

# **Global Education Cluster**

## **Education Cluster**

### **Annual Work plan for 2015 and outline for 2016**

## Purpose of the Work Plan; *what it is, why it is needed, and what it contains*

The annual work plan describes in detail what outputs the Education Cluster (EC) aims to deliver to fulfil its role in the coming 12 months, and gives an outline of the likely outputs for the 12 months thereafter. The work plan serves as a written record of discussions and agreements between the main actors<sup>1</sup> involved in the delivery of the outputs; specifying how the outputs will be achieved, the resources required, the budget requirement for key tasks and how performance will be measured. During the implementation, the work plan acts as a guide for all the actors involved, and a reference point against which progress can be measured.

The plan has 6 main components plus annexes:

- **Strategic Objectives;** These frame the focus and priorities of the 2015-16 work plan
- **Planning Assumptions;** Key assumptions that outline the scale and scope of the Education Cluster plan
- **Products required to support delivery of the 3 coordination services;** what the Education Cluster will deliver
- **Resource Plan;** the specific resources required to carry out the identified activities and how they will be organised.
- **Monitoring and Evaluation;** how the Education Cluster will track progress of the work plan, the extent to which it meets its operational objectives and its strategic goals.
- **Overview of the 2016 Work Plan;** Brief summary of the planning assumptions, objectives, products, resources, budget and monitoring for 2016.

## Strategic Objectives

Based on the key services that the Education Cluster is committed to delivering the 2015-16 work plan will be focussed on the following key strategic objectives:

1. Adequate and appropriate coordination capacity is put in place for all newly activated clusters with a prioritisation for level 3 emergencies<sup>2</sup>
2. Coordination and information management capacity is strengthened at global and country level by
  - a. Ensuring that country clusters have access to appropriate tools, guidance and information to perform their key functions.
  - b. Appropriate training and capacity development opportunities are provided to build roster and deployable staff and country based coordination teams.
  - c. Monitoring and supporting all formally activated clusters to use appropriate tools and procedures and therefore meet a minimum standard of functionality in line with the CCRM.
3. Advocacy for and support to the development of a human resources strategy to strengthen the recruitment, retention and development of Education Cluster personnel
4. Linkages are developed and strengthened with development actors and coordination bodies to support both preparedness and transition and for a holistic approach to planning for education in conflict affected fragile states.
5. Advocacy efforts will be supported to ensure education in emergencies is integral to all humanitarian responses and adequately funded.

<sup>1</sup> Refer to Education Cluster Strategic Plan 2011-2014, Section 4, for more details.

<sup>2</sup> This commitment is based on the level of demand outlined in the planning assumptions

## Planning Assumptions

### Cluster Leadership and Function

- Save the Children and UNICEF will continue to lead the Education Cluster at the global level and the strategy is approved by CLAs at appropriate level.
- No major changes to cluster functions under the Transformative Agenda, all protocols will have to be adhered to in all formally activated cluster countries.
- The information management environment will continue to be dynamic and there will be an increased requirement across the service areas – increased rigour for monitoring, needs assessment and activity costing (as well oversight by the Cluster on better quality and efficacy in EiE programming ).
- Increased emphasis on inter-cluster coordination and objectives under the new SRP process.
- UNOCHA and HCT will hold clusters more responsible for cross cutting issues including AAP.

### Caseload and Context

- Increase in the number of L3 emergencies the education cluster will need to support, this will be reflected in the work plan with an estimated caseload as a planning target.
- Increased caseload in conflict related and protracted emergencies and increased requirements to coordinate response in mixed refugee /IDP emergencies and a necessity to operate in many different language environments.
- Ministries of Education will continue to need significant support in emergencies but there will be increased interest and engagement in coordination of Education in Emergencies by MoEs.
- C/DRR is not effectively integrated into sector planning and low levels of preparedness.

### Education in Emergencies

- Continued need to advocate for education being an integral part of emergency planning and response
- Funding for EIE will continue to be constrained in conflict and disaster situations
- Opportunities through increased engagement and interest of donors and operational partners in EC activities (MFA Norway, DFID, DANIDA)
- Increased focus and requirement for EC to work with other organisations to bridge the development – response continuum (GPE)
- Increased attacks on education and increased emphasis on conflict sensitive education services by key education partners

### Crisis Specific Planning Assumptions

Specific planning figures used to guide the selection of products and the scope and volume to which the products will be delivered. These assumptions used to arrive at these figures are detailed in annex 1 and specify the expected caseload for:

- New and existing Level 3 Emergencies
- New non-L3 emergencies and existing protracted crises
- At risk countries and countries where support for transition out of the cluster system is needed

### Summary of coordination needs (described in more detail overleaf)

<i>in weeks</i>	New L3*	Current L3*	New non-L3 Crisis*	Targeted Protracted Crisis*	Non-target Protracted Crisis**	Preparedness non-cluster**	Transition**
Coordination Deployed	24	8	12	2	2	0.5	1
IM Deployed	24	8	12	2	2	0.5	1
Coordination Remote	4	2	2	1	0.25	1	1
IM Remote	4	1.5	4	2	0.50	1	1
Senior Staffing	3	1	1	0	0	0	0
Est. # of Countries	2	4	2	4	12	4	2

\* The figures shown are expected to be a close estimate of the need of each country.

\*\* The figures shown are for planning purposes and represent an average over the number of countries for each category. The amount and type of support is expected to vary from one country to another.

