Education Cluster

Strategic Plan 2011-2013

FINAL VERSION

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1. Introduction and acknowledgements

The global Education Cluster took forward a strategic planning exercise during late 2010 and early 2011. The process built on the experience of the Education Cluster 2009-2010 work plan, recommendations from the Cluster Evaluation II (2010), and several country level lessons learned exercises. A background analysis paper was also prepared to take stock of the current and changing humanitarian environment, identify priority issues, and examine past accomplishments and challenges.

The purpose of this plan is to provide an overarching framework to better focus and support the collective action of organizations involved in education preparedness, response and recovery. The vast majority of Education Cluster actors who will deliver on this plan are based in the field, calling on regional and global level support as needed.

The early stages of the strategic plan were developed with the Inter-Agency Network for Education in Emergencies (INEE), in parallel with their own strategic planning process. This plan elaborates the specific role and contribution of the Education Cluster and complements the INEE plan, covering the same period from 2011-2013.

The Education Cluster Unit (ECU) would like to thank the 31 organizational members and more than 50 individual members of the Education Cluster Working Group (ECWG) for their inputs and hard work throughout the planning process. The support from Task Team and Thematic Group chairs in coordinating input at various points has been highly appreciated, as well as overall contributions from the Strategic Advisory Group. In addition, constructive input has been gathered from a range of informants during the background analysis; including contributions from Education Clusters in 14 countries, infusing the analysis with a field perspective.

During the development of this plan, the Education Cluster Steering Group played an important guiding role. Thanks are also due to Save the Children and the Brookings Institution for hosting the strategic planning workshops in DC, and to UNICEF for funding strategic planning consultants. This final version has benefited from consultation with an expanded group of stakeholders, including OCHA, other clusters and donors.

Several individuals deserve a special mention. Thanks to Lori Heninger, INEE Director, for her work on the joint planning process and to Lynne Bethke, independent consultant, who ably facilitated the planning workshops. Particular thanks to independent consultant Gill Price, project manager for the strategic planning process. Her expertise in strategic planning, ability to capture the essence from a wealth of inputs, results-orientation, and patience has been greatly valued.

This process has been coordinated by ECU staff: Ellen Van Kalmthout, Cluster Coordinator (UNICEF), Susan Nicolai, Deputy Cluster Coordinator (Save the Children) and Charlotte Lattimer, Knowledge Management Advisor (Save the Children), and supported by other ECU staff and interns.

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).

2. Purpose of the Strategic Plan

Education Clusters have been established in 42 countries at the time of this plan's preparation. The contexts in which these clusters operate include large scale acute emergencies, protracted crises, and countries at risk. The aim of this plan is to guide overall efforts, particularly at global and regional levels, to support these country level clusters and strengthen their work. Annex A provides a list of countries implementing Education Clusters to date.

The Education Cluster Strategic Plan sets out priorities and guides cluster activities over the next three years. It builds on the achievements of the 2009-2010 Work Plan and lessons learned from cluster and inter-cluster evaluations, while responding to emerging issues facing education actors in the current humanitarian context.

Using the Inter-agency Standing Committee (IASC) aims for strengthening humanitarian response[1] as a starting point, the plan serves as a framework to guide global, regional, and country level action in the coming years.

This strategic plan has three core functions:

1. To communicate the vision, goal and expected outcomes for the Education Cluster over the next three years through a basic strategic framework;
2. To guide planning and prioritisation within the cluster, at global and country levels, through setting out priority core initiatives with intended outputs and indicative activities;
3. To facilitate systematic monitoring and accountability for the period of the plan.

The content of the plan has been designed around four outcomes, encompassing twelve core initiatives. These reflect the priority areas of work and as part of an annual work plan enable allocation of responsibility for related outputs and activities across key actors.

As well as global level outcomes and activities, the plan suggests areas where country-level Education Clusters can focus. Support will be available from the global and regional levels to articulate and deliver against these outcomes and outputs. Additional support will be provided to countries on a rolling 'watch list'[2]. The process for selection and substitution of 'watch list' countries will be further determined as an early activity under the Strategic Plan.

The monitoring and reviewing of this three-year strategy will be undertaken on an annual basis with a view to informing on-going priorities and annual planning for Education Cluster activity at global level. A comprehensive set of indicators is being developed to support ongoing monitoring. Periodic lessons learned exercises and evaluations at country and global levels will also inform (re)prioritisation within the latter part of the strategic planning period[3].

3. Background to the Education Cluster

The Education Cluster is part of the IASC cluster approach. The cluster approach is one of the four pillars of humanitarian reform introduced in 2006 in response to findings

[1] IASC Guidance Note On Using The Cluster Approach To Strengthen Humanitarian Response, Nov 2006
[2] Watch list countries are defined by the Education Cluster as countries considered to be under particular pressure to scale-up rapidly or oversee complex coordination processes, and where additional capacity and support is needed for a set period of time. Those countries receive additional operational and technical support and remote back-stopping for particular functions. Support is provided by the ECU and cluster lead agencies, together with other ECWG members as needed.
[3] Further details are set out under outcome 3 within the Plan

from a comprehensive review of humanitarian action[4]. The humanitarian reform process is underpinned by a focus on strengthening coordination of humanitarian response across partners, particularly between UN and non-UN partners within the humanitarian arena.

Under the leadership of the UN Emergency Response Coordinator (ERC), the cluster approach is now the framework for response in all countries with Humanitarian Coordinators and all new major emergencies. It aims to:

- make provision for sufficient global capacity to respond to emergencies
- facilitate predictable leadership
- facilitate partnership working towards agreed common humanitarian objectives at global and country levels
- strengthen accountability to the IASC, to affected populations and between cluster members
- Improve strategic coordination and prioritization

At global level, the Education Cluster is a group of over 50 members representing 31 organizations. UNICEF and Save the Children, as global cluster co-leads, are accountable to the ERC for ensuring system-wide preparedness and technical capacity to respond to humanitarian emergencies in education, and for securing greater predictability and more effective inter-agency response[5].

The aim of the Education Cluster at country level is to strengthen humanitarian response by demanding high standards of predictability, accountability and partnership. It is intended to achieve a more strategic response to education in emergencies[6] and better prioritization of available resources. This can provide Humanitarian Coordinators and national authorities with both a first point of call and a provider of last resort in education.

4. Situational analysis

Developments in education in emergencies

The importance of education in emergencies gained momentum in the 1990s with recognition that at the time half of the some 100 million out-of-school children lived in conflict- or disaster-affected states. Education in emergencies was recognized as an Education for All (EFA) flagship as part of the Dakar Framework for Action in 2000.

Recognition of education as a need and right for disaster- and conflict-affected populations increased significantly after the subsequent founding of INEE, and the development of the INEE *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* in 2004. The establishment of the Education Cluster has succeeded in further affording education in emergencies greater recognition and funding as part of immediate humanitarian response and recovery. A further important development was the adoption, in July 2010, by the UN General Assembly, of the resolution on education in emergencies entitled 'The Right to Education in Emergency Situations (A/64/L.58)'.

[4] Adinolfi et al, Humanitarian Response Review, UN OCHA, 2005
[5] IASC Guidance Note On Using The Cluster Approach To Strengthen Humanitarian Response, 2006
[6] The term 'education in emergencies' is used throughout the Strategic Plan to cover education in the context of emergency preparedness, response or recovery interventions.

In the last few years there has been renewed concern about the capacity and willingness of conflict-affected and 'fragile states'[7] to meet the education needs of generations of children and youth. These concerns are reflected in the 2011 EFA Global Monitoring Report and the 2011 World Development Report, both of which focus on conflict. Failure to address education requirements is seen as a key factor in perpetuating the fragility of many countries that lack the skilled and educated workforce needed to strengthen stability. This is an important concern for the Education Cluster in setting its priorities in conflict-related emergency contexts and in the transition from humanitarian to development assistance.

