

# **Somalia Education Cluster**

*Lessons Learned "Light" Review*

**March 2011**

## **I. Introduction**

Somalia has been a country in crisis for over 20 years. It has lacked a central government, it has suffered a civil war, thousands of families have been displaced due to droughts in some regions and recurring floods in others. Poverty, as a result of the ongoing insecurity within the country, has affected over one third of the 9 million people who inhabit Somalia. Less than 20 per cent of the population of Somalia is literate, and of this 13 per cent are women.<sup>1</sup>

In the last three months, UNHCR has estimated 52,000 people being displaced to the countryside due to droughts. Countrywide, 400 schools have closed as a result of the drought due to the population migration, water sources drying up in schools and children leaving school to herd animals or search for work to support their families. In addition, some schools have closed because teachers moved to urban areas in search of livelihoods. In areas of resettlement, there has been increased enrollment with teachers unable to cope with the high numbers. The drought has affected an estimated 55,000 pupils.<sup>2</sup>

The Education Cluster in Somalia is working under extremely difficult conditions. Due to the constant insecurity in much of the country, the National Cluster operates out of Nairobi with limited access to the field. Although the Cluster has managed to set up sub-national Clusters within Somalia, these have no funding and their own movement and ability to operate is limited.

The Global Cluster hired an independent consultant to conduct a light touch lessons learned exercise in Somalia. The purpose of this review was to highlight issues within the education Cluster that should be followed-up at the country level. Due to the limitations of the methodology, the suggestions are not comprehensive nor are they based on widespread data. They are merely issues that were repeated by respondents and which are recommended for focus within the Cluster. The exercise should be viewed as a way to launch further collaborative work in resolving challenges that were raised and continuing the positive work that has already been done.

## **II. Methodology**

### 2a. On-line survey

This review utilized an on-line survey which asked respondents a mix of open and close ended questions. All Cluster partners were asked to participate who worked both in Nairobi as well as in Somalia. The survey was a useful way to introduce the purpose of the review to the Cluster members as well as obtain perspectives from a variety of stakeholders. In total, 28 persons completed the entire survey. As noted from the response matrices below, the majority of respondents were Cluster members from local NGOs who worked in South and Central Zones.

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<sup>1</sup> UNDP MDG Review for Somalia 2007.

<sup>2</sup> Humanitarian Bulletin, Somalia

<b>What is your position in relation to the Education Cluster?</b>		
Cluster coordinator	3.6%	1
Sub National Cluster chair/co-chair	3.6%	1
<b>Cluster member</b>	<b>85.7%</b>	<b>24</b>
Other (please specify)	7.1%	2

<b>Which sector of the response do you represent?</b>		
UN Agency	10.3%	3
International NGO	27.6%	8
Government partner	0.0%	0
<b>Local NGO</b>	<b>62.1%</b>	<b>18</b>

<b>In which area of Somalia were you involved in the response?</b>		
<b>South and Central Zone</b>	<b>78.6%</b>	<b>22</b>
Puntland	17.9%	5
Somaliland	3.6%	1
Nairobi	0.0%	0

## 2b. Interviews

In total, seven interviews were conducted with stakeholders. Although attempts were made to reach out to Cluster members in Somalia, it was very difficult due to connectivity issues. Only one interview was therefore conducted in Somalia. The remainder were conducted at the Nairobi level, but the respondents there reflected on the work being done in Somalia and their interactions with the sub National Clusters.

## 2c. Limitations

The most obvious limitation to this method of data collection is that without a country visit and face-to-face interviews, it was challenging to understand the overall situation on the ground. An in-country visit would have enabled deeper interaction with stakeholders as well as group interviews which could have prompted richer dialogue. Also, it would have allowed for meetings with more stakeholders. Other limitations were as follows:

- *Language*– Some of the responses to the open ended questions were very difficult to understand. As the survey was anonymous, there was no way to follow up with these respondents and further probe them on what they meant in their responses. Although their answers were recorded in the quantitative part of the survey, their written perspectives could not be used.
- *Poor connectivity* – Cluster members mentioned that due to poor connectivity they could not complete the entire survey. Many, especially those in Somalia, started to fill the survey out

but when the internet connection stopped they lost responses. Some emailed their responses which helped mitigate the impact problem.

- *Limited sample* - The interviews were limited to a handful of Cluster members. For such an active Cluster where there is such wide-spread participation, it would have been better to get a larger sample of respondents. Therefore, this report does not represent a comprehensive perspective of the situation.

