



Elevating Education in Emergencies

20 November 2018

Cash Transfer Programming for Education in Emergencies

Report on the Second Instalment of the Elevating Education in Emergencies Series

Palais des Nations, Geneva

The overall purpose of the Elevating Education in Emergencies (EiE) series is to galvanize increased support for education in humanitarian responses. Each of the four meetings over two years highlights one critical issue relevant to education in emergencies professionals working in coordinated humanitarian responses today.

The second instalment of the series explored the current knowledge of the use of Cash Transfer Programming (CTP) for EiE through discussions with practitioners and lessons from Iraq and Somalia. The event was well attended, with representation from over 18 States and 14 Civil Society Organizations and UN Agencies. The hashtag #ElevateEiE reached over 56,000 unique Twitter accounts. This paper summarizes the key takeaways from the panels and discussions. A highlights video can be viewed [here](#).



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Mission permanente de la Suisse auprès
de l'Office des Nations Unies et des autres
organisations internationales à Genève

Global
Education Cluster



Permanent Mission of Norway
to the United Nations

Cash Transfer Programming (CTP) is considered an efficient and effective way to meet humanitarian needs while providing flexibility and choice to aid recipients.

There are many benefits to using cash during humanitarian responses: it has the potential to stimulate local markets; it is more efficient; it increases people's purchasing power; it can provide a basis for the development of a social welfare system; and it helps bridge humanitarian action and longer-term development.

Donors recognize these important benefits and have stepped up their financial and policy support for the use of cash-based interventions. Norway has committed to increase the use of and coordination of CTP across sectors in its new humanitarian strategy, and has suggested a new principle on cash that was endorsed by the Good Humanitarian Donorship (GHD) group in June. Switzerland has also committed to long-term support of cash based interventions and is engaged at bilateral and multilateral levels to ensure that cash is well coordinated in program response.

Despite this support, the use of CTP has not yet reached its full potential. In 2016, CTP accounted for only 10% of the humanitarian response, according to the State of the World's Cash Report.

Types of Cash Transfer Programming

Multipurpose cash assistance (MPC) is a transfer (either regular or one-off) corresponding to the amount of money a household needs to cover, fully or partially, a set of basic and/or recovery needs. They are by definition unrestricted cash transfers.

Sector specific cash interventions refer to CTP interventions designed to achieve sector-specific objectives. Sector-specific cash transfers can be restricted or unrestricted, and conditional or unconditional.

Conditional Cash Transfers are cash transfer programmes which requires beneficiaries to undertake a specific action/activity, e.g. attending school, in order to receive assistance; i.e. a condition must be fulfilled before the transfer is received.

Definitions from Cash Learning Partnership
www.cashlearning.org/resources/glossary#Conditional%20Trans

Education in Emergencies (EiE) has been acknowledged as central to humanitarian response.

Multiple studies reiterate that education is a top priority for communities affected by crisis. Education provides critical benefits: schools give families a sense of stability, structure and predictability during times when they are most struggling; education gives direction and hope to families that their lives will improve, and their children will not be left behind because of the crisis; education preserves social cohesion in the face of conflict and helps protect communities; and, schools provide a platform for other services. If the humanitarian community is serious about accountability and responding to the priorities of people affected by crisis, education must be at the center of the response.

The use of CTP for EiE can facilitate access to schooling, prevent school drop-outs, increase enrolment and attendance.

Evidence has shown that using CTP for EiE helps alleviate economic barriers to education such as tuition costs and other fees such as uniforms, school materials and transportation. Using CTP for education at the right time and at predictable, regular intervals, helps families send their children to school while also planning for, and attending to, other financial needs. This means synchronizing distributions when families incur expenses, which are typically highest at the beginning of the school year, followed by lower expenses throughout the year.

Integrated programming is required as CTP alone will not be enough to overcome all of the barriers children face in accessing school.

Additional barriers children face include school safety and other protection issues, teacher training and resourcing. Unless these education barriers are alleviated cash alone will not be enough to strengthen education outcomes. Such situations call for the integration of cash transfer programming with interventions aimed at reducing or eliminating these barriers. Complementary interventions can include support to families to put together documentation required to enroll in school; advocacy to modify such requirements for conflict-affected children; and interventions aimed at increasing school capacity and safety. Applying an integrated approach for EiE requires closer collaboration between sectoral and cash experts. The NORCAP hosted Cash and Market Capacity Project (CashCAP) provides important technical support for inter-agency cash and cash coordination requests. Currently, CashCap is supporting 40-50% of cash coordination globally.

