

Coordination in Practice: Lessons from ECD Coordination in Challenging Contexts

14 November 2023

MOVING MINDS
ALLIANCE

SESAME WORKSHOP™



**HUMANITARIAN
COLLABORATIVE**
AT THE UNIVERSITY OF VIRGINIA

**Inter-agency Network for
Education in Emergencies**

From Research to Reality

Creating—and learning from—
the ECDiE Coordination Learning
Cohort



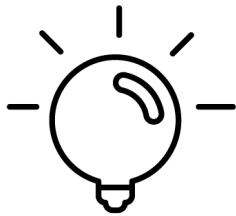
Introducing the ECDiE Coordinator Learning Cohort



Why a coordination cohort?



Who participated in the cohort?

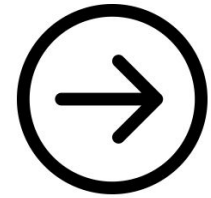
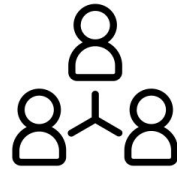
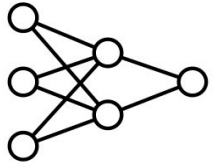


What did we learn?



How to access more resources?

Why a coordination cohort?



**Recognized
the need to
improve
coordination**

Review of
existing
structures

Recognizing
diversity
&
complexity
of existing
models

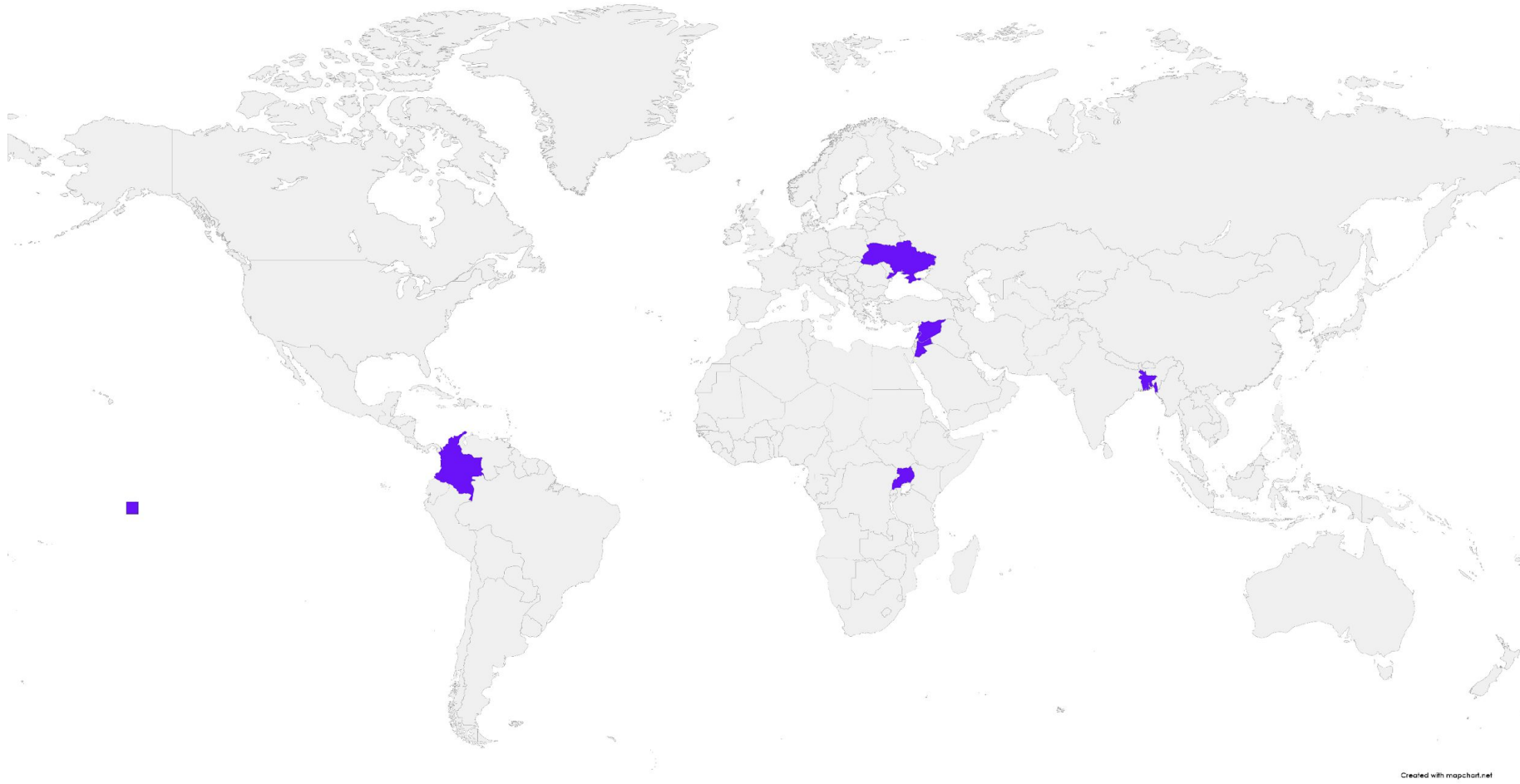
**Creation of
the cohort**

Identifying
cohort
members
and
priorities

Learning and
documenting
lessons

**Transitioning to the
next phase**

Who participated in the cohort?



