

Minutes of meeting Refugee Education Working Group - Tuesday 26 June 2018, 10:00am, UNHCR Office

Chaired by: UNHCR (Girma Yadeta)

Participants:

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Agenda:

- i. Updates on teacher training plan (by region and partners) (by UNICEF, ARRA, British Council IRC, Edukans, ...)
- ii. Updates on progress of construction of model inclusive secondary schools (by UNICEF as grant agency)
- iii. Key progresses and challenges of the current (ending academic year)
- iv. Updates on education data management (EMIS processes for 2017/18 academic year)

v. Any other business.

Agenda Point	Discussion	Action Point
<p>Updates from last meeting</p>	<p>The group were informed that the minutes from the last meeting had been misplaced.</p>	
<p>Updates on Teacher Training Plan</p>	<p>PIE: Informed the group that they handed over schools to ARRA focusing on teachers in Nguenyiel. They are providing secondary and primary education in Nguenyiel. They were unable to reach all of the children due to the continuous flow of new arrivals. It was also mentioned that they are also providing training for teachers. This has been ongoing and will be completed in 2 months. The expectation is that quality of training will improve by the end of this period. The training is not comprehensive yet rather it addresses the needs of teachers and any gaps. The aspiration is ensure training results in certification. It was mentioned that providing certification will have a positive impact on the quality of education. From July, PIE will offer English language training for teachers.</p> <p>UNHCR: UNICEF in collaboration with teachers training college is planning to conduct long-term training that results in certification. It was highlighted that there is a need to improve coordination between partners that are delivering training for teachers in the same region to avoid duplication of efforts.</p> <p>ARRA: UNICEF have committed to providing interim training in Assosa and Gambella in coordination with the Regional Education Bureaus. The training will consist of 3-4 year courses that will end in certification. ARRA also highlighted that training for teachers in Gure Shambola is important because the continued use of unqualified teachers may result in gaps in education.</p> <p>Edukans: Highlighted that they have been providing technical support in the Afar region. Have been working in Aysaita giving continuous training to teachers in the form of CPD. The training focuses on active learning methods and consists of 10 modules. There is also packages on sexual and reproductive health and e-learning. The training covers 6 host community schools and 75 teachers in the camps. There are also plans to conduct CPD and accelerated learning. ARRA will be included at regional level.</p>	<p>PIE to share more details about training programmes in Nguenyiel.</p> <p>Edukans to share about ATT Programme in Afar</p> <p>UNHCR to share template for recording training provided</p> <p>PIE to have bilateral discussion with UNICEF about the training programme in Gambella</p>

British Council: Mentioned that had two pilot projects in the 4 camps in Assosa. BC are soon concluding the second pilot project which has now trained 317 teachers in the four camps in 2018, of which 36 are host community teachers. In 2017 we trained 220 teachers, of whom 16 were host community teachers. Amongst these 40 (plus the four principals) have done our ToT course, either in 2017 or 2018. They consist of 24 National and 16 Incentive teachers. Four of the 2018 group are women. The ToT course lasts for 50 hours over two weeks.

The ToT and school-based training has consisted of methodology for primary school teaching and English language development. In 2018 we added the use of the P1 – 4 text books translated into English, singing and using art in classrooms. The school-based training lasted 40 hours over 8 weeks, and also includes our consultants and the Teacher Educators (from the ToT) observing classes and providing feedback. It will finish in August with input on singing and art for Incentive teachers, as well as (if possible) some training in Gure Shembola..

From September 2018 until March 2019 BC plan:

- An evaluation and needs analysis consultancy which will feed into our work. This is scheduled to take place in September and will require access to the schools, including some host community schools.
- A language mapping consultancy looking at educational needs resulting from the language mix in the schools. This will be similar to a consultancy carried out in North West Uganda earlier this year.
- School-based training will continue with more emphasis on peer observations and feedback, as well as the previous areas depending on the needs analysis.
- A full M&E scheduled for February and March.
- More consultation and collaboration with the REB and CTE, for which we would be grateful for your support

IRC: Provides technical training. Highlighted that the goal of training is to certified teacher. 95 males 6 female teachers have been trained. Plans to conduct a 10 day intensive training course in the summer.

SCI: Focuses on short term trainings at primary level. Done in Gambella with ECCE. Plans to map teacher performance with training provided and then provide refresher training dependent on the results. Also provided training for early grade teachers in Assosa. In September will begin training in partnership with the training college in Dollo Ado. One challenge highlighted was the lack of formal professional training but this is due a shortage of funding.

UNHCR: Clarified that it is the academic qualification of teachers determines whether they can be trained. A common challenge is that partners give varying types of training. There is a need to ensure that provision of trainings is need-based. Also need to map where trainings are given to ensure that the same group does not receive multiple trainings. A solution to this is to use a template which records information such as the details of teachers, training received and length of training. It was also mentioned that the option of including language training in standard training package. Teachers guide for grade 1-4 have been translated. Lastly, training should link to the curriculum of the teacher's training college to ensure that trainees are accredited once they have completed their course.