There has also been increasing focus on supporting the needs of adolescents and youth. These groups are highly vulnerable to abuse, forced conscription and criminal activity, particularly in conflict-related emergencies, and can play an important role in restoring livelihoods as part of early recovery. Efforts are also being made to extend the provision of education in emergencies to pre-school children and those in tertiary education[8].

Stronger links have been developed with the Protection Cluster in recognition of the effects of increasing violence against children and attacks on schools and learning institutions in conflict situations. This reflects better understanding and emphasis on the psycho-social aspects of education under duress, and awareness that education is a protective measure.

Humanitarian developments

The scale of global humanitarian need is vast and an increasing number of actors add to the complexity for effective coordination in the humanitarian arena. In 2010 the World Bank estimated that over 600 million people[9] were living in conflict-affected or fragile states[10]. In addition, statistics from the International Federation of Red Cross and Red Crescent Societies (IFRC) indicate that on average 255 million people per year were affected by natural disasters over the last decade.

Shifting political interests since the end of the Cold War and the subsequent war on terror have undermined the independence and security of humanitarian organizations. They are frequently drawn into working alongside government, military and peace keeping forces in order to reach the populations they are mandated to assist and protect. This leads to a blurring of the principles of neutrality and impartiality and continues to erode the humanitarian space that affords some degree of protection in violent or conflict-affected areas. This implies the need for careful consideration of work alongside state authorities and non-state actors.

Climate change also significantly impacts on the humanitarian context, with an increase in the frequency of large-scale climate-related natural disasters. An increasing trend in urban disaster risk is also being fuelled by rapid population growth and urbanization[11]. Key to lessening the impact of natural disasters is an increased focus on disaster risk reduction (DRR) measures in high-risk disaster-prone countries. Acquisition of new knowledge and the development of skills to reduce vulnerabilities and manage risks show how education can offer a clear opportunity to help combat climate change.

[7] Defined by the Organization for Economic Co-operation and Development–Development Assistance Committee (OECD-DAC) Fragile States Group as *'the lack of capacity and willingness of a government to perform key state functions for the benefit of all.'*

[8] Andersen A, and Hodgkin M. The creation and development of the global IASC Education Cluster, INEE, May 2010

[9] http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/STRATEGIES/EXTLICUS/0,,menuPK:511784~pagePK:64171540~piPK:64171528~theSitePK:511778,00.html accessed 27.09.10

[10] The list of states and territories considered "fragile" by World Bank definition changes frequently. As of 2005, 35 states and territories were included in that category. From the World Bank Global Monitoring Report 2007

[11] IFRC World Disasters Report 2010 – Focus on urban risk

In addition, better understanding of the long term impacts of conflict has resulted in growing attention to post-conflict and fragile contexts. Apart from the loss of life and destruction of personal assets, conflicts also result in damage to public infrastructure, institutional capacity and economic turmoil. Recovery and rebuilding takes years, and research shows that 40% of post-conflict countries relapse into conflict within 10 years[12]. This has implications in considering the most appropriate strategies for intervening and facilitating the transition from a humanitarian to development approach.

Developments in humanitarian coordination

In 2005 IASC started a process of humanitarian reform, including introduction of the cluster approach with the aim of improving the predictability, effectiveness and accountability of multi-agency efforts to respond to escalating humanitarian needs. The impacts of these reforms have been wide reaching in both the way that humanitarian agencies 'do business' and the demands on their time and resources. A 2010 evaluation[13] indicates that the cluster approach has led to improvements in a number of important areas, including:

- coverage of humanitarian needs in some sectors including child protection,
- better identification of gaps and potential duplication in humanitarian assistance,
- more predictable leadership particularly through dedicated coordination staff,
- improved partnership between UN agencies and other humanitarian actors,
- enhanced ability and performance in mobilizing funding and resources for humanitarian action.

A number of critical issues that need to be addressed by the IASC and humanitarian leadership and by individual clusters in moving forward were also highlighted:

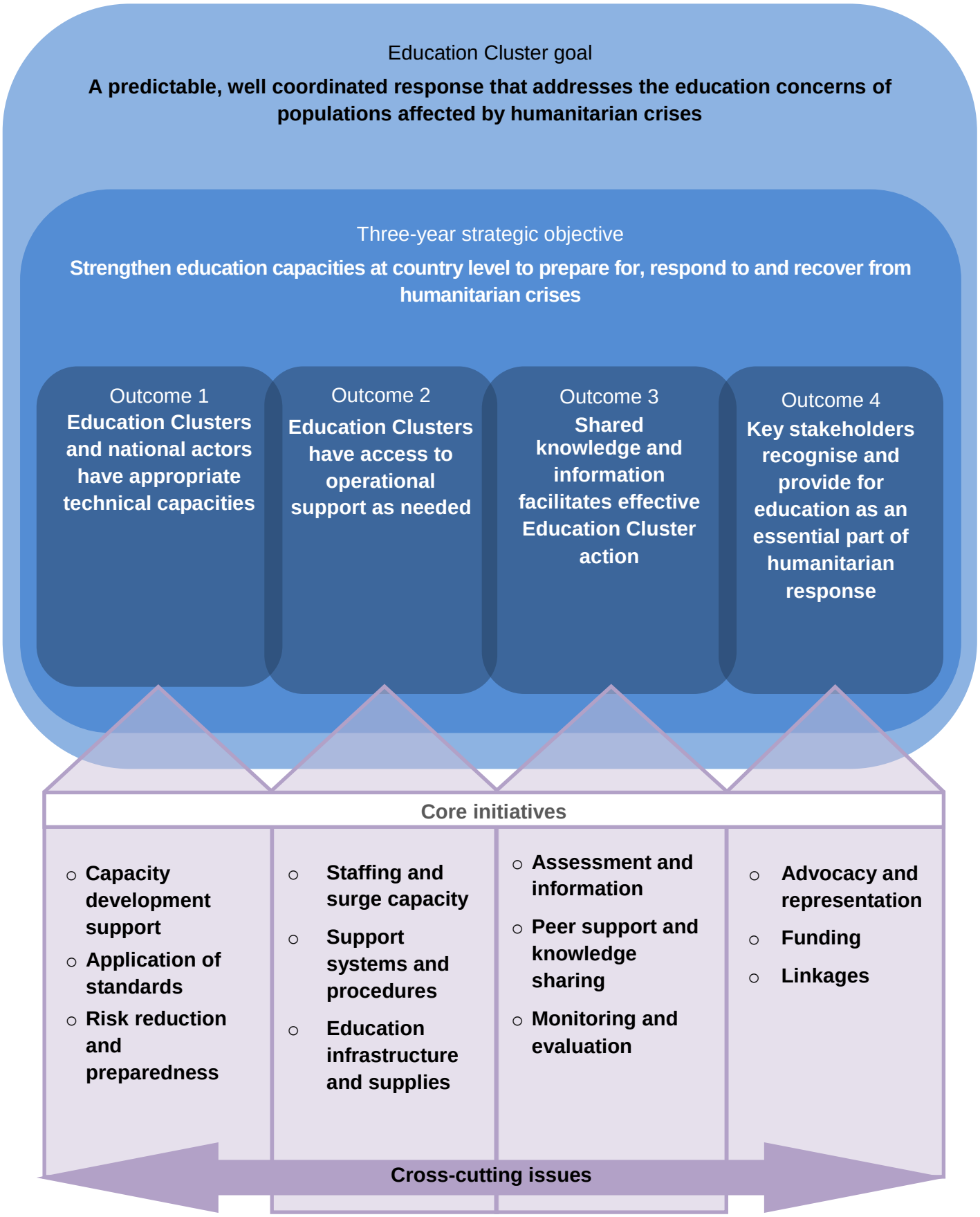
- continued exclusion of national and local actors;
- threats to the humanitarian principles of impartiality, neutrality and independence;
- focus on cluster processes rather than humanitarian action; and
- inadequate attention to cross-cutting and inter-sector concerns issues.