## Crisis Specific Planning Assumptions

	Level 3 Emergency	New non-L3 Crises and Protracted Emergency	Early Warning Early Action/ Transition & Deactivation
<b>Main Assumptions</b>	<ul style="list-style-type: none"> <li>• 2 New Level 3 emergencies occur in 2015</li> <li>• 4 Current Level 3 emergencies continue throughout 2015<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• 14 countries continue with Education Clusters of which 4 are prioritised by the Education Cluster<sup>4</sup></li> <li>• 2 countries without activated education cluster require coordination support<sup>5</sup></li> <li>• 2 New countries activate the Education Cluster</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Countries with Education in emergencies working groups require EiE coordination support<sup>6</sup></li> <li>• 2 Countries transition out/de-activate the Education Cluster</li> </ul>
<b>Scale of resources needed in country</b>	<ul style="list-style-type: none"> <li>• New L3 Emergencies will require: <ul style="list-style-type: none"> <li><b>48</b> weeks of Cluster Coordination support</li> <li><b>48</b> weeks of IM Support</li> <li><b>6</b> weeks Senior staffing support</li> </ul> </li> <li>• Current L3 emergencies will require: <ul style="list-style-type: none"> <li><b>32</b> weeks of Cluster coordination support</li> <li><b>32</b> weeks of IM support</li> <li><b>4</b> weeks Senior staffing support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New non-L3 Crises will require <ul style="list-style-type: none"> <li><b>24</b> weeks of Cluster coordination support</li> <li><b>24</b> weeks of IM support</li> <li><b>2</b> weeks of Senior staffing support</li> </ul> </li> <li>• Clusters in protracted crises will require: <ul style="list-style-type: none"> <li><b>32</b> weeks of Cluster coordination support</li> <li><b>32</b> weeks of IM support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Countries for readiness support require: <ul style="list-style-type: none"> <li><b>2</b> weeks of Coordination Support</li> <li><b>2</b> weeks of IM support</li> </ul> </li> <li>• Transition countries require: <ul style="list-style-type: none"> <li><b>2</b> weeks of Coordination Support</li> <li><b>2</b> weeks of IM support</li> </ul> </li> </ul>
<b>Scale of resources needed via remote support</b>	<ul style="list-style-type: none"> <li>• New L3 Emergencies will require: <ul style="list-style-type: none"> <li><b>8</b> weeks of Cluster Coordination support</li> <li><b>8</b> weeks of IM Support</li> </ul> </li> <li>• Current L3 emergencies will require <ul style="list-style-type: none"> <li><b>8</b> weeks of Cluster coordination Support</li> <li><b>6</b> weeks of IM support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New non-L3 Crises will require : <ul style="list-style-type: none"> <li><b>4</b> weeks of Cluster coordination support</li> <li><b>8</b> weeks of IM support</li> </ul> </li> <li>• Clusters in protracted crises will require: <ul style="list-style-type: none"> <li><b>7</b> weeks of Cluster coordination support</li> <li><b>14</b> weeks of IM support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Countries for readiness support require: <ul style="list-style-type: none"> <li><b>4</b> weeks of Coordination Support</li> <li><b>4</b> weeks of IM support</li> </ul> </li> <li>• Transition countries require: <ul style="list-style-type: none"> <li><b>2</b> weeks of Coordination Support</li> <li><b>2</b> week of IM support</li> </ul> </li> </ul>
<b>Total Support required</b>	<ul style="list-style-type: none"> <li>• Deployed Coordination: <b>80</b> weeks</li> <li>• Deployed IM <b>80</b> weeks</li> <li>• In country Senior Staff <b>10</b> weeks</li> <li>• Remote Coordination: <b>16</b> weeks</li> <li>• Remote IM Support <b>14</b> weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Deployed Coordination: <b>56</b> weeks</li> <li>• Deployed IM <b>56</b> weeks</li> <li>• In country Senior Staff <b>2</b> weeks</li> <li>• Remote Coordination: <b>11</b> weeks</li> <li>• Remote IM Support <b>22</b> weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Deployed Coordination: <b>4</b> weeks</li> <li>• Deployed IM <b>4</b> weeks</li> <li>• Remote Coordination: <b>6</b> weeks</li> <li>• Remote IM Support <b>6</b> weeks</li> </ul>

<sup>3</sup> Level 3 crisis in Syria (2 hubs), Iraq, South Sudan and CAR continue throughout 2015

<sup>4</sup> Cluster countries in addition to L3 are Chad, Colombia, DRC, Ethiopia, Liberia, Mali, Myanmar, OPT, Pakistan, Philippines, Somalia, Sudan, Ukraine, Yemen,

<sup>5</sup> Probable: Guinea, Sierra Leone

<sup>6</sup> Possible: Afghanistan, Bangladesh, Indonesia, Kenya, Niger

## Products and Planned Outputs

Each of the key services (Cluster Readiness, Activated Clusters and Cluster De-activation and Transition) will be supported through the delivery of a number of discrete products. These products will be delivered through a three tiered approach:

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

### 1. Products for Direct Support to the Three Key Coordination Services at Country Level

#### Deployment of Rapid Response Team Cluster Coordinators

The deployment of a member of the Education Cluster RRT to a coordination role in support of a country level Education Cluster.

- **Readiness:** RRT coordinators will be deployed to lead contingency planning and preparedness activities, will support capacity development in coordination and support the development of SOPS around Cluster Activation and Cluster Leadership.
- **Activated Clusters:** RRT Coordinators will be deployed to lead national or sub-national clusters, provide field support, provide strategic guidance to Clusters, strengthen cluster systems or support specific activities such as SRP development or Needs Assessments.
- **Transition:** RRT Coordinators will be deployed to support the development of transition strategies and capacity development of in-country counterparts including Ministries of Education.

#### Deployment of RRT Information Managers

The deployment of an Education Cluster RRT to an Information Management role in support of a country level Education Cluster.

- **Readiness:** RRT Information Managers deployed to support the development of Information Management systems and Needs Assessment planning based on possible scenarios and cluster activation. Missions may include building capacity in IM and Needs Assessment.
- **Activated Clusters:** RRT Information Managers deployed to lead the IM function at national or sub-national clusters, provide guidance to Clusters in setting up or strengthening IM systems or support specific activities such as SRP development or Needs Assessments.
- **Transition:** RRT Coordinators deployed to support the transition of IM systems to Ministries of Education and local education sector working groups. This may include capacity development of in-country counterparts including Ministry of Education staff

#### Deployment of Partner-Staff in Cluster Roles

The deployment of staff from ECWG partners to a coordination or information management role in support of a country level Education Cluster. This includes standby partners, cluster-lead agency staff from outside the ECU and staff from global and country -level Education Cluster partners.

- **Activated Clusters – Clusters Coordinators:** Partner staff will be deployed to lead national or sub-national clusters, provide field support, provide strategic guidance to inexperienced Clusters or support specific activities such as SRP development or Needs Assessments.
- **Activated Clusters – Information Managers:** Partner staff deployed to lead the Information Management function at national or sub-national clusters, provide guidance to Clusters in setting up IM systems or support specific activities such as SRP development or Needs Assessments.

## **Education Cluster Unit (ECU) Support Missions**

ECU support missions are undertaken by one or more members of the Geneva based ECU team (as opposed to the ECU RRT). These missions may be as part of a large multi-cluster mission (such as the GGCG) or maybe individual missions specifically in support of a country level education cluster.

