

EDUCATION CLUSTER WORKING GROUP MEETING

Great Russell Gallery at the Montague on the Gardens Hotel and Edward VII room at the Royal National Hotel, London,
24-25 September 2008

Summary Record**i) Objectives:**

- Formally establish the Education Cluster Working Group (ECWG) and provide background to the cluster approach and wider reform efforts;
- Review progress of current projects and agree on future strategic priorities for the Education Cluster Work Plan in 2009-2010;
- Agree on strategies for resource mobilization for the Education Cluster Work Plan

ii) Sessions:

- a. Overview of Education Cluster structures and implementation
- b. Progress on humanitarian reform, with a focus on the implementation of the cluster approach at the field level
- c. Toward a common approach: Experience from other clusters
- d. Linkages across the education sector
- e. Education Cluster Advisory Group and progress on current work plan (2007-2008)
- f. Strategic Priorities for the Education Cluster from coordinators meeting
- g. Capacity mapping and lessons learned study
- h. Proposed task teams and reports back
 1. *Global Oversight and Liaison (GOAL)*
 2. *Capacity Building*
 3. *Field Operations*
 4. *Information Management*

iii) Summary Record:

- a. *Overview of Education Cluster structures and implementation (Cluster Unit, Susan Nicolai and UNICEF, Ellen van Kalmthout)*
 - SN and EvK provided a brief update on the implementation of the Education Cluster to date.
 - It was reported that, as of August 2008, 17 countries have formally implemented the Education Cluster (out of a total of 26 countries implementing the cluster approach).
 - The Education Cluster Advisory Group will evolve into the Education Cluster Working Group with the formal adoption of the TOR and will be developing the new cluster work plan.
 - Continuing to liaise with the INEE and other education in emergencies networks was highlighted as an important ongoing activity for the cluster. It was noted that the INEE will be used as the cluster's main depository of resources.

Actions

- **Finalize and endorse the TOR for the Education Cluster Working Group (Advisory/Working Group).**
- **Formally inaugurate the ECWG and membership (ECWG)**

b. Progress on humanitarian reform (OCHA, Helena Fraser)

- HF discussed the background to humanitarian reform and the role of OCHA within the cluster system in supporting coherent coordination mechanisms, advocacy and resource mobilization, developing effective common action plans, inter-cluster information management, the integration of cross-cutting issues and monitoring and evaluation on strategic planning and coordination. OCHA is working on making this support uniform.
- The emphasis of humanitarian reform is on partnerships and providing higher standards focused on needs and how these can be addressed by partners, although it was noted that partnerships had been weak so far.
- Challenges were identified by OCHA at the field level in accountability, the provision of information management and assessment support to clusters and linkages with national partners. It was noted that the initial lack of guidance around partnership with national organizations has led to an overly cautious attitude to partnership in some countries and consequently insufficient capacity building with these organizations.

Actions

- **Identify Education Cluster focal point at HRSU, in order to enhance interaction and planning (ECU/HRSU)**

c. Towards a common approach: Experience from other clusters (UNHCR, Susan Erb, SC, Nichola Cadge and UNICEF, Louise Maule)

- SE, a representative from the lead agency UNHCR presented experience from the Global Protection Cluster Working Group (PCWG).
- It was noted that the Protection Cluster had been established in September 2005 and activated in 20 countries including in recent emergencies in Georgia, Haiti and Myanmar.
- The global cluster lead was tasked to establish broad partnership bases in four main strategic areas of work and there are focal point agencies for each separate area of protective responsibility.
- The PCWG has worked on making support for responses more practical and has assisted with tools, training, technical missions, providing surge staff and advocacy. A number of the cluster's achievements were noted but several ongoing challenges were discussed including finding durable and sustainable solutions for the field, working with other clusters, and the tensions for focal agencies between their own mandates and working with an interagency perspective.
- The cluster is focusing on working better with partner agencies and building partnerships with other clusters.
- NC, a representative from the Global Health Cluster advised that, despite goalposts for the cluster shifting over time, there is a continuing need to ensure that goals and

objectives remain relevant and can be monitored with an overall focus on providing utility to the field.

