



# OPERATIONAL FRAMEWORK

**SOMALIA EDUCATION CLUSTER**

**2018-2020**









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**Somalia Education Cluster**

The Somalia Education Cluster Operational Framework 2018-2020 is the key guiding document for the Education Cluster work in the upcoming years. It outlines the strategic directions, key approaches and activities and operational modalities in order to achieve the objectives. Through this, the Education Cluster Secretariat and Partners aim at an Education in Emergency (EiE) response that is effective, efficient, timely and support quality programmes and implementation, as well as a mechanism for advocacy, high level decision making, funding for EiE and support the gradual transition of coordination leadership to the Ministry of Education (MoE). The operational context is expected to be responding to the ongoing drought, as well as the ongoing conflict in country. However, the situation and context may change rapidly, and the operational framework is set out to strengthen the national and regional cluster, MoE staff and Education Cluster partners to respond with EiE activities based on needs.

The Operational Framework outlines the Education Cluster mandate and the governance structures in Somalia Education Cluster, with the aim to provide an overview of the existing workflows and decision-making bodies in the Cluster. Further, the Strategic objectives and key activities for the following three years are detailed under each core function for the education cluster, also including Accountability to Affected People as a seventh function. The Operational Framework will support and guide the development of HRPs and Education Cluster Annual Work Plans for 2018-2020, and will be flexible for necessary revisions and adjustments according to the context and situation in Somalia.

To ensure the operational framework is implemented and progressing, it is accompanied by an Action and Monitoring Plan. Included in the plan is quarterly review of the framework, which also gives the opportunity for any corrective measures for the EiE response.

## The Operational Framework and the three Strategic Pillars

There are three pillars that guide the strategic direction of the Global Education Cluster, and therefore also serve as the backbone of this Framework. The pillars are accountability, partnership and the humanitarian-development nexus.

Accountability is holding the Cluster leadership team accountable for ensuring the fulfilment of core cluster functions. The core cluster functions for the Cluster is outlined in this framework (below), and is monitored through quarterly reviews. Additionally, the Cluster Coordination Performance Monitoring (CCPM) will evaluate the clusters performance, including partner discussions and input, particularly for corrective measures and way forward. Monthly Cluster meetings will function as accountability measure as well, for updates from the Secretariat and information from the leadership.

The second pillar is Partnership. The Cluster is a collective and partnership is therefore the basis for all our work. This includes partnership with the Ministry of Education (MoE) at national and regional level, as well as other government authorities. The Government of Somalia is the ultimate duty bearer for providing children with access to education throughout emergencies. Through the partnership between the MoE and the Education Cluster the aim is to support and strengthen the capacity of the MoE in fulfilling this responsibility. For the Secretariat, it is also important to have a close and strengthened collaboration and cooperation with the regional clusters to strengthen the ownership and sustainability of the response (see core function one, two and five below). Further, the partnership between the Secretariat and the partners is crucial for a strong cluster to function, and to fulfil the strategic objectives and the activities in the core functions for this Framework, as outlined in the next chapters.

Therefore, in the development of the Operational Framework, it has been imperative to include cluster partners. It is key for strengthening partnership, as well as ownership and joint responsibility, and to ensure that Cluster partners' reality in the EiE response is taken into consideration in the development of the plans.

Pillar three is the Humanitarian Development nexus, with the objective of bridging humanitarian and development responses to advance resilience, reduce vulnerability and promote long term and sustainable development. Education is at the heart of this work, because in emergencies, education is lifesaving, providing children with a sense of normalcy in a protective space. Schools are a meeting point in the community and can serve as a hub for other services, particularly life-saving assistance, information and life skills for children and parents. Although Education in Emergencies may come with temporary solutions, education is not a short-term intervention, nor investment. By providing children and youth with continuous education, we are also supporting more long-term goals, and building stronger citizens for a stronger nation-building. In Somalia, where the drought is expected to move into 2018, linking EiE programming with recovery and resilience is crucial. This will be more elaborated in core function five, as well as under strategic planning in core function three.

The work of the Education Cluster and the Education Cluster Partners is in addition, guided by the Humanitarian Principles of Humanity; Neutrality; Impartiality; and Operational Independence as well as the Do No Harm principle.



## Development of framework

The Operational Framework 2018-2020 is developed in a consultative process in the Education Cluster. This is important because it guides the work of the education cluster partners, the secretariat and other cluster governance bodies (see below), and therefore needs to include the strategic priorities, programme implementation and operational capacities of the education cluster. It also requires the agreement and joint ownership of cluster partners.

The identification and agreement of the strategic objectives and key activities for 2018-2020 is a result of the collaborative work of cluster partners and the secretariat. This exercise has proved to be successful due to the active participation and engagement from education cluster partners, through the following comprehensive workflow:

1. In order to set the strategic directions of the Education Cluster, consultations with Cluster partners were carried out in 2016. The overall objective and specific objectives were identified and a temporary technical working group was established to further outline the structure of the Operational Framework.
2. In order to understand the current strengths and weaknesses of the Somalia Education Cluster the Cluster Coordination Performance Monitoring (CCPM) was launched in November 2017. The first step in the CCPM was a survey to evaluate the performance of the cluster. This was shared with:
  - National Education Cluster Partners, including UN agencies and donors
  - Regional Education Clusters, where the Regional Cluster Coordinator would gather the partners for a meeting to jointly fill the survey.
3. The outcome of the survey was given in preliminary CCPM reports for national and regional level. Cluster Partners were invited to a full day cluster meeting to discuss and validate the results for the survey, as well as discuss and identify solutions for the way forward. This included providing input to the Strategic Objectives and Key activities for the 2018-2020 Operational Framework. The outcome of the meeting was cluster partner identification and agreement on key priorities and activities, as well as strategic objectives and activities for each core function for the education cluster.
4. The Secretariat have completed the final draft of the Operational Framework based on agreements of the cluster meeting.

The final draft of the Operational Framework is reviewed and approved by the Strategic Advisory Group (see below).

For the development of the Operational Framework 2018-2020 additional support has been provided by the Global Education Cluster and Save the Children Norway in the form of technical support and in-country deployment of an EiE specialist.





**Somalia Education Cluster**



**Somalia Education Cluster**

## Education Context and Humanitarian situation

Somalia is in a state of political and social transition since the establishment of federal government in 2012. State institutions have been re-established to fill in the gap that existed for two decades. Central South Somalia, Puntland and Somaliland were affected differently by the war and have emerged with different growth patterns in governance, political set up and social development including its education sectors. Most recently successful elections have been conducted in the Federal Government of Somalia (FGS) and in Somaliland.

In addition to the protracted crisis caused by decades of civil war, Somalia experiences a number of other emergencies – severe drought, clan conflicts and floods being some of them. As a result education is heavily impacted. These emergencies put extra pressure on the government and partners to provide basic services such as education to

affected People which are already extremely constrained. An estimated 6.2 million Somalis are currently in need of humanitarian assistance, close to half of the total population, and currently more than 2.1 million people are internally displaced country wide<sup>1</sup>.

Somalia has one of the world's lowest gross enrolment rates for primary school-aged children with only 30 percent children in primary education and 26 percent for secondary education. Published data from UNFPA suggests that the number of out-of-school children and youth aged 6-18 years is at 3 million<sup>2</sup> which is a significant increase compared to the previously estimated 1.7 million out of school children<sup>3</sup>. The majority of out of school children are found in Central and South Somalia.

The primary barriers to education are the lack of safe spaces for learning (security), insufficient

<sup>1</sup> Somalia Humanitarian Needs Overview 2018

<sup>2</sup> Educational Characteristics of the Somali People Volume 3 UNFPA 2016

<sup>3</sup> Go to School Initiative 2013-2016

teachers (both qualified and unqualified), limited oversight and outreach by the Ministry of Education (MoE), and inadequate investment in the education among others. The Ministry of Education specifically in Central South Somalia has very limited control over education services. The harmonized curriculum is yet to be adopted by all the primary schools in Central South Somalia, there are no harmonized teacher training in Central South Somalia and only a very limited government supported teaching force. This means that there are a wide variety of actors (civil society and private institutions) offering education which is outside of the jurisdiction and control of the government.

The humanitarian funding structure is not designed to fill long term gaps in the social services. Consequently, children drop out when schools close down majorly due to lack of teacher incentives. In May 2016, an estimated 28,000 children in IDP settlements in Central South Somalia dropped out of learning centres due to lack of continued financial support to operate the schools, and 61 learning centres with 13,000 children were on the brink of closure with limited possibilities of maintaining operation in the 2016-17 academic year<sup>4</sup>.

In 2017 Somalia experienced the significant drought and a famine alert was released in January to mobilise a response to avoid a repetition of the 2011 famine which caused more than a quarter of a million deaths. While large-scale famine has been averted thanks to rapid mobilization of resources and scaled-up response from a broad range of actors, the threat of famine persists in Somalia in 2018 and food insecurity is increasingly severe, exacerbating existing vulnerabilities. According to FAO-managed Food Security and Nutrition Analysis Unit (FSNAU) and Famine Early Warning Network (FEWS NET), food security needs are nearly double the five-year average in Somalia, with an estimated 2,444,000 people in Crisis (IPC Phase 3) and 866,000 in Emergency (IPC Phase 4) as of November 2017. Widespread food insecurity is driven by four consecutive poor seasons that led to well below average production and large-scale livestock losses, which have reduced household access to food and income<sup>5</sup>.

The FSNAU/FEWSNET post-Gu assessment estimates that 6.2 million are in IPC phases 2, 3 and 4, indicating severe food insecurity. An estimated 2.4 million of these are school-aged children. Of out the 2.1 million IDPs in Somalia, an estimated 972,000 are school-aged children and out of these approximately 366,000 school-aged children have been displaced between November 2016-2017 due to drought and conflict<sup>6</sup>. By the end of 2017 the Education Cluster estimated that more than 415,000 school aged children were drought affected (IPC 2-4) and displaced.

The drought is exacerbating the already poor conditions of the schools. In Puntland, 70 per cent of school children do not have access to safe drinking water and 80 per cent do not have access to food provision. In Somaliland, 41 per cent of school children do not have access to safe water and 77 per cent have no access to food provision<sup>7</sup>. In Central and Southern regions, an estimated 90 per cent of schools do not have access to safe drinking water<sup>8</sup>. The lack of appropriate access to WASH facilities increases the risk of waterborne diseases such as AWD/Cholera. During the first half of 2017, a significant number of schools closed due to AWD/Cholera outbreaks.

Armed conflict keeps being a destabilizing factor in Somalia resulting in displacement of affected people and disruption of education. In 2016, numerous armed conflicts took place simultaneously including armed conflict in Galkaayo which left 90,000 people displaced affecting 20,000 learners. Conflict between armed groups in Lower Shabelle led to the closure of 8 school with 3,800 students being affected. The withdrawal of Ethiopian National Defence Forces from Bakool, Galmuduug, and Hiran regions and the subsequent takeover by armed non-state actors affected more than 10,000 students when 38 schools closed. In 2017, more than 188,000 people were displaced due to conflict mainly in Lower Shabelle, Middle Shabelle and Galmuduug regions. Majority of conflict displaced people fled to Banadir, settling in already overcrowded IDP sites leading to additional strain on the scarce existing facilities including schools<sup>9</sup>.

<sup>4</sup> Education Cluster assessment

<sup>5</sup> Somalia Humanitarian Needs Overview 2018

<sup>6</sup> Ibid

<sup>7</sup> Inter-Agency Drought Assessments in Puntland September 2016; Inter-Agency Drought Assessments in Somaliland November 2016

<sup>8</sup> Somalia Education Baseline Survey 2016

<sup>9</sup> UNHCR Protection and return Monitoring Network (PRMN), November 2017



The Somalia Education Baseline Survey identified 664 incidents of threats or attacks on education in central and southern Somalia. The incidents include attacks on schools and school personnel, occupation of schools, threats from armed non-state actors, and from conflict in the surrounding areas, clan fighting, and other unspecified events<sup>10</sup>. Analysis suggests a relationship between communities' capacity to cope with drought impacts and prevalence of violence and conflict affecting education<sup>11</sup>. In early 2017, a school in Mogadishu was damaged during a mortar attack in Mogadishu. In September 2017, 9,000 students were affected when their schools closed in protest of non-state armed groups enforcing their curriculum, and by the end of 2017, more than 3,000 students in Kahda district in Banadir were affected when a mass eviction caused 3 schools to relocate and destroyed 4 schools while IDPs shortly used another 4 schools as shelter.


Over the course of 2017, more than 36,000 Somalis have returned from Kenya to Somalia following the decision of the Kenyan government to close the Dadaab Refugee Camp<sup>12</sup>. Of these, approximately 47 per cent are children of school going age. The return process has posed several challenges including the limited absorption capacity of the education sector in areas of return and lack of national education policies to ensure recognition of education obtained in Dadaab for learners as well as teachers. Ideally the returnees would integrate into the Somali society with the help of good legal frameworks and the repatriation package from UNHCR. Unfortunately, many of the returnees end up in overcrowded IDP settlements and become a part of the humanitarian caseload with very limited possibilities of a self-sustaining future.



<sup>10</sup> Somalia Education Baseline Survey 2016.

<sup>11</sup> Education Sector Analysis (2012-2016), Federal Government of Somalia, Ministry of Education, Culture and Higher Education

<sup>12</sup> UNHCR Repatriation Update: Somalia 1-31st December 2017



Children and youth who do not access and continue education opportunities are at great risk of joining the cohorts of out of school children and adolescents putting them at risk of harmful practices, especially child marriage, possible child labour and recruitment by armed groups.



Somalia Education Cluster

## Inter-Agency Standing Committee

The Inter-Agency Standing Committee (IASC) is the primary mechanism for inter-agency coordination of humanitarian assistance. It is a unique forum involving the key UN and non-UN humanitarian partners. The IASC was established in June 1992 in response to United Nations General Assembly Resolution 46/182 on the strengthening of humanitarian assistance.

The cluster approach was adopted in 2005, following an independent Humanitarian Response Review, to address gaps and to increase the effectiveness of humanitarian response by building partnerships. It ensures that international responses to humanitarian emergencies are predictable and accountable and have clear leadership by making clearer the division of labour between organizations, and their roles and responsibilities in different areas. It aims to make the international humanitarian community better organized and more accountable and professional, so that it can be a better partner for affected people, host Governments, local authorities, local civil society and resourcing partners.

IASC clusters are formally activated clusters created when existing coordination mechanisms are

overwhelmed or constrained in their ability to respond to identified needs in line with humanitarian principles. A formally activated cluster has specific characteristics and accountabilities. It is accountable to the Humanitarian Coordinator (HC) through the Cluster Lead Agency (CLA) as well as to national authorities and to people affected by the crisis. IASC clusters are a temporary coordination solution and efforts should be made as soon as appropriate and possible to hand over coordination to the relevant authorities<sup>13</sup>. It is important to note that clusters are a temporary structure that is activated to support government structures for as long as deemed necessary. The Education Cluster is therefore not a permanent structure in the Somalia education sector.