Cohort members came from a wide range of geographies:
Bangladesh, Colombia, Jordan, Lebanon, Syria, Uganda, and Ukraine

What we learned: Quick tips and good practice



Engage stakeholders from all relevant clusters, sectors, and crosscutting topics

Engage with the host government and national systems and build on existing policies and/or approaches to ECD coordination

Engage with national influencers on coordination, policy, and data issues at the working level

In acute emergencies, establish an ECD-specific forum, while concurrently connecting ECDiE with the established humanitarian coordination structure to ensure that ECD priorities are included

Immediately seek to ensure local leadership of coordination efforts, particularly by engaging local organizations and affected communities

What we learned: Quick tips and good practice



2. Integrating ECD into needs assessments and response plans

Identify assessment, appeals, and planning processes relevant to ECDiE and begin to engage

Learn the mechanics of those processes, including timelines and the individuals and organizations who see or influence them; ensure those in a position of influence understand the breadth and importance of ECDiE

Determine if your organization – at the local, regional, or global levels – has the ability to provide direct feedback internally or externally on assessments and appeals, and supply suggested language and evidence

Follow up and take a proactive role in the review, including tracking opportunities for input and providing thoughtful and comprehensive comments

Ensure that needs assessments include explicit references to the five components of holistic ECD: adequate nutrition, safety and security, responsive caregiving, and opportunities for early learning. Do this in any sector-specific assessment where ECDiE-related service provision should be considered

Where possible, identify opportunities to align with or build upon the national government's approach to ECD needs assessments and service planning

What we learned: Quick tips and good practice



Create opportunities for connection and collaboration among the diverse range of practitioners that are involved in the provision of ECDiE services

Identify opportunities to promote collaboration between sectors related to ECD and any services reaching young children and families

What we learned: Quick tips and good practice



Establish a systematic approach to M&E through the development of a joined-up system or framework across implementers and services

Leverage emerging M&E data to inform future-focused decision-making and prioritization

Collect and analyze data in age-disaggregated formats, especially breaking down the under-18 population in recognition of their distinct needs

What we learned: Quick tips and good practice



Ensure that ECDiE needs and program impacts are visible, well documented, and presented in ways that are easily understandable to donors, cluster partners, and the humanitarian leadership, especially host governments

Look for strategic opportunities and entry points to influence policy and practice, especially in broader national-level policy development processes that have implications for ECD

Make use of established frameworks to define ECD and tools to strengthen ECD advocacy

Aim to understand the host government's existing priorities and consider whether/how ECD advocacy can align with those priorities

Collaborate with existing networks of local and national organizations to understand ECDiE needs in real-time; reinforce their advocacy messages in donor meetings and funding documents

How to access more resources

Access all of the resources produced by the cohort so far through our all-in-one
[ECDiE Coordinator Learning Cohort Resource Sheet](#)

Summary of
midpoint learnings

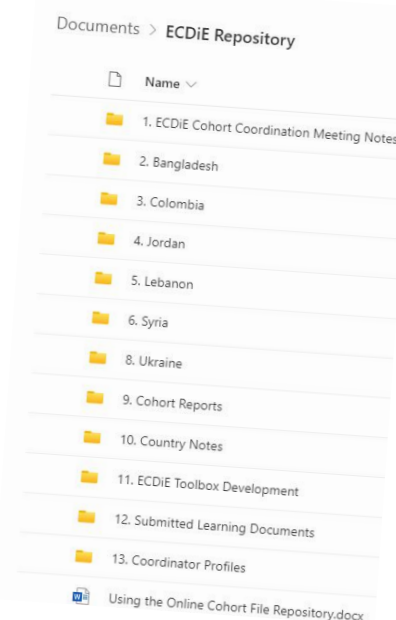
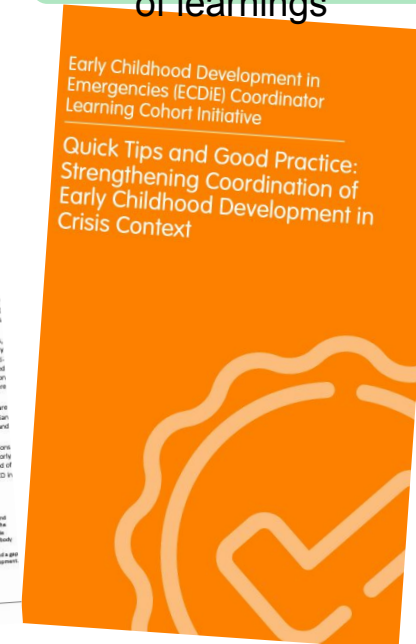
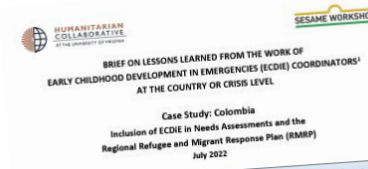
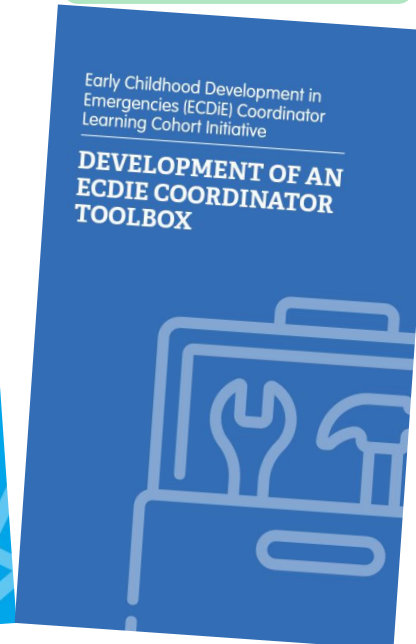
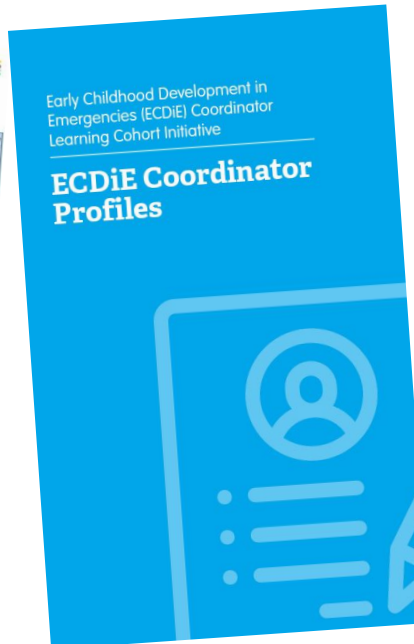
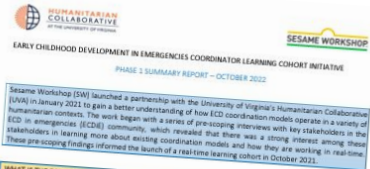
Job
descriptions

