



# EDUCATION CLUSTER STRATEGY

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## South Sudan COVID 19 Preparedness and Response Plan 2020

April – September 2020 (Draft)



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## ACRONYMS

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AAP	Accountability to Affected Population	HNO	Humanitarian Needs Overview
ALP	Accelerated Learning Programme	HRP	Humanitarian Response Plan
AoR	Area of Responsibility	IMO	Information Management Officer
C4D	Communication for Development	MoGEI	Ministry of General Education and Instruction
EiE	Education in Emergencies	MoH	Ministry of Health
EMIS	Education Management Information System	SSEC	South Sudan Education Cluster
EMIS	Education Management Information System	WHO	World Health Organisation
GBV	Gender Based Violence	5Ws	Who, What, When, Where, for Whom

# RESPONSE PLAN AT A GLANCE

## CLUSTER OBJECTIVE 1



Prevent spread and transmission of COVID 19 among teachers, learners and school communities.

## PEOPLE IN NEED



1.9 M

## CLUSTER OBJECTIVE 2



Mitigate/Minimize the negative impact of the COVID 19 crisis on learning and wellbeing through alternative learning and support mechanisms

## PEOPLE TARGETED



1.9 M

## CLUSTER OBJECTIVE 3



Ensure safe return to quality learning for teachers, learners and school communities

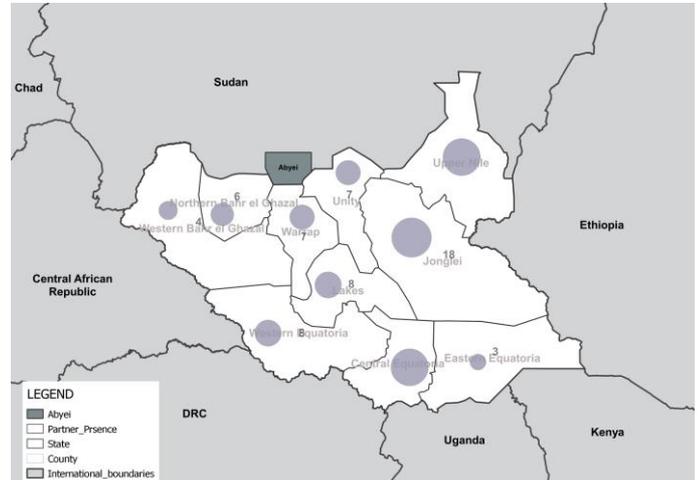
## REQUIREMENTS (US\$)



