

## Education in Emergencies Coordination Group

### Yangon meeting minutes – 25 June 2014

<b>Date:</b>	<b>25 June 2014</b>	<b>Venue:</b>	<b>Save the Children Office, Yangon</b>
<b>Time:</b>	<b>15:00 – 17:30</b>	<b>Chaired by:</b>	<b>Arlo Kitchingman – EiE Sector Coordinator</b>

#### Agenda – RAKHINE (15:00 – 16:00)

1. Review of last meeting's action points (Rakhine section)
2. Harmonizing EiE response in Rakhine – update from Sittwe workshop on 19 June
3. Improving IM in Rakhine – update on initiatives underway (incl. 3W revision)
4. SRP mid-term review process for Rakhine (1<sup>st</sup> draft due 20 July)
5. Rakhine typologies – update on proposed changes (as part of 'working differently')
6. Adolescent life-skills in Rakhine (CP initiative) – Survey and training
7. Rakhine EiE organization updates
8. Rakhine A.O.B.

#### Agenda - General (16:00 – 16:30)

1. Review of last meeting's minutes (General section)
2. Introduction of MEC's EiE Fund
3. General EiE sector preparedness – update on actions completed and pending
4. General A.O.B.

#### Agenda – KACHIN (16:30 – 17:30)

1. Review of last meeting's action points (Kachin section)
2. EiE assessment and response in Kachin & N. Shan
3. Needs Assessment and Coordination Structures in Kachin – update
4. MRE in Kachin (CP leads) – update
5. Kachin EiE organization updates
6. Kachin A.O.B.

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#### Attendance list (8)

Name	Agency	Position	Email	Tel.
Arlo Kitchingman	SC/UNICEF	EiE Sector Coord.	<a href="mailto:Arlo.kitchingman@savethechildren.org">Arlo.kitchingman@savethechildren.org</a>	09429274799
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**RAKHINE (15:00 – 16:00)****1. Review of last meeting's Rakhine action points (21 May)****1.1. Update on situation in Rakhine and Education programmes (incl. new school year)**

<b>Action points and subsequent actions</b>	<b>Responsible</b>
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). <i>- Meeting in held in Yangon (16 June) and in Sittwe (19 June) with partners on issue of programme harmonization. Agreement in principle reached, and recommendations on how and when to put this into practice made (including resourcing the change).</i> c) Continue efforts to mobilize more agencies to support EiE in Rakhine. <i>- See b&amp;c of point 1.3 below</i> d) Support Rakhine EiE group to identify sufficient textbooks for this (new) school year, from Government (unlikely) or elsewhere. <i>- Issue raised again in both Rakhine and Yangon but no plan on how to move forward with this yet formulated.</i>	Sector Coord. UNICEF (esp. in Rakhine & Kachin)

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

<b>Action points and subsequent actions</b>	<b>Responsible</b>
a) Provide technical support to partners in their PCA process if needed. <i>- EiE Sector Coordinator reviewed Plan PCA proposal upon request. Same support available to SCI and LWF.</i> 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. <i>- EiE Sector Coordinator remains in regular contact with NRC and MRCS to monitor their plans to initiate programming in Rakhine and offer technical support if needed. MRCS plans currently on hold. NRC still deciding whether or not to work in Rakhine.</i>	Sector Coord. MRCS

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

<b>Action points and subsequent actions</b>	<b>Responsible</b>
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. <i>Education partners in Rakhine working in adolescent education (LWF &amp; SCI) kept informed of developments and plans</i>	Sector Coord. UNICEF SCI & LWF

**1.4. Improving IM in Rakhine – Initiatives underway (incl. 3W revision)**

<b>Action points and subsequent actions</b>	<b>Responsible</b>
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. <i>- New 4W developed incorporating lessons from other sectors, advice from MIMU and OCHA (IM experts) and linking to SRP indicators.</i> b) Provide training on the new tool to Rakhine EiE partners. <i>- New tool introduced, explained and trialed with implementing partners in Sittwe on</i>	Sector Coord. UNICEF Rak. SCI LWF Plan CFSI

19 June (pm). Feedback incorporated into final version.

c) Agree on IM products to be produced which are useful for the sector.