Cluster deactivation is the closure of a formally activated cluster. Deactivation includes the transfer of core functions from clusters that have international leadership and accountability to other structures, including those that are led nationally or development focused. Functions may be transferred to existing or pre-crisis coordination and response structures, or new ones. The de-activation of

<sup>13</sup> IASC Country Cluster Reference Module, 2015



formally activated clusters may be considered when at least one of the conditions that led to its activation is no longer present, i.e.:

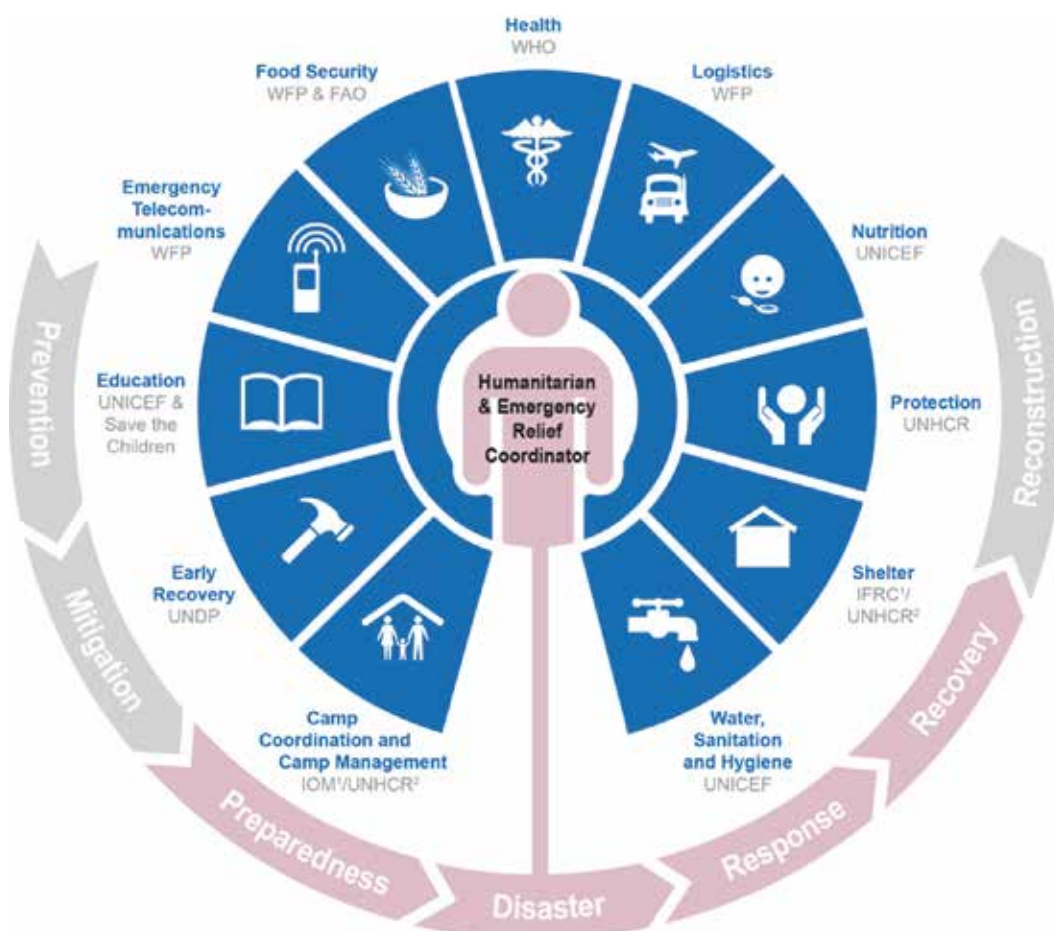
1. The humanitarian situation improves, significantly reducing humanitarian needs and consequently reducing associated response and coordination gaps.
2. National structures acquire sufficient capacity to coordinate and meet residual humanitarian needs in line with humanitarian principles<sup>14</sup>.

In the context of Somalia deactivation plans of the cluster system have not yet been made and given the volatile situation it will most likely be a while before the government has the sufficient capacity to fully take over. However, numerous initiatives and efforts are being made across the cluster system to strengthen the capacity and support government ownership of the management of the humanitarian response.

## Somalia Education Cluster

Somalia Education Cluster was activated in 2008 under the Inter Agency Standing Committee (IASC)

principles. The mandate of the Somalia Education Cluster is to ensure a coordinated, timely and efficient response to meet the education needs of the affected people. The Education cluster has 77 partners, where 42 are national NGOs, 28 International NGOs, 4 Un agencies and 3 donors. The Education Cluster is responsible for providing a platform for collaboration and coordination of a timely and effective education response in emergencies as well as supporting the MoE in building the required capacity to take on this responsibility in the future. It ensures that there is effective partnership between government, local civil society, international aid agencies and affected populations. The Somalia Education cluster has a Secretariat, Cluster Partners, Regional Clusters and EiE Working Groups and decision making mechanisms through the Strategic Advisory Group and Cluster Review Committee. Somalia Education Cluster is collaborating with the other clusters in the response through the Inter Cluster Coordination Group (ICCG), and provides technical guidance and information to the Humanitarian Coordinator for further decision making. The structures are outlined below.



<sup>14</sup>Ibid

## Ministry of Education

The government is the ultimate duty bearer and has the overall responsibility for leadership and coordination of the humanitarian response. The cluster approach is to strengthen the government mechanisms, though active involvement with national and regional authorities. Therefore, the Education Cluster works closely with the Ministry of Education (MoE) at federal and state levels, and proactively engages in the Education Sector Committee. To strengthen the capacity of the education sector to respond to the various emergencies, the Cluster continues to build the capacity of MoE and partners in emergency preparedness, planning and response. The MoE at federal level and the Ministries of Education in Somaliland and Puntland have dedicated EiE focal points with whom the Cluster works closely. Where possible at regional and state level MoE is co-lead of the Regional Education Clusters and EiE Working Groups. In accordance with the IASC principles for cluster coordination and as per the FGS Education Sector Strategic Plan 2017-2020 the aim is over the course of this Framework to further strengthen MoE capacity at federal level to take lead in the national level response coordination and ensure provision of and access to education during emergencies.

## Ministry of Humanitarian Affairs and Disaster Management

The Ministry of Humanitarian Affairs and Disaster Management (MoHADM) have the overall responsibility for the coordination of emergency responses. The Education Cluster works closely with MoHADM. The objective is to strengthen the collaboration and joint efforts of the response, through the leadership of the Government of Somalia. The Cluster participates and engages in these structures throughout all the phases of an emergency response.

## Humanitarian Coordinator and the Humanitarian Country Team

Somalia Education Cluster has several responsibilities to the Humanitarian Coordinator (HC) and the Humanitarian Country Team (HCT) (further elaborated under each core function below). The mechanism for fulfilling these is through the Inter-Cluster

Coordination Group and the Cluster Lead Agencies, and through the progress reviews against the Humanitarian Response Plan. The Education Cluster, through the Cluster Coordinator will provide information to the HC and HCT upon request as well.

Additionally, the Education Cluster, will be proactive in advocacy efforts, to ensure education has a role to play in the response and strengthen Education's position for funding.

## Inter Cluster Coordination Group (ICCG)

The Inter Cluster Coordination Group (ICCG) comprises of the cluster coordinators and OCHA. Inter-cluster coordination supports clusters to work together to facilitate the delivery of the Humanitarian Response Plan's strategic objectives in the most efficient and effective way. This coordination among clusters also helps in the identification of core advocacy concerns emerging from the operational response and the identification of resource gaps impacting service delivery. Some strategic objectives may require contributions from all clusters and others a more limited group and should be determined through inter-cluster discussions with all clusters<sup>15</sup>. The ICCG meets on a bi-weekly basis.

## Cluster Lead Agency (CLA)

The Education Cluster is in the unique position to have a co-leadership between a UN agency and INGO, globally and often at country level. A Memorandum of Understanding (MoU) between UNICEF and Save the Children for co-leadership of the Global Education Cluster was signed in 2007. This MoU sets out the Core Objectives of the Global Education Cluster, as well as a framework for operation and joint leadership arrangements at global and country levels.<sup>16</sup> Somalia Education Cluster is co-led by Save the Children and UNICEF at national level. The Cluster Lead Agencies are responsible for appointing a cluster coordinator, and any other support staff required. The Cluster Coordinator is accountable to, and required to report to UNICEF and Save the Children as CLAs.

The CLAs are responsible for ensuring a well-coordinated and effective humanitarian education response. The CLAs are not directly involved in the day to day work of the Somalia Education Cluster,

<sup>15</sup> IASC Cluster Coordination Reference Module, 2015

<sup>16</sup> Education Cluster Coordinator handbook

but are consulted and updated on strategic decisions, including discussions on and approval of annual workplans, advocacy messages, funding opportunities and implementation/operational challenges and opportunities. The Cluster Coordinator provides regular information to the CLAs, and may also have ad-hoc communication on specific issues. The Secretariat meets with the Cluster Lead Agencies every quarter. In addition to supporting the six

core functions of the cluster, the designated Cluster Lead Agency is the Provider of Last Resort (POLR). This means that, where necessary, and depending on access, security and availability of funding, the cluster lead, must be ready to ensure the provision of services required to fulfil crucial gaps identified by the cluster and reflected in the HC-led Humanitarian Response Plan<sup>17</sup>. The terms of reference for CLAs can be found in Annex 4.



<sup>17</sup> IASC Cluster Coordination Reference Module, 2015



## Education Cluster Secretariat

The Somalia Education Cluster Secretariat comprise of a cluster coordinator, a cluster officer and a cluster information management officer. The overall responsibilities of the secretariat include; 1. Coordination, information-sharing and supporting Cluster partners, and to mobilise partners to ensure a coherent and effective EiE response; 2.

Liaison and cooperation with government authorities, mainly the Ministry of Education, and 3; Coordination within the cluster mechanism between the HC/HCT, other Clusters, OCHA and donors.<sup>18</sup> The Secretariat is currently based in Nairobi, and hosted by UNICEF Somalia. The secretariat will over the course of this framework move inside Somalia.



Somalia Education Cluster

The Secretariat's role is to be responsible for the day to day coordination and facilitation of the work of the Education Cluster. The main activities are based on the six core cluster functions, and include:

- Hold monthly National Education Cluster meetings, and when possible attend regional cluster meetings, to support a coherent and collaborative EiE response in Somalia.
- Support partners with operational information, particularly to avoid duplication, by collecting and compiling 4W data for analysis and information sharing. Provide capacity support/training to partners to use the 4ws.
- Lead on the processes of Humanitarian Needs Overview (HNO), Humanitarian Response Plan (HRP), Operational Framework and Annual

Workplans, involving Cluster Partners and/or CLAs where relevant, to insure an inclusive process.

- Provide a platform for a collaborative EiE response based on minimum standards
- Provide a platform for advocacy on the EiE response in Somalia
- Provide a platform for funding opportunities in the EiE response in Somalia.
- The Coordinator participate in Inter-Cluster Coordination Group meetings, to ensure Education is a strong part of the emergency response, as well as provide frequent information to the HC/HCT through the appropriate mechanisms.
- Participate in Working Groups established by the Cluster.

<sup>18</sup> Education Cluster Coordination handbook

Additionally, the Secretariat has the opportunity to request technical/specialist support, to develop specific technical areas for the Education Cluster<sup>19</sup>. It is important that this benefits the Cluster, and therefore, the Secretariat takes the responsibility to link the Education Partners and the incoming technical expertise, through Cluster meetings and/or working groups. Any technical expertise to the Cluster Secretariat will be approved by both Cluster Lead Agencies and formalised in a TOR or MoU.

The Education Cluster Secretariat is working as part of the Drought Operations Coordination Centres (DOCCs). The DOCCs are set up to strengthen coordination, enhance information sharing between different actors and to improve integrated approach across clusters. Through this, the Secretariat can have strengthened and continuous cross-sectoral collaboration, and ensure mechanisms for feedback of information to the Education Cluster Partners.

## Regional Clusters and EiE Working Groups

The Regional Clusters are essential to the Education Cluster. They ensure a well-coordinated, appropriate, context specific and efficient response to Education in Emergencies through their presence on ground and close working relationships with communities and local authorities.

In central South Somalia, there are 8 clusters in Banadir, Lower Juba, Lower Shabelle, Gedo, Middle Shabelle, Hiraan, Galgaduud, Bay/Bakool. These are led by either local or international NGOs. Both Somaliland and Puntland have Education in Emergencies Working Groups (EiEWG). Somaliland EiEWG is co-led by Save the Children and the Ministry of Education. Puntland EiEWG is co-led by UNICEF and the Ministry of Education.

The regional clusters and EiEWG focuses on the planning and implementation of education-related activities at regional levels and in Somaliland and Puntland respectively. Responsibilities of the regional clusters include:

- Maintain an overview of the security situation and changes in the emergency context
- Assessments and monitoring of education needs and progress in the education response
- Mapping and monitoring, in the 4Ws, to avoid duplication and ensure concerted efforts in the response
- Identify gaps, needs, challenges and opportunities in implementation of the response.
- Support advocacy messages at national level, with evidence from the regions. Advocate to regional level MoE and other key education

stakeholders on the education situation, and the opportunities for response

- Promote agreed cluster standards to all regional Cluster Partners, including monitoring through 4Ws, minimum standards for implementation, assessment tools, and other monitoring and response standards
- Early Recovery, emergency preparedness and capacity building measures.<sup>20</sup>

The Regional Clusters have monthly meetings. There is a flow of information from Regional Cluster to National Cluster, from the Regional Cluster Coordinator to the Cluster Coordinator, and the other way. For the National Education Cluster, it is important to include information from the Regional Clusters and two EiEWGs to consider in strategic approaches, action plans, priorities and advocacy. The Regional Clusters can and should take advantage of the work from the National Clusters, particularly related to minimum standards for programming, advocacy and funding opportunities.

The Regional Cluster leads are elected on an annual basis. Education Cluster partners who have a presence and are active at the regional level can be elected. The MoE takes lead or co-lead in most Regional Clusters and EiE Working Groups. This active engagement is imperative for the ownership and sustainability of the education programmes, also linking EiE response to more long-term goals and capacities. Regional partners are both local, national and international NGOs active in the geographical areas. The TOR for Regional Clusters can be found in Annex 5.

<sup>19</sup> Global Education Cluster Handbook

<sup>20</sup> Education Cluster Coordinator handbook

## Education Cluster Partners

The main objective of the Education Cluster is to ensure a coherent, effective and efficient Education in Emergency response. In this work, the Somalia Education Cluster is only as strong as its partners. There are 42 national partners, 28 INGOs, 4 UN agencies and 3 donors in the cluster. The active participation of partners strengthens the operational capacity, geographical presence and access, technical expertise and funding availability and opportunities across the response. Together, the partners strengthen the response capacity for the Somalia EIE response.

Cluster partners have an important role to play in:

- Endorse the overall aim and objectives of the cluster
- Actively participate in cluster meetings and other relevant platforms, such as Technical Working Groups, Cluster Review Committee and Strategic Advisory Groups
- Support the development of the Humanitarian Response Plan and Operational Framework 2018-2020
- Work as a team, with government, and other Cluster members to implement EiE activities, according to agreed minimum standards
- Be proactive in exchanging information and reporting, highlight needs, gaps and duplication, mobilise resources, engage with affected communities, and support to build local capacities
- Participate in cluster activities, including assessing needs, developing plans, joint monitoring, and developing policies and guidelines through working groups<sup>21</sup>

## Strategic Advisory Group (SAG)

The Strategic Advisory Group (SAG) supports the Education Cluster with dialogue and decisions on strategic direction for the Cluster. It has members from the Cluster Partners, and aim at rooting direction and decisions in the partner group. The SAG is included in larger processes, such as the Humanitarian Response Plan, the Education Cannot Wait funding opportunities, Annual work plans and Operational Framework 2018-2020. The SAG will be responsible for monitoring the implementation of the Operational Framework 2018-2020.

The SAG has 6 members, of which one is a UN organisation, 2 are National NGOs and 3 are International NGOs. The SAG meets on a quarterly basis, and may also be called to ad-hoc meetings when decisions need to be made. The full terms of reference for the SAG can be found in Annex 6.

## Cluster Review Committee (CRC)

The Cluster Review Committee (CRC) is a mechanism for peer review of projects submitted for funding opportunities that comes through the cluster system. The role of the committee is to review and recommend which projects that will be approved and not approved. This includes HRP, Somalia Humanitarian Fund and Education Cannot Wait.

The Cluster Review Committee has 8 members; with representatives from four national NGOs, three international NGOs, and one UN agency and the Secretariat. The committee meets when there are funding opportunities through the Education Cluster, either sectoral or intersectoral. The Secretariat will organise the meeting, as well as share all relevant information with the committee members.

<sup>21</sup> Education Cluster Coordinator handbook





Somalia Education Cluster

### Education Cluster Technical Working Groups

The Cluster can establish Technical Working Groups, to support the cluster work in specific areas. The responsibilities and the activities of the Technical Working Groups include:

- Establish standards for operations in one area, e.g. develop standards, guidance and monitoring mechanism
- Develop an action plan for the Technical Working Group
- Take an active part in implementing and ensuring progress of the action plan
- Ensure to include all partners to benefit from the work of the technical group e.g. share information regularly in cluster meetings, share documents and guidance on cluster platforms, support partners in using the tools, guidance and standards from the technical working groups, including workshops and/or trainings if needed

The Technical Working Groups should develop, agree and sign off on a Terms of Reference (TOR). The TOR needs to be approved by the Strategic Advisory Group. The members of the group elect a lead, and are jointly responsible for driving the work forward and ensure progress. The Technical Working Groups do not have decision making authority, but provides recommendations for the Strategic Advisory Group to make decisions. The Secretariat will participate in the working groups, but does not need to take a leading role.