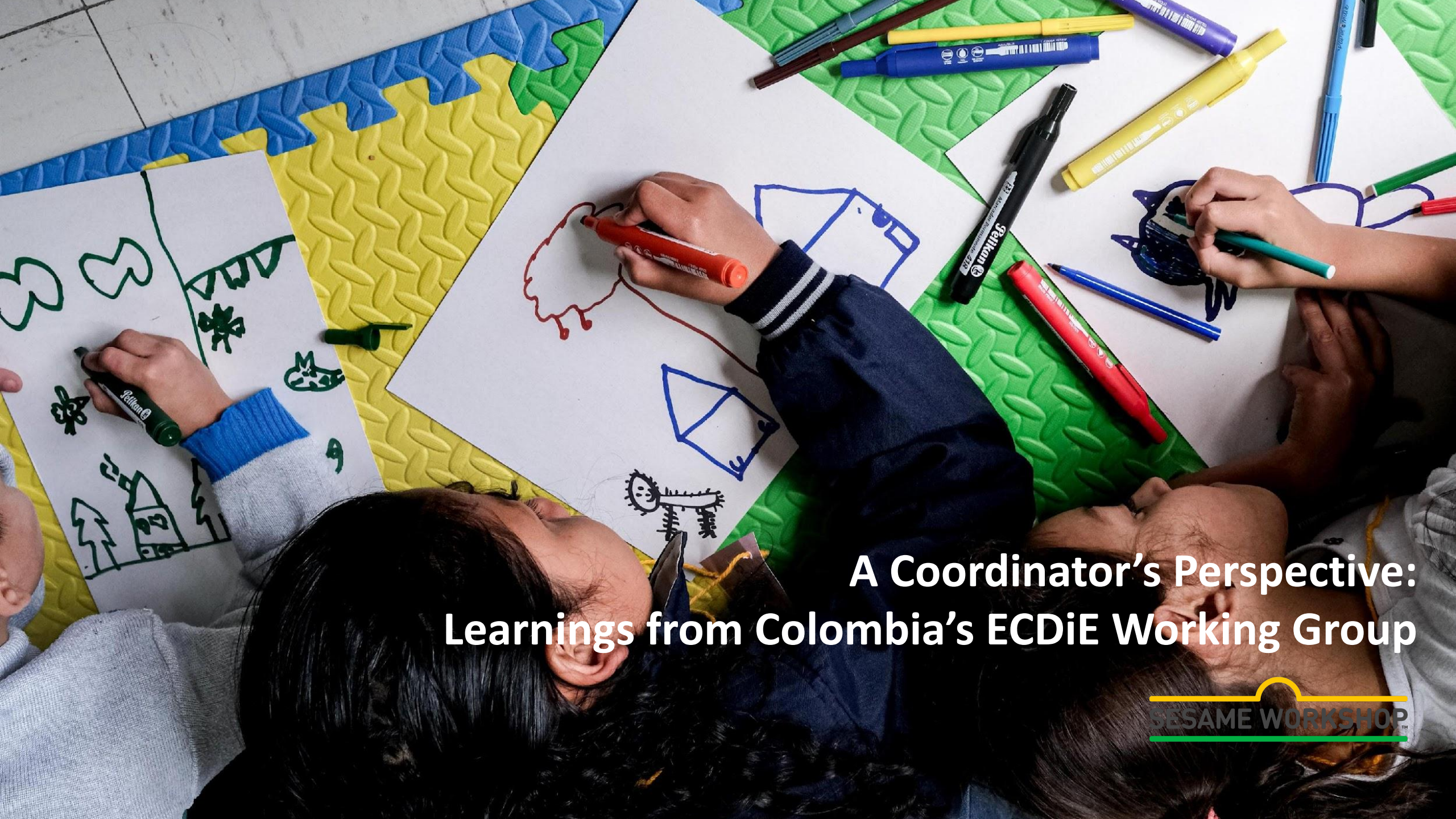
Recommendation
s for toolbox

Case study
from Colombia

Final report and
summary
of learnings

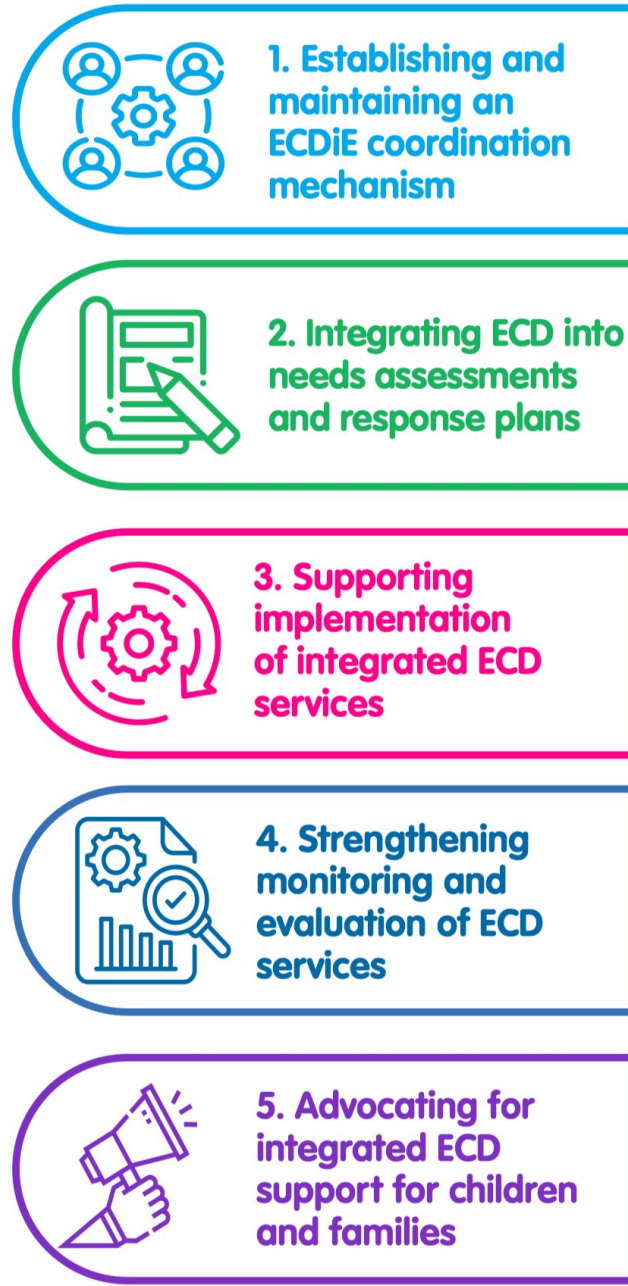
File repository





A Coordinator's Perspective: Learnings from Colombia's ECDiE Working Group

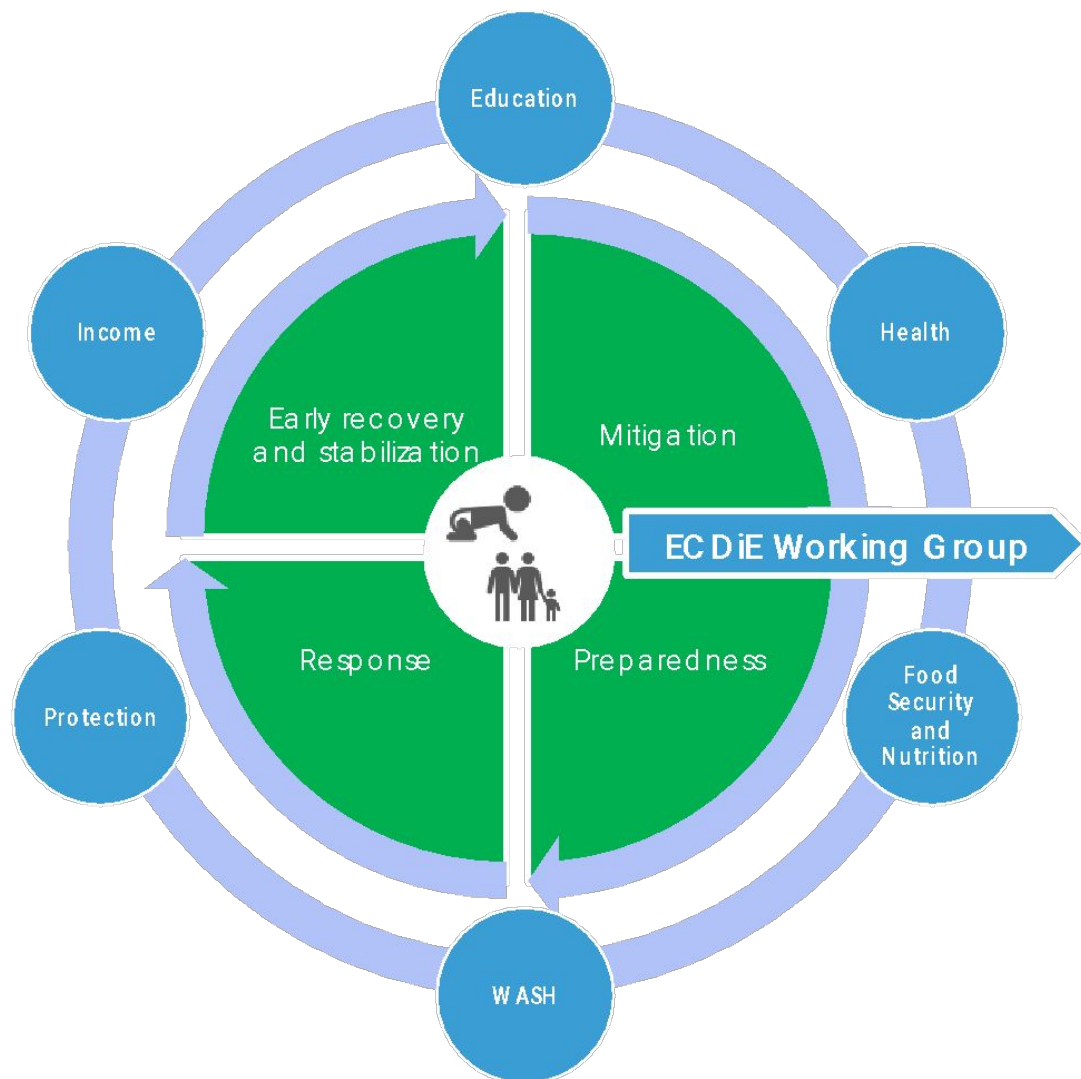
