

GLOBAL EDUCATION CLUSTER STRATEGY PACKAGE

CASH AND VOUCHER ASSISTANCE CHECKLIST

This checklist provides guidance for considering cash and voucher programme delivery modalities throughout the Cluster Strategy document and development process on an equal footing with in-kind distributions. Cash and voucher assistance (CVA) is an intervention that targets households or individuals and primarily supports access to education. If designed and implemented appropriately, CVA can be a more dignified means of assistance, allowing recipients choice and flexibility in meeting their own needs. Moreover, if delivered at scale, CVA can contribute to the smooth functioning of local markets and more broadly of the local economy. This Checklist follows the same step-by-step structure as the full [Guide for Developing Education Cluster Strategies](#) available in the [Strategy Package](#).

I. PREPARE FOR STRATEGY DEVELOPMENT

- ❑ *Consider who is part of the Strategy Task Team.* Ensure that the Cash Working Group (CWG) Coordinator or other staff supporting the CWG such as the Technical Advisor or Information Management Officer participate and contribute to specific Strategic Task Team meetings or other consultative events as part of the Strategy development process. Depending on context, inviting Cluster partner cash or social protection technical staff or government social protection representative can also be good ways of ensuring that technical expertise is available to ensure the consideration of cash and voucher modalities during the Strategy development process.
- ❑ *Review key documents.* Look for resources that have documented CVA work in humanitarian response in your context before. Include in your review both sector-specific CVA for EiE outcomes and multipurpose cash¹ (MPC). Work together with the CWG, in particular on MPC. Evaluations, lessons learned reviews or reports from previous crises can be rich sources of guidance on good practice and previous challenges. If there are any social protection programmes with planned education outcomes, work with the government and with staff working on development issues to understand good practice and challenges encountered by those programmes. Review the resources relating to CVA in the Resource section below, especially the [GEC Synthesis and Guidelines on CVA for EiE](#).
- ❑ *Identify intersectoral resources and activities.* Increasingly, MPC is used to ensure access of affected populations to basic goods and services, including education. Find out if OCHA plans to include an optional MPC chapter in the HRP chapeau and if this chapter will also have a budget. Get in contact with the CWG to find out whether the Minimum Expenditure Basket² (MEB) in your context includes education and all the details related to it (education items included, percentage of the MEB dedicated to education, planned revisions).

¹ Multipurpose Cash Transfers (MPC) are transfers (either periodic or one-off) corresponding to the amount of money required to cover, fully or partially, a household's basic and/or recovery needs. The term refers to cash transfers designed to address multiple needs, with the transfer value calculated accordingly

² The Minimum Expenditure Basket (MEB) is defined in the literature as what a household requires in order to meet basic needs – on a regular or seasonal basis – and its average cost.

- ❑ *Develop timeline and workplan.* Build in time to allow for consultations with the CWG and other clusters implementing CVA. This does tend to require additional time and resources if done properly, especially if the use of CVA for education outcomes is new in your context.

2. GATHER EVIDENCE AND DETERMINE NEEDS

- ❑ *Secondary data review.* When preparing the SDR tool / matrix, ensure that relevant CVA thematic tags (e.g. economic barrier; education related expenditure; cash feasibility) are included in order to enable tagging and subsequently analyzing of CVA data relevant for education.
- ❑ *Multi-sector needs assessment.* Use the MSNA results to understand patterns about household income, expenditures and their prioritization and household economy in general. This can include number of affected households that are under the poverty line and therefore unable to meet their basic needs in general, as a clear indication that the households in question cannot meet their education-related needs (in case they have school aged children among their members).
- ❑ *Needs assessment.* If no or insufficient secondary data was found on education-related expenditure and if no information is available from MSNAs, gather it through primary data collection. Possible questions are: top three reasons for not attending education / for school drop-out (the list should include non-affordability of education-related expenses / lack of financial resources, and child labour); the total initial cost of sending a child to school, at the beginning of the school year; recurring education-related expenditure during the school year; cost per item (uniforms, textbooks, school fees, etc.), items received free of charge by the child from school; education related items needed by household each year to meet standards related to education. Refer to the [GEC Checklist on Considerations for CVA in EiE Needs Assessment](#) for more information.
- ❑ *Market assessments.* Always select key markets to be assessed based on the findings of needs assessments. When assessing key markets, aim to understand their capacity to deliver part or all of the needed assistance and determine whether the market needs support in order to supply the identified key goods to affected populations, and the type of support needed. Assessing market capacity and need for support implies assessing the following elements: current capacity of markets to provide the needed goods in sufficient quantity and quality, ability and willingness of markets to adapt to increased demand, access of affected populations to markets, power dynamics in the market, the expected impact of different modalities of assistance (cash transfers, vouchers, in-kind) on the market.
- ❑ *Education Cluster Needs Overview.* The analysis in this document should highlight economic barriers to education that CVA can address and results from market assessments on access of affected populations to and availability of education goods and services.

