



Education Cluster

STRATEGY 2022-2023

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و تربیه
افغانستان

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Afghanistan
Education
Cluster



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ACRONYMS

CBE	Community Based Education
CP	Child Protection
CP AoR	Child Protection Area of Responsibility
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EiE	Education in Emergencies
EMIS	Education Management Information System
EPP	Emergency Preparedness Plan
IDP	Internally Displaced Person
IEC	Information, Education and Communication
IM	Information Management
IMO	Information Management Officer
INEE	Inter-Agency Network for Education in Emergencies
MoE	Ministry of Education
MRE	Mine Risk Education
MRM	Monitoring and Reporting Mechanism
NESP	National Education Strategic Plan
PSS	Psychosocial Support
RCCE	Risk Community and Community Engagement
SDR	Secondary Data Review
TLS	Temporary Learning Space
UNDAF	United Nations Development Assistance Framework
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
WASH	Water, Sanitation and Hygiene

FOREWORD

The Afghanistan Education Cluster Strategy is a consultatively developed document that outlines the Cluster's approach and operational plan for responding to the current emergency in Afghanistan. This strategy is intended to guide partners in their implementation of an effective, timely, and quality emergency response. It allows for better communication of the needs of crisis-affected children to various stakeholders. The Afghanistan Education Cluster Strategy is meant to serve as a basis for quick decision-making that all partners have contributed to, understand and are committed to; helping to ensure predictability and mutual understanding during an emergency response.

Education Cluster

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SECTION I: BACKGROUND

a. Relevance and importance of Education in Emergencies in the context of Afghanistan

Education in emergencies (EiE) is a core element of global humanitarian response and encompasses a series of activities designed to provide uninterrupted, quality learning opportunities to children affected by humanitarian crises. Complex operational contexts with sudden onset crises, conflict specific emergencies, back-to-back humanitarian events and chronic development challenges, such as in Afghanistan, mean that communities experience protracted crises across multiple dimensions (social, economic, political). In some humanitarian settings, EiE offers a reparative solution to an acute emergency by providing a protective bridge between previous and continued gains in development in existing education systems. However, in protracted humanitarian crises, EiE continues to provide targeted support to enable vulnerable and marginalized children and youth to access uninterrupted, structured education opportunities where current formal education systems are perpetually unable to accommodate them, due to the nature of the crisis.

While the Ministry of Education has made significant strides to improve the status of education in Afghanistan since 2001, disaster, poverty, and cultural norms continue to prevent access to quality education for vulnerable girls and boys. Gaps in access deprive children of their right to education and present life-threatening protection issues as well as chronic underinvestment in specific communities, all of which have both immediate and long-lasting impacts. During a protracted crisis, duty-bearers, like the Government of Afghanistan, are not always able to provide quality education for all children due to financial and operational constraints, and non-governmental and UN agencies may provide education for children's unmet needs during a crisis. Typically, EiE support can exist as short-term activities through humanitarian funding while development programming recalibrates to the changing context. Noting the above challenges in Afghanistan, the barriers which constrain access to education are not easily overcome in the short-term. Multi-year funding for EiE with the aim to transition EiE students into formal public schools, while supporting public schools to deliver quality education, has increasingly been the focus of humanitarian-development nexus programming. EiE is a crucial emergency response where systematic education has been affected due to climate, disease, conflict, or other crises.

In Afghanistan, for children who are displaced and are affected by either conflict or natural disasters or returned forcibly from other countries, EiE is an urgent priority because it:

- *Saves lives and provides a safe space for children, where they are protected from physical harm, forced marriage, sexual abuse and exploitation, child labour and recruitment as child soldiers,*
- *Provides a venue where children can learn about preventable diseases, nutrition, hygiene and other life-saving topics*
- *Creates a safe space where new skills and values, such as peace, tolerance, conflict resolution, democracy, human rights can be acquired*
- *Brings routine, stability, normalcy and hope to children's lives, and improves psychosocial wellbeing*
- *Continues children's learning, to ensure bright futures for them, their families, communities and country.*

EiE is distinct from mainstream education in that it ensures equitable access to the right to education for children impacted by conflict or disaster and provides physical, psychosocial and cognitive protection that can sustain and save lives. The main differences between EiE and mainstream education are:

1. **Target group:** EiE targets children who are affected by emergency (displacement/natural disaster/conflict) and need immediate assistance to access life-sustaining learning environments. These children are IDPs, returnees, former child labourers, and other vulnerable host community

- children who—without EiE intervention—would likely never enrol in school. Typically, children aged between 6-17 years are targeted in Afghanistan but in some exceptional cases children between the ages of 4-6 years can be assisted with early childhood education.
2. **Funding:** EiE needs and funding requirements are articulated through the Humanitarian Needs Overview and the Humanitarian Response Plan. This means that most funding for EiE is short to medium term as it follows the Humanitarian Programme Cycle, which runs for 12 months. Funding for EiE therefore needs to be sourced quickly and spent quickly to cover the immediate needs of children affected by emergency. There is however ongoing advocacy for medium to longer term funding for children in protracted crisis.
 3. **Timing:** EiE activities do not follow the academic year but run throughout the calendar year to provide children with continuous access to safe, protective learning spaces and to catch-up due to interruptions in learning. Hot or cold climate conditions should not affect the implementation of EiE activities. Once children have caught up on learning and the public 'hub' school has the capacity to absorb new students, they can be enrolled in public school and then begin to follow the academic year based on their climatic region. Additionally, for shorter, EiE activities targeting newly displaced or newly out of school children, more flexible policies around intaking new children during the academic year need to be established to ensure that children have additional opportunities for supported enrolment into formal schools.
 4. **Curriculum:** EiE follows the MoE curriculum but in some instances can be delivered in an accelerated manner to enable children to re-enter mainstream education. Additional topics are also addressed in greater detail such as psychosocial support and social and emotional learning.

b. Education Cluster Coordination Structure

The Education Cluster has recently been activated. However, an EiE Working Group has been in existence in Afghanistan since 2014 following the deactivation of the formal Education Cluster. The Education Clusters' primary purpose is to [**provide safe and equitable access to relevant education opportunities for crisis-affected Afghan girls and boys.**](#)