Effort has been made to highlight and address these issues in developing the cluster's strategic direction and they will continue to be given consideration throughout the annual planning process.

[12] http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/STRATEGIES/EXTLICUS/0,,menuPK:511784~pagePK:64171540~piPK:64171528~theSitePK:511778,00.html accessed 27.09.10

[13] Streets et al, Cluster Approach Evaluation 2 – Synthesis Report, URD and GPPI, 2010

5. Strategic framework



5.1 Vision

The Education Cluster envisions a world in which **all those affected by humanitarian crises have equitable access to education in a safe and protective environment.**

This vision reflects the cluster's commitment to supporting Education for All and encompasses the need to facilitate inclusion, quality and relevance as part of equitable access to education.

It embodies the principles of education as a basic human right and core component of humanitarian response, and the importance of education in facilitating physical protection, social stability and psychological recovery in the midst of crisis.

5.2 Goal

The Education Cluster's goal is to enable **a predictable, well coordinated response that addresses the education concerns of populations affected by humanitarian crises.**

The Education Cluster will respond in all major emergencies when called upon to do so by a Humanitarian Coordinator, and where the scale of the emergency is beyond the capacity of national authorities to respond. The nature of support provided will depend on the expressed needs of individual country clusters, global priorities and availability of resources. To enable predictable, well coordinated, comprehensive response to humanitarian crises, the global cluster and individual country clusters will be active in establishing partnerships, collating and sharing information, developing appeals, and supporting crisis mitigation, preparedness and contingency planning.

Capacity development and ongoing technical support will be provided to country-level clusters and education authorities in emergencies where the cluster approach has been instituted. Where existing education sector or disaster management coordination mechanisms are active, support will focus on ensuring sufficient capacity of these institutions and structures.

Within sudden-onset emergencies, the immediate priority is establishing an accurate assessment of needs, developing a response plan, coordinating inter-agency activities and mobilizing resources. This will enable the restoration of education services as quickly as possible to provide a degree of normality during crisis and times of distress, and to enhance protection. Beyond the initial response and in longer term chronic crises, the focus is on working with national authorities to achieve scale and a rapid expansion or resumption of learning.

5.3 Underlying principles

During background analysis and consultations undertaken for the strategic planning process, a number of key concerns emerged. Cluster stakeholders felt these issues needed greater emphasis in shaping the structure and content of the cluster strategy. Five issues have been adopted as underlying principles of the plan:

a) In particular, there was a strong call for greater '**focus on country level**' which has been addressed through:

- putting country clusters and national authorities at the centre of the cluster's three year strategy;
- identifying key deliverables for clusters at country level to link the planned areas for global support to achievement of results at the country level;
- prioritizing the provision of operational and technical support for country clusters and national authorities;

- reflecting the diversity in context and expressed needs across country clusters e.g. in relation to thematic issues and development of tools and services.

b) The need for greater attention to **partnership** within and beyond the cluster. It has been addressed through:

- encouraging partner engagement in cluster activities that are within their areas of particular interest, specialism and capacity;
- highlighting and defining linkages with national authorities and education sector working groups at country level;
- extending outreach to new and existing partners working with girls and boys of different ages and in different thematic aspects of education;
- strengthening inter-cluster coordination, particularly in the areas of protection, health, WASH, shelter, CCCM, food security and nutrition;

c) The need for continued effort in ensuring **equity** in access to and quality of education across all affected populations at country level. This encompasses the rights and needs of boys and girls of different ages, with an underlying principle of inclusion - ensuring the education needs of all are considered. Within the strategy, provision for equity has been made through:

- looking beyond primary education to early childhood care and development (ECCD) and the education needs of adolescents and youth, particularly toward the most marginalised;
- mainstreaming gender in the cluster's work and strengthening attention to gender among cluster partners, including national authorities;
- addressing equity concerns within the affected population and making provision for particularly vulnerable children and young people, such as those affected by HIV/AIDS and those with disabilities;

d) The need to be more **accountable,** in particular to affected populations. This has been addressed through:

- promoting participation and information sharing with affected populations and other cluster stakeholders throughout the work of the cluster;
- linking the generation and sharing of knowledge and lessons learned to country level priorities and national stakeholders;
- prioritizing the contextualization and use of the INEE Minimum Standards as a planning tool and framework for monitoring cluster performance.

- building monitoring and evaluation into the strategic plan to make the work of the ECU and ECWG more transparent and accountable.

e) The need to link the cluster's work to **mitigation, preparedness, recovery and development** processes. These linkages have been addressed through:

- a primary focus on building national education and coordination capacity to prepare, respond to and recover from crises;
- inclusion of DRR initiatives and attention to conflict mitigation concerns;
- engagement with country and regional institutions, development stakeholders and long-standing coordination groups for recognition and support for education within and beyond the emergency phase.

5.4 Strategic objective

In order to work towards achieving the Education Cluster's goal, the overarching objective for the cluster's three year strategy is to **strengthen education capacities at country level to prepare for, respond to and recover from humanitarian crises.**

Increasing country-level capacity is the most sustainable approach to addressing education priorities, in terms of education needs and rights, in preparedness, response, recovery and risk reduction-related activities.

The cluster's approach to strengthening capacity concerns two main groups of constituents. First, the capacities of existing stakeholders in the form of education authorities, disaster management authorities and other local, national and international education actors. Second, the capacity of country-level Education Clusters, including co-lead agencies, cluster partners and cluster coordination personnel.

Capacity requirements will be defined at country level in relation to a given emergency and the demands of ensuring the safety of children and young people and the restoration of education services. The outcomes, outputs and activities set out in the remainder of the strategy aim to address these requirements.

5.5 Outcomes and Core Initiatives

There are four global outcomes that have been defined in order to achieve the cluster's strategic objective. Each outcome will be achieved through the implementation of a number of core initiatives. The four global outcomes are as follows:

Outcome 1: Education Clusters and national actors have appropriate **technical capacities**

Outcome 2: Education Clusters have access to **operational support** as needed

Outcome 3: **Shared knowledge and information** facilitates effective Education Cluster action

Outcome 4: **Key Stakeholders recognize and provide for education** as an essential part of humanitarian response

Outcome 1: Education Clusters and national actors have appropriate technical capacities

A well coordinated and comprehensive response by the education sector to educational needs in humanitarian crises relies on relevant technical skills, effective tools and up-to-date expertise. Such a response goes beyond education and involves targeted efforts with other sectors and clusters operating in the specific context. Appropriate technical capacity also refers to building a better collective understanding of the role of the cluster and its links with other coordination mechanisms. Supporting the development of technical capacity will be done through three core initiatives:

Core initiative A: Capacity development support

The global cluster will support the efforts of the co-lead agencies, cluster partners and education authorities in developing individual and institutional capacities in education in emergency preparedness, response and recovery. Targeted assistance in mapping and responding to capacity development needs at country level will strengthen action by national authorities, make better links between emergency and recovery/development actors, processes and structures, and identify synergies with other sectors and/or clusters. This core initiative will advance the already extensive work that has been done to develop a globally harmonised training package and several regionally contextualised versions. Existing resources will be complemented through the integration of new materials developed at regional and country levels, as well as new approaches to learning and development. New learning approaches will be cognizant of the need for ongoing learning systems that will go beyond 'one off' events and incorporate lessons learned. Throughout this work, country level clusters will be supported to focus on meeting the education needs of youth, adolescents, and young children. This emphasis on education for all ages is one of the central keys to improving the protective reach of education in emergency response.

