

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

<b>Date:</b>	<b>17 May 2013</b>	<b>Venue:</b>	<b>UNICEF, JPG Hall</b>
<b>Time:</b>	<b>10:00 – 12:00</b>	<b>Chaired by:</b>	<b>Philippa Ramsden (SCI) and Niki Abrishamian (UNICEF)</b>

**Present:** See accompanying attendance sheet

**Meeting minutes by:** Arlo Kitchingman, Education (Emergencies) Coordinator

**Meeting agenda for Friday 17 May 2013**

1. Welcome and introductions
  - Introduction of Arlo Kitchingman, Education (Emergencies) Coordinator
2. Updates from ETWG leads - Overview
3. Discussion on Rakhine
  - Which agencies are working there or propose to
  - Needs and gaps; Coordination; Leads
4. Discussion on Kachin
  - Which agencies are working there or propose to
  - Needs and gaps; Coordination; Leads
5. Next steps

**1. WELCOME AND INTRODUCTIONS**

Following introductions from all of the meeting participants (see accompanying attendance list) and then Arlo Kitchingman (AK) introduced himself as the new Education (Emergencies) Coordinator focusing on coordinating education responses in areas affected by emergencies – Rakhine and Kachin as an immediate priorities – and supporting agencies and NGOs working there (more on specific roles and responsibilities in point 5). The contract is with Save the Children but the position is jointly funded by SC and UNICEF to support the EiE sector in general, initially for 6 months but extendable if need justifies and funding permits. As Education in Emergencies Programme Manager Arlo has experience in various locations such as Liberia, South Sudan, Syria, and as Education Cluster Coordinator in Ethiopia and Somalia.

**2. UPDATES FROM ETWG LEADS - OVERVIEW**

**UNICEF**

- UNICEF is working in line with the Rakhine Response plan. Other NGOs may have different programmatic components to bring to the response but coordination is still vital.
- Also essential in this context is a conflict sensitive approach to programming – the Nargis response went well but it was a very different context. In a sensitive and complex conflict context it is easy to ‘do harm’ with poorly conceived and implemented programming, e.g. increase community segregation. UNICEF has received training on RIP (Risk Informed Programming) and is willing to do a RIP 101 - a concise overview training explaining the concept of RIP and what it means to programme design and implementation **(AK to follow up as Action Point 1)**

- Rakhine cyclone update – fortunately storm Mahesen passed without major impact – a full update can be found on MIMU: <http://themimu.info/Cyclone%20Mahasen/index.php>
- UNICEF Rakhine response target: Of the 58 camps listed in the Rakhine response plan (constituting c.115000 IDPs) UNICEF and SC estimates 16000 IDPs of primary school age (5-10 years; grades 1-5) but N.B. this is using a complicated OCHA formula which does not necessarily reflect actual camp data now coming available. Of this UNICEF aims to reach 8200 of these (51%) in 26 camps.
- UNICEF Rakhine response components: In Rakhine areas if children have access to school UNICEF will support families with supplies so that their children can continue to attend; In Muslim camp areas where there are no schools and no access to schools UNICEF are establishing TLS, recruiting, training and incentivizing teachers and providing teaching and learning materials. So far all but 24 of the 96 volunteer teachers recruited have received the initial 6-day induction training. Other EiE response agencies (SC and LWF) plan to use these EiE materials and, if possible, trainers from UNICEF **(AK to follow up as Action Point 2)**

### Save the Children (SC)

- Save the Children has submitted a proposal to HMSF and will submit to UNICEF next week. Both projects expand on the coverage of areas already targeted by SC internal funds.
- The SC programme approach and components are similar to and complement those of UNICEF mentioned above; TLS, teacher recruitment and basic training, teaching and learning materials, etc.
- In total (with 3 grants), SC plans to establish up to 40 TLS reaching up to 8000 children in Rakhine camps and communities, Muslim camps and host communities (bespoke support).
- SC has shared details of these programme components with LWF (Lutheran World Federation) as they are planning to initiate a similar response in Sittwe.

### Sector advocacy

- UNICEF advocacy is currently focused on the fact that many children in the area have missed a year of school and the need to work closely with government to ensure it is no longer.
- Advocacy to ensure that occupied schools are unoccupied a.s.a.p. and to rehabilitate and open up schools that were used as shelter is needed for the start of June.
- Advocacy to ensure children from IDP camps are able to access the government and community schools near to the camps (including their previous schools) is also needed, alongside initiatives focusing on safety and security – the government is not yet able to ensure safe access to these schools for students and this is a key concern of parents and children.
- In Northern Rakhine State (NRS) the schools are re-opening but students are not returning – need to advocate with state government to facilitate a return to school and support initiatives.
- Further advocacy points and strategy needs to be developed by EiE response agencies as part of a common response and funding strategy **(AK to follow up as Action Point 3)**.