### III. Findings

Although in recent years the Somali authorities, the UN and NGOs have given increased attention to education, the needs in this sector are still extreme. Somalia has one of the lowest a gross education enrolment rate in the world at 22%.<sup>3</sup> Only about 30% of all primary school pupils are girls and only 16% of primary school teachers are female.<sup>4</sup> The female adult literacy rate is estimated at 27% as compared with 50% for males.<sup>5</sup> Currently it is estimated that less than 1% of children from nomadic families have access to formal education. The supply of qualified teachers is also inadequate.<sup>6</sup>

Somalia is an extremely difficult operating environment and for education has recently been made more difficult with the banning of a number of education partners. The suspension of some NGOs is estimated to affect 40,000 students (14,200 girls) in 216 schools, 811 teachers, 13 education managers and 500 orphans and vulnerable children (250 girls).<sup>7</sup> WFP suspended its operations in South Central Zone due to demands by the local administration in the zone. As the school feeding program encourages attendance, this suspension has led to a decrease in school enrolment.<sup>8</sup>

#### 3.1 Education Cluster Achievements

The Cluster Approach was introduced in Somalia in January 2006. The National Education Cluster lead is UNICEF and the mechanism sits in Nairobi where partner agencies working in Somalia coordinate activities. A list of current partner agencies is shown in Annex 1. The Cluster also established 7 sub National Clusters (5 in SCZ and 2 in Puntland) between 2008 and 2009. The leading agencies are as follows:

- Mogadishu/ Afgooye: Chair: Somali Community Concern (SCC)
- Bossaso: Chair: UNICEF; Co-chair: NRC
- Galkayo: Chair: UNICEF; Co-chair: NRC
- Gedo/ Mandera: Chair: Himilo Relief and Dev. Association (HIRDA); Co-chair: Nomadic Assistance for Peace & Dev (NAPAD)
- Hiraan: Chair: Hiran Regional Education Committee (HREC)
- Lower Shabelle: Chair: Shabelle Education Fishing & Development Organization (SHAFDO)

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<sup>3</sup> UNICEF Somalia Newsletter, February 2009.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> UN Transition Plan, Government for Somalia; 2008-2009.

<sup>7</sup> CAP 2010 End of Year Report Education

<sup>8</sup> CAP 2010 End of Year Report Education

- Middle Shabelle: Chair: Shabelle Education Umbrella (SHEDU)

The Education Cluster objectives in 2010 were to increase access to formal and non-formal education, integrate life-saving and peace-building information and activities into emergency education, and improve the quality of education. The Cluster target for 2010 emergency school enrolment was 295,607 students in emergency schools across IDP settlements and conflict- and disaster-affected regions of Somalia. The following achievements were reported for 2010 in the CAP End of Year Report for 2010. No targets were reported.

<b>Achievement for end-Year (2010)</b>
Cluster partners constructed/established approximately 1,341 learning spaces that includes 373 classrooms with permanent structure, 424 semi-permanent (tents and cottages) and rehabilitated 544 classrooms.
Approximately 107,597 students (44,647 girls and 62,950 boys) have directly benefited from the construction and rehabilitation work in schools.
The emergency school feeding program supported 85,651 (34,353 girls and 51,295 boys) in Puntland and Somaliland schools.
The cross cutting life saving curricula benefited approximately 93,626 students (42,348 girls and 51,278 boys) and 2,877 teachers (830 women and 2,047 men) .
Approximately 75,532 enrolled students (30,896 girls and 44,636 boys) received psychosocial support through school based recreational activities, sports, games, debates competitions and cultural days.
In total, 36,587 teachers, CEC members and students (16,668 female and 19,919 male) have benefited from peace education programs in schools
4,748 teachers (1358 female and 3,390 male) trained in pedagogy and subject matter trainings, 513 ministry of education officials (74 female and 439 male) and 10,384 CEC members (2,990 female and 7,394 male) benefited from school management and administrative skills training, resource mobilization, monitoring and other capacity building programs.
Approximately 10,825 teachers (3,926 female and 6,899 male) have received their monthly incentives from Cluster partners operating across Somalia
All emergency affected area school received education kits, stationery, grade appropriate text-books and other teaching and learning material.

Low and late funding has slowed progress toward enrolment targets in the 2010 CAP. The Cluster barely managed to maintain a 37% enrolment in emergency-affected areas. This is a 26% reduction in the number of students compared to 2009.<sup>9</sup> The Education Cluster has also developed a specific contingency plan to respond to the current drought emergency and partners are now using the plan to implement response activities.

