergency Response Plan issued on 10 August, but will be included in the 30 day revised appeal.

Kyrgyzstan: In early June violence between ethnic Kyrgyz and Uzbeks resulted in large scale displacement of over 400,000 and destruction of infrastructure including schools in Osh and Jalal-Abad City. The Education Cluster was newly activated, with the Flash Appeal issued in June including projects amounting to \$3.6 million, later revised to 6.4 million. As of end August, the Education Cluster is still underfunded, with only 6% of requirements met. The Education Cluster is currently involved in support to the government's *Welcome to School* initiative for 1 September of the new academic year.

Haiti: Following the earthquake that struck Haiti on 12 January 2010, the Education Cluster took on an important role coordinating response. Since then, the cluster coordination team has involved over 18 people on the group in roles including coordinator, deputy coordinator, needs assessment adviser, information manager, partner liaison, and sub-national coordinators. The Education Cluster in Haiti now has over 300 members representing over 196 different organizations. The cluster works closely with the Ministry of Education at all levels, and focuses on both operational and strategic coordination. Following several appeal revisions, needs are identified at US\$87m and are 95% funded.

¹ This is only a selection of countries receiving support as a number of missions are organized at regional levels. Related reports are available on request from the Education Cluster Unit at educationclusterunit@gmail.com.

Support missions to on-going crises

Colombia: The Education Cluster, represented by Susan Nicolai, Deputy Cluster Coordinator at global level for Save the Children, participated in the Colombia inter-cluster missions held from 21 to 30 June. The mission was tasked with reviewing the implementation of the recommendations of the IASC mission of 2006, with the view of validating the achievements, challenges remaining gaps; strengthening global level support; and providing the basic elements of a common humanitarian strategic framework.

Nepal: Bhuvaneshwari Mahalingam, Regional Education Adviser for Save the Children Sweden, participated in the Nepal inter-cluster missions on behalf of the Education Cluster, from 20 to 26 July 2010. The mission's objectives included sensitization on humanitarian reform issues, assessment of the functioning of clusters, identification of global support needs, and a forward looking exercise on the future role of the clusters in a transition situation.

DRC: A joint Education Cluster support mission was made to DRC during 19-24 July by Andrea Berther, Regional Education in Emergencies Adviser, UNICEF and Natalie Hogg, Head of Strategy for the Education Cluster, Save the Children. Structure, staffing, and management of the cluster were reviewed.

Yemen: As part of the pilot for the Joint Education Needs Assessment toolkit, Charlotte Lattimer, Knowledge Management Advisor, Save the Children and Lisa Bender, Consultant, visited Yemen from 28 May to 10 June 2010. Objectives included outlining a full assessment exercise to ensure preparedness when non-accessible regions become open and developing and field-testing country specific tools.

Zimbabwe: Lisa Bender, Consultant for the piloting of the Joint Education Needs Assessment Toolkit, visited Zimbabwe in mid-April. The mission explored the toolkit's versatility and was an opportunity to work closely with the government, building tools based on the EMIS.

4. Field Operations

The ECWG Field Operations Task Team facilitates joint work on cluster coordinator training and support, surge capacity and supplies.

The Education Cluster Coordinator Handbook (NEW!)

The first edition of the Education Cluster Coordinator Handbook was finalized and printed in May 2010. RedR UK managed the project with support from members of the ECWG. The Handbook provides guidance to Education Cluster Coordinators on facilitating a predictable, coordinated and effective response to education needs in emergencies. Hard copies of the Handbook will be distributed to countries where Education Clusters are currently functioning and all ECWG member organizations will also receive a copy of the Handbook by post. An electronic version will shortly be available online at: <http://onerresponse.info/GlobalClusters/Education/Pages/Resources%20and%20Tools.aspx>. Additional copies can be ordered by emailing educationclusterunit@gmail.com.

Education Cluster Coordination Training

To date, 123 individuals have been trained in Education Cluster coordination in five separate training events. These have included:

- **Global:** a pilot training workshop in Geneva in October 2009
- **Asia:** two separate trainings in Bangkok, Thailand in February and May 2010
- **West and Central Africa:** a Francophone training workshop in Dakar, Senegal in June 2010
- **East and Southern Africa:** an Anglophone training workshop in Nairobi, Kenya in July 2010

Further Education Cluster Coordinator training events are planned for:

- **Sudan:** in Khartoum 29 August to 2 September
- **Middle East and North Africa:** in Beirut from 27 September to 1 October
- **Global:** in Paris 15-19 November

E-mail educationclusterunit@gmail.com for queries.