- A lesson to emerge was that the global cluster's seven working groups have been refashioned to focus now on only two areas and members have been restricted to participating in one working group each to ensure consistency and contribution. WHO has acted as a conduit for funding and has passed down funds to working group member agencies taking the lead on particular projects.
- It was reported that developing tools with other clusters, while ultimately useful for the field, has been a slow process. The need to test and disseminate these tools fully and to understand how they complement existing resources was emphasized.
- It was recommended that country level personnel attend global cluster meetings and that the decision making process for the working group be inclusive in order to build mutual understanding and transparency and to foster collaboration.
- LM presented some of the lessons learned by UNICEF through their experiences with several clusters.
- Tri-cluster meetings held twice yearly for the health, WASH and nutrition clusters to look at coordination issues were felt to be useful as was the joint training piloted which will be maintained even with individual clusters continuing to roll out their own trainings. However, it was recommended that responsibilities within the training group be more clearly defined and that leads be nominated to speed up the decision making process.
- Discussions focused on how the education cluster can work better with other clusters, with the Protection and Early Recovery Clusters identified as having particular areas of crossover with education that needed further exploration.
- Further discussions identified good practice for inter-cluster collaboration in Mozambique, where there was a joint education and protection cluster co-led by UNICEF and SC, and Nepal, where there has been both joint contingency planning and joint implementation with other clusters.

Actions

- **Enhance inter-cluster interaction at global level, to minimize duplication and seize opportunities for synergy (ECU/HRSU/Other clusters)**

d. Linkages across the education sector (INEE, Allison Anderson and World Bank, Peter Buckland)

- AA presented ways in which the cluster could link with and build upon the existing work of the INEE.
- Task teams on gender, HIV/AIDS, ECD, inclusive education and disability, youth and adolescent programming and teaching and learning as well as the working groups on the INEE Minimum Standards and education and fragility were identified as carrying out work complementary to the cluster's objectives.
- It was recommended that initiatives where there are areas of overlap should be given the cluster label in order to give them greater visibility with donors.
- PB discussed the INEE working group on education and fragility in more depth and its goals to strengthen consensus on what works, supporting the development of effective quality education programmes and promoting the development of alternative mechanisms to support education in fragile states.
- It was noted that the priorities of the working group are to strengthen the evidence base on what works to mitigate state fragility through education, advancing policy on

financing for quality education programming in fragile states, advocating for policy change and promoting the Fast Track Initiative's Progressive Framework.

Actions

- **Formalize linkages between the cluster and other education networks and identify areas of overlap with existing INEE work in order to prevent duplication (ECU/INEE).**

e. *Achievements from Education Cluster Advisory Group and progress on current work plan (2007-2008) (SC, Katy Webley)*

- KW provided a review of the four projects from the 2007-08 Education Cluster work plan.
- The SC-led capacity mapping project was reported to be nearing its conclusion. Country visits to Afghanistan and the Philippines have been undertaken and reports from these shared, with one more country visit still to be confirmed for November. A workshop format is being developed for the country tools piloted during these visits. The lessons learned study is being circulated for comments and a final version will be shared by October 3rd. The first draft of the global capacity study based on agency self-assessment will be completed and shared by the end of October.
- Several developments in education cluster coordination capacity at the global level were noted. Recruitment for cluster-dedicated positions in the ECU and in SC and UNICEF headquarters has been successful and the work plan for the ECU finalized. The successful deployment of cluster coordinators was also reported. It was noted that there had, however, been little progress on the work on surge capacity.
- Training for the capacity building of government (UNESCO lead) and humanitarian personnel (INEE lead) has been on hold until additional resources can be secured to carry this project out to the required scale. UNICEF has pledged some funding to UNESCO for the development of materials and the training of 60 ministry officials in Anglophone Africa and Latin America but further funding is being sought. It was noted that the INEE had received funding from the cluster appeal to carry out regional capacity building workshops for over 100 humanitarian personnel and would be updating training materials and the Minimum Standards handbook.
- The WFP-led needs assessment and monitoring and evaluation project is currently mapping and reviewing existing tools and will be developing a package of immediately available best practice tools by October 2008. A joint comprehensive needs assessment and monitoring and evaluation kit will be developed between November 2008 and January 2009 and finalized and disseminated by February 2009.
- Gender mainstreaming work led by the IRC has resulted in the piloting of new materials at a training held in the Philippines for cluster and government staff. Four new resource documents have also been produced. Although the newly configured INEE gender task team will make taking this work forward easier, it was noted that securing people's time and engagement has been a challenge and will need to be addressed.
- There are no clear indications yet about the funding of the next work plan although it was noted that the education cluster is in a relatively good position compared to other clusters. However, discussion identified the need for ongoing advocacy work and perhaps pooling resources to this end.