Purpose and scope of the presentation



For these three categories, share the progress of the Colombian ECD in Emergencies Working Group, and reflect on the main lessons learned, challenges we have encountered and ideas for moving forward



1. Establishing and maintaining an ECDiE coordination mechanism



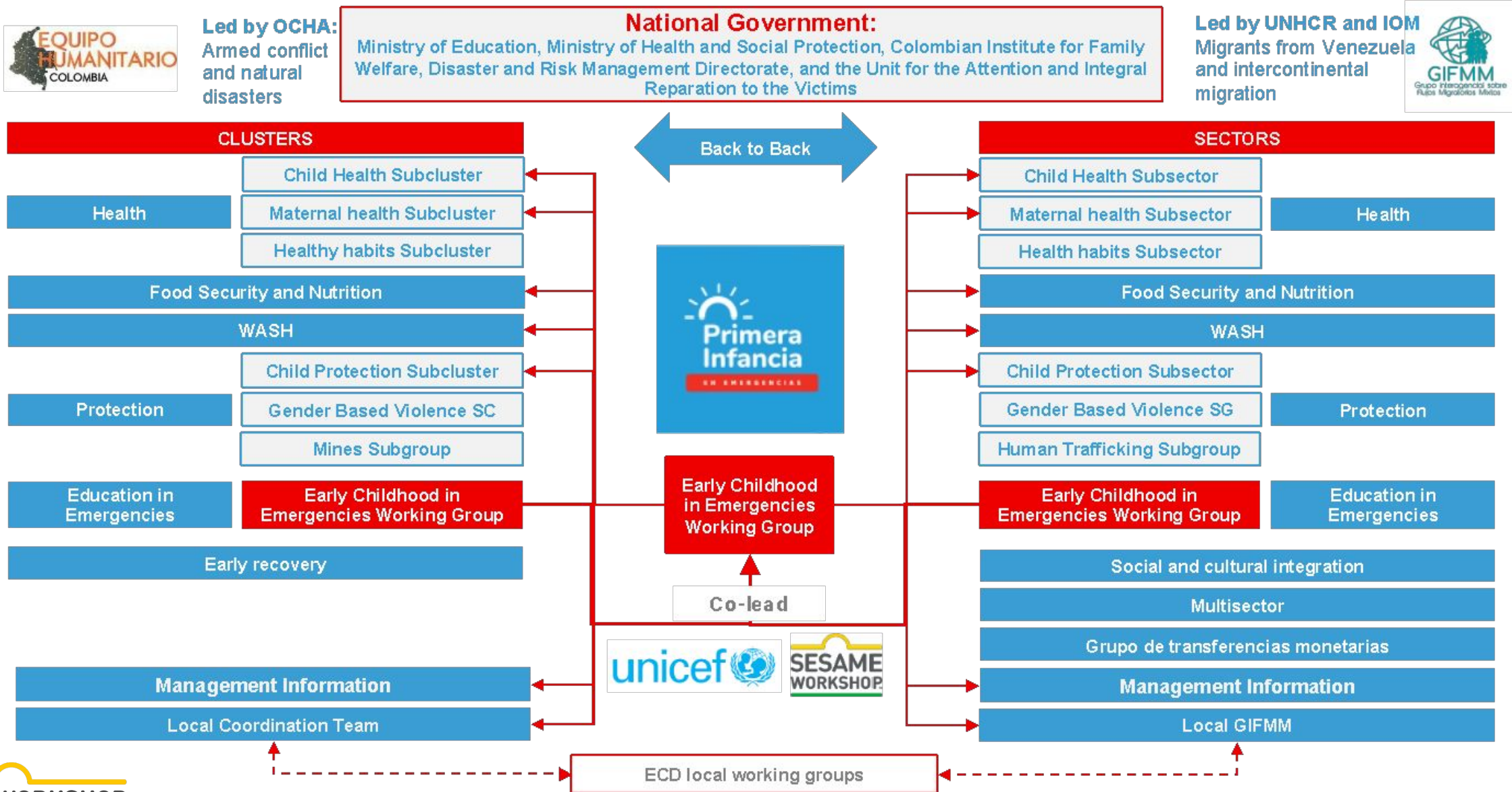
The ECDiE Working Group aims to strengthen institutional capacities and intersectoral coordination by engaging Colombia's humanitarian architecture and relevant government agencies across all relevant sectors to support whole-child development from the onset of crises into stabilization.