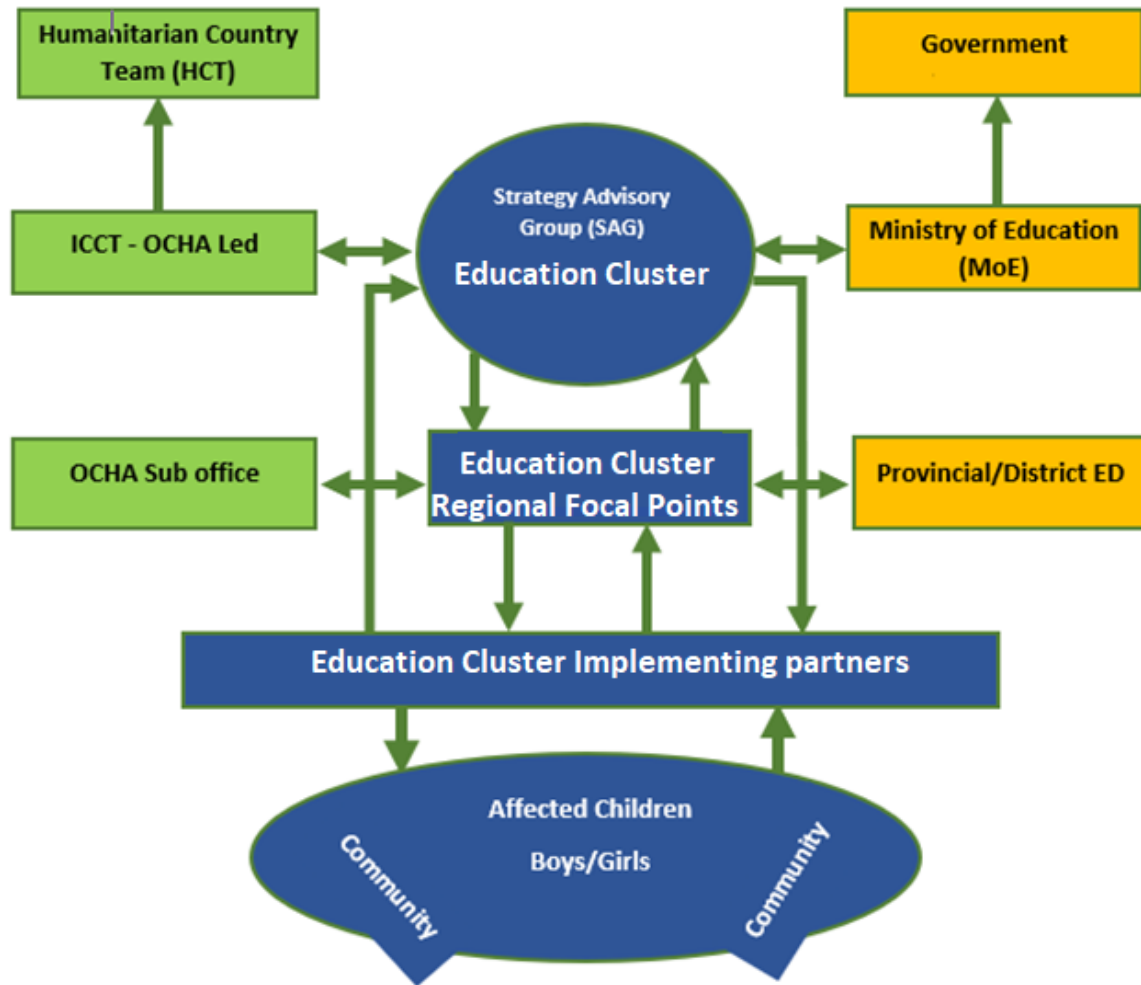
The Education Cluster is co-led by two cluster lead agencies, UNICEF and Save the Children. Both the National Cluster Coordinator from UNICEF and Save the Children are located in Kabul. The national co-leads are supported by a dedicated Information Management Officer (IMO) who is also based in Kabul. Six (6) sub-national clusters have been activated to support better coordination throughout the crises affected regions and these are North, North East, South, West, Central and East subnational clusters. These sub-national clusters are supported by different organizations with strong operational presence in the regions not just UNICEF and Save the Children.

The Education Cluster works directly with the Ministry of Education and is awaiting specific guidance on which directorate to work with specifically on EiE following changes in the administration. At the provincial level the sub-national clusters work alongside the Provincial Education Directorates.

The Education Cluster feeds directly into the humanitarian architecture of Afghanistan. The Education Cluster is a member of the Inter Cluster Coordination Team (ICCT) which reports directly to the Humanitarian Country Team (HCT) and is ultimately accountable to the Humanitarian Coordinator (HC).



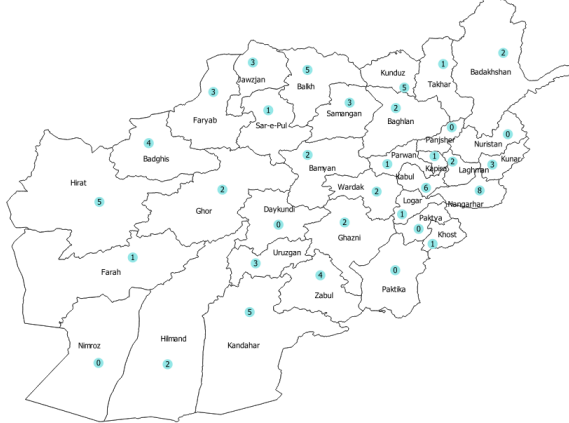



All organizations (both national and International) working in education in emergencies are welcome to join the Working Group on condition that they [**attend Cluster meetings and report their activities through the 5w**](#) for accountability not only to the government and the humanitarian architecture but to affected populations.

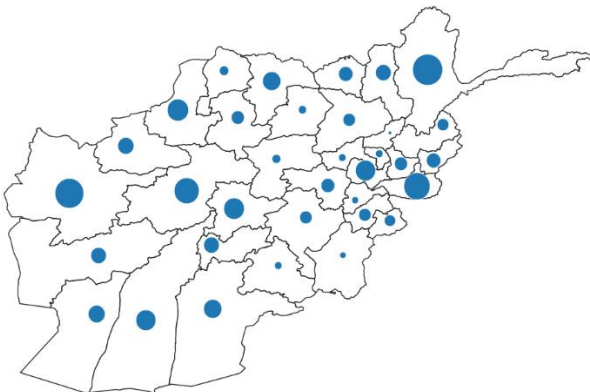


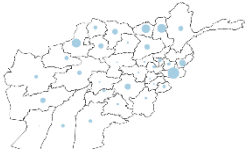
Fig1: EiE Coordination Mechanism Flow Chart



The next sections of this document will go in-depth on the needs of children and how partners working in education in emergencies can help to address those needs alongside the MoE.