Actions

➤ **Follow-up existing projects through within work plans of new task teams (ECWG)**

f. *Strategic Priorities for the Education Cluster (Participants from Cluster Coordinator workshop)*

- Concluding discussions based on the lessons learned and experiences shared over the two days identified five areas for strategic prioritization for the Working Group.
- On **cluster leadership**, the priority was to define the role for the lead agencies in country as well as for cluster coordinators. This requires producing guidance and generic TORs, although it was advised that the Working Group examine the flexibility of TORs for different emergency contexts. Linked to strategies for capacity building, it was further recommended that the skills, competencies and training that cluster coordinators require be defined.
- It was felt that a task team should be established for **capacity building** which should begin immediately to review the current training materials available in the sector. The group identified training surge capacity staff, ministry officials and cluster member agency staff, national staff and district level government and agency staff as priority activities and reemphasized the need to focus on community and institutional capacity as well as individuals.
- It was recommended that **information management** capacity be consolidated in the context of existing national capacities and systems and that national as well as surge capacity staff therefore be trained in information management. The group advised that protocols be developed at the global level for information sharing in order to enable clearer messaging. A review of best practices and tools for data collection would also be welcomed. Ongoing work to develop a shared needs assessment framework was viewed as falling into the remit of the information management strategy going forward.
- On **financing and advocacy**, discussions revealed advocacy to be the priority to the extent that this would secure funding in the future. Clarification of key advocacy messages for different target audiences was urged and would be led by SC with the ECU to finalise and disseminate. Investigating how to advocate directly to Humanitarian Coordinators was recommended as an action for the Working Group. It was recommended that the ECU develop a strategy for inter-agency and donor missions to evaluate the functioning and impact of the cluster in country. Fundraising guidance for cluster coordinators was also requested from the ECU.
- It was advised that a more holistic conceptual approach to **DRR and preparedness** be adopted encompassing natural disasters and conflicts under the banner of “emergency risk management” and that joint emergency management planning at all levels be prioritized and incorporate this approach. The group called for tools and information to be disseminated and felt that the INEE should consider this area in revising the Minimum Standards and Toolkit. It was also felt that work on DRR and preparedness should be bottom-up and include the perspectives of children and communities.

Actions

- **Establish four task teams, including Global Oversight, Advocacy and Liaison (GOAL), Capacity Building, Knowledge Management and Field Operations.**
- **Develop/consolidate key advocacy messages to better promote awareness/attract resources for education in emergencies (SC/ECU).**

- **Incorporate DRR into revisions of INEE Minimum Standards and Toolkit and integrate into planned task teams (INEE/ECU).**

g. *Capacity Mapping and Lessons Learned Study (Rachel Houghton, Consultant)*

- The consultant provided an update on the three components of the global capacity mapping study.
- Globally, the key issues to arise from the capacity mapping study were the gaps in numbers of emergency education staff, unwieldy mobilization procedures, a lack of emergency experience and language skills for emergency education staff, a lack of institutional commitment to developing rosters and poor retention of skilled staff.
- The lessons learned study revealed the need to have at least one education in emergencies specialist present from the outset and for there to be better succession planning with cluster coordinators staying for a minimum of three months and having a minimum handover period of one week.
- It was advised that a paradigm shift is required in terms of funding, staff resources and approaches to capacity development for the cluster to be sustainable. The necessary strategic vision to drive the cluster forward was felt to demand a better understanding of the capacity required and the value-added in country of the cluster approach.
- Five capacity tools developed for country clusters have been piloted in Afghanistan and the Philippines and the reports from both of these visits are now available. An additional visit to Africa is planned for November 2008 although yet to be confirmed.