- **Readiness:** Members of the ECU will undertake missions to support strategic decision making around cluster activation, cluster leadership and contingency planning and preparedness. Missions may also include capacity development around coordination and information management.
- **Activated Clusters:** Members of the ECU will undertake missions to support strategic decision making and troubleshooting, SRP development and monitoring, rapid assessments, cluster coordination as part of an initial L3 response and as part of GCCG/STAIT missions.
- **Transition:** Members of the ECU will undertake missions to support strategic decisions on transition and the transition process. This may include multi-sector missions as part of the GCCG.

## **Rapid Response Team remote support\* to Country Level Education Clusters in Coordination and Information Management**

RRT staff working from their home location will provide support to country level clusters. This may be through a variety of channels including emails, telephone calls, review of documents, secondary data collection and analysis, tool and system development etc.

- **Readiness:** RRT staff will provide targeted support in preparedness and contingency planning activities including taking part in calls, inputting on preparedness planning and supporting the development of SOPs for cluster activation
- **Activated Clusters:** RRT staff will provide desk support through phone calls, email, document review and other means as required in support of country cluster teams
- **Transition:** RRT staff will provide desk support and advice to existing clusters in support of the transition process.

## **ECU remote support\* to Country Level Education Clusters in Coordination and Information Management**

ECU staff working from Geneva will provide support to country level clusters. This may be through a variety of channels including emails, telephone calls, review of documents, secondary data collection and analysis, tool and system development etc.

- **Readiness:** ECU staff will provide targeted support in preparedness and contingency planning activities including taking part in calls, inputting on preparedness planning and supporting the development of SOPs for cluster activation
- **Activated Clusters:** ECU staff will provide desk support through phone calls, email, document review and other means as required in support of country cluster teams
- **Transition:** ECU staff will provide desk support and advice to existing clusters in support of the transition process.

\* The ECU requires a systematic remote support system remote support including for pre and post missions, rapid onset emergencies, preparedness, transition and support during windows of heavy workload such as needs assessments or the SRP process

## **Field Management of Deployments, Remote Support and the Rapid Response Team**

ECU staff working from Geneva will oversee remote and deployed support to country level clusters. This may be through a variety of channels including emails, telephone calls, etc. It will include consultations with the RRT Steering Committee and hosting agencies as well as other partners, Cluster Lead Agencies and the UNICEF standby roster.

In terms of RRT management outreach and resource mobilisation to ensure the required resources are available to expand the RRT to the size required to deliver (7.5 RRTs). Quarterly conference calls will be organised for the RRT steering committee. An RRT retreat for all UNICEF led and co-led clusters will be held to examine issues, progress and lessons learned for RRT management and implementation. A strategy for utilisation of RRT non-deployment time will be developed which will include provision of remote support to

clusters. An evaluation of the education RRT mechanism and its utility vis-à-vis other deployment modalities

### **ECU and RRT support to Regional Coordination**

In a number of cases (Syria, Sahel and the current Ebola crisis) some coordination has taken place at the regional level. Whilst not explicit in the products listed above, deployments, ECU missions and remote support can all be deployed at regional level with the same overall objectives as detailed above (but spread across multiple countries). A further objective would be the harmonising of approaches to assessment, coordination and service delivery where possible and desirable.

**Outputs: Direct support at the Country Level to the 3 Key Coordination Services (in weeks)**

<i>In weeks</i>	1. Coordination Services for Activated Education Clusters				2. Coordination Services for Education Cluster Readiness	3. Coordination Services for Education Cluster Transition and De-Activation	Total
Product	New L3 Emergency	Current L3 Emergency	New non-L3 Emergency	Protracted Emergency			
Deployment of RRT Cluster Coordinators	24	32	24	8	2	2	92
Deployment of RRT Information Managers	24	32	12	8	2	2	80
Partner Deployment (cluster coordination)	24	0	0	24	0	0	48
Partner Deployment (information management)	24	0	12	24	0	0	60
ECU Support Missions	6	4	2	0	0	0	12
RRT Remote support to Coordination Function	4	4	2	3	2	0	15
RRT Remote support to IM Function	6	4	4	10	2	0	26
ECU Remote support to Coordination	4	4	2	4	2	2	18
ECU Remote support to IM Function	2	2	4	4	2	2	16

**Product Delivery Timeline**

Product	Estimated workload per quarter	Cumulative workload (weeks)				Total yearly resource req.
		Q1	Q2	Q3	Q4	
Deployment of RRT Cluster Coordinators	23	23	46	69	92	92
Deployment of RRT Information Managers	20	20	40	60	80	80
Deployment of partner Cluster Coordinators	12	12	24	36	48	48
Deployment of partner Information Managers	15	15	30	45	60	60
ECU Support Missions	3	3	6	9	12	12
RRT Remote support to Coordination Function	3.75	3.75	7.5	11.25	15	15
RRT Remote support to IM Function	6.5	6.5	13	19.5	26	26
ECU Remote support to Coordination	4.5	4.5	9	13.5	18	18
ECU Remote support to IM Function	4	8	12	16	16	16



## 2. Products for Strengthening the Framework and Capacity of the 3 Key Coordination Services

The key products in terms of frameworks (guidance, tools) and capacity (training materials, HR) required for supporting the delivery of coordination services at a country level are briefly summarised below. Each product contributes to strengthening the framework for delivery of one or more of the core cluster functions.

### **Core Cluster Functions:**

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

### **1.1 Education Cluster Toolkit**

*Core Cluster Functions: All*

The Education Cluster Toolkit is a single repository providing all key templates, tools and guidance for cluster coordinators and Information Managers. This will be managed by the Education Cluster Unit and regularly updated in line with best practice and newly developed tools. The toolkit includes:

- TORs and SOPs for cluster positions and groups
- Templates for meeting minutes, contact lists, 3/4/5W tools and other IM products
- Key guidance notes such as utilising free technical support services, managing Communities of Practice etc.

The toolkit will be available via the website and other online platforms.

### **1.2 Education Cluster Coordinator Manual**

*Core Cluster Functions: All*

The Education Cluster Manual will be revised and reissued integrating the Country Coordination Reference Module and the Humanitarian Programme Cycle guidance and lessons learned from implementation of the cluster approach in a variety of contexts. It will refer to key products in the Education Cluster Toolkit

### **1.3 Advocacy and Communications Tools**

*Core Cluster Functions: Advocacy, inform the HC/HCT's strategic decision-making*

Advocacy and Communications tools such as advocacy templates, communications stylesheets and templates, webpages and advocacy and communications tip sheets, advocacy briefs, bulletins, and a global cluster webpage for countries will be added to the EC toolkit. Advocacy support for country clusters will be also be undertaken through management of an advocacy community of practice and preparation of a compilation of good practices.