- Idea of a regular bulletin floated and supported – to be developed further.

d) Use the new tool to report on the SRP indicators mid-year (End June).

- Tool shared with partners for update in order to generate data needed for reporting on SRP.

## 2. Harmonizing EiE response in Rakhine – update from Sittwe workshop on 19 June

The EiE Sector Coordinator repeated the (15 slide) presentation given in Sittwe as a structure for the discussion on the issue of organization programme harmonization with a particular focus on the move from 3 shifts (2 subjects) per day to 2 shifts (4/5 subjects) per day. A content summary of this is as follows:

### i. Meeting Aims & Objectives

To gain agreement at sector level on a harmonized approach to changes in the curriculum and delivery system, by:

- understanding the reasons for the original primary ‘emergency education’ package, system of delivery and coverage; understanding the reasons for the move to an expanded ‘education in emergencies’ curriculum;
- understanding the implications of an expanded curriculum on resource needs and coverage and the need to plan for this;
- agreeing on a standard (harmonized) approach to resourcing, planning and implementing the new curriculum system.

### ii. Original education curriculum and system in IDP camps of Rakhine (‘Emergency Education’)

*In March 2013, the decision was made to:*

- a) Provide primary level ‘emergency education’ to all children in Muslim IDP camps
  - *Rationale: MDGs; child rights; org. mandates & experience; protection focus; feasibility & coverage (resources); fear that creation of parallel system would promote entrenchment (funding)*
- b) Advocate and support the Government to take over/take more responsibility for education in the Muslim IDP camps
  - *Rationale: Primary duty bearer responsibility; feasibility & sustainability; legitimacy and relationship with community*

### iii. Aim of ‘Emergency Education’ curriculum and system in IDP camps of Rakhine

*Aim - maximum coverage (whilst minimizing contribution to entrenchment) through:*

- Per TLS: 3 shifts per day (2 hours/2 subjects per shift); 240 children (80 per shift); 3 volunteer teachers (2 team teaching each shift)
- Basic literacy subjects only (Myanmar language and mathematics); 1 set of textbooks per student (2 books each); basic training for teachers – 6 days (mainly methodology); volunteer teachers team teaching (2 at same time) teaching 4 hours per day (5 days per week); volunteer teacher incentives of MMK 50,000 (up from initial MMK 35,000)

### iv. New education curriculum and system in IDP camps of Rakhine (‘Edu. in Emergencies’)

*In March 2014, the decision was made to:*

- a) Move to a full education in emergencies curriculum which fully aligns with MOE
  - *Rationale: community demands; already happening; MDGs - quality; child rights - quality; acceptance of entrenchment and reduction in fear of creating parallel system - support Gov. engagement; increase in funding.*
- b) Advocate and support the Government to recognize teaching and establish process for formal recognition of volunteer teachers
  - *Rationale: Primary duty bearer responsibility; feasibility & sustainability; legitimacy and relationship with community.*
  
- v. **Implication of new EiE curriculum and system on resource needs**  
*Cutting the number of shifts by 1/3 (from 3 to 2) means:*
  - 1/3 reduction in the number of children reached *or*
  - 1/3 more resources (TLS, teachers, supplies) to reach the same number of children*These must be budgeted for*
  - Now, wherever possible (incl. PCAs) *and*
  - In all future proposals/grants in order to allow a phased approach to the changes (where budgets cannot be changed now)
  
- vi. **Standards of new EiE curriculum and system**  
*Aim - teach all Myanmar curriculum subjects to aid formalization and increase 'quality':*
  - Per TLS: 2 shifts per day per TLS (4+ hours per shift); 160 children (80 per shift); 4 volunteer teachers (2 team teaching each shift)
  - 4/5 subjects per shift (of 30 - 45 mins each, grade dependent); all Myanmar curriculum subjects taught – 1 set of books per students (4-5 books each); volunteer teachers team teaching (2 at same time) teaching 4 hours per day (5 days per week); Volunteer teacher incentives of MMK 50,000 (no change)

