

## EDUCATION CLUSTER TOR

### Overview

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Tajikistan, the poorest of the 15 members of the Commonwealth of Independent States, is a disaster-prone nation in the heart of Central Asia. Mountainous and affected by widespread poverty, the country suffers from recurrent natural hazards like floods, mudflows and landslides. It is also situated in a seismic high-risk zone; an earthquake in Qumsangir in the south of the country destroyed 2,600 houses as recently as 2006. According to the Tajik Committee of Emergency Situations and Civil Defense (CoES), between 2000 and 2009, at least 10,000 people were affected by disasters each year, with a peak in 2008 when 2 million people were hit by the extremely cold winter. The average annual damage caused by disasters was \$24 million per year.

**Education:** The impacts of disasters in Tajikistan reduce children's access to their right to education. During 2009, 116 schools were destroyed or damaged as a result of disasters, disrupting the education of an estimated 58,000 children. The total cost of damage to education infrastructure during 2009 was estimated to be over 400,000 USD. In addition to physical damage, during disasters, schools are frequently used as temporary shelter for displaced families, forcing classes to stop. Children's access to education in emergencies is also hampered by the loss of essential education items such as school uniforms and school books. Furthermore, children are often relocated to temporary shelters far from schools, further impeding their access to education.

**Child Protection:** Children affected by disasters in Tajikistan are often vulnerable to abuse. The relocation of families to tent camps or temporary accommodation results in families living in cramped conditions with little or no privacy; this considerably increases the risk of abuse of children, particularly girls. Additionally, without access to education, children are often left to fend for themselves, unsupervised, in environments that are unsafe. Furthermore, disabled children affected by emergencies are particularly vulnerable, as they require additional support which is rarely available.

### Education Cluster Objectives and Tasks

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**Goal:** Effective coordination of education and child protection interventions in emergency and non-emergency settings.

**Objective one:** Coordinated, multi agency emergency response ensures that children affected by disasters access education and are protected.

- Where possible, participate in education and protection rapid emergency assessments led by the cluster;
- Where possible, participate in education and protection cluster emergency response evaluations led by the cluster;
- Where possible, participate in disaster impact and damage assessments;
- Support the development and updating of specific emergency education and protection strategies including REACT appeals;
- Coordinate emergency response programs including: target areas/populations, and adopting consistent/complimentary approaches) and ensure that emergency programs build on appropriate local capacities;
- Contribute to ensuring that emergency response programmes are in line with international and national (government) humanitarian standards;
- Support education cluster fund raising efforts including REACT appeals;
- Utilize individual agency mechanisms and donor relations to maximize the funds available for specific emergency responses and work in consortia where appropriate;

- Where possible, support cluster advocacy activities targeting donors during emergencies to increase funding for education and child protection projects;
- Provide quarterly updates to the cluster lead in relation to relevant emergency contingency stocks held and participate in education cluster and REACT EPP activities;
- Where possible, support joint evaluations of specific emergency responses.

**Objective two:** Agencies implementing long term programs work together to ensure children access quality education and support the development of systems and mechanisms to ensure children are protected.

- Contribute to drafting an annual schedule identifying dates and topics for quarterly cluster group meetings;
- Share experience, approaches and challenges related to DRR, education and child protection programming;
- Where appropriate, coordinate specific DRR, education and child protection project activities;
- Where appropriate, adopt consistent DRR, education and child protection program approaches and methodologies;
- Support advocacy targeting donors and government on the UN General Assembly declaration on *the right to education in emergency situations*;
- Where appropriate, coordinate project monitoring and evaluation and involve relevant government partners such as MoE and COES;
- Participate in an annual review of the education clusters effectiveness and revision of the clusters ToR.

### Education cluster members

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The education cluster membership is as follows:

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| ▪ UNICEF (co-lead)                       | ▪ OXFAM               |
| ▪ Save the Children (co-lead)            | ▪ UNDP                |
| ▪ Ministry of Education (MoE)            | ▪ UN-ISDR             |
| ▪ Committee of Emergency Situations CoES | ▪ CESVI               |
| ▪ ACTED                                  | ▪ WFP                 |
| ▪ CARITAS                                | ▪ Aga Khan Foundation |
| ▪ FOCUS                                  | ▪ DFID                |
| ▪ German Agro Action                     | ▪ GTZ                 |
| ▪ Mission East                           | ▪ IFRC                |
| ▪ OSI                                    | ▪ KFW                 |

The members of the education cluster agree to:

- Attend regular quarterly cluster meetings;
- Attend emergency cluster meetings as required;
- Support the specific tasks described in the education cluster ToR;
- Share appropriate information relating long term and emergency education and protection projects activities and approaches
- Share appropriate information relating long term and emergency education and protection projects.

The Education and child protection cluster will make provision for agencies who are not cluster members to attend meetings and participate in cluster processes as observers.