3. PLAN A HARMONIZED RESPONSE

- ❑ *Prioritization.* As explained in the Strategy Guide, the response planning process must be driven by the documented needs and priorities of affected people. Work with the CWG to understand the overall economic needs across sectors of affected people and their preference in terms of programme delivery modalities. Assessing government and donor acceptance of the CVA modality is also important.
- ❑ *Response framework – strategic objectives.* As shown in the [GEC Synthesis and Guidelines on CVA for EiE](#), CVA supports access to education, more precisely financial access. This makes CVA well-suited for contributing to access to basic goods and services strategic objectives, and to a more limited extent to life saving and resilience strategic objectives. As CVA is a programme delivery modality used across sectors, it can act as a bridge between sectors and can be extremely useful and strategic to

think inter-sectorally. On access to basic goods and services, lifesaving and resilience strategic objectives, it can be useful to compare notes with other Clusters and with the CWG. How are they working on CVA, and in particular on MPC? How are they delineating and aligning with development work in social protection, in their sector and especially across sectors? What role is capacity building playing for them and what modalities are they using?

- ❑ **Response framework – quality standards.** As discussed in the Strategy Guide, each activity in the Response Framework should have agreed quality standards defined for operationalized use. In the case of CVA, these quality standards have been defined for certain aspects of cash programming for all sectors and are included in the [Cash Learning Partnership Programme Quality Toolbox](#). In many cases the government also have standards for certain aspects of CVA, for example Know Your Customer³ (KYC) rules. You may need to work with cash technical specialists to determine how to operationalize these in your context. Coordination with the CWG and other Clusters can ensure consistency.
- ❑ **Response framework – capacity building.** Work with the CWG and other Clusters to understand what the needs for capacity building on CVA at country level are. Based on this joint understanding, work further with Education Cluster partners to understand if training needs on sector-specific CVA for EiE exist and can be delivered in coordination with the CWG.
- ❑ **Response framework consultations.** Depending on timing and availability, it can be beneficial to invite your counterparts from the CWG and in some cases from other Clusters such as the food security cluster to participate in workshops relating to Response Planning. At minimum, reach out to the CWG in the preparation stage and to share a near final draft of the Response Framework to allow for feedback and adjustments from the CWG Coordinator and members. There might be some key outstanding questions that you highlight for specific feedback, for example around contextualized standards, final structure and value of the MEB, or anticipated MPC as part of the planned response and which entity is leading on it.
- ❑ **Harmonized project sheets.** Encourage Cluster partners to include projects using the cash and voucher delivery modalities whenever appropriate and feasible. Cluster partners will only be able to include sector-specific CVA for EiE in the project sheets. Liaise with OCHA to understand how MPC projects are submitted.
- ❑ **Response framework – activities.** If lack of money is a significant barrier to access to education, CVA can be the solution. However, it is important also to understand what other barriers hinder children’s access to education, so that they can be addressed in an integrated manner when designing the CVA. Ensuring that schools have sufficient capacity to absorb the additional demand triggered by CVA is essential. When socio-cultural barriers to education exist in combination to economic barriers, conditionalities can be considered, while taking also care that the use of conditionalities does not exclude vulnerable children. When MPC is planned by the CWG in collaboration with Clusters, make sure that that a sufficient amount is included in the MEB for education, that the MPC transfer value takes into account the education component of the MEB and that MPC targeting includes all households with school-aged children in need of support. When no MPC is planned or when the MPC doesn’t cover education, the Cluster can consider delivering sector specific CVA for EiE outcomes, while making sure that the other basic needs of affected people are covered by the other Clusters. This will ensure that CVA for EiE is spent for the intended purpose.

³ This usually refers to the information that the local regulator requires financial service providers (FSPs) to collect about any potential new customer in order to discourage financial products being used for money laundering or other crimes. Some countries allow FSPs greater flexibility than others as to the source of this information, and some countries allow lower levels of information for accounts that they deem to be ‘low risk’.