Core initiative B: Application of standards

In line with their own 2011-2013 strategy, INEE will take the lead in contextualization, application and institutionalization of INEE tools including the Minimum Standards, with support from the Education Cluster. Support will be available from global and regional levels, for country clusters and national authorities in applying the standards in practice for identification, planning, implementation, monitoring and evaluation of education activities. Where education standards of preparedness, response and recovery already exist, special care will be taken to clearly integrate and ensure each cluster country benefits from synergies with the INEE standards.

Core initiative C: Risk reduction and preparedness

Risk reduction and preparedness provisions were identified as a high priority during the strategic planning process, particularly in countries prone to natural disaster or conflict. Under this initiative, attention to DRR and conflict mitigation in the most marginalised areas will be increased to reflect the importance of education in reducing vulnerability and strengthening recovery in fragile contexts. A DRR toolkit and guidance note, will be rolled out in a number of high risk countries. Development of protection-related guidance will help address needs occurring in disaster and conflict settings to reduce risk and mitigate their effects. Initiatives such as safer school construction, promotion of knowledge of, and reducing risks associated with disasters and conflict will be addressed through technical support and guidance for education authorities, other clusters and broader education stakeholders. Support will be provided to Education Clusters and education authorities in integrating DRR measures and clarifying ways to mitigate conflict by helping with the development or modification of emergency preparedness and contingency plans.

Outcome 1: Education Clusters and national actors have appropriate technical capacities				
Core initiative: **A: Capacity development support**		*Core initiative:* **B: Application of standards**	*Core initiative:* **C: Risk reduction and preparedness**	
Output 1.1: All country level clusters have a capacity development plan in place	**Output 1.2:** Training materials and trainers are available to support the development of technical capacities at country level	**Output 1.3:** INEE tools including the Minimum Standards are contextualized and used by country level clusters	**Output 1.4:** DRR and conflict mitigation measures inform policy and action of country cluster and national authorities	**Output 1.5:** Emergency preparedness and contingency planning tools are used for country cluster and national authority planning and action
Activities: Act. 1. Support countries in mapping and formulation of capacity development plan Act. 2. Support country-level clusters to link with appropriate development processes and structures Act. 3. Support country-level clusters to better address education of all age groups Act. 4. Track the delivery and impact of capacity development initiatives and tools/guidance in the field, in collaboration with INEE	**Activities:** Act. 1. Facilitate specific capacity development support requests, identifying possible trainers and useful materials Act. 2. Promote the use of the Education Cluster-INEE harmonized training package and other regionally contextualized training resources Act. 3. Advance new approaches to capacity development, including e-learning, mentoring/coaching and trainee schemes	**Activities:** Act. 1. Contextualization and use of INEE tools including the Minimum Standards is facilitated through application visits/workshops/technical support Act. 2.Integration of INEE Minimum Standards in country level cluster strategies/plans, NA, IM systems and tools, and M&E processes Act. 3. Ongoing global collaboration supporting the promotion and dissemination of INEE tools including the Minimum Standards, including in response to new emergencies	**Activities:** Act. 1. Promote the understanding of DRR resources, including guidance note and toolkit Act. 2. Provide country level guidance and support to promote conflict mitigation, analysis of good-practices and linking with protection actors Act. 3. Contribute to other DRR and conflict mitigation efforts, liaising with groups such as ISDR, GCPEA, and the INEE WG on education and fragility and relevant other groups	**Activities:** Act. 1. Finalize, use and update preparedness and contingency planning tools as needed Act. 2. Support country clusters and national authorities in analysis and elaboration of country contingency plans and in preparedness measures, integrating ways to mitigate conflict and reduce disaster risk

Outcome 2: Education Clusters have access to operational support as needed

Alongside technical know-how is the need for adequate country-level capacity to operationalise predictable and timely education action. Where possible the operational capacity of country level cluster stakeholders will be supported through the global cluster, with the means to draw on additional international surge capacity if required. Three core initiatives will drive the development and mobilization of the cluster's operational capacity:

Core initiative D: Staffing and surge capacity

In the event of a sudden onset emergency or escalation in the severity of an existing crisis, additional capacity will be provided as needed to support rapid needs assessments, planning, resource mobilization, implementation and monitoring of education action. As well as trained and experienced human resource capacity, this initiative will make the necessary provisions for well established guidelines, systems and procedures to support co-lead agencies at country level to rapidly scale up. The Education Cluster will explore opportunities for collaborative coordination capacity development at regional and national level and with other clusters. At all levels a more systematic process of follow up and support to coordination capacity development will be maintained.

Core initiative E: Support systems and procedures

Co-lead agencies will collaborate with partners to develop Standard Operating Procedures (SOPs) for interaction with country level clusters to facilitate a predictable response in any emergency. Supplementary global/regional support will be provided to 'watch list' countries and assistance may also be provided for particular processes such as strategic planning, needs assessment or development of funding appeals. New guidance from the Education Cluster and the IASC more broadly will be routinely disseminated to the field. In addition, hands-on support from the co-lead agencies and partners will be provided through inter-cluster and Joint Education Cluster missions as needed.

Core initiative F: Education infrastructure and supplies

Initial work under the previous Education Cluster Work Plan will form the starting point for this new strategy on education infrastructure and supplies. Individual country clusters will be supported to map out and harmonize current country capacity and requirements for school and other learning infrastructure and supplies. At global level, this area will be reviewed with other clusters to agree protocols around the use of education infrastructure for other humanitarian purposes.

Outcome 2: Education Clusters have access to operational support as needed				
Core initiative **D: Staffing and surge capacity**		*Core initiative* **E: Support systems and procedures**		*Core initiative* **F: Education infrastructure and supplies**
Output 2.1: Country-level CLAs have clear guidance on staffing and real-time support to meet surge capacity needs **Activities:** Act. 1. Maintain and distribute up to date guidance to country level CLAs including appropriate staffing systems and structures for clusters Act. 2. Provide real-time support to country level CLAs to enable the staffing of clusters in an appropriate and coordinated way Act. 3. Make expert capacity available at critical times through missions of the ECU and other CLAs	**Output 2.2:** A cadre of appropriately qualified and experienced coordination staff is available to country-level clusters **Activities:** Act. 1. Support roll-out of cluster coordination training at national and sub-national levels Act. 2. Develop and maintain a pool of internationally deployable coordination staff Act. 3. Refine and update cluster coordination training package and other materials Act. 4. Address learning and development needs of existing cluster coordination staff in collaboration with partners and other clusters	**Output 2.3:** Agreed procedures guide ECU/CLA support for acute and protracted emergencies **Activities:** Act. 1. Develop and agree SOPs between co-lead agencies and partners Act. 3. Contribute to, disseminate and implement IASC guidance	**Output 2.4:** Operational support is provided to country-level clusters through regular contact with regional/global level **Activities:** Act. 1. Identify and provide supplementary global support to a group of countries on a rolling watch list Act. 2. Provide ongoing guidance to all country level Education Clusters actors. 3. Facilitate inter-cluster and joint Education Cluster missions as needed	**Output 2.5:** Information and expertise on school infrastructure and supplies is available to country-level clusters **Activities:** Act. 1. Determine what infrastructure and supply support is available and needed by country level clusters, in coordination with national authorities. Act. 2. Support countries to review and harmonize supply provision across cluster partners Act. 3. Agree approaches on use of schools as temporary shelters and setting up of temporary school structures with other clusters

Outcome 3: Shared knowledge and information facilitates effective Education Cluster action

Coordination, planning and decision making for cluster stakeholders at all levels are dependent on access to information and knowledge. Accurate information facilitates the most effective allocation of education resources and services, focused on the most marginalised within affected populations. Similarly knowledge and learning can enhance the quality of education action at all levels. Three core initiatives will strengthen these aspects of cluster activity:

Core initiative G: Assessment and information management

Building on the *Joint Education Needs Assessment Toolkit* developed under the cluster's previous work plan, the Education Cluster will facilitate dissemination and understanding of available resources; as well as providing direct support to use and adapt the tools in selected countries. Efforts to strengthen information management practice at country level will progress through development of a set of standardized IM tools and systems for the Education Cluster, linking with other clusters and building as much as possible on existing IM tools and Education Management Information Systems (EMIS). Capacity building will increase the pool of skilled practitioners to support IM functions in the field. At global level, stronger systems will track basic data on the work of country level clusters to provide a snapshot of progress and challenges.