\$\$ M

## OPERATIONAL PRESENCE: NUMBER OF PARTNERS

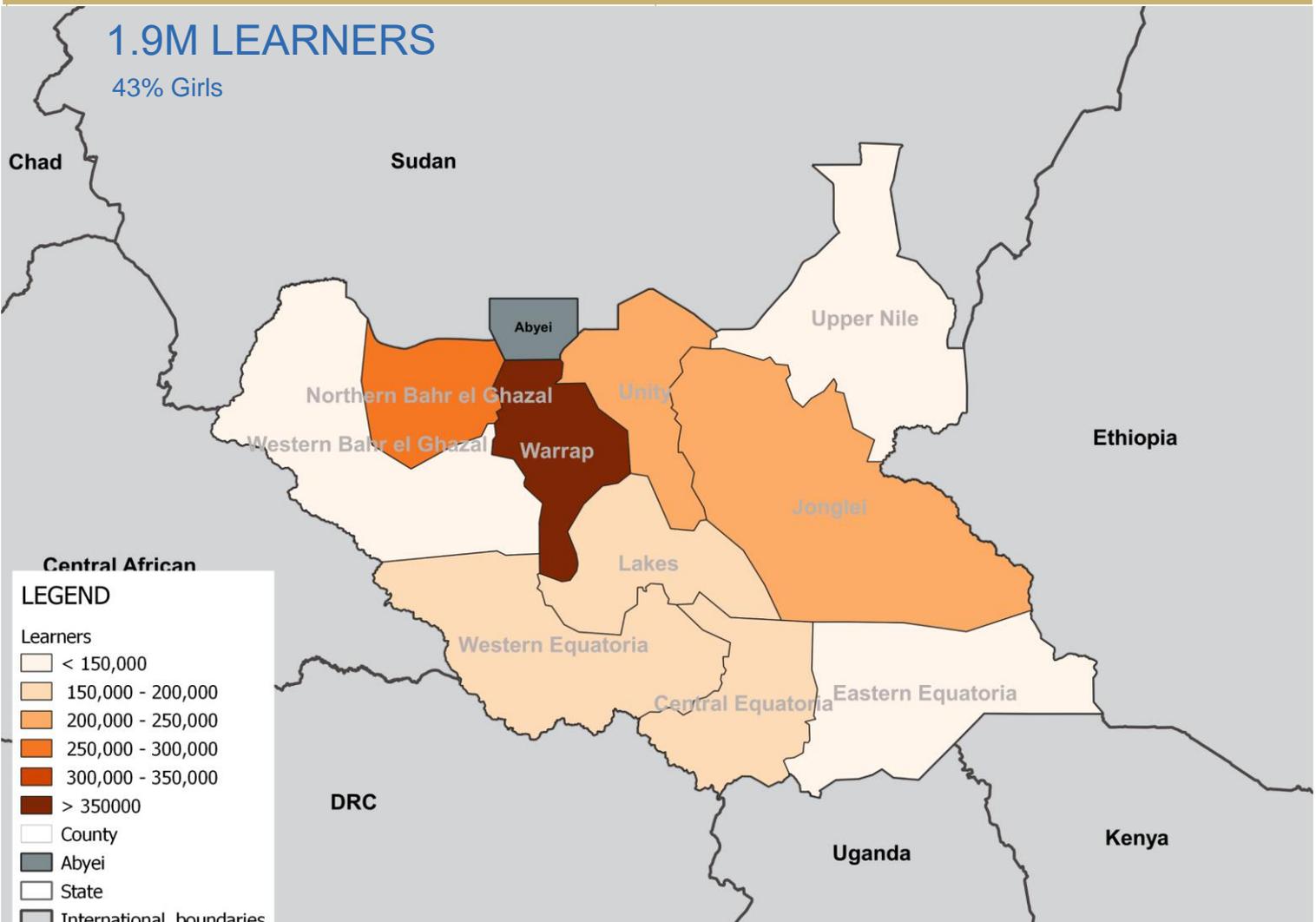
46 Partners



## NUMBER OF LEARNERS TARGETED: COVID 19 RESPONSE

1.9M LEARNERS

43% Girls



### LEGEND

#### Learners

- < 150,000
- 150,000 - 200,000
- 200,000 - 250,000
- 250,000 - 300,000
- 300,000 - 350,000
- > 350,000

County

Abyei

State

International boundaries

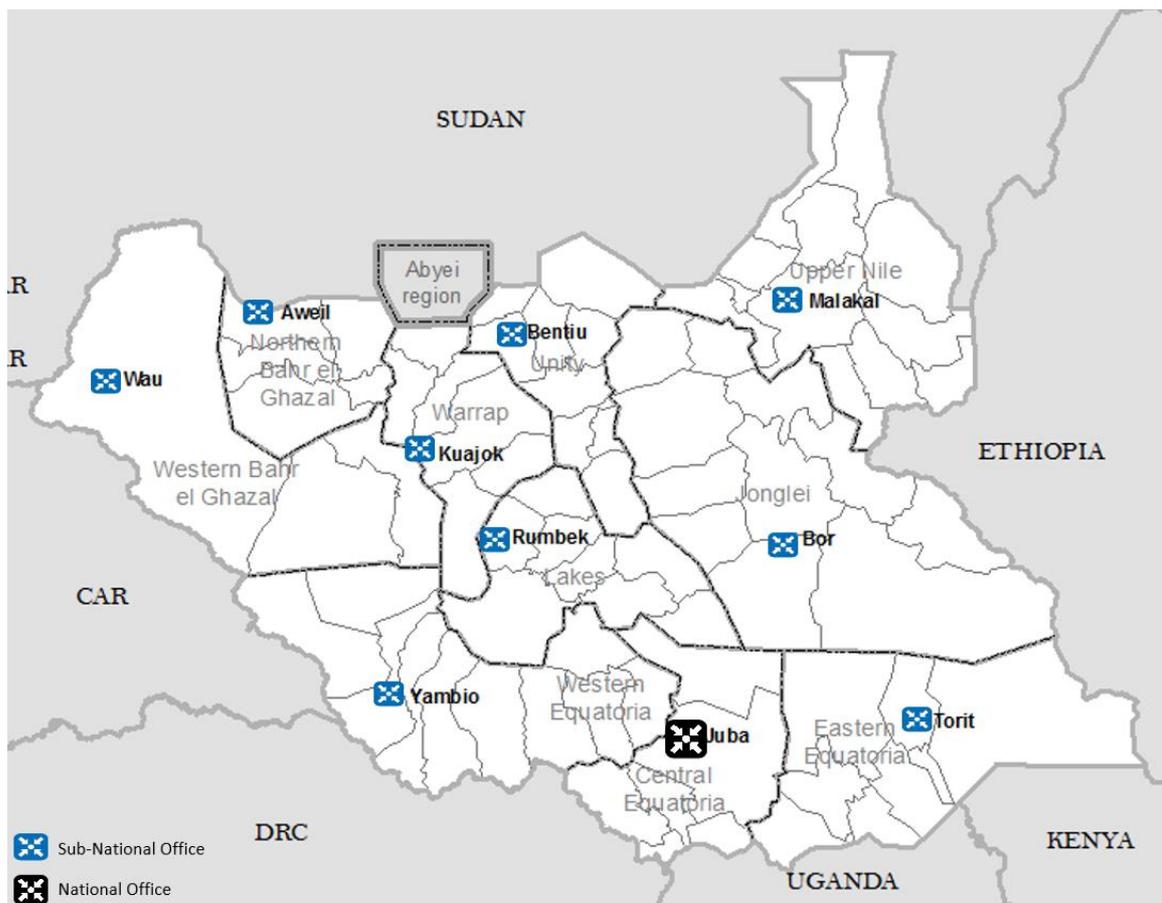
# EDUCATION CLUSTER COORDINATION

## Coordination Structure

The Ministry of General Education and Instruction (MoGEI) is leading the COVID 19 preparedness and response activities in coordination with the Education Cluster partners and development agencies. The Education Cluster is co-led by Save the Children and UNICEF through two dedicated Education Cluster Coordinators from each agency. The Cluster is also supported through an experienced and dedicated Information Management Officer.

The National Cluster is based in Juba while sub-national clusters are functional at state level to improve operational de-centralisation of coordination response and promote accountability and involvement of the affected populations during the humanitarian response.

Education Cluster Coordination structure in South Sudan is currently comprised of 46 active Partners, including 2 UN agencies, 18 INGOs and 26 NNGOs. The cluster has sub-cluster in each of the ten States.



# SUMMARY NEEDS OVERVIEW

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## HUMANITARIAN NEEDS

Due to the scale and spread of transmission, the novel coronavirus (COVID-19) outbreak was declared a global pandemic on 11 March 2020. Current medical evidence shows that the main symptoms of COVID-19 include coughing, fever and, in severe cases, shortness of breath, although some people may carry the virus without being symptomatic.