### Education Sector Committee (ESC)

The MoE chairs the Education Sector Committee (ESC). ESC is an education sector structure that engages and coordinates all stakeholders involved in the education in Central South Somalia, Puntland and Somalia. It strengthens the MoE leadership and ownership of the coordination of education aid and government funding and ensures that funds are used effectively in the pursuit of government priorities. The ESC is mainly a forum for coordination of development initiatives and in particular the com-

mittee is dealing with issues pertaining to Global Partnership for Education (GPE) support to the education sector. The Cluster secretariat participates in the ESC meetings on a regular basis in order to strengthen collaboration and information sharing. Over the course of this Operational Framework further opportunities for collaboration will be explored in an effort to address the humanitarian – development divide.

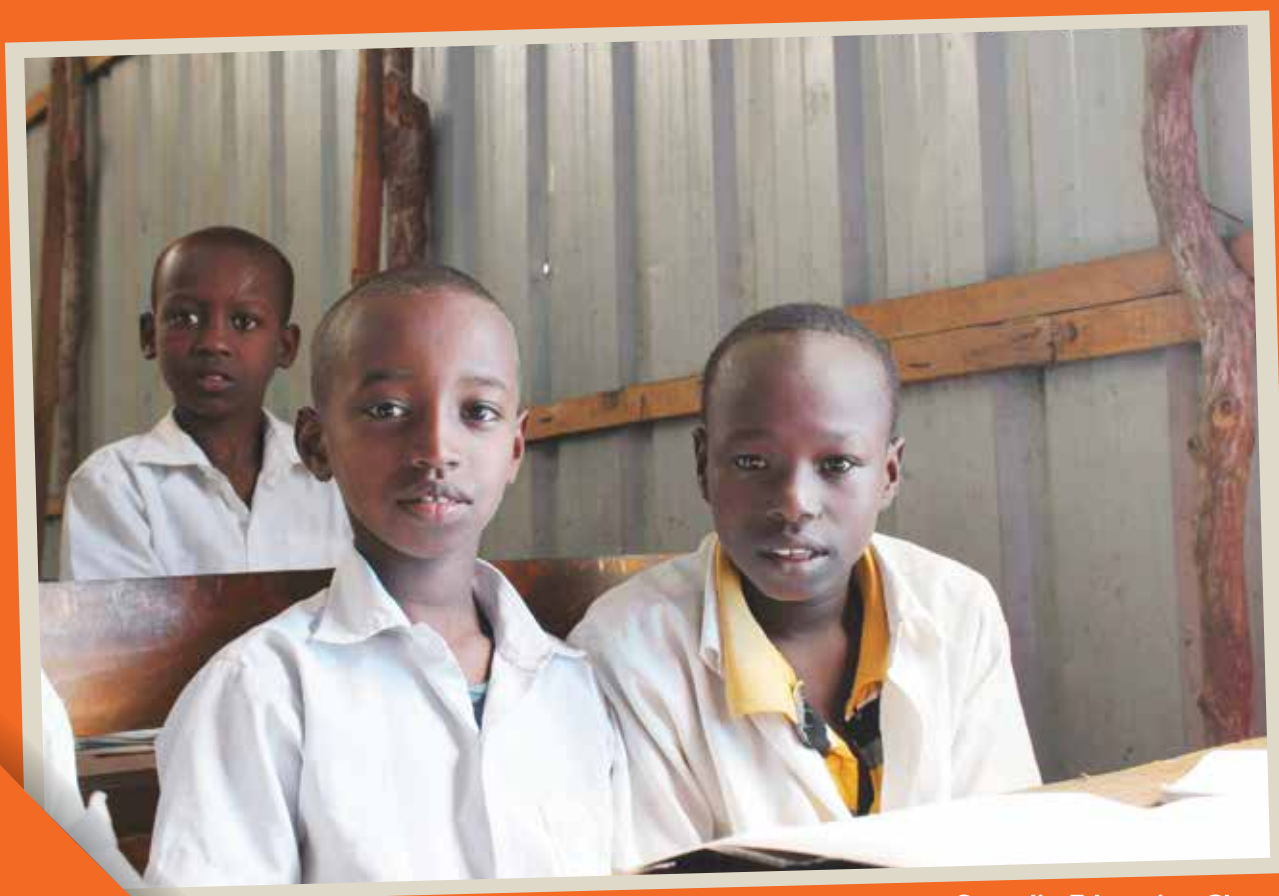
# OPERATIONAL FRAMEWORK OBJECTIVES & CORE FUNCTIONS

**Overall objective:** Through a well-coordinated and timely emergency response children and young people in Somalia have access to and continue their education during

**Objective 1:** The Education Cluster partners have adequate quality data to inform decision making, response planning & implementation, and funding needs

**Objective 2:** The Education Cluster partners are responding to emergencies in an efficient, timely and predictable manner, and are providing quality education services in line with global standards for Education in Emergencies

**Objective 3:** The Education Cluster and partners have adequate individual, organizational, institutional and financial capacity to coordinate and respond efficiently to emergencies



Somalia Education Cluster

## Key Priority Activities

The Education Cluster, through a collaborative process has identified key priority areas for the Operational Framework (for further reference, see CCPM Validation Report in Annex 3). The key areas are linked to the Cluster Core functions, and are believed to have a strong effect on coordination and service delivery of education throughout the emergency response. All Cluster Partners commit to strive to fulfil these activities. Some are short term, to e.g. establish a system or working group, while others will run over the three years' period for this framework.

The implementation of the key priority activities lies with both the Secretariat and the Cluster Partners, and requires a consorted and focused effort to fulfil.

## Cluster Core Functions

In accordance with the IASC Terms of Reference for country level clusters the Somalia Education Cluster has 6 core functions to fulfil. The core functions are guiding the Education Cluster in all its work and this Operational Framework is structured around these 6 core functions.

### **Core Function One: Support to Service Delivery**

- Strengthened and continued mutual information sharing for coordination between national and regional clusters
- Strengthen and continuous share information of Partners geographical and operational presence (by using the 4Ws) to ensures coordination and avoid duplication
- Strengthen regional ownership of MoE and Regional Clusters for enhanced coordination and response implementation

### **Core Function two: Inform the HC/HCT strategic decision-making**

- Harmonised needs assessment tools are developed and made available for regional and national clusters and partners
- Timely and adequate information is provided to the ICCG and HC/HCT for planning and decision-making purposes, including ensuring that Education is a priority in the emergency response and allocation of funding

### **Core Function three: Strategic planning and implementation of cluster strategies**

- Minimum Standards for the EiE response are developed, agreed and implemented by all partners, including on cross cutting issues
- Funding opportunities systematically explored

### **Core Function Four: Monitoring and evaluating performance**

- Continued support for cluster partners to systematically use and report against the 4Ws
- Regional Cluster strengthen the use of systematic 4Ws analysis for corrective measures and strategic planning

### **Core Function Five: Build National Capacity in preparedness and contingency planning**

- Revise/Develop Contingency Plans for Education in Emergency response at state and regional level
- Strengthen capacity and promote ownership of national, state and regional MoE, Regional Clusters and with education partners to ensure high quality and timely EiE responses, through implementation of the Cluster Annual Capacity Development Plan

### **Core Function six: Advocacy**

- Reactivate the Advocacy Working Group for the Somalia Education Cluster
- Develop an Advocacy Strategy through a consultative and inclusive process, including key messages on EIE in Somalia

### **Accountability to People (AAP):**

- Identify avenues for strengthening AAP in the Education Cluster and including this in Cluster strategies and annual plans
- Systematise and link partners' existing feedback mechanism to the overall Communication with Communities Initiative (OCHA)



## Core Function One: Support to Service Delivery

The Education Cluster aims to support service delivery to affected population in an emergency, through collaboration and coordination to ensure that the response is timely, efficient and provide access to quality education for children. The Cluster does not directly engage in service delivery and implementation, but rather establishes a platform and network to support Cluster Partners to implement their respective EiE programmes in Somalia.

### Core function one; support to service delivery has two sub-areas:

1. Providing a platform that ensures service delivery is driven by the Humanitarian Response Plan and strategic priorities
  - National and Regional Monthly Cluster and EiE Working Groups meetings, that strategically aim at education partners pull in the same direction in the response.
2. Developing Mechanism to eliminate duplication of service delivery
  - Establishing monitoring and reporting mechanisms, such as 4Ws, and continuous information sharing to ensure wide coverage of services and avoid duplication.

A core activity for the Education Cluster is monthly cluster meetings at national and regional levels. The purpose of the meetings is to focus on strategy, planning and results, as well as information-sharing and fund distribution. The national level Education Cluster provides support and policy direction to regional level Education Clusters. The links between sub-national and national clusters facilitates reporting, information-sharing and collaboration; promote the coherence of national programming and overall coordination; help to track trends; identify shared and common concerns in operational areas; develop more upstream advocacy and programming strategies.

The Education Cluster is focusing on strengthening the strategic element of the monthly cluster meetings at national and regional levels to ensure better emergency preparedness and responses to predictable emergencies e.g. in accordance with the seasonal calendar.

For coordination, it is crucial for the Secretariat and Education Partners to have good information and data. There is strategic information sharing through the 4Ws: who does what where and when. The main objective of the 4Ws is to avoid geographical and/or programmatic duplication, and fill gaps in areas where needs are identified. Further, the Secretariat will over the course of this Framework launch the Somalia Education Cluster Website, where information will be shared on a regular basis, for partners to use in their EiE response. The Cluster will engage with other sectors to ensure a holistic response for children. Schools and learning spaces can serve as entry points, for children, parents and the wider community for information sharing, awareness campaigns and community mobilisation. The Education Clusters will particularly look at enhanced collaboration with Protection Cluster, for protective learning spaces and mobilisation on attacks on education. WASH and Nutrition Clusters are crucial partners for safe drinking water, sanitation at school/learning space, and temporary school feeding.

### Current Challenges:

Somalia Education Cluster has improved the coordination of partners' response by developing the 4Ws tool, and partners are consistently and increasingly reporting on the 4Ws. Yet, there is a gap identified which results in duplication of programming. Although strengthened, there is yet some way to go on integrated programming with other sectors, as well as implementation of new modalities in education, such as cash programming. For education, the resources are scarce and the needs are still high, and there is a gap in the link between Education in Emergencies and development, including; human, technical and financial resources.

### Specific Objective Core Function One: Support to Service Delivery

Strengthen the coordination mechanisms and enhance strategic linkages between relevant sectors and actors for effective delivery of educational services

#### Activities:

- Strengthened and continued mutual information sharing for coordination between national and regional clusters
- Strengthen and continuous share information of Cluster Partners' geographical and operational presence (by using the 4Ws) to ensure coordination and avoid duplication
- Strengthen regional ownership of MoE and Regional Clusters for enhanced coordination and response implementation
- Strategically focused monthly cluster meetings, as well as ad-hoc emergency meetings when there is need, including immediate sharing of meeting minutes and relevant technical information
- Coordination with other sectors in particular Protection, WASH, and Nutrition to enhance the holistic emergency response to the needs of the children
- Continuous engagement with the development sector through the Education Sector Committee
- Launch and regular update the Somalia Education Cluster Website, to be user-friendly and accessible for Cluster Partners to access information, analysis, cluster tools and guidance



Somalia Education Cluster

## Core Function Two: Informing strategic decisions of the Humanitarian Coordinator and Humanitarian Country Team

The Education Cluster provides information to the Humanitarian Coordinator (HC) and the Humanitarian Country Team (HCT), to ensure Education situation analysis on gaps, needs, strategic response and priorities is included in the humanitarian response in Somalia.

### Core Function two; Informing strategic decisions of the HC and HCT has three sub-areas:

1. Preparing needs assessments and analysis of gaps (across and with clusters, using information management tools as needed) to inform the setting of priorities
  - The 4Ws helps identify the gaps and overlaps in partner interventions and ensure efficient use of resources.
  - The Cluster, through partners and MoE are conducting Rapid Needs Assessments when new emergencies occur.  
The Education Cluster can participate in Multi-Sector Assessments, organised by the Inter-Cluster Coordination Group. Assessments are undertaken to understand the need and gaps, and inform response strategies and decisions.
2. Identifying and finding solutions for (emerging) gaps, obstacles, duplication and cross-cutting issues.
  - Education Cluster Meetings to identify solutions and response interventions based on the findings in assessments and data collection above
3. Formulating priorities on the basis of analysis
  - The Education Cluster will develop the Humanitarian Response Plan, Annual plans and Cluster Operational Plan based on data, information and analysis, supporting evidence-based strategies and response plans. It is subject to revision and adjustment according to needs and changing context

Data collection is key in identifying needs, setting priorities, develop response plans and to provide information for the HC and HCT to make strategic decisions on the overall humanitarian response in Somalia. Data collection in Somalia is, however, a major challenge due to lack of access and security issues. The Education Cluster continues to explore new ways for collecting quality data in addition to

the already existing tools and avenues for data collection.

### 4W: Who does What, Where and When?

The 4W is a core tool for the Cluster. The 4W helps in identifying gaps and overlaps in partner interventions and ensures efficient use of resources. In addition, the 4W serves as a reporting tool on progress of implementation. All Education Cluster Partners are required to report in the 4W.

### EMIS

The Ministry of Education is on an annual basis conducting a Schools Census. The School Census provides educational statistics on the status of the schools, students and teachers. The School Census is a part of the Education Management Information System (EMIS). Currently the School Census is conducted in Somaliland, Puntland and limited parts of Central South Somalia. The Education Cluster uses the School Census as baseline data for estimating needs and preparing response strategies.

### Education Cluster Baseline Survey

Towards the end of 2015, the Education Cluster commissioned a baseline survey to map out learning facilities in Central South Somalia with the exception of Banadir Region as it is already included in the annual School Census. The baseline survey is currently the most comprehensive data set available for Central South Somalia and is meant to compliment the School Census. Similar to the annual School Census the Education Cluster uses the baseline survey for estimating needs and preparing response strategies.

### Real-time data collection: EduImpact

While the baseline survey and the school census are providing education statistics on an annual or less frequent basis, real time data is necessary to quickly establish the impact of an occurring emergency on the education sector. This information helps prioritise further data collection and subsequent response. Up until now the Education Cluster has not had a functional and efficient way of collecting real time data. During the course of this Operational Framework the Education Cluster is developing and rolling out a new real time data collection system EduImpact, using RapidPro which is an open source SMS based data collection platform. The aim



is to collect rapid information directly from the Head Teachers to get an initial overview of the impact of new emergencies. The real-time data is to be supplemented by Needs Assessments conducted by the Education Cluster partners and MoE before a comprehensive response is rolled out. In addition to immediate information on the impact of an emergency, the Edulmpact system provides the opportunity to collect early warning data, regular school data and other data directly from the schools.

### Rapid Needs Assessments

The Education Cluster through its partners and MoE are conducting Rapid Needs Assessments when new emergencies occur. Needs Assessments are to be lead and coordinated by the regional cluster coordinators in close cooperation with the MoE. Needs Assessments provide the data necessary to identify needs and priorities, and to plan a comprehensive response. The data collected through the real-time data collection and Needs Assessments is equally important to provide information to the ICCG/HCT for funding allocations and overall response plans. During the course of this Operational Framework the education cluster will develop standard Needs Assessment templates for most likely emergencies to occur.

### Multi-Sector Assessments

In addition to real time data collection and sector specific needs assessments, the Education Cluster is also participating in Multi-Sector Assessments. The ICCG has the possibility to roll out the SIRNA (Somalia Inter-Cluster Rapid Needs Assessment) lead and conducted by REACH Initiative. The SIRNA can be requested if 3 or more clusters are endorsing the request. In addition, smaller rapid multi-sector assessments are carried out lead by OCHA at the regional level. Regional cluster coordinators and partners are requested to participate in these assessments.

### Current Challenges:

Data collection in Somalia is a major challenge due to lack of access and security issues. The Education Cluster continues to explore new ways for collecting quality data in addition to the already existing tools. All though the Education Cluster has consistently provided evidence based analysis and recommendations for EIE interventions to the HC and HCT on behalf of the Education Cluster, the information flow has been a challenge. The Secretariat has not been strong in providing Cluster Partners with information, strategic responses and decisions made by Humanitarian Coordinator and Humanitarian Country Team.