5. Capacity Development

The ECWG Capacity Development Task Team supports training and other activities at both regional and country levels to build the capacity of Ministries of Education and other frontline responders.

Harmonization of training materials

Following the recent ECWG meeting in Nairobi, members of the CDTT, FOTT and ECU met for a one and half day workshop to map out plans for the proposed harmonization of existing training materials. Regional focal points and training facilitators have been concerned that the Front Line Responders, the UNESCO/IIEP Ministry of Education and INEE training packages include many overlaps and proposed the creation of a harmonized package with the flexibility to be relevant to various levels of the MOE, NGOs and UN. An overall capacity development strategy for moving forward was also discussed. The harmonization effort of materials has been conducted by James Sparkes, consultant on behalf of the Education Cluster, and Sweta Shah, consultant on behalf of INEE.

M&E and distance learning

In addition to the harmonization, recent work has also supported development of an M&E framework and database to help identify current strengths as well as gaps in terms of capacity. Not only is such a database necessary for reporting purposes at the global level but also at the country level so that training participants might be utilized as a resource for both rapid response and in support of capacity development initiatives. In addition, a web-based platform to serve as a pilot to inform a distance learning programme has been set up to be developed at a later date.

Guidance notes for educational planners

Effectively mainstreaming of emergency education into policies, plans and programmes can be problematic for educational planners and managers. A set of “Guidance Notes for educational planners in crisis situations” is to be developed by UNESCO/IIEP and UNICEF WCARO on behalf of the Global Education Cluster, to facilitate inclusion of education in emergencies strategies and preventive, risk reducing measures into national education strategies and plans.

6. Knowledge Management

The ECWG Knowledge Management Task Team is supporting the work on education needs assessments, information management and monitoring and evaluation.

Joint Education Needs Assessment Toolkit

The draft Education Cluster Joint Needs Assessment Toolkit has now been piloted in three different country contexts: Haiti, following the earthquake in January; Zimbabwe, as part of emergency preparedness activities in April 2010; and Yemen in May/June 2010. In addition, Sumatra’s Education Cluster released an assessment report in December 2009 that utilized the Toolkit; and in February 2010, education partners in Mongolia conducted a needs assessment, adapting and applying elements of the Toolkit. The Short Guide to Rapid Joint Education Needs Assessment will be published in hard copy and distributed widely during September 2010. The full Joint Education Needs Assessment Toolkit will be made available electronically. E-mail educationclusterunit@gmail.com for further information.

Core Indicators for Education Needs Assessment

The Education Cluster has participated in an exercise led by the IASC Needs Assessment Task Force to develop an inter-cluster database of needs assessment indicators to be used in the event of a sudden onset emergency. Following a lengthy consultative process, the Education Cluster has proposed ten core indicators that reflect key areas that actors should assess and monitor at country level. The indicators are included in the Joint Education Needs Assessment Toolkit, and, once finalized, will be available online at <http://onerresponse.info/GlobalClusters/Education/Pages/default.aspx> .

Style guide for Education Cluster products

The Education Cluster Unit has put together a ‘style guide’ for Education Cluster documents, tools and guidelines. It includes guidance on using the Global Education Cluster logo, formatting of documents, and use of terminology and abbreviations. Wherever possible, documents produced by the Education Cluster Unit, Education Cluster co-lead agencies and Education Cluster members on behalf of the Cluster are encouraged to follow these guidelines. The style guide is available online at http://onerresponse.info/GlobalClusters/Education/KM/publicdocuments/Global_Education_Cluster_Style_Guide_July_2010.pdf.

7. Strategic Advisory Group

The ECWG Global Advocacy Oversight and Liaison group has been disbanded and a new Strategic Advisory Group for the cluster formed with the new membership process.

Video on education in emergencies for use in advocacy

A short film, entitled 'Education can't wait', is being produced by Save the Children on behalf of the Education Cluster. The film includes footage from Haiti, Sudan, Vietnam and other crises and involves interviews from across a range of agencies. More information is available upon its release.

Strategic planning process

The Education Cluster will soon undergo a strategic planning process, conducted in parallel with INEE. The overall goal of this process will be to develop strategic goals and core initiatives to guide both groups during 2011-2013 in a way that increases synergy and efficiency for the sector. For the Education Cluster, the process builds on the 2009-2010 work plan, the Co-leadership Review (2010), Cluster Evaluation II (2010), and several country level lessons learned exercises. The process will take stock of the current and changing environment in terms of both practice and policy, identify emerging issues for the field and examine each groups' approach, structure, accomplishments and challenges in order to identify the complementary goals and initiatives to guide the 2011-2013 strategic plans.