South Sudan is likely to be significantly affected by the COVID-19 spread due to current limited capacities of the health care system, in particular to deal with major disease outbreaks. The country has a long history of violence, displacement of population with ongoing economic crisis - addition of COVID 19 outbreak will worsen the already fragile environment.

## EDUCATION CONTEXT

The Government announced on 21 of March the closure of all educational institutions for a period of one month , as a precautionary measure, to mitigate the risk of human to human transmission of the COVID-19 and protect children from being affected and to minimise further spread the virus in the community. This means that 1.9 million school age<sup>1</sup> children currently enrolled in formal and non-formal schools will not be able to attend regular schooling. This is in addition to approximately 2.4 million children estimated to be out of school in 2020<sup>2</sup>.

All school children in South Sudan are now considered as being emergency-affected and thus they will be included in the 'Education in Emergencies' caseload until schools re-open and children catch-up on missed learning.

South Sudan has a history of violent conflict and displacement, resulting in loss of years of learning for many children and youth. The wave of COVID-19 pandemic is a setback to the already fragile education system. The closures of schools will not only interrupt educational progress; but also limit access to essential services that parents relied on, including school feeding and health and nutrition programmes, information on disease prevention, and access to clean water and sanitation services.

Provision of psychosocial support is an essential component for children, teachers and school community during the time of crisis. Closure of schools may not allow children to learn and take part in recreational activities including sports/games and further limit the chance of social interaction. Girls are among the most vulnerable group - the combination of being out of school and the loss of family livelihoods caused by the outbreak can leave some girls, especially vulnerable to sexual violence, unwanted pregnancy, and early marriages.

Over 35,000 teachers in primary and secondary schools are currently supported through teacher incentives, and closure of schools will affect those teachers financially unless the MoGEI and partners continue to provide teacher

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1 Present enrolment of children in ALP, primary to secondary levels

2 Out of School Children study, from MOGEI, UNESCO 2018

incentives for their well-being and retention to support children through alternative education to ensure continuation of learning during the crisis.

## STRATEGY ASSUMPTIONS

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The situation continues to evolve rapidly, and the government and humanitarian actors are undertaking continuous analyses to develop real time specific actions and responses. The Education Cluster preparedness and response plan is based on the following assumptions;

- While this plan is primarily focused on emergency humanitarian efforts, there are many activities development actors can also contribute to build the country's resilience and strengthen education response systems.
- The COVID 19 has affected the movement of personnel which has in turn affected the humanitarian community's capacity to continue delivering assistance.
- The school closure may be extended beyond the initial one-month period announced by the MoH and MoGEI.
- The schools will not be used as treatment or quarantine centers by the authorities.
- Initial funding will be available to support Education in Emergencies response in high risk areas with possible scale up to prevent spread of the disease and build resilience of communities.
- The Education Cluster partners will have access and outreach to implement and support education response activities during the outbreak and post-outbreak situations.
- Partners will coordinate to fast-track the procurement and delivery of education supplies and development of radio instruction and other innovative learning programmes to minimise impact of crisis on learning activities.

## CASELOAD AND PRIORITIZATION

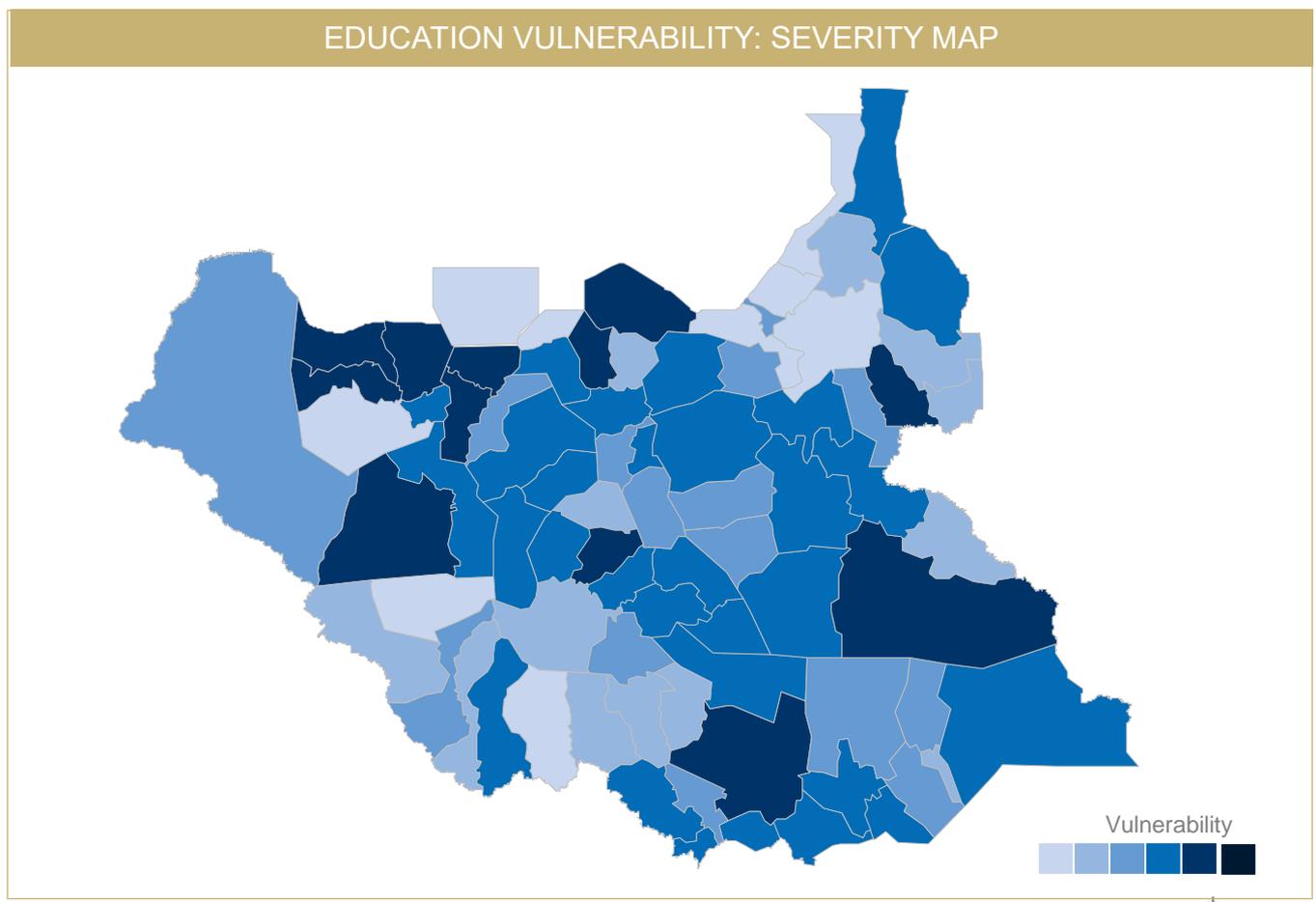
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COVID 19 presents an unprecedented challenge to the humanitarian crisis in South Sudan. The country is already facing range of humanitarian emergencies from conflict to economic instability and severe food insecurity situation. According to the Humanitarian Needs Overview (HNO) 2020, nearly 7.5 million people (54% children) are in need of humanitarian assistance and more than 6 million people are living on the brink of famine. Of the 78 counties in South Sudan, 45 are in severe need and 33 are in extreme need.