### **3.2 Coordination at Nairobi level**

The Education Cluster is seen as a forum for information sharing and coordination among agencies (see survey responses below). Respondents reported impressive consistency in partner involvement at the Nairobi level. The inclusive environment fostered by the Cluster lead is much

<sup>9</sup> Consolidated Appeal Somalia 2010

appreciated by respondents. This spirit of collaboration is especially important given the remote nature of the Cluster work. On many occasions the Cluster coordinator and support staff were complimented for their professionalism and their ability to lead and effectively tackle problems.

Especially recognized is the inclusivity with local partners. Those interviewed said that the Education Cluster was one of the most inclusive Clusters. Also mentioned was that the trainings organized by the Cluster at Nairobi level, focused on INEE MINIMUM STANDARDS Minimum Standards, emergency planning and response, have favored local organizations and made an effort to ensure their participation. This was appreciated by Cluster members.

<b>How inclusive do you believe the Education Cluster has been with local partners?</b>	
<b>Highly inclusive</b>	<b>41.4%</b>
<b>Somewhat inclusive</b>	<b>31.0%</b>
Not very inclusive	13.8%
Not inclusive at all	6.9%
NA	6.9%

***Suggestions for improvement:***

Cluster meetings are mainly spent updating partners on work going on in the field and the funding situation. Some respondents mentioned that although the information sharing component of the Cluster meetings was useful, they would benefit more from **informal engagement**. The recent INEE MINIMUM STANDARDS training was the first time that Cluster members had the opportunity to engage with each other outside of the meeting environment. They mentioned that this spirit of informal interaction should be fostered more. An **on-line chat forum** could be initiated where colleagues could further discuss issues. **Sub National Cluster working groups working** on similar themes (eg. Vocational training or ECD) could be formed so that best practices and updates on these more specific things could be shared as there is no space or time for this level of interaction at the large meetings.

**3.3 Sub-National Cluster coordination**

The creation of Clusters at the sub-national level is a significant achievement.

All of the sub National Cluster chairs in South Central Zone are working in a volunteer capacity. There is no funding or human resource for this additional responsibility. Their efforts are commendable, especially when considering that other Clusters do not have this kind of coordination within Somalia. Also of note is that the education Cluster has engaged local NGOs in Somalia in Cluster leadership positions.

<b>How effective has coordination been among Education Cluster members?</b>	
<b>Highly effective</b>	<b>33.3%</b>
<b>Somewhat effective</b>	<b>43.3%</b>
Not very effective	23.3%
Not effective at all	0.0%

A concern was raised however about the inclusiveness at the sub-national level. It is perceived that the level of partnership felt in Nairobi is not mirrored at the sub National Cluster level. This could be due to the difficulty that some sub National Cluster members have reaching the meeting sights. Furthermore, some mentioned a fundamental lack of understanding among partners at the local level as to what the Cluster function is. Many see it as a means to access funds and their participation wanes when this is not actualized.

### 3.4 Information Sharing/Management

The Education Cluster lacks a dedicated Information Manager but has a support officer who is shared with two other Clusters, so one third of her time is dedicated to the Education Cluster. This, in addition to the challenge of collecting and verifying information from the field makes tracking reliable data extremely difficult. Measuring impact of the work of the Cluster partners is also difficult as there is no baseline information. The last primary school survey was conducted in 2006/2007. Data on out of school children, number of education institutions, conditions of schools including WASH, available secondary education facilities, qualification level of teachers and gender is not available, making the operating context challenging. Furthermore, it was reported that the Government-led rapid assessment for the droughts did not provide the data/information required for effective response. There was scanty information on the number of schools affected and support required during the drought emergency.

Quotes from survey:

- *Need for simple harmonized data collection tools that provide action oriented data and information*
- *Data collection should have a joint format.*
- *There is need for concerted efforts to support the field Clusters to form and effectively coordinate quarterly reports*

Despite these difficulties though, the Cluster does manage to provide information through the 3Ws and quarterly reports. However, many mentioned that the 3Ws is not always accurate and also by the time the information is consolidated and sent back to the field, it is already outdated.

Although the Cluster coordinator in Nairobi is in contact with the coordinators in Somalia, that link was not always strong. The Clusters in South and Central Somalia are not accessible due to security reasons and therefore information sharing relies on email or telephone communication. There were three sub National Cluster meetings attended by the National Cluster coordinator in Puntland during a span of one year (April 2010 to Feb 2011). Many people in the survey mentioned that more visits from Nairobi are necessary to help boost capacity and improve coordination.