Core initiative H: Peer support and knowledge sharing

Under this initiative the global cluster will endeavour to improve the generation and sharing of knowledge, from sub-national to global level and across stakeholders at all levels. The development of a range of virtual platforms will facilitate information/knowledge sharing and peer support between cluster coordination staff, co-lead agencies, cluster partners and other stakeholders. Efforts will be made to align with and utilize existing services such as the humanitarian info web platform, in addition to exploring innovative approaches such as social networking. A range of formalized lesson learning activities are also envisioned. This will enable systematic learning from both large and smaller scale emergencies and a process for capturing innovative practice and lessons learned in response to country-driven priorities. In this way, knowledge sharing will also play an important role in building a stronger evidence base identifying emerging issues and informing on-going priorities within the cluster.

Core initiative I: Monitoring and evaluation

Absence of a robust mechanism for monitoring and evaluation and ensuring accountability to disaster-affected populations and cluster stakeholders was identified as a weakness within the cluster during the strategic planning process. At country level, monitoring and evaluation will be addressed through a results-based framework[14] that informs the work of Education Clusters and enables improved reporting and accountability to affected populations, humanitarian leadership, donors and cluster partners. At global level, a results based framework will enable annual monitoring and evaluation of the progress and outcomes of global cluster activities in line with the strategic plan, recommendations from the 2010 co-lead review and main findings from the Cluster Approach Evaluation (phase II). Results from the global-level evaluation will inform the development of the next strategic plan and integrate into learning and the on-going institutional development of the cluster.

[14] Defined by OECD-DAC (2010) as '*a management strategy that focuses on performance and achievement of outputs, outcomes and impacts*', rather than the management of project activities.

Outcome 3: Shared knowledge and information facilitates effective Education Cluster action.				
Core initiative: **G: Assessment and information management**		*Core initiative:* **H: Peer support and knowledge sharing**	*Core initiative:* **I: Monitoring and evaluation**	
Output 3.1: Joint needs assessments by country level clusters inform priorities for planning and implementation	**Output 3.2:** Strong data and information management informs decision-making at global and country levels	**Output 3.3:** Knowledge, information and good practice are systematically shared to inform and improve future response	**Output 3.4:** Country-level monitoring and evaluation frameworks are developed and used, based on INEE Minimum Standards and addressing accountabilities to affected communities	**Output 3.5:** Global cluster performance and impact is monitored and evaluated to inform future planning and priorities
Activities: Act. 1. Make resources on joint education needs assessments widely available Act. 2. Build capacity at global and country level to lead and participate in joint education and multi-cluster needs assessments Act. 3. Support the implementation of joint education needs assessments and the appropriate analysis and presentation of data.	**Activities:** Act. 1. Refine and maintain a robust global system for tracking data on country level clusters Act. 2. Building on existing IM tools and EMIS systems, consolidate and develop an IM package for country-level clusters Act. 3. Support the use and adaptation of IM systems and tools through training and expert deployments	**Activities:** Act. 1. Further develop and highlight where to access key resources and tools Act. 2. Strengthen a community of practice, sharing knowledge and experience virtually using both social media and more traditional means Act. 3. Support and apply lesson learning within and between country level clusters Act. 4. Work closely with INEE to contribute to a growing evidence base for the sector	**Activities:** Act. 1. Develop and adopt a generic results based framework to monitor education outcomes and performance Act. 2. Design and apply a methodology for the evaluation of select country-level clusters and use findings to improve practice	**Activities:** Act. 1. Use a results based framework for monitoring progress against the Education Cluster strategic plan Act. 2. Cluster leads take forward recommendations from the global co-lead review Act. 3. Develop and manage a global evaluation, covering both performance and results, and use the findings to inform the next strategic planning process

Outcome 4: Key stakeholders recognize and provide for education as an essential part of humanitarian response

The cluster's ability to respond to education priorities in humanitarian crises is dependent on the engagement and support of a broad range of internal and external stakeholders. Issues that affect the quality of education in emergencies go beyond the education sector, which can in turn play a critical role in strengthening overall humanitarian response and recovery, particularly when working with other sectors. These synergies will be explored and reinforced through three core initiatives:

Core initiative J: Advocacy and representation

Education is still not fully accepted by all humanitarian actors as an essential part of first phase emergency response, nor is the concept of education in emergencies well understood and supported by all cluster stakeholders. The global cluster will support country clusters through the development of appropriate advocacy messages, tools and guidance. Advocacy briefs will incorporate concrete examples to demonstrate the importance of education in emergencies. Key messages will target specific audiences, including affected populations who are themselves often the best advocates, but at times may need assistance to do so. At global level, the Education Cluster will identify suitable advocacy champions/advocates and strategic events and platforms for advocating on behalf of education in emergencies and the Education Cluster.

Core initiative K: Funding

Lack of funding has emerged as a priority concern for the Education Cluster, partly due to the challenges in generating support for education in emergencies from humanitarian leadership and donors. Under this initiative the global cluster will work towards strengthening and diversifying cluster funding at all levels. At global level, funding activities will be based on firm evidence setting out the case for funding education in emergencies and building on regular analysis of donor support for education. The Education Cluster will work closely with partners to generate donor interest and funding support through meetings with donors and as part of other platforms. Guidance to country clusters will support national efforts to mobilize humanitarian and donor funding. This will include advice and support on analyzing and presenting the evidence of thematic concerns in humanitarian funding appeals.

Core initiative L: Linkages

At global level, the Education Cluster will promote and strengthen partnership between agencies involved in supporting education in emergencies. All partners will be encouraged and supported to take on cluster activities within their areas of particular interest, specialism and capacity. Work will also be undertaken with specific operational partners at global and country levels to increase engagement in cluster operations.

Strengthening inter-cluster linkages and links between the Education Cluster and other education sector stakeholders are an important element in enhancing the effectiveness of Education Cluster action through improving synergies, avoiding duplication, and linking relief with recovery and development programming. Attention will be paid to mainstreaming cross-cutting issues such as gender and age; and promoting priority thematic concerns for education in other clusters, e.g. adolescence and youth. In recognition of capacity limitations within the cluster, two thematic or cross-cutting issues will be prioritised per year. Specific activities are planned to work more closely with other clusters to jointly advance humanitarian action in areas such as accountability to affected populations, NGO leadership within clusters, and early recovery.

Outcome 4: Key stakeholders recognise and provide for education as an essential part of humanitarian response						
Core initiative: **J: Advocacy and representation**		*Core initiative:* **K: Funding**		*Core initiative:* **L: Linkages**		
Output 4.1: Advocacy efforts for education in emergencies are supported at country, regional and global levels	**Output 4.2:** The Education Cluster is represented in key humanitarian and education events/platforms at all levels	**Output 4.3:** Donors at both global and country levels are approached to increase funding for education in emergencies	**Output 4.4:** Education Cluster leadership in coordination of appeals is strengthened	**Output: 4.5:** Partnerships are strengthened between agencies supporting education response	**Output 4.6:** Cross-cutting issues are addressed through the work of the Education Cluster	**Output 4.7:** The Education Cluster contributes to inter-cluster initiatives addressing broader humanitarian concerns
Activities: Act.1. Develop and regularly update an advocacy strategy with global cluster partners Act.2. Conduct focused advocacy towards key targets Act.3. Prepare and distribute advocacy resources to all clusters and cluster partners Act.4. Engage with select countries as needed to advocate for education in emergencies	**Activities:** Act.1. Work with co-lead agencies and members to encourage and support representation at key events/platforms Act.2. Actively participate in IASC and inter-cluster working groups and task teams	**Activities:** Act.1. Identify priority donors at global and country levels and open a dialogue regarding support for cluster activities Act.2. Use analysis/evidence with donors to increase funding for a coordinated response to education in emergencies	**Activities:** Act.1. Develop and distribute short guidance for country level funding options, including appeals Act.2. Provide technical support as needed to enable good practice in preparing appeals Act.3. Monitor education funding in appeals, including preparation of an annual update	**Activities:** Act. 1. Provide a broad platform for regular engagement of partners in the Education Cluster Act. 2. Work closely with operational actors to encourage institutional engagement in responding to education in emergencies	**Activities:** Act.1. Integration of cross-cutting issues in capacity development, technical tools/guidance and knowledge sharing initiatives: gender; age; environment; HIV/AIDS; disability Act.2. Advance gender issues as a part of Education Cluster work, given its importance to education in emergencies	**Activities**: Act.1. Advance humanitarian action through work on IASC inter-cluster processes, with focus on: accountability to affected populations; and involvement of NGOs in cluster leadership Act. 2. Work with other clusters on relevant issues

Cross-cutting issues

The cluster will integrate cross-cutting issues throughout its work. Priority cross-cutting issues that all clusters are mandated to address – namely gender, age, environment and HIV/AIDS – will be factored into core initiatives and activities under all of the different outcome areas. In addition, attention will be given to disability issues, as well as mental health and psychosocial support. Good progress has already been made in some of these areas under the previous cluster work plan (e.g. in gender). In other areas (e.g. the environment), more discussion is needed to identify concrete ways of effectively integrating important issues into the work of the cluster.

Activities related to cross-cutting thematic issues can be found in several places throughout the plan. For instance, developing capacity in early childhood care and development and adolescents and youth at country level will be considered under the core initiative 'Capacity development support' (outcome 1). Other important cross-cutting thematic issues, such as DRR and conflict mitigation and peace building will be addressed under a separate core initiative under outcome 1. In recognition of capacity limitations within the cluster, two thematic or cross-cutting issues will be prioritised per year. Beyond this, and to ensure that the cluster hold itself accountable for integrating cross-cutting issues across the board, a targeted output (4.6) has been included in the Strategic Plan under outcome 4.

The Education Cluster and INEE will harmonize efforts on thematic issues through their respective task teams and working groups. Close collaboration will be maintained to maximise synergy with INEE's core initiative of '*facilitating policy development, policy dialogue and advancement on quality, safe and relevant education and thematic issues'.*

6. Operationalising the plan

The success of the cluster's three-year strategy is dependent on the active engagement and assistance of cluster constituents at all levels. Similarly the collective effort of the co-lead agencies and all cluster partners is needed in operationalising this plan and in meeting the cluster's accountabilities. This section maps out the roles and indicative areas of responsibility for each of the cluster's main constituents.

Education Cluster Working Group (ECWG)

The purpose of the ECWG is to bring together a wide range of cluster partners and enhance the capacity and continuity of the cluster's work. Strong and consistent partner engagement is essential in:

- contributing to the technical, operational and leadership capacity of the cluster;
- facilitating understanding of and support for the cluster among staff in cluster partner organizations, at global and country levels.

Partners are encouraged to take the lead on individual cluster activities or initiatives, alongside endorsing and assisting with the planning and implementation of all aspects of the plan. Given the diversity of cluster operations there is broad scope for partner involvement, the details of which will be reflected in the cluster's annual work plans.

The current ECWG is comprised of 30 separate agencies involved in various areas of education in emergencies. The ECWG structure to date has been made up of four Task Teams and a number of thematic groups:

- *Field Operations Task Team (FOTT)*
- *Knowledge Management Task Team (KMTT)*
- *Capacity Development Task Team (CDTT)*
- *Strategic Advisory Group (SAG)*
- *Thematic Issues Working groups [Adolescents and Youth, Child Protection, Disaster Risk Reduction (DRR), Early Childhood Care and Development (ECCD), Gender, Mental Health Psychosocial Support (MHPSS), Protection, Prevention and Peace-building (4Ps)]*

The structure of the ECWG may change in response to detailed plans for operationalising this strategy. The structure will also accommodate the need for close collaboration with INEE's working groups and task teams, particularly where there is strong synergy between the work of the two entities. Establishing an effective mechanism for regular communication and coordination with INEE will be an integral element in operationalising the plan.

Any changes to the current ECWG structure and coordination arrangements will be reflected in annual work plans.

Cluster Lead Agencies

Education Cluster Steering Group

The Education Cluster Steering Group is made up of two senior managers from Save the Children and two from UNICEF. This group assumes responsibility for managing the partnership between the co-lead agencies and is also responsible for overseeing the cluster's progress and achievements in line with this Strategic Plan, particularly in terms of the role of the ECU. Sign off and annual review of annual work plans and budget will be undertaken by the Steering Group.

Education Cluster Unit (ECU)

The managerial, technical and administrative support for the cluster is provided through the ECU, staffed jointly by UNICEF and Save the Children. Ensuring adequate understanding of and commitment to global cluster policies and plans among country cluster staff and other Emergency Operations or Programme staff within the co-lead agencies is also an integral part of this role. An organigram for the cluster and further details of the role of the ECU are provided in Annex B.

Regional advisers and focal points

Implementation of the cluster's strategy will also be supported at global and regional level through the activities of staff in each of the co-lead agencies, in particular the global level focal points in Save the Children and regional education in emergency staff in UNICEF. Their remit includes mainstreaming the cluster's activities into the work of their own agencies and providing operational guidance and capacity development support for designated clusters at country level. The regional advisers and focal points will also ease the process of aligning planned cluster activities with those of the co-leads at global, regional and national levels to enable a complementary approach.

Country clusters

A number of country-level deliverables were identified in developing this three-year strategy, to be finalised early in the strategic plan period. These outputs are integral to achieving the desired improvements in education in emergencies set out within the plan and have assisted in identifying the areas of global support needed to contribute to achieving these results at country level. Cluster partners, co-lead agencies, cluster coordinators and national actors all play an important role in fulfilling these deliverables.

Cluster Lead Agencies

At country level, the co-lead agencies have overall responsibility for the cluster's contribution to the Education Cluster Strategic Plan. This includes providing input and information as required and ensuring the delivery of country level outputs through the collective effort of all cluster partners. The co-leads and designated cluster coordinator(s) are the main point of contact between the country cluster and regional or global level cluster actors.

Cluster partners

The combined assistance and commitment of cluster partners is essential in realizing this strategy and achieving the desired education outcomes for affected populations at country level. Cluster partners have a responsibility to contribute to the cluster's response capacity and support agreed policies and plans.

Individuals engaged in the cluster have an important role in sensitizing colleagues and local partners to the work of the cluster, and in advocating for maximum support. Cluster partners are also expected to support the cluster's operational and leadership capacity through taking on coordination responsibilities at sub-national level, leading technical working groups, or assisting with specialist functions or themes, such as information management, ECCD, gender, etc.

National actors

Ideally coordination of the education sector response in humanitarian crises will be a collaborative effort between the Education Cluster and relevant national authorities. National authorities and existing education sector coordination mechanisms have a key role in complementing the knowledge, capacity and effort of cluster actors. Their active involvement and ownership will also enhance the effectiveness and sustainability of

cluster deliverables, e.g. capacity development plans, response plans, contingency plans.