ARRA: Training courses should be in line with the MOE standard. In Assosa training college. In Gambella beginning to implement; already implemented in Jijiga.

CRRF/Inclusion in National System

MoE: Emphasized that trainings for teachers should link with the national standards. Short term trainings can help capacitate teachers but in the long run the aim should be to integrate with national standards.

ARRA: Highlighted that there are many opportunities in light of launching of CRRF. World Bank have project engaging certified people. Also important to note that we should not expect refugees teacher to stay in Ethiopia permanently. Consequently we should ensure that refugee teachers will be certified in their country of origin. It was also added that MoE have modules therefore trainings should be adapted accordingly.

WVI: World Vision International is implementing secondary education in Jewi camp –funded by Japan Platform. Some of the highlights of the of the programme:

	<ul style="list-style-type: none"> - 235 (212 m, 23 f) students from Jewi Camp Secondary School attended national grade 10 examination from 28 May 2018 to 1st June 2018. - Grade 9 students: the regular teaching learning process is being concluded with final exams being administered in this week (25 – 29th June 2018). Parents Day and School Closing ceremony will be celebrated on 6 July 2018. Last week’s average attendance was 301 (269 male, 32 female) students. - World Refugee Day Celebration on 20 June 2018: WV students and other school community members have actively participated in celebration of the day along with UNHCR, ARRA, and other partners and stakeholders in Jewi camp. Debate and Song were among the activities presented by WV students during the celebration. - Preparation for accreditation for opening of preparatory classes (11-12) underway in line with the Ethiopian Ministry of Education minimum standards for preparatory schools. - Construction works related to expansion of the Secondary First Cycle School (grade 9 & 10) to Preparatory school (grade 11 & 12): various buildings including additional classroom (2 blocks each with 4 rooms), 3 laboratory blocks (for chemistry, biology and physics), ICT and Technical Drawing Blocks, library block, sex segregated latrine blocks and additional sports field clearing are among the ongoing construction works in Jewi Secondary School. - Furniture and Other Equipment for the New Buildings: WV is procuring various supplies and assets including furniture (combined desks, tables, shelves, chairs, etc.), computers, technical drawing materials, and laboratory materials so as to furnish the new buildings. - Supplementary and Reference Books: Similarly, WV is working to pre-position culturally, socially, age and linguistically appropriate books for equipping the library under construction. The efforts for acquiring the books are in two ways; 1) through aid from British Council Addis Ababa, and 2) through direct purchase of locally available books. WV has approached the British Council and expects to receive 3,000 pieces of books in donation for the secondary school. - ECHO Funded ALP and Youth Life Skills Training Project in Jewi Camp (Implemented in Consortium with NRC) - Youth Life Skills Training: provision of five-month’ life skills training for 300 youth have been launched in the camp with the support of trainers from Gambella Teacher Education and Health Science College and Jewi Secondary school. The youth are trained with WV and NRC internally developed manuals called Youth Ready and Youth Education Pack respectively. 	
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UNHCR: Raised the point that in accordance with CRRF, refugees will be eligible for employment in the same way as nationals. Consequently, they need certification so that they may be able to compete with nationals for positions. Training should address the overall benefits of undertaking such courses and how it may benefit the teachers.

DEC: Raised the issue that the minimum requirement for achieving results set by the REB is a challenge

WVI: Highlighted that coordination should be improved in training provision e.g. sharing of experiences and best practices.

British Council: Pointed out that there is a need to assess what has been achieved by respective implementing organizations and what needs to happen in the future. This will ensure uniformity across the board and targeted programs.

Funding

UNHCR: Not all organizations can fundraise for multi-year trainings. Multiyear trainings such as Education Cannot Wait have begun to address issue so partners receiving money from UNICEF can have earmarked funds for multiple years and help teachers. Perhaps in future partners can coordinate so that if the situation where a partner can no longer fund a project, it can be handed over to another organization.

Edukans: Informed the group that World Bank is putting together a proposal to tackle education. Clarified that it will be an Accelerated Teacher's Programme so that current gaps can be addressed quickly.

UNHCR: Clarified that the content of the World Bank project is not yet clear but the assumption is that it will be a general education quality improvement program run and managed by MoE.

Edukans: Raised the issue that levels between ATT and incentive teachers differ and salary vary which may cause tension

UNHCR: In camps regular teachers are all qualified whereas in host community this may be in issue.

ARRA: Enquired whether the British Council could fund similar training in other regions?