## Specific objective for Core Function two: Informing strategic decisions of the HC and HCT:

Improved data collection methods to ensure reliable data for strategic planning and decision-making purposes is available, and robust mechanisms for sharing evidence-based recommendations for strategic response interventions

### Activities:

- Harmonised needs assessment tools are developed and made available for regional and national clusters and partners
- Timely and adequate information is provided to the ICCG and HC/HCT for planning and decision-making purposes, including ensuring that Education is a priority in the emergency response and allocation of funding
- Training for MoE, regional cluster coordinators and partners on harmonised assessment tools
- Ensure cross-cutting issues are addressed in needs assessments, analysis and strategic programme planning, based on priorities identified by the ICCG and HCT
- Establishment and roll-out of the real time data collection system (RapidPro)
- Produce relevant and regular dashboards with key information on education, including information for the regional clusters, as well as mapping of partners and activities to avoid duplication and overlap
- Establish and maintain reporting pathways with MRM, CTFMR, OCHA and other actors on Attacks on Education
- Secretariat will elevate identified challenges and gaps to CLAs and SAG, for further decision making on recommended actions for the HC/HCT

## Core Function Three: Strategic planning and implementation of Cluster Strategies

The Education Cluster puts in place planning and implementation mechanisms, based on strategic response interventions, to encourage all education

partners pull in the same direction for Education in Emergencies in Somalia.

### Core Function three; strategic planning and implementation of cluster strategies has three sub-areas:

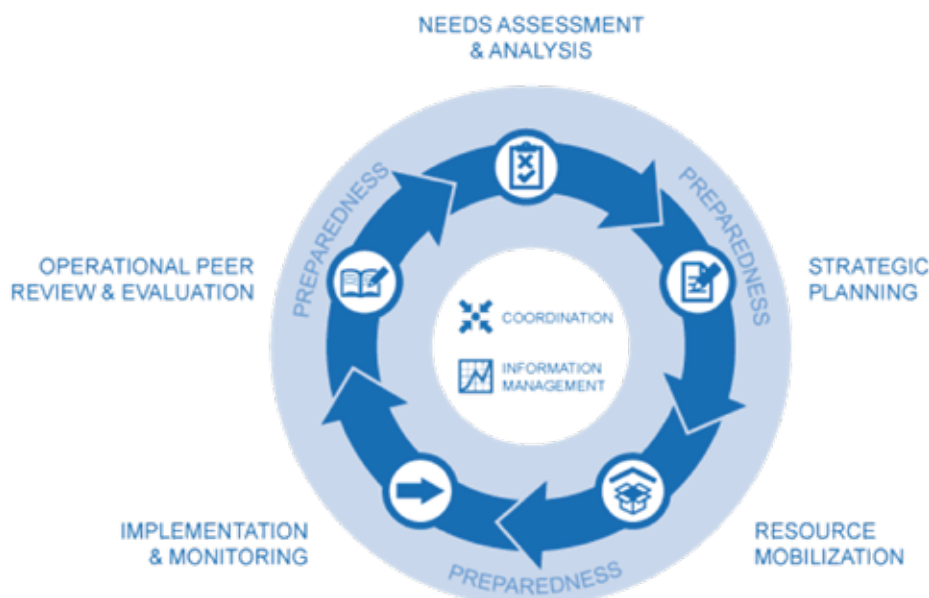
1. Developing sectoral plans, objectives and indicators that directly support realisation of the overall response’s strategic objective
  - The overall response strategy for the Education Cluster is outlined in the Somalia Humanitarian Response Plan (HRP). The HRP is developed in a consultative process in the fourth quarter of the year
  - The Education cluster has an Annual Workplan, approved by Cluster Lead Agencies and Strategic Advisory Group
  - The Somalia Education Cluster Operational Framework 2018-2020 will guide the strategic operations of the Clusters
2. Applying and adhering to common standards and guidelines
  - Minimum Standards for Core EiE activities in Somalia, founded on MoE minimum standards and the INEE Minimum standards
3. Clarifying funding requirements, helping to set priorities, and agreeing on Cluster contribution to the HC’s overall humanitarian funding proposal
  - Advocacy for and support to Cluster Partners for increased availability of funding through the following funding mechanisms; Somalia Humanitarian Fund (SHF); Central Emergency Reserve Fund (CERF); and Education Cannot Wait (ECW)
  - The Cluster will actively seek and identify other funding opportunities. Cluster Partners have a fundamental role to play in identifying funding opportunities for EiE.

Strategic planning and implementation links closely with service delivery, as this provides a platform for coherent, collaborative and coordinated efforts to deliver services based on the strategic planning, as well as implementation in Somalia.

### Humanitarian Programme Cycle

The humanitarian programme cycle (HPC) is a coordinated series of actions undertaken to help prepare for, manage and deliver humanitarian

response. It consists of five elements coordinated in a seamless manner, with one step logically building on the previous and leading to the next. Successful implementation of the humanitarian programme cycle is dependent on effective emergency preparedness, effective coordination with national/local authorities and humanitarian actors, and information management. The Education Cluster as all the other clusters is working in alignment with the HPC.



## Humanitarian Response Plan

The overall response strategy for the Education Cluster is outlined in the Somalia Humanitarian Response Plan (HRP). The HRP process is led by OCHA, it outlines the response plans for all sectors that have activated Clusters, and final approval is with the Humanitarian Coordinator. The HRP is developed through a consultative process in the 4th quarter of the year, and the process is led by the Secretariat. The full HRP can be found on the following website:

<https://www.humanitarianresponse.info/en/operations/somalia>

The HRP is subject to mid-term review, to monitor progress and assess if there needs to be corrective measures. Cluster Partners are engaged in the process. The Secretariat will communicate progress, challenges and possible corrective measures or adjustment to the Humanitarian Coordinator. The HRP 2018 indicators for Education can be found in Annex 2.

## Education Cluster Annual Work Plan

Somalia Education Cluster develops a work plan, to guide the day to day work of the Secretariat and the Cluster. The work plan aims to support the implementation of the Humanitarian Response Plan and the actions identified for this Operational Framework. The annual work plan is developed by the Secretariat, reviewed by Cluster Lead Agencies, and review and signed off by the Strategic Advisory Group.

## Minimum Standards for Core EiE Activities

The International Network for Education in Emergencies (INEE) has developed global Minimum Standards for Education in Emergencies. In 2016, the Education Cluster developed contextualised minimum standards for 5 core activities based on the INEE standards. The workshop included active engagement from Cluster Partners. The final Somalia Education Cluster EiE Minimum Standards will be developed in the 2018-2020 strategic period.

The minimum standards are to be adhered to by all partners and ensure harmonisation and increased quality assurance across the sector. The minimum standards cover Construction of Temporary Learning Spaces; Training of Community Education Committees in their Roles and Responsibilities; Distribution of Teaching and Learning Materials; Protection in Schools; and Hygiene Promotion in Schools.

## Funding for Education in Emergencies

Education in Emergencies is globally underfunded and more so in Somalia. Funding for Education in

Emergencies can go through a number of channels. Bilaterally, through pooled funds, and directly to the MoE. The majority of Education Cluster partners are funded bilaterally through various donors and partners will report on this funding in line with the respective donor requirements.

## Somalia Humanitarian Fund

The Somalia Humanitarian Fund (SHF) is a pool fund against the HRP. SHF funding is released throughout the year in a number of allocations with either specific geographical or emergency specific focus. Education Cluster partners fulfilling the eligibility criteria can apply for SHF funding through the Education Cluster. Local and International NGOs are prioritized in the SHF. The SHF funding is usually valid for one year.

## Central Emergency Reserve Fund

The Central Emergency Reserve Fund (CERF) is a UN specific funding mechanism which can be requested against the HRP. The CERF has two allocation modalities, Emergency Reserve and Underfunded. The Education Cluster will usually be applicable for the Underfunded allocations. The CERF has a number of criteria for activities which can be approved and will e.g. fund establishment of temporary learning spaces and distribution of teaching and learning materials, but will not fund emergency teacher incentives. The CERF funding is usually short term and valid for 3-12 months.

## Education Cannot Wait

Education Cannot Wait (ECW) is a new global funding platform for Education in Emergencies established in 2016. The ECW is a pool fund focusing on closing the global funding gap for Education in Emergencies including through multi-year funding for protracted crisis. The operational side of the fund including application procedures and selection criteria is still being developed. During the course of this Operational Framework the Education Cluster will further explore the possibilities for funding for Education in Emergencies in Somalia through this fund.

## Response strategies

As outlined in the section on Operational Environment, Somalia is facing an underlying protracted crisis as well as several sudden onset emergencies and natural disasters. In addition to the overall HRP, the Education Cluster has a number of strategic approaches to Education in Emergency responses which suits the various types of emergencies and disasters.



## Sudden onset emergencies causing short term displacement

Certain parts of Somalia are prone to sudden onset emergencies in the form of floods and internal fighting. In these situations, short term displacement of people occurs to various degree. The Education Cluster is responding to these short-term displacements with establishment of safe temporary learning spaces (tents/structures made from locally available materials), distribution of teaching and learning materials, provision of emergency teacher incentives, provision of psychosocial support, and where needed rehabilitation of schools prior to resumption of formal education activities.

## Slow onset disasters causing increase in drop-out rates

Drought is the most eminent slow onset disaster occurring in Somalia. The country is on a regular basis facing drought conditions which typically leads to increased drop-out rates among learners and absenteeism among teachers. The Education Cluster is responding to drought in cooperation with WASH and Food Security Clusters by supplying food and water to schools and providing emergency teacher incentives. The focus is to support children already enrolled in schools to stay in school throughout the crisis, while also providing access to education for children who are being displaced by the drought.

## Protracted crisis causing long term displacement

Somalia currently has 2.1 million IDPs<sup>22</sup>. The causes for long term displacement are many including occupation of areas by armed groups and drought. Major IDP settlements have been established in the outskirts of the larger cities and people tend to stay for several years. The Education Cluster is responding to long term displacements with the establishment of semi-permanent learning spaces including WASH facilities; provision of teaching and learning

materials, teacher training, provision of emergency teacher incentives, training of Community Education Committees, hygiene promotion, and psychosocial support. Due to the long-term nature of the displacement, the Education Cluster is working closely with the MoE to develop sustainable transition strategies for IDP children and youth to promote retention and integration into the formal education system. In areas where feasible, this includes supporting existing permanent schools to increase the capacity to absorb displaced children.

## Integrated responses

Whenever possible, the Education Cluster is seeking to respond to emergencies in an integrated manner advocating for schools as a natural entry point for emergency responses across the clusters. This strategic approach is applicable to protracted, sudden onset and slow onset emergencies. The aim is to provide life-saving humanitarian assistance through schools to minimise displacement and drop-out rates. The Education Cluster is piloting a number of initiatives including hygiene promotion in schools with a specific focus on prevention of AWD/Cholera, school nutrition for adolescent girls to address the high rates of intergenerational malnutrition, water distribution and emergency school feeding to retain children in school during drought, and inclusion of displaced children in permanent existing schools.

## Current challenges:

Long term funding for Education in Emergencies is a major challenge which makes it difficult to address the protracted crisis and needs for more permanent solutions for long term displaced children. The humanitarian funding modalities available for the Education Cluster and partners are not designed to continuously support the operation of the schools. To ensure retention and protecting the investment made in the humanitarian response, it is necessary to ensure strong linkages with development initiatives and funding modalities.

## Specific Objective Core Function three: Strategic planning and implementing Cluster strategies:

Improve the overall education response and ensure a holistic, timely and efficient response, including an integrated response for Education in Emergencies. Identify and strong engagement with funding mechanisms for Somalia EiE response.

### Activities:

- Minimum Standards for Somalia Education Cluster EiE responses are developed, agreed and implemented by all partners, including on cross cutting issues
- Funding opportunities systematically explored
- Develop comprehensive education needs overview for the Humanitarian Needs Overview
- Develop the Education response plan for the Humanitarian Response Plan
- Strategic engagement for integrated response planning with other sectors, particularly protection, WASH, nutrition and shelter
- Strengthening humanitarian response planning linking it with development and longer-term planning
- Explore Cash in Education in Emergency for Somalia response

<sup>22</sup> Somalia Humanitarian Needs Overview 2018

## Core Function Four: Monitoring and performance Evaluation

Somalia Education Cluster have several levels of monitoring and reporting. Cluster Partners report on programme performance and progress, and information provided is used to produce Cluster dashboards and bulletins. The Education Cluster further utilises the data and information to inform

HC/HCT (Core function 2), other national and global stakeholders, including donors (Core function 3 and 6). Core Function 4 thus has interlinkages with the efforts in other areas, and is therefore imperative to give attention.



Somalia Education Cluster

### Core Function Four; Monitoring and performance Evaluation has three sub-areas:

1. Monitoring and reporting on activities and needs
  - Partners report on the 4Ws on progress on activities. The indicators reported on are specified in the annual HRP, and defined by the Education Cluster Strategy
  - Partners report on trends and changing trends that may affect access to education.
2. Measuring progress against the Cluster strategy and agreed results
  - Monitoring progress against the annual HRP, annual Action Plan and three-year Operational Framework through the Single Reporting Format (OCHA) and Situation Reports (OCHA/UNICEF).
3. Recommending corrective actions where necessary
  - Consistently review the results and programme implementation by the use of the 4Ws and other tools, and discuss in the Regional and National Education Cluster meeting if there are need for corrective measures.

The Monitoring and performance Evaluation is closely linked with core function one, and the results of the monitoring are used for coordination purposes and to avoid overlap and duplication. It is also linked

with core function three, as the monitoring for programme planning and corrective measures are closely linked with programme implementation of minimum standards.



Somalia Education Cluster

**Current Challenges:**

The Cluster Partners are increasingly reporting in the 4Ws, but there is still work remaining to have clear and continuous information from the 4Ws, which can be used by partners for programme implementation. It is not clear how much the infor-

mation from the 4Ws and other monitoring mechanisms are supporting programme planning and potential adjustments in programme implementation in the response.

**Specific Objective core function four; Monitoring and Performance:**

The Education Cluster is able to respond with appropriate education in emergencies programmes and adjust according to situation and context, due to robust and rigorous monitoring

**Activities:**

- Continued support for cluster partners to systematically use and report against the 4Ws
- Regional Clusters strengthen the use of systematic 4Ws analysis for corrective measures and strategic planning discussion
- Continued mutual information sharing between partners and Secretariat on progress, gaps and situational changes
- Progress report against HRP
- Progress monitoring and reporting on the 3-year Operational Framework and the Annual Work plan
- Establish a mechanism for compliance monitoring of Somalia Education Cluster Minimum Standards
- Strengthen the systematic use of 4Ws analysis for corrective measures in the EIE response planning, depending on response context
- Review and revision of the Operational Framework 2018-2020 on an annual basis



## Core Function Five; Building National Capacity in preparedness and contingency planning

In order to be able to deliver a timely and efficient response it is imperative that the Education Cluster, as a collective, has the required capacity to respond. This includes technical, human resource, operational, financial and institutional capacity. The Education Cluster has a role to play in strengthening and supporting education actors to take lead and ownership; including MoE, Regional cluster coordinators, cluster partners and the Secretariat

### Core Function five; National capacity in preparedness and contingency planning has three sub-areas:

1. National Contingency plans identified, updated and shared
  - Education Cluster at national and regional level have a contingency plan, that is revised and updated every year, or when there is a need due to change in situation
  - Somalia Education Cluster will explore the possibility and need for supply hubs, in collaboration with other sectors, for quick response
2. Cluster roles and responsibilities are defined and understood
  - Education Cluster will continue the support to strengthen the Regional Cluster Coordinators, MoE and Cluster partners to take lead and ownership of coordination, for strong response and implementation
  - Education Cluster provides continuous training to coordinators, partners and MoE staff, including on harmonised tools; education in emergencies; Somalia EiE minimum standards; advocacy.
  - Cluster Secretariat has a strategic approach to capacity strengthening at all levels, through a Capacity Development plan, incorporated in the annual plans and Operational Framework 2018-2020
3. Early Warning reports shared with partners
  - Develop and strengthen the tools for early warning systems and preparedness monitoring.

### Emergency preparedness

The emergencies occurring in Somalia are to some extent predictable. Natural disasters follow the seasonal calendar and there is an Early Warning Early Action system in place to detect whenever the country is in increased risk of drought or flood conditions.

The Education Cluster is focusing on strengthening emergency preparedness related to predictable emergencies through more strategic planning and cluster meetings, harmonised contingency plans, specific regional preparedness activities, establishment of strategically placed supply hubs, and improved education specific early warning systems and real time data collection systems.