Specific objectives:

1. Advocate for increasing access and quality of ECD services
2. Strengthen monitoring and evaluation
3. Increase awareness of the importance of providing support to early childhood in emergencies



1. Establishing and maintaining an ECDiE coordination mechanism





1. Establishing and maintaining an ECDiE coordination mechanism

LEARNINGS

Forming the working group with all the clusters has highlighted **the need to work in a coordinated manner to ensure a child-centered approach.**

The dynamics of **working under an intersectoral approach** for more than 10 years on the part of the government institutions made it easy for them to join the working group.

CHALLENGES

Since the working group is not part of the official architecture, **working together depends on the will of individuals** representing the organizations that are part of the group.

The **change of government**, with different approaches and ways of working, has represented a challenge for the continuity of its participation.

MOVING FORWARD

Advocate for the inclusion of **an ECDiE sub-cluster** that could be hosted in the education cluster

Align ECDiE government priorities (NDP and sectoral plans) with those of the humanitarian architecture, and agree with government institutions on how the ECDiE WG can help them achieve their desired results



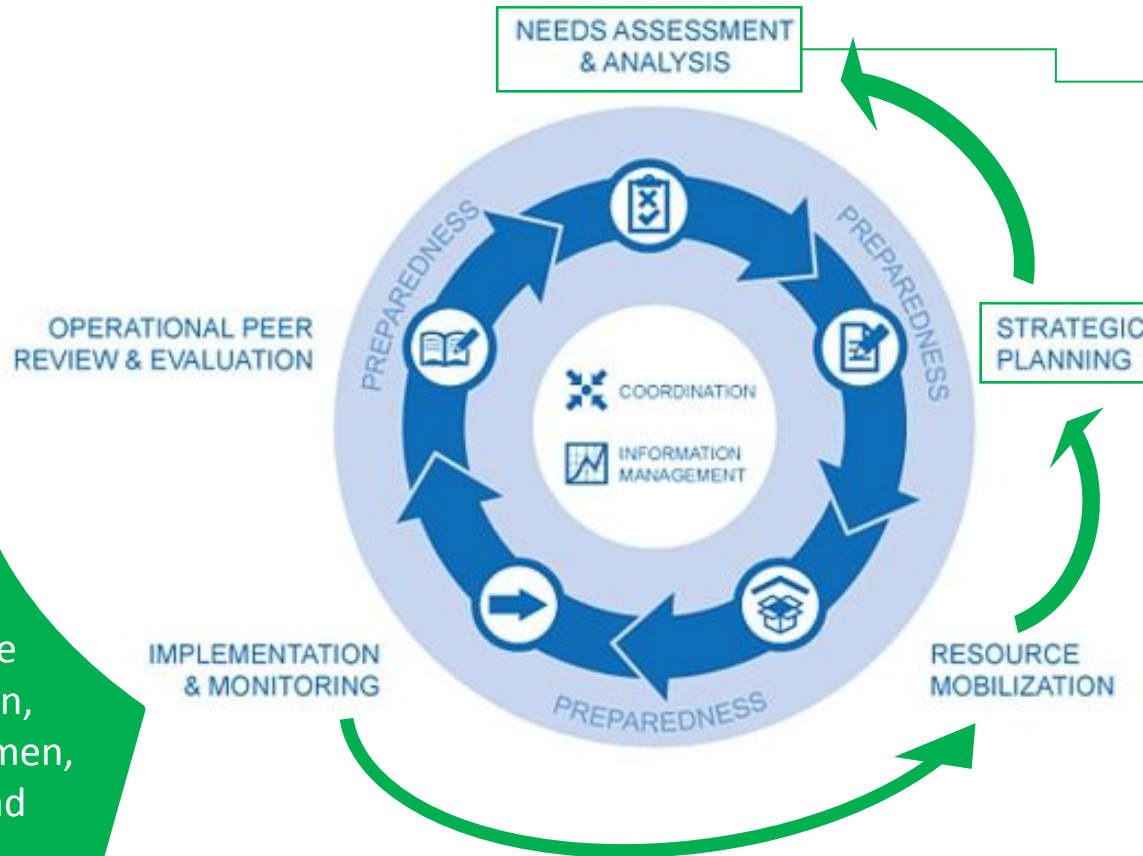
2. Integrating ECD into needs assessments and response plans

Findings

- Insufficient information on young's children needs
- Specific response for was insufficient, especially for early education.

More ECDiE projects reaching more young children, pregnant women, caregivers, and families

Humanitarian Programme Cycle



1. Took part in the Needs Assessment Technical Team (NATT)
2. Questions added to the Needs Assessment Questionnaire
3. Integration of the analysis into an ECD section