### **2.1 ECU Resource Bank**

*Core Cluster Functions: All*

A single repository for tools, templates and lessons learned. This will include country level examples and tools from other sectors or from the development arena. It will be used by the ECU, RRTs country clusters and partners as the centralised repository of tools, examples they develop, their end of mission reports, weekly reports, etc. It will inform the Education Cluster Toolkit.

### **3.1 UNICEF Competency Development Project**

*Core Cluster Functions: All*

To design and implement a cluster coordination development process, spanning recruitment to application to excellence. This project is building on the recently completed Cluster Coordination Competency

Development Strategy and will focus on a variety of key initiatives. The Education Cluster will undertake the following activities (3.x) within the framework of that effort.

### **3.2 Education Cluster Coordinator Training Package**

*Core Cluster Functions: All*

The current training package is almost complete but will need some revision in line of the new guidance being developed and some of the new tools and templates. In addition foundational areas of the training will be made available through online resources.

### **3.3 Advanced Education Cluster Coordinator Training Package**

*Core Cluster Functions: inform the HC/HCT's strategic decision-making, plan and develop strategy, monitor and evaluate performance, Advocacy*

A package around advanced skills required for Cluster Coordinators will be developed in line with the competency framework.

### **3.4 Education Information Management Training Package**

*Core Cluster Functions: All*

Based on the Education Cluster and Child Protection Working Group Training package and including elements of the Multi-Sector training developed under the IWSG in Geneva the package will provide theoretical and practical knowledge and skills for Information Managers and Cluster Coordinators.

### **3.5 Development and testing of leadership development learning.**

*Core Cluster Functions: inform the HC/HCT's strategic decision-making, plan and develop strategy, monitor and evaluate performance, Advocacy*

The Education Cluster will participate in the design and piloting of leadership development for Cluster Coordinators, as part of the UNICEF cluster competency development project.

### **3.6 Mentoring System and Guidance for new coordinators**

*Core Cluster Functions: All*

A mentoring scheme will be developed and piloted. It is aimed to support newly appointed cluster coordinators and information managers by providing direct support from either individuals or a team of experienced staff.

### **4.1 Education Cluster Needs Assessment Guidelines**

*Core Cluster Functions: support service delivery, inform the HC/HCT's strategic decision-making, plan and develop strategy, monitor and evaluate performance*

The Rapid Education Needs Assessment Guidelines will be updated and include appropriate templates and tools including for mobile data collection technologies. This will be supplemented by training materials in English and French and will reference the new MIRA guidelines produced by UN OCHA.

### **4.2 Education Cluster Needs Assessment Training Package**

*Core Cluster Functions: support service delivery, inform the HC/HCT's strategic decision-making, plan and develop strategy, monitor and evaluate performance*

The current training package will need revision alongside the guidelines and linking to recent developments in the use of mobile technology and other online systems. IT will also need to align with the MIRA guidance due to be completed in Q1 2015

### **5. Standardised Education Cluster Indicator Registry**

*Core Cluster Functions: plan and develop strategy, monitor and evaluate performance*

A revision of the Cluster indicator registry and integration of the indicators into other tools and products will take place in conjunction with UN OCHA and the inter-cluster forum.

## **6. Guidance on the Occupation of Schools**

*Core Cluster Functions: plan and develop strategy, advocacy*

Guidance and training materials for cluster coordination on how to deal with the issue of school occupation by both IDPs and the military will be developed. This will include work with the Shelter, CCRM and Protection clusters and will integrate the Lucens guidelines on the military use of schools.

### **7.1 Guidance on monitoring, reporting, prevention and response to attacks on Education/MRM**

*Core Cluster Functions: plan and develop strategy, monitor and evaluate performance, advocacy*

A consolidated guidance package on how to engage with recording and reporting attacks on schools and education institutions will be developed, including the MRM reporting mechanism. The work will be undertaken in close cooperation with the Child Protection Working Group and Global Coalition to Protect Education from Attack, and other key actors.

### **7.2 Training Package on monitoring, reporting, prevention and response to attacks on Education/MRM**

*Core Cluster Functions: plan and develop strategy, monitor and evaluate performance, advocacy*

In addition to the Guidance notes a package to support training of cluster coordinators and partners will be developed

## **8. Guidance on Accountability to Affected Population**

*Core Cluster Functions: All*

Guidance will be developed to support country level clusters in ensuring accountability to affected populations. Where possible multi-sector approaches will be integrated into the guidance..

## **9. Guidance on Cross Cutting Issues and the Gender Marker**

*Core Cluster Functions: inform the HC/HCT's strategic decision-making, plan and develop strategy, monitor and evaluate performance*

A strategy to support gender marker implementation will be developed.

## **10. Guidance on working with other Clusters Cross Cutting Issues and Inter-Cluster Work**

*Core Cluster Functions: inform the HC/HCT's strategic decision-making, plan and develop strategy, monitor and evaluate performance*

A number of short frameworks on inter-sector linkages will be developed including increasing collaboration with the Child Protection Working Group

## **11. Guidance and Case Studies on Transition**

*Core Cluster Functions: inform the HC/HCT's strategic decision-making, monitor and evaluate performance, build national capacity in preparedness and contingency planning*

Study to examine examples, best practice and issues with the transition process within the cluster system with particular emphasis on country examples from the Education Cluster.

### **12.1 Education Cluster Human Resources Strategy**

*Core Cluster Functions: All*

An HR strategy in conjunction with cluster lead agencies and partners on how to identify, recruit and retain staff of the required calibre for cluster coordination. Cluster initiatives will be integrated into the strategy, especially the work undertaken for UNICEF led and co-led clusters around competencies for cluster staff (3.1).

### **12.2 Welcome pack for new Cluster Staff**

*Core Cluster Functions: All*

A welcome pack for new cluster staff (Coordination and IM) will be developed including an induction checklist.

### **12.3 Cluster Staff Monitoring System**

*Core Cluster Functions: monitor and evaluate performance*

A tracking database for Education Cluster Coordination staff to ensure monitoring of deployments and early warning on end of contract status etc will be developed and implemented as part of the UNICEF Clusters/AoR overall systems strengthening

### **13.1 Education Cluster Preparedness and Contingency Planning Guidance**

*Core Cluster Functions: build national capacity in preparedness and contingency planning*

A consolidated guidance package on the role of clusters in preparedness and contingency planning will be developed. This will mainly be a compilation of existing guidance and will reference key IASC documents.