### Regional Contingency plans

The Education Cluster has developed a contingency plan template, which in 2016 has been contextualised by the regional clusters. The aim is to have a specific and realistic contingency plan for all regions in place to guide emergency preparedness and responses. The contingency plan is outlining scenarios which are likely to occur in each region in Somalia. The contingency plan further outlines preparedness activities for each scenario to be undertaken prior to emergencies to mitigate the impact of a crisis on the education sector. This includes mapping out major gaps in coverage, identifying resources and capacities available at the regional level including within affected communities, and strengthening response and resilience capacity. The regional clusters are responsible for keeping the contingency plans updated and relevant.

### Establishment of Regional Supply Hubs

In order to strengthen the capacity of the Education Cluster to respond to sudden onset emergencies and rapid displacements, establishment of strategically placed Regional Supply Hubs will be explored during the course of this operational framework. The supply hubs will contain tents for temporary learning spaces, teaching and learning materials and recreational materials. The operation and management of the supply hubs will be based on the modality used in the WASH Cluster which has proven very effective in the context of Somalia.

### Early warning systems and real time data collection

The Education Cluster currently rely on secondary data, reports from partners, and a national early warning system to gather information on emerging emergencies. An early warning system specifically for the education sector is planned to be piloted. Three key indicators have been identified to spot unusual patterns in the education sector to indicate that education is being affected by an emergency.

These are, student drop outs; teacher absenteeism; and school closure. These indicators will be monitored on a regular basis by education partners and reported to the regional cluster coordinators for compilation and further reporting to the national level. In addition to the monitoring of the early warning indicators, the EdulImpact SMS based real time data collection system can be used to follow up directly with schools in areas showing signs of emergency. This will allow for a better understanding of the impact.

## Tools & trainings

The network of regional cluster coordinators and partners is the backbone of the Education Cluster. Regional coordinators and partners are working closely with the affected communities and have vast knowledge of the specific context. In order to provide the best possible response to any emergency the regional clusters have to be able to take lead and ownership in coordinating and implementing the response activities.

The Government has the overall responsibility for ensuring access to quality education during emergencies. The government structure of Somalia is complex and the Ministry of Education is still in its formative years with very limited capacity to provide education services in general. This poses a challenge for the MoE to take on the responsibility of providing education during emergencies. However, it is essential that the MoE is taking the overall lead in all response activities within the education sector, and it is the responsibility of the Education Cluster to support the MoE in developing its capacity in this regard.

As a part of strengthening the technical response capacity of the regional clusters and the MoE, the Education Cluster is continuously training coordinators, partners and MoE staff in the core concepts of Education in Emergencies. The training provided is based on the global INEE standards for Education in Emergencies and includes modules on response phases, minimum standards for activities, planning, coordination, monitoring and advocacy. Education is often left out of the immediate humanitarian response and it is essential that Education Cluster partners and MoE are in a position to promote inclusion of education as a part of the lifesaving and life sustaining efforts.

In addition, harmonization of key tools across the regions is important to ensure a certain level of quality in the response. The key tools include the contingency plan template, early warning system, preparedness monitoring, and needs assessment tools. The Education Cluster is continuously training the regional coordinators, partners and MoE in the usage and roll out of the harmonized tools. The Education Cluster remains flexible in provision of trainings in order to address arising needs from coordinators, partners and MoE.

System strengthening and capacity building are fundamental parts of the humanitarian development nexus. The role of the national government is particularly important in the collaborative work to stitch together emergency and development efforts that seamlessly meet the education needs and priorities of children affected by crisis. The Cluster becomes necessary where there are constrained national capacities to coordinate large scale emergency response. The Cluster therefore has an inherent responsibility to positively influence government institutions so that when the time comes for transition and deactivation, there is a strengthened national system in place that has the necessary data and increased capacity and resources to systematically respond if another emergency were to occur.<sup>23</sup>

In this work, it is important to remember that most partners are not purely development or emergency organisations, but work with Education programmes based on the context and situations. This is particularly relevant for local organisations that are continuously responding to the needs on the ground. But also for national and international organisations that are more specifically investing resources and, technical capacity and time for the development – humanitarian nexus. It is important to keep in mind that this divide is also in some instances created by donors, depending on how their donor structures function.

## Current Challenges:

There is currently a need to further strengthen the capacity within MoE as well as at the regional level to lead the coordination of responses.

<sup>23</sup> Global Education Cluster guidance to Country Cluster Strategy



Somalia Education Cluster

### **Specific Objective Core Function Five; Building national capacity in preparedness and contingency planning**

Strengthen cluster structures and promote regional ownership to ensure high quality and timely EiE responses

#### **Activities:**

- Revise/Develop Contingency Plans for Education in Emergency response at state and regional level
- Strengthen capacity and promote ownership of national, state and regional MoE, Regional Cluster and with education partners to ensure high quality and timely EiE response, through implementation of the Cluster Annual Capacity Development Plan
- Strategic joint meetings between Cluster Secretariat, Regional Cluster Coordinators and EiE WG leads, to strengthen the strategic response planning and implementation



## Core Function six: Advocacy

At a global level 75 million school-aged children and youth are in need of educational support, either in danger of, or already missing out on their education. The right to education is most at risk during emergencies but it is also the exact time when it is needed the most. During these crises, children and youth frequently live in, or are displaced to contexts where governments cannot provide them with education services. In the drought response in Somalia in 2017, the education response received less than 2% of the total humanitarian aid, leaving an essential component of children's future prospects underfunded and undervalued.

It wasn't until recently that Education officially became a part of the humanitarian priorities and it is often questioned how education is lifesaving. Education actors therefore has an important role to play in advocating for Education in Emergencies to ensure the right of children and youth to continued access to education.

### Core Function six: Advocacy has two sub-areas:

1. Identify concerns and contribute key information and messages to HC and HCT messaging and action
  - Based on data, information and evidence from Cluster Partners, the Cluster will proactively provide key messages to HC and HCT to influence decisions that will support EiE response in Somalia.
  - Based on data and information, the Cluster will provide updated information on the situation, development and trends, challenges and possible response needs on Attacks on Education
2. Undertaking advocacy on behalf of Cluster, Cluster and affected people
  - The Education Cluster will aim to develop an Education Cluster Advocacy Strategy. The efforts will include strong participation from Partners. Further, it may include advocacy messages founded in the communities and affected people, linking advocacy efforts with activities in the consorted efforts on Accountability to Affected People (see AAP below)
  - The Education Cluster can engage in advocacy messages with other sectors, to ensure implementation of strategic cross-sectoral and integrated programme response, including funding





Somalia Education Cluster

- The Education Cluster can through the Education Sector Committee (ESC), Education Cannot Wait (ECW) and the strong working relationship with the Global Partnership for Education (GPE) advocate for and support stronger links between Education in Emergencies and Development, including engagement with the Durable Solutions Initiative

Somalia Education Cluster and its partners are well-positioned to advocate for the importance and inclusion of Education in Emergency in the Somalia Response. The Education Cluster will ensure a strengthened and continued advocacy focus, with the Humanitarian Coordinator and the Humanitarian Country Team to ensure EiE as a part of the response, with donors to secure funding for EiE or integrated programmes where EiE has a strong role to play and with other external structures where and when relevant. The Cluster will work strategically and be proactive in advocacy efforts, to support Education Partner to be a strong voice for the right to education for children in Somalia.

### **Advocacy Technical Working Group**

To ensure the focused efforts on advocacy, including developing an Advocacy strategy, as well as agreed key advocacy messages for partners, there needs to be allocated time, resources and technical expertise. During 2018-2020, the Cluster aims at re-establishing the Advocacy Working Group. The Advocacy Working Group will be led by one Cluster Partner, and will include members from both national and international organisations. The Secretariat will be part and actively engage in the Advocacy Working Group. The outcomes of the work from the group will be passed as recommendations to the wider cluster group, CLAs and SAG for final approval and sign-off.

### **Advocacy strategy**

The Education Cluster and its partners are very well positioned to advocate for the inclusion of education in the humanitarian response in Somalia. As much as the cluster system is a temporary measure, the Somalia Education Cluster is a well-established structure with a wide outreach to communities, local authorities, national and international agencies and organisations, global EiE networks as well as donors at a national and global level. In order to fully utilize this wide outreach, the Education Cluster will during



the course of this Operational Framework develop an Education Cluster Advocacy Strategy to guide the collective efforts. The development of the Advocacy Strategy will be undertaken by the Advocacy Working Group.

### Links to Development

The protracted conflict in Somalia means that development actors and humanitarian actors work side by side. Unfortunately, as it is often the case, there is a tendency to work in silos. The Education Cluster is focusing on strengthening the links between the humanitarian sector and the development sector by actively engaging in development fora and processes. The Education Cluster is a member of the Education Sector Committee (ESC) which is the development forum for education planning between partners, donors and MoE. Also, the Education Cluster has a strong working relationship with the Global Partnership for Education (GPE) and works on strengthening the institutionalisation of emergency preparedness, resilience and response capacity of the Ministry of Education. In addition, the Education Cluster is actively engaged in the Durable Solutions Initiative which seeks to find high-level solutions to long term displacements and reintegration.

### Links to Regional and Global level

The Education Cluster is continuously engaging in the global developments of Education in Emergencies through various avenues. At the East Africa regional level, the Education Cluster is a member of the Regional Education in Emergencies Working Group (EiEWG) hosted by UNHCR. Numerous issues relevant for all of the region is addressed.

The Education Cluster is continuously engaging with the Global Education Cluster (GEC). The GEC is not only providing technical support to the Education cluster, but is also providing a global platform for participation in global discussions, engaging in new developments, sharing global lessons learnt, and the possibility of raising issues from Somalia to the global level. The Education Cluster is furthermore engaging with the INEE and are participating in global consultations providing the perspective and lessons learnt from Somalia.

### Protect Education from Attacks

During 2018-2020, the Education Cluster will have a stronger focus on monitoring and reporting on Attacks on Education. Through comprehensive monitoring and reporting mechanisms, the Education Cluster will first and foremost gather information and evidence on the trends and developments on attacks on education. It has a particular focus on children, teachers and other education personnel who are affected. Through the evidence, the Cluster will consider how to develop strong advocacy with the HC and HCT. The Somalia Government, through the Ministry of Defense have signed the Safe School Declaration. The Education Cluster may explore how to collaborate with government, through the Humanitarian Coordinator, to ensure the Safe School Declaration is implemented. Further, the Cluster may provide information and advocacy to the Global Education Cluster to support global advocacy messages, as well as explore further collaboration with the Global Coalition for Protection of Education against Attacks (GCPEA).

### Education Across the Border

A large number of families have fled Somalia over the last two decades. As the country continues to stabilize, more and more people are expected to return. In 2016, the announced closure of Dadaab refugee camp in Kenya led to a significant increase in returnees coming back to Somalia. The return poses a number of challenges including additional strain on the already stretched education system and gaps in legal frameworks to protect and acknowledge education obtained while being abroad. The Education Cluster is engaged in the process, advocating for the importance of a well-coordinated process across the border and a response which focuses on long term sustainable solutions ensuring access to quality education for returnee children and youth as well as IDP and host community children and youth in the areas of return.

### Current Challenges:

There is currently not a comprehensive Advocacy strategy, including a joint document with key messages for the different aspects of the response, needs, benefits of programme approaches, funding, etc. Joint, harmonized and accredited key messages are lacking, as well is a guidance and training on how to strengthen advocacy at organisational and Cluster level, including tools for advocacy such as campaigns, information materials, radio promotions etc.



**Specific Objective Core Function six: Advocacy:**

Create more attention, wider outreach, and stronger engagement for Education in Emergencies through targeted advocacy initiatives

**Activities:**

- Reactivate the Advocacy Working Group for Somalia Education Cluster
- Develop an advocacy strategy through a consultative and inclusive process, including evidence based advocacy materials and key messages on EIE.
- Develop relevant advocacy materials for joint advocacy initiatives, including key messages
- Document lessons learnt, good practice and human interest stories from Somalia
- Somalia Education Cluster will engage in advocacy messages with other sectors for EIE integrated responses
- Participate actively in state-level, national level, regional (East Africa) and global discussion on EiE in Somalia



## Accountability to Affected People

Accountability to Affected People (AAP) should be at the core of all EiE responses. Accountability to Affected People is not a Core Function for Clusters, but should rather be mainstreamed through the six core functions. However, as the Education Cluster will have an increased focus on AAP in the upcoming three years, the operational framework wants to give the appropriate attention by adding it here as an area of focus, much like a Core Function Seven for Somalia Education Cluster.

Education partners are actively working with communities in their programme implementation. A quality education response builds on the capacities of the affected people, and community members can

and will support in established temporary learning spaces, support school feeding initiatives, and are active part of the Community Education Committees in Somalia. The Partners are at the forefront of the response and have a great opportunity to engage with the communities. In many instances, communities are also best placed to make decisions, and negotiate with government and other parties on the response.

In the efforts to strengthen the capacity and inclusion of Accountability to Affected People, the Cluster Secretariat will provide leadership to ensure that AAP is integrated at all stages in the Humanitarian Programme Cycle in the cluster.

### Specific objective for Accountability to Affected People:

Somalia Education Cluster has the capacity to facilitate the integration of AAP by ensuring all coordinated response actions; including joint assessments, coordinated strategic planning and response monitoring, consider and address accountability to affected people in the emergency response.

### Activities

- Identify avenues for strengthening AAP in the education Cluster and including this in cluster strategies and annual plans
- Systematise and link partners' existing feedback mechanism to the overall Communication with Communities Initiative (OCHA)
- Facilitate information sharing on AAP global standards
- Regular review of data from complaint/community mechanisms, to discuss potential corrective measures (linked to 4.3)



**Somalia Education Cluster**

## Action and Monitoring plan

In order to ensure there is progress in implementing and following the strategic directions of the Operational Framework 2018-2020, there is an Action and Monitoring plan (Annex 1)

The Action and Monitoring plan is based on the timelines discussed in the Cluster Coordination Performance Monitoring validation workshop. The timeline of activities was further discussed in the Education Cluster Secretariat and in the Strategic Advisory Group. The Action and Monitoring plan is then monitored, with the timeline, and indicators for

the identified activities, to ensure we are able to measure our results.

The Operational Framework will be reviewed on a quarterly basis by the SAG. The review will indicate implementation progress and whether there are any corrective measures or changes that needs to be made, due to changes in the context, situation or operational status of the Education Cluster. In addition, an update on the progress will be presented in the CLA meetings.

## The Roles of Education Cluster Secretariat and Partners for the Operational Framework

All Education Cluster partners and various bodies of the Cluster have a role to play in the implementation of the Education Cluster Operational Framework 2018-2020.

