**Education Thematic Working Group (ETWG) Meeting**

**Tuesday 1 October 2013, 09.30 – 12 noon**

**UNICEF, Yangon**

**DRAFT MINUTES**

**Participants:** 43 participants attended, from Ministry of Education, bilateral and multilateral agencies, international and local NGOs, as well as technical experts (see attached list)

**Record of Meeting**

**Opening**

1. UNICEF and Save the Children, as Co-Chairs of the ETWG, welcomed all participants to the meeting, and invited participants to introduce themselves

**Sector updates**

1. UNICEF provided a brief update on recent developments in the education sector:

* Evolution of ETWG as an inclusive, demand-driven forum, in which members are encouraged to propose themes, presentations. Consultations on the Ministry of Education’s Comprehensive Education Sector Review (CESR) studies have also been held. Key upcoming events include:
* Education and Social Cohesion – Monday 7th  October 2013, Panda Hotel 12th floor, no 205 , corner of Wadan Street & Min Ye Kyaw Swa Road, Lanmadaw Township, Yangon, 2.30 – 4.30 pm; ***RSVP directly to Htay Ei Ei at*** [***htayeiei@myanmareducationconsortium.org***](mailto:htayeiei@myanmareducationconsortium.org) ***by COB 3 October 2013***
* ECD TWG Meeting (Cost and Financing Study), 8 October, 2-4 pm, CESR office
* Presentation by Karen Teachers’ Working Group and Karen Education Department, 10 am – 12 noon, 10 October 2013, Central Hotel, Yangon (invitation circulated).
* Disaster Preparedness and Response to Emergency (DPRE) TWG - Monday, 14 October 2013 from 14:00 hrs to 16:00 hrs, Third floor, UN Conference Room, UN Building, No. 6 Natmauk Street, Tamwe township
* Conference on Formative Assessment, hosted by NNER, 20 October 2013. Co-Chairs to explore whether it may be open to all
* Other themes to be explored in near future: gender and education in relation to national Strategy for the Advancement of Women; disability

1. Development Partner Meeting, 25 September. Key issues discussed included:

* JESWG Meeting – mid-October tbc. The issue of recent guidance on establishing Sector Working Groups from Ministry of National Planning and Economic Development was raised. This recommends that INGOs and LNGOs should be consulted, but not become full members of the Sector Working Groups at this stage. This key issue, which conflicts with the original ToRs for the JESWG, in which two seat each were allocated for INGOs and LNGOs will be discussed at a separate meeting.
* Learning for All Ministerial Meeting, 24 September, New York. Deputy Minister of Education Dr Myo Myint, presented a paper on challenges and opportunities in Myanmar’s education sector as part of the UN General Assembly meetings, arranged by the Global Partnership for Education. The paper outlined three major challenges around education financing, policy and legislation, and capacity constraints, and highlighted the CESR as a key vehicle for education reform. A copy of the paper will be circulated.

1. **Emergency.** Save the Children outlined the background to how the ETWG had developed out of the Emergency Cluster system, which for education is chaired globally by UNICEF and Save the Children. After the cluster was deactivated in 2010 (following the Cyclone Nargis response), the ETWG expanded its membership base, geographical coverage and scope to include broader education development activities, but retains its role as focal point for education in emergencies. For this reason UN OCHA also plays a key role.

* Two humanitarian responses are underway currently, in Rakhine and Kachin. For education, a sub-group, Education in Emergencies (EiE), leads the coordination, again led by UNICEF and Save the Children. EiE Group to meet on 2 October
* In Rakhine, Save the Children and Lutheran World foundation are implementing a response programme
* In Kachin, over 14,000 children are in need. Child protection issues are emerging around school boarding.
* In both Rakhine and Kachin, education is underfunded
* A ‘Do No Harm Assessment’ has recently been conducted by Save the Children. The Report is due out in mid-October; lessons learned from the report will be shared

