

Strategy Development Process Tipsheet for Thematic Areas

Which thematic areas should be integrated into Cluster Strategy Development Process?

This tipsheet includes guidance on integrating key GEC commitments and IASC-mandated cross-cutting issues in Education Cluster Strategy development processes: Accountability to Affected Persons (AAP) especially accountability to children, child participation and safeguarding; Centrality of Protection, Gender Equality, Gender-Based Violence (GBV) risk mitigation, Protection from Sexual Exploitation and Abuse (PSEA), child protection and education in emergencies (CP-EiE) collaboration, including attacks on education, and Mental Health and Psychosocial Support (MHPSS); Disability Inclusion; and Localisation.

1. Prepare & Create a Strategy Development Task Team

- Ensure that **national and local partners with thematic expertise**, especially Women-Led Organisations (WLOs), youth-led organisations, and Organisations of Persons with Disabilities (OPDs) are represented and actively participate in the Strategy Development Task Team. Designate a cross-cutting issues focal point to be a member of the task team. Meetings should be inclusive, accessible, and held in locations where different groups have access.
- **Review the existing/previous Education Cluster Strategy** to understand the prior thematic analysis and response, what should be continued or strengthened, what has changed and what needs to be different.

2. Gather Evidence and Determine Needs

- **Keep the Secondary Data Review analysis updated.** Ask all cluster members to share their needs assessments and reports to inform the SDR. Include findings from the JENA if one was conducted, and data from the HNO/needs overview of the HNRP. Include findings from other Clusters/AoRs/WGs relevant to education (e.g., CP and GBV AoRs, MHPSS TWGs, WASH Cluster). Collect sources that include children's participation, including consultations with girls and children and adolescents with disabilities.
- **Identify, analyse and present the specific needs, barriers and risks** for diverse groups of girls and boys (including children and adolescents with disabilities) in the EiE response. Include GBV and safeguarding risks, including SEA, and other protective factors that can impact children's safety and physical and mental wellbeing. Use child participatory methods for this work wherever possible: consult with children about these issues and develop solutions together with them.
- **Reference gender-segregated findings from separate consultations with children** (girls and boys, including children and adolescents with disabilities) and with women and men (parents/guardians, teachers, education officials, personnel, etc.) in the needs overview section of your strategy.
- **Collect and present reliable sex-, age- and disability-disaggregated data (SADD) for population data**, school enrolment, attendance and retention/dropout rates and needs, barriers and risks, including safety/GBV risks. Use evidence-based global estimates for children and adolescent with disabilities (15%) if no other data is available. If you don't have reliable SADD data about those groups, clearly identify this as an information gap and explain why.

3. Plan a Harmonised Response

- Ensure the activities and approaches you include in your HRP **respond to the specific needs, barriers and risks** you identified in your HNO/HNRP. This may mean detailing out multiple pathways to education (non-formal, formal) to respond to the different needs of diverse groups of children.
- Base activities prioritized in the Response Framework on **needs identified by girls and boys themselves, including children and adolescents with disabilities**. Better yet, involve children in designing the activities. If this is not possible, explain why.
- Plan **inter-sectoral collaboration** with other Clusters/AoRs and thematic inter-cluster Working Groups (e.g., CP and GBV AoRs, MHPSS TWG, WASH Cluster). Identify common and complementary activities.

- Develop and include in your Strategy Response Framework **risk mitigation measures** to protect diverse girls and boys, including children and adolescents with disabilities, from specific risks (including safeguarding, GBV and SEA). Plan to adapt risk mitigation measures to the changing context and monitor the implementation and effectiveness of those risk mitigation measures throughout.

4. Ensure Alignment and Continuity

- Activities planned in the Response Framework should **provide a holistic response by engaging with other Clusters/AoRs/WGs** and agree on roles on responsibilities when collaborating (e.g., CP and GBV AoRs, Gender in Humanitarian Action Working Group (GiHA), Inter-Cluster Gender (GENCAP) and Disability Inclusion Focal Points and Task Forces, PSEA Network, WASH, Nutrition, etc.).
- Think around ways to **build sustainability into the strategy**, whether with an objective around a local and national actor (e.g., a WLO) becoming a cluster coordinator or strengthening the capacity of the MoE.
- Align your activities/response framework with **in-country available resources and guidance**:
 - Align activities that address cross-cutting issues with existing in-country sectorial plans, Frameworks and development strategies to find complementarity (Nexus).
 - Align any activities on child safeguarding with PSEA initiatives underway in-country (engage with the PSEA Network), and any activities involving children's participation with inter-sector AAP initiatives.
 - Align any activities/framework on specific in-country frameworks and guidance e.g., Ministry of Public Health strategies for MHPSS, MoE's SEL competency-based framework, MoE's Inclusive Education policy, MoE's strategy on girls' education, etc.

5. Develop Monitoring Tools and Plan

- Include **child-friendly, gender-responsive, safe and accessible complaints and feedback mechanisms** (CFMs) through multiple channels. Consider including an indicator in the strategy's response framework to monitor partner implementation of CFMs.
- Plan for **regular and separate consultations with diverse groups** to monitor the EiE response, prioritizing diverse groups of girls and boys, and also including women and men, community groups, local and national actors.
- Use monitoring tools that do not add significant reporting requirements on local and national actors as their teams are often overstretched.

6. Finalise the Strategy

- Give an opportunity for **all Education Cluster members to review** the draft Strategy document, give additional time for local and national actors as their teams may be both implementers and office staff.
- Share the finalised strategy document with **relevant in-country 'thematic focused stakeholders'** (e.g. Ministry of Women and Social Affairs, GBV and CP AoRs, GiHA/GENCAP, Disability Inclusion inter-cluster task force, etc).
- Invite these stakeholders to your Strategy Validation Workshop to present how you have incorporated their feedback and collectively agree on joint initiatives to advance cross-cutting issues in Education.
- Proactively **promote the strategy with donors** that have funding interest in the thematic areas that you have prioritised. Plan for joint advocacy with relevant Clusters/AoRs for response activities that promote the advancement of several cross-cutting issues (e.g., EiE-CP-GBV collaboration, engagement with national and local WLOs and OPDs, consultations with and participation of children, etc.).

Want to learn more?

- **Localisation:** Check out the [GEC Localisation webpage](#). For support, contact [Ben Munson](#).
- **CP-EiE collaboration:** You can explore The CP EiE Collaboration in Coordination Framework in [English, French, and Spanish](#). For support, contact [Adama Diallo](#)
- **MHPSS:** For support, contact [Alaa Hmaid](#)
- **Disability inclusion:** For more support, contact [Anais Marquette](#)
- **Gender and GBV risk mitigation:** Check out the [Learning Brief for Education Clusters' Good Practices on Gender and GBV risk mitigation across the HPC](#). For support, contact [Marina Berbiec](#)
- **Accountability to children:** Check out our Child Safeguarding [guidance here](#), and guidance on consultations with children [here](#). For support, contact [Dianne Denton](#).
- See the Summary Guide to Developing Education Cluster Strategies [here](#)