

Humanitarian Response Funding (HRF)
Education in Emergencies
Project Funding Guideline (August, 2009)

I. HRF Overview

The HRF is used to respond to both naturally triggered disasters – floods, droughts and outbreaks of disease – and also to complex conflict-related crises. Distribution of funds is based on an assessment of needs within the context of both the 12-month Joint Humanitarian Appeal and Flash Appeals that may emerge during the year. It will facilitate rapid humanitarian responses

- for slow or sudden on-set disasters,
- in ‘hot spots’ that may develop during the course of an emergency,
- to fund humanitarian assistance required to save lives or protect threatened livelihoods,
- to meet critical short-term humanitarian needs

HRF funds are primarily available directly to NGOs. UN agencies may access HRF funding but only when no NGO is able or willing to implement a desired response. The HRF does not directly support indigenous Ethiopian NGOs at present as the HRF team lacks the capacity to assess the capabilities and governance of such agencies. However, through partnership and sub-granting local NGOs may receive HRF allocations indirectly through international NGOs or UN agencies. Disbursement of funds is based on identification of agencies that have a comparative advantage in responding to identified humanitarian needs and other criteria as determined by the Review and Advisory Boards. The fund will supplement government response efforts and other sources of funding for humanitarian interventions.

II. Rationale for Funding EiEs

Education in emergencies (EiEs) is a life-saving emergency response that qualifies for the Humanitarian Response Funding (HRF) due to the following reasons:

- Education is a right, even in an emergency situation;
- Can offer protection from exploitation and abuse;
- Can be lifesaving and is a key part of a child’s survival strategy;
- Helps to create a sense of normality and can help children to deal with the effects of a crisis;
- Is children and parents’ priorities during emergency situations;

- Helps disseminate vital life saving knowledge and skills (e.g. landmines awareness, health information, hygiene promotion – cholera prevention);
- Can provide safety from grave human rights violations (forced recruitment, abduction, sexual abuse, exploitation);
- Reduces child mortality
- Can facilitate family reunification;
- Can identify and reach children with special needs, such as experience of trauma or separation;
- Contributes to economic growth, peace and stability and good governance;
- Can improve children enrolment and increase retention in schools through school feeding program.

III. Role of the Education Cluster in the HRF Funding Process

As per the guideline of the HRF, the cluster will:

- Monitor the impact of different hazards on education and identify hotspot areas for EiEs interventions;
- Provide technical comments on EiEs project proposals based on identified needs, timeliness, cost effectiveness, and comparative implementation strategies and the capacity of partners;
- Will review and update proposal evaluation criteria when seen necessary.

IV. Project Proposal Evaluation Criteria

The proposed intervention should:

- Respond to an emergency education need identified through sound assessment;
- All interventions should be in line with the National Education and Training policy (1994) and the objectives of the Education Sector Development Plan.
- Conform to geographical priorities in emerging prone regions.
- Meet geographic needs as identified by Regional Government in Emergency Needs Assessments (where conducted) or by Regional Education Taskforce (where operational).
- Adequately define acceptable methodology, standards, and indicators;
- Demonstrate that the implementing agency is capable of delivery with prior experience of education and/or emergency programming;
- Ensure that the cost structure and staffing levels proposed are consistent with the HRF policy and cost effective implementation;

- Demonstrate adequate linkages between the intervention and early recovery activity phases.
- There should also be proper exit strategy in the context of HRF and education.

V. Cluster Co – Chairs:

For further information, please contact the co-chairs at the contacts below;

1. UNICEF

Focal Person: Kefyalew Ayano, kayano@unicef.org or

Aisling Falconer, afalconer@unicef.org

2. Save the Children UK

Focal Person: Nicki Berry, Nicola.b@scuk.org.et or

Markos Tadesse, Markos.T@scuk.org.et

HRF Assessment of Project Proposal Education Cluster

Title:	Date Received by UNICEF and/or SC-UK:
Implementing Agency:	Date Reviewed by Education Cluster:

Factor	Remarks	Score ¹
1. Geographic Focus		
Recognition of 'hotspot' emergency areas based on identified needs		
2. Background		
(i) information from recent assessment (summary attached if it exists), number of dropped out children, schools closed...etc		
(ii) details of Education situation with focus on girls and vulnerable groups		
(iii) Critical humanitarian needs and priority interventions		
(iv) clear problem definition and gaps including target population,		
(v) linkage , coordination plan		
3. Project Description		
Detail description of how the project is a solution to the problem		
If there is any linkage with crosscutting issues e.g. the project addresses the critical needs and gaps related to gender and HIV/AIDS...etc		
Indicators disaggregated by sex		
Approaches employed to address the needs		
4. Objectives and Indicators		
Clear link to problem definition; SMART		
Indicators and means of verification described		
5. Agency Profile		
Record of undertaking Emergency Education		
Operational Presence in target Woreda /Region		
6. Activities		
Clear link to objectives and problem definition		
Integrated approach to education of children		
Integrated approach to other sectors like WASH, protection, Health, Nutrition, etc		
Emergency, life saving focus rather than developmental and if minimum standards of education during emergencies included		
Supply plan and distribution included		
7. Coordination		
Coordination with other NGOs / Agencies defined		
Coordination with Government initiatives defined		
Assumption risks and constraints anticipated		
Timeline included in proposal		
Exit strategy described		
8. Monitoring		
Monitoring system described based on indicators for objectives		
Progress and final reports timelines indicated		

¹ Scores: 4: Accepted 3: Accepted but needs explanation: 2: Needs revision; 1: Low ; change the proposal

9. HR		
Human resources required in narrative especially use of national and expatriate staff		
Project partners if required		
10. Project Budget		
Project Budget breakdown reflects activities and scope		
Whether cost breakdown is reasonable		
Whether most of administrative cost is covered by implementing partner		
Project Support Costs <10%		
11. Logical frame of work for the year ...2009		
Strategic results		
Objective out puts		
Whether 60% affected school children included		
12. Project Implementation Schedule Plan		
Duration and Timeline in months/weeks		
Whether all activities listed are included		
Overall Comments		

Reviewed By:	Reviewed By:	Reviewed By:	Date:

Additional Comments on Proposal

FEDERAL