The Education Cluster identified an estimated 3.1 million school aged children in need of education response in 2020. Among the children in need, IDPs, returnees from within South Sudan, refugees and refugee returnees are identified as the most vulnerable groups. Eastern Equatoria, Lakes and Upper Nile, areas with ongoing conflict, acute food crisis and large caseloads of IDPs and refugees, have the largest percentage of children without

access to education. About 22 per cent of school-aged refugee children are out of school.

Of the 3.1 million, the cluster is targeting 0.8 million children for 2020 based on existing capacity of partners, their outreach and funding estimates from previous years. The closure of schools further exacerbates the burden and influences partners to cater for the needs of additional children affected as a result of COVID 19. It is estimated that 1.9 million children are currently enrolled in pre-primary, primary and secondary schools in South Sudan. The Education Cluster partners will extend support to the entire caseload and prioritise response based on vulnerability, capacity and availability of resources to implement programmes.



**Table 1: LEARNERS TARGETED**

State	Girls	Boys	Total
CENTRAL EQUATORIA	80965	89084	170,049
EASTERN EQUATORIA	47808	58933	106,741
JONGLEI	80725	133129	213,854
LAKES	77469	118405	195,874
NORTHERN BAHR EL GHAZAL	131630	153468	285,098
UNITY	83427	117073	200,500
UPPER NILE	47424	68351	115,775
WARRAP	150094	213970	364,064
WESTERN BAHR EL GHAZAL	50702	63018	113,720
WESTERN EQUATORIA	81506	89924	171,430
	<b>831,750</b>	<b>1,105,355</b>	<b>1,937,105</b>

## RESPONSE FRAMEWORK

To support Government efforts to contain the disease and prevent further spread, the Education Cluster partners developed the COVID 19 preparedness and response strategy that outlines the joint strategic response approach to the outbreak for the next six months (April-Sept 2020).

The Strategy is intended to complement wider plans developed by the Ministry of General Education and Instruction, UN agencies, Inter-Cluster forums and development partners to ensure all elements are fully harmonized and aligned. The primary focus of the Strategy will be to prevent disease outbreak and spread and to restore access to safe learning opportunities including psychosocial support, WASH in School and other lifesaving and protection interventions. The Strategy includes three objectives corresponding to two response phases: school closure (Objective 1 & 2) and school reopening (Objective 3):

1. Prevent the spread and transmission of COVID 19 among teachers, learners and school communities.
2. Mitigate/Minimize the negative impact of the COVID 19 crisis on learning and wellbeing of teachers, learners and school communities through alternative learning and support mechanisms.
3. Ensure safe return to quality learning for teachers, learners and school communities.

## Geographic Priorities

SUMMARY OF GEOGRAPHIC PRIORITIES	SOURCE(S)
Nationwide response covering all 10 states – priority will be given to the Education cluster HRP locations and high-risk areas identified by the High-level National Task Force on COVID 19 response	Education Cluster HRP 2020 National Task Force on COVID 19 response

## Cluster Objective 1

SUMMARY OF NEED(S)	SOURCE(S)
<ol style="list-style-type: none"> <li>Lack of information dissemination including not reliable and accurate information regarding COVID 19.</li> <li>Limited knowledge of teachers and parents to mitigate risks, understand signs and symptoms to prevent COVID 19 disease spread.</li> <li>Lack of awareness about COVID 19 overall information.</li> </ol>	Education Cluster Health Cluster National Task Force

CLUSTER OBJECTIVE 1:	
<ol style="list-style-type: none"> <li>Prevent spread and transmission of COVID 19 among teachers, learners and school communities.</li> </ol>	.

