1. Why become a member

The South Sudan Education Cluster (SSEC) is a coordination forum through which organizations active in the field of Education in Emergency (including the Ministry of Education, international and national humanitarian organizations) prioritize and coordinate interventions, define and agree on norms/standards, advocate for and allocate funding, improve performance and capacity with the overall goal of enhancing the education of children in emergency situations. In addition to striving to fulfill these objectives, the Education Cluster offers the following to its members:

- **Analysis and sharing of knowledge and information** - keeping members up-to-date on the latest development of the humanitarian and education situation and sharing relevant reports and publications.

- **Connect with key stakeholders**, including Ministry of Education, international and national development organizations, as well as other humanitarian stakeholders.

- **Access to capacity building opportunities** to improve the delivery of quality EiE programming.

2. Process for becoming a member

An organisation seeking membership with the SSEC should meet the criteria listed below to participate as full member and be able to demonstrate a strong commitment towards the Cluster principles and approaches as per its ToR. The Education Cluster Unit (ECU) will examine the applications made and determine the status of applying organizations within the Cluster (full membership, associate or observer) on a rolling basis. An organisation who wishes to but fails to obtain full membership may apply again once there have been changes in their capacities (but not before six months of the first application). There will be an annual review of the existing members and members who fail to meet/maintain any of the responsibilities, criteria and capacities may be shifted to a different status.

3. Criteria for membership

The Education Cluster’s objective with regard to its membership is to ensure inclusive coordination while maintaining focus and functionality. In addition to the Ministry of Education and Cluster Lead Agencies, the membership of the Education Cluster shall include national and international non-governmental organizations, who are able to demonstrate all of the following criteria:

- Directly carrying out Education in Emergency interventions in at least ten schools, as demonstrated through details of funding available.

- Endorse and use the humanitarian principles as well as interagency standards, guidelines and tools, in particular the INEE Minimum Standards and principles of partnership.

- Proven technical expertise in Education in Emergency programming.

- Demonstrated capacity to contribute and to provide operational support to the Education Cluster.

- Commitment to contribute consistently to the Education Cluster meetings and products.

- As much as operational constraints allow, active participation in State Education Cluster meetings and regular exchange of information with State Focal Points.

- Duly registered with South Sudan Relief and Rehabilitation Commission (RRC) as NNGO/INGO.
• Should seek endorsement from the State Education Cluster Coordination mechanism of which the organisation must be a member of the endorsing State Cluster. Participation at the state cluster meeting is mandatory prior to making application for the national cluster membership.

4. Different types of membership
   a) Full members

Organizations who are able to demonstrate their existing and potential contribution to the Cluster by fulfilling all of the aforementioned criteria.

Full members will be able to:

• Submit applications/projects to the HRP and pooled funds.
• Be considered for selection in Strategic Review Committees (SRC) of the HRP and pooled funds.
• Submit “Expression of interest” for State Level Education Cluster leadership role.
• Submit “Expression of interest” for SAG membership.
• Be considered for leading thematic working groups on the basis of technical expertise.
• Participate in the Cluster monthly meetings, working groups and trainings, as applicable.
• Participate in the cluster joint education needs assessment missions

b) Associate members

Organizations who have the technical capacity to contribute to the EiE response but do not have the financial resources to implement activities.

Associate members will be able to:

• Submit applications/projects to the HRP; if approved in the HRP, they will have the possibility to submit projects to pooled funds.
• Receive Cluster Monthly meeting minutes and other information products.
• Participate in Education Cluster trainings, as applicable.
• Note: Associate members will not be eligible to attend the regular monthly cluster meetings.

c) Observers

Organizations who are not implementing and do not have the technical capacity to implement Education in Emergency activities but play a key role either in the field of education, or humanitarian response, e.g., development actors, OCHA, other clusters.

Observers will be able to:

• Participate in the Cluster monthly meetings, working groups and trainings, as applicable. However, observers will not be able to take part in decision making.
• Be considered for leading thematic working groups on the basis of technical expertise.

5. Membership’s minimum commitments and responsibilities
   a) Minimum commitments
Commitment to humanitarian principles, the Principles of Partnership\(^1\) and education specific standards including the INEE Minimum Standards for Education.

Regular and active participation in the monthly Cluster meetings; designated focal points or their alternate to attend at least two thirds of the total yearly meetings.

As much as operational constraints allow, active participation and regular exchange of information with State Focal Points.

Consistent engagement in the Education Cluster’s collective work, including contribution to the Education Cluster’s strategic response, joint needs assessments and other activities.

