

## **TERMS OF REFERENCE EDUCATION CLUSTER SOMALIA**

Emergency education is critical to ensuring a demand-driven and holistic humanitarian response to the ongoing crisis in Somalia. Emergency education serves as a platform for life-saving information and training in health, nutrition, sanitation and protection, as well as sustaining families and communities with essential basic services through protracted conflict. Education is one of the principle losses in emergency situations, and the lack of that education, often stretching into the post-conflict phase, endangers well-being and survival. Education simply cannot “wait” until a crisis abates.

### **EMERGENCY EDUCATION AND THE CLUSTER APPROACH**

Activities included under the umbrella of emergency education in Somalia include: the provision of early childhood, primary and secondary education where state institutions are unable to do so; provision of non-formal education such as literacy and life skills for both children and adults; ‘school-in-a-box’ type of mobile schools in IDP camps and other temporary locations; the development and adaptation of practical curricula; teacher training and the provision of incentives; technical assistance to educational institutions and government bodies; capacity building of local education bodies, including community education committees; school construction and management; integrated education and behavior change communication on life-saving topics such as sanitation/hygiene, nutrition, and health; vocational, livelihoods and job skills training; school feeding programs; delivery of textbooks and other supplies; and the overall coordination of humanitarian activities in the field of education.

The cluster approach at the country level aims to strengthen humanitarian response by demanding high standards of predictability, accountability and partnership in all sectors or areas of activity. It is about achieving more strategic responses and better prioritization of available resources by clarifying the division of labor among organizations, better defining the roles and responsibilities of humanitarian organizations within the sectors, and providing the Humanitarian Coordinator with both a first point of call and a provider of last resort in all the key sectors or areas of activity.

Specifically, the mandate of the Education Cluster Somalia is to:

- Ensure **coordination of emergency education programs** and activities amongst partners engaged in the emergency education response;
- Facilitate **effective sharing of information** and data among education cluster partners and across other sectors and clusters to improve response and to minimize programmatic gaps;
- Ensure that an **adequate emergency preparedness/contingency plan** is in place and to support cluster members to provide timely education response during emergencies;
- **Build capacity** of cluster members, relevant ministries and affiliated local bodies where they exist, and other organizations involved in the provision of emergency education.

### **RESPONSIBILITIES OF THE CLUSTER**

- Exchange ideas, information, guidelines, statistics and other data among the members to strengthen programs, sharing resources wherever possible;

- Assess and map the education needs of the affected communities, including the needs of schools in the affected areas to minimize implementation gaps;
- Promote access to education for displaced populations and other vulnerable groups during emergencies;
- Map capacities, working locations and types of service provision in order to plan for contingencies and to ensure surge capacity;
- Initiate activities in emergency areas and for specific populations not served;
- Raise, discuss and make recommendations for arising policy issues;
- Develop standards and ensure harmonization of procedures as appropriate;
- Provide or request guidance and capacity development for an education response that meets agreed minimum standards and is in accordance with government guidelines (reference INEE Minimum Standards for Education in Emergencies);
- Prepare joint proposals, where feasible, to ensure a consolidated response and harmonized implementation;
- Identify regional or zonal stockpiles of education materials/kits and other necessary resources needed for emergency response and ensure adequate/reasonable stocking especially for recurrent emergencies;
- Track agreed upon common indicators to measure progress towards key milestones and to support consolidated reporting/advocacy on behalf of the entire cluster.

#### **TASKS FOR THE CLUSTER LEADS**

- Call and chair cluster meetings;
- Prepare agendas and minutes; ensure action points are clear and followed up upon; agree with cluster members on the regularity of meetings, and update/maintain list of members;
- Facilitate the open exchange of information and ideas, working with the cluster to reach consensus decisions when necessary, while always maintaining neutrality;
- Facilitate the division of labor amongst cluster members to avoid gaps and duplication of effort;
- Regularly review the progress being made by the cluster and ensure common understanding of the clusters' overall objectives;
- Liaise with the field-based and global education clusters on policy issues and support; technical and capacity development and implementation needs; supply needs; and operational support needs;
- Report to the inter-cluster and other relevant groups/agencies on the implementation of emergency education activities, and report back to the cluster relevant information or policies discussed at other cluster/sector/committee/working group meetings;
- Ensure that cross-cutting issues (related to education) are adequately addressed by other clusters and support the integration of life-saving information on nutrition, sanitation, health and protection into education cluster activities as appropriate;
- Liaise with the donor community to further raise the profile of emergency education, to receive updates on funding opportunities, and to ensure that (potential) donors have a cluster focal point to address over-arching/strategic issues;
- Establish/reactivate and support field-based sub-clusters, and ensure that a coordination mechanism and functional structure for sharing information and other resources between the Nairobi-based cluster and sub-clusters at the field level is in place;
- Develop and disseminate relevant advocacy and reporting materials to encourage increased support for emergency education;

- Follow up on policy and other issues referred to Nairobi for guidance and action, and support the field-based cluster members on implementation of the agreed action points;
- Provide capacity building and other required support to cluster members.

### **PURPOSE AND FORMAT OF CLUSTER MEETINGS**

- To provide a forum for the discussion of implementation challenges, arising humanitarian concerns and evolving security issues with a focus on developing and operationalizing collective responses;
- To analyze the evolving needs of the Somali population and to jointly develop, update and revise strategic programmatic responses;
- To provide updates on members' new programs as well as newly identified gaps in overall implementation/coverage;
- To work towards the resolution of arising policy, programmatic, security or funding issues.

### **CLUSTER MEMBERSHIP AND PARTICIPATION**

Reflecting the principle of inclusion at the global level, membership of the education cluster Somalia is open to all agencies committed to participate in coordinated education responses in emergencies in line with agreed upon standards and best practices, and willing to actively participate in strengthening capacity in the sector. The education cluster strives to include key humanitarian partners, respecting their differing mandates and program priorities.

### **LINKAGES WITH THE EDUCATION SECTOR**

Understanding the inherent overlap of and the importance of coordination between development and emergency education activities, the cluster commits to strengthening and maintaining strong linkages with the education sector. At a minimum this will include a cluster coordinator's attendance at every Education Sector Committee (ESC) meeting, and an ESC representative in attendance at each cluster meeting.