

LOCALISATION CASE STUDIES

Case studies prepared by national and international organisations to share their experiences of consciously promoting locally led humanitarian action through equitable partnerships. These case studies were prepared as part of efforts to raise awareness of [DG ECHO's localisation guidance note](#) published in March 2023. The examples shared in these case studies are funded by a range of different donors.

How to Support Local Leadership in the Coordination of the Education Cluster

Adapted from the GEC “*How to*” Series (and although not strictly a case study), this “how to” paper has been shared as an example of how a global mechanism puts together a learning document in order to share examples, good practices and learnings across its membership. The document also contains some interesting reflections on the benefits, challenges and risks for different parties associated with localising leadership, together with sharing recommendations and a large number of links to further resources.



The localisation agenda, conceptualised initially by the [Grand Bargain](#) in 2016, focuses on promoting opportunities to increase the involvement of local and national organisations in the humanitarian system and this includes: increasing their direct funding, supporting capacity development, enhance inclusion and to create more **leadership opportunities**.

Based on the [definitions paper](#), endorsed by the Global Cluster Coordination Group (GCCG) in March 2023, the Clusters/Areas of Responsibilities (AoRs) agreed the importance of supporting local leadership by defining national and local non-governmental organisations (L/NNGOs) hosting cluster leadership positions as Cluster Co-Coordinating Partners (CCPs). The individuals hired by CCPs to work in cluster leadership are titled Co-Coordinators.

Some of the [benefits](#) of a national organisation engagement/support in cluster leadership:

- ✓ Enabling the opportunity to transition to national leadership and shifting power and responsibility of humanitarian action to national actors.
- ✓ The national organisation would represent local community and could support the mobilisation of the affected population to better voice their needs and to achieve community driven action in cluster-led processes, including the Humanitarian Needs Overview (HNO) and the Humanitarian Response Plan (HRP).
- ✓ L/NNGOs can support the engagement of national networks and share contextual knowledge and best practice experiences to enhance locally-led humanitarian response and nexus with development.

¹ DG ECHO's guidance note [Promoting Equitable Partnerships with Local Responders in Humanitarian Settings](#), March 2023

- ✓ National organisations understand cultural norms, ethnic dynamism of the country, they can communicate in local languages.
- ✓ Promotion of L/NNGOs to set their own agendas, developing solutions, and coordinating for the capacity, leadership, and resources to realise these locally-led solutions.
- ✓ In the absence of international coordinators (e.g. during the COVID pandemic or when the CLAs are recruiting), the national co-coordinator can support normal function of the cluster, increasing sustainability, predictability, continuity and longevity of leadership
- ✓ A national organisation in a leadership position could encourage more local organisations to become involved in the education cluster and other UN-led humanitarian responses.

Challenges and risks of a national organisation taking up coordination leadership functions:

- L/NNGOs generally have a lack of access to longer-term funding in emergency response. This can make it difficult for them, without support, to host roles for an extended period of time, especially when these roles are not responsible for direct project implementation.
- Humanitarian coordination positions have historically been held by international organisations and therefore there could be a challenge of inclusion and access to information for national organisations taking up these roles, requiring cluster coordinators to actively work on facilitating the process for inclusion of L/NNGO co-coordinator to be included in inter-cluster processes.
- After a long capacity-building process, the national co-coordinator can transfer to another organisation before the end of his/her term, which could lead to a loss of knowledge retention in the role.