**Meeting outcomes**

- Sector agreement, in principle, to move to the full curriculum, a decision supported by the State Education Department (SED) representative.
- Sector agreement on the change in delivery method - 3 shifts to 2 shifts (am for lower primary grades & pm for higher) – to make this possible.
- Sector agreement on the need to increase resources (by approx 30%) to put this into practice – more TLS, more teachers, more training (same incentive rate for now- MMK 50k per month)

Unfortunately agreement could not be reached on the funding modality and, hence, timing of the changes. Despite agreement in principle to the move to a full curriculum, the current differences in existing and requested resources (e.g. PCAs with UNICEF) between the three implementing partners (SCI, LWF and Plan) makes it difficult to see when this move can realistically take place. The main difference is the between the urgency to not delay this process further and to sign now and amend later, or to align programmes and secure resources now whilst they are available.

2. Action point	Responsible
Where needed/requested, technically support implementing partners to resources and plan for the new EiE curriculum and delivery system.	Sector Coord. UNICEF

### 3. Improving IM in Rakhine – update on initiatives underway (incl. 3W revision)

The EiE Sector Coordinator repeated the (7 slide) presentation given in Sittwe used to introduce the new Rakhine EiE Sector 4W, which now incorporated feedback from its presentation and trial in Sittwe. The new tool, which was developed incorporating lessons from other sectors, advice from MIMU and OCHA (IM experts) and linking to SRP indicators, was then presented and explained. The idea of a regular bulletin based on updated 4W information was also discussed and will be actioned once the mid-year reporting has been completed.

3. Action points	Responsible
a) Send latest 4W to Rakhine EiE implementing partners for update.	Sector Coord. UNICEF SCI & LWF
b) Use the updated information to produce the mid-year report on the SRP.	
c) Start development of IM products useful for the sector, incl. regular bulletin.	
d) Improve MIMU EiE webpage	

### 4. SRP mid-term review process for Rakhine (1<sup>st</sup> draft due 20 July)

Although the 2014 SRP was only released at the end of May 2014, OCHA and the HCT are requesting sectors to report on progress so far this year. Initially, this report was to include all indicators – from the strategic to the activity level – but this is now considered excessive and unrealistic and the strategic level indicators (listed at the start of the DRP document) are the only ones to be reported on at this time. Whilst this is easier, unfortunately the strategic level indicators selected by OCHA are relatively niche and do not represent the sector or its work and progress particularly well. This concern has been raised and may these level indicators may be changed in the future.

The EiE Sector Coordinator will calculate the indicators based on the information provided by partners (mainly through the sector 4Ws) and draft the narrative sections before sharing with partners for review and feedback. The submission deadline for the first draft is 20 July.

4. Action points	Responsible
a) Generate first draft of EiE SRP PM report using 4W and other information from partners	Sector Coord. UNICEF Rakhine Edu partners Kachin Edu partners
b) Share report with partners for review and feedback	
c) Incorporate feedback and submit to OCHA – first draft 20 July 2014.	

### 5. Rakhine typologies – update on proposed changes (as part of ‘working differently’)

As part of the move for international organizations to ‘work differently’ in Rakhine (or as some put it ‘work properly’ in accordance with the standard humanitarian principles and employing conflict sensitive approaches) the typologies for targeting purposes are being reviewed, with a focus on the criteria for identifying ‘surrounding communities’ and ‘isolated communities’. Several ways of doing this have been suggested, included distance (1km) from IDP camps.

Feedback from the group on this was that distance criteria as it prevents a more strategic selection of location based on relative need and is very difficult to plan and budget for (and get funding for). Instead a system which combines a vulnerability/needs criteria with a minimum % budget designation.