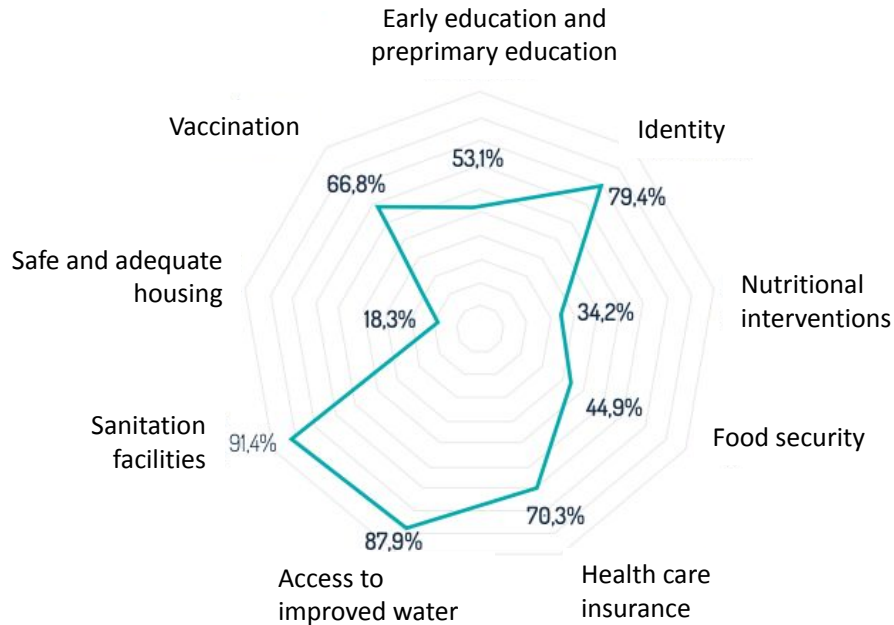
1. Advocated to make sure that young children, caregivers, pregnant women, and families were included as a priority in all sectors
2. Promoted coordination among sectors and clusters to ensure holistic response to ECD
3. Advocated to increase the submission of projects for ECD by sectoral partners



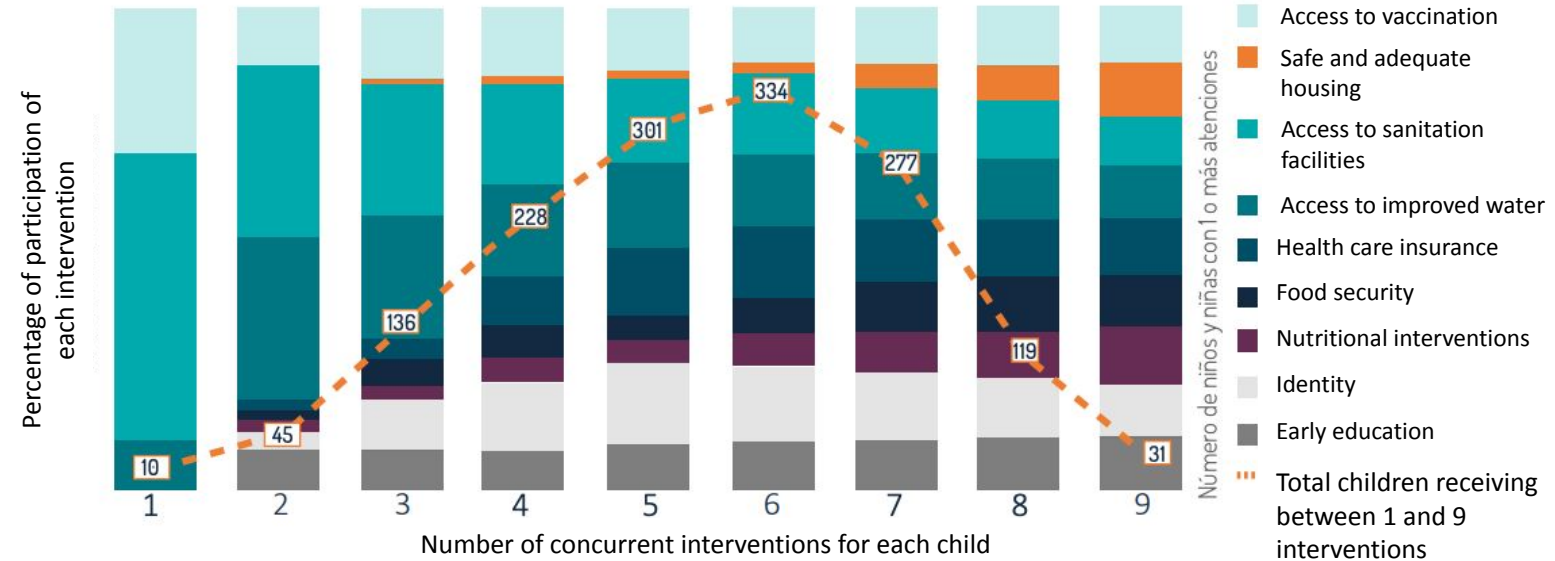
2. Integrating ECD into needs assessments and response plans

n = 550
children in
database

Access to ECD interventions



Child-to-child Intervention concurrence



KEY MESSAGES TO ADVOCATE FOR INTERSECTORIAL ACTION

Preschool attendance (53%) may be associated with better access to nutritional interventions (41% vs. 26% without preschool attendance).

Having Temporal Protection Status (TPS) (52%) may be associated with having greater access to observed services such as health insurance (71% vs. 9% without PPT) and early childhood and preschool education (77% vs. 44% without PPT).



