

## EDUCATION IN EMERGENCIES WORKING GROUP - Nigeria

### Terms of Reference

#### CONTEXT AND JUSTIFICATION

Nigeria is facing several types of emergencies, both man-made and natural. The most obvious threat is the floods in the rainy season. Several states are severely affected by floods as a result of heavy rainfall and the opening of dams in neighboring countries.

Other parts of the country have to deal with violence in different forms, lately extended to the schools, which is a new turn of development. In order to address the problems arisen in relation to these emergencies and others, the Education in Emergencies Working Group was **established in 15<sup>th</sup> November 2012**, with the distinct purpose to coordinate a response in the education sector.

#### OBJECTIVES OF THE WORKING GROUP

The main objectives of the Education in Emergencies Working Group are:

1. To provide a **coordination forum** in which all the appropriate organizations and institutions collaborate with the aim to support the Nigerian education system in current and future emergencies.
2. To plan and implement an **emergency response strategy**: applying norms and standards, developing capacity, responding to emergencies, monitoring and evaluation, and conducting advocacy.
3. To integrate **children's continued access to quality education** in a safe and protective environment in all humanitarian action, while paying particular attention to cross-cutting issues like disaster risk reduction, diversity and inclusion, gender, HIV and AIDS and human rights. The Education in Emergencies Working Group has in addition a particular responsibility to facilitate and promote the schooling of all vulnerable groups.

#### STRUCTURE OF THE WORKING GROUP

- The Federal Ministry of Education (DPPM&R) will chair (Abuja Level) while State Ministry of Education will chair in Borno and Yobe states
- UNICEF and Save The Children will co-chair (Both at Abuja and Borno/Yobe levels)
- The meetings will take place once every month, and the chair will ensure to chair at least one meeting in a quarter;
- In Borno the EiE WG meets twice a month on 2<sup>nd</sup> and 4<sup>th</sup> Thursdays of the month;
- In Yobe State, the EiE WG meets on every third Tuesday of the month.
- The meetings will take place at decided venues, and kept to 2 hours, or less;
- The members can determine the need for additional meetings as per situation;
- Upon request of a member, an urgent meeting can be called to resolve a situation;
- The secretariat will maintain a list of members

#### Roles and responsibilities of the chair:

- The chair will liaise with the co-chair on the agenda points.
- The agenda will contain two standard items:
- Approval of Previous minutes and Review of Action Points.

- Emergency Education updates (reports from members)
- Cancellations due to unforeseen reasons will be taken by the Chair and Co-chairs;

**Roles and responsibilities of the secretariat:**

- The Secretariat for Borno and Yobe states consists of:
  - The Hon. Commissioner of his/her designee (MoE)
  - The Chairperson of SUBEB or his/her designee (SUBEB)
  - The Director of SAME (State Agency for Mass Literacy)
  - A national/local NGO/CBO representative (one)
  - UNICEF representative
  - Save the Children representative
  - EiE WG Coordinator
- Prepare and share meeting documents (like the meeting agenda and the minutes) with members of the Working Group and other relevant actors (like OCHA).
- Organize and facilitate the Working Group meetings.
- Meet on regular bases before the main EiEWG meeting to discuss urgent and/or complicated issues on education response
- Feedback to Hon. Commissioner and Chairman in SUBEB on critical issues affecting education at least once every two months

**Roles and responsibilities of the members:**

- Working Group members participate actively in the meetings,

**AMENDMENTS TO THE TERMS OF REFERENCE**

These terms of reference will periodically be amended, in particular when there are substantial changes in the situation on the ground.

**ATTACHMENTS**

**Strategic Plan**

**1. ESTABLISH AND MAINTAIN APPROPRIATE COORDINATION**

- Ensure the inclusion and coordination of all the key humanitarian partners in the education sector at all levels
- Ensure that the engagement of the different partners responds to the needs
- Divide responsibilities in the working group among defined focal points
- Promote information sharing with OCHA and other working groups (WASH, Child protection, Nutrition etc.)
- Link up with relevant authorities and other coordination platforms
- Ensure establishment of Technical Working Groups at all levels: (Federal. State & LGA)

**2. PLANNING**

- Identify the needs and the gaps in the education response and develop a common strategy to respond to these needs

- Identify the resources of meeting the emergency needs and how to meet these identified needs (capacity mapping of partners)
- Ensure that immediate response fits into the long term vision while prioritizing on short term needs
- Identify agencies that can intervene in the EIE of the affected areas
- Identify how various sectors involved can collaborate

### **3. CAPACITY DEVELOPMENT**

- Support capacity building of educational authorities at Federal and State levels in terms of coordination, needs assessment and emergency response
- Support capacity building of NGOs and other civil society organizations in terms of emergency response
- Support the application of education sector norms recognized at the global level, especially the Inter-Agency Network for Education and Emergency (INEE) Minimum Standards for Education: Preparedness, Response, Recovery
- Support capacity building of educational authorities at Federal and State level to strengthen provision of baseline data
- Strengthen SBMC across all the states to participate actively in DRR and emergency response

### **4. ADVOCACY AND SENSITIZATION**

- In all phases of the emergency, advocate for the active participation of the Federal and State governments, particularly the Ministry of Education, communities, including religious groups, children and youth, women and vulnerable groups in education activities.
- Advocate for the integration of education in all humanitarian activities.
- Develop and implement an advocacy strategy for the problems in education for emergencies.
- Sensitize communities on the early warning signs of disaster that is peculiar to their community
- Sensitize communities on appropriate response to early warning signs
- Advocate to Legislators on the need for appropriate funds to Emergency in the Education budget
- Support sensitization and putting structures in place towards emergency preparedness
- Support advocacy to create awareness on emergency, to ensure the needs of people with disabilities are addressed in emergency response

### **5. INFORMATION MANAGEMENT**

- Develop, use and update tools for the collection, analysis and management of education in emergencies related data, agreeing on common indicators.
- Conduct needs assessments and mapping for sectorial planning, analysis and implementation.
- Collate and Share relevant information with all partners, including other sectors, at all levels.
- Verification and validation of data
- Develop campaign materials to strengthen advocacy, marketing actionable and credible evidence for disaster risk reduction.

- Engage relevant organizations, volunteers, club and societies to create awareness and address emerging issues.
- Develop and disseminate community-based early warning systems.

## **6. APPLICATION OF STANDARDS**

- Ensure that the members of the Working Group are informed about national policies, norms and engagements related to education in emergencies.
- Ensure compliance with the INEE [Minimum Standards for Education: Preparedness, Response, Recovery](#) and other international engagements in the education sector, in addition to human rights.
- Collaborate with relevant organisations to regulate and enforce standards

## **7. DISASTER RISK MANAGEMENT (DRM)**

- Embed DRR in all the activities of the Working Group, before, during and after an emergency.
- Contribute to the un-interrupted development of the education system by bringing DRM into the Education Sector Plan and the Operational Sector Plan.
- Provision of converging points or safe haven

## **8. MONITORING, EVALUATION AND REPORTING**

- Conduct regular visits to affected communities to ascertain status of interventions
- Produce and share regular reports with all concerned actors on the needs and activities in education in emergencies.
- Follow-up actions

## **9. RESOURCE MOBILIZATION**

- Identify Resources needed
- Identify possible sources of supply
- Put a mechanism in place to assess the identified sources of supply.
- Contribute to Resource Mobilization to support the response to educational needs in emergencies.
- Put in place a mechanism for equitable distribution