The following table summarises the products, their current state of development and the degree to which dedicated ECU resources will be committed to their development (High/Medium/Low).

#	Product	Currently Available <sup>7</sup>	Work Required <sup>8</sup>	ECU role	Outputs
1.1	Education Cluster Toolkit	Yes	Significant Development	High	Online toolkit of all relevant Cluster tools, SOPs and templates (includes both coordination and Information Management)
1.2	Education Cluster Coordinator Manual	Yes	Revision	Medium	Revised Education Cluster Coordination Manual
1.3	Advocacy and Communications Tools	Partially	Significant Development	High	Advocacy Templates, Communications stylesheet and templates, webpages and advocacy and communications tip sheets. An advocacy CoP and good practice database
2	ECU Resource Bank	No	Significant Development	Medium	Online Knowledge and Tool Bank
3.1	UNICEF Competency Development Project	No	Development	Low	To design and implement a cluster coordination development process, spanning recruitment to application to excellence building on the recently completed Cluster Coordination Competency Development Strategy
3.2	Education Cluster Coordinator Training Pack	Yes	Updating and Translation	Medium	Updated Cluster Coordinator training in French, English and Arabic and with online resources
3.3	Education Cluster Coordinator Advanced training Materials	No	Development	Medium	Training and capacity development package/online resources for experienced cluster coordinators
3.4	Education IM Training Package	Yes	Revision	High	Updated IM training in French and English including online resources
3.5	Development and testing of leadership development learning	No	Development	Low	Piloting of leadership development for Cluster Coordinators
3.6	Mentoring System & Guidance for new coordinators	No	Development	Medium	Mentor system in place and piloted with 3 Cluster Coordinators
4.1	Education Cluster Needs Assessment Guidelines	Yes	Revision	Medium	Revised Education Needs Assessment Guidelines
4.2	Education Cluster Needs Assessment Training Package	Yes	Revision	Medium	Revised Education Needs Assessment Training Package including online resources
5	Standardised Education Cluster Indicator Registry	Yes	Monitoring	Medium	Updated Online Education Cluster Indicator registry

<sup>7</sup> **Currently Available:** Indicates to what extent the product is currently in use

<sup>8</sup> **Work Required:** Indicates the amount of work (monitoring, updating, revision or developing) required so that the product is completed

#	Product	Currently Available <sup>7</sup>	Work Required <sup>8</sup>	ECU role	Outputs
6	<b>Guidance on the Occupation of Schools</b>	No	Development	Medium	Cluster Guidance on dealing with the Occupation of Schools
7.1	<b>Guidance on monitoring, reporting, prevention and response to attacks on Education/MRM</b>	Partially	Collation and Updating	High	Cluster Guidance on reporting attacks on Education including the MRM and training pack
7.2	<b>Training Package on monitoring, reporting, prevention and response to attacks on Education/MRM</b>	No	Development	High	Training Package for Clusters on reporting attacks on Education including the MRM
8	<b>Guidance on Accountability to Affected Population</b>	Partially	Collation and Development	Medium	Cluster Guidance on implementing AAP
9	<b>Guidance on Cross Cutting Issues and the Gender Marker</b>	Yes	Monitoring & Outreach	Medium	5 cluster countries supported on gender marker
10	<b>Guidance on working with other Clusters</b>	Some	Collation and Development	Low	5 info sheets on inter-cluster integration with Food, Nutrition, WASH, Shelter/CCRM and CP.
11	<b>Guidance and Case studies on Transition</b>	No	Development	Low	Guidance and case studies on Transition
12.1	<b>Education Cluster HR strategy</b>	Some	Collation and Development	Medium	HR strategy in place with Cluster Lead Agencies
12.2	<b>Welcome pack for new cluster staff</b>	Some	Updating and Development	High	Online welcome pack for new Coordinators and Information Managers
12.3	<b>Cluster Staff Monitoring System</b>	No	Development	Low	Monitoring system to track cluster staffing
13.1	<b>Education Cluster Preparedness and Contingency Planning Guidance</b>	Partially	Collation and Development	Low	Guidance package on preparedness and contingency planning

### 3. Products for Global Engagement with wider Humanitarian and Education Sectors to Promote an Enabling Environment for the Three Key Coordination Services at Country Level

#	Product	Currently Available <sup>9</sup>	Work Required <sup>10</sup>	ECU Role	Outputs
1	<b>Education in Emergencies Advocacy and Representation</b>	Yes	Significant Development	High	Advocacy and representation should include Education Cluster engagement in WHS, INEE ECW, Norway initiatives, EFA/post 2015, GPE, financing research.
2	<b>Communications</b>	Yes	Significant Development	High	Existing outputs will be continued, but some will be revised and some additional items will be added
3.1	<b>Coordination Policy: Refugee Coordination</b>	Partially	Significant Development	Med	Best practice and policy guidance to be developed in partnership with UNHCR
3.2	<b>Coordination Policy: Sector Planning and Development Coordination</b>	Partially	Significant Development	Med	A strong model for how development and humanitarian education coordination interacts and clarity on the scope of each.
3.3	<b>Coordination Policy: Cross Sector Coordination</b>	Yes	Some Development	Med	Work through UN OCHA and the Global Cluster Coordinators Groups as well as across UNICEF led-cluster
4	<b>Global Education Cluster Partnership Management</b>	Partially	Significant Development	High	New partnership model developed and implemented for the Education Cluster Working Group
5	<b>Support to Education in Emergencies Technical Guidance and Standards</b>	Yes	Revision	Med	Dialogue and clarity of roles and support with the INEE
6	<b>Education Cluster Unit Management</b>	Yes	Revision	High	Revision of Steering group role and clarity on roles and responsibilities of ECU team in Geneva

#### 1. Education in Emergencies Advocacy and Representation

The Education Cluster will engage in initiatives supporting advocacy for education in emergencies and representation of the education cluster at significant events. This will include active participation in the Education Cannot Wait working group and support to CLA advocacy work. Preparation for the World Humanitarian Summit (in 2016) for education, and in relation to the cluster approach will also be undertaken.

#### 2. Communications

The ECU communications strategy will be finalised. The Global Education Cluster Website will be updated and maintained. Regular newsletters, facebook and youtube posts will be distributed. Communications products to support other Global Cluster functions will be produced. The Cluster Style guide, logo and other branding will be reviewed and revised where necessary.