Recommendations & Mitigation of Risks:

- The local organisation demonstrates capacity to actively seek funding opportunities for the continuity of supporting the co-coordinator position.
- Cluster Coordinators will support the national co-coordinator to be included and recognised in inter-cluster structures to allow them to meaningfully engage. The co-coordinator should receive appropriate orientation for the role from the Cluster Team, including the GEC onboarding induction.
- National co-coordination of the cluster by the L/NNGO can be replicated at the state/sub-national level to ensure the ability to swiftly fill in the position should the national co-coordinator move on to a different organisation or role (e.g. sub-national co-coordinators backstopping the national level role). The selected L/NNGO will need to demonstrate how they ensure continuity of the leadership.
- To institutionalise the role, the Education Cluster Co-Coordinator role should be included into the Cluster ToR and the Cluster Co-Coordinating Partner should sign the MOU with CLAs (UNICEF and Save the Children).
- The tenure of the Co-Coordinating Partner should be at least two-years due to the length of the process to appoint the organisations and the investment made to recruit the Co-Coordinator. After the agreed length of service has elapsed, then the Education Cluster will go through the same process of an Expression of Interest (EoI) to seek for new L/NNGOs to become the Cluster Co-Coordinating Partner.
- Financial sustainability of the National Co-Coordinator role is a major consideration. The Education Cluster Coordinators and CLAs (UNICEF and SCI) need to strategically support the National Co-Coordinating Partner in this as well as supporting the advocacy with donors for any relevant funding application. This CLA advocacy support in South

Sudan led to the CCP receiving multi-year funding through the Education Cannot Wait Multi-Year (ECW MYRP).

This document provides the process and resources that a Country Education Cluster can follow to create a National Cluster Co-Coordinator position and support a national organisation to host this role as a Cluster Co-Coordinating Partner. It also highlights other opportunities to increase local leadership in the cluster.

[Steps in the process for Selecting a National Co-Coordinator Host Organisation](#)

A procedure was documented for the establishing the role of a Cluster Co-Coordinator based on the two processes conducted for the selection of a Cluster Co-Coordinating Partner, in Nigeria led by CPAoR and in South Sudan led by the Education Cluster with GEC support.

The following documents outline this process and provide the steps to achieve this, so that it can be replicated across other contexts and Cluster/AoRs:

- [South Sudan Co-Coordinator Process Document \(English\)](#)
- [South Sudan Co-Coordinator Process Document \(French\)](#)
- Template form for national organisations interested in being a Cluster Co-Coordinating Partner to complete: [Co-Coordinator Online Expression of Interest \(Eol\) Form](#)
- Questions for Co-Coordinator Interview: [Co-Coordinator Oral Interview Questions and Scoring Form](#)
- Marking sheet for Interviewers: [Co-Coordinator Interview Scoring Summary Sheet](#)
- Based on the need for transparency and impartiality, the national organisation that will host the Co-Coordinator position will be decided by a vote by Education Cluster members. However, there first needs to be an initial screening by the Education Cluster Strategic Advisory Group (SAG) which will eliminate organisations that do not meet the minimum requirements (outlined in the [Eol Form](#)), and the remaining organisations will proceed to the vote.
- South Sudan example of TOR for [National Education Cluster Co-coordinator](#)

[State/Sub-National Level National Organisation Co-Coordination](#)

- The process to select a State/Sub National Co-Coordinator can mirror the above process for the selection of the Co-Coordinator at the national level, with an Eol for organisations based at the State level, but in locations where only one organisations applies, a vote will not be necessary. Once the national organisation has been selected as the Co-Coordinating Partner, the individual Co-Coordinator will have to be recruited, at national

and/or sub-national level. South Sudan example of TOR [State/Sub-National Education Cluster Co-coordinator](#).

Local Leadership in Education Cluster Strategic Advisory Groups & Technical Working Groups

- Education Cluster Co-Coordination is not the only way that local actors can take on leadership roles. Cluster Coordination Teams are encouraged to create positions for local and national organisations in their cluster strategic advisory group (SAG) to give local actors a platform for decision making and in technical working groups (TWGs) where the relevant technical skills are present e.g. Non-Formal Education TWG.

If you are interested in establishing Co-Coordinator within your Education Cluster or need support in localising your SAG, please feel free to contact the [GEC Helpdesk](#) who can put you in contact with the relevant focal point.

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