- 1) Partners are to actively engage in driving the implementation of the Operational Framework forward through active participation in cluster meetings, initiatives and technical working groups
- 2) The Secretariat are to drive the implementation process forward through the day to day work of the cluster and engagement in partner-led technical working groups
- 3) The SAG has the overall responsibility for monitoring implementation progress and decide on corrective measure as needed to ensure full implementation
- 4) The CLAs have the overall oversight and responsibility to support the implementation as needed



# ANNEXES

Annex 1: Operational Framework Action and Monitoring Plan

Annex 2: HRP 2018 Education Response indicators

Annex 3: CCPM validated report

Annex 4: Terms of Reference: Cluster Lead Agencies

Annex 5: Terms of Reference: Regional Education Cluster

Annex 6: Terms of Reference: Strategic Advisory Group

## Annex 1: Operational Framework Action and Monitoring Plan

Operational Framework Action and Monitoring Plan												
Activities as identified in the Operational Framework	2018				2019				2020			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Note: * indicates the activity was identified as a priority by partners in the Cluster Coordination Performance Monitoring Survey from November 2017												
<b>Core Function 1: Supporting Service Delivery</b>												
<b>Strategic Objective: Strengthened coordination mechanism and enhance strategic linkages between relevant sectors and actors for effective delivery of educational services</b>												
<b>Core Function 1.1</b>												
Providing a platform that ensures service delivery is driven by Humanitarian Response Plan and strategic priorities												
1.1.1: Strengthened and continued mutual information sharing between national, regional clusters and MoE for improved coordination*												
1.1.2: Coordination with other clusters and other actors to enhance a holistic emergency response to meet the needs of children												
1.1.3: Continuous engagement with the development sector incl. through the Education Sector Committee												
<b>Core Function 1.2</b>												
Developing mechanisms to eliminate duplication of service delivery												
1.2.1: Strengthen regional ownership by MoE, Regional Clusters and partners for enhanced coordination and response implementation incl. through enhanced localization of the response*												
1.2.2: Launch and regular update the Somalia Education Cluster Website, to be user-friendly and accessible for partners to access information, analysis, cluster tools and guidance												
<b>Core Function 2: Informing strategic decision-making of the Humanitarian Coordinator (HC) and Humanitarian Country Team (HCT)</b>												
<b>Strategic objective: Improved data collection methods and analysis to provide evidence for strategic decision making is available</b>												
<b>Core Function 2.1</b>												
Preparing needs assessments and analysis of gaps (across and within Clusters, using information management tools as needed) to inform the setting of priorities												
2.1.1: Harmonised needs assessment tools are developed and made available for regional and national cluster coordinators, partners and MoE*												
2.1.2: Training for MoE, regional cluster coordinators and partners on harmonised assessment tools												
2.1.3: Ensure cross-cutting issues are addressed in needs, assessments, analysis and strategic programme planning, based on priorities identified by the ICCG and HCT												
2.1.4: Establish and roll-out of real time data collection system (RapidPro)												
<b>Core Function 2.2</b>												
Formulating priorities on the basis of data and analysis of data												
2.2.1: Timely and adequate information is provided to the ICCG and HC/HCT for planning and decision making purposes, including ensuring that Education is a priority in the emergency response and allocation of funding*												
2.2.2: Produce relevant and regular dashboards with key information on education response for planning, reporting and advocacy purposes												
2.2.3: Establish and maintain reporting pathways with MRM, CTFMR, OCHA and other actors on Attacks on Education												
<b>Core Function 2.3</b>												
Identifying and finding solutions for (emerging) gaps, obstacles, duplication and cross-cutting issues												
2.3.1: Elevate identified challenges and gaps to CLA and SAG, for further decision making incl. recommended actions for the HC/HCT												
<b>Core Function 3: Planning and implementing Cluster strategies</b>												
<b>Improve overall education response and ensure a holistic, timely and efficient response, including suitable funding mechanisms</b>												
<b>Core Function 3.1</b>												
Developing sectoral plans, objectives and indicators that directly support realization of the overall response's strategic objective												
3.1.1: Develop comprehensive education needs overview for the Humanitarian Needs Overview												
3.1.2: Develop the Education response plan for the Humanitarian Response Plan												
3.1.3: Strategic engagement for integrated response planning with other clusters and other relevant actors												
3.1.4: Strengthening humanitarian response planning linking it with development and longer term planning												
3.1.5: Explore Cash & Education for Somalia emergency response*												

<b>Core Function 3.2</b>										
<b>Applying and adhering to common standards and guidelines</b>										
3.2.1: In collaboration with MoE, Minimum Standards for Somalia Education Cluster EIE response are developed, agreed and implemented by all partners, including on cross cutting issues*										
<b>Core Function 3.3</b>										
<b>Clarifying funding requirements, helping to set priorities, and agreeing Cluster contributions to the HC's overall humanitarian funding proposals</b>										
3.3.1: Based on improved strategic advocacy and lead by the SAG, funding opportunities systematically explored*										
3.3.2: Management of SHF and other cluster-wide humanitarian modalities as ECW, including proposal review and collation and liaison with OCHA Humanitarian Financing Unit, CLA and other relevant actors										
<b>Core Function 4: Monitoring and Performance evaluation</b>										
<b>Strategic Objective: The Education Cluster monitor against strategic response plans and adjust according to the situation and context, based on robust and rigorous monitoring</b>										
<b>Core Function 4.1</b>										
<b>Monitoring and reporting on activities and needs</b>										
4.1.1: Continued support for cluster partners to systematically use and report against the 4Ws*										
4.1.2: Continued mutual information sharing between partners and cluster secretariat on progress, gaps and situational changes										
4.1.3: Continued monitoring and reporting on Attacks on Education										
<b>Core Function 4.2</b>										
<b>Measuring progress against the Cluster strategy and agreed results</b>										
4.2.1: Progress report against HRP objectives and indicators										
4.2.2: Progress monitoring and reporting on the 3-year Operational Framework lead by SAG										
4.2.3: Establish a mechanism for compliance monitoring of Somalia Education Cluster Minimum Standards										
4.2.4: Progress monitoring and reporting on strategies linking with longer term development (e.g. ECW, RRF)										
<b>Core Function 4.3</b>										
<b>Recommending corrective action where necessary</b>										
4.3.1: Regional Clusters strengthen the use of systematic 4W (and other reporting channels) analysis for corrective measures and strategic planning discussions and decision-making*										
4.3.2: Strengthen the systematic use of 4W (and other reporting channels) analysis for corrective measures in the EIE response planning and implementation through the CLA and SAG for further decision making incl. recommended actions for the HC/HCT										
4.3.3: Review and revise of 3 year Operational Framework on annual basis lead by SAG										
<b>Core Function 5: Building national capacity in preparedness and contingency planning</b>										
<b>Strategic objective: Strengthen cluster structure and promote regional ownership to ensure high quality and timely EIE response</b>										
<b>Core Function 5.1</b>										
<b>State and regional contingency plans identified, updated and shared</b>										
5.1.1: Compile lessons learnt from drought response related to use of contingency plans										
5.1.2: Revise/Develop Contingency Plans for Education in Emergency response at state and regional level*										
<b>Core Function 5.2</b>										
<b>Cluster roles and responsibilities defined and understood</b>										
5.2.1: Strengthen capacity and promote ownership of national, state and regional level MoE, Regional Clusters and partners to ensure high quality and timely EIE response, through implementation of the Education Cluster Annual Capacity Development Plan*										
5.2.2: Strategic joint meetings between National Cluster Secretariat, Regional Cluster Coordinators and MoE, to strengthen the strategic response planning and implementation										
<b>Core Function 5.3</b>										
<b>Early warning systems</b>										
5.3.1: Lead by SAG, explore and develop Early Warning systems										
<b>Core Function 6: Support to Robust Advocacy</b>										
<b>Strategic objective: Create more attention, wider outreach, and stronger engagement in and for Education in Emergencies through targeted advocacy initiatives, including promoting pilot initiatives for further scale up</b>										
<b>Core Function 6.1</b>										
<b>Identify concerns and contribute key information and messages to HC and HCT as well as undertake advocacy on behalf of cluster, cluster partners and affected people</b>										
6.1.1: Reactivate the Advocacy Working group for Somalia Education Cluster*										
6.1.2: Develop an advocacy strategy through a consultative and inclusive process, including evidence based advocacy materials and key messages on EIE in Somalia for cluster partners*										
6.1.3: Document lessons learnt, good practice and human interest stories from Somalia										
6.1.4: Engage in advocacy messages with other sectors, for EIE integrated responses										
6.1.5: Participate actively in state-level, national level, regional (East Africa) and global discussion on EIE in Somalia incl. participation in annual Global Education Cluster meeting										
<b>Core Function 7: Accountability to affected people</b>										
<b>Strategic Objective: Strengthen AAP in strategies, monitoring and response</b>										
<b>Core Function 7.1</b>										
<b>Mechanisms to consult and involve affected people in decision-making agreed upon and used by partners</b>										
7.1.1: Identify avenues for strengthening AAP in the education Cluster and including this in cluster strategies and annual plans										
7.1.2: Facilitate information sharing on AAP global standards										
<b>Core Function 7.2</b>										
<b>Mechanisms to receive, investigate and act upon complaints on the assistance received agreed upon and used by partners</b>										
7.2.1: Systematise and link partners' existing feedback mechanism to the OCHA lead Communication with Community Initiative*										
7.2.2: Regular review of data from complaint/community mechanisms, to discuss potential corrective measures (linked to 4.3)										

## Annex 2: HRP 2018 indicators

### Education

#### Education Objective 1: Ensure emergencies and crises affected children and youth have access to safe and protective learning environments

INDICATOR	IN NEED	BASELINE	TARGET
Number of children and youth (M/F) accessing safe and protected learning opportunities in emergency -affected learning environments	2,400,000	266,308	323,000
Number of required temporary learning spaces or rehabilitated schools available to emergency -affected children and youth	700	199	700
Number of school children (M/F) with access to safe drinking water	720,000	185,713	230,000
Number of children with access to emergency school feeding	720,000	87,855	142,000
Number of children and teachers with interrupted schooling due to attacks on education	NA	Not Available Yet	40

#### Education Objective 2: Ensure vulnerable children and youth are engaged in learning including lifesaving skills and personal well-being

Indicator	In need	Baseline	Target
Number of boys/ girls benefitting from emergency teaching and learning materials	720,000	188,068	251,000
Number of teachers (female/male) supported with emergency incentives	10,700 2,958		5,000

#### Education Objective 3: Strengthened capacity to deliver effective and coordinated education in emergencies preparedness and response within the education system

Indicator	In need	Baseline	Target
Number of teachers trained in basic pedagogical, life -saving learning skills (e.g. DRR health and hygiene, mine/UXO risk education, gender based violence, peace education) and psychosocial support	15,000	1,263	5,000
Number of CEC members (M/F) trained in Safe Schools, contingency planning, DRR plans, maintenance and management of learning spaces	7,000	2,366	4,000
Number of Cluster partners and MoE staff (M/F) trained in Safe Schools, contingency planning, DRR management plans and emergency response	500	131	500

<sup>1</sup> EMIS Somaliland 2014/2016: 69% of teachers paid incentives, EMIS PL 2015/2016: 22% of teachers paid incentives, Education Cluster Baseline 2016: 27% of teachers paid Incentives



## Annex 3: CCPM validated report

**Cluster Coordination Performance Monitoring Report**  
**Somalia Education Cluster**  
**Level: National and Regional**  
**CCPM Validation workshop: 6th December**  
**Final report completed: 12.01.2018**

**Somalia**  
**Education Cluster**

This report provides the findings of the Cluster Performance Monitoring and allows the reporting of good practices, constraints and action points that will be identified and agreed upon by the cluster during the revision of the preliminary report.

This is a template of the final report to be filled in and shared publicly. The performance status is filled from the results of the survey. The last 2 columns need to be filled according to discussions held with partners during the meeting reviewing the results of the cluster performance.

### **Somalia Education Cluster CCPM Validation report:**

The CCPM Validation Report is the result of the CCPM validation workshop National Education Cluster meeting December 6th 2017. The Somalia Education Cluster have decided to conduct the CCPM at this stage of the year, to support and feed into the Operational Framework 2018-2020. The objective is to review the findings from the CCPM Survey, discuss and validate. Further, the findings in the survey is the starting point for discussion on the strategic activities moving forward; where are we strong; where are we strong but need further focus; where are there gaps and need focus and attention?

The activities for follow up identified were therefore added as activities to the Operational Framework 2018-2020, and the timeline identified for the activities are given in the Operational Framework Action and Monitoring Plan, and therefore not indicated here.

The CCPM survey was conducted at two levels;

1. National partners, where all national Cluster Partners were invited to participate. Table 1 outlines the response from National Partners
2. Regional level, where the regional coordinator was encouraged to invite regional partners to a meeting, where they would go through the survey together. Table 2 outlines the response from regional partners.

The CCPM Validation workshop was held with Cluster Partners at national level. Therefore, we must expect it to bring in these perspectives, however staff at national level understand the reality of colleagues in the field, and were therefore able to refer to regional situation and context.

**The CCPM survey was validated by the National Education Cluster with the following comments:**

#### **Core Function 1:**

- o 1.1.10: The Cluster Partners may not know what national coordination mechanism the cluster engages in, and therefore the results presented seem correct
- o 1.1.11 Cluster Partners are not accessing the Somalia Cluster Website. It was discussed that this is correct, as there is currently not a Cluster Website, but this work is in progress

#### **Core Function 2:**

- o There seems to be a discrepancy, when 2.1 and 2.2 are scoring Satisfactory and 2.3 is scoring good, as 2.3 is an activity (programming) based on 2.1 and 2.2 (data information and analysis, for programming)
- o In 2.1, the score for each question, at both regional and national level are high (>75), yet the total score is only Satisfactory

**Core Function 3:**

- o 3.1 (3.1.6) Reflects well the perception of the partners and the reality on the ground. There is a need to further look at sectoral synergies, and this should be more visible in Cluster Discussions. The Education Cluster can consider inviting other Cluster Coordinators to the Cluster Meetings, for greater synergy.
- o 3.2 Applying and adhering to common standards and guidelines: Currently the cluster minimum standards are not yet complete, however, this scores well at both national and regional level. It may be that partners have reported against a jointly agreed strategy/actions under the HRP, or that partners are implementing according to their own standards.
- o 3.2 – Partners gave the feedback that this is ok at national level, but there is a need for improvement at field level. Partners report that there was a workshop for the minimum standards, but the finalisation did not take place. Minimum standards should be part of the Operational Framework. We should agree on a minimum level for service delivery, to avoid a situation where children move according to the services delivered. This can further be integrated in the CCCM cluster IDP minimum standards

**Core Function 4:**

- o Partners agree with the results of the survey. Partners are reporting on the 4Ws, but report they are missing a feedback from the Secretariat on the joint results in the 4Ws. This is currently in a dashboard and bulletin. However, if this is not clear to partners, it should be emphasised where data is coming from.
- o The survey shows the Cluster can be better at using the information for corrective actions and programming. All though the cluster has been good at responding to changing contexts, it is not so clear how much the data is actively used in this work

**Core Function 5:**

- o 5.1 National contingency plans identified, updated and shared: At National level, partners are not clear this is green, as partners are not aware of a National contingency plan. There are Regional contingency plans, however it needs to be clear when it kicks in for implementation.
- o The Contingency plan/s needs to be developed/revise, including defining leadership and ownership, and when the plan is activated.

**Core Function 6:**

- o 6.1 Identify concerns and contributing key information and messages to HC and HCT messaging and action: There is a discrepancy between National and regional level. There should be a clearer messaging from national level down to regional level. At the same time, there should be more information from Regional level feeding into advocacy at National level
- o Agreement among partners to establish/re-activate the Advocacy Working Group. The Secretariat is positive to this, yet is clear that Partners needs to take leadership and ownership of a Working Group, pulling together in the necessary work and responsibilities, with clear and strong support from the Secretariat.

**Core Function 7:**

- o The cluster Secretariat and Partners do not believe the survey is correctly reflected and the area is not good/green. The results may reflect the work of the partners' work in the field, which is closely linked with working with communities.
- o Can the cluster develop standards for AAP? Is there a mechanism for e.g. complains, and follow up on complaints?
- o A question that arose is if the AAP should be part of the Cluster EiE minimum standards.