2. Integrating ECD into needs assessments and response plans

LEARNINGS

Continuously highlight ECD data gaps and include ECD-related questions in needs assessment questionnaires

Ensure ECD data is consolidated and not broken into different clusters/sectors to ensure a **holistic understanding of children's needs and response needs**

Working hand-in-hand with sectors contributes to the **inclusion of ECD priorities and actions into the HRP**

CHALLENGES

It is challenging to include new questions, as **it requires additional resources to gather and analyze the data**

Permanent **tension between the need of the sectors to visualize the information from their sector and the proposal to integrate the information** under a whole-child approach

In the end, the HRP did not mention ECD in a specific way— therefore, **actions are for a wider age range population (children 0 – 17 years)**. In addition, ECE continues to be underrepresented in the response due to the **lack of ECE-specific indicators**

MOVING FORWARD

Advocate for the need to include additional questions to keep expanding the knowledge on the needs of young children in crisis

It is necessary to move toward a deeper analysis of the correlations that exist between sectoral interventions to move towards **greater coordination and integration of services**

Global clusters should **define more specific early childhood indicators, especially for ECE**, that lead to the inclusion of a more specific ECD vocabulary in the HRP and the submission of more ECD projects

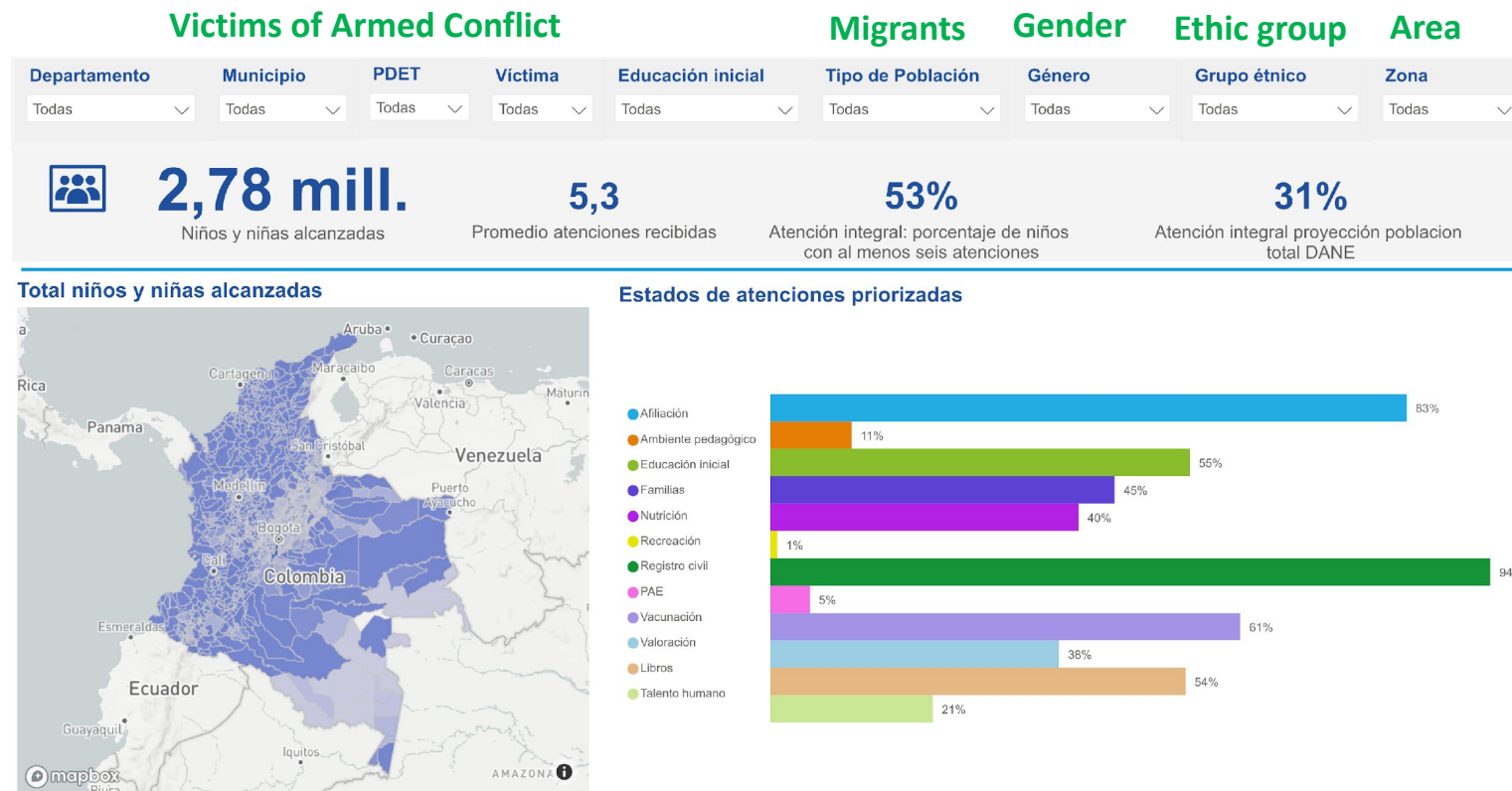


4. Strengthening monitoring and evaluation of ECD services

Develop a **ECDiE Dashboard** with government administrative data from the ECD Monitoring System to support needs assessment analysis and planning

LEARNINGS

Partnering with the government to launch **ECD data initiatives that complement the needs assessment analysis** is a key strategy that can support better planning and advocacy



CHALLENGES

Disseminating these tools and promoting their use for both planning and advocacy is challenging, as it requires **support and time to produce information** for specific contexts

MOVING FORWARD

Start producing **advocacy fact sheets for specific cases** (e.g., status of migrant young children crossing at the Tapón del Darien) that can raise awareness and increase response



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