

## Education in Emergencies Coordination Group

### Yangon meeting minutes - 21 May 2014

<b>Date:</b>	<b>21 May 2014</b>	<b>Venue:</b>	<b>UNICEF Office, Yangon</b>
<b>Time:</b>	<b>15:00 – 17:30</b>	<b>Chaired by:</b>	<b>Arlo Kitchingman – EiE Sector Coordinator</b>

#### Agenda – KACHIN (15:00 – 15:45)

1. Review of last meeting's action points (Kachin section)
2. Conflict & displacement in N.Shan - education needs
3. Other Kachin updates (incl. needs assessment)
4. Peace-building in Kachin – Lexicon
5. MRE & life-skills in Kachin (CP leads) – Education's role in support of this
6. Kachin A.O.B.

#### Agenda - General (15:45 – 16:15)

1. Review of last meeting's minutes (General section)
2. INEE Conflict Sensitive Education – training update
3. General EiE sector preparedness – actions completed and pending (inc. MS-IRA tool)
4. Final version of Myanmar SRP 2014 & next steps
5. General A.O.B.

#### Agenda – RAKHINE (16:15 – 17:30)

1. Review of last meeting's action points (Rakhine section)
2. Update on situation in Rakhine and Education programmes (incl. new school year)
3. 'Doing things differently in Rakhine' – what this means for education
4. Pipeline education programmes and partners in Rakhine
5. Adolescent life-skills in Rakhine (CP initiative) – Education's role in support of this
6. Improving IM in Rakhine – Initiatives underway (incl. 3W revision)
7. Rakhine A.O.B.

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#### Attendance list (10)

Name	Agency	Position	Email	Tel.
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**KACHIN (15:00 – 15:45)****1. Review of last meeting's action points (from 9 April 2014)****1.1. Kachin EiE organization key updates**

Action points and subsequent actions	Responsible
a) Support the development of an inter-sector strategy for better supporting boarding house <i>- No action taken – awaiting cross line mission outcomes (other sectors focusing on boarding school issue)</i> b) Meet with Shalom to discuss outcomes and next steps on the subject of the needs assessment in NGCA Kachin <i>- Met with Shalom, KIO ED Coord. &amp; UNICEF on 12 May. Productive meeting with agreed way forward. Next meeting on Tuesday 27 May.</i>	Sector Coord. Other sectors (esp. CP) Shalom & KIO ED

**1.2. Peace-building in Kachin – initiatives and lexicon**

Action points and subsequent actions	Responsible
a) Shalom and UNESCO to present the peace-building lexicon at the next EiE Coordination meeting (Yangon) <i>- Shalom did not attend the meeting. UNESCO brought the lexicon book. To be presented at a later meeting.</i> b) Sector Coordinator to ensure that revisions made to the INEE CSE training pack (as per feedback from pilot) are appropriate for use in Kachin. <i>- Sector Coordinator has extended UNICEF's INEE request for support to Rakhine to also include Kachin</i>	Sector Coord. UNESCO Shalom UNICEF

**1.3. MRE in Kachin – roles, responsibilities, opportunities**

Action points and subsequent actions	Responsible
EiE Sector Coordinator to coordinate with CP working group on when it is time for Education to be part of roll out discussions and planning <i>- No further information on this initiative yet</i>	Sector Coord. CPIE Coord. UNICEF

**2. Conflict & displacement in N. Shan - education needs**

Three documents were shared relating to the recent conflict and displacement in Kachin and northern Shan State: the latest OCHA SitRep; the release from the Kachin Joint Strategy Team (of national NGOs); the report from the Protection Rapid Assessment conducted 24-25 April. Education was not included in the assessment as it was school holiday and was not considered a priority at the time. However, education concerns were raised in the report: the new school year is about to start and many of the newly-children potential do not have or means to start or continue their education and parents are worried about what they could miss. An early EiE intervention may prevent this.

2. Action points	Responsible
Sector Coordinator to promote and support a joint assessment with UNICEF and Save the Children in the affected areas of N. Shan (Muse and Namkham) to assess education needs ahead of the new school year starting in 6 June.	Sector Coord. UNICEF SCI

**3. Other Kachin updates (incl. needs assessment)**

UNICEF has identified a suitable consultant to facilitate the education assessment planned for NGCA/KCA Kachin and she will be in place by 4 June to start working on this project. The first stage of this will be clarifying the aims and objectives of the assessment and supporting building a consensus from all stakeholders on the process to ensure that it is inclusive, transparent and consultative. This will be done by mid June so that data collection can hopefully start in by the end of July.