#### 3. Coordination Policy

**Refugee Coordination:** The GEC will work with UNHCR to support Education in Emergencies Coordination in mixed settings and also how better to link Education Clusters in countries of origin to coordination of refugee education provision. The GEC will support UN OCHA, UNHCR and multi-sector initiatives in developing policy and guidance on coordination in mixed settings.

<sup>9</sup> **Currently Available:** Indicates to what extent the product is currently in use

<sup>10</sup> **Work Required:** Indicates the amount of work (monitoring, updating, revision or developing) required so that the product is completed

**Sector Planning and Development Coordination:** The GEC will work with the Global Partnership for Education, UNICEF, UNESCO IIEP and other ECWG partners to ensure better coordination linkages between clusters and Local Education Groups; integration of EiE into education sector plans; and coherence between the humanitarian and development education planning processes.

**Cross Sector/Cluster Coordination:** The ECU will participate in the Global Cluster Coordinators Group and other inter-cluster and inter-agency taskforces (such as the Information Management Working Group). These groups will support engagement with operational issues, support capacity development and promotion of IASC agreed procedures and protocols and the development and alignment of tools within the cluster system. This also includes work on Early Warning Early Action.

#### **4. Global Education Cluster Partnership Management**

The Global Education Cluster will determine a membership model and reach out to EiE partner agencies to formalise membership of the Education Cluster Working Group. Regular teleconference calls and communications will be used to support partners participate in the implementation of the work plan. Regular meetings/telecons will be held with the Education Cluster Steering Group to oversee the work of the GEC. A yearly consultation will be held with all partners.

Work planning with partners: we may need to use Q1 in 2015 to finalise the work plan with partners.

#### **5. Support to Education in Emergencies Technical Guidance and Standards**

The EC will work in support of the INEE in the promotion, contextualisation and institutionalisation of the INEE Minimum Standards for Education in Emergencies. In addition the EC will work with CLA agencies, operational partners and the INEE to strengthen the capacity of EiE actors in the technical and quality aspects of programming.

#### **6. Education Cluster Unit Management**

- Education Cluster Unit management (internal ECU/RRT planning, internal meetings, funding mobilisation, human resource management, etc.)
- Strategic Plan performance monitoring: develop the system (in 2015 Q1 and 2)
- Input and support to UNICEF Cluster Unit projects and planning



## Resource Plan

Resources are required to support education clusters in country both via direct deployments and through remote support. Deployable resource is mainly delivered through the Rapid Response Team, standby partners and CLA rosters along with some support from the Education Cluster Unit. Remote support is shared between the RRT and the ECU.

Resources are also required to implement activities under the global level services. Most of this will be supported by the ECU, with additional resource from the RRT.

Both country level support and global level services will also require resources from the Education Cluster Working Group partners. Specific activities and services will be discussed with individual members and agreement on where support will be provided will be finalised during the first quarter of 2015.

### Rapid Response Team

The main function of the rapid response team is for deployment and so the RRT requirement is based on the required deployment capacity. The table below outlines the allocation of staff time based on the UNICEF led and co-led guidelines for RRT staff:

	Weeks	
	CC	IM
Deployment Time	22	22
Pre/Post deployment briefing and reporting	3	3
Support to hosting agencies <sup>11</sup>	6	6
Vacation and RnR	8	8
Non-Deployment Duties – Global Projects	8	6
Non-Deployment Duties – Remote Support	5	7
<b>Total</b>	<b>52</b>	<b>52</b>

To meeting the deployment requirements outlined in the planning assumptions 4 RRT coordination staff (giving 88 deployment weeks) and 3.5 IMs (giving 77 deployment weeks) are required. Therefore, expansion of the RRT will be a priority in 2015. A small shortfall can be covered by ECU or CLA staff.

In terms of remote support it is possible that more CC time can be spent on global projects and the reverse for IM staff where the shortfall indicates more time to be spent on remote support by the RRT IMs.

	Req.	4 CCs	3.5 IMs
Deployment of RRT Cluster Coordinators	92	88	
Deployment of RRT Information Managers	80		77
RRT Remote support to Coordination Function	15	20	
RRT Remote support to IM Function	26		24.5

### Global Projects to be supported by RRT Coordination Staff

- Cluster Coordinator Training (including development of advanced training)
- Development of alternative capacity development initiatives
- Support to development of an HR strategy for Cluster staff
- Support to Cluster Toolkit and ECU Resource Bank and revision of the Cluster Coordination Handbook

### Global Projects to be supported by RRT Information Management Staff

- Information Management Training
- Needs Assessment Guidance and Training pack revision
- Support to Cluster Toolkit and ECU Resource Bank
- Monitoring, reporting, prevention and response to attacks on Education/MRM

<sup>11</sup> This differs from partner agencies but is between 10% and 20% of the RRT time, 4 to 8 weeks, so an average of 6 weeks has been used for calculation purposes

## **The Geneva based Education Cluster Unit**

The ECU (see organogram overleaf) will consist of 2 full time Global Cluster Coordinators, 1 full time Knowledge and Information Management Advisor, 0.7 Communications and Programme Officer, 1 full time Junior Professional Officer. In addition intern staff may be engaged to support specific activities.

Additional support will be provided to Information Management and Web Communications by the inter-cluster team within EMOPS, UNICEF, as will some administration support.

In terms of focus and priorities the team will be leading in the following areas:

### **UNICEF Global Coordinator**

- Education in Emergencies Advocacy through the Education Cannot Wait Group
- Human Resources Strategy Development in conjunction with Cluster Lead Agencies
- Strengthening coordination with development actors and the Global Partnership for Education
- Lead desk support for L3 crises

### **Save the Children Global Coordinator**

- Education Cluster Capacity Development Strategy (with links to inter-cluster competency development strategy)
- Implementation of the Transformative Agenda with the Global Cluster Coordination Group and OCHA
- Education in Emergencies funding analysis and tracking
- Lead desk support for L3 crises

### **Save the Children Knowledge and Information Management Advisor**

- Education Cluster Toolkit and Resource Bank
- Information Management Training and Tools including innovation in technology
- Needs Assessment Guidance and Training pack revision
- Lead Desk support for Information Management

### **Save the Children Communications and Programme Officer**

- Communications tools and products for Global and Country Level
- Development and Maintenance of the Education Cluster Website
- Events planning and support
- Lead desk support on Communications

