Global Education Cluster

Maria Agnese Giordano
Global Education Cluster Coordinator

Dana Truhlarova Cristescu
Cash Advisor (CashCap), EMOPS Geneva

Nathalie Duveiller
Education Specialist, NRC Colombia

Global Education Cluster

Global Education Cluster

Only cluster **co-led** by UN agency and NGO at global level – strong partnerships with NGO at national and sub-national level

27 active education clusters and working groups with HC/HCT

54 global partners (donors, local/national/int NGOs, UN agencies)

GEC response to COVID-19
1. Enhanced remote support – national response plans
2. Resources/guidance to coordinators
3. Supporting clusters on ECW First Emergency Response
4. GHRP country support
5. Global advocacy

Global Education Cluster

Global Education Cluster

31 CONTEXTS

27 countries: Afghanistan, Bangladesh, Burkina Faso, Burundi, Cameroon, CAR, Chad, Colombia, DRC, Ethiopia, Iraq, Kenya, Libya, Mali, Mozambique, Myanmar, Niger, Nigeria, Palestine, Somalia, South Sudan, Sudan, Syria, Ukraine, Venezuela, Yemen, Zimbabwe

3 hubs part of the Whole of Syria coordination architecture: Syria-Damascus, Syria - North East, Syria - North West (Turkey) and **The Pacific Hub** (Fiji, Solomon Islands, Vanuatu)

AVAILABILITY OF EVIDENCE TO INFORM COORDINATION

The ranking of evidence available is based on the analysis of a) Secondary Data Reviews, b) education needs assessments including COVID-19, c) analysis of needs on the basis of information/assessments from MoEs, development actors, Cluster partners, other sectors and multi-sector assessments

11 contexts with enough evidence

16 contexts with limited evidence

3 contexts with info being collected

RESPONSE MONITORING

Education Clusters have developed 4/5Ws to map organisations and activities for an effective coordination.

15	Available
6	In preparation
6	Information being collected
4	No

STRATEGIC PLANNING

The Education Clusters (ECs) revised or are currently reviewing the inter-cluster Global Humanitarian Response Plan (GHRP) including COVID-19 education component; in addition and align with the GHRP, ECs developed or are developing comprehensive EC Response Plans

9 contexts with a completed revised GHRP

16 contexts with a revised GHRP in preparation

25 contexts with a completed EC Response Plan

2 contexts with an EC Response Plan in preparation

GHRP FUNDING STATUS

The current GHRP requires US$ 260 million to deliver the COVID-19 education in emergencies response. To date, only 0.1% of funding requirements have been received and tracked through FTS. In support of the GHRP for COVID19, ECW's First Emergency Response (FER) is contributing US$ 33 million cross 27 countries

$260M
Funding Requirement

COVID-19 response in figures

For more information:
www.educationcluster.net

Global Education Cluster

Global Education Cluster

Resource Menu for COVID-19 response
GEC Help Desk is managing a Box folder with collected global, regional, and country-level resources for COVID-19.

Safe Back to School: A practitioner's guide
Helps coordination and program teams plan an integrated, participatory process for safe school reopening. Joint Child Protection AoR-Global Education Cluster guidance

COVID-19 Implications for Programming of Cash and Voucher Assistance for Education in Emergencies

Background

Beyond its immediate impact on health, the COVID-19 pandemic is expected to have devastating consequences on people's livelihoods and employment, especially in fragile, crisis and post-crisis environments (GHRP COVID-19). This includes immediate impact on income and livelihoods during the pandemic, and during the recovery period. Increasing numbers of households will slide under the poverty line and will encounter more economic barriers when accessing essential goods and services, including education.

In many cases, direct response and in-kind assistance will be more challenging to deliver. Cash and Voucher Assistance (CVA) is seen by many as well placed to mitigate the negative impact of the COVID-19 pandemic on household income and livelihoods, as well as a safer option than in-kind for providing rapid relief during the pandemic where conditions allow. As CVA cuts across sectors and can help deliver outcomes in a majority of them, it is necessary to work across sectors and together with the Cash Working Group (CWG) for optimal results.

The following are existing CVA for EiE resources produced by the Global Education Cluster (GEC):

- Synthesis and Guidelines on CVA for EiE;
- Checklist of Considerations on CVA in EiE Needs Assessments;
- The Cash Learning Partnership (CaLP) page on education-specific CVA.

This note is intended to provide additional insights for education cluster coordinators on the potential uses of CVA for EiE in the current COVID-19 pandemic response under the GHRP COVID-19.