3. Action points	Responsible
Sector Coordinator to continue to support the coordination of the assessment process wherever necessary and possible, including in cross-line missions	Sector Coord.

#### 4. Peace-building in Kachin – Lexicon

The idea of reviewing and agreeing a common lexicon for peace-building was raised during the Conflict Sensitivity Education training pilot held in Yangon (4-5 March) to be part of a future coordination meeting. However, Shalom did not attend the meeting and although the lexicon book was provided by a UNESCO representative, it was not the time to review it. This will be presented at a later meeting TBC.

#### 5. MRE & life-skills in Kachin (CP leads) – Education’s role in support of this

No further news on MRE package to be used in schools. EiE Sector Coordinator to continue to communicate with CP Working Group (CPWG) ready to involve discussions and planning for the roll out when it is ready.

The CPWG is currently planning an assessment of adolescent life-skills training needs in Kachin and Rakhine, which the EiE Coordination Group will support wherever possible. Although no education actors are currently delivering life-skills to adolescents in Kachin, there is potential scope and need for this, especially in non-IDP KCA areas where post-primary learning opportunities are so limited.

5. Action points	Responsible
Sector Coordinator to continue coordinating with CPWG on both of these initiatives to establish the EiE sector’s role in both.	Sector Coord.

**GENERAL (15:45 – 16:15)****1. Review of last meetings General action points (from 9 April)**

There were no new general action points from last meeting.

**2. INEE Conflict Sensitive Education (CSE) – training update**

INEE CSE training pack was piloted on 4-5 March 2014 in Yangon resulting in extensive feedback on changes needed to contextualise the materials before translation and roll out (firstly to conflict areas of Rakhine and Kachin). Since then UNICEF Rakhine directly requested INEE trainers to facilitate training in Sittwe, which they have agreed to do. Any training which does take place should incorporate the work (including next step recommendations) already done by the pilot team, and the opportunity also be extended to Kachin.

<b>2. Action points</b>	<b>Responsible</b>
Work with UNICEF and INEE to ensure that any training which takes place incorporate the work (including next step recommendations) already done by the pilot team, and that the opportunity also be extended to Kachin.	Sector Coord. UNICEF INEE

**3. General EiE sector preparedness – actions completed and pending (inc. MS-IRA tool)**

The few of the key national level minimum preparedness actions were reviewed and one in particular the education section of the MS-IRA (multi-sector initial rapid assessment) tool was focused on for feedback. Feedback was minor, and is in addition to that already received by email, but will be incorporated before submission to OCHA.

<b>3. Action points</b>	<b>Responsible</b>
Incorporate additional feedback into the education section of the MS-IRA tool before submission to OCHA.	Sector Coord.

**4. Final version of Myanmar SRP 2014 & next steps**

The planning data behind the Myanmar Strategic Response plan - SRP (now renamed the 'Myanmar Humanitarian Response Plan – HRP – due to the absence of strategic content) had to be re-calculated again due to another last-minute revision in caseload, but the document was finally released mid-May. Now sector's have to start work on reporting on the targets and indicators that they set in the plan.

<b>4. Action points</b>	<b>Responsible</b>
Improve data management mechanisms and updates to allow the SRP indicators to be monitored and reported on.	Sector Coord. UNICEF (esp. in Rakhine & Kachin)

**5. General AOB**

None

**RAKHINE (16:15 – 17:30)****1. Review of last meeting's action points (Rakhine section)****1.1. Exams in Rakhine IDP camps**

Action point and subsequent action	Responsible
a) Follow up with SEO to ensure that exams for children that missed them (the majority) are conducted at the end of April - Key advocacy and coordination action point at Rakhine level <i>- see below</i>	UNICEF Save the Children LWF Sector Coordinator

In UNICEF-supported schools (some already Government schools as in Mrauk-U and Minbya) exams took place at the end of March 2014. However, this was not the case for the majority of children attending emergency education primary TLS in the camps of Sittwe and Pauk Taw (mainly run by SC and LWF). Therefore it was agreed with the State Education Department (SED) to administer exams for these children with their support at the end of April. In the end these exams took place on 12-13 May in some areas this support amounted to the SED delegating the 5 Thet Kae Pyin teachers (Muslim) also used as teacher trainers to organise the administration of exams which they wrote.