***Action:*** ETWG to arrange a special session on this issue

**Myanmar Education Consortium**

1. Introduction of Myanmar Education Consortium (MEC) - who they are, what they do and how they will operate (see ppt attached).
2. Key discussion points:

* Coordination role – how MEC will link/support existing networks will become clearer going forward
* Funding envelope – grants are likely to be small in the initial stages; expressions of interest received will indicate demand. Separate funding rounds will be organized for different types of funding. Currently, grants are only for Myanmar side of the border, though this may evolve, depending on funding availability
* Role with government – working with CESR Team on Non-Formal component of Phase 2, aiming to ensure that civil society voice is heard in reform process
* Age range currently limited to children, especially most marginalised, based on MDG/EfA goals

1. Group discussion to seek feedback on core MEC tasks: coordination, capacity building, advocacy, financing
2. Key points raised:

* Advocacy - more information needed on MEC role, but potentially could be responsive to emerging needs; coordination for information sharing; linking grass roots messages to decision-makers; support existing networks to speak with one voice to government; extend advocacy for all Myanmar nationals, including over border
* Coordination – focused on questions for consideration: what are existing mechanisms for coordination? Has mapping been done? What is the specific rationale for coordination (avoid overlap/confusion; info generation /sharing; advocacy; linking relief and long term development work)? Can MEC play a coordination role if it is also a donor? What kinds of civil societies will be involved, and how are these defined? How can MEC help coordinate between CSOs outside Yangon, and outside Myanmar? Important to find balance between advocacy on technical matters, standards, and policy issues, and between being broad-based, inclusive and active, engaged.
* Capacity building. Important to define whose capacity is to be built. Organisational capacity of LNGOs is critical, especially financial, project and staff management, and fund-raising ; LNGOs limited capacity in these areas means that typically funds flow to INGOs, LNGOs’ role limited to implementers; important that they become partners, with capacity for program design development and M&E; very few education NGOs have managed to get registered, quality assurance is a key issue; at the same time, many LNGOs have capacity to develop capacity of other LNGOs; crucial to listen to the voice of LNGOs; absorption capacity crucial; capacity for creative approaches, innovation to reach consistently excluded groups also key; capacity to address disability as a cross-cutting issue also important
* Fund raising. Having more consultations will be useful, as many organisations who could benefit may be hard to reach; use of different media will be important; CESR should be used to identify priorities; dealing with paperwork requirements in English is challenging, so format and procedures should be simple, and applications submitted in Myanmar language; LNGOs need to know what donors want

1. Organisational mapping exercise. MEC requested ETWG members to kindly fill in a questionnaire on their organisation’s activities/location, and return to MEC when possible. The information provides more detail than the MIMU 3W matrix, and will be available on MEC website as a common resource. Feedback on the questionnaire is welcome.

* MEC will circulate a copy of the form for filling in and returning to MEC by 14 October
* Agencies are requested to also assist local partners to fill in the forms provided they are willing to have their information put in the public domain.

**Member updates**

1. Professor Stephen Heyneman, of Vanderbilt University, USA will give a talk on Education and Social Cohesion on 7 October, hosted by MEC (*see invitation attached)*
2. Update from Migrant Education Integration Initiative (MEII). Representative from the Chiang Mai-based organization provided an update on the Migrant Education Conference held 29-30 September. At least 300,000 children are expected to return to Myanmar from the Thai side in the near future, so will need careful consideration in education planning, curriculum development and so on. An Integration Plan, based on a survey of Myanmar and Thai curricula is presented in the Report, which will inform development of an integrated curriculum framework for migrant children, which needs to be flexible, contextual and relevant to children’s lives. The framework will be presented at a Symposium in Bangkok on 16 December 2013.

* MEII will circulate a copy of the report.
* MoE will meet with MEII separately to discuss the issues in more depth
* ETWG Co-Chairs will explore options for arranging a meeting between MEII and CESR Team.

1. The meeting was adjourned at 12.10