Examples of inclusion of CVA in the 2020 HRPs (applicable to education cluster strategies too)

OCHA Guidelines for 2020 HRPs	Examples from 2020 HRPs
Clarify whether CVA will be used to deliver planned programmes	The cluster will provide cash for transportation and other education-related expenses (Iraq)
	Cash programming will target vulnerable children living outside of camps and in returns areas who cite education-related expenses as a barrier to accessing education (Iraq)
	Provision of learning materials to affected families /students as necessary, including through in kind or cash/ voucher assistance (Myanmar)

Linking HCT / SP and Education:

GEC Note on COVID-19 Implications for Programming of Cash and Voucher Assistance (CVA) for Education in Emergencies

Helps cluster partners address the socio-economic impact of COVID-19 on education in emergencies

The role of GEC and clusters in the field:
- Address both aspects (HCT / SP and education) throughout the programme cycle
- Work with NGOs on HCT and link to government SP

Global Education Cluster

How can CVA help address socio-economic impact of COVID-19 on education?
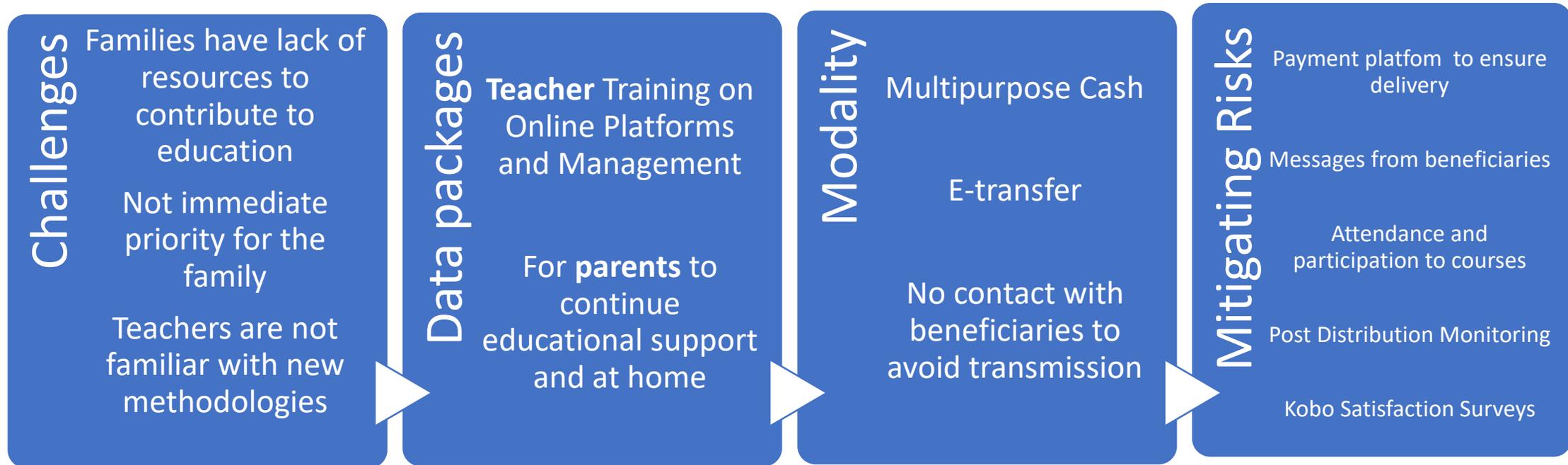
- Cover general expenses of households, including school-aged children and teachers

- Cover expenses related to school closure, remote learning, and facilitate resumption of learning

- Replace school feeding, as outlined in the WFP, FAO and UNICEF guidance note on [Mitigating the Effects of the COVID-19 Pandemic on Food and Nutrition of Schoolchildren](#)

Global Education Cluster

Global Education Cluster

Adapting to remote learning in times of Covid-19

Context : Online platforms prioritized by GoC but 96% of the country's municipalities are not able to implement virtual classes because half of the students don't have internet or a computer at home

Solution: Use of social media and mobile devices to send homework and interact with students

Challenges
- Families have lack of resources to contribute to education
- Not immediate priority for the family
- Teachers are not familiar with new methodologies

Data packages
- **Teacher** Training on Online Platforms and Management
- For **parents** to continue educational support and at home

Modality
- Multipurpose Cash
- E-transfer
- No contact with beneficiaries to avoid transmission

Mitigating Risks
- Payment platfom to ensure delivery
- Messages from beneficiaries
- Attendance and participation to courses
- Post Distribution Monitoring
- Kobo Satisfaction Surveys

Beneficiaries: current project beneficiairies, connectivity coverage, schools that have high quality index, referral from teachers.

Follow GEC on:

🐦 **@GlobalEdCluster**

🌐 **http://educationcluster.net/**

▶️ **Global Education Cluster**

f **Global Education Cluster**

© UNICEF/UN0239897/Herwig

Global
Education
Cluster