Outcome Indicators	Target
1.1 Number of teachers and children reached with COVID 19 prevention messaging.	1.9 million children

Activity	Output indicators	Baseline/Target	Resources
1.1.1 Develop, print and distribute appropriate Information, Education and Communication (IEC) print materials (i.e. posters, leaflets) on COVID 19 prevention and mitigation measures.	1.1.1 Number of schools provided with appropriate IEC prevention and mitigation materials	5,627 schools	Health Cluster UNICEF C4D team WASH Cluster
1.1.2. Mobilise and sensitise school community and stakeholders (teachers, students, parents' committees) about COVID 19 disease – this includes use of megaphones, house to house visits maintaining the MoH standard of physical distance.	1.1.2. Number of school communities and stakeholders mobilised and sensitised	TBD	Education Cluster partners
1.1.3. Establish communication system between education authorities and service providers to report if students or staff become unwell.	1.1.3. Number of school communities with functional communication system	40% schools	Education Cluster partners
1.1.4. Establish referral system on COVID 19 and GBV cases related to the crisis between schools and service providers.	1.1.4. Number of schools with	40% schools	Education Cluster Health Cluster

	functional referral system in place		Protection Cluster including CP/GBV AoRs
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### OBJECTIVE 1 STANDARDS:

Activity	Cluster Standard	Costing	Source (Standard/Costing)
Develop, print and distribute appropriate IEC materials (i.e. posters, leaflets) on COVID 19 prevention and mitigation measures.	Appropriate IEC materials should include posters and leaflets	\$100/school	Health Cluster UNICEF C4D team WASH Cluster
Mobilise and sensitise school community and stakeholders (teachers, students, parents' committees) about COVID 19 disease.	Maintain the MOH standard prevention procedures on maintaining one-meter physical distance.	\$80/school	Education Cluster Health Cluster UNICEF C4D team
Establish communication system between education authorities and service providers to report if students or staff become unwell.		\$80/school	Education Cluster partners
Establish referral system on COVID 19 and GBV cases related to the crisis between schools and health and other social services.	GBV risks should be immediately reported to the GBV focal points at State Level	\$100/school	Health Cluster Protection Cluster including GBV sub-cluster

## Cluster Objective 2

SUMMARY OF NEED(S)	SOURCE(S)
<ol style="list-style-type: none"> <li>Closure of schools and disruption of learning as a result of social distancing guidelines as a measure to contain the spread of COVID 19.</li> <li>Psychosocial stress, anxiety and stigma resulting from COVID 19 crisis affecting teachers and students.</li> <li>Teachers' livelihoods strained by the crisis and other socio-economic factors.</li> <li>Children face health risks due to lack of access to hygiene kits for boys and girls as a result of school closures.</li> </ol>	Protection Cluster Reports Education Cluster Analysis National Task Force and Health Cluster Reports
CLUSTER OBJECTIVE 2:	
<ol style="list-style-type: none"> <li>Mitigate/Minimize the negative impact of the COVID 19 crisis on learning and wellbeing of teachers, learners and school communities through alternative learning and support mechanisms.</li> </ol>	
Outcome Indicator(s):	Target
2.1 Number of children regularly attending alternative learning	1.9 million children

<b>Activity</b>	<b>Output indicators</b>	<b>Baseline/Target</b>	<b>Resources</b>
2.1.1. Develop and establish alternative education options such as radio education programming incl. the purchase and distribution of radios to communities	2.1.1. Number of children accessing alternative education options	1.9 million children	MoGEI and Education Cluster partners
2.1.2. Identify volunteers/teachers to support homebased learning and catchup classes in small groups (ensuring social distance standards).	2.1.2 Number of volunteers/teachers conducting homebased sessions for students	TBD	MoGEI and Education Cluster partners
2.1.3 Provide psychosocial support (counselling, group activities, IEC) and recreational activities to children.	2.1.3 Number of children provided with access to psychosocial support.	475,000 children (25% of the total target beneficiaries)	Education Cluster Child Protection AoR
2.1.4 Provide support package to teachers and volunteers.	2.1.4 Number of teachers/volunteers receiving monthly incentives.	TBD	MoGEI and Education Cluster partners
2.1.5 Train volunteers/teachers on distance learning and related methods.	2.1.5 Number of teachers and volunteers trained in distance learning and support mechanism.	TBD	Education Cluster

#### **OBJECTIVE 2 STANDARDS:**

<b>Activity</b>	<b>Cluster Standard</b>	<b>Costing</b>	<b>Source (Standard/Costing)</b>
Develop and establish alternative education options such as radio education.	Radio will be purchased at local or regional level for each family with five school age children.	\$110,000/month radio broadcast charges based on average of 3 states per station.  \$5/radio.	Education Cluster partners based on quotations they receive from local radio station
Identify volunteers/teachers to support homebased learning and catchup classes in small groups (ensuring social distance standards).	A group of 5-10 children to be accommodated in one session.	\$20/teacher/month to cover travel/logistic cost, if any.	Education Cluster partners

Provide psychosocial support (counselling, group activities, IEC) and recreational activities to children (ensuring social distance standards).	30-60 minutes session on recreational activities (art, debate etc.)	\$160/kit	Existing PSS training manual UNICEF recreational kit
Provide support package to teachers and volunteers.	MoGEI and Education Cluster agreed incentive package for volunteer teachers.	MoGEI direct payments to teachers. USD40/teacher/month for cluster partners.	MoGEI Education Cluster partners
Train volunteers/teachers on distance learning and related methods.	3-day teacher training	\$15/teacher/day	ALP teacher training manual Education partners teacher training per diem cost