<b>How effective has coordination and communication been between the Education Cluster at national level and the Education Sub National Clusters?</b>	
Highly effective	17.9%
<b>Somewhat effective</b>	<b>46.4%</b>
<b>Not very effective</b>	<b>21.4%</b>
Not effective at all	7.1%
NA	7.1%

Information sharing between Nairobi and Somalia is perceived by some as one-way. The sub National Cluster members provide information, but they stated that they don't feel that they receive information in return. Better two-way communication and a more rapid turn around of consolidated information was requested. This will also help boost participation from sub National Cluster members who may not see a benefit to coordination if they do not receive timely information.

Coordination with the government is not possible in the South Central region which is the most affected area in terms of emergency of education, as there is no government. However, organizations work through regional education boards, volunteer bodies, at each region level in

South Central Zone. There are two zonal ministries in Puntland and Somaliland with whom sub National Clusters coordinate and who are involved with all decision making process in their zones. The Ministry officials regularly attend Cluster meetings in their zones. They also contribute to the CAP process.

There are no standard monitoring framework within Cluster; each organization follows its own monitoring tools. Survey respondents requested tools to help with data collection and standardization of information.

***Suggestions for improvement:***

- The **exchange between National and sub-National Clusters could be improved** through more regular visits or with the support of a consultant or temporary staff member hired to facilitate data gathering and information exchange. Capacity building at the sub National Cluster level is necessary to ensure that the 3W information sent to Nairobi accurately reflects the situation in the field. As there is only one Cluster coordinator at National level, further support for this kind of hands on assistance is needed.
- The National Cluster should develop **standardized summarized education data collection tools** which are used by all Cluster partners. A monitoring framework for all Cluster partners could be rolled out so that there are standard indicators and tools by which Cluster members are collecting information.
- Organize **an annual or semi-annual Cluster Forum** that brings together the national and the sub National Cluster representatives to discuss matters that relate to the Clusters: achievements, challenges, impacts, areas of improvement etc.
- Information sharing with the sub National Clusters should be better regularized. Sub National Cluster members provide a great deal of information and feel there is little follow up nor do they see what is done with the information. A list of tools and services that the Education Cluster can provide to the sub-National Clusters to demonstrate that it adds value and gives something useful back to help their work would be useful.

**3.5 Funding**

Lack of funding was considered one of the key problems facing the Cluster, and funding levels were described as ‘woefully inadequate’ to meet the needs. The Education Cluster is the least funded Cluster and has had difficulty establishing itself as a priority with donors. At the time of this report, Education within the appeal remains only 19% funded with 17,728,956 USD required and only 3,360,668 USD funded. Low funding has been a problem across the entire humanitarian operation in Somalia, but the education Cluster has consistently been the least funded Cluster.

<b>How effectively has the Education Cluster advocated with donors?</b>	
Very effectively	27.6%
Somewhat effectively	13.8%
<b>Not too effectively</b>	<b>41.4%</b>
Not effectively at all	3.4%
NA	13.8%

Neither OCHA nor the HC have recognized education as an emergency intervention. In none of the four humanitarian financial allocations made from Dec 2009 to Feb 2011 (CERF 2009 & 2011 and CHF 2010 and 2011) has education been included in the humanitarian response. Key education agencies have lost interest in utilizing the CAP as a fundraising tool and the 2011 CAP requirements decreased by 24% because fewer partners and projects were submitted.

The competition for funding has in some cases undermined the spirit of coordination. Many of the smaller organizations live 'hand to mouth' and are not certain of their ability to survive the following month. The funding that is granted is often short term, and does not provide enough security for long term planning or response required for a chronic emergency situation like Somalia.

Although the Cluster has done some work to advocate with donors, it was seen as one of the weakest parts of the Cluster and has significant implications for programming and operations.

#### ***Suggestions for improvements:***

National Cluster: Since the Cluster has thus far been so neglected, finding alternative strategies for fundraising is needed. Repeating the same fundraising avenues which have failed before will likely not lead to better outcomes. A more **innovative and evidence based advocacy strategy** is needed which uses data and case studies from Cluster partners on the ground. Also, **advocacy through other Clusters work or data** is an important linkage. For example, WFP's removal from South Central has led to a serious drop in school enrollment and could have been taken up for advocacy. Child soldiers' issue could also be an area where both the education and protection Clusters can join resources for more forceful advocacy.