SECTION II: UNDERSTANDING THE HUMANITARIAN LANDSCAPE IN EDUCATION

Education Cluster OBJECTIVE 1	PEOPLE IN NEED	OPERATION PRESENCE: NUMBER OF PARTNERS
 <p>Increase access to quality education for emergency-affected girls and boys in remote and hard-to-reach areas;</p>	 <p>7.9M</p>	
Education Cluster OBJECTIVE 2	PEOPLE TARGETED	
 <p>Ensure inclusive and protective spaces for learning for all children, including psychosocial support for vulnerable children</p>	 <p>1.5 M</p>	
Education Cluster OBJECTIVE 3	REQUIREMENTS (US\$)	
 <p>Reduce the risks of disaster, conflict, and emergencies on children's education through building systemic resilience</p>	<p>\$ \$162.00 M</p>	

PEOPLE WHO NEED EIE ASSISTANCE	RETURNS	HOST COMMUNITIES
		
	IDPs	
		

a. OVERVIEW OF NEEDS

Approximately **8 million children** (3,804,830 girls) in Afghanistan are in need of education in emergencies (EiE) in 2022, an increase of over 172% compared to children in need at the start 2021. The suspension of development funding to the public system and the sanction environment, the economic effects of COVID-19, and conflict-related displacement leading up to 15 August contributed to the large increase in PIN. Children's access to education was already compromised due to the COVID-19 pandemic with 40% and 43% of HH reporting schools being closed due to COVID-19 for girls and boys respectively.¹ Prolonged school closures in 2020 and again in May 2021, resulted in children experiencing significant gaps in their learning and, for the most marginalized children, risking permanent school drop-out.

WoAA 2021 findings indicated that 51% of school-aged boys and 46% of school-aged girls were attending school on average across all provinces surveyed. Additionally, insecurity throughout the country also compromised children's access to education, especially leading up to the Taliban's consolidation of control in August 2021. Approximately 927 schools and CBEs were closed due to insecurity prior August 2021. Following the Taliban's solidification of power, the education sector faces new challenges. The situation for girls' education remains uncertain, as adolescent girls are out-of-school in most provinces, pending policy changes on the issue. Additionally, the new MoE has indicated that they can only pay salaries for 30% of the current work force, which underlines a precarious position for public infrastructure without development funding. Approximately 187,000 teachers will need salary support to avoid a total collapse of the education system. Cross-sectoral issues compound vulnerability for affected populations.

According to WFP, changing conditions under the new de facto administration have resulted in market prices to increase significantly and work opportunities to decrease, increasing the number of vulnerable people with acute humanitarian needs. Families are now at higher risk of resorting to negative coping mechanisms which deprioritize education, including child labor, early marriage, and other forms of exploitation and abuse.

In addition to the above-mentioned socio-economic factors, environmental factors also affect children's access to education. The harsh winter in many provinces in Afghanistan was a hinderance to access. At the beginning of 2021 the MoE refused for partners to implement winterization activities which would have assisted over 200,000 children to catch up with their learning and make up for lost time due to COVID-19 lock downs. Winter again is upon us and the same 200,000 children will require support. The WoAA² found that, on average, 3% schools had heating and 17% of schools equipped with infrastructure for winter which could prove to be a deterrent for attending school during the final months of 2021 and the first three months of 2022.

¹ REACH, 2020, 'Whole of Afghanistan Assessment 2020'.

² WoA2021

b. CASELOAD AND PRIORITIZATION

Some 278,648 internally displaced children, including those in camps, as well as 225,276 returnee children from neighbouring and other countries, 37,401 refugees, and asylum seekers, 72,389 shock-affected non-displaced population and 7,423,238 vulnerable children with humanitarian needs are considered in need of EiE support in 2022. Assessment findings show that the highest numbers of children in need of emergency education are in Badghis, Hilmand, Hirat, Kabul, Kandahar, and Kunduz provinces.

Fig.3. Children between the ages of 6-17 in need of EiE and targeted by province

	TOTAL		PEOPLE TARGETED (BY STATUS)				
	People in need	People targeted	Returnees	IDPs	Shock-affected non-displaced population	Refugees	Vulnerable people with humanitarian needs
Badakhshan	302,974	44,258	3,085	2,426	3,363	-	35,383
Badghis	199,436	72,698	5,698	42,141	4,992	-	19,867
Baghlan	200,045	44,319	11,641	8,861	2,330	-	21,487
Balkh	441,241	73,829	7,181	10,896	5,092	-	50,660
Bamyan	131,022	18,430	1,238	462	1,375	-	15,355
Daykundi	151,750	24,771	5,130	1,658	645	-	17,338
Farah	129,240	23,671	3,604	1,727	3,802	-	14,538
Faryab	344,440	53,987	7,675	1,088	5,474	-	39,750
Ghazni	360,861	51,193	4,210	3,618	1,148	-	42,218
Ghor	239,815	38,349	5,088	4,127	1,498	-	27,635
Hilmand	306,087	63,344	4,281	20,991	4,231	-	33,841
Hirat	693,760	203,219	34,199	42,886	3,533	-	68,860
Jawzjan	173,703	29,283	3,351	2,758	3,278	-	19,895
Kabul	1,180,789	203,083	22,887	43,074	1,970	206	134,391
Kandahar	335,454	93,884	19,793	27,023	2,772	-	33,889
Kapisa	97,972	14,680	1,836	633	864	-	11,348
Khost	117,601	33,147	972	1,162	758	18,750	11,505
Kunar	123,498	20,442	1,521	2,775	1,962	-	14,184
Kunduz	243,393	63,811	21,050	17,112	685	-	24,964
Laghman	126,412	25,451	4,098	6,422	915	-	14,017
Logar	81,003	15,470	3,799	1,542	1,156	-	8,973
Nangarhar	485,237	101,240	16,918	11,192	2,433	-	52,728
Nimroz	95,660	57,861	8,827	1,231	751	-	5,214
Nuristan	46,750	6,625	17	549	560	-	5,499
Paktika	187,711	40,430	590	913	457	18,445	20,024
Paktya	124,077	20,030	2,684	1,882	1,243	-	14,221
Panjsher	33,870	4,975	170	291	566	-	3,949
Parwan	195,787	28,184	2,575	1,417	1,334	-	22,858
Samangan	123,667	18,010	1,189	789	1,582	-	14,450
Sar-e-Pul	182,729	31,002	4,972	1,703	3,481	-	20,845

Takhar	186,410	41,126	12,187	6,923	2,718	-	19,975
Uruzgan	135,188	20,859	471	2,420	2,203	-	15,764
Wardak	160,929	24,025	985	2,946	1,340	-	18,753
Zabul	104,220	18,141	1,345	3,009	1,877	-	11,909
TOTAL	7.9 m**	1.5 M ***	224,590	278,648	72,389	37,401	886,286

** 7.9 M children in education rounded to the close fit number of 7,921,799

***1.5 M children targeted which is rounded to the close fit number of 1,500,000

c. UNDERSTANDING EiE IMPLEMENTATION

Following the articulated needs of children and the identification of the children to be targeted by EiE partners, it is important to discuss strategies used to reach these children and the types of interventions that partners can use to ensure that crisis affected children realise their right to education.