Crisis affected people understand their needs in an interdependent manner and assessments should reflect this.

Appreciating the multiple drivers and priorities around household budgets will allow actors to better integrate and provide more cohesive assistance. Sector representation in Cash Working Groups is therefore essential, and education actors must represent the sector in these fora as well as in assessments. An example from Mercy Hands Iraq showed the importance of assessments; knowing what people's priorities were on the ground helped incentivize enrolment and ensure children accessed education in Baghdad, Mosul and Falluja.

Further, intersectoral coordination of EiE, where schools are used as a platform for other services, can have multiple benefits. An example from Relief International in Somalia involves schools being used as hubs for intersectoral responses during the drought, which has led to increased retention rates. Improving water and sanitation facilities for girls, for example, increased girl enrolment and retention by 10-20%.

Coordinating with local actors, including government, is essential for relevance and ownership.

Local actor involvement ensures that relevant solutions and efforts are integrated into education and cash program approaches. In Somalia, the local NGO Daryeel Bulsho Guud (DBG) is being supported by the Education Cannot Wait Fund, to provide restricted and conditional cash transfers for education and other integrated EiE and other sector interventions. Meanwhile, in Iraq, Mercy Hands worked closely with the Ministry of Labour and Social Affairs to conduct a pilot mapping to identify social services for vulnerable families receiving cash for education from the government social safety net. Additionally, Ministry staff have been trained so that they can conduct service mapping elsewhere in Iraq in the future.

Plan for long term approach, linking with existing social safety nets where possible.

Building linkages with, and providing technical support to, government actors will promote cash programs connected to social safety nets, where they exist. This not only brings local ownership but also safeguards continued support once the cash transfers are finished. Strengthening social protection is not a short-term investment: building local and international capacity will take time.

A long-term approach also means focusing beyond primary education.

CTP for education should be linked to vocational opportunities for young people and adolescents. An example was described in Lebanon, where CTP was connected with livelihood centers so that older children received technical training and job placement when the cash assistance ended. EiE programming should also coordinate with secondary and tertiary education opportunities such as scholarships so that students graduating from primary school have choice in continuing their education.



Ways Forward.

The Global Education Cluster (GEC) will continue to build the evidence for the use of CTP for EiE. Understanding that cash can be part of the solution to getting more children to school, the Directorate-General for European Civil Protection and Humanitarian Aid Operations (DG ECHO) is supporting the GEC to continue investigating and promoting use of cash for EiE. Guidance and best practice for the use of CTP for EiE is being developed so that EiE practitioners can have a more informed understanding of how this modality can be used for EiE responses.

List of Speakers

Hans Brattskar	Permanent Representative of Norway to the United Nations
Sabrina Dallafior	Deputy Permanent Representative of Switzerland to the United Nations
Maria Agnese Giordano	Global Education Cluster
Lise Grande	Resident Coordinator/Humanitarian Coordinator in Yemen (via video)
Hugo Slim	International Committee of the Red Cross, <i>Moderator</i>
Dana Truhlarova Cristescu	Global Education Cluster/CashCap
Sarthak Kumar Pal	Relief International Somalia
Khalid Jawad Kadhim Al Sabah	Mercy Hands Iraq
Juliet Lang	United Nations Office for the Coordination of Humanitarian Affairs
Mohamed Hasan	Daryeel Bulsho Guud Somalia
Judit Barna	DG-ECHO
Benedicte Giaever	NORCAP/Norwegian Refugee Council
Stefan Bumbacher	Cash Learning Partnership



Ways Forward

The Global Education Cluster, in partnership with the Permanent Mission of Norway and Permanent Mission of Switzerland to the United Nations and other International Organisations in Geneva, look forward to building on these messages in the next Elevating Education in Emergencies meeting in mid-2019. That meeting will explore working with national partners for more inclusive interventions, specifically looking at accountability to affected people and localization.