



The Meeting Minutes of ESWG Coordination Meeting

At 12:00 – 14:00 hours, May 13th, 2019

UNICEF Jordan Office

Chaired by Bassam Saleh, UNICEF and Co-Chaired by Ahmad Rababah,
Relief International and Ghada Abu Elrous, Save the Children

AGENDA:

- 1- HPM update
- 2- NLG Brussels report briefing
- 3- Financial reporting (financial tracking system)
- 4- MEB (Minimum Expenditure Basket)
- 5- ESP/TWG updates
- 6- Tertiary Education
 - ✓ Perspective of merging
 - ✓ Participatory discussion in groups on the vision of merging
 - ✓ Updates by TE members
- 7- Mapping of HE scholarships
- 8- Focal points (Gender, CP, etc)
- 9- AOB

ATTENDEES: 34 participants from 30 Organizations representing: JIF, Caritas Austria, Caritas Jordan, Luminus, JISR/JICA, ICMC, COOPI, Syria Relief, Violet, UNHCR, LWF, UNESCO, SDC, ANERA, RHAS, INTERSOS, IRC, TDH Italy, World Vision, MECI, CRP, JRS, Kiron, British Council, UNOPS, TDH, ICCS, Save the Children Jordan, Relief International, UNICEF.

	Action Point	Timelines/ Status
<p>HPM update: Presentation by UNICEF on the updated results vs. targets in the HPM table.</p>	<p>the 4Ws matrix will be shared in the next meeting</p> <p>All organizations should enter the information on the ACTIVITY INFO in order to signify their interventions among other stakeholders</p>	Ongoing
<p>NLG Brussels report Investing in the Future : Protection and Learning for all Syrian Children.</p> <p>The No Lost Generation (NLG) partners at country and regional level have recently engaged around the preparation of a paper ‘Investing in the Future: Protection and Learning for all Syrian Children and Youth’ to be launched at the ‘Supporting the Future of Syria and the Region’ Brussels Conference in March 2019. Key messages of the paper revolve around the need of adapting the education response to respond to the needs of an ever-evolving situation on the ground, shifting towards longer-term multi-sectoral planning and programming that looks at both humanitarian and recovery needs of Syria’s protracted crisis. (Report attached)</p> <p>-In order to address the barriers to learning (demand and supply related) there is a need for:</p> <ul style="list-style-type: none"> • Integrated programming (in practice)– linking child protection, with education provision and the need for (families) to survive; • Strengthening systems – most children in learning are in public schools – continued efforts are required to ensure systems become inclusive and absorption capacity increased; • Innovative programming for children and youth out-of-school – it will be difficult for many adolescents to go back to formal system – focus on flexible skill development programmes (foundational, life and technical skills); • Programming for education should ensure continuity – Non Formal Education programming linked to schools, recognition of prior learning, multiple pathways. <p>This will require:</p>	<p>UNICEF is conducting a study to identify the problem of school dropout, and the report is expected to be published in August.</p> <p>It is recommended to read the Education Strategic Plan (ESP) which provides information about the situation analysis of school-aged children in Jordan, including the different age groups and their nationalities.</p>	Study is ongoing

<ul style="list-style-type: none"> ➤ Better coordination and collaboration across clusters; ➤ Medium term planning and financing; ➤ Looking at education at the core of the Humanitarian and Development Nexus 		
<p>Financial reporting: All organizations shall consider accessing the financial tracking system that was shared previously showing the steps of using the system by carrying out internal discussions with the finance Dept. The system helps to track the received amount versus the JRP projected amount of funds in each sector.</p> <p>Apart from UN funding, all the funds that are currently in the implementation process for 2019 should be entered into the tracking system on quarterly basis, including UN OCHA funds.</p>	<p>If an organization/ ESWG member is facing challenges in reporting on the financial tracking system, they may request a short training, which could be coordinated with UNHCR.</p>	
<p>MEB:</p> <p>The Minimum Expenditure Basket (MEB) is a way of establishing poverty lines for refugee populations. It is emerging as the primary tool to develop a cost and market based expression of minimum needs of refugees in any given country. It broadly follows the notion of a “cost of basic needs approach”, including Education, as outlined in the World Bank Poverty Manual from 2005.</p> <p>The MEB has been operationalized since July 2015. MEB in the education sector includes four main components: transport, daily allowance, supplementary school supply, and uniforms. The ESWG has been requested to form a small task force, who have access to refugee families. After revising MEB 2017 and 2018 they will have to review the reference points and update the costing of education expenditures. (Attached MEB Education 2017 and 2018)</p> <p>Two main organizations have volunteered to be in the task force: ICCS and Caritas with support from ESWG coordinators.</p>	<p>Ad hoc meeting will be conducted between ESWG coordinators and the task force members to discuss the plan of action and identify the methodology and time frame.</p> <p>Meeting with refugee families to identify costs.</p> <p>Sharing the findings of the community meetings with sector coordinators to review and discuss.</p> <p>Share the findings with the ESWG members</p>	<p>By mid-June</p> <p>By end of June</p> <p>1st week of July</p> <p>TBC</p>
<p>ESP update: the Education Strategic Plan(ESP) is owned by the MOE, the coordination structure has 3 levels of operations:</p> <p>-High level: steering committee chaired by the MOE to provide executive leadership for ESP implementation, monitoring and evaluation. The committee will meet at least bi-annually. It has been recently endorsed.</p> <p>-Policy, planning and coordination (PPC) level:: PPC body will coordinate and track the activities of the Technical Working Groups (TWGs) and report to the High level Steering Committee on ESP activities, outputs and outcomes. .</p> <p>- Technical working group level: Six TWGs(one for each of the domains) will be responsible for coordinating all ESP activities related to their domain and reporting to the PPC body. TWGs must be uniform but may follow different structures and procedures based on the unique characteristics and requirements of the individual domains. The selection of the TWGs members, which include nominations from ESWG, has not been announced yet.</p>	<p>MoE will upload the mid-year and annual reports on the website to be available for all stakeholders.</p>	
<p>Tertiary Education: reasons to merge the 2 groups (Education, and Tertiary education):</p> <ul style="list-style-type: none"> - Different sectors are not communicating to each other - The scope of the tertiary education working group should be widened to include more than sharing of scholarships. - JRP already sets tertiary education as a component under education. - To create the platform for both groups of organizations to identify the gaps and opportunities and find more thematic discussions and agenda points. Only 5% of refugee youth have access to tertiary education. The MOE and Higher Education have become under one minister with expectations to be completely merged in the near future. <p><i>How do you view the merge between the ESWG and the ETWG in terms of: Coordination and information sharing, Planning and</i></p>		

<p><i>monitoring, and Information management?</i></p> <p>Challenges: (Each of the following challenges could be perceived as an opportunity)</p> <ol style="list-style-type: none"> 1. Low frequency of the meetings (bimonthly) while there will be huge agenda items to include both groups' points of interest. 2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TE/HE. <p>Opportunities:</p> <ol style="list-style-type: none"> 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses..etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 		
<p>Scholarship mapping</p>	<p>Released by UNESCO, and will be shared in order for everyone to respond.</p>	<p>Completed</p>
<p>Gender focal points MECI staff was the gender focal point previously, Suzan Khouri/education technical advisor/LWF and Lina Maraqa/RHAS will be the next focal points/with support from the co-chair Ahmad Rababah</p>	<p>A meeting with focal points will be arranged in coordination with ISWG</p>	<p>TBD (By end of June)</p>