5. Action points	Responsible
Provide group feedback above to OCHA as they continue the process of reviewing typologies in Rakhine.	Sector Coord.

## 6. Adolescent life-skills in Rakhine (CP initiative) – Survey and training

In the last Child Protection in emergencies sub-sector meeting, partners were invited to review the life-skills survey tool that the CPiE sub-sector were planning on using on adolescents in Rakhine and also tentative dates for training on the generic package (beginning of August). This tool and information was shared with EiE Sector partners who are also being encouraged to be part of this initiative – particularly SCI and LWF who already have some adolescent NFE services up and running. Adding components of life-skills to this would strengthen its protective value, as would adding basic literacy to the CP-delivered interventions.

No immediate feedback was provided by meeting members and so they were encouraged to take the information away and provided any subsequent feedback by email by Wednesday 2 July.

6. Action points	Responsible
a) Share any more feedback provided on the tool and/or initiative with CPiE WG. b) Continue to 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 (particularly SCI and LWF) in this.	Sector Coord. UNICEF SCI & LWF

## 7. Rakhine EiE organization updates

- LWF, Plan International and Save the Children all continue to negotiate new or existing PCAs with UNICEF, wherever possible, in accordance with the new EiE system agreed for IDP camps in Rakhine (see point 2).
- LWF and Save the Children have started delivering their adolescent NFE activities in some of their camps.
- Action Aid has plans to work in education in Rakhine, focusing on the remote communities (very welcome from a sector perspective), and looks to become an active sector member whilst it continues this start-up process.
- Myanmar Red Cross Society (MRCS) still has funding to support EiE in Rakhine, and following a postponement in this project, is now starting to re-visit it
- Following their scoping trip to Rakhine, Norwegian Refugee Council (NRC) continues to decide internally its plans and priorities (i.e. will it engage in supporting education in Rakhine or not) and will inform the sector when it does.

7. Action points	Responsible
a) Continue to offer technical support to all sector partners who need it, in terms of information, coordination and proposal development.	Sector Coord.

## 8. Rakhine A.O.B. - None

**GENERAL (16:00 – 16:30)****1. Review of last meetings General action points (21 May)**

<b>1.1. Action points and subsequent actions</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. <i>- Discussions held with UNICEF Education &amp; Peace-building team and Sittwe EiE coordinator on best way to move forward with INEE CSE training in September. Decision will be made and shared before next meeting.</i>	Sector Coord. UNICEF INEE
<b>1.2. Action points and subsequent actions</b>	<b>Responsible</b>
Incorporate additional feedback into the education section of the MS-IRA tool before submission to OCHA. <i>- Feedback incorporated and final version submitted.</i>	Sector Coord.
<b>1.3. Action points and subsequent actions</b>	<b>Responsible</b>
Improve data management mechanisms and updates to allow the SRP indicators to be monitored and reported on. <i>- Rakhine 3W has been revised and upgrade to a 4W which also links directly with the SRP. Another attempt at establishing a Kachin 4W is underway.</i>	- Sector Coord. UNICEF (esp. in Rakhine & Kachin)

**2. Introduction of MEC's EiE Fund**

The Myanmar Education Consortium, jointly funded by DFAT (Australian Aid) and DFID (UK Aid) targets national organisations and CSOs with funding and capacity development support for education in Myanmar – including some conflict areas (e.g. Kachin). The first round of grants were disbursed in May 2014.

Component 5 of the MEC related to Education in Emergencies, and is a small pot of funding, accompanied by education kits and training where needed, for national organizations and CSOs to access to respond to small-scale emergencies in the areas where they are already working. This could be further small-scale displacement in Kachin, flooding in Kayin, or similar.

Grants of up to 50,000 can be made for a period of 6 months and can be accompanied by education kits (student and teaching) where needed. The fund is now live. For more information please go to: <http://www.myanmareducationconsortium.org/education-in-emergencies-eie-fund/>

Support on application eligibility or completion can be provided by MEC and/or the EiE Sector Coordinator.