## Cluster Objective 3

SUMMARY OF NEED(S)			SOURCE(S)
1. Risk of drop out after prolonged school closure 2. Lack of adequate resources and supplies for COVID 19 prevention, inadequate WASH facilities and water, soap and sanitizers.			Education Cluster
CLUSTER OBJECTIVE 3:			
3. Ensure safe return to quality learning for teachers, learners and school communities.			
Outcome Indicator(s):			Target
3.1: Number of children benefitting of returning to safe and quality learning.			1.9 million children
Activity	Output indicators	Baseline/Target	Resources
3.1.1. Develop, print and distribute appropriate IEC materials (i.e. posters, leaflets) on safe reopening of schools.	3.1.1. Number of schools provided with appropriate IEC print materials.	5,627 schools	Health Cluster UNICEF C4D Education Cluster
3.1.2 Clean and disinfect schools to ensure safe reopening of schools.	3.1.2. Number of schools cleaned and disinfected.	5,627 schools	Health Cluster MoGEI
3.1.3. Implement Back to School Campaign.	3.1.3. Number of children return to schools.	1.9 million children back in schools	MoGEI Education Cluster Partners
3.1.4. Develop and implement remedial/catchup programme to make up for lost learning/teaching.	3.1.4. Number of schools with remedial/catchup programme to make up for lost learning/teaching.	TBD	MoGEI Education Cluster partners
3.1.5. Provide safe and adequate WASH facilities.	3.1.5 Number of schools provided with safe and adequate WASH facilities.	1,400 school (25% of total schools)	Education and WASH Cluster partners
3.1.6. Provision of adequate WASH supplies (i.e. Water, soap, sanitizers).	3.1.6. Number of schools provided with adequate WASH supplies	1,400 school (25% of total schools)	Education and WASH Cluster partners

OBJECTIVE 3 STANDARDS:			
Activity	Cluster Standard	Costing	Source (Standard/Costing)
Develop, print and distribute appropriate IEC materials (i.e. posters, leaflets) on safe reopening of schools.	Appropriate IEC materials should include posters and Leaflets.	\$50/school	MoH/WHO/UNICEF approved posters

Clean and disinfect schools to ensure safe reopening of schools.	WASH/ safe school protocol for cleaned and disinfected school.	\$150/school	WASH Cluster, MoH and MoGEI
Implement Back to School Campaign.	Nationwide campaign using radio, tv, megaphone and posters.	\$20,000/campaign (one national and ten state BTS campaigns in addition to tv, radio messages).	MoGEI and Education Cluster partners
Develop and implement remedial/catchup programme to make up for lost learning/teaching.		No extra cost required.	Education Cluster
Provide safe and adequate WASH facilities.	WASH facilities should include: 1 latrine for every 50 boys 1 latrine for every 40 girls	\$6,500/toilet with handwashing facility	Education and WASH Cluster partners
Provision of adequate WASH supplies (i.e. Water, soap, sanitizers).	4 liters of water per learner per day for drinking and handwashing One soap/sanitizer for each classroom per day.	\$100/school/month	Education and WASH Cluster partners

## OPERATIONALISING RESPONSE

The implementation of the Education Cluster Plan will be carried out in support of efforts by the MoGEI, with coordination from partners, inter-cluster forums and donors.

UN agencies and NGOs are physically present across the country delivering education services outlined in the Humanitarian Response Plan (HRP) 2020. Existing activities within the HRP can be scaled-up or extended to new areas, however COVID 19 response activities are entirely new and require special arrangements with additional resources to implement.

Movement restrictions within and outside of South Sudan will hamper response capacity and partners may not be able to deploy experts to scale up activities in hotspot areas. It is important to note that this plan is only for the initial six months and is intended as a living document that will inevitably need to be revised or extended as the situation evolves.

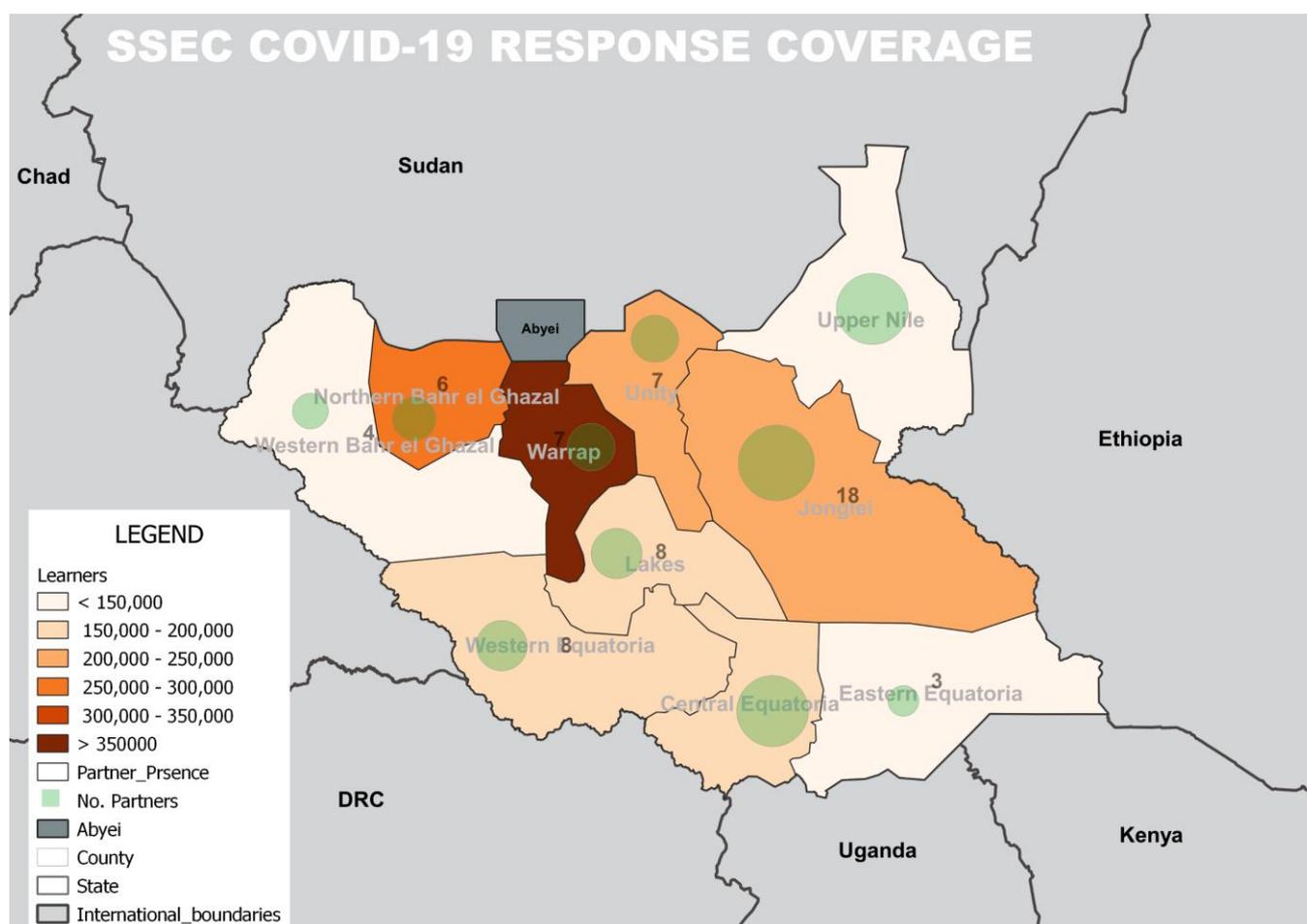
The Education Cluster is functional in ten states to ensure coordination among partners, support service delivery and fast-track education response in prioritised locations. The State MoGEI chairs the meetings and provides regular guidance, assisting partners in addressing access barriers including timely approval of programme implementation. Coordination of education response through the Cluster is crucial to ensure the most efficient use of resources, integration of services and reduce the risk of duplication and overlap.