The Education Cluster in Afghanistan has 3 main objectives which are:

- Increase access to quality education for emergency-affected girls and boys in remote and hard-to-reach areas;
- Ensure inclusive and protective spaces for learning for all children, including psychosocial support for vulnerable children; and
- Reduce the risks of disaster, conflict, and emergencies on children's education through building systemic resilience

Unpacking objective I: Increase access to quality education for emergency-affected girls and boys in remote and hard-to-reach areas

When discussing access there are two important considerations, the population targeted and the physical place where learning occurs. In EiE, the population group is consistent i.e., children affected by a crisis; however, the physical learning spaces are what will differ. Below are different access channels available for crisis affected children.

- I. **Support to existing Community-based Education (CBE) classes/learning spaces:** In Afghanistan hundreds of thousands of children access education through CBE's, particularly in conflict affected areas, and/or rural areas without formal school infrastructure. EiE partners work through CBE's as one of the main delivery mechanisms for medium to longer term EiE programming to ensure that children have access that is maintained on a multi-year basis to education in a community-designated space where the teachers are trusted members of the community. In most cases, partners provide CBE teacher salaries, teaching and learning materials and capacity building support. The CBE model provides a modality for delivering education to learners without access to the formal education system, including crisis affected children, through existing infrastructure within the community. More short term, TLS/EiE programming can feed into medium term CBE programming, based on a meaningful continuum of access in acute to protracted crisis settings.
- II. **Establishment of Temporary Learning Spaces (TLS):** In some instances, for example, where mass displacement occurs and children are relocated to a community where there are no schools or buildings to convert into schools, partners are required to set up temporary learning spaces. These can be in the form of tents, where resources allow, or any type of makeshift, structurally sound shelter. In some cases, where climate and security permit, children will learn in open air or under trees. Some communities have made use of local Mosques as TLS or CBE classes. The important thing is to kick start children's learning immediately after an emergency. However, EiE partners also need to have a [transition plan in mind](#) on how children will continue their education. In most instances, TLS end up becoming CBEs, which must be linked with a host community hub school, if possible, to ensure sustainability and continuity of learning.
- III. **Support to existing Government schools:** Depending on the type of emergency, partners can work to increase or improve the capacity of already existing schools to accommodate crisis affected children. For example, returnee, refugee, and IDP learners can be accommodated in host community schools directly, and if need, EiE partners can support children to obtain tazkira to enrol in public school. Another example of supporting existing government schools to become more resilience to emergencies is when the Education Cluster targeted public school WASH, teacher training, and Risk Communication and Community Engagement (RCCE) activities during the COVID-19 pandemic as part of the multi-sector humanitarian response to preserve access to education. Furthermore, in the event of natural disaster occurring, such as floods, EiE partners

can work to restore government schools so that children regain access to safe and protective learning environments.

In 2022 however, deliberate efforts will be made to support a cohort of public schools. The cluster aims to target school-aged girls and boys traditionally outside of the EiE target population but whose education has been interrupted due to suspension of development funding and gaps in financial capacity of the de facto authorities, namely affecting teacher salaries. These children fall into the vulnerable populations with acute humanitarian needs category, which captures individuals in IPC 3 and 4. To prevent out-of-school children from child labor, early marriage, and other forms of exploitation and abuse and to preserve continuity of learning during the gap in development funding, the Education Cluster will provide public school teacher salaries in select schools, teaching and learning materials, light rehabilitation and repair, and distance learning options for this group of children. To ensure that the most marginalized children receive life-saving education assistance, the Education Cluster will target adolescent girls in particular who are out of school indefinitely due to the de facto authorities' directive for secondary school female students. Providing the necessary equipment (such as boundary walls and materials) to schools and financing teacher salaries will allow adolescent girls to return to school while longer term development solutions are devised.

- IV. **Distance Learning/ Self- learning:** COVID-19 has proven that consistent access to physical learning spaces is not guaranteed. EiE partners should therefore support in ensuring access to education by drawing on global resources and developing creative solutions given the context and resources available. This includes support to radio and television programming where electricity is not a barrier. In hard to reach locations, partners can also ensure that children are able to continue with their education through paper-based self-learning materials and remote teacher support frameworks through mobile phones and physically distanced check-ins.
- V. **Cash & Voucher Assistance:** Linked to the Grand Bargain commitments of moving resources and decision making closer to communities, and aligned with the HRP, cash or voucher assistance can be targeted for extremely vulnerable households or students to help mitigate direct and indirect cost barriers to access and learning. Cash support should be multi-sectoral, keeping in mind specific protection, health and nutrition risks facing the most vulnerable, as well as linkages with other specialized support that might be available. Though few education partners have come forward to do cash programming, the Education cluster knows its importance and will continue to encourage partners to implement CVA and not just for winter supplies.

Transition of CBE/ EiE Classes to Government schools

While EiE partners play a pivotal role in ensuring crisis affected children have access to education through setting up or supporting the mechanisms described above, it is also equally important to think and plan for transition from EiE/ CBE into government schools for continued access. This transition can be achieved in 4 ways:

- 1- **Full Integration of classes** (*Modgham sazi*) the classes will be handed over to the MoE schools together with the class materials at the end of project. MoE will absorb the handed over classes in their own system using Asaas numbers (student identification) to avoid duplication. This is the most common method of transitioning EiE students after project close-out, though it varies in success depending on the context.
- 2- **Partial integration** linkages with *Elhaqua* and hub-school: MoE agrees to support the class in the same location by assigning teachers and providing textbooks and supervision support. This is rare in practice.
- 3- **Upgrading to Public/ Satellite School Status** Based on the MoE CBE Policy (2018), if there is an adequate number of students (more than 50), the class has continued for more than one academic year, and the security context can sustain the establishment of a permanent school, MoE, in close coordination with the community can 'upgrade' the CBE to a primary or satellite school.

