

# Refugee Education Sub-Working Group Meeting

## Meeting Minutes

10 March 2017

10h00 – 12h00

### Attendees

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Name	Organization	Email address
1. Aberra Makonnen	SCI	<a href="mailto:aberra.makonnen@savethechildren.org">aberra.makonnen@savethechildren.org</a>
2. Ashenafi Demeke	ARRA	<a href="mailto:aschu2020@gmail.com">aschu2020@gmail.com</a>
3. Felekech Bahru	World Vision	<a href="mailto:Feleketch_Baharu@wvi.org">Feleketch_Baharu@wvi.org</a>
4. Shewaye Tike	IRC	<a href="mailto:Shewaye.Tike@rescue.org">Shewaye.Tike@rescue.org</a>
5. Solomon Mengistu	DICAC	<a href="mailto:smtbiru@gmail.com">smtbiru@gmail.com</a>
6. Monica Llamazares	UNICEF	<a href="mailto:mllamazares@unicef.org">mllamazares@unicef.org</a>
7. Peter Hare	British Council	<a href="mailto:Peter.Hare@et.britishcouncil.org">Peter.Hare@et.britishcouncil.org</a>
8. Abayneh Haile	British Council	<a href="mailto:Abayneh.Haile@et.britishcouncil.org">Abayneh.Haile@et.britishcouncil.org</a>
9. Yared Ayele	NRC	<a href="mailto:yared.ayele@nrc.no">yared.ayele@nrc.no</a>
10. Alebel Mengistu	PIE	<a href="mailto:Alebel.Mengistu@plan-international.org">Alebel.Mengistu@plan-international.org</a>
11. Zemene Matewos	JRS	<a href="mailto:zemene.matheows@jrs.net">zemene.matheows@jrs.net</a>
12. Girma Yadeta	UNHCR	<a href="mailto:yadeta@unhcr.org">yadeta@unhcr.org</a>

### Absentee

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1. AEEG

### Agenda

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1. Validation of the current education needs/gaps of refugees and host community for consideration in 2018 planning;
  2. Review of the current and anticipated financial resources secured/to be secured by partners for 2018 in education sector.
  3. AOB

#### 1. Introduction:

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After welcoming the participants the chairperson of the meeting, Girma Yadeta, introduced the agenda which focuses on preparation for the UNHCR's 2018 and 2019 Country Operation Plan (COP) to be organized on 21-22 March 2017. It was also announced that the February's meeting minutes was going to be reviewed in the following month (April) to save time for COP discussion.

## **Agenda 1: Validation of the current education needs/gaps of refugees and host community for consideration in 2018 planning**

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In line with the vision of Refugee Education Strategy 2015-2018 that runs until end of 2018, and considering the current opportunities for enhancing access to quality education, the group has deliberated on a number of educational issues, needs, and gaps as they concern refugees and host community. The following are major areas validated the working group for presentation and discussion in the 2018/2019 COP meeting.

### **1.1 Enhancing access to quality education:**

- a. The meeting emphasized on the need for more resources allocation for expansion of school facilities to enable enrolment of over 48% school-age children who out of school at present.
- b. Recognizing the poor quality of education, the group reiterated on the need for increased concerted efforts in quality improvement endeavors particularly in the recruitment and training of teachers, and on improvement of many of the education quality indicators.
- c. The need for improved coordinated efforts for predictable resources allocation and mainstreaming of teachers development and management with the national MoE's systems thereby minimizing duplication of efforts and resources.
- d. Pool efforts together and develop resolute action plan to increase enrolment of girls, and improve girls' retention and performance rates in schools.
- e. The group acknowledged the need for more practical alignment of some areas of refugee education activities with the national (MoE's) system including joint planning for learning assessment, textbook production and distribution and other quality improvement programmes and inclusion of refugee education in the national General Education Quality Improvement Programme (GEQIP).

### **1.2 Advance implementation of language development programmes:**

- a) Recognizing the importance role language of instruction plays in the provision of quality education, the group recommends the need for advancing the implementation and expansion of the current language development initiatives in refugee schools.
- b) While the initiative by British Council at Assosa camps for teachers' language development is at pilot stage, there is a requirement for continued partnership with British Council in Assosa and other locations in 2018, particularly targeting schools that use English as medium of instruction in primary grades.
- c) Strengthen collaboration with MoE on the initiative for mother-tongue language development in schools that use mother tongue as medium of instruction.

### **1.3 Critical Importance of Early Childhood Care and Education (ECCE)**

- a) Despite the presence bulk of evidence showing the importance of ECCE as foundational to other levels of education and child development, ECCE has continued to attract low attention in resource allocations. If this trend continues, this will have tremendous negative impact on the quality and continuity of education of children.

- b) Cognizant of the competing needs and low prioritization placed on (ECCE), the group suggested for development of advocacy message on ECCE starting in 2017.
- c) Members of the group asserted the need for reinforcing concerted efforts in raising/presenting this need with donors and organizations supporting refugee education.
- d) The agreed to work closely with concerned Line Ministries (MoE, Ministry of Health and Ministry of Women, Children and Youth Affairs) for the alignment ECCE in refugee schools with the national policy and framework.

**Agenda 2: Reviewing current and anticipated financial resources secured/to be secured by partners for 2018 in education sector.**

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**2.1 Mapping Resources**

- a. Mapping available and forthcoming resources by sub-sectors of education (ECCE, primary, secondary, tertiary, and non-formal) for better understanding and alignment of resource allocation and of determination of gaps.
- b. Each organization responsible for implementing and/or funding education to map out resources (segregating available resources from UNHCR and through bi-lateral donors and own funds) for 2017 and funds in predictable circumstance in 2018 and beyond.
- c. Assess and determine the current gaps (2017) and project the needs for 2018 (including anticipated resources).
- d. Education partners to share information on the proposals in pipelines that may bring in potential resource for respective sub-sectors/areas of responsibilities.

**2.2 Develop common advocacy message and tools:**

- a) In the course of 2017, education partners will develop a common advocacy message for predictable and sustainable funding for education.

**2.3 Resources in pipelines**

- a) UNICEF briefed the group on the project of Building Self-Reliance for refugees and Host Communities by improved sustainable basic social service delivery. This is a DFID project, and UNICEF being a grant agent, and is expected to address important critical needs refugees and host community through integrated approach and education service delivery around access and quality. Some of the money will go through MoE and some through current partners. It targets 14 Woredas in five regions hosting refugees. Successful collaboration is already happening and this will be sustained as the project will run at least for four years.
- b) Education Cannot Wait (ECW) initial investment (proposal) is another big project expected be approved mainly to cover primary and secondary education in two regions (Gambella and Benishangul Gumuz).

The meeting adjourned at 12h15.