

Conceptual framework

Key features that shape education coordination outcomes

Country contexts



Country situation: the geographic, political, legal, social and economic context of the country, as well as existing capacity of national and/or regional authorities to respond to the crisis



Type of crisis: violence and conflict, environmental, health, complex emergencies, and whether displacement produces either internal displacement or refugee situations, and the scale of displacement, disasters or mixed situations



Phase of crisis: Sudden onset emergency and/or protracted situation



Who: Coordination approaches

The main actors providing leadership for education planning and response, their responsibilities, as well as the type of group(s) present.

- **Ministry of Education**, and/or other national ministries
- Regional or local **government bodies** overseeing education and/or emergency response
- **IASC Humanitarian cluster coordination approach**, with the Global Education Cluster co-led by UNICEF and Save the Children, and country level cluster leadership varied
- **Refugee Coordination Model** led by UNHCR
- **Development coordination**, led by Local Education Groups, guided by UNESCO and supported by the Global Partnership for Education
- **Donor-facilitated coordination**, including Education Cannot Wait, which works through the existing coordination architecture to encourage a more collaborative approach among actors on the ground and mobilise additional funding
- Mixed, regional and other **hybrid approaches**

Coordination

Bringing together humanitarian actors to ensure a coherent and principled education response to emergencies and assist people when they are most in need of relief and protection.



How: Ways of working

The critical processes and tools that shape the experience of education planning and response throughout programme/project cycles.

- **Coordination across the humanitarian programme cycle (HCP) and refugee response planning cycle:** needs assessment and analysis, strategic response planning, resource mobilisation, implementation and monitoring, operational review and evaluation
- **INEE Minimum Standards:** a global tool that articulates the minimum level of educational quality and access in emergencies through to recovery
- **The Faerman Factors:** predisposition, incentives, leadership and equity highlighting the softer side of coordination



So what: Evidence of impact

The collective education outcomes of coordinated education planning and response as linked to coordination quality measures.

- **Collective education outcomes set out in Education Cannot Wait strategy:** access, equity and gender equality, protection, quality and continuity
- **Coordination quality measured by OECD DAC criteria:** coverage, relevance/appropriateness, coherence, accountability and participation, effectiveness, complementarity, sufficiency, efficiency, connectedness and impact