**Table 1. Response rate among partners National Level**

Partner Type	Number of responded partners	Total number of partners	Response Rate (%)
Donors	0	2	0.0%
International NGOs	11	18	61.1%
National Authority	0	0	0.0%
National NGOs	0	15	0.0%
ICRC/IFRC	0	0	0.0%
UN Organizations	2	4	50.0%
<b>Total</b>	<b>13</b>	<b>39</b>	<b>33.3%</b>

**Table 2. Response rate among partners Regional Level**

Partner Type	Number of responded partners	Total number of partners	Response Rate (%)
Donors	0	0	0.0%
International NGOs	3	5	60.0%
National Authority	1	0	0.0%
National NGOs	7	4	175.0%
ICRC/IFRC	0	0	0.0%
UN Organizations	0	1	0.0%
<b>Total</b>	<b>11</b>	<b>10</b>	<b>110.0%</b>



Table 3: Score Matrix, comments and follow up action

Core Functions	Indicative characteristics	Performance Status National	Performance status Regional	Performance status Constraints: unexpected circumstances and/or success factors and/or good practice identified	Follow-up action, with timeline, (when status is orange or red) and/or support required
<b>1. Supporting service delivery</b>					
1.1 Providing a platform that ensures service delivery is driven by Humanitarian Response Plan and strategic priorities	Established, relevant coordination mechanism recognising national systems, subnational and co-lead aspects; stakeholders participating regularly and effectively; cluster coordinator active in inter-cluster and related meetings.	Good	Good	<p><b>Good practice:</b></p> <ul style="list-style-type: none"> <li>The contact list of Cluster Partners has been maintained.</li> <li>New cluster partners have always been welcomed and included</li> <li>The Cluster meeting venue is accessible, and minutes from the National Cluster Meetings are recorded and shared. Could rotate venue.</li> <li>Cluster Partners are aware that Cluster Coordinator (and other in Secretariat) participate in ICCG meetings. Partners would like more feedback from these meetings.</li> </ul> <p><b>Challenges/constraints:</b></p> <ul style="list-style-type: none"> <li>All though some partners report that the Cluster contact list is maintained and updated, some partners report that they have challenges to get on the mail-list, and therefore do not receive all the information needed.</li> <li>Cluster Partners report they are not aware of a cluster website. Partners believe a website will support increased information sharing. The cluster website is still not launched.</li> <li>The sub-groups of the Cluster should be improved</li> <li>The decisions made in the Cluster are to inform and support the decision making of the HC/HCT, and partners are informed on information going from Cluster to HC/HCT. However, there is little information share back from HC/HCT decisions and actions to the Cluster Partners.</li> <li>The Cluster meetings, both at national and regional level are not always strategic. Could enhance the focus to hold strategic meeting.</li> <li>Some partners are not aware of the CCPM survey. Ensure that the mailing list is up to date. Partners should make sure the right staff is on the list or getting the information.</li> </ul>	<p>Activities added to the operational Framework:</p> <ul style="list-style-type: none"> <li>Strengthened and continued mutual information and regional sharing for coordination between national and regional clusters</li> <li>Strengthen and continuous share information of Partners geographical and operational presence mapping (by using the 4Ws) to ensure coordination and avoid duplication</li> <li>Strengthen regional ownership, both MoE and regional cluster for enhanced coordination and response implementation</li> <li>Strategically focused monthly cluster meetings, as well as ad-hoc emergency meetings when there is need, including immediate sharing of meeting minutes and relevant technical</li> <li>Coordination with other sectors in particular protection, WASH, shelter and nutrition to enhance the holistic emergency response to the needs of the children</li> <li>Continuous engagement with the development sector through Education Sector Committee</li> <li>Launch and regular update the Somalia Education Cluster Website, to be user-friendly and accessible for Partners to access information, analysis, cluster tools and guidance</li> </ul> <p><b>Other Suggested actions:</b></p> <ul style="list-style-type: none"> <li>Cluster Secretariat should as part of their ongoing communication and monthly meetings ensure that the Cluster contact list is updated regularly. Education Cluster Partners should ensure that the right staff from the organisation is the contact person in the list, and share to their relevant staff in their organisation. Key decisions made at SAG level should be shared with cluster partners in Cluster meetings (in strategically focused monthly meetings, ref. above)</li> </ul>
1.2 Developing mechanisms to eliminate duplication of service delivery	Cluster partner engagement in dynamic mapping of presence and capacity (4W); information sharing across clusters in line with joint Strategic Objectives.	Good	Good	<p><b>Good practice:</b></p> <ul style="list-style-type: none"> <li>All partners submit 4Ws, and the Secretariat provides support to submit the 4Ws. Use Partners data in the analysis of gaps and overlaps/duplication.</li> </ul> <p><b>Challenges/constraints:</b></p> <ul style="list-style-type: none"> <li>More clarity needed to understand the role of the cluster, at all levels</li> <li>SHF/funding often becomes a limiting factor for some partners who are not successful or cannot access the funds.</li> <li>Strategic decisions are made but ownership of the decisions is low.</li> <li>Experience overlap in programming, despite submission of 4Ws. This is particularly with other programmes and sectors, e.g. school feeding may overlap with other clusters. Could do a wider analysis across sectors.</li> <li>In general, we would appreciate more analysis of gaps from the 4Ws, submitted. Dashboards need more details.</li> <li>It is not clear how and if the partners are involved in analysis of gaps</li> </ul>	

2. Informing strategic decisions of the Humanitarian Coordinator (HC) and Humanitarian Country Team (HCT)					
2.1 Preparing needs assessments and analysis of gaps (across and within Clusters, using information management tools as needed) to inform the setting of priorities	Use of assessment tools in accordance with agreed minimum standards, individual assessment / survey results shared and/or carried out jointly as appropriate.	Satisfactory	Satisfactory	<p><b>Good Practice:</b></p> <ul style="list-style-type: none"> <li>Organisations do share reports and results from assessments within the cluster. Partners should be encouraged to be continuously engaged to share qualitative and quantitative reports with the Cluster</li> </ul> <p><b>Challenges/Constraints:</b></p> <ul style="list-style-type: none"> <li>Cluster partners could coordinate more in needs assessments. They are organisation-led rather than cluster led (usually).</li> <li>Joint assessments, using standardised tools will improve the assessments and analysis to identify priorities in the response.</li> <li>Lack of Cluster tools for assessments.</li> <li>Need to have some online platform to upload, share any assessment response.</li> <li>When conducting needs assessments, Cluster Secretariat and Partners need to involve government and local partners at regional level. It is done to a certain extent, but could be strengthened.</li> <li>Partners can be better at sharing reports + better at joint assessments</li> <li>When results from various needs assessments are shared, partners do not always agree with the results. Partners can be included, e.g. there is little involvement of cluster partners in MIRA</li> </ul>	<ul style="list-style-type: none"> <li>Harmonised needs assessment tools are developed and made available for regional and national cluster coordinators and partners</li> <li>Timely and adequate information is provided to the ICCG and HC/HCT for planning and decision-making purposes, including ensuring that Education is a priority in the emergency response and allocation of funding</li> <li>Training for MoE, regional cluster coordinators and partners on harmonised assessment tools</li> <li>Ensure cross-cutting issues are addressed in needs, assessments, analysis and strategic programme planning, based on priorities identified by the ICCG and HCT</li> <li>Establish and roll-out of real time data collection system (RapidPro)</li> <li>Produce relevant and regular dashboards with key information on education, including information for the regional clusters, as well as mapping of partners and activities to avoid duplication and overlap</li> <li>Establish and maintain reporting pathways with MRM, CTFMR, OCHA and other actors on Attacks on Education</li> <li>Secretariat will elevate identified challenges and gaps to CLAs and SAG, for further decision making on recommended actions for the HC/HCT</li> </ul>
2.2 Identifying and finding solutions for (emerging) gaps, obstacles, duplication and cross-cutting issues	Joint analysis for current and anticipated risks, needs, gaps and constraints; cross cutting issues addressed from outset.	Satisfactory	Satisfactory	<p><b>Good Practice:</b></p> <ul style="list-style-type: none"> <li>In the context and situation, such as regular drought and during outbreak of cholera, the cluster was very effective in sharing information, analysis and to identify funding opportunities.</li> </ul> <p><b>Challenges/Constraints:</b></p> <ul style="list-style-type: none"> <li>All cross-cutting issues do not come out strongly in the analysis of gaps. The question of protection could particularly be stronger and mainstreamed in the Education Cluster. In addition, other cross cutting issues, such as disabilities are not touched upon much. Other issues, such as HIV/AIDS may not be addressed currently in the context. Therefore, there could be a review of what and how to address cross cutting issues by Cluster Partners.</li> <li>Need to train regional partners in identifying and finding solutions, based on Needs Assessments and 4Ws.</li> </ul>	
2.3 Formulating priorities on the basis of analysis	Joint analysis supporting response planning and prioritisation in short and medium term	Good	Good	<p><b>Good Practice:</b></p> <ul style="list-style-type: none"> <li>There is support in joint analysis. For example, during drought, cluster approached WFP in Puntland to suggest continuation of activities. This was based on analysis of the situation. Also the cluster coordinated an SMS platform to communicate the status of the schools (though unsure where this reached) Schools as hub approach for drought response was effective.</li> </ul> <p><b>Challenges/Constraints:</b></p> <ul style="list-style-type: none"> <li>For some partners, there is confusion between cluster and organisation priorities. This is particularly in relation to use of Temporary Learning Spaces, and it should be further documented.</li> </ul>	

3. Planning and implementing Cluster strategies				
3.1 Developing sectoral plans, objectives and indicators that directly support overall response's strategic objectives	Strategic plan based on identified priorities, shows synergies with other sectors against strategic objectives, addresses cross cutting issues, incorporates exit strategy discussion and is developed jointly with partners. Plan is updated regularly and guides response.	Good	Satisfactory	<p><b>Good Practice:</b></p> <ul style="list-style-type: none"> <li>Partners are very involved in strategic planning and their views are reflected. The resulting strategy was shared with the partners.</li> </ul> <p><b>Challenges/constraints:</b></p> <ul style="list-style-type: none"> <li>The strategic plan has some gaps in terms of synergy with other sectors, particularly protection. It also lacks addressing cross cutting issues. There synergies could and should be improved.</li> <li>There can be more contribution from regional level in the strategic processes, both for national and regional strategy and response.</li> <li>For Early recovery, there is room for better engagement at regional level, include in the process</li> </ul>
3.2 Applying and adhering to common standards and guidelines	Use of existing national standards and guidelines where possible. Standards and guidance are agreed to, adhered to and reported against.	Good	Good	<p><b>Good Practice:</b></p> <ul style="list-style-type: none"> <li>INEE Minimum Standards have been translated to Somali. UNICEF is leading, and is in the final stage of translation to print and then circulate to partners.</li> </ul> <p><b>Challenges/constraints:</b></p> <ul style="list-style-type: none"> <li>There is a need to better harmonise with EIE/INEE standards.</li> <li>There was a cluster organised workshop on the minimum standards. Cluster also met with ministry on these standards. The work was done but the minimum standards have not been shared.</li> </ul>
3.3 Clarifying funding requirements, helping to set priorities, and agreeing Cluster contributions to the HC's overall humanitarian funding proposals	Funding requirements determined with partners, allocation under jointly agreed criteria and prioritisation, status tracked and information shared.	Good	Satisfactory	<p><b>Good Practice:</b></p> <ul style="list-style-type: none"> <li>Successfully have education in the SHF funds</li> <li>Cluster did a good job in coordinating the Somalia Humanitarian Funds (SHF) and Education Cannot Wait (ECW) funds.</li> </ul> <p><b>Challenges/constraints:</b></p> <ul style="list-style-type: none"> <li>More contribution is needed at regional level. This includes better information from national level and the other way around on needs, funding requirements and opportunities.</li> <li>Currently, there is little information of Partners funding needs, in terms of what is already funding, when projects are ending and upcoming funding gaps.</li> </ul>
4. Monitoring and evaluating performance				
4.1 Monitoring and reporting on activities and needs	N/A	Good	Good	<ul style="list-style-type: none"> <li>Continued support for cluster partners to systematically use and report against the 4Ws</li> <li>Regional Cluster strengthen the use of systematic 4Ws analysis for corrective measures and strategic planning discussion</li> <li>Continued mutual information sharing between partners and Secretariat on progress, gaps and situational changes</li> <li>Progress report against HRP</li> <li>Progress monitoring and reporting on the 3-year Operational Framework and the Annual Workplan</li> </ul>



				<p>Challenges/constraints:</p> <ul style="list-style-type: none"> <li>There is a gap in information from Secretariat to the Cluster partners</li> <li>There are no templates for field monitoring. Partners would like monitoring tools (simple tools) to track progress against cluster strategies. We would need a simple tool in order to track cluster progress against strategy.</li> <li>Some Partners report to not have seen or are aware of the cluster bulletin</li> </ul> <p>Good Practice:</p> <ul style="list-style-type: none"> <li>Secretariat is able to report on progress against the HRP indicators based on the 2017. There are some challenges with calculating the numbers, but the data is there, thanks to diligent 4W reporting from partners.</li> </ul> <p>Challenges/Constraints:</p> <ul style="list-style-type: none"> <li>Either cluster members are not aware about online platform or education cluster bulleting have not been developed/circulated</li> </ul> <p>Good Practice:</p> <ul style="list-style-type: none"> <li>Cluster has been able to adjust to new situations and contexts.</li> <li>At each cluster meeting, such corrective measures are communicated to the partners</li> </ul> <p>Challenges/constraints:</p> <ul style="list-style-type: none"> <li>Existing but not regularly happening, hence need to improve</li> <li>Some Partners report they are not aware of such corrective measures, hence it should be improved communication and happen on a more regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a mechanism for compliance monitoring of Somalia Education Cluster Minimum Standards</li> <li>Strengthen the systematic use of 4Ws analysis for corrective measures in the EIE response planning, depending on response context</li> <li>Review and revise of 3 year Operational Framework on annual basis</li> </ul>
4.2 Measuring progress against the Cluster strategy and agreed results	N/A	Good	Good		
4.3 Recommending corrective action where necessary	N/A	Satisfactory	Satisfactory		
<b>5. Building national capacity in preparedness and contingency planning</b>					
5.1 National contingency plans identified, updated and shared	N/A	Good	Good		<ul style="list-style-type: none"> <li>Revise/Develop Contingency Plans for Education in Emergency response at state and regional level</li> <li>Strengthen capacity and promote ownership and national, state and regional MoE, regional Cluster and with education partners to ensure high quality and timely EIE response, through implementation of the Cluster annual Capacity Development Plan</li> <li>Regular revise state and regional contingency plans</li> <li>Strategic joint meetings between National Cluster Secretariat, Regional Cluster Coordinators and EIE WG leads, to strengthen the strategic response planning and implementation</li> </ul>
5.2 Cluster roles and responsibilities defined and understood	N/A	Satisfactory	Satisfactory		<p>Good Practice:</p> <ul style="list-style-type: none"> <li>There are contingency plans at regional level.</li> </ul> <p>Challenges/constraints:</p> <ul style="list-style-type: none"> <li>It is not clear if there are existing contingency plans, particularly at national level. If there are, not clear how they are developed, who has been involved and when the contingency plan will be activated. It is not clear if and how it is linked with National Development Plans ca follow ESP from MoE</li> </ul> <p>Good Practice:</p> <ul style="list-style-type: none"> <li>Roles and responsibilities understood. We would rate this as good</li> </ul> <p>Challenges/constraints:</p> <ul style="list-style-type: none"> <li>Better clarify the Cluster link to OCHA, and the funding opportunities in SHF.</li> <li>The Phase-out of the Education Cluster is not clear</li> <li>Roles and responsibilities at all levels in the cluster; including regional level, SAG, Cluster Lead Agencies and working groups should be more clearly defined and shared from the Secretariat</li> <li>How do we get contingency plans to work?</li> </ul>
5.3 Early warning reports shared with partners	N/A	Satisfactory	Good		<p>Good Practice:</p> <ul style="list-style-type: none"> <li>Early warning reports are shared and helpful. Linking up with other early warning mechanisms is helpful and provides much useful information (such as FSNAU and FEWSNET)</li> </ul> <p>Challenges/constraints:</p> <ul style="list-style-type: none"> <li>Regional level has not received information on early warning data, information or response. There is a need for improved sharing</li> <li>Education Cluster does not have a separate Early Warning System</li> </ul>