8. Thematic Issues

The **Thematic Group on Protection, Prevention, Peacebuilding and Psychosocial Support (4Ps)** supported an inter-agency meeting on **Child Friendly Spaces (CFS)** in Geneva on 26 June 2010. The Education Cluster helped organize the meeting together with the Child Protection Working Group and the IASC Reference Group on Mental Health and Psychosocial Support. More than 30 participants from across the three groups reviewed draft principles on the implementation of CFS; selected practical tools for strengthening their implementation; and planned ahead for inter-agency field learning and capacity building. In follow-up to the meeting, a revised draft of the principles on CFS has been circulated.

The **Thematic Group on Gender** contributed to the development of the **INEE Pocket Guide to Gender**, published in June 2010. The Pocket Guide sets out the essential gender equality programming principles and provides concrete suggestions for how to put them into practice. It can be found online at: http://www.ineesite.org/uploads/documents/store/INEE_Pocket_Guide_to_Gender_EN.pdf or <http://onerresponse.info/GlobalClusters/Education/ThematicIssues/Pages/Thematic%20Issues.aspx>

The **Thematic Group on Disaster Risk Reduction (DRR)** is putting together a package of products: 1) a guidance note on DRR and education in emergencies; 2) a DRR tool box with relevant resources and guidance materials for education practitioners; and 3) a set of case studies demonstrating good practices in DRR and education in emergencies in different regions and countries. All three products are in draft format and will be reviewed and finalized in the coming months.

The **Thematic Group on Adolescence and Youth** will be supporting the *INEE Policy Roundtable on an Enabling Right: Education for Youth Affected by Crisis* in Geneva this November. For more information on the event, visit the Roundtable website at:

http://www.ineesite.org/index.php/post/policy_roundtable_youth_2010.

9. Humanitarian engagement

The Education Cluster is regularly involved in a range of humanitarian initiatives linked to the clusters.

Humanitarian Coordinator Retreat

The annual Humanitarian Coordinators Retreat was held in Montreux, Switzerland, from 19 to 21 May 2010. Susan Nicolai, Deputy Coordinator for Save the Children, participated on behalf of the Education Cluster. The purpose of the Retreat was to reflect key operational challenges facing HCs and identify what is required from HCs, OCHA, partners and donors to address these challenges. Discussions focused on HCs support needs from OCHA, leading and coordinating humanitarian operations in high-risk environments, the cluster approach, needs assessment, HCs' challenges in negotiating humanitarian space and access, as well as improving linkages between humanitarian and development work.

Task Team on the Cluster Approach

A newly-formed IASC Task Team on the Cluster Approach will take forward the review, prioritization and oversight for the implementation of the recommendations related to the Cluster Approach Evaluation 2. The Education Cluster is represented by Susan Nicolai, Deputy Coordinator for Save the Children. As a first step, the Task Team is putting together a management response plan to the CE2 report, with priority recommendations and action points.

The final synthesis report from the CE2 is now available online at

http://www.gppi.net/fileadmin/gppi/GPPI-URD_Cluster_II_Evaluation_SYNTHESIS_REPORT_e.pdf

Mainstreaming Early Recovery

The Cluster Working Group on Early Recovery (CWGER) organized a workshop in Montreux, Switzerland from 24 to 25 June with representatives from other clusters to discuss mainstreaming of early recovery. Clusters shared the work that they had done to date to mainstream early recovery within their sectors/thematic areas, then brainstormed on what more could be done to collectively take forward this joint responsibility. The CWGER is compiling a joint action plan for all clusters which will be shared with the ECWG for comment at a later stage.

10. Calendar and contacts

Calendar

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| 29 August - 2 September | Education Cluster Coordinator training, Sudan |
| 27 September - 1 October | Education Cluster Coordinator training for Middle East, Beirut |
| 11-13 October | Education Cluster Working Group, Washington DC |

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| 8-12 November | Education in Emergencies training for Central European Countries and Commonwealth Independent States, Geneva |
| 15-19 November | Global Education Cluster Coordinator training, Paris |
| 16-17 November | Adolescent and Youth Policy Roundtable, Geneva |
| 30 November | Global launch of the Consolidated Appeal Process (CAP), Geneva |

Education Cluster Unit

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