- 4- **Community Owned: Elhaqua:** Community agreed to support the class in the same location with paying incentive for teachers and learning materials, though this is rare in practice given the limited financial resources of communities where EiE is implemented.

Unpacking objective 2: Ensure inclusive and protective spaces for learning for all children, including psychosocial support for vulnerable children.

When working with children affected by crisis, it is not enough to just provide access to education. EiE partners need to consider the psychological wellbeing of the targeted children and ensure that they are supported to learn.

- I. **Psychosocial support (PSS):** PSS can be delivered at three levels: 1. Teacher Training- As part of the MoE EiE Teacher Training Manual, government counterparts and EiE partners train teachers on how to identify children in psychosocial distress and strategies on how to support them. Training also focuses on how to effectively deliver the PSS modules within the curriculum. 2. Explicit PSS for children- there are some activities that target the children specifically which include play, drama, confidence building activities, communication, expression of emotions and feelings, counselling, etc. Social and emotional learning also falls under this category. 3. Referral Mechanisms- EiE actors, once trained, should be able to identify children who need further case management which cannot be handled by the teacher or in the learning space and refer these children to child protection actors who have the experience to handle complex cases.
- II. **Teacher training:** Developing the cognitive skills of learners is mainly in the hands of the teachers and their families. The challenge in emergency contexts is there is often a shortage of qualified teachers for an assortment of reasons which include, death, poaching by NGOs (teachers normally find better paying jobs with NGOs immediately after a crisis) and migration to other countries. Partners are often forced to recruit volunteer teachers who have no background in education to cover the gaps. A massive part of EiE work is then centred around building the capacity of these teachers so that they can teach crisis affected learners. Teachers are trained using the MoE approved *Teacher Training Manual* which includes new competency focus areas of teacher and child wellbeing. In addition to this, teachers also receive training in a number of areas such as PSS, Life Skills, code of conduct, inclusive education, positive discipline etc.
- III. **Teaching and learning Materials:** Also important for children's learning is the availability of resources such as textbooks, stationery and other educational supplements without which learning would be difficult and which is one of the main reasons for drop-out of public schools. MoE and partners therefore invest in ensuring that quality resources are available for students and teachers.
- IV. **Working with the community:** The community has a huge role to play in the provision of quality education for crisis affected children. Firstly, they are encouraged to create a conducive home environment for their children which makes it possible for them to develop and grow. Secondly, through community mobilisation on the value of education, it is community members (Shuras) who can be advocates for girls and boys to access quality education and can work with school / CBE administrations to address key issues that affect children's learning. It is therefore important to dedicate time and resources in enhancing the capacity of the community on how to manage quality schools and CBE classes and identify and mitigate child protection risks, as this is important for sustainability.

Unpacking objective 3: Reduce the risks of disaster, conflict, and emergencies on children's education through building systemic resilience

Objective 3 addresses the importance of improving resilience within the education system (MoE, Partners, communities, schools) to help become better prepared for any emergency that may disrupt learning. EiE partners will support the MoE to develop a resilience strategy and implementation plan, in line with the Afghanistan Education Sector Transitional Framework (AESTF) priorities, pending the development of the National Education Sector Plan (NESP) 2030. MoE at all levels should have Emergency Preparedness Plans (EPP) in place which detail the course of action to be taken should various emergencies occur. At a local level, schools and CBEs and their Shuras should be trained in Disaster Risk Reduction (DRR) as well as preparedness planning. The role of partners is therefore to support the MoE to ensure that at all levels,

plans that are implementable and can be resourced are available. Emergency stockpiling at Provincial Education Departments is also important. The Education Cluster will also work with the DPG and MoE to link EiE actions to longer-term development to ensure children are integrated into formal public schools or community based education delivery system and school capacities (including prioritizing the construction of school facilities) are enhanced to absorb and continue education for newly transitioned students.

d. RESPONSE FRAMEWORK

NB: The activities listed in this section are not exhaustive but give a guidance on the type of activities that fall under each objective

Geographic Priorities

SUMMARY OF GEOGRAPHIC PRIORITIES	SOURCE(S)
The Education Cluster will prioritize locations with the highest number of IDP, Returnees, Refugees and children affected by natural disasters based on agreed criteria with the humanitarian actors and the MoE. Additionally, services will be offered to vulnerable host community children.	- HNO 2022

Cluster Objective I

SUMMARY OF NEED(S)			SOURCE(S)
Crisis affected children in Afghanistan urgently need improved access to quality education. Large numbers of IDP, returnee, remainee and refugee children face challenges in accessing education at all levels. The longer they remain unengaged, the more likely they are to never return to learning thus perpetuating the cycle of poverty.			- HNO 2022 - SDR - Partner assessments
CLUSTER OBJECTIVE I:			
Increase access to education for emergency-affected girls and boys in remote and hard-to-reach areas			
Outcome Indicator(s):			Target
School-aged girls and boys affected by shocks have access to quality, basic education in a safe learning environment			1,500,000
Activity	Output indicators	Baseline	Target
Registration/ enrolment and attendance tracking of crisis affected children	# of school-aged girls and boys affected by shocks have access to quality, basic education	308,758	613,027
Assessment of need for learning spaces/ purchases of tents or setting up of learning space	# of new CBE/ALCs/TCs established	5,459	15,326
Maintenance of learning spaces already established	# of CBE/ALCs/TCs / schools supported and maintained	2,976	5,808
Identification and recruitment of teachers to support crisis affected children	# of teachers (f/m) recruited and receiving incentives	8,008	37,500
Mobilization of children and community members to get children back to learning	# of backs to school campaigns conducted in the location	Not available	2 big campaigns done nationally to mobilize children at the start of each school semester
Procuring and distribution of self - learning materials for children who are hard to reach and have no access to learning spaces	# of children supported with self-learning materials	51,956	177,395 Its dependents whether CBES are running normally or not.

