

Education Sector Working Group (ESWG) Meeting 30th September 2013.

Time: 12: 14:00

Venue: UNICEF Conference Room, 2nd Floor

Chaired by: UNICEF (Eugene Ha)

Agenda:

1. Review of Minutes/ Action Points
2. Updates from education partners
3. Presentations
4. RRP6 Process
5. Any other business

Minutes

1. Review of action points from previous meeting minutes

Minutes and action points from 23rd September were reviewed. With minor edit changes, the minutes were adopted by the group.

2. Presentations

WASH by Reem Al Amin

Assessment report on WASH in emergencies. Report done jointly by project by JEN and UNICEF

3. RRP6 Process

- Regional Response Plan (RRP6) is a strategic planning and response document.
- Planning figures for the current process is 800,000 agreed upon by various ministries and UNCT.
- There are two objectives for education sector in the current response plan process namely:

Objective 1: Children and youth have sustained access to appropriate education opportunities

Objective 2: Children and youth benefit from learning environment that promote quality education, protection and their well-being. See Annex 1

- The current RRP6 process data will be done online on ActivityInfo, tool for managing humanitarian information.
- A sector group meeting was suggested within two weeks to prioritize activities within the sector.
- Final structure of the sector RRP structure to be sent out to UNHCR so that they can structure the database in line with the sector structure.

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- Agencies to send out representatives to attend a training of ActivityInfo
- 4. Any other business**
- NRC Organised workshop last week and the director proposed to discuss non- formal opportunities for Syrian students.
 - UNESCO to make presentation on next meeting.
 - Next meeting will be held on Thursday 10th of October at 12.00.

Annex 1.

ACCESS	LEARNING
<p>Objective</p> <p>Children* and youth* have sustained access to quality education opportunities.</p> <p>Output</p> <ol style="list-style-type: none"> 1. Access to formal education. School aged boys and girls have access to formal education 2. Informal / NFE , linked to adolescents and youth (incl. life skills) <i>combine with 1.</i> 3. Pre-primary education 4. Children with disabilities have access to.... 5. Post-basic and Higher Education (<i>or combine with 2</i>) 6. Information necessary for children and parents to facilitate access to... (<i>activity</i>) <p><i>*Define in narrative – or (boys and girls; 0-2;4-17; 15 to 24 – align to UN standards)</i></p> <p><i>Remedial and Catch-up classes (under formal/access)as activity ‘referrals’ and reception or under access(as an activity, similar to outreach and advocacy). Mention explicitly in narrative</i></p> <p><i>Reference govt capacity building in the narrative</i></p>	<p>Objective</p> <p>Support the provision of learning environments that promote quality education, protection and well-being of children and youth.</p> <p><i>Inputs to quality:</i></p> <ol style="list-style-type: none"> 1) <i>facilities and infrastructure;</i> 2) <i>quality of education providers;</i> 3) <i>psychosocial + extra-curricular</i> 4) <i>Materials/ supplies</i> <p><i>Education providers trained (# of teachers etc) in urban and camp</i></p> <p><i>Children benefiting from psychosocial support in schools</i></p> <p><i>Children receiving education supplies (activity)</i></p>