



ESWG Minutes of Meeting

13:00 – 14:00 Hours

26th March 2020

Online through Zoom

Chaired by Tomoya Sonoda (UNICEF)

Agenda:

1. Introduction
2. Key response update (UNICEF and TBC) 10 mins
3. Update on TVET and higher education (UNHCR and UNESCO) 15 mins
4. Distance learning material mapping (UNICEF) 20 mins
5. Advocacy messages (NRC) 10 mins
6. AOB 5 mins

Attendees: 68 Participants

1. Introduction

- There will be a Web ESWG each week on Thursday for the upcoming 2-3 weeks.
- During the last week some partners had some talk with MoE. Updates will be shared during the meeting.
- Results of the mapping exercises will be shared during the meeting as well.

2. Key response update

- Quick update about what's happening as a result of the conversations with MoE and other partners
- UNICEF had a discussion with DCU at the MoE and QRC, and their efforts towards the distance learning.
- As a result, update was given to the Education Donor Group, with the help of the ESWG Co-Chairs.
- The plan is about distance learning currently, but the ministry is planning a recovery plan as well if school closures continue and what might be done.
- A suggestion for catch up classes by MoE to be used as a recovery plan.
- UNICEF has put together a distance learning strategy which will be shared later for discussion.
- The ministry is looking how they can connect teachers to students, and how they can send assignments and tasks to students.
- Grades 11 and 12 might use Microsoft Teams, but the idea is still in discussion.
- UNICEF, along with the organizations doing informal education had discussions with the informal education department in the MoE.
- Donor working group was done yesterday and they commended the great coordination efforts done by the ESWG partners.

- Results of the mapping were introduced to the donor.
- There will be separate groups, unofficial coordination mechanisms, to help move things forward.
- Q: Is there manual distribution of materials on-going or planned?
- UNICEF: Materials for grades 4-6 in Arabic and Math which have been adapted from the Makani LSS materials are currently with MoE for approvals. Afterwards, UNICEF has permission to print and they will be distributed to children in the camps, and hopefully with children in Double Shift Schools as well. There's an opportunity as well to distribute them with Makani partners to ITSs.
- RAMP/USAID: Distribution of MoE workbooks in coordination with UNICEF in the camps. An alternative is to post the materials online on the Ministry's website and advise parents how to use these worksheets.
- Q: Would there be appetite among the group to have some kind of coordination around responses for the out-of-school adolescents/youth? I acknowledge it might not be a group the MoE sets up per-se but might be useful. Would be great if we could keep a lens on OOS now more than ever.
- Q: From the donor group - we will be gathering information and then sharing with the ESWG's co-chairs in consult with the MOE.

3. Update on TVET and higher education

- Higher Education Update from UNHCR:
- The Minister of Higher education asked universities to have a response plan for the upcoming period.
- The recommendation was to have at least 25% of the programs online.
- One of the challenges is the capacity of lecturer's in organizing and structuring online university courses.
- The higher education council announced after their meeting that they will announce the emergency plan, and during the suspension of learning in universities the e-learning measures will be activated.
- The practical part of some studies will be postponed until summer till the situation is clear.
- Universities were encouraged to use Google Classrooms and any other tools.
- There is a discussion on the possibility of Internet Service Providers providing free access to learning materials and websites or charge the universities.
- Exams will be cancelled, and it's up to each university to determine the appropriate way to evaluate the students after the lockdown is done.
- There might be a possibility to extend the current second semester.
- Luminous Technical University College (LTUC) Update:
- Working on providing all their students with internet to access their online learning.
- So far more than 4000 students are continuing their 2 year diplomas online.
- If any more coordination is required from Tertiary education partners, please contact Zeina Jadaan from UNHCR for more details.
- TVET Update from UNESCO:
- Ministry is working to produce more online videos to be uploaded on the Darsak platform.
- No concrete plan from the Ministry of Labor on a response plan to the practical side of Vocational training.
- DAFI Scholarships Update: Students are fully engaged in online learning, 19 universities are supporting students to access their online learning, and the feedback is positive so far.
- Q: Is there an update on the questionnaire to understand the access students in camps have to laptops or internet enabled phones?

