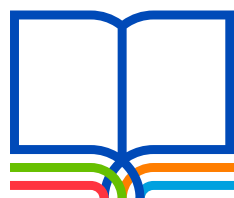


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# Practical steps towards bridging the Humanitarian Development Nexus

September 2024



**Global  
Education  
Cluster**

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## Purpose of this guidance

This guidance is intended to be a practical tool for country-based Education Cluster and Working Groups to take steps, appropriate to their context, towards achieving the Humanitarian Development Nexus.

In some instances, these steps will bring the Education in Emergencies response more in line with the National Education Sector Plans (NESP)s and build a stronger collaboration with Ministries of Education (MoEs), Local Education Groups (LEGs), Development Partners (DPs) and Refugee Working Groups (RWGs). In instances where there is no recognised MoE to engage with, these steps can support stronger engagement with LEGs, DPs and other partners in the development of Transitional Education Plans (TEPs) and other interim response plans.

This guidance includes a strong focus on Preparedness and Climate Change/ Disaster Risk Reduction.

The Global Education Cluster is grateful to country cluster coordination teams that engaged in the development of this guidance grounding it in reality and making it practical and easy.

The Global Education Cluster is equally grateful to the thoughtful contributions from our partners Education Cannot Wait (ECW), Global Partnership for Education (GPE), United Nations Educational, Scientific and Cultural Organization (UNESCO), UNESCO International Institute for Educational Planning (IIEP), United Nations High Commissioner for Refugees (UNHCR), Inter-Agency Network for Education in Emergencies (INEE) and the Global Education Cluster Strategic Advisory Group who have ensured the guidance is more relevant, comprehensive and connected.

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## Coordination and engagement with Ministries of Education, Development Partners, Local Education Groups and Education Sector Working Groups

Does a LEG/Education Sector Working Group (ESWG) exist in country?

Which organisations are currently leading it?

Does the cluster participate in LEG/ESWG meetings and do DPs engage in cluster meetings?

- **Reach out** to the MoE, in-county donors, or other partners to get acquainted with existing education coordination groups. The LEG – led by the MoE and composed of various stakeholders – develops, implements, monitors and evaluates education sector plans at country level, and may go by different names (e.g. ESWG, Education Consultative Group, Education Sector Development Committee).
- **Review Terms of References** (ToRs) and identify entry points for engagement; **set up** a meeting with LEG chairs; explain the cluster role and functions; **explore** opportunities for cluster engagement in meetings.
- The arrival of a new cluster coordinator, a strategy update, or the launch of a joint education needs assessment (JENA) are great opportunities to **get in touch** with the LEG to **organize** a meeting.
- If the country has a refugee education working group (REWG) led by UNHCR, **liaise** with its coordinator to promote a consistent Education in Emergencies (EiE) approach in line with the Initiative for Strengthening Education in Emergencies Coordination (ISEEC).
- **Identify** priority topics to discuss jointly with the LEG. **Invite** them to send a representative to regularly attend cluster meetings.
- **Ensure** the cluster coordinator(s) participates in LEG meetings actively and regularly through designated representative(s) to improve information sharing and synergies.
- **Recommend** a standing cluster agenda item at LEG meetings (e.g. updates on EiE, humanitarian access, gaps, opportunities for collaboration with DPs), and vice versa.



## What would success look like?

### Outputs/Outcomes may include but not limited to:

- a Inclusion of a standing agenda item in LEG meetings with cluster updates on humanitarian crisis that leads to enhanced understanding and prioritization of the educational needs of children in crisis by donors/MoE and the cluster being recognized for the added value it brings in.
- b Enhanced trust/relationship building and better understanding of various donors' priorities, which may lead to increased allocation to EiE (in-country allocations or internal donors' advocacy for global level allocations for EiE in that country – through global level calls for proposals).
- c Stronger EiE inputs into discussions and processes led by the LEG and development partners (ex: GPE partnership compact development), including engagement in relevant taskforces and workshops, bringing a crisis-sensitive lens to LEG-influenced initiatives.



## Education Sector planning and policies

Has the MoE conducted an Education Sector Analysis (ESA)<sup>1</sup> or is one being planned?

- **Get information** on timelines for any upcoming ESA; identify an entry point to contribute to the process to ensure EiE issues are incorporated. Sometimes, ESAs are supported by UN agencies (notably UNICEF and UNESCO IIEP) – reach out to them in-country to find out more.
- **Keep engaged** throughout the process; support secondary data reviews with EiE-specific data sources, gathering resources with analysis of crisis impact on education systems to contribute to the dialogue and advocate for the inclusion of risk analysis, including climate risk, and EiE. This annex could also include work related to Preparedness, including Anticipatory Action (AA), and the use of climate data to improve early warning systems and other elements of AA.



UNICEF/UNI437356/Shahan

<sup>1</sup> In GPE partner countries, ESAs are often funded by GPE, through the System Capacity Grant Financing Window 1 ([guidelines](#)). For details on reviewing ESAs through a resilience lens see: [Education Sector Analysis Methodological Guidelines, Vol. 3: Thematic Analyses – Chapter 12 – Risk Analysis For Resilient Education Systems](#).

