

Checklist

This document presents some of the main considerations to keep in mind pertaining to Cash and Voucher Assistance (CVA) when conducting Education in Emergencies (EiE) needs assessments. [Section 1](#) introduces some key CVA concepts within the needs assessment process and [Section 2](#) serves as a checklist for potential actions when considering CVA within EiE needs assessments.

1. Key CVA concepts in the needs assessment process

1.1 Economic Barriers to Education

Children encounter multiple barriers in their access to education, which deter them to go to school. Barriers can be related to the non-availability of the education service and the enabling environment around it, protection-related, social and cultural, and economic. CVA for EiE only removes the economic barriers to education which prevent crisis affected children from accessing education, thereby leading to increased enrollment and attendance. CVA alone will not be enough to bring children to school if they face other barriers, such as protection, cultural or education service availability. Such situations call for the integration of CVA with interventions aimed at reducing or eliminating these barriers which are not economic in nature. CVA is not always an appropriate and feasible way of addressing economic barriers to education. Market assessments (see section 1.3 below) and other feasibility assessments (see section 1.4 below) will inform the final choice between cash transfers, vouchers or in-kind assistance to address economic barriers.

Consequently, make sure that in EiE needs assessments and analyses you take into account **economic barriers faced by children in their access to education**, and you quantify them, as they are central to decision-making processes regarding the use of the CVA response modality. In general, barriers to education appear both directly in the way of households / children in need of education services (demand side), and indirectly in the way of education services that endeavor to respond to these needs of households / children (supply side). In a given geographical area, make sure you understand education needs in an integrated manner, putting demand side economic barriers to education in relation with other demand and supply side non-economic barriers to education¹.

Economic barriers that households face in their access to education can be understood both from the perspective of the households, and of supply side key informants, such as school management and staff, or administrative staff in charge of education programs. However, keep in mind that qualitative data collected from key informants in schools and administration will tell only part of the story of barriers faced by poor children in their access to education, focused mainly on the roots of poverty and education deprivation. A representative household survey, even when done by stakeholders other than from education, can bring in an accurate and wide picture of the numbers of children in need economically, and the actual size of their economic needs. Both qualitative and quantitative data are needed for a clear picture of economic barriers that households face in their access to education.

Resource: [Cash and Voucher Assistance for Education in Emergencies. Synthesis Report and Guidelines](#)

1.2 Education-related Expenditure

To identify and quantify economic barriers, you need to identify and quantify first two other elements: a) the typical structure and cost of **education-related expenditure** per head of child and ultimately per household, depending on the school level attended (pre-school, primary, secondary, tertiary), formal and informal, taking into account sector standards, and b) the extent to which households manage to cover these expenditures from their own pocket. The difference / gap between the two will then give you an indication of the economic barriers faced by children in their access to education.

¹ For more information on demand and supply side barriers to education, and the place of economic barriers to education among them, please see the [“GEC Cash and Voucher Assistance for Education in Emergencies. Synthesis report and Guidelines”](#), pages 11-13.

Further, understanding household education-related expenditures involves two steps: a) identifying the education related goods and services on which households spend money; b) identifying the average price of these identified items. Education-related household expenditure can be for both education goods and services. In emergencies, the most commonly encountered education goods are uniforms, learning materials and school meals outside school. The most usual expenditures for education services are for tuition fees, exam fees, registration fees, and transport to and from school. The actual list of expenditures in a given context needs to be established either through secondary data review or through primary data collection from households, education facilities or administration, or through expert consultations. Use the identified education-related expenditure by households as a basis for the education sector input into the Minimum Expenditure Basket (MEB)².

The extent to which households manage to cover expenditures from their own pocket needs to be understood in collaboration with all the other sectors. This is because of expenditure prioritization, which occurs cross-sectorally. Therefore, if the total available household budget is insufficient, households will either reduce the amount spent in one or several sectors or will completely deprioritize certain sectors. Often, CVA for EiE programs make the assumption that households are not able to cover any education related expenses during emergencies.

Resources:

- [UNHCR et al. Operational Guidelines and Toolkit for Multipurpose Cash Grants. Part 2.](#)
- [WFP Minimum Expenditure Baskets. An Interim Guidance Note.](#)
- [UNHCR et al. Operational Guidelines and Toolkit for Multipurpose Cash Grants. Part 1.2 The Minimum Expenditure Basket](#)
- [Cash and Voucher Assistance for Education in Emergencies. Synthesis Report and Guidelines](#)
- [UNESCO UIS. Availability and Reliability of Education Finance Data in Household Surveys](#)

1.3 Markets of education-related goods and services

Market assessment is essential to determining whether CVA is appropriate, feasible and effective in a context. Every education good and service purchased by population on a regular or seasonal basis has a market of its own. In practice in an emergency response, not all of these markets can be assessed in a given market assessment exercise, because it would be too time and resource consuming. Instead, CVA and markets specialists can help you select key markets for assessment. When assessing key markets, aim to understand their capacity to deliver part or all of the needed assistance (e.g. through a CVA or local procurement), 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.

Resources:

- [IFRC. Rapid Assessment for Markets \(RAM\). Guidelines for an Initial Emergency Market Assessment](#)
- [UNHCR - Multi-sector Market Assessment: Companion Guide and Toolkit](#)

1.4 Other CVA Feasibility Considerations

Make sure you take into account in the EiE situation assessment other **CVA appropriateness and feasibility considerations** such as CVA money transfer mechanisms, CVA-related risks, CVA acceptability, institutional capacity to deliver CVA, education service availability.