Establishing a clear picture of this, and other areas of support and engagement from the Government, is important as it is an indicator of the extent to which the international organisation-provided TLS in the IDP camps are recognised by the Government or not. Clarity on this is a pre-requisite for any effective advocacy for change on this issue.

Follow-up action point	Responsible
Establish a clearer picture as to the extent of Government support for Muslim IDP camp education including the recent exam issue, as a pre-requisite for a sector advocacy strategy.	Sector Coord. UNICEF (esp. in Rakhine)

**1.2. Rakhine EiE contingency planning review (for cyclone and/or conflict)**

Action points and subsequent actions	Responsible
a) Review and coordinate the completion of the Rakhine CRP and submit with the national MPAs <i>- Submitted and updated since</i>	Sector Coord. UNICEF & SC Rakhine EiE impl. sector members
b) Start actioning the MPAs in line with the times and responsibilities listed <i>- Most auctioned on time – see future meetings for progress updates</i>	
c) Support the Rakhine EiE group in the actioning of some of the CRP preparedness activities – <i>support being provided on needs assessment tools</i>	

**2. Update on situation in Rakhine and Education programmes (incl. new school year)**

As the operational situation for agencies working in Rakhine gradually improves EiE programming in Rakhine is slowly resuming to previous levels. However, implementing capacity

for the larger organizations (e.g. SCI) is still not at 100% and Education remains a lower priority due to the prioritization of some of the ‘harder’ sectors resulting in existing and new programmes falling behind schedule.

The inability to significantly increase EiE coverage at this time beyond that of last year, and the fact that camp TLS did not stop for the summer break, makes it difficult to see how the ‘new school year’ (starting 6 June) will be different from what is happening now. However, some Grade 5 children did ‘graduate’ from primary TLS and others children start Grade 1. The challenge now is finding textbooks for the new children and new grades and post-primary education opportunities for the post-grade 5 children remain scarce in the IDP camps and communities of Rakhine.

This is in addition to the challenge of resources the transition from the original emergency education curriculum and delivery system (2 subjects, 3 shifts) to the new education in emergencies curriculum and delivery system (4/5 subjects, 3 shifts) agreed by the Rakhine EiE working group in March 2014. Despite this agreement, confusion over who will start implementing this and when using which resources remains resulting in LWF, Plan and SC are budgeting differently in their new and revised proposals. Gaining clarity and coherence on this is a sector priority as a harmonized approach to programming in Rakhine is vital, particularly from a conflict sensitivity perspective.

2. Action points	Responsible
a) Ensure all implementing partners agree to a common and coherent approach to transitioning to the new curriculum and delivery system in Rakhine b) Continue to support implementing EiE partners to access the resources necessary to expand their coverage (in addition to transitioning to the new 2 shift system) including in post-primary EiE (adolescent NFE). b) Continue efforts to mobilize more agencies to support EiE in Rakhine. c) Support Rakhine EiE group to identify sufficient textbooks for this (new) school year, from Government (unlikely) or elsewhere	Sector Coord. UNICEF (esp. in Rakhine & Kachin)

### 3. ‘Doing things differently in Rakhine’ – what this means for education

In early May OCHA released a draft note titled ‘Doing things differently in Rakhine’ which highlighted the key areas which NGOs needed to work on to improve their ways of working in Rakhine in terms of targeting, communications and delivery, with a focus on conflict sensitivity. This is very general and does not provide any guidance on how to operationalize this ‘new’ approach. In fact it has been suggested that this is nothing new but merely states the way the humanitarian community should always work (and some argue has been working) in Rakhine.

This draft note was printed and shared with meeting participants for comments and ideas as to what this might look mean for the EiE sector in Rakhine. None were offered at the time and so later ones were invited by email. Input on this topic may be more forthcoming once more operational guidance is provided by OCHA (as it will be soon).