## Has the MoE developed an Education Sector Plan (ESP)<sup>2</sup> / Transitional Education Plan (TEP) or similar?

### What is the timeline/duration of the ESP or TEP and its related operational plans?

- Mid-term reviews or annual reviews of the plan's implementation may be an opportunity to engage with the MoE's planning cycle. If the ESP or TEP is about to be reviewed and a new plan is about to be developed, **engage and contribute** to the definition of policy and programme options to strengthen the inclusion and synergies of EiE, Disaster Risk Reduction and climate change mitigation as well as recovery. The development or mid-term review of the ESP can be a valuable opportunity for the cluster to update its strategy, thus enhancing its alignment, if relevant, to the priorities of the ESP and its Monitoring and Evaluation (M&E) framework.
- If an ESP or TEP has already been developed, **review** strategies and programme areas that have links with EiE and coordination (climate change mitigation/conflict, Disaster Risk Reduction) and potentially suggest adding an annex (which could then be included in any upcoming ESP or TEP); discuss with cluster members how to support implementation and links with MoE.
- **Review** Education sector's approach to support **foundational learning** and wellbeing and discuss with MoE counterparts, LEG and Cluster partners how cluster activities can use, scale-up, align, and complement ESP/TEP to realise quality learning and wellbeing outcomes in EiE responses.
- **Anticipate** upcoming sector plans. Understanding the duration/project cycle of the ESP or the TEP will give you a sense of the expected timeline for a new development/revision process to start (generally two years before the end of the ongoing ESP) in countries with long-term ESPs.
- The ESP or TEP may have operational plans that provide more details on the activities to be implemented. **Review** these documents and propose activities that have links with EiE, climate change mitigation and adaptation, Disaster Risk Reduction and are aligned to the priorities of the cluster strategy.

2

In GPE partner countries, ESPs are often funded by GPE, through the System Capacity Grant Financing Window 1 ([guidelines](#)).



## What would success look like?

### Outputs/Outcomes may include but not limited to:

- a** Inclusion and monitoring of indicators that relate to crisis-affected children in ESPs or TEPs (or the addition of a separate chapter, however, better if the indicators are included throughout the plans as this supports equity).
- b** Reference to specific strategies to support quality learning for crisis-affected children falling under EiE, Preparedness and Anticipatory Action, Disaster Risk Reduction, climate change mitigation, and recovery in ESPs or TEPs.
- c** Joint agreements/Standard Operating Procedures/decision trees with MoE (at different levels – State/Directorates) on various aspects, including but not limited to:
  - i** Fast-track approvals for partners operational on the ground to allow for immediate education response activities (including agreement on activities and standards/minimum packages).
  - ii** Accommodate displaced children in existing schools rather than setting up parallel systems/temporarily learning spaces that would not guarantee the same accessibility.
  - iii** In service capacity development for existing teachers working in disaster-prone areas on accommodating needs of children who may have been affected by disasters
  - iv** Facilitated enrollment of displaced children who may have lost their birth registration, previous academic certificates or who cannot pay school fees
  - v** Facilitation of matriculation exams and provision of certifications.
  - vi** Catch-up classes (including agreed curriculum) for displaced children to catch up on missed school time etc.



# Contingency Planning, Preparedness and Anticipatory Action

Has MoE/Ministry of Humanitarian Affairs developed any education preparedness/contingency or anticipatory action plans?  
Is it included in the ESP/TEP?

- **Research** any policy, plan, or strategy developed by MoE/Ministry of Humanitarian Affairs that includes a focus on preparedness/contingency planning or anticipatory action. The MoE may have developed a protocol or standard operating procedures (SoP) for risk analysis, including climate risk, and/or emergency response either as a standalone document or as part of a multi-sectoral document. The cluster need to be acquainted with and align to these SoPs and protocols.
- Preparedness, contingency planning and anticipatory action present opportunities **to influence** MoE to improve existing plans and/or enhance MoE capacity<sup>3</sup>.
- **Advocate** for coordination with local and national organizations to be a key part of the plans – given local actors are more likely to be the first responders and span humanitarian and development cycles and thus improve the sustainability of the response.

## What would success look like?

### Outputs/Outcomes may include but not limited to:

The MoE has a contingency/preparedness and anticipatory action plan the cluster and partners have contributed to, making it practical and operational. Also see the above success examples. Practical SoPs and standards agreed with the cluster and partners ahead of time would enhance preparedness and response.

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See [here](#) for ideas on institutionalizing C/DRR as part of education sector planning, [here](#) for climate resilience, [here](#) for Climate-Smart Education Systems framework (dimensions 1,2, & 3) and [here](#) for the 2023 Preparedness Toolkit for Education Clusters and CPWGs.



## Education Sector Annual Reviews, planning workshops and budgeting

### Does the MoE organize a Joint Sector Review (JSR)<sup>4</sup>?

- **Contribute** to policy development and/or ensure that ESP implementation addresses the needs of those affected by crisis.