Actions

- **Conclude capacity mapping activities, including lessons learned, global capacity study, and country tools (Save the Children)**

h. *Proposed task teams and emerging issues*

- In-depth discussions were held on which task teams should be formed on the basis of the advisory group's priorities and the strategic priorities identified by participants at the cluster coordination workshop held on 22nd-23rd September 2008.
- Five task teams were initially proposed – capacity building, field leadership, information management, needs assessment and operations – and members of the ECWG asked to split into groups to discuss the remit of and ways forward for these task teams.
- On reporting back, it was felt that the ongoing needs assessment project could be incorporated into the work plan of the proposed Information Management task team.
- It was decided in plenary discussion that the initial title of the operations task team, so named because of similarities to the work of the INEE Operations Group, be changed to the Global Oversight and Liaison (GOAL) task team so as to avoid confusion with field operations.
- The name of the field leadership task team was changed to Field Operations in order to emphasize its role supporting the education cluster in the field.
- Discussions identified advocacy and DRR and other issues as possible future task teams.
- Four task teams were finally approved by the ECWG:
 1. Global Oversight and Liaison (GOAL)
 2. Capacity Building

- 3. Field Operations
- 4. Information Management

The below represents initial discussions and plans submitted by these teams. These plans will be further developed in the coming month.

1. Global Oversight and Liaison (GOAL)

Objectives:

- Maintain oversight and accountability over whole education cluster, including Task Teams.
- Track progress against goals and agree and deliver on work plan.
- Ensure mechanisms for liaison with other clusters and networks.

Chair:

- Chris Talbot (UNESCO)

Members:

- OCHA
- INEE
- NRC
- IRC
- CCF
- Relief International
- UNESCO
- UNHCR
- ECU
- Two donors (Helge Brochman to follow up with NORAD, John Lodge Patch to follow up with EC)

Tasks:

- Establish group and define TOR.
- Conclude TOR for the ECWG.
- Compile and consolidate work plan and budget for 2009-10.
- Plan quarterly review of work plan and Task Teams.
- Review final capacity mapping study and next steps.
- Identify members for inter-agency country visit.
- Track and monitor liaison with other clusters and networks including GCE and the FTL.

Budget:

- \$55,000 in total per annum.
- \$25,000 for inter-agency country visit (\$5,000 x 5 member agencies).
- \$30,000 for participation in meetings (\$1,500 x 10 members for meetings twice per year).

2. Capacity Building

Objectives:

- To have adequate numbers of trained cluster coordinators equipped to lead a cluster at field level.
- To ensure longer term sustainable capacity of national education stakeholders to respond to emergencies.
- Functional country level education cluster with capacity for EPR.

Chair:

- Pilar Aguilar (UNICEF)
- Deborah Haines (SC)

Members:

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|--------------------------|---------------------------|
| • Chris Talbot (UNESCO) | • Melinda Smith (UNICEF) |
| • Lisa Doherty (UNICEF) | • James Sparkes (SC) |
| • Elias Noor (UNICEF) | • Jennifer Hoffman (INEE) |
| • George Kairu (IRC) | • Lyndsay Bird (UNESCO) |
| • Gary Ovington (UNICEF) | • Margaret Sinclair |

Observers:

- Hannah Snowden
- Carmel Crawford (RET)

Tasks:

- Capacity building programme for cluster coordinators (Pilar Aguilar and Deborah Haines, 6 months)
- Regional level capacity building for MoE country staff (Chris Talbot and Lyndsay Bird)
- National level capacity building (Melinda Smith and Lisa Doherty)
- Sub-national field capacity building

3. Field Operations*Objective:*

- To develop operational systems and mechanisms to support effective field cluster.