Resource: [UNHCR Feasibility and Response Analysis Toolkit](#)

² The MEB is defined as what a household requires in order to meet basic needs – on a regular or seasonal basis – and its average cost.

2. CHECKLIST: Potential actions when considering CVA in EiE needs assessments

#	KEY ACTION	Resources
2.1	Collaboration with CVA specialists and other sectors	
<input type="checkbox"/>	Request the participation of at least one CVA specialist in relevant meetings and work processes related to education in emergencies needs assessments. Throughout data collection and analysis, seek support from CVA specialists, to better understand and interpret data related to economic barriers to education and CVA feasibility. Share relevant findings of the assessment report with CWG members, and with other clusters.	
2.2	Secondary data review	
<input type="checkbox"/>	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.	
<input type="checkbox"/>	Secondary data reviews can be a reliable manner to gather information on household education-related expenditures, and about the capacity of households to partly or totally cover this expenditure. Potential information sources on such expenditure are UNICEF MICS, UNICEF MODA, UNICEF country statistics, Demographic Health Surveys (DHS), the International Household Survey Network (IHSN), national statistics institutes, etc. In the particular case of education related expenditure, pre-crisis data can be more reliable, more detailed and less time consuming than post-crisis primary data collection.	<ul style="list-style-type: none">- UNICEF MICS- UNICEF MODA- Demographic Health Survey- International Household Survey Network- World Bank Poverty and Equity Database- UNESCO Institute for Statistics
<input type="checkbox"/>	If no pre-crisis secondary data on education-related expenditure is available, the Cash Working Group (CWG) can be a source of in-crisis and post-crisis data on household expenditure.	
<input type="checkbox"/>	Engage with CWG Coordinators to identify secondary data sources for selected elements of markets analysis such as access of affected populations to markets and to a certain extent, power dynamics in the market.	
<input type="checkbox"/>	Engage with the CWG, with other clusters (e.g. the Food Security Cluster) or with individual agencies with strong CVA capacity to understand what the main money transfer mechanisms in the emergency-affected areas are, what are the risks and benefits related to their use, and the costs incurred when engaging with them. Absence of data on money transfers mechanisms at the level of these coordination structures or agencies can be an indication of a context not very favorable to CVA, or of the fact that the use of CVA is at its beginnings in your context.	<ul style="list-style-type: none">- UNHCR Cash Delivery Mechanism Assessment Tool- CaLP Delivery Mechanism Matrix
<input type="checkbox"/>	Engage with the CWG, other clusters or individual agencies with strong CVA capacity to find out whether any common CVA delivery platform will be created, as these can help transfer money to beneficiaries at lower costs, and generally in a more effective manner.	<ul style="list-style-type: none">- CaLP page on operational models

- Engage with the CWG or with the Protection Cluster to collect secondary data on CVA related risks, including protection risks, and to understand how other sectors or agencies manage identified risks.
 - [CaLP page on CVA and risk key resources](#)
 - [UNHCR, DRC, GPC, Oxfam, Save the Children, WRC, WFP. \(2015\). Guide for Protection in Cash-Based Interventions](#)

- Engage with the CWG and with individual agencies with strong CVA capacity to understand to what extent the CVA modality is accepted by affected populations, government and various donors.

- Engage with the CWG and Social Protection Working Groups where these exist to understand the capacity of humanitarian organizations on the ground to deliver using the CVA modality. This includes the capacity of government social safety nets to respond to shocks.
 - [World Bank ASPIRE Database](#)
 - [Strengthening Institutional Capacity - CaLP](#)

2.3 Primary data collection

- If no or insufficient secondary data was found on education-related expenditure, 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.
 - [REACH and UNICEF Iraq Baseline Assessment for Education Cash Transfer Programming for IDPs in Dahuk Governorate](#)
 - [Jordan Education Sector Working Group. Access to Education for Syrian Refugee Children and Youth in Jordan Host Communities](#)
 - [Save the Children. Sector Minimum Expenditure Baskets. HEA Resilience Study.](#)
 - [Save the Children. Operational Guidelines: Calculating a Sector Minimum Expenditure basket](#)
 - [World Bank and UNESCO OIS: Measuring Household Expenditure on Education. A Guidebook for Designing Household Survey Questionnaires.](#)

- Do not make assumptions about the expenditures that households struggle to cover. Ask open questions instead, and give space to the respondents (households, school managers or other key informants) to identify themselves the expenditures that households cannot cover because of lack of financial means.

- Once relevant education-related expenditures are identified and included in the MEB, work with the CWG to ensure the market prices are collected and regularly updated for the selected goods and services. In some contexts, this is done through joint price monitoring, initiated and managed by CWGs.
 - [REACH. Monthly Factsheet CWG Iraq - Joint Price Monitoring Initiative](#)

- Once you understand which education-related expenditures are made by households on a regular basis, work with cluster partners and with CWG Coordinators to identify selected key markets for the education related goods and services and context-appropriate methods and tools for their assessment.
- Engage with CWG Coordinators to identify market assessment processes to which the education cluster can connect. This includes multi-sectoral market assessment processes such as the Joint Rapid Assessment of Markets (JRAM) where these exist.
- In Joint Education Needs Assessments (JENA), assess the ability of education services to respond to increased demand. Use collected data to make decisions related to the scale of the CVA.

-[REACH. Iraq Joint Rapid Assessment of Markets \(JRAM\)](#)

2.4 Multisectoral needs assessment (MSNA)

- 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).

-[Iraq Multi Cluster Needs Assessment, Round VI](#)