<b>2. Action points</b>	<b>Responsible</b>
a) Provide support to organizations that need it in the development of their proposals for the MEC EiE Fund. b) Support MEC in the technical review of the applications.	Sector Coord. MEC



### 3. General EiE sector preparedness – update on actions completed and pending

Progress made on the ongoing work of sector preparedness – involving information from many sector members - was shared with the meeting members and feedback invited. The main point raised was the need to incorporate DRR components into preparedness with Bangladesh and Philippines being offered as good examples of this. It was agreed/acknowledged that DRR in education is important and should be kept in mind at all stages and activities of preparedness, while avoiding duplication with the other existing groups (e.g. DPRE working group led by UNESCO).

3. Action points	Responsible
What is UNESCO now doing with the DPRE WG – does it still exist and who is leading it? Follow up with UNESCO and ETWG (SCI & UNICEF co-led).	Sector Coord. UNICEF, UNESCO

### 4. General A.O.B. - None

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**KACHIN (16:30 – 17:30)****1. Review of last meeting's Kachin action points (from 21 May)**

All of the action points from the last meeting were raised again and updated as agenda points in this meeting.

**2. EiE assessment and response in Kachin & N. Shan**

As the end of the long holiday was approaching, communities displaced in northern Shan were concerned about the enrolment of the children at the start of the new school year. Whilst many Government schools in the area were accepting IDPs, some of those coming from NGCA/KCA areas of Kachin were reporting lack of opportunities.

UNICEF Myitkyina and Lashio therefore decided to conduct a rapid assessment on 25-30 May. In order to boost capacity to do this the EiE Sector coordinated 2 education staff from SCI to support the UNICEF team (comprising 1 from Myitkyina office, 1 from Lashio) and the resultant report has been released.

2. Action points	Responsible
Sector Coordinator to use report to promote and support a response in the areas of new displacement 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. Needs Assessment and Coordination Structures in Kachin – update**

**Assessment:** UNICEF has contracted a consultant as the overall lead for the assessment process. The first stage of this is ensuring that the KIO ED and all education partners are on board. Therefore an orientation meeting/workshop will be held at end of June/beginning of July in Laiza, NGCA/KCA Kachin which will be led by the KIO ED and Shalom. In the meantime the consultant will work on the methodological aspects of the assessment.

**Coordination:** UNICEF has made efforts to coordinate the education sector in Kachin from Myitkyina, but the staff are over-stretched taking care of both development and emergency work and many implementing partners are not based there. However, there is urgent need to strengthen coordination by linking the multiple hubs.

3. Action points	Responsible
a) Sector Coordinator and consultant to continue work with Shalom on the materials for the orientation meeting/workshop in Laiza, and share feedback on the outcomes of this event.	Sector Coord. UNICEF (incl. consultant)
b) Sector Coordinator to work with UNICEF, SCI and Metta to come up with a practicable education coordination mechanisms for Kachin	Shalom Metta SCI

#### 4. MRE in Kachin (CP leads) – update

The Sector Coordinator continues to coordinate with the CPiE WG on the MRE initiative and to ensure that education is able to fulfil its delivery role in it. The Sector Coordinator met with UNICEF's partner in MRE – Dan Church Aid (12 June) – to discuss role of education in MRE delivery, identify potential target groups and put them in contact with potential partner in Muse (SCI CP). Materials may be trialled through SCI's Edu/CP programme in the boarding schools.

4. Action points	Responsible
Sector Coordinator to continue supporting and coordinating with CPiE WG and DCA on this initiative and promote its incorporation into EiE work wherever possible.	Sector Coord. UNICEF CPiE WG DCA

#### 5. Kachin EiE organization updates

Action Aid (attending the meeting for the first time) informed the group that, in addition to working in Rakhine, they were also interested in establishing education programmes in Kachin.

#### 6. Kachin 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 23 July 2014 at the UNICEF Office, Yangon.***