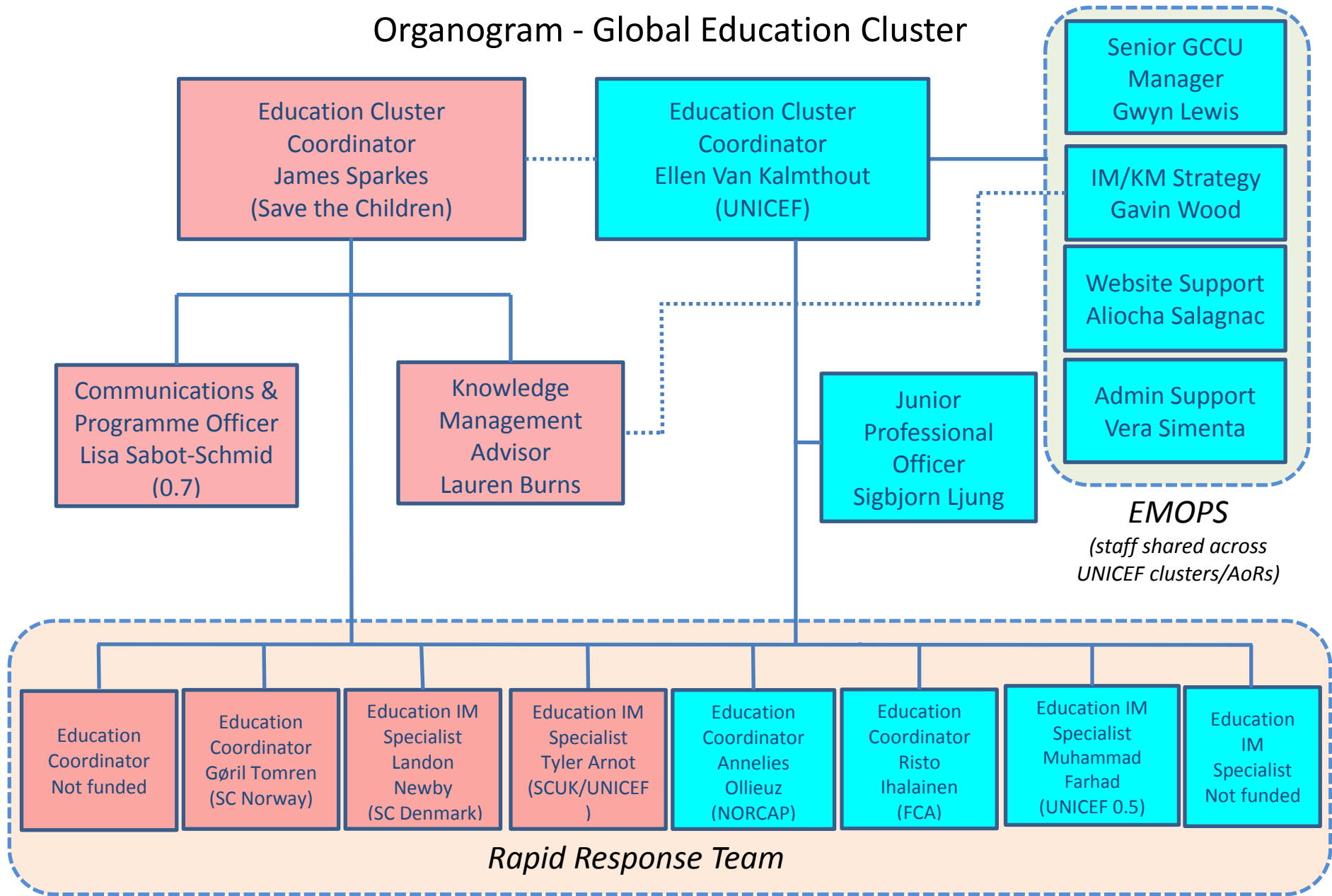
### **UNICEF Junior Professional Officer**

- Monitoring, reporting, prevention and response to attacks on Education/MRM training and guidance pack
- Coordinator of the Advocacy Community of Practice
- Collaboration and Strengthening of Links with Child Protection
- Desk Support to specific crisis (including Ebola)

Explicit allocations of time will be made during team work planning in Jan/Feb 2015. These will include allocations to the tasks above and to:

- Management tasks such as the ECWG, RRT and the EC Steering Group etc.
- Remote support for countries
- Estimated deployment time
- Backstopping roles on key tasks to step in should the leader of that task be absent
- Support to various tasks led by other members of the team
- Work specific to own CLAs

# Organogram - Global Education Cluster



## Monitoring and Evaluation

The Global Education Cluster will use a number of different components to monitor and evaluate performance.

- **Output monitoring:** Tracking of service delivery levels and individual activity tracking.
- **Service request monitoring:** Logging of all service requests as a comparison to estimated and actual services delivery.
- **Cluster Performance at a country level:** How all clusters have performed against the cluster functions.

### Output Monitoring and Evaluation

Output monitoring for the 3 country based services will utilise a tracker based on the following table. It is expected that the utilisation will be reasonably regular although the “SRP season” being the last half of Q3 and first half of Q4 may require more support.

Product	Cumulative workload (weeks)				2015 req.
	Q1	Q2	Q3	Q4	
Deployment of RRT Cluster Coordinators	23	46	69	92	92
Deployment of RRT Information Managers	20	40	60	80	80
Deployment of partner Cluster Coordinators	12	24	36	48	48
Deployment of partner Information Managers	15	30	45	60	60
ECU Support Missions	3	6	9	12	12
RRT Remote support to Coordination Function	3.75	7.5	11.25	15	15
RRT Remote support to IM Function	6.5	13	18.5	26	26
ECU Remote support to Coordination	4.5	9	13.5	18	18
ECU Remote support to IM Function	4	8	12	16	16

In terms of the Global Coordination Service activities will be tracked on an individual basis with each activity having an implementation plan.

In terms of evaluation the GEC will compare what was planned in terms of service delivery and activities against actual output and this will form the basis of an evaluation alongside a more qualitative methodology that will be undertaken towards the end of the year. In addition cluster performance against the L3 protocol will also be reviewed in the event of new L3 emergencies.

### Service Request Monitoring

In addition the Global Cluster will also monitor all service requests. These will be logged to compare to the estimated levels of service required and will be used to 2016+ planning. Requests will include the following categories: ECU support mission, RRT deployment request, Remote support for Cluster functions, Remote support for recruitment and HR, Other.