National Cluster: Continually drafting **memos which highlight specific examples where the Education Cluster has been overlooked** as was done after the Global Education Cluster Working Group meeting in Geneva in 2009 is a useful mechanism to hold OCHA, CERF and the IASC to account. These experiences should continue to be documented and disseminated both at the National and Global levels.

Heads of Agencies: **UNICEF and Save the Children should play a stronger role** in advocating with donors. UNICEF, as the Cluster lead for **WASH and nutrition, can also ensure better linkages between these Clusters and education** in fundraising. Both should ensure that part of their proposals include education – either as an entry point for reaching children (Nutrition) or as a target group for intervention (WASH in schools).

Quotes from survey

*Although the education Cluster leads have tried advocating for better resource mobilization, their efforts have been to no avail. The result of this is that projects are funded piecemeal.*

*New and innovative ways of attracting funding, or looking at assisting with helping to find funding outside of the CHF have also been minimal.*

*Fund raising, that hopefully would be part of the Cluster work particularly within the UN System (CHF,ERF) is a complete failure. Education is not prioritized and I think the Cluster can do more to lobby and market education as an emergency intervention.*

Global Cluster and National Cluster: Guidance and support on resource mobilization strategies for smaller partners and training on proposal writing, is needed.

### 3.6 Inter-Cluster coordination

OCHA organizes monthly inter-Cluster working group (ICWG) meetings where cross Cluster information is shared. The Education Cluster has strong working relationships with WASH and protection. For example, WASH and Education have converged their activity matrices to further coordinate water problems inside schools in drought affected areas. Yet, the continual exclusion of education as an emergency Cluster has resulted in continued lack of coordination. WASH, nutrition and health have made a coordinated application to the CHF for the drought, but this did not include Education.

As seen from the table below, coordination with protection, food and WASH has been considered to be effective. However, much remains to be done to foster stronger linkages with the other responses.

Quotes from Survey

- *Inter-Cluster coordination has not been very effective... Each Cluster is pre-occupied with its own role... Each Cluster comes up with its emergency response plan which is independent of the other Clusters' plans*
- *There is no inter-Cluster coordination. Often Clusters are working independently and as a result, interventions are very much complimentary*
- *Except for WASH and food that have had direct school based interventions such as hand washing facilities and school feeding programs, the other really do not have any interface with the education Cluster*

Please rate the following Clusters by how well you believe the Education Cluster has coordinated with them.				
	Highly Coordinated	Somewhat Coordinated	Not Very Coordinated	Not Coordinated At All
Child Protection	23%	19%	14%	10%
WASH	23%	34%	9%	3%
Food	23%	19%	14%	17%
Nutrition	10%	13%	20%	24%
Health	7%	9%	20%	24%
Shelter	13%	6%	23%	21%

#### ***Suggestions for improvement:***

National Cluster: **Share outcomes of the inter-Cluster meetings at Cluster meetings.** Respondents requested further information of what is discussed at the IASC meetings and what coordinated actions are taking place.

Sub National Cluster: Education Cluster workplans should incorporate the activities of other relevant Clusters to avoid the siloed approach that is often taken due to the way the Cluster is structured. **Coordination with other Clusters (where they exist) should be reinforced at the sub National Cluster level** and targets and indicators that have cross Cluster overlap should be created.

**UNICEF:** Given its position as lead agency for multiple clusters (WASH, Nutrition, Protection, Education), UNICEF should leverage this and ensure strategic alignment among all Clusters that it leads. Regular meetings for UNICEF Cluster only could help to bridge some of these gaps and the coordinators could strengthen links using UNICEF resources.

Quotes from Survey

- *The use of the standards has been relatively recent, so may not have been factored in to some of our previous projects, but they are extremely useful in identifying gaps with our provision and justifying what and why certain activities need carrying out.*

### 3.7 INEE Minimum Standards

A recent INEE Minimum Standards training took place at the national level where Cluster partners contextualized 12 MSE standards for Somalia. More than 30 international organizations, UN agencies, and local partners attended the workshop. The final contextualized standards will be available before July 2011. The feedback from the workshop was very positive and this was again highlighted as a chance for Cluster partners to engage more informally and understand better the work that each is doing. Due to high attendance rates and limited schedules, the regular Cluster meetings don't allow for this kind of sharing.

Following a request from the field sub Clusters for capacity building activities, INEE Minimum Standards training is planned in Bosaso before June subject to availability of funding.