Commitment to work cooperatively with other Education Cluster members to ensure an optimal and strategic use of available resources and share information on organisational resources.

Monthly reporting of planned, implementing and/or completed activities within the Cluster established reporting mechanisms (5W).

Commitment to share with the National and State Cluster Coordination Mechanism any assessment or research report undertaken in regard to Education in South Sudan.

**b) Responsibilities**

All organisations are requested to nominate a focal point and an alternate who will regularly attend meetings in order to maintain continuity in the work of the SSEC. The focal point and alternate should be education or programme specialists with enough information on operations to contribute meaningfully to the topics discussed.

Organizations should participate in the Education Cluster with a view to sharing technical and operational knowledge - within the limits of their mandates and principles of confidentiality - on education issues, and to contributing actively to the identification of solutions to problems.

Following the meeting, the focal point will provide an overview of topics discussed and decisions made to their organisations’ management.

1. **Organization information: contacts and basic requirements**

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<thead>
<tr>
<th>Organisation name and acronym</th>
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<tbody>
<tr>
<td>Type of organization (national or international)</td>
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<tr>
<td>Office address: Country and Field Office</td>
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<tr>
<td>Is your organization registered with RRC (yes/no, attach soft copy of the certificate with this submission)?</td>
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<tr>
<td>Provide details of the geographical locations (states, counties, payams) where your organizations is already implementing or intends to implement Education in Emergency activities.</td>
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<tr>
<td>Have you met with the relevant Education Cluster State Focal Points (yes/no, details of discussion/s)?</td>
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<tr>
<td>Name and title of focal point for Education</td>
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<td>Email address and mobile number</td>
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<tr>
<td>Name of alternate focal point for Education</td>
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<td>Email address and mobile number</td>
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2. **Organization information: technical and operational capacity**

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Does the organisation have a mission statement, vision statement and articles of association? If yes, please attach a copy.</td>
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<td>Does the organisation have a code of conduct? If so, please attach.</td>
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<td>Provide details of the number and qualifications of education staff in your organisation.</td>
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<tr>
<td>Has your organisation received any funding from an international donor and/or UN agency in the last three years? If yes, please provide details of donors, amounts, activities, location and periods covered. If there are many, provide information on the three largest projects.</td>
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<tr>
<td>Does your organization have any relevant experience or partnership in a humanitarian emergency in the country over the past three years? Please specify.</td>
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<tr>
<td>Does your organization have published any research reports or knowledge building tools? If yes, please provide a link of publication or a copy of it to the Education Cluster office.</td>
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<tr>
<td>Is your organisation a member of any State Education Cluster Coordination Unit? Please Specify.</td>
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</table>
3. Conclusions and recommendation from the Coordinators and Education Strategic Advisory Group

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<th>Status</th>
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<tr>
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Comments:
Annexe 1: Principles of Partnership

A Global Humanitarian Platform (GHP) was established in 2006 bringing together United Nations agencies, related agencies such as the IOM and the World Bank, NGOs and the International Red Cross and Red Crescent Movement. One of the results of the discussions held by the group was to come to a common understanding of what partnership means across actors. As a result of this understanding, the GHP developed five Principles of Partnership in 2007, which are very important to humanitarian partnerships today.

The five Principles of Partnership identified and endorsed by the GHP are:

1. Equality

Equality requires mutual respect between members of the partnership irrespective of size and power. The participants must respect each other's mandates, obligations and independence and recognize each other's constraints and commitments. Mutual respect must not preclude organizations from engaging in constructive dissent.

2. Transparency

Transparency is achieved through dialogue (on equal footing), with an emphasis on early consultations and early sharing of information. Communications and transparency, including financial transparency, increase the level of trust among organizations.

3. Result-oriented approach

Effective humanitarian action must be realistic and action-oriented. This requires result-oriented coordination based on effective capabilities and concrete operational capacities.

4. Responsibility

Humanitarian organizations have an ethical obligation to each other to accomplish their tasks responsibly, with integrity and in a relevant and appropriate way. They must make sure they commit to activities only when they have the means, competencies, skills, and capacity to deliver on their commitments. Decisive and robust prevention of abuses committed by humanitarians must also be a constant effort.

5. Complementarity

The diversity of the humanitarian community is an asset if we build on our comparative advantages and complement each other's contributions. Local capacity is one of the main assets to enhance and on which to build. Whenever possible, humanitarian organizations should strive to make it an integral part in emergency response. Language and cultural barriers must be overcome.