

## HNO and HRP process – CVA quality checklist

### Why it is important to include CVA in HNOs and HRPs

The use of Cash and Voucher Assistance (CVA) has increased considerably in the past years, from 10.6 per cent of international humanitarian assistance in 2016 to 19 per cent in 2020. Today, CVA is widely recognized as a more flexible and dignified modality for providing humanitarian assistance and is also the modality preferred by many recipients. CVA cuts across sectors and thus supports the aim of the humanitarian programme cycle (HPC) to cooperate, achieve collective results and improve accountability to affected populations.

CVA for EiE helps to remove economic barriers that households and children face in their access to education, leading to increased enrolment/attendance and decreased drop-out rates. Education Clusters should evaluate the relevance, appropriateness, and feasibility of CVA, in order to achieve EiE specific outcomes. The results and information from the HNO (analysis) will allow to assess response options and to select the most suitable type of intervention (cash, voucher or in-kind) in the HRP (response) while ensuring the linkages between the Education cluster chapters of the HNO and the HRP.

#### Key terms

**Cash and Voucher Assistance (CVA)** refers to all programmes where cash transfers or vouchers for goods or services are directly provided to recipients. In the context of humanitarian assistance, the term refers to the provision of cash transfers or vouchers given to individuals, households or community recipients – not to governments or other state actors.

For EiE specifically, cash transfers made directly to institutions with the objective of strengthening education services, such as teacher incentives and cash grants to schools, are considered transfers to governments or other state institutions (and not individuals or households or communities) and do not fall under the definition of CVA.

### Integrating CVA in HNO and HRP

#### Tips for the HNO:

To inform CVA appropriateness and feasibility analyses, Education Clusters should:

- Investigate in need assessments the existence and magnitude of economic barriers to accessing essential education goods and services. Secondary data is often available. If not, multi-sector needs assessments usually collect data on household income, expenditure, debts.
- Join intersectoral market assessment and monitoring initiatives where they exist or encourage the starting of such initiatives.
- Ensure that an education goods and services price and availability analysis is conducted, based on secondary data review, engagement with the Cash Working Group or direct primary data collection.
- Develop an understanding of acceptance of CVA by affected people, governments and donors, and of the capacity of (financial) service providers. Engage with other sectors to assess CVA-related and other protection risks, and to learn about existing social protection programmes, to further determine feasibility of CVA.

#### What information to include in the Education chapter of the HNO:

- Analysis of economic barriers to education.

- Results from market assessments on access of affected populations to markets and availability of education goods and services.

**What information to include in the sectoral chapter of the HRP:**

- Clarify whether CVA will be used to deliver planned programmes.
- Include information on evidence used to determine use of CVA (i.e. market functionality, financial barriers encountered when accessing education), or if the case, justify why CVA will not be used.
- State the percentage of the response delivered by using CVA, and information on the number of people targeted with CVA.
- Include outcome-based, non-CVA specific indicators for the monitoring of sector-level objectives.

For more information, please check the [OCHA enhanced HPC approach: stronger focus on cash](#).

**Good practices**

- Example of MSNA survey including indicators on income, expenditure, debt and access to markets: [Example from Iraq](#)
- Joint market assessments (JRAMs) and joint market monitoring initiatives (JMMIs) can be used to inform analysis contained in HNOs and response analysis informing the HRPs: [Somalia Joint Market Monitoring Initiative](#), including education goods

**Examples of good enough activities and indicators:**

<u>HNO</u>	<b>Examples from 2022 HNOs</b>
Include information relevant to determining factors driving need and an understanding of obstacles or challenges (i.e. economic barriers)	Parents' and guardians' inability to afford educational materials was reported as the main barrier to school attendance/enrolment for both boys and girls (47%) (Nigeria, 2022)
As part of an analysis of contextual factors and risks, consider market access and performance for key education goods and services	e.g. learning materials exist in sufficient quantity and quality on the local markets; transport services are functional and can be used by children

<u>HRP</u>	<b>Examples from 2022/2021 HRPs</b>
Clarify whether CVA will be used to deliver planned programmes	Cash and voucher options will be used mainly for winterization and potentially cash support for adolescent girls to continue accessing education (Afghanistan 2022)
Include information on evidence used to determine use of CVA (i.e. market functionality, economic barriers to education)	If the context allows (availability of school materials on the local market, safety of cash beneficiaries) the cluster will use CVA for the most vulnerable households to ensure enrolment of their children (Chad, 2022)
State the percentage of the response delivered by using CVA	For the provision of essential education supplies to vulnerable families (...) some partners plan to use cash and voucher modalities and it is estimated that it will constitute

	around 10 per cent of the total cost of the response in education (Ukraine 2022)
Include outcome-based, non-CVA specific indicators for the monitoring of sector-level objectives.	Number of targeted girls and boys (3-10) supported by partners to access quality and inclusive pre-primary/primary learning opportunities. (Myanmar, 2021)

### Key resources:

- [Considerations for Cash and Voucher Assistance in Education in Emergencies Needs Assessments](#), also available in [French](#), [Spanish](#) and [Arabic](#).
- GEC Note on [Linking Humanitarian Cash and Voucher Assistance with Social Protection Programmes](#), also available in [French](#) and [Spanish](#).
- GEC Note on [COVID-19 Implications for Programming of Cash and Voucher Assistance for Education in Emergencies](#), also available in [Spanish](#).
- [Synthesis and Guidelines on Cash and Voucher Assistance for Education in Emergencies](#), also exists in [French](#), [Spanish](#) and [Arabic](#).
- GEC guidance on [Cash and Voucher Assistance Essentials for Education Cluster Information Managers](#), also available in [French](#) and [Spanish](#)
- Guidance on [Child safeguarding in CVA](#), also available in [French](#).

### **Support Options:**

Remember to use the **GEC Helpdesk** ([help.edcluster@humanitarianresponse.info](mailto:help.edcluster@humanitarianresponse.info)) and **Skype Group** or directly contact Dana Cristescu ([dtcristescu@unicef.org](mailto:dtcristescu@unicef.org)) in case you have questions and need good examples from your colleagues in other countries.