## Inter-Cluster Linkages

Recognizing that education does not exist in a vacuum, that education plays – not the least - a central role in protection, and that education can also be an entry point for other sectors, the South Sudan Education Cluster collaborates and coordinates closely with other Clusters; including the Inter-Cluster Coordination Group (ICCG), where it is in a unique position to be a voice for children.

First and foremost, the Education Cluster will liaise with the Health and WASH Clusters and C4D teams to ensure dissemination on health promotion, risk communication, infection prevention and protection of children, teachers and parents at school level using radio programmes, community messages and IEC material. The partnership and coordination between Education and Health Cluster partners is critical to disinfect schools and ensure health safety standards before children resume learning.

Child Protection AoR under the Protection Cluster conducts regular capacity building of Education partners in Psychosocial Support (PSS) and helps strengthen referral systems from school to facilities and service providers. Concerning referral mechanisms in schools, Child Protection partners establish help desks in schools which are run by caseworkers or teachers themselves. At these desk teachers, pupils, parents or other community members can come to ask for information or report child protection concerns. If a vulnerable child is identified case workers will complete the referral form referring the child for child protection case management or for other services. Under case management, the referral process involves a number of steps, and is practiced as standard across the country.



# ACCOUNTABILITY TO AFFECTED POPULATIONS

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All humanitarian actors are committed to accountability framework with respect to affected populations. Sharing timely information, consultation and dialogue between service providers and affected populations improves the quality and efficacy of humanitarian response. The Education Cluster strives to ensure, to the extent possible, the appropriate inclusion of expressed priorities, needs and views of the affected population, particularly children, with regard to protection and solutions. Education partners are encouraged to strengthen accountability to the affected population and adapt coherent approach to AAP through existing community structures.

Consultation with particularly high-risk groups of the affected population such as women, girls and children with disabilities will be prioritised while planning education interventions. The Education Cluster works with the MoGEI to utilize EMIS data, and when necessary undertakes nation-wide education assessment to determine the impact of crisis on schools across the country – the findings help severity mapping of communities and geographical prioritisation for the COVID 19 and Humanitarian Response Plan (HRP). The Education Cluster will seek to support partners undertake targeted child consultations to supplement humanitarian and education data where necessary.

To address barriers to equitable access to quality education, it is crucial to have accountable, effective and efficient education institutions that have the capacity to deliver services. Alignment of donor support to national development and humanitarian priorities and community participation in developing education policies and interventions will lead to better accountability, trust and effective delivery of education services through government leadership.

The Education Cluster encourages partners to work through the School Management Committees (SMCs) and Parent Teacher Associations (PTAs) to ensure the children, women and communities with whom it works are central. The SMCs and PTAs are involved from needs assessments to design and implementation of projects. Both entities play key complementary roles in providing feedback on progress and monitoring activities at school level. The Education Cluster particularly advocates for the inclusion of potentially marginalised groups, such as minorities, people with disabilities, and people with diverse sexual orientations and gender identities to ensure their voices are heard in local, sub-national and national decision-making fora.

# MONITORING PLAN

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## Monitoring and Reporting EiE Interventions:

In order to successfully coordinate and implement the COVID 19 preparedness and response strategy, the Cluster receives updated information from partners pertaining to:

1. Current needs (partner assessment data, inter-cluster statistics)
2. Types and locations of partner activities
3. Achieved results of partner activities

## Education Cluster Response Monitoring

The Education Cluster maintains a Response Monitoring Tool/5W Matrix (Who is doing What, Where, When and for Whom) for monitoring Education Cluster partners activities under the Humanitarian Response Plan (HRP). Partners submit their reports on a monthly basis to the Education Cluster coordination team. Based on the submissions, the Education Cluster coordination team develop maps and other IM tools to strengthen the coordination of the EiE response, identify gaps and prevent duplication of activities/programmes.