Wherever possible, country-level Education Clusters should work to support and complement the capacity of education sector coordination mechanisms and national authorities, including Ministries of Education, disaster management authorities etc. In situations where an existing education sector coordination body exists, negotiating the way in which the cluster relates to this group will be a critical task for the cluster coordinator(s), co-leads and cluster partners.

Global cluster initiatives will strive to take the needs, interests and constraints of stakeholders at national and sub-national levels into account through a stronger focus on field-driven priorities. Similarly efforts will be made to promote and support adequate engagement with affected populations, schools, teachers, parents and students through simple, innovative opportunities for two-way communication and exchange of information and knowledge.

7. Partnership with INEE

As two of the main entities acting at global level for the advancement of education in humanitarian crises and crisis-prone contexts, the Education Cluster and INEE have undertaken strategic planning in parallel and will consult and collaborate on the further development and implementation of several core initiatives. This ongoing partnership aims to increase the synergies and impact of education action at the country, regional and global levels in emergency preparedness, response and recovery[15].

The Education Cluster is mandated, through the co-lead agencies, to coordinate education in humanitarian crises, while INEE is a global hub for the development and sharing of knowledge and information across the entire community of education in emergencies practitioners. Both entities strive to address the most pressing education concerns for communities in humanitarian crises and crisis-prone settings.

The breadth of the INEE network and the strengths of the Education Cluster's presence in the field are highly complementary. Similarly INEE's competency in developing tools, standards and guidance is complementary to the cluster's focus on developing operational and technical capacity and learning from field practice.

The Education Cluster and INEE have developed a strong basis for partnering including a shared commitment to maintain regular communication and effective coordination between the ECU and INEE Secretariat and across respective task teams and thematic working groups. Focal areas of joint action and collaboration in implementation of their respective three-year strategic plans have also been agreed in principle, as follows:

- *Contextualisation and application of INEE Minimum Standards, tools, guidelines and training*
- *Disaster risk reduction policy and practice*
- *Adolescents and youth policy and practice*
- *Knowledge sharing and communication with education in emergencies stakeholders*
- *Advocating for education in emergencies*
- *Financing for education in emergencies*
- *Linking education in emergencies with longer term development*

[15] This Plan reflects the focus of the Education Cluster's mandate on emergency preparedness, response and recovery. Emergency prevention is also a large part of INEE's remit which the cluster will contribute to but not as an area of primary focus over the period of this plan.

Annex A: Country implementation

As of February 2011, there are **42 countries** who have established Education Clusters. Thirty eight of those Clusters are currently active; and four are dormant[16]. This is out of a total of 45 countries that have implemented the Cluster approach. In addition, six countries that we are aware of have active or dormant working groups on education in emergencies that have taken on similar activities to clusters.

UNICEF is the lead or co-lead in all the countries except one; whilst Save the Children (SC) serves as a co-lead in 26 clusters. Ministries of Education (MoE) have taken on a formal co-lead role of seven Education Clusters. Other NGOs have taken on co-leadership at national level in two countries. Co-leadership/facilitation arrangements often apply in countries at sub-national levels, with agencies such as AVSI and NRC taking on such a role.

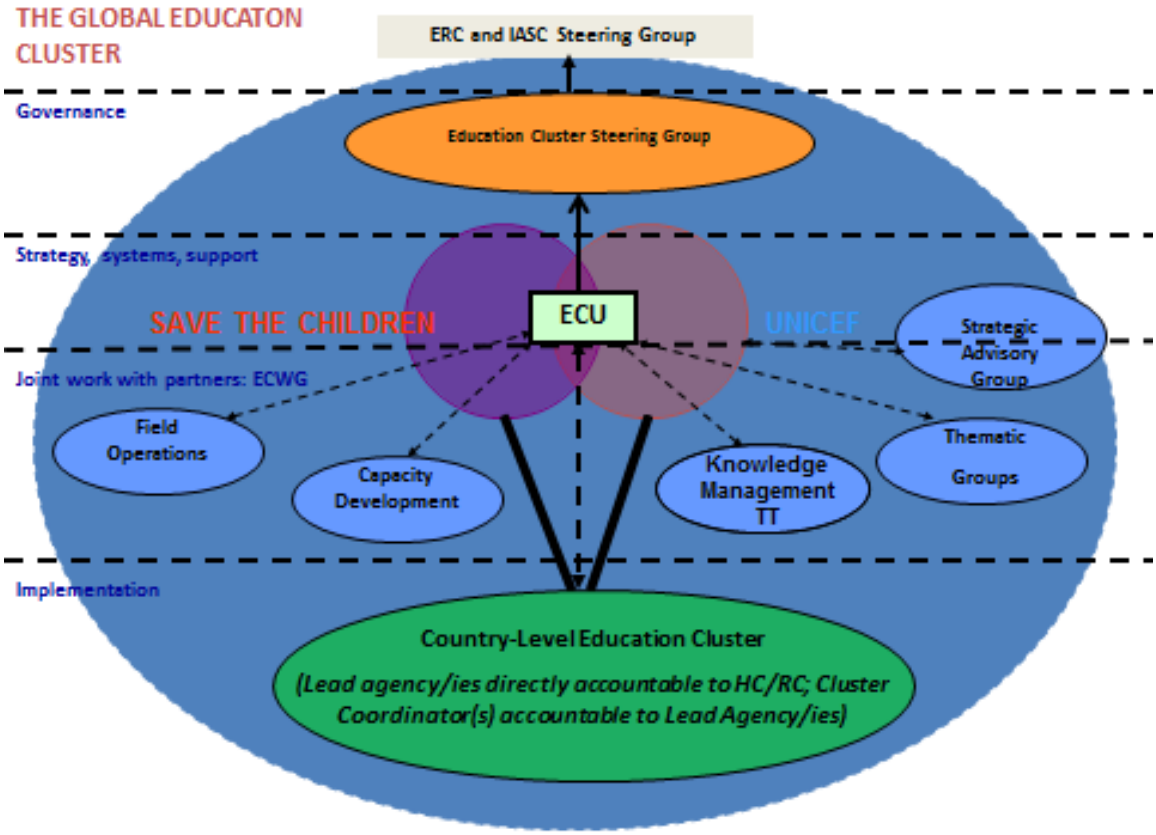
Country	Status	Type of Emergency	Lead(s)
Eastern and Southern Africa			
1. Burundi	Active Cluster	Complex emergency	UNICEF
2. Ethiopia	Active Cluster	Complex emergency	UNICEF/SC
3. Kenya	Active Cluster	Complex emergency	MoE/UNICEF/SC
4. Madagascar	Active Cluster	Complex emergency/Natural Disaster	MoE/UNICEF
5. Mozambique	Active Cluster	Natural Disaster	UNICEF/SC
6. Somalia	Active Cluster	Complex emergency	UNICEF/SC
7. South Africa	Active Cluster	Natural Disaster	MoE/UNICEF/SC
8. Uganda	Active Cluster	Complex emergency	MoE/SC
9. Zimbabwe	Active Cluster	Complex emergency	UNICEF/SC
West and Central Africa			
10. Benin	Active Cluster	Natural Disaster	UNICEF
11. Central African Republic	Active Cluster	Complex emergency	UNICEF/COOPI
12. Chad	Active Cluster	Complex emergency	UNICEF
13. Cote d'Ivoire	Active Cluster	Complex emergency	UNICEF/SC
14. Democratic Republic of Congo	Active Cluster	Complex emergency	UNICEF/SC
15. Guinea	Active Cluster	Complex emergency	UNICEF
16. Liberia	Clusters dormant, no Education Cluster	Complex emergency	---------
17. Niger	Active Cluster	Complex emergency	UNICEF
South Asia			
18. Afghanistan	Active Cluster	Complex emergency	UNICEF/SC
19. Bangladesh	Active Cluster	Natural Disaster	UNICEF/SC
20. Bhutan	Active Working Group	Natural Disaster	MoE
21. Nepal	Active Cluster	Complex emergency	MoE/UNICEF/SC
22. Pakistan	Active Cluster	Complex emergency/Natural Disaster	UNICEF/SC
23. Sri Lanka	Active Cluster	Complex emergency	UNICEF/SC
East Asia and Pacific			
24. Indonesia	Active Cluster	Natural Disaster	UNICEF/SC

[16] There is no agreed terminology across clusters on the status of clusters after an emergency is considered to be over. In some cases, clusters go 'dormant' and in other cases they 'deactivate'. For the purposes of this exercise, the term dormant is used throughout to indicate where clusters are no longer active.