## 3. DISCUSSION ON RAKHINE

The Rakhine Response Plan and follow-up interagency contingency plan can be found here: <http://themimu.info/Rakhine/>. The original plan did not include information on IDPs residing in host communities but this omission has been addressed in the Kachin plan and will be in subsequent Rakhine assessments.

**- Which agencies are working there or propose to**

At the moment **UNICEF** is the only agency responding to the conflict emergency in Rakhine (details mentioned above). **Save the Children** are about to initiate their response and **LWF (Lutheran World Federation)** are also submitting proposals to their donors to start similar EiE work there (targeting 5 Rakhine camps, 11 Muslim camps and bespoke host community support). Specific locations (camps and communities) have been shared by UNICEF and Save the Children is the process of deciding which to target as are LWF (once SC has confirmed). **NRC (Norwegian Refugee Council)** is considering doing some temporary youth vocational education work in Sittwe, along with temporary shelter/school construction, and will consider using UNICEF EXCEL (previously SHAPE - school-based health and AIDS prevention education) materials which now include the topics of conflict and peace-building, but this is not yet confirmed. **Plan international**, working through local partner organizations, is doing school-based DRR work in the Rakhine but not in the conflict emergency-affected areas, but this may change. **FXB (Francois Xavier Bagnoud) Myanmar** are doing some Non-formal Education (NFE) work with adults at 3 Rakhine IDP camps and 5 Muslim IDP camps, focusing on vocational training and marketing opportunities for women. This also incorporates the topics of reproductive health and gender-based violence (GBV) which is funded by UNFPA.

**- Needs and gaps; Coordination; Leads**

There are massive education needs in the conflict emergency-affected areas of Rakhine, particularly the IDP camps, and currently not enough agencies working there to meet these. One of the main and priority tasks of the EiE sector leads is to identify and articulate these needs, agree a joint strategy and detailed response plan, access/leverage more funding using this, and coordinate a response. To do this a Rakhine 3W managed by EiE Coordinator is needed to map the current response, identify geographical gaps/priorities and generally support coordination **(AK - Action Point 4)**. The SC Rakhine Needs Assessment is being edited by the EiE sector leads and will be released soon and will support the identification of specific needs **(AK - Action Point 5)**. Specific thematic needs/gaps in Rakhine are ECCD and Adolescent education opportunities (although NRC may do some Adolescent education work), for which there is currently little data, although UNICEF has started gathering more information on these areas **(AK to follow up as Action Point 6)**.

**4. DISCUSSION ON KACHIN**

The Kachin Response Plan has just been released and can be found here:

<http://themimu.info/Kachin/>. The Kachin Response Plan includes information on IDPs residing in host communities. Feedback from those who produced the plan at OCHA highlighted education as a priority need and one which the local community and NGOs requested more support for.

**- Which agencies are working there or propose to**

Access is a major issue for agencies working in Kachin and most INGOs work through local partners, especially in the non-government controlled areas. The divide between government controlled areas (GCA) and non-government controlled areas (NGCA) makes a 3W for Kachin complicated,

but is something that the EiE sector leads will initiate and work (**AK - Action Point 7**). In government controlled areas **UNICEF** have identified the need to target 13800 primary-school aged (5-10) IDP students currently out of school and 5000 children under 5 years old. Activities to do this include the provision of 30 temporary learning spaces (TLS), additional classrooms in state schools (to house the influx of IDPs), the training of 200 additional teachers, psychosocial support (PSS) training for teachers, and bespoke support to the host community based on need. Although **Save the Children** is working Kachin, but not working currently on education, although there are plans to submit a proposal for a joint Child Protection – Education programme to help address some of the urgent needs.

#### - Needs and gaps; Coordination; Leads

**Pestalozzi Children's Foundation** do a lot of work in Kachin and their update highlighted some of the key needs and gaps in Kachin at the moment:

- With regards conflict, Kachin itself is relatively quiet at the moment due to the fighting taking place in northern Shan instead.
- Access is an issue both due to the number of check points (of different groups) and the distance of some of the camps from the urban areas.
- Support to the local NGOs working in the NGCAs is very limited and a lot more is needed.
- One of the barriers to accessing funding is the lack of technical capacity to write proposals and negotiate the complicated process with donors highlighting the need for support from the EiE sector leads (**AK to follow up as Action Point 8**).
- Difficulty in retaining volunteer teachers due to fear of the fighting and low levels of incentives (the agreed 30000 MMK per month limit) – life is expensive in Kachin.