	<p>British Council: Clarified that there are discussions about possibly expanding to Gambella however this is dependent on funding as it comes largely from the British Council. Whether this is a possibility should become clearer after March 2019. Also clarified that similar programs were implemented in national schools. In future want to include the training colleges and REB</p>	
<p>Updates on Progress of Construction of Model Inclusive Secondary Schools by UNICEF</p>	<div data-bbox="651 379 712 440" data-label="Image"> </div> <p data-bbox="584 448 786 496">UNICEF_REWG Update June 2018.p</p> <p data-bbox="488 549 1630 647">UNHCR gave a presentation on UNICEF’s activities on behalf of UNICEF. The construction targets schools that have temporary classrooms with the aim of building more permanent structures. A summary is as follows:</p> <ul data-bbox="539 692 1659 1193" style="list-style-type: none"> • 84 in Gambella 32 in Assosa. • 25 new sites in secondary school that services both refugees and host communities. Model schools will be constructed outside of camps of Tsore and Bambasi serving both communities. In Gambella Kule and Terkidi schools will be preparatory. In Pugnido the new school will serve HC. 2 blocks will be added in Pugnido II that will benefit refugees • Integrated refugee and host community education program progressing well and has been integrated in to MoE and REB work plans. • The teacher training entails opportunities for certification and capacity building for those ineligible for diplomas or PGPTT course. The training will target 900 teachers and the budget for the project will be managed by REB in accordance with PIM. • A technical team consisting of UNHCR, ARRA and UNICEF has been formulated at regional level. The team will determine which classrooms should be demolished, reinforced etc. • Teach Team will meet and decide the criteria and timeframe for the technical assessment to be conducted in Gambella 	<p>UNHCR to share UNICEF presentation with SWG</p>
<p>Key Progresses and Challenges</p>	<p>WVI: In Dollo Ado, currently working to transit AB programme. 1200 taken ARRA entrance exams. Handing over schools at Dollo. Clarified the MOU is that phase out AB in Dollo by the end of this academic year. Discussing with UNHCR how programmes can be continued after funding runs out.</p>	<p>NRC to send update of programme in Dollo UNHCR to follow up about the offline cloud system in Gambella</p>

	<p>UNHCR: Want to set up offline cloud system in Gambella. Then find out whether this can be expanded to other locations. Discussed whether UNHCR can find secondhand IT equipment included used computers for the schools</p> <p>SCI: In Dollo SCI will phase out ABE and integrate the students to primary.</p> <p>UNHCR: Need to know the number of students that will be completing grade 8. Also mentioned there is a need to coordinate so we can establish how many classrooms and teachers are needed in secondary school.</p> <p>ARRA: Encouraged UNICEF to be flexible in planned structures. If possible, should include other structures such as latrines</p> <p>UNHCR: Authorized ARRA to construct 40 classroom in Gambella. Letter should be at ARRA but will follow up.</p> <p>DICAC</p> <ul style="list-style-type: none"> • Secondary school intervention is doing well. Challenge is salary increment teacher thus many have left the programme. There is no additional fund for 2018, still entering 2017 salary. • Started to implement digital library and laboratory in Shire. Plan to duplicate 3 schools in Gambella. Will begin construction of libraries and laboratories • Shortage of budget is an issue – EU funded teaching materials and teachers for 3 years. • Urban education 1,158 enrolled <p>AEEG</p> <ul style="list-style-type: none"> • 500 student in 17 institutions. Provide subsistence allowance, book and travel allowance. 56 students will graduate this academic year. DAFI 426 graduates since established. Vital that have short term trainings because graduates do not have many employment opportunities • Funds come from German government • UNHCR: Many refugees qualify through programme. We do not know whether graduates are working now. Focus should be on facilitating the creation of human capacity 	<p>UNHCR to follow up with ARRA about the construction of 40 classrooms in Gambella</p>
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	<p>NRC</p> <ul style="list-style-type: none"> • Basic education, youth and capacity building in Shire, Gambella in Assosa. Main challenge in Gambella is students dropping out and high turnover of teachers. High movement of refugees in camps and schools do not have school feeding programmes and students are attracted to schools that provide this service. • Shortage of classrooms is another challenge • Started ALP programe in Dollo <p>UNHCR</p> <ul style="list-style-type: none"> • Alternate basic education in Dollo need colleagues on ground to update 	
<p>Updates on Education Data Management</p>	<p>MoE: Informed the group that discussions were held with UNICEF, UNHCR and ARRA about how education can be integrated. Came up with concept note and secured budget from UNICEF. Plans to procure funding after July 8 for trainings. Still in the process of communication with REBs. Data has been collected, and the next step is to harmonize with the national data.</p> <p>UNHCR: National data has been published with refugee data. This is the first time verified data on refugees has been published by MoE. This is beneficial because it will be viewed by many donors and act as a baseline for ARRA, UNHCR and partners for future planning and advocacy for more resources. Expected that link could be accessible at MoE website.</p>	<p>MoE to share the link with group.</p>
<p>AOB</p>		