<b>How have you used the INEE MINIMUM STANDARDS Minimum Standards in carrying out education programs?</b>		
For trainings and capacity development	37.9%	11
For advocacy	3.4%	1
For coordination of the education response	0.0%	0
For development and strengthening of education projects	34.5%	10
For reviewing education projects submitted to me as a donor agency	0.0%	0
I have not used the INEE MINIMUM STANDARDS Minimum Standards in my work	10.3%	3
NA	13.8%	4

**Suggestion: National Cluster:** Once the contextualization is complete and the various partners have begun to use them in their work, a follow-up workshop to discuss challenges or lessons would be useful. As the initial training was so positively received this kind of engagement should be continued and an opportunity to discuss how the implementation is going would be helpful.

### 3.8 Training and capacity building

In the past year the Cluster organized the following trainings:

- 38 participants from local NGOs operational in Puntland and South Central participated in a training to increase knowledge and skills and overall effectiveness of local organizations in developing quality emergency education project proposals.
- A one day session was organized on Child Hygiene and Sanitation Training (CHAST). This training supported strengthening of the capacity of Education and WASH Cluster members to plan and implement CHAST activities in Somalia.
- Four day capacity development workshops on Education in Emergencies for partners and government staff in all three zones of Somalia. The training has helped to build the capacity of local actors in emergency education preparedness, response and recovery for a variety of emergency risks.

Quote from survey

- *The Cluster also works hard to provide useful and relevant training to Cluster members, to help build their capacity, skills and knowledge and there is usually a bias in favor of local partners in these cases, which is where there is a higher need and demand for these trainings.*

Further training and guidance was requested by Cluster members, especially at the sub National Cluster level around IM, resource mobilization and advocacy. The perception is that most training occurs for Nairobi level actors and more should be done to facilitate the work and support agencies at the sub National Cluster level.

According to one survey member, additional capacity building for teachers was requested by school administrators. Agencies conducting these capacity building activities for teachers should coordinate with other agencies conducting similar activities in order to maximize resources and avoid duplication.

Quotes from Survey

- *Inter-Cluster coordination has not been very effective... Each Cluster is pre-occupied with its own role... Each Cluster comes up with its emergency response plan which is independent of the other Clusters' plans*
- *There is no inter-Cluster coordination. Often Clusters are working independently and as a result, interventions are very much complimentary*
- *Except for WASH and food that have had direct school based interventions such as hand washing facilities and school feeding programs, the other really do not have any interface with the education Cluster*

#### IV. Conclusion

Education actors working in Somalia are working in an extremely challenging context. With such limited funding, their work thus far is commendable. Areas where the Cluster can facilitate further follow-up as identified through this report are as follows:

- National Cluster: Although the information sharing component of the Cluster meetings was useful, they would benefit more from **informal engagement**. An **on-line chat forum** could be initiated where colleagues could further discuss issues. **Sub National Cluster working groups working** on similar themes could be rolled out to facilitate this kind of engagement as well.
- National and Global Cluster: The **exchange between National and sub-National Clusters could be improved** through more regular visits or with the support of a consultant, temporary staff member or Global Cluster mission to facilitate **data gathering and information exchange**. Further, this person can work with coordinators at the sub National Cluster level to ensure that the 3W information sent to Nairobi accurately reflects the situation in the field.
- National Cluster: **Standardized summarized education data collection tools** and a monitoring framework for all Cluster partners should be developed. **Coordination with other Clusters (where they exist) should be reinforced at the sub National Cluster level** and targets and indicators that have cross Cluster overlap should be created.
- National Cluster: Information sharing with the sub National Clusters should be regularized. Sub National Cluster members provide a great deal of information and feel there is little follow up nor do they see what is done with the information.
- National Cluster and Global Cluster: A more **evidence based advocacy strategy** is needed which uses data and case studies from Cluster partners on the ground. Also, **advocacy through other Clusters work or data** is an important linkage. Support from the Global Cluster on resource mobilization strategies is also needed.
- Heads of Agencies: **UNICEF and Save the Children should play a stronger role** in advocating with donors. UNICEF, as the Cluster lead for **WASH and Nutrition, can also ensure better linkages between these Clusters and education** in fundraising.
- National Cluster: Once the **INEE Minimum Standard** contextualization is complete and the various partners have begun to use them in their work, a follow-up workshop to discuss challenges or lessons would be useful. As the initial training was so positively received this kind of engagement should be continued and an opportunity to discuss implementation would be helpful.