### Cluster Performance at a country level

The Education Cluster will support the use of the Cluster Performance monitoring tool and/or similar systems so that all formally activated education clusters can undertake a performance review. Whilst this is not an evaluation of the cluster, it will help to highlight if there are common issues or areas of concern with cluster functioning at the country level.

### Planning assumptions for 2016

It is expected that the level of workload will remain roughly the same for 2016. This includes the assumption 2 of the current L3 crises will be rescinded L3 status and that 2 current cluster countries will be formerly deactivated, so 2016 will start with the same number of L3 emergencies and formally activated clusters as 2015. As per 2015, 4 different countries in protracted crisis will be targeted for extra support.

### Summary of coordination needs for 2016

<i>in weeks</i>	New L3*	Current L3*	New non-L3 Crisis*	Targeted Protracted Crisis*	Non-target Protracted Crisis**	Preparedness non-cluster**	Transition**
Coordination Deployed	24	8	12	2	2	0.5	1
IM Deployed	24	8	12	2	2	0.5	1
Coordination Remote	4	2	2	1	0.25	1	1
IM Remote	4	1.5	4	2	0.50	1	1
Senior Staffing	3	1	1	0	0	0	0
Est. # of Countries	2	4	2	4	12	4	2

### Strategic Objectives;

The current strategic objectives will remain valid for 2016, although in some cases it will be more about promotion and use than development.

### Products and Planned Outputs;

1. Products for Direct support to Coordination Services at Country Level
  - These will remain roughly the same
2. Products for Strengthening the Framework and Capacity for Coordination Services
  - New products to be identified
  - Current products to be maintained
3. Global products for advocacy and policy in Coordination and Education in Emergencies
  - These will remain roughly the same but will need to be updated dependent on progress.

### Resource Plan

The structure of the ECU and RRT will be the same in line with the planning assumptions for 2016 being in line with those for 2015

### Budget and Funding Plan;

To remain at a similar level

### Monitoring and Evaluation

The monitoring system will be revised based on an evaluation at the end of 2015

## Annex 1: Crisis Specific Planning Assumptions and expected Caseload

### Level 3 Emergencies

- For 2015 it is expected that the 4 current L3 emergencies will largely remain categorised as such. The expected support for each includes a 2 month deployment for coordination (gap fill or surge if the situation deteriorates) and a similar requirement for information management. Each L3 will require remote support and it is expected that either an Education Cluster mission or joint Cluster mission will be supported in each L3 next year.
- The EC will plan for 2 new L3 emergencies in 2015; one being a conflict related situation (escalation of violence in countries such as Mali, Somalia, DRC or Nigeria) and one natural disaster scenario (earthquake, Typhoon or flooding etc.). For these it is estimated a national level coordinator and a sub-national level coordinator will be required for 3 month deployments and a similar level of IM support will also be required. In addition a senior staff to oversee the initial SRP planning will be required for several weeks at the start of the crisis. Significant remote support will also be necessary in the initial phases.

### New non-L3 and Protracted Crisis

There are 14 formally activated education clusters that are “non-L3” and two countries affected by the Ebola crisis being supported by the Education Cluster. It is expected that 2 new additional countries may formally activate Education Clusters in 2015. Whilst support to transition processes will take place it is not expected that any current Education Clusters will be formally de-activated in 2015.

Based on these estimates the following planning assumptions have been made:

- For each of the 2 **new non-L3 emergencies** it is expected that a 3 month deployment of a coordination staff and a similar deployment of an Information management staff will be required. Significant remote support will also be needed at the initial stages of the crisis and provision will be made for a short mission by a senior member of the ECU.
- In 2015 a key aim of the EC is to ensure a minimum level of quality and capacity amongst all formally activated clusters. On this basis 4 of the **protracted crises countries** with full time coordination staff will be **targeted** for additional support which will involve 2 week field missions by either a coordination or information management staff and enhanced remote support will be provided.
- For **non-targeted countries** it is expected a small amount of remote support will be provided.
- Based on analysis of the last two years it is expected that there will be gap fills and escalations in some of the protracted crises countries that will require deployments. This has been estimated as 2x 3 month deployments of coordination staff and 2x 3 month deployments of information management staff.
- It is assumed that the **non-cluster Ebola Crisis** countries will continue to need remote support.

For the new non-L3 emergencies the estimated figure is expected to be good indication of the resources required. For the protracted and Ebola crisis countries an “average figure” based on the above estimates and divided by the number of countries has been used.

### Preparedness and Transition

- It is expected that 4 countries will require support in terms of readiness and preparedness activities. For two of these countries this will mostly be implemented by remote support. For the other two countries there will be either a 1x 2 week mission by a coordinator or 1x 2 week mission by an information management staff.
- It is expected that 2 countries will require support in terms of transition and de-activation planning. For each of these countries it is expected that a 2 week support mission by a coordination staff or an information management staff will be required.

For both preparedness and transition an “average figure” based on the above estimates and divided by the number of countries has been used.

**Summary of coordination needs (described in more detail overleaf)**

<i>in weeks</i>	<b>New L3*</b>	<b>Current L3*</b>	<b>New non-L3 Crisis*</b>	<b>Targeted Protracted Crisis*</b>	<b>Non-target Protracted Crisis**</b>	<b>Preparedness non-cluster**</b>	<b>Transition**</b>
Coordination Deployed	24	8	12	2	2	0.5	1
IM Deployed	24	8	12	2	2	0.5	1
Coordination Remote	4	2	2	1	0.25	1	1
IM Remote	4	1.5	4	2	0.50	1	1
Senior Staffing	3	1	1	0	0	0	0
Est. # of Countries	2	4	2	4	12	4	2

\* The figures shown are expected to be a close estimate of the need of each country.

\*\* The figures shown are for planning purposes and represent an average over the number of countries for each category. The amount and type of support is expected to vary from one country to another.

**Current Level 3 Crises:** Syria (2 hubs), Iraq, South Sudan and CAR

**Formally activated cluster countries in addition to L3:** Chad, Colombia, DRC, Ethiopia, Liberia, Mali, Myanmar, OPT, Pakistan, Philippines, Somalia, Sudan, Ukraine, Yemen,

**Countries with significant coordination needs where the cluster is not formally activated:** Guinea, Sierra Leone

**At risk countries:** Afghanistan, Bangladesh, Indonesia, Kenya, Niger

**Annex 2: Detailed Work-plan and Priorities for 2015**

*To Be Completed*

**Annex 3: Budget and Funding Plan for 2015**

*To Be Completed*