Support to alternative modalities such as web- based learning, radio and television	# of children accessing alternative learning modalities	0	265,886 Challenge is how do we verify this number???
Provision of drinking water	# of schools/CBE/ALCs/TCs provided with safe and adequate drinking water (Safe and clean drinking water)	8,350	15,326
Provision of hygiene kits and handwashing stations	# of schools/ CBE/ ALC/TLS provided with hygiene Kits (Soap, Handwashing stations)	8,350	15,326
Provision of winterization for facilities	# of schools/ CBE/ ALC/ TLS provided with heating facilities	0	3,300
Provision of winterization kits	# of children provided with winterization kits	0	212,338
Cash and voucher assistance for vulnerable children to access education	# of children supported with CVA	0	4,421

Cluster Objective 2

SUMMARY OF NEED(S)			SOURCE(S)
Prolonged absence from school coupled with limited access to television and radio-based distance learning programming in many parts of the country, especially in rural areas, resulted in the loss of access to education. Even prior Covid -19, a 2017 World Bank Study ³ revealed the extent of the learning crisis in Afghanistan. For example, just 65% of the Grade 4 students have mastered the language curriculum for Grade 1 and only 15% could perform grade-4 Language questions. Similarly, in Mathematics, less than half the students have mastered the Grade 1 mathematics curriculum. Moreover, less than 3% of students could solve grade-4 Mathematics questions. Additionally, thousands of children have been exposed to conflict and violence in the community and at home and they require PSS to help them cope and overcome challenges.			HNO 2022
CLUSTER OBJECTIVE 2:			
Ensure inclusive and protective spaces for learning for all children, including psychosocial support for vulnerable children			
Outcome Indicator(s):			Target
School-aged girls and boys affected by shocks are learning and supported to cope with any psychosocial shocks			100,000
Activity	Output indicators	Baseline	Target
Training of newly recruited teacher/ refresher training	# of teachers (f/m) trained on pedagogy using the standardised Teacher training manual or the TICC package	8,008	15,326
Training of teacher is provision of PSS to children	# of teachers (f/m) trained on PSS	759	5,500
Training of teachers on school code of conduct, positive discipline and PSEA	# of teachers trained in school code of conduct, positive discipline and PSEA	245	7,000

³SABER- Learning Crisis in Afghanistan 2017

Provision of PSS for children	# of learners accessing PSS	18,041	100,000
Establishment of referral mechanisms / linkages with CP actors	# of learners referred to CP actors for further PSS support	0	2,500
Purchase and distribution of learning materials	# of school-aged children receiving learning materials	267,451	613,027
Purchase and distribution of teaching materials	# of teachers receiving teaching materials	8,008	15,326
Train community members on supporting education and school/ center management	# of community members trained in school and center management	7,702	15,326

Cluster Objective 3

SUMMARY OF NEED(S)			SOURCE(S)
The provision of quality education in Afghanistan is ultimately the responsibility of the main duty bearers who are parents as well the MoE and the different Directorates of Education across the country. The conflict unfortunately weakened most of the systems and now is the opportune time to build back better. Education officials should be assisted to plan and budget for future disasters so as to minimize the impact on education. Additionally, parents should be encouraged and supported to play a more leading role in the education of their children.			- SDR
CLUSTER OBJECTIVE 3:			
Reduce the risks of disaster, conflict, and emergencies on children's education through building systemic resilience			
Outcome Indicator(s):			Target
Strong education structures that are able plan and deliver a timely, appropriate and evidence-based education in emergency response			85,715
Activity	Output indicators	Baseline	Target
MoE personnel trained on cluster coordination and preparedness planning	# of MoE personnel trained on cluster coordination and preparedness planning	30	30
Sub-national EiE working groups trained in coordination/ EPP and DRR	# of sub-national clusters with preparedness plans in place	0	12
Training of Shura on their roles in supporting education	# of Shuras established and trained on roles and responsibilities, community mobilization and preparedness planning	20,885	15,326

e. MONITORING PLAN

The Education Cluster maintains a 5W database (**Who** is doing **What**, **Where**, **When** and for **Whom**) that monitors the activities corresponding with this plan and the HRP as implemented by Education Cluster partners. It is critical that partners participate in this regular monitoring to ensure strong coordination. This will continue to allow the Education Cluster to analyse and visualize gaps and needs, build partnership and collaboration, and advocate on behalf of the entire sector. The 5W allows reporting right down to school level and this helps to prevent or respond to duplication. Partners are encouraged to share their progress reports with the MoE directly, quarterly. It is mandatory for partners implementing EiE to report on the 5W monthly.

Another area that the Education Cluster supports through reporting is **on attacks against education using the Monitoring and Response Mechanism (MRM)**. Partners and communities are encouraged to report any grave violations using different mechanisms which include an online form, hotline and text messages.

ACTION	RESPONSIBLE	DAY OF MONTH
5 W monitoring tool updates submitted to the Education Cluster Team	5W Monitoring Tool focal point from each WG partner	4 th day of every month as final reports due to OCHA on the 10 th
Updated 5W Monitoring Tool analysis products shared during the sub-national Education Cluster meetings	Education Cluster Team	2 nd Thursday of every month
Feedback on reporting process and analysis tool (how to improve, etc.) sent to Education Cluster Team	EiE partners	3 rd Thursday of every month
Monthly sitrep report submission (Data)	IMs	10 th of every month
Creating monthly dashboards and 5Ws	IMs	11 th of every month
Conducting 5W trainings	IMs	Jan/Feb (whole month)
Data Analysis & Situation Analysis	IMs	Continuous as per need
Updating Contact Lists (national and sub nationals)	IMs	Continuous as per need
Updating Assessment Registry	IMs	Quarterly
Follow up with partners for updating FTS	IMs	Quarterly
Updating HR.info website	IMs	Continuous as per need
IMWG Meetings	IMs	When called by OCHA
AWG Meetings	IMs	When called by OCHA

SECTION III: ALIGNMENT

This Education Cluster strategy cannot exist in a vacuum but must be aligned with other key sectors and policies both at a global and national level.

Sustainable Development Goal 4: This strategy is aligned to SDG4. The aim of SDG 4 is ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. This includes conflict affected children. Partners by implementing EiE activities in Afghanistan are contributing towards the attainment of this goal.

Afghanistan Education Sector Transitional Framework pending the development of the National Education Sector Plan (NESP): The EiE strategy is strongly aligned with the AETF for Afghanistan which is under development. The AESTF has also included a section on Resilience to Emergencies, which includes EiE. The Education Cluster is contributing to the development of the AESTF to ensure alignment.

Afghanistan HRP: As already highlighted, this strategy is closely aligned to the Afghanistan HRP. This strategy speaks to the same target groups i.e. IDPs, Returnees, Host Communities and Refugees. The emphasis is on access to quality learning opportunities and systems strengthening for crisis affected children.