4. ENSURE ALIGNMENT AND CONTINUITY

- ❑ *Partnership supports alignment and continuity.* Some Education Sector Plans will include identification of social protection interventions that link to education. Identifying these pre-existing linkages and building them into the Cluster's response CVA-related activities can reinforce them and encourage alignment. Be aware that sometimes existing social protection systems are weak and do not have the capacity to respond in a timely manner to humanitarian needs.
- ❑ *Inter-sectoral highlights.* As you complete your [Alignment Matrix](#), consider highlighting inter-sectoral components of the various plans analyzed, in this case MPC or CVA in other sectors such as food security, and the way education programming connects with that. Education programming can mean supply and demand side interventions other than CVA, or EiE specific CVA. For example, if MPC does not cover education, the Cluster can consider the delivery of EiE specific CVA to households with school-aged children. Also, in many cases cash transfers or vouchers covering education expenses have been delivered together with cash transfers or vouchers for food.
- ❑ *Inter-Cluster alignment.* There is a dedicated tab in the [Alignment Matrix](#) which provides a format for noting the activities in the Response Plan that are inter-sectoral in nature. This will allow the Cluster not only to document the inter-sectoral links, but also note how the Clusters are dividing responsibilities and avoiding duplication. For example, in case MPC includes education, there should be a note on how MPC ensures financial access to education. In case MPC does not include education, the inter-sectoral link column in the [Alignment Matrix](#) can explain the distinct targeting and timing of MPC and the EiE specific CVA. In those cases when EiE specific CVA is delivered with CVA for food, the [Alignment Matrix](#) can demonstrate the responsibilities of each Cluster, as well as the synergies sought by delivering together these two types of CVA.
- ❑ *Humanitarian Response Plans.* CVA is a programme delivery modality and since 2020 OCHA has clear guidelines on how to include it in the sectoral chapters of the HRPs. This includes clarifying whether CVA will be used to deliver planned programmes, information on evidence used to determine the use of CVA (i.e. market functionality, economic barriers encountered when accessing education, the percentage of the response delivered by using CVA and numbers of people targeted with CVA, as well as outcome-based, non-CVA specific indicators). MPC is included in the HRP chapeau on an optional basis and does not always have an associated budget.

5. DEVELOP MONITORING TOOLS AND PLAN

- ❑ *Monitoring agreements and rules.* As for all the other inter-sectoral activities, it is essential that all Clusters are fully aware who is collecting which monitoring data and from whom in order to avoid double counting. In the case of CVA, Clusters are required to collect information on sector specific CVA and it has been usual practice for CWGs to collect information on MPC. When other Clusters or the CWG will lead on a potentially education-based activity, ensure that they include key education metadata in their monitoring forms whenever possible.
- ❑ *Monitoring and Information Management.* Ensure that the Education Cluster Monitoring Tool (or 3/4/5 Ws equivalent) and resulting analyses and information products and report capture the use of the CVA modality. More details are included in the [CVA Essentials for Education Cluster IMOs](#).

6. FINALIZE THE STRATEGY

- ❑ *Communicating the strategy.* Plans should be put in place to communicate the finalized Education Cluster Strategy, and in particular the Response Framework, to those working in other sectors and Clusters. Additionally, in case your Strategy makes use of the CVA modality, it is essential to

include the CWG. You may request to attend other Clusters and the CWG meetings to briefly present how CVA is integrated in the Education Cluster Strategy and highlight key areas of coordination and collaboration. As recommended in the [Inter-sector Planning Checklist](#) of the GEC Strategy Package, you can develop a one- or two-page summary guidance of key intersectoral issues to share with partners across different Clusters and the CWG, and include CVA-related issues in it, as outlined under the Alignment and Continuity section of this checklist.

RESOURCES

RESOURCE & LINK	DESCRIPTION
Synthesis and Guidelines on CVA for EiE	The Global Education Cluster flagship publication on CVA for EiE outcomes, including MPC and EiE-specific CVA.
Making CVA work for education responses	The condensed version of the Synthesis and Guidelines on CVA for EiE .
Desk-based review on CVA for EiE	A comprehensive review of CVA for EiE, which served as a basis for the Synthesis and Guidelines on CVA for EiE . Contains much more programme examples than the Synthesis.
Checklist on Considerations for CVA in EiE Needs Assessments	A concise checklist of aspects to be included in needs assessments so that CVA can be considered as a programme delivery modality. Covers secondary data review, primary data collection, market assessments and data that can be used from multi-sectoral needs assessments.
CVA Essentials for Education Cluster IMOs	A one-page resource for IMOs clarifying CVA terminology and suggesting how to include CVA in Cluster 3/4/5 Ws.
Linking Humanitarian CVA for EiE with Social Protection Programmes	A two-page resource on aligning humanitarian CVA for EiE with national social protection systems, including ways of enhancing coordination, key questions for determining the role of national systems for humanitarian CVA implementation, and options for linking humanitarian CVA with national systems.
Response Analysis Tool for the use of CVA for education outcomes in emergencies	This Response Analysis Tool aims to equip education actors with guidance and tools to undertake effective response analysis, contributing to the design and implementation of quality, effective and consistent CVA for education outcomes.