**OCHA** added on the issue of local NGO funding, highlighting the competition between them for it, including from the UN (esp. HCR), but particularly between the Catholic and Baptist organizations. Although there are local coordination mechanisms in place (meeting every Friday in Kachin) local partners fail to report funding (due to the issue of competition between them) but also any other information from them is limited. Part of this is an issue of low capacity, but supporting the development of this is challenging due to the problem of access.

According to **FXB** protection of women and children from trafficking and other exploitation is a major issue in Kachin and is the subject of the **Women's need assessment report** in Kachin camps which accompanies these minutes.

#### 5. NEXT STEPS

As a product of the Education Cluster, the Education Thematic Working Group (ETWG) remains the mechanism responsible for the coordination of emergency education response work in the event of humanitarian crisis or emergency. However, currently the number of agencies involved in EiE responses in Myanmar is too small to warrant this being a regular part of the ETWG meetings. In addition, the DPRE sub-group (Disaster Preparedness and Response in Education) led by UNESCO focuses on preparedness and DRR, not response, and acknowledges that this is the case. Therefore the EiE sector leads (UNICEF and Save the Children) have recruited an Education (Emergencies) Coordinator (Arlo Kitchingman) to lead on EiE sector coordination efforts and they also recommend that dedicated EiE coordination meetings are held regularly to focus on

coordinating, improving and growing the EiE responses in these areas. **All participants agreed with this.** The coordination meetings would be chaired by the Education (Emergencies) Coordinator (Arlo Kitchingman). Once established, it is possible that this EiE coordination meeting could be formalized into an EiE response sub-group, if needed.

In addition to chairing the EiE coordination meetings, the roles and responsibilities of the Education (Emergencies) Coordinator (Arlo Kitchingman) are listed below. These generally correlate with the needs and related action points from the first EiE coordination meeting (detailed above and listed below) but a few additional or more specific points from the meeting have also been incorporated:

**Overall job purpose:** To coordinate a coherent and effective emergency education response by mobilizing and supporting stakeholders to respond in a strategic manner to a humanitarian crisis (namely Rakhine and Kachin). To lead the growth of the EiE response to meet the needs of children in emergency affected areas.

**Key responsibilities:**

- Work impartially with all ETWG members working on emergencies, and serve and represents the group as a whole, not any one agency.
- Organize and chair Education in Emergencies (EiE) response coordination meetings on regular basis at the National level.
- Assume daily responsibility for the co-ordination of Education in Emergencies response activities (under the leadership of the ETWG co-leads).
- Coordinate and work closely with key ETWG members including the Government and all relevant UN agencies (UNOCHA, UNICEF, UNHCR, UNESCO and WFP).
- Represent the EiE sector and liaise with the sector leads and OCHA (including for meetings and sitreps) and with the UN Humanitarian Coordinator as required.
- Represent EiE sector and act as the interlocutor between it, the ETWG leads, members, and subgroups (esp. DRPE) ensuring that information is shared to improve planning, integration and implementation.
- Support field education coordination mechanisms, ensure that regular meetings are conducted and that clear and effective communication occurs between them and the national EiE coordination groups (including the ETWG).
- Work with other agencies, partners and information management (IM) focal points to find out who is doing what and where (3W), record, update this information and identify gaps.
- Ensure education is explicitly included in all multi-sector assessments and reports, including OCHA Sitreps.
- Support both multi-sector and education specific needs assessments and utilize existing secondary data to inform sector response planning.
- Lead the development of an inter-agency EiE response strategy reflecting key findings from needs assessments, identifying gaps and linking with long-term programming and formulate key advocacy points.
- Lead and support advocacy and resource mobilization initiatives including access to pooled funding (e.g. HMSF) including through technical support and advice.

- Track and monitor EiE funding and ensure that EiE actors are aware of funding opportunities and support them to access it.
- Lead the development of a sector-wide inter-agency response plan, taking into account the cross-cutting areas from other sectors or clusters.
- Lead, promote and coordinate capacity development initiatives for the EiE sector with a focus on national/local NGOs to support them with the funding, management and implementation of EiE programming.
- Ensure updated mailing lists for both National and sub national coordination groups
- Maintain active communication with all EiE group members especially local NGOs to ensure that all members receive regular updates, relevant sectoral information and support in timely manner.

**The next RAKHINE Education in Emergencies coordination meeting is provisionally scheduled for Wednesday 5 June 2013, 10:00-11:30 am at UNICEF (meeting room to be confirmed).**

**The next KACHIN Education in Emergencies coordination meeting is provisionally scheduled for Wednesday 29 June 2013, 10:00-11.30 am at UNICEF (meeting room to be confirmed).**

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