

Education Thematic Working Group (ETWG)
Education in Emergencies Coordination Meeting (Yangon)

Date:	21 August 2013	Venue:	Save the Children Office
Time:	15:00 – 16:30	Chaired by:	Arlo Kitchingman – EiE Sector Coordinator

RAKHINE

1) Rakhine Response Plan (July – December 2013)

The updated Rakhine response plan for the second half of 2013 is finally released and available. Work on producing a new plan for 2014 which looks at the next phase of response and takes a more state-wide approach will commence in October 2013.

2) Current programming update and challenges

- Save the Children and LWF are now implementing in Rakhine with dedicated EiE Managers in place. First stages are construction of the TLS (once a designed has been agreed between the agencies and sites secured) and recruitment and training of volunteer teachers. Education kits have also been ordered.
- LWF successfully conducted a household survey in the camps which they manage (Ohn Toh Gyi 3,4 and 5) which will inform their education programme implementation. The sensitivities of collecting family data were overcome by assurance that it was for service planning only and not for census purposes.
- UNICEF continues to implement in Rakhine. The issues with the construction quality of the Temporary Learning Spaces (TLS) are being addressed and the latrines are also being rebuilt. As the first to implement organizations starting now should learn from the challenges UNICEF has faced in certain areas.
- Recruitment and retention of teachers in Rakhine is a serious concern for the sector for two reasons
 - The household survey by LWF in Ohn Toh Gyi 3,4 and 5 revealed very few students who had passed grade 10 – the government criteria for teachers (and one which the sector recommends following in order to allow for potential formalization of the teachers by the government in the future) which may make recruitment difficult.
 - Seven of the UNICEF teachers recruited and trained have already been poached by other sectors paying more than MMK 35,000 per month. This highlights the need to review the incentive package. Save the Children and LWF are planning to pay MMK 50,000 per month to try to mitigate the risk of this.
- Implementing organizations are reminded to consider the needs of children with disabilities in their programmes design and implementation. 93 children with disabilities were identified in LWF’s household assessment in Ohn Toh Gyi 3,4 and 5.

3) Upcoming Do No Harm assessments

Save the Children is planning a pre-implementation Do No Harm assessment in Sittwe and Pauk Taw (23 August – 10 September) to ensure that its education programmes do not harm, and also to get some information to help guide the next stage of education sector programming in the area. LWF are going to contribute personnel to the benefit from the training (the first week) and then support the assessment (the second week) and UNICEF are also considering making Sittwe

staff available for it. Findings and recommendations will be shared with the sector once they are finalized and written up.

4) Programme components issues – TLS, incentives and textbooks

- **TLS:** Organizations implementing in Rakhine should agree a standard TLS structure to ensure equity of emergency education provision between the different camps. This has been under discussion for some months but without commitment to a way forward. The recommendation is to identify a suitable existing structure which demonstrates that it can be built by communities/contractors and adapt it to the TLS requirements.
- **Volunteer teacher incentives:** As mentioned, current volunteer teacher incentives are below what other sectors are paying their ‘volunteer’ staff in the camps. This is resulting in teachers who have received initial training leaving to work for other sectors. The problem was a failure of general coordination from the beginning and other sectors cannot be expected to reduce their incentives now, therefore the education sector need to increase the rate it pays and make the position more attractive in other ways – through the hours, the training provided, etc. SC and LWF are prepared to do this but UNICEF have reservation based on budgetary constraints, which are recognized but not making these changes could result in more teachers being lost.
- **Textbooks:** Provision of one set of textbooks per child is essential and urgent in this situation of only 2 hours per day with volunteer teachers. The State Education Office has stated that they will provide textbooks to the children enrolled in emergency education. However their stocks and capacity to provide the large number needed (aiming at one set per child) is in doubt. Therefore NGOs would like the option of printing the Myanmar language and Mathematics textbooks if necessary and request permission for this from the MOE.

5) Myebon school situation

- Following the wave of violence in October 2012, 4113 people from Myebon town were displaced. This includes 296 Rakhine IDPs who currently live in Kan Thar Htwat Wa camp located within the town with unrestricted access to town facilities. Taung Paw Muslim IDP camp is located half a mile past the Rakhine IDP camp and counts 3844 IDPs living in a ‘siege-like’ situation, completely cut off from the town and the rest of the state. Access to services and facilities is very limited.
- Access to education is very also limited as there are only 3 teachers for the whole camp. There is a school just outside the perimeter of the camp which is being occupied by security forces.
- Therefore Relief International – the only NGO with a field office in Myebon – is advocating for improved access to education and educational resources, including:
 - The use of school near the Taung Paw camp currently occupied by security forces to be made available for use by Taung Paw IDPs and security provided for continued access.
 - Support for teachers and educational materials for children in Taung Paw camp
- Potential support for this plan:

This situation in Myebon can be used exemplify the use of education structures for non-education uses (this is not the only case in the camps) for a wider advocacy push for all structures in Rakhine/the camps built for Education purposes to revert to that use.

KACHIN

1) Current programming update and challenges

- Only Shalom was represented from the Kachin NGOs and therefore there were very few updates.
- One issue raised was that funding for teacher incentives in the NGCAs (Non-government controlled areas) is running low (KMSS was providing).
- The ongoing concern over boarding houses was also raised again, partly due to the lack of information and monitoring of them. One suggestion is to improve this (Shalom) is to develop standards of care. WPN know most about the boarding schools as they work with them in Eastern division.
- Another ongoing issue is that of textbooks in government controlled areas where UNICEF are supplying the textbooks to the IDPs but not the locals – who themselves are often lacking.

2) Funding update

- Plan International has secured funding for Kachin to work on Education with KMSS and Metta
- Save the Children are working with Shalom and WPN to access funding from HMSS (OCHA)

3) Support priorities

- Coordination between NGOs in Kachin has been weak to date and OCHA are establishing an office to help improve this.
- UNICEF is planning to support improvements in the coordination and information available on education in both GCAs and NGCAs.
- The EiE sector coordinator is also planning a trip there to support efforts at improving coordination.
- UNHCR and UNOCHA are completing a CCCM Camp profiling mission which will include education indicators and the coming cross border missions should also reveal more in the way of information and priorities, including in Education.

The next Education in Emergencies Coordination meeting (Yangon) will be held at the beginning of October – date and location to be confirmed.