### What would success look like?

#### Outputs/Outcomes may include but not limited to:

Needs and issues related to children affected by crisis are brought up (supported by evidence) and discussed during Joint Sector Reviews (e.g. Presentation by the cluster or partners operational in specific crisis-affected geographical locations) highlighting needs and gaps – with agreed follow-up actions recorded so the cluster can follow up with MoE and donors.



<sup>4</sup> This process, in GPE partner countries, is often funded by GPE, through the System Capacity Grant Financing Window 2 ([guidelines](#)).

## Does the MoE's annual budget processes include EiE response and preparedness?

- **Check** with Cluster Lead Agency education, social protection, child rights, or governance teams if they know if EiE is included in the annual budget.
- If the information is not available or analysed, **ask the** MoE for a copy of the education annual budget and commission an analysis/desk review to investigate budget lines relating to EiE and children and youth in crisis, including climate change mitigation and adaptation, climate change mitigation/conflict, Disaster Risk Reduction.
- **Advocate** for a specific budget line(s) dedicated to EiE related issues in the MoE's annual budget (prevention/ preparation/ response), including with bilateral donors that offer the MoE budget support.
- Depending on the context, it's important to look beyond the MoE because resources **may be drawn** from other government institutions (e.g. Ministry of the Interior, national coordinating body responsible for the displaced, preparedness, response, etc.).

## What would success look like?

### Outputs/Outcomes may include but not limited to:

- a Good oversight of the MoE budget – if any – that relates to EiE and/or emergency response. Oversight of the budget will allow for the cluster to engage more meaningfully with the MoE departments that are responsible for expenditures related to those areas, including agreeing SoPs for cluster-MoE engagement in preparedness and rapid response in affected areas.
- b Through the engagement with bilateral donors and LEG, budget for EIE preparedness and rapid response is earmarked. in MoE budget

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## Education Monitoring Information System

### Does the Ministry of Education have a functional Educational Management Information System (EMIS)?

- **Use** EMIS information as a baseline to calculate caseloads as much as possible (e.g. number of schools, teachers, attendance, drop-outs in crisis-prone areas)
- **Support the** MoE to have one coherent, inclusive, crisis-sensitive IM system (often included in LEG member-supported projects or special initiatives), including climate change data and indicators if available.
- **Review** national EMIS to assess whether annual school census includes relevant disaggregated information (by student migration/ displacement status, by geographic areas affected/ not affected by crisis), as well as specific crisis-related indicators, and indicators measuring the impact of climate change, risks and emergencies on education.
- Together with UNHCR, **advocate** for EMIS to allow for systematic disaggregation by migration status/ nationality, and for key indicators to be disaggregated in reporting.
- **Offer** to share EiE data to complement EMIS (for example, data on attacks on schools).
- **Consider** ways to build the MoE's capacity in generating and using crisis-risk related data.



## What would success look like?

### Outputs/Outcomes may include but not limited to:

- ✓ Disaggregation of data on crisis-affected schools, students, and teachers widely available and referenced in key reports. Note: not just access data but also on exam pass rates, learning outcomes, etc.
- ✓ Collection of data for crisis-related indicators, and indicators measuring the impact of climate change, risks and emergencies on education.
- ✓ EMIS data referenced in cluster calculations of People In Need (PIN) and caseload in Humanitarian Needs Overview (HNO) / Humanitarian Response Plan (HRP)/ cluster strategy
- ✓ EMIS data is complemented by EiE data provided by the cluster in key MoE publications (i.e. data on attacks on schools)



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## Resource mobilization

### What is the potential for resource mobilization?

- Explore opportunities for joint resource mobilization (e.g. GPE and potential alignment with ECW investments). Also take into consideration that there are increased allocations of climate finance towards education.
- If cluster strategy outcomes are aligned to those of the ESP, it should be easier to find ways to channel funding.
- Both development and humanitarian education donors prioritize cross-cutting issues (e.g. gender, localization, climate change adaptation, etc.); include such issues in joint proposals (e.g. capacity strengthening of national actors).
- A seat at the LEG/ESWG also provides an insight into allocations for preparedness and response from other donors (e.g. World Bank investments in areas prone to disasters, bilateral donors that may have an interest in EiE but remain tied to development funding). Understanding the cluster's work may prompt non-traditional donors to invest in EiE. Share information about the cluster's work with non-traditional donors and encourage them to invest in EiE to bridge the humanitarian–development divide and improve resilience.

### What would success look like?

#### **Outputs/Outcomes may include but not limited to:**

- ✓ Inclusion or increase in the MoE's budget lines dedicated to projects targeting crisis-affected children
- ✓ Overall increase of donors' funding/resources to EiE, linking up humanitarian and development
- ✓ Increase in funding from development donors supporting projects in crisis-affected areas and/or targeting crisis-affected children, coordinated through the cluster
- ✓ Increase in number of development projects that include preparedness, anticipatory action, and crisis modifiers



Established in 2007, the Education Cluster derives its primary mandate, purpose and scope from the 2005 IASC Cluster approach, which ensures that international responses to humanitarian emergencies are predictable, accountable and have clear leadership.

**For any general enquiries get in touch via:**  
[help.edcluster@humanitarianresponse.info](mailto:help.edcluster@humanitarianresponse.info)



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