

JORDAN EDUCATION SECTOR WORKING GROUP

TERMS OF REFERENCE

BACKGROUND

The Education Sector Working Group was originally established in 2008 to support the coordination of education interventions following the Iraqi refugee crisis in Jordan. It has continued its coordination mandate throughout the years and the current Syrian refugee crisis.

The Education Sector Working Group is also ensuring a link between the humanitarian response and the regular development education programming in Jordan, through the support to the Host Community Support Platform and its National Resilience Plan (2014-2016).

OBJECTIVES OF THE WORKING GROUP

The main objectives of the ESWG are:

1. To provide a **coordination forum** in which all the appropriate organisations and institutions collaborate with the aim to support the Jordanian education system in current and future emergencies.
2. To plan and implement a **response strategy**: applying norms and standards, developing capacity, responding to needs, monitoring and evaluation, and conducting advocacy.
3. To ensure **continued access to quality education** in a safe and protective environment for all vulnerable children. In doing so, the ESWG has a particular responsibility to ensure that programmes are accessible and adapted to the needs of all children.

CORE FUNCTIONS OF THE WORKING GROUP

To obtain these objectives, the ESWG members agree to collaborate on fulfilling the following core functions:

1. Provide a platform to ensure that service delivery is driven by agreed strategic priorities

- Ensure the inclusion and coordination of all the key humanitarian partners in the education sector.
- Ensure that the engagement of the different partners responds to the needs.
- Link up with relevant authorities and other coordination forums.
- Encourage and support decentralisation of education coordination to the sub-national level.
- Support capacity building of educational authorities at national and sub-national level, national and international NGOs, and other civil society organisations on coordination and response.

2. Develop mechanisms to eliminate duplication of service delivery

- Develop, use and update tools for the collection, analysis and management of education data.
- Share regular updates on interventions, discuss their appropriateness and explore programme complementarities and/or integration through a regular update of the 4W (Who does What, Where and When).
- Promote information sharing among partners and with other working groups (WASH, protection, nutrition etc.).

3. Conduct needs assessments and gap analyses which inform prioritisation

- Conduct assessments to identify the needs of the sector, using tools in accordance with the Inter-Agency Network for Education in Emergencies' (INEE) Minimum Standards for Education: Preparedness, Response, Recovery.
- Promote the implementation of inter-agency and multi-sectoral assessments using commonly agreed indicators.

- Support capacity building of educational authorities at national and sub-national level, national and international NGOs and other civil society organisations on needs assessment.
- Conduct gap analyses to determine the gaps in geographic coverage and the priority education interventions that require additional assistance.
- Coordinate a joint analysis of needs assessments and gap analyses to support response planning and prioritisation in the short and medium term.

4. Develop sectoral plans in support of the realisation of the humanitarian priorities in the country

- Develop and regularly update a common strategic plan to respond to the identified needs and to fill the identified gaps.
- Ensure that the immediate response strategy fits with the existing longer term vision.
- Collaborate with other sectors against strategic objectives and address cross-cutting issues.
- Include the development of a transition and recovery strategy which includes capacity building of national counterparts and development partners where needed (NRP).

5. Application and adherence to standards and guidelines

- Ensure that the members of the ESWG are informed about national policies, norms and engagements related to education.
- Support the application of internationally recognised education sector norms, especially the INEE Minimum Standards for Education: Preparedness, Response, Recovery.
- Promote best practices in programme planning, implementation, monitoring and evaluation.

6. Funding

- Determine funding requirements with partners.
- Allocate funding under jointly agreed criteria and prioritisation.
- Provide technical review of project proposals when requested.
- Track the status of funding requests and share this information with relevant partners.

7. Advocacy

- Develop and implement a common advocacy strategy for the problems faced in education.
- Contribute to resource mobilisation (financial and capacity) to support educational priorities.
- Advocate for the integration of education in all humanitarian activities.
- Advocate for the active participation of the government at national and sub-national level, particularly the Ministry of Education, in addition to communities, religious groups, children and youth, women and vulnerable groups in education activities.

8. Monitoring and reporting of the Working Group strategy

- Monitor the ESWG strategy using tools in accordance with agreed minimum standards and common indicators.
- Map progress against the agreed strategic plan and identify corrections when required.
- Produce and share regular reports with all concerned actors on the educational needs and activities.

9. Contingency planning and preparedness

- Embed risk reduction in all the activities of the Education Sector Working Group.
- Contribute to the un-interrupted functioning of the education system by bringing risk reduction into the development agenda in the education sector.
- Contribute to contingency planning at the national and the sub-national level where required.

STRUCTURE OF THE WORKING GROUP

The Education Sector Working Group will be chaired by UNICEF and SCI in collaboration with the Ministry of Education.

The co-chairs are responsible for:

- Preparing and sharing the agenda and the minutes for every meeting with the members of the ESWG and other relevant actors.
- Organising and chairing the ESWG meetings.
- Ensuring ESWG representation in meetings and providing briefings to the inter-sectoral coordination meetings and emergency meetings.
- Providing sector updates for situation reports and humanitarian response updates.

Membership is free and open to all international and national organisations involved in education, including UN agencies, international NGOs, national NGOs, the ICRC, the Red Crescent, local authorities and donors. Organisations are encouraged to be represented by technical staff in education or related fields. For logistical purposes the number of representatives per member organisation may be limited by the co-chairs.

All members, including the co-chairs, commit to:

- Attending and participating actively in the meetings.
- Following up on action points when required.
- Update the 4W when requested.
- Sharing relevant information with the ESWG.

The Education Sector Working Group will meet on a bi-weekly basis, or more often if appropriate, in Amman.

Education Sector Working Group (ESWG) will complement existing Education actors, guided by the target ESWG membership and policy decisions, strategic direction and coordination mechanisms. SAG terms of Reference in Annex1).

GUIDING PRINCIPLES

The work of the Education Sector Working Group shall be guided by the INEE Minimum Standards for Education: Preparedness, Response, Recovery. In terms of child protection, these will be complemented by the Minimum Standards for Child Protection in Humanitarian Action, as developed by the Child Protection Working Group.

In addition, all members of the ESWG agree to base their partnership on the globally agreed upon Principles of Partnership:

- Equality among partners in consultation and decision making
- Transparency among partners
- The primacy of a result-oriented approach to humanitarian action
- Responsibility between partners to accomplish undertaken tasks
- Complementarity between the capacity and activities of local and international actors.¹

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.

¹ 'Principles of Partnership: A Statement of Commitment', endorsed by the Global Humanitarian Platform, 12 July 2007: <http://www.globalhumanitarianplatform.org/pop.html#pop>