Chair:

- Natalie Hogg (SC)
- Ellen van Kalmthout (UNICEF)

Members:

- | | |
|------------------------------|-----------------------------|
| • Save the Children Alliance | • OCHA (?) |
| • UNICEF | • INEE |
| • IRC | • Both HQ and field members |
| • NRC | |

Tasks:

- Compile and share an interim resource pack (ECU).
- Develop and disseminate guidance notes on key questions (ECU/Task Team).
- Develop handbook for cluster coordinators.
- Roster for cluster coordinators (Task Team and agency HR departments).
- Roster for education in emergencies technical staff (Task Team and agency HR departments).

- Standby agreements/partnership MOUs (ECU/Task Team).
- Country-level standby agreements.
- Mapping of country level capacities.
- Mapping of supply chains/stocks/suppliers.

4. Information Management

Objectives:

- Develop mechanisms for collecting, storing and disseminating information effectively for quality education in emergencies response.
- Operationalize IASC guidelines for information management.

Chair:

- Allison Anderson (INEE) for overall Task Team.
- Ute Meir (WFP) for sub-task team on needs assessment and monitoring and evaluation.
- Bente Sandal-Aasen (SC Norway) for sub-task team on effective information management guidelines.

Members (needs assessment and monitoring and evaluation):

- WFP
- IRC
- CCF
- UNHCR
- INEE

Members (information management guidelines):

- SC Norway
- Relief International
- World Vision
- UNICEF
- CERG

Tasks:

- Develop a roster of information management specialists.
- Ensure information management specialists trained in education in emergencies.
- Review information management systems currently in use in OCHA, the education cluster and other clusters.

Actions

- **Monitor and encourage early work of agreed task teams (ECU).**
- **Second meeting of the ECWG to take place 29-30 March 2009 in Istanbul, prior to the INEE Global Consultation (ECU).**

iv) Summary of agreed actions

<i>Act. No.</i>	<i>What</i>	<i>Who</i>	<i>When</i>
1.	<i>Finalise ECWG ToR, incorporating suggested amendments from participants</i>	<i>ECU (Roger as focus)</i>	<i>Within two weeks</i>
2.	<i>Formally inaugurate ECWG, and membership</i>	<i>ECWG</i>	<i>On 25 September (done)</i>

3.	<i>Identify Education Cluster focal point at HRSU, in order to enhance interaction and planning</i>	<i>ECU/HRSU</i>	<i>Within a month</i>
4.	<i>Enhance inter-cluster interaction at global level, to minimize duplication and seize opportunities for synergy</i>	<i>ECU/HRSU/other clusters</i>	<i>Ongoing</i>
5.	<i>Strengthen linkages with other global education networks to avoid overlaps</i>	<i>ECU/INEE</i>	<i>Within a month</i>
6.	<i>Follow-up existing projects through within work plans of new task teams (ECWG)</i>	<i>ECWG</i>	<i>By end of year</i>
7.	<i>Establish four task teams, including Global Oversight, Advocacy and Liaison (GOAL), Capacity Building, Knowledge Management and Field Operations.</i>	<i>ECWG</i>	<i>During workshop (done)</i>
8.	<i>Develop/consolidate key advocacy messages to better promote awareness/attract resources for education in emergencies</i>	<i>SC and ECU (with help from ECWG members)</i>	<i>Within a month</i>
9.	<i>Incorporate DRR into revisions of INEE Minimum Standards and Toolkit and integrate into planned task teams</i>	<i>INEE/ECU</i>	<i>By end of year</i>
10.	<i>Conclude capacity mapping activities, including lessons learned, global capacity study, and country tools</i>	<i>Save the Children</i>	<i>By end December</i>
11.	<i>Monitor and encourage early work of agreed Task Teams</i>	<i>ECU</i>	<i>On-going</i>
12.	<i>Second meeting of the ECWG to take place 29-30 March 2009 in Istanbul, prior to the INEE Global Consultation</i>	<i>ECU</i>	<i>More details in January</i>

v) List of Participants

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