Child Protection: There is a deliberate effort for EiE to integrate child protection into its response activities. In the initial stages of the response, attending Child Friendly Spaces and Temporary Learning Spaces offers protection, as children are provided with psychosocial support and lifesaving messages that strengthen critical survival skills and coping mechanisms. As the response progresses these spaces can be used as CBEs which offer both formal and non- formal education to children. Building on this foundation, teacher training materials on psychosocial support, positive discipline and child rights will also draw on materials developed by the Child Protection Area of Responsibility (CP AoR), who will support the roll out to education partners. The CP AoR will also support with guidance on the processes for referral of protection concerns to appropriate authorities, existing community-based protection networks and NGO established services.

WASH: The WASH Cluster and Education Cluster are now working closely together since the COVID-19 outbreak. The Education Cluster partners will cover all the infrastructure and hygiene components of its 'WASH in schools' assistance while the WASH Cluster will focus on provision of the water itself and provide technical oversight and maintenance of WASH facilities. Where WASH partners have funding for WASH in schools, activities will be reported through the Education Cluster in collaboration with the WASH cluster. In terms of the software component of the WASH response, the teacher training materials contain key lifesaving information relating to good sanitation and hygiene practices.

Mine Awareness

The Education Cluster will coordinate with the Mine Awareness Area of Responsibility to ensure that all schools are cleared of any UXOs, mines or other remnants of war that may pose risks to children and teachers particularly in areas of return where high contamination has been noted. In addition, the Education Cluster will support the distribution of child-friendly IEC materials on MRE. Mine awareness partners will continue to build the capacity of education partners in MRE as only approved and accredited partners can offer this training.

Gender and Inclusion

The 2022 HNO showed disparities in terms of access to education, particularly for girls. For this reason, specific interventions will be conducted to ensure equal access for girls in schools/ CBEs by partners. EiE partners will work to ensure both male and female teachers have equal access to training opportunities and are trained on materials that are gender sensitive. The Education Cluster in 2022 will also roll out the gender mainstreaming training to all Education Cluster members. In terms of children with disabilities, the cluster still intends to work with MoE to provide appropriate, contextualised guidance to education partners

on ensuring all girls and boys can learn regardless of ability. Partners will also collect gender disaggregated information relating to school-going children and will aim to monitor the inclusion of particularly disadvantaged groups (e.g. children with disabilities etc.). The Education Cluster will promote good practice relating to inclusion, sharing examples of inclusive programming and encouraging expansion and scale-up of such initiatives. Opportunities will be sought to capture good practice to inform future emergency planning and response in the areas of gender and inclusion.

Accountability to Affected People

To better focus on the rights, dignity, and protection of the affected people, the Education Cluster as a humanitarian coordination body will aim to ensure that assistance generates the best possible outcomes and that the affected people are meaningfully engaged, empowered, and their voices are heard and put at the center of humanitarian actions throughout project design, development and implementation stages. The Education Cluster will encourage its partners to include Accountability to Affected People (AAP) specific indicators in projects logical frameworks and to collect data and report against those data sets. Partners will be encouraged to have dedicated staff to monitor AAP mechanisms, (i.e., conducting and analysing community consultations, surveys, and assessments on national and subnational levels).

The Education Cluster will make sure that AAP is mainstreamed by sharing information on best practices, ensuring community participation mechanisms are included in EiE funding opportunities and proposals, conducting trainings and knowledge sharing workshops to share practical good AAP practices, considering ways for affected people/communities and local actors to participate in cluster meetings, engaging communities and affected people in implementation; planning regular field visits to monitor the situation, share good practices and lessons learned, and find solutions to AAP and operational issues.

Prevention of Sexual Exploitation and Abuse

Sexual Exploitation and Abuse (SEA) by Humanitarian Workers directly deny the core values of humanitarian action and is a protection failure on the part of the aid and humanitarian community. The frequent contact of the Education Cluster partners with children during EiE interventions expose increased risks of sexual exploitation and abuse to all but women and girls continue to be at a greater risk of SEA due to cultural barriers for reporting such incidents.

Being committed to the values of humanitarian actions and Protection against Sexual Exploitation and Abuse (PSEA), the Education Cluster strongly encourages their partners to implement functional policies that will prevent Sexual Exploitation and Abuse against children and other vulnerable people. The Education Cluster further recommends and request the partners to consider following activities during humanitarian actions which will help in preventing SEA:

- Partners will make sure to maintain and strengthen organizational accountability towards PSEA through recruitment, trainings and awareness raising of those who work for and with children and/or those who are vulnerable to SEA. Furthermore – mandatory trainings will be budgeted and conducted to partners and school management shura members in order to build their capacity and enhance their confidence to speak up and report incidents.
- The Education Cluster and its partners will make sure the children, in collaboration with parents, school management councils, receive adequate information and awareness on the risks of sexual exploitation and abuse, and on the ways how to protect themselves and to report if such incidents happen. Safe and accessible reporting platforms such as organizations' internal complaint and feedback mechanisms, and community-based complaint mechanisms (CBCM) will be fully operationalized. Partners will make sure to put in place policies that support the confidentiality and protection of those who report against SEA incidents by recognizing the difficulties and challenges faced by people reporting, and by ensuring their concerns are transparently investigated and responded accordingly.

SECTION V: STRATEGIES FOR SCALE -UP

As highlighted throughout this document, the needs of children in Afghanistan are increasing and partners need to be creative and innovative in how they will reach the children and go beyond the targets set out in this strategy and in the HRP. Below are a few suggestions which can be utilized to scale up

SECTION VI: TYPES OF PROGRAMMES

Below is a summary table which illustrates a non-exhaustive list of programme types which are fully endorsed by the Education in Emergencies Working Group in Afghanistan:

Programming Type	Activities
Early Childhood Development	<ul style="list-style-type: none"> - Sensitisation/awareness on the critical importance of foundational learning - Establishment of ECD centres (camp and out of camp) - Training of ECD teachers/ volunteers - Purchase of ECD play materials - Formation of parenting clubs
Formal Education: primary and secondary (support to children affected by emergencies who still have access to formal schooling)	<ul style="list-style-type: none"> - Back-to-school campaigns - School rehabilitation and improvement planning - Purchase and distribution of teaching and learning materials - Teacher training - Literacy and numeracy activities including assessment - Establishment of Shuras/PTAs/Community Education Councils - CBE and ALP with clearly defined transition pathways - Heating and cooling material distribution for EiE classes - Cash and Voucher Assistance for education - Child protection/ safeguarding/ school code of conduct
Non-formal education	<ul style="list-style-type: none"> - Catch-up classes - Remediation - Provision of teaching and learning materials - Language acquisition classes (particularly for refugee children to facilitate integration) - Cash and Voucher Assistance for education - Child protection/ safeguarding/ school code of conduct
PSS	<ul style="list-style-type: none"> - Activities that focus on child wellbeing: skills and knowledge, emotional wellbeing and social wellbeing (as per IASC Guidelines) - These activities should be structured programmes include activities that are age, culturally and gender appropriate and scheduled with clear aim and purposes with adequate supervision