3. Action points	Responsible
Follow up on the topic with the sector once OCHA have provided more detailed operational guidance	Sector Coord. OCHA

**4. Pipeline education programmes and partners in Rakhine**

- Plan is continuing their PCA process with UNICEF to take over and expand existing UNICEF operations in some areas of Sittwe and Mimbya. Having a new implementing partner like Plan operating in Rakhine will be a significant capacity boost for the sector.
- LWF have just initiated a PCA process with UNICEF to take over and expand existing UNICEF operations in some areas of Sittwe and Mrauk U. This will result in LWF significantly expanding their operational capacity in Rakhine.
- Save the Children are continuing to negotiate the extension and expansion of their PCA with UNICEF. SC is also finalizing a grant with Australian Aid (DFAT) which will see a further expansion in the programming – primary and adolescent NFE.
- NRC will be conducting a coping visit to Rakhine in order to assess the feasibility of establishing youth education activities there.
- Since the violence of March 27 there is no further news on MRCS plans to establish a small EiE programme in Sittwe camps.

4. Action points	Responsible
a) Provide technical support to partners in their PCA process if needed. b) Provide support to NRC if needed for their upcoming scoping visit to Rakhine (and advocate the establishment of Education programming). c) Contact MRCS for update on EiE plans in Rakhine.	Sector Coord. MRCS

**5. Adolescent life-skills in Rakhine (CP initiative) – Education’s role in support of this**

UNICEF Child Protection (CP) in partnership with Save the Children Child and DRC CP have launched an initiative to establish life-skills classes for adolescents in Rakhine (in addition to Kachin) using the existing UNICEF NFE course package known as ‘Excel’ – initially in its current form and later adapting and translating it to the context. Along with life-skills subjects (drugs, trafficking, SRH, etc.) Excel also includes a basic literacy and numeracy modules - the NFE academic component.

As Save the Children Education and LWF Education programmes in Sittwe have a similar aim of providing NFE courses with life-skills added on to the same age group in Rakhine (adolescents) it makes sense that Education attach itself/support this CP initiative. The key arguments for this joining of forces are:

- A combination of these two aspects would strengthen both: the life-skills/CP component would provide the protective element that Education is looking for; the academic component (literacy) could broaden the appeal of the course and potentially support convincing the parents of its use for their children.
- Pooling the resources could increase coverage – each area’s/community’s adolescents could potentially have access to a life-skills/literacy Excel course whether it be through an Education TLS (SC, LWF, soon Plan and maybe NRC), a CP CFS (SC), or a CP Youth Centre (DRC) or another community space.
- It would make set-up and implementation easier if everyone was using the same materials and mode of delivery – at this time of reduced access in Rakhine simplification and harmonization of programming has to be a good thing.



The first part of this would be a survey to assess how adolescents view this initiative and their priority needs associated with it. Following this there would be a (generic) Excel training in Sittwe in order to initiate the programme ahead of further package tailoring.

5. Action points	Responsible
Work and coordinate closely with UNICEF & SC CP on the next steps of this initiative – the survey and the initial training – with a focus on engaging education partners in this.	Sector Coord. UNICEF SCI & LWF

#### 6. Improving IM in Rakhine – Initiatives underway (incl. 3W revision)

The need to monitor and report on the SRP indicators has prompted a review of the EiE sector information management tools in Rakhine, starting with the 3W. Conversations between the National and Rakhine EiE Sector Coordinators on this topic resulted in the agreement that the 3W would be reviewed and revised at the national level with the support of Yangon-based IM experts (MIMU & OCHA) to bring it into line with other sectors 3W (e.g. WASH) and linked to the monitoring of the SRP indicators. The additional information generated as a result of this revision should also be used to generate sector IM products useful for planning and communication. Training on this new tool would also be provided by the national EiE Sector Coordinator to the Rakhine partners.

If nationally available IM support proved insufficient, the request already submitted to the Global Education Cluster for support (by Rakhine EiE Sector Coordinator) could be followed up on.

6. Action points	Responsible
a) Review and revise the revised the Rakhine EiE 3W with the support of Yangon-based IM experts (MIMU & OCHA) to bring it into line with other sectors 3W (e.g. WASH) and link it to the monitoring of the SRP indicators.	Sector Coord. UNICEF Rak. SCI
b) Provide training on the new tool to Rakhine EiE partners.	LWF
c) Agree on IM products to be produced which are useful for the sector.	Plan
d) Use the new tool to report on the DRP indicators mid-year (End June).	CFSI

#### 7. Rakhine A.O.B.

None

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***The next Education in Emergencies Sector coordination meeting in Yangon is planned for the afternoon (15:00 – 17:30) of Wednesday 18 June 2014 at the Save the Children Office, Yangon.***