

## Kachin Education in Emergencies Coordination Meeting

<b>Date:</b>	<b>25 July 2013</b>	<b>Venue:</b>	<b>UNICEF, JPG Hall</b>
<b>Time:</b>	<b>15:00 – 16:30</b>	<b>Chaired by:</b>	<b>Arlo Kitchingman - Education in Emergencies Coordinator</b>

**Meeting minutes by:** Arlo Kitchingman, Education in Emergencies Coordinator

### Meeting agenda

1. Introductions
2. Role of EiE coordination group in supporting education in Kachin
3. Education strategy and response plans in Kachin (OCHA & recently launched Joint Strategy)
4. Identifying and prioritizing education needs and gaps in Kachin
5. Education capacity and capacity development needs in Kachin
6. Funding opportunities in Kachin – including CERF-UFE
7. AOB

#### 1. Introductions

#### 2. Role of EiE coordination group in supporting education in Kachin

- International agencies and international staff are restricted to operating in Government controlled areas (GCA), and therefore work through national implementing partners in non-Government controlled areas (NGCAs) / KIO controlled areas (KCA).
- Therefore the role of these agencies is mainly in managing donor relations and funds for the national implementing organizations, and to support them technically and develop their capacity to implement.
- The role of the EiE coordination group is to identify key education needs and priorities in Kachin, identify funding opportunities to meet these and identify and support organizations which have the capacity to respond to this.

#### 3. Education strategy and response plans in Kachin (OCHA & recently launched Joint Strategy)

The meeting was held the day after a group of 7 national NGOs working in Rakhine launched their strategy at an event in Yangon. Education is prioritized in this strategy and it also outlines greater needs (in terms of number) and funding than the Kachin response plan (released May 2013). The greatest needs are, not surprisingly, identified as being in the non-Government controlled areas (NGCAs) / KIO controlled areas (KCA) of Kachin. This strategy should be used to guide the sector in its efforts to identify more funding for Kachin and in its programme planning.

#### 4. Identifying and prioritizing education needs and gaps in Kachin

***The main problems for Education in Kachin were identified as follows:***

- Poor quality teaching due to high number of untrained volunteer teachers, poor learning spaces and lack of furniture and textbooks.
- Cost of school supplies, school enrollment fees (only primary is free in most places), considering the lack of income and livelihoods. Much of the cash grants families receive is spent on private tuition fees.
- Integration of IDP children coming from rural areas is challenging as many have received little education and so are academically behind their peers. Therefore parents have to invest heavily on private tuition to get their children up to that level (also links to bullying in school).
- Lack of money for paying school supplies and private tuition is one of the main reasons couple reported fighting about (domestic violence)

- High levels of student drop-out: Problems with certification post-grade 10 exams (not recognized) means many students are unable to continue their studies. Other students (often adolescents) drop from school because they feel ashamed for not been able to catch up with levels of local students. (e.g. boys drop school and go working in the mining sector)
- Reliance on boarding schools for all age groups due to lack of education facilities in many villages (established by Catholics, also run now by Baptists)
- Costs of education – Middle and High school government schools cost - is prohibitive for many families affected by the conflict (although KEO schools are all free)
- The limited post-school livelihood options reduces the incentive for students and parents to continue education and forces older children to migrate for work thus putting themselves at greater risk
- Lack of education opportunities for adolescents – NFE or vocational education. Even less opportunities for students who graduate from secondary education, partly due to lack of livelihoods opportunities and inability to go to University (issue of access and certification)
- Lack of education and local livelihood opportunities leaves many young people/adolescents vulnerable and at risk of engaging in risky practices and being exploited – e.g. migrating to work in China, trafficking (esp. adolescent girls) and for boys the mining industry or joining the armed forces. There is also a risk of land mines in many areas, including around schools making travelling potentially dangerous.
- Transportation to schools for the remote IDP camps - some parents cannot afford transportation which increases the risk of sexual harassment, especially for girls, when they travel long distances alone (an issue that has been reported)
- Weak or no coordination or information sharing between UN agencies, NGOs, the government MOE and the KEO, in both areas.

***Potential responses identified are:***

- Promote and support better coordination between UN agencies, NGOs and the government MOE and the KEO
- Establish more TLS linked to existing schools (to increase the capacity)
- Advocate the government to provide more teachers in the GCAs
- Support the KEO to retain existing teachers (potentially through supporting salaries – current a problem) and recruit and train more teachers in the KIO controlled areas
- School furniture and teaching and learning materials – including textbooks (shortages)
- Accelerated learning programme/remedial classes to allow students to catch up and reintegrate back into the system and reduce the need for additional tuition classes (which many cannot afford). Also required at the boarding houses after school.
- Teacher training - Child Rights, Child Protection, Psychosocial support, Child-centred Approaches (CCA), Mine Risk Education (MRE)
- Integrate/establish Child Protection mechanisms in all education institutions to be able to identify and refer issues
- Integrate hygiene, health and nutrition programme components into education programming , especially in boarding schools where children more vulnerable
- Life-skills training for adolescents – increase the resilience to exploitation and risky practices and situations
- Support for boarding schools – shelter capacity, food and protection mechanisms
- Advocate the government to work with the Kachin education Office (KEO) to negotiate the recognition of certification and allow more older students from KIO areas to attend higher education opportunities in GCAs (at least until more opportunities established in KIO controlled areas)

- Advocate livelihoods sector to explicitly consider and link with Education in the design and implementation of its programmes.

#### **5. Education capacity and capacity development needs in Kachin**

Although many of the national NGOs working in Kachin are now receiving funding directly from donors, for others, and for certain sectors, funding is still coming via INGOs. There was generally agreement that this is still beneficial in many cases providing the INGOs invest sufficient time, staff and expertise into developing the capacity of their national partners based on their needs. In many cases systems capacity development is needed more than the individual capacity development, although it was recognized that these are, of course, closely linked. Other valuable aspect was managing the relationship with the donor which can be a significant and excessive administrative burden for small and lightweight NGOs. Although the Education in Emergencies sector coordinator can and will provide some technical support (especially with regards accessing funding) resources are not available for longer-term and more substantive capacity development and the best access to this for national NGOs is likely to be through partnerships with larger organizations.

#### **6. Funding opportunities in Kachin – CERF-UFE**

USD 3 million has been made available for under-funded emergency sectors in Kachin and, as an under-funded sector, this is an opportunity for education to make its case. Before this meeting group members were requested to submit proposals for funding to the EiE Sector Coordinator, in order to support the case at the meeting on Friday 26 July (next day). Only one organization has expressed interest so far and any the others need to submit their proposal outlines by midday at the latest on Friday 26 July (next day).

The other main funder for education in emergencies in Kachin is the Humanitarian Multi-Stakeholder Fund (HMSF), managed by OCHA, which some organization are already using. This is can be accessed directly by national NGOs, or through international NGOs which can add the value mentioned above. Proposals for this fund can be technically supported by the EiE sector Coordinator before submission, and need to be as 'humanitarian' as possible (i.e. if possible linked to 'life-saving' activities through integrated programming and strongly life-sustaining) to qualify.

**The next KACHIN Education in Emergencies coordination meeting is provisionally scheduled for Wednesday 21 June 2013 - location to be confirmed.**

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