6. Advocacy						
6.1 Identify concerns, and contributing key information and messages to HC and HCT messaging and action	N/A	Satisfactory	Good	<p>Good Practice:</p> <ul style="list-style-type: none"> <li>Advocacy is taking place at national level for funding, as well as putting EIE on the response agenda. Information is shared with partners.</li> </ul> <p>Challenges/Constraints:</p> <ul style="list-style-type: none"> <li>Advocacy does not happen to a great extent. There is a need for a strategic approach</li> <li>It would be good to have a well-packed cluster advocacy strategy</li> <li>Partners report they believe that each partner is working with their own advocacy targets and messages.</li> <li>Do not have Education Cluster advocacy messages as a collective action/collective advocacy</li> </ul> <p>Good Practice:</p> <ul style="list-style-type: none"> <li>Secretariat participate in various meetings with donors, other sectors, organisations, high level member and UN meetings for advocacy efforts. This is particularly related to putting EIE on the response agenda.</li> </ul> <p>Challenges/Constraints:</p> <ul style="list-style-type: none"> <li>Partners report they are not aware of advocacy being undertaken on behalf of the cluster. All though advocacy is taking place, it is a challenge that this information is not shared clear enough with Partners, maybe particularly the results of the advocacy efforts/meetings.</li> <li>Communication by cluster on what advocacy activities are conducted by coordinator can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Reactivate the Advocacy Working group for Somalia Education Cluster</li> <li>Develop an advocacy strategy through a consultative and inclusive process, including evidence based advocacy materials and key messages on EIE in Somalia for cluster partners.</li> <li>Develop relevant advocacy materials for joint advocacy initiatives, including key messages</li> <li>Document lessons learnt, good practice and human interest stories from Somalia</li> <li>Somalia Education Cluster will engage in advocacy messages with other sectors, for EIE integrated responses</li> <li>Participate actively in state-level, national level, regional (East Africa) and global discussion on EIE in Somalia</li> </ul>	
6.2 Undertaking advocacy on behalf of Cluster, Cluster members and affected people	N/A	Good	Good			
7 Accountability to affected people						
7.1 Mechanisms to consult and involve affected people in decision-making agreed upon and used by partners	N/A	Good	Good	<p>Good Practice:</p> <ul style="list-style-type: none"> <li>For the Cluster, the work on AAP has not yet begun. There is much great work on accountability to affected population, including community participation. However, this has not yet been systematically explored by the cluster. This should therefore not be scored green (see comment in narrative above)</li> </ul> <p>Challenges/Constraints:</p> <ul style="list-style-type: none"> <li>Cluster has not yet started this work systematically, and there are therefore no standard approaches, tools and/or guidelines; including capacity strengthening support on AAP.</li> <li>This should take place at national and regional level</li> <li>More organisation-led. We would not rate this as good but in need of improvement</li> <li>Could have a joint standard on complaint mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Identify avenues for strengthening AAP in the education Cluster and including this in cluster strategies and annual plans</li> <li>Systematise and link partners' existing feedback mechanism to the overall communication with Community Initiatives (OCHA)</li> <li>Facilitate information sharing on AAP global standards</li> <li>Regular review of data from complaint/ community mechanisms, to discuss potential corrective measures (linked to 4.3)</li> </ul>	
7.2 Mechanisms to receive, investigate and act upon complaints on the assistance received agreed upon and used by partners	N/A	Good	Good			
7.3 Key issues relating to protection from sexual exploitation and abuse have been raised and discussed	N/A	Satisfactory	Good	<ul style="list-style-type: none"> <li>Centrality of protection is missing as a strategic approach. Should link up with CP working group and Gender Based Violence working group</li> </ul>		

## Annex 4: Terms of Reference: Cluster Lead Agencies

### GENERIC TERMS OF REFERENCE FOR SECTOR / CLUSTER AT THE COUNTRY LEVEL

The Cluster Approach operates at two levels. At the global level, the aim is to strengthen system-wide preparedness and technical capacity to respond to humanitarian emergencies by designating global Cluster Leads and ensuring that there is predictable leadership and accountability in all the main sectors or areas of activity. At the country level, the aim is to ensure a more coherent and effective response by mobilizing groups of agencies, organizations and NGOs to respond in a strategic manner across all key sectors or areas of activity, each sector having a clearly designated lead, as agreed by the Humanitarian Coordinator and the Humanitarian Country Team. (To enhance predictability, where possible this should be in line with the lead agency arrangements at the global level.)

The Humanitarian Coordinator – with the support of OCHA – retains responsibility for ensuring the adequacy, coherence and effectiveness of the overall humanitarian response and is accountable to the Emergency Relief Coordinator.

Sector/cluster leads at the country level are accountable to the Humanitarian Coordinator for facilitating a process at the sectoral level aimed at ensuring the following:

#### ***Inclusion of key humanitarian partners***

- Ensure inclusion of key humanitarian partners for the sector, respecting their respective mandates and programme priorities

#### ***Establishment and maintenance of appropriate humanitarian coordination mechanisms***

- Ensure appropriate coordination with all humanitarian partners (including national and international NGOs, the International Red Cross/Red Crescent Movement, IOM and other international organizations), through establishment/maintenance of appropriate sectoral coordination mechanisms, including working groups at the national and, if necessary, local level;
- Secure commitments from humanitarian partners in responding to needs and filling gaps, ensuring an appropriate distribution of responsibilities within the sectoral group, with clearly defined focal points for specific issues where necessary;
- Ensure the complementarity of different humanitarian actors' actions;
- Promote emergency response actions while at the same time considering the need for early recovery planning as well as prevention and risk reduction concerns;
- Ensure effective links with other sectoral groups;
- Ensure that sectoral coordination mechanisms are adapted over time to reflect the capacities of local actors and the engagement of development partners;
- Represent the interests of the sectoral group in discussions with the Humanitarian Coordinator and other stakeholders on prioritization, resource mobilization and advocacy;

#### ***Coordination with national/local authorities, State institutions, local civil society and other relevant actors***

- Ensure that humanitarian responses build on local capacities;
- Ensure appropriate links with national and local authorities, State institutions, local civil society and other relevant actors (e.g. peacekeeping forces) and ensure appropriate coordination and information exchange with them.

#### ***Participatory and community-based approaches***

- Ensure utilization of participatory and community based approaches in sectoral needs assessment, analysis, planning, monitoring and response.

#### ***Attention to priority cross-cutting issues***

- Ensure integration of agreed priority cross-cutting issues in sectoral needs assessment, analysis,

planning, monitoring and response (e.g. age, diversity, environment, gender, HIV/AIDS and human rights); contribute to the development of appropriate strategies to address these issues; ensure gender-sensitive programming and promote gender equality; ensure that the needs, contributions and capacities of women and girls as well as men and boys

### ***Needs assessment and analysis***

- Ensure effective and coherent sectoral needs assessment and analysis, involving all relevant partners

### ***Emergency preparedness***

- Ensure adequate contingency planning and preparedness for new emergencies;

### ***Planning and strategy development***

Ensure predictable action within the sectoral group for the following:

- Identification of gaps;
- Developing/updating agreed response strategies and action plans for the sector and ensuring that these are adequately reflected in overall country strategies, such as the Common Humanitarian Action Plan (CHAP);
- Drawing lessons learned from past activities and revising strategies accordingly;
- Developing an exit, or transition, strategy for the sectoral group.

### ***Application of standards***

- Ensure that sectoral group participants are aware of relevant policy guidelines, technical standards and relevant commitments that the Government has undertaken under international human rights law;
- Ensure that responses are in line with existing policy guidance, technical standards, and relevant Government human rights legal obligations.

### ***Monitoring and reporting***

- Ensure adequate monitoring mechanisms are in place to review impact of the sectoral working group and progress against implementation plans;
- Ensure adequate reporting and effective information sharing (with OCHA support), with due regard for age and sex disaggregation.

### ***Advocacy and resource mobilization***

- Identify core advocacy concerns, including resource requirements, and contribute key messages to broader advocacy initiatives of the HC and other actors;
- Advocate for donors to fund humanitarian actors to carry out priority activities in the sector concerned, while at the same time encouraging sectoral group participants to mobilize resources for their activities through their usual channels.

### ***Training and capacity building***

- Promote/support training of staff and capacity building of humanitarian partners;
- Support efforts to strengthen the capacity of the national authorities and civil society.

### ***Provision of assistance or services as a last resort***

- As agreed by the IASC Principals, sector leads are responsible for acting as the provider of last resort (subject to access, security and availability of funding) to meet agreed priority needs and will be supported by the HC and the ERC in their resource mobilization efforts in this regard.
- This concept is to be applied in an appropriate and realistic manner for cross-cutting issues such as protection, early recovery and camp coordination.

Humanitarian actors who participate in the development of common humanitarian action plans are expected to be proactive partners in assessing needs, developing strategies and plans for the sector, and implementing agreed priority activities. Provisions should also be made in sectoral groups for those humanitarian actors who may wish to participate as observers, mainly for information-sharing purposes.



## Annex 5: Terms of Reference: Regional Education Cluster - Somalia

### Somalia Education Cluster

#### Terms of Reference: Regional Education Cluster - Somalia

Somalia Education Cluster has 8 Regional Education Clusters in Central South Somalia. The purpose of the Regional Clusters is to ensure strong coordination and collaboration of Education Cluster Partners working in the regions.

#### The Regional Cluster serves as:

- A coordination and decision-making body on key Education in Emergencies priorities and actions at regional level;
- A body for guidance to achieve common understanding and harmonized approaches;
- An information sharing and advocacy body for resolving arising issues related to education in emergencies

#### Responsibilities of the Regional Cluster:

##### Coordination

- Facilitate appropriate humanitarian coordination mechanisms; ensuring coordination with international/national NGOs MoE, UN agencies and other relevant actors
- The Regional Cluster will work with Ministry of Education (MoE) to prioritize the needs, activities and address key Education in Emergencies issues at regional level. This must be in line with the MoE strategic plans
- Represent the interests of the cluster in discussions with the Regional Intercluster Coordination group (R-ICCG) on prioritization and advocacy;
- Ensure that the National Education Cluster Coordinator, MoE and OCHA field officers are informed of cluster specific developments in the region.
- Secure commitments from cluster participants in responding to needs and filling gaps, ensuring an appropriate distribution of responsibilities within the cluster, with clearly defined focal points for specific issues where necessary;
- Ensure that participants within the cluster work collectively, ensuring the complementarities of the various stakeholders' actions
- Ensure effective links with other clusters and coordination with international/national partners who may not be directly participating in the cluster;
- Together with the MoE recommends project to be implemented and agreed with all the partner to address duplication

##### Planning and Development

- Facilitate on the spot, rapid joint assessment and analyses at regional level, taking into account agreed approach with the support of MoE and national cluster
- To assess, identify and prioritize education needs and gaps of affected communities by emergencies in consultation with partners and MoE
- Promote access to education for displaced populations and other vulnerable groups during emergencies;
- Provide national education cluster and MoE with required inputs from the regional level to develop agreed response strategies, action plans and response prioritization
- Facilitate exchange of ideas, information, data among the members to facilitates effective response to affected communities and sharing of resources wherever possible;
- Map capacities, working locations and types of service provision in order to address duplication and better plan for response
- Facilitate implementation of Education in Emergencies standards and guidelines
- Provide or request guidance and capacity development for an education response that meets agreed minimum standards and is in accordance with guidelines (reference INEE Minimum Standards for Education, MoE policy);
- Participate in inter-cluster preparedness and response planning, to ensure a consolidated response and harmonized implementation;
- Identify regional stockpiles of education materials/kits and other necessary resources among the partners needed for emergency response and ensure adequate/reasonable stocking especially for recurrent emergencies;

#### Regional Cluster Leadership Requirements

- The Regional Education Cluster will be led by a Focal Point (FP) from NGOs/UN and MoE. The FP is an agency not an individual. The individual chosen to lead must be an officer with a strong background in education or a management staff with an education background;

- The incumbent is expected to hold the post of FP for two years and elections will be held after two years where the cluster partners elect a new FP or incumbent with the guidance of national secretariat and MoE;
- The FP will be expected to work closely and coordinate with the partners and Ministry of Education (MoE) and where feasible co-lead the regional cluster with MoE;
- The FP should ensure broad representation of the Education Cluster in the Regional Inter Cluster Coordination Group (R-ICCG);

### **Responsibility of Cluster Focal Point**

- The focal point is the contact officer with national Education Cluster. Information from national-level will be transmitted to partners through the FP.
- The FP must be responsible for sharing information (data, gaps and needs, challenges, lessons learnt) from the regional-level with the national Cluster and MoE.
- In the event of an emergency, the FP must call an emergency meeting of regional partners within 48 hours of the onset. Otherwise, the FP must be prepared to call an emergency meeting when an alert is raised from the national level/Cluster.
- Emergency meetings should determine:
  1. Scope of needs – is a joint needs assessment necessary?
  2. Partner's ability to respond – what supplies and personnel are available?
  3. What support is needed from the national Education Cluster?
- If a Needs Assessment (NA) must be conducted, the FP should facilitate the establishment of the joint NA team and utilize available resources among partners. This does not mean that the FP must lead the NA itself, but should mobilize the team and lead in determining roles.
- Preparedness: Ensure partners share information on prepositioning and availability of education supplies and other necessary resources among the partners for emergency response. Ensure the regional cluster contingency plans are updated
- Ensure the regional Education Cluster is represented and participate in regional inter-cluster preparedness planning and inter-cluster assessment.
- Facilitate monthly cluster meetings at least once per month: Must be well-managed and outcome-oriented with key action points determined for the regional cluster. The FP must work to ensure full attendance at each meeting
- Request support from National Education Cluster Coordinator (ECC) if problems cannot be addressed at regional level,
- Should facilitate or request capacity development initiatives based on identified needs. This should be done after consultation with partners and MoE
- The FP must maintain an up-to-date contact list of all agencies working on EiE in the region.
- The FP should also encourage partners to present their agency successes, lessons learned, assessment results etc;
  1. Invitation with proposed agenda to be circulated to all regional-cluster partners and the National Cluster no less than 10 days in advance of the meeting;
  2. Meeting should be facilitated by FP, unless otherwise designated and should take place at decided venues and kept to 2 hours;
  3. Minutes and attendance to be circulated no more than a week following the meeting;

### **Responsibility of Partners**

- Participating organizations are expected to be proactive partners in jointly assessing needs, developing strategies and plans for overall concerted Education response, implementing agreed priority actions, and adhering to core commitments and standards. Education cluster members will share tasks and are delegated responsibilities to support specific functions.
- Members will designate their most senior representatives to the regional Education Cluster; representative who will make decision on behalf of their agencies;
- Actively participate in monthly coordination cluster meetings. It must be well-managed and outcome-oriented with key action points;

### **Revision of Terms of Reference:**

- The Terms of Reference will be reviewed every two years or sooner if deemed necessary;
- The revised Terms of Reference will be submitted to the Education Cluster Strategic Advisory Group (SAG) for review, inputs and endorsement

## **X**

### **Focal Point**

## Annex 6: Terms of Reference: Strategic Advisory Group

### Somalia Education Cluster

#### Terms of Reference: Strategic Advisory Group

##### **The Somalia Education Cluster:**

A coordination mechanism that works to improve humanitarian education through coordinated, predictable and timely responses to the emergencies that face learners, their families and their communities. The Somalia Education Cluster aims to provide life-saving education interventions that give children access to protected learning environments, provide them life-saving lessons, and psycho-social support in times of crisis.

##### **Cluster Composition:**

The Somalia Education Cluster, as an affiliate of the Global Education Cluster, is co-led by Save the Children and UNICEF. Currently, the Somalia Cluster is comprised of a Cluster Coordinator and a Cluster Support Officer, both based in Nairobi. The Cluster also has 9 Regional Clusters as well as 2 Education in Emergencies Working Groups that report to sector committees in Puntland and Somaliland. Each regional cluster is coordinated by a NGO focal point while the EiE Working Groups are co-led by NGO/UN and MoE focal points. As of March, 2014, the Cluster has 38 active members in all three zones of Somalia. These members include Somali NGOs, INGOs and UN agencies.

##### **Strategic Advisory Group (SAG):**

As the Cluster continues to strengthen Education in Emergencies throughout Somalia, strategic direction is essential. The SAG is a consultative body comprised of educationalists and humanitarians who have a diversity of experience and vision. The SAG is expected to meet regularly, at least once a quarter, and to be called upon during times of strategic importance.

##### **Roles and Responsibilities of SAG:**

The Strategic Advisory Group will provide strategic direction and guidance to the Cluster team and member agencies on such issues as Flash Appeals, advocacy messaging, work plans and emergency responses. The following are some of the responsibilities of sitting SAG members:

- » Guidance in times of emergencies:
  - o Review and endorsement of response plans
  - o Advocacy on behalf of Cluster and responding members
- » Act as representatives of the Cluster in formal and non-formal advocacy opportunities.
- » Form technical review team for development, review and approval of Humanitarian Response Plans (HRP).
- » Decision making body to approve the selection and endorsement of Cluster focal points. Alternately, to develop and endorse election criteria and results.
- » Contribute to the development of the Cluster Work Plan.
- » Monitor Cluster progress against work plan.
- » Ensure strategic decisions of SAG are circulated among all Cluster partners.
- » Take the lead in reviewing & approving TORs for leadership of the Somalia Education Cluster.
- » To nominate, elect and endorse new members of the SAG when a vacancy occurs.

##### **Member Commitments:**

upon acceptance of membership, a SAG member must adhere to the following:

- » Attend at least 3 of 4 quarterly SAG meetings per annum.
- » Regularly contribute to consultative processes in person or via email.
- » Commit to at least one calendar year of service.
- » Identify a replacement candidate upon discontinuation of membership.
- » Identify permanent alternate

##### **Composition of SAG:**

Among a minimum of 7 total members, the SAG must have at least one active representative of each the following at any one point:

1. Donor community
2. International NGOs
3. Somali national NGOs
4. UN Agencies









**Somalia**  
**Education Cluster**