SECTION VII: RESOURCES

RESOURCE & LINK	DESCRIPTION
<p>2021 Afghanistan Humanitarian Needs Overview</p> <p>https://www.humanitarianresponse.info/en/operations/afghanistan/document/afghanistan-humanitarian-needs-overview-2022</p>	<p>This document outlines the humanitarian needs in Afghanistan for all sectors looking into 2022 and beyond. It is a great document to help partners and donors to understand the humanitarian terrain and the needs of crisis affected populations. It draws on various needs assessments conducted throughout 2021.</p>
<p>2021 Afghanistan Humanitarian Response Plan</p> <p>https://www.humanitarianresponse.info/en/operations/afghanistan/document/afghanistan-humanitarian-response-plan-2022</p>	<p>This document outlines the 2022 response plan for all the sectors in Afghanistan</p>
<p>Education Cluster costing framework</p> <p>https://www.humanitarianresponse.info/en/operations/afghanistan/document/1-standard-education-emergencies-eie-costing-framework</p>	<p>The costing framework shows how costs for activities under EiE are arrived at and is a useful document when developing EiE proposals as it helps partners to have similar costs for activities</p>
<p>INEE Minimum Standards Contextualized: Afghanistan</p> <p>https://www.humanitarianresponse.info/en/node/139378</p> <p>https://www.humanitarianresponse.info/en/node/185611</p> <p>https://www.humanitarianresponse.info/en/node/185612</p>	<p>The Afghanistan Minimum Standards for Education in Emergencies is available in English, Dari and Pashto.</p> <p>Based on the INEE Minimum Standards for Education, this contextualized tool defines effective, quality, and inclusive education practices that support the provision of safe, quality, and relevant education for all children and youth in Iraq and surrounding countries. The Afghanistan Minimum Standards for Education in Emergencies was developed for and by the Ministry of Education school directors, teachers, international non-governmental organizations, local non-governmental organizations, and UN agencies.</p>
<p>Teacher Training Manual</p> <p>https://www.humanitarianresponse.info/en/operations/afghanistan/document/teacher-training-manual-feb-2020-dari</p>	<p>This document provides a basic training for newly recruited teachers/ volunteer teachers. It covers a wide range of topics from classroom conduct, lesson planning etc.</p>
<p>Framework for safe schools reopening</p> <p>https://www.humanitarianresponse.info/en/operations/afghanistan/document/afghanistan-eiewg-framework-safe-reopening-cbes</p>	<p>The framework was developed in the midst of covid- 19 and gives guidance on how to safely re-open schools</p>

WASH in schools guidance https://www.humanitarianresponse.info/en/operations/afghanistan/document/afghanistan-wash-cluster-guideline	WASH is a key component of education programming and this document has a chapter on WASH standard in different learning areas.
WASH in schools COVID -19 guidance https://www.humanitarianresponse.info/en/operations/afghanistan/document/wash-schools-covid-19-guidance	This document was developed specifically for COVID -19 WASH requirements in schools and CBE. It gives partners good insights on what they need to plan for regarding WASH
RCCE guidelines https://www.humanitarianresponse.info/en/operations/afghanistan/document/eiewg-covid-19-school-rcce-guidance-note-english https://www.humanitarianresponse.info/en/operations/afghanistan/document/eiewg-covid-19-school-rcce-guidance-note-dari https://www.humanitarianresponse.info/en/operations/afghanistan/document/eiewg-covid-19-school-rcce-guidance-note-pashto	The essence of this document is on communicating with communities and sharing the same language around covid -19 for partners working in education.
ACAPS: The Humanitarian Needs Assessment, the Good Enough Guide http://acaps.org/img/documents/h-humanitarian-needs-assessment-the-good-enough-guide.pdf	Guidelines designed to help humanitarian staff design and implement needs assessment in emergencies. This guide does not explain every activity that you will need to carry out for your assessment, but it will take you step by step through the assessment process, offering a number of useful tools and resources.
GEC: Education Cluster Coordination Handbook http://educationcluster.net/?get=001197 2013/12/EC-Coordination-Handbook_low2.pdf	This Handbook is intended to provide Education Cluster Coordinators with information that guides them in facilitating a coordinated and effective response to education needs in emergencies. It covers a wide range of issues, from an overview of co-leadership issues, tips on how to chair meetings and facilitate cluster partner collaboration, information management guidance, development of cluster plans and strategies and advocacy and resource mobilization.
GEC: The Joint Education Assessment Needs Toolkit http://educationcluster.net/wp-content/uploads/2013/12/Ed_NA_Toolkit_Final.pdf	This toolkit gives guidance on secondary data that can be collected prior to a crisis and discuss the process for collectively developing needs assessment tools, as well as providing templates that can be adapted to context.

<p>IASC: Cluster Coordination Reference Module</p> <p>https://www.humanitarianresponse.info/en/system/files/documents/files/cluster_coordination_reference_module_2015_final.pdf</p>	<p>Outlines the basic elements of cluster coordination and intends to serve as a reference guide for field practitioners to help facilitate their work and improve humanitarian outcomes.</p>
<p>IASC: Emergency Response Preparedness Guidance</p> <p>https://www.humanitarianresponse.info/en/system/files/documents/files/emergency_response_preparedness_2015_final.pdf</p>	<p>Enables readiness for an immediate in-country response by the broader humanitarian community and in conjunction with national action, vital in dealing with an unfolding emergency.</p>
<p>INEE Minimum Standards for Education: Preparedness, Response, Recovery</p> <p>http://toolkit.ineesite.org/inee_minimum_standards</p>	<p>The INEE Minimum Standards Handbook is the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery. The aim of the Handbook is 1) to enhance the quality of educational preparedness, response and recovery; 2) to increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and 3) to ensure accountability and strong coordination in the provision of education in emergencies through to recovery.</p>