## COVID 19 Response Monitoring

Due to the fast-changing nature of the COVID 19 response combined with the specific activities, the Education Cluster will adapt the 5W matrix to reflect key indicators for reporting the COVID 19 response activities. The Monitoring System aims to minimise reporting requirements to partners while at the same time providing regular required information about the progress of programme implementation and ensure alignment with the amended activities in the COVID 19 response plan.

## Partner participation

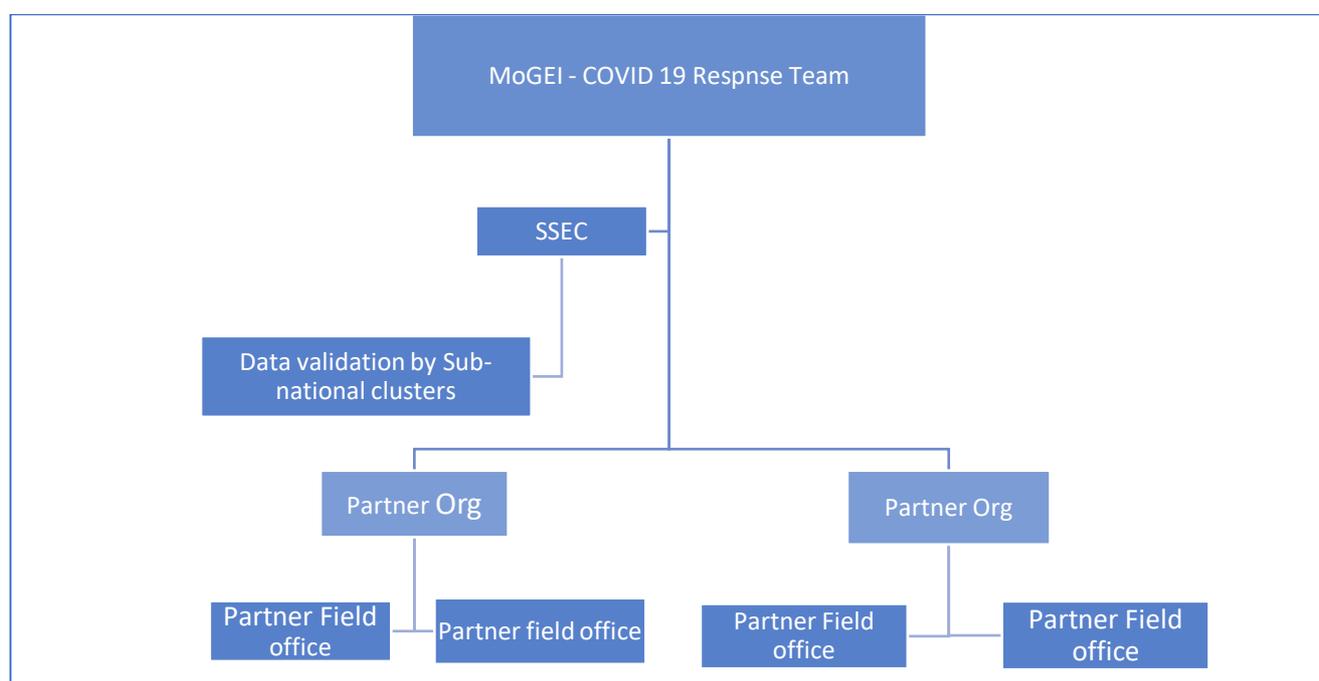
Regular partner participation in this monitoring is critical to maintaining strong coordination. This will continue to allow the Cluster to visualize gaps and needs, build partnership and collaboration, and advocate on behalf of the entire sector.

## South Sudan Education Cluster Reporting Timeline and Data Flow:

SSEC reporting framework has well defined roles and responsibilities between cluster unit, cluster partners, and OCHA. Partner organizations have a designated staff who is responsible for reporting to the cluster unit. Once the monthly report is consolidated at the national level i.e. Juba, it is shared with sub-national cluster focal points for their review and inputs to ensure data quality and accuracy, the rationale for including this step is to ensure that the partners report captures not only national but state level picture of the sector response. The quarterly information products are also disaggregated by states and shared with sub-national clusters. This helps to capture a summary of responses in relation to the targets achieved and its respective level of funding for each location. After internal cluster review the consolidated dataset is shared with OCHA, for the purpose of overall response monitoring as well as coordination purposes. The table below outlines the reporting timeline, whereas the flowchart plots the information continuum.

ACTION	RESPONSIBLE	DAY OF MONTH
Monitoring Tool updates submitted to the Cluster Team	Monitoring Tool focal point from each Cluster partner	1 <sup>st</sup> - 10 <sup>th</sup>
Data compiled and analysis products developed	Cluster Team	15 <sup>th</sup>
Data validation through sub-national clusters	Cluster Team	17 <sup>th</sup>
Consolidated dataset shared with OCHA	Cluster Team	20 <sup>th</sup>
Monthly analysis of cluster response during the national meetings	Cluster Team	1 <sup>st</sup> Wednesday of every month
Updated analysis products shared during the national Cluster meetings	Cluster Team	At the end of every quarter
Updated Monitoring Tool analysis products shared during the sub-national Cluster meetings	Cluster Team	At the end of every quarter
Feedback on reporting process and analysis tool (how to improve, etc.) sent to Cluster Team	Cluster partners	Quarterly

### Information flow from cluster partners to SSEC and to MoGEI



Whenever possible, the SSEC also uses official Education Management Information System (EMIS) school codes to ensure data integration with the MoGEI data; this will support the transition process towards inclusion of EiE data in national systems. The Education Cluster unit conducts frequent training on cluster reporting at national and sub-national level.