25. Lao PDR	Active Cluster	Natural Disaster	UNICEF
26. Mongolia	Active Cluster	Natural Disaster	UNICEF/SC
27. Myanmar	Active Cluster	Natural Disaster	UNICEF/SC
28. Philippines	Active Cluster	Natural Disaster	MoE/UNICEF/SC
29. Samoa	Dormant Working Group	Natural Disaster	MoE/UNICEF/SC
30. Solomon Islands	Active Working Group	Natural Disaster	MoE
31. Timor Leste	Active Cluster	Complex emergency	UNICEF/Plan
32. Vanuatu	Active Working Group	Natural Disaster	MoE
33. Vietnam	Active Cluster	Natural Disaster	MoE/UNICEF/SC
Middle East and North Africa			
34. Iraq	Active Cluster	Complex emergency	UNICEF
35. Lebanon	Dormant Cluster	Complex emergency	UNICEF
36. Occupied Palestinian territories	Active Cluster	Complex emergency	UNICEF/SC
37. North Sudan	Active Cluster	Complex emergency	UNICEF/SC
38. South Sudan	Active Cluster	Complex emergency	UNICEF/SC
39. Yemen	Active Cluster	Complex emergency	UNICEF/SC
Latin America and the Caribbean			
40. Colombia	Active Cluster	Complex emergency	UNICEF
41. Dominican Republic	Active Cluster	Natural Disaster	UNICEF
42. Ecuador	Clusters dormant, no Education Cluster	Natural Disaster	----------
43. El Salvador	Active Cluster	Natural Disaster	UNICEF
44. Haiti	Active Cluster	Natural Disaster	UNICEF/SC
45. Honduras	Dormant Cluster	Natural Disaster	UNICEF
Central and Eastern Europe			
46. Georgia	Dormant Cluster	Complex Emergency	MoE/UNICEF
47. Kyrgyzstan	Active Cluster	Complex Emergency	UNICEF/SC
48. Tajikistan	Dormant Cluster	Natural Disaster	UNICEF/SC

Annex B: Education Cluster organisation

Education Cluster organigram



Education Cluster Unit (ECU)

The ECU is based in Geneva and staffed jointly by UNICEF and Save the Children.

The ECU is responsible for:

- establishing a broad partnership base that will engage in three main areas of support to education in emergencies: standards and policy setting, building response capacity and operational support;
- providing advice and support for the field, as appropriate, to achieve the goals of the Education Cluster work plan;
- maintaining, developing and supporting day to day linkages with OCHA, other clusters and relevant humanitarian mechanisms as appropriate;
- maintaining an efficient and effective communication mechanism across country level Education Clusters and global partners;
- coordinating the work of the Education Cluster, including secretariat functions for the ECWG and Steering Committee, organizing meetings, telecons and website maintenance.

Education Cluster Working Group (ECWG)

The ECWG brings together representatives from a range of partner organizations. It works to develop greater coherence and strengthen partnerships both within the Education Cluster and with other IASC clusters and global bodies to carry out the objectives of the Cluster. In April 2010, ECWG participants agreed a one year fixed membership arrangement to improve partnership potential and the resulting outcomes of the group. As at January 2011 there are over 50 members and 31 organizations represented in the ECWG.

Annex C: Abbreviations and acronyms

CAP	-	*Consolidated Appeals Process*
CDTT	-	*Capacity Development Task Team*
CERF	-	*Central Emergency Response Fund*
CFS	-	*Child Friendly Spaces*
CHAP	-	*Common Humanitarian Action Plan*
CLA	-	*Cluster Lead Agency*
DRR	-	*Disaster Risk Reduction*
ECCD	-	*Early Childhood Care and Development*
ECU	-	*Education Cluster Unit*
ECWG	-	*Education Cluster Working Group*
EFA	-	*Education For All*
EMIS	-	*Education Management Information System*
ER	-	*Early Recovery*
ERC	-	*Emergency Relief Coordinator*
FOTT	-	*Field Operations Task Team*
GMR	-	*Global Monitoring Review*
GCPEA	-	*Global Coalition for Protecting Education from Attack*
HC	-	*Humanitarian Coordinator*
HCT	-	*Humanitarian Country Team*
HIV/AIDS	-	*human immunodeficiency virus/acquired immunodeficiency syndrome*
IASC	-	*Inter-agency Standing Committee*
IFI	-	*International Financial Institution*
IFRC	-	*International Federation of Red Cross and Red Crescent Societies*
IM	-	*Information Management*
INEE	-	*Inter-agency Network for Education in Emergencies*
ISDR	-	*International Strategy for Disaster Reduction*
KM	-	*Knowledge Management*
KMTT	-	*Knowledge Management Task Team*
MHPSS	-	*Mental Health Psychosocial Support*
M&E	-	*Monitoring and Evaluation*
NA	-	*Needs Assessment*
OCHA	-	*United Nations Office for the Coordination of Humanitarian Affairs*
PCNA	-	*Post Conflict Needs Assessment*
PDNA	-	*Post Disaster Needs Assessment*
RNA	-	*Rapid Needs Assessment*
SAG	-	*Strategic Advisory Group*
SG	-	*Steering Group*
SOP	-	*Standard Operating Procedures*
WASH	-	*Water Sanitation Hygiene*

Annex D: Glossary of terms

'Watch list' countries	*Watch list countries are defined by the Education Cluster as countries considered being under particular pressure to scale-up rapidly or oversee complex coordination processes, and where additional capacity and support is needed for a set period of time. At any one time, there are likely to be between four to five countries on the watch list. Those countries receive additional operational and technical support and remote back-stopping for particular functions. Support is provided by the ECU and cluster lead agencies, together with other ECWG representatives as needed.*
Co-lead regional advisers and focal points	*Global level focal points in Save the Children and regional education in emergency staff in UNICEF*
Global level Education Cluster	*Incorporates the Education Cluster Unit, cluster co-leads, Education Cluster Working Group and other cluster partners*
Country level Education Cluster	*Incorporates cluster co-leads and cluster partners including education authorities and education cluster working groups and other clusters represented in the Education Cluster*
Global level cluster partners	*Cluster co-leads, other UN agencies, humanitarian and development NGOs working in education, INEE, academic and research institutions*
Country level cluster partners	*Cluster co-lead agencies, other UN agencies and OCHA, humanitarian and development NGOs working in education, national and sub-national authorities, education and academic institutions, other clusters. (In some parts of the Strategic Plan specific reference may be made to national and / or education authorities where there if specific involvement.)*
National authorities	*All government authorities with some connection to the Education Cluster at country level, e.g. education authorities, disaster management authorities, planning authorities etc.*
Education authorities	*All authorities under the direction of the Ministry of Education and departments of education from national to community level*
National capacity	*Education and disaster management authorities, local education and academic institutions, local NGOs and humanitarian agencies, teachers*
Education in emergencies	*Education in emergency preparedness, response or recovery*