4. Distance learning material mapping

- 29 agencies contributed to the mapping, and the preliminary results were shared with the invitation.
- Focus on the distance learning out of this mapping.
- UNICEF will present the findings of the partner mapping:

- Learning Resources offered, by organizations and age.
- Most popular age group was youth 13-18, and the second most popular was grade 1-6.
- Not many resources are available for pre-school and KG1 and KG2.
- Subjects like Arabic and Math have the most materials.
- The types of materials there is a wild variety, and the most popular was film and videos, and the second was worksheets.
- Hardware and Connectivity: Most resources are accessible via Android and iPhone.
- Most of the materials are available Online & Offline.
- Distance learning strategy mapping results:
- 1st step was TV, and the backup is to upload materials on Darsak and to combine the materials they have with materials of the partners.
- Not all students have access to phone, which might be a challenge and has to be taken into consideration.
- Technical task force with partners who work on distance learning can be created to facilitate work.

5. Advocacy messages

- ESWG Co-Chairs came up with national level key advocacy messages to the MoE.
- NRC brief on the advocacy messages:
- Mapping was the first and one of the most crucial tasks and the findings can be used to guide the advocacy messages.
- Next exercises will be based on the data gathered from this mapping.
- Main Areas for improvement:
- Access for vulnerable children
- Children and young people
- Support MoE for catch up, not many people have access to the platform so they will need catch up
- Document will be shared with partners to collect feedback and suggestions and to the Donor working group to come up with a unique point of view
- Analyzing the mapping exercise more and to come up with highlights and grey areas that could use more work.
- Q: Is the audience of the advocacy messages MOE as well as HE and TVET providers? If not, perhaps it should be?
- A: The document will not only be for MoE but will be for all relevant stakeholders including other ministries.

6. AOB & Questions and Comments from the Chat

- Would there be appetite among the group to have some kind of coordination around responses for the out-of-school adolescents/youth? I acknowledge it might not be a group the MoE sets up per-se but might be useful. Would be great if we could keep a lens on OOS now more than ever.
- Good to coordinate for TVET and HE as traditionally two sub-subsectors with less focus during crisis
- It an opportunity for coordination as traditionally fragmented
- UNHCR and UNESCO propose to build on existing programmes and see how they will respond to Covid 19.
- Might be worth mapping/assessing barriers scholarship holders (especially vulnerable and refugee) are facing to understand if support can be provided/adapted
- Rather than looking at new activities, we would like to exchange on good practices within existing TVET and HE programmes. Tamara will present the Mapping exercise we are proposing to collect this information.

- Can I check - within the camps e.g. Zaatari camps, is anyone providing internet for students so they can continue with online learning?
- Great to hear from other partners today so we know who to involve for preparing updates for next meetings and who to include in coordination. Thanks!
- HE and TVET was included the partner mapping that took place this week. Perhaps any additional questions can be targeted at partners identified in this mapping.
- The map will cover HE and TVET
- UNICEF is planning a survey just for Drop Out students' access - as well as survey that will target beneficiaries of our youth programming
- Students in camps have free access to Darsak at certain times, and electricity at times of televised lessons. The challenge is poor internet connectivity and a lack of devices to use for distance learning.
- Barbra, MOHE requested all universities to communicate with IT companies providing internet to provide free internet to university educational platform or to charge universities on expenses.
- As well as challenge of children of different ages being able to watch when three different channels.
- Indeed, for students to participate in on-line learning they need both devices and bundles, but mostly bundles.
- If they cannot congregate, they need to use shelters and then we also need to separate male and female students.
- can you share the power point that maria presented as an outcome of the mapping exercise?
- one feedback on the material survey the options were limited so we had to use the others option frequently and ended up not seeing our information in the mapping, I hope we can have an extended survey including older age groups and more focus on higher education
- Is the audience of the advocacy messages MOE as well as HE and TVET providers? If not, perhaps it should be?
- Hi is there any coordination with the Ministry related to ECD KGs
- It's also requested by Donor working group so they can use to share with their ambassadors etc, For high level advocacy

○ **Next Meeting:**

- Thursday April 2nd, 2020, from 13:00-14:00, Online ESWG.

*ESWG colleagues are encouraged to share any questions, feedback or suggestions with the sector co-chairs: