

Minutes of Refugee Education Working Group - Wednesday 14 February 2018, 10:00am, UNHCR Office

Chaired by: UNHCR (Girma Yadeta)

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Agenda:

1. Updates on selected cross-cutting issues:
 - a. EMIS processes and inclusion in the national system (by ARRA, UNHCR, UNICEF)
 - b. Updates on building self-reliance project (education) (by UNICEF)
 - c. CRRF upcoming education TC workshop (CRRF/UNHCR)
 - d. Djibouti Declaration (Ministry of Education, UNHCR, ARRA)
2. Updates by education partners (about 3-5 selected issues and proposed solutions)
 - a. ABE issue in Dollo Ado Camps
3. Major upcoming plans and events (joint missions, training, workshops)

4. AOB

Agenda Point	Discussion	Action Point
<p>Updates from ARRA, UNHCR and UNICEF on Education Management Information System (EMIS) processes and inclusion in the national system</p>	<p>ARRA: In the process of finalizing the EMIS for 2017 academic year with the Ministry of Education (MoE) so that it can be published as a sub-sector within the national education statistical report for 2016/2017 academic year. It was also mentioned that ARRA have held discussions with the Ministry of Education about how to ensure the sustainability of EMIS and how refugees can be included in the EMIS processes of 2017/18 academic year. Understanding has been MoE on one hand and ARRA/UNHCR/UNICEF to continue data collection in the same format and questionnaires developed last year and by those who received training in 2017. The Ministry of Education have not changed the indicators except for special needs education. The format for preschool, primary and secondary school will be shared with field offices so that it can be utilized in training and standardized across all operations.</p> <p>UNICEF: Reinforced that delays in publication of EMIS for last year were due to inconsistencies of the national data while the refugee data has been submitted in time and months ago. An abstract of EMIS and how refugee populations have been integrated as well as official launch and awareness raising events will be organized jointly where UNICEF is supporting with the funding.</p> <p>UNHCR: Clarified that it is the Ministry of Education who should take the lead of EMIS process and that ARRA and UNHCR are to support with implementation and monitoring. The final review has been done by a team of experts and the concept note should be finalized by the end of the week. Last year’s EMIS data document will act as a baseline and from 2018 onwards, progress can be tracked.</p> <p>UNHCR: While the formal EMIS processes for the current academic year will be pursued by MoE, selected indicators that may be included: grade; gender; schools; teachers could be extracted from the excel format of EMIS questionnaires for immediate needs of critical data. Edukans suggested number of classrooms per school. ARRA suggested that Progres data can be used. However, for example, in Dollo there is disparity between number of children of school-going age enrolled and the number of pupils who do attend.</p>	<p>(1) Unofficial data will be shared among partners</p> <p>(2) Agencies in field offices are to collate and verify data captured to ensure consistency and share within two weeks</p>

	<p>UNHCR suggested there will be an assessment on out of school children, likely in 2018, to determine <i>why</i> children are not in school. PIE pointed out that vulnerable children should be included in this assessment. ARRA highlighted the fact that there is low attendance of kids with visual and hearing impairment because their needs are not well accommodated in school. Consequently, there is no data on these groups from schools. UNHCR agreed to try and capture kids with special needs who do attend school.</p>	
<p align="center">CRRF Upcoming Education Workshop by UNHCR</p>	<p>UNHCR: UNHCR has been working in partnership with the government to come up with an implementation structure for the CRRF. Presently, the implementation structure consists of an overseeing steering committee and a series of technical committees. On 27 February 2018, there will be a workshop to discuss whether implementation of education initiatives requires a separate committee or whether existing structures are sufficient.</p> <p>UNICEF: Raised the question of what the relationship between the technical committee and the present education working group will be.</p> <p>UNHCR: The relationship will be dependent on recommendations on the best way forward that emerge from the workshop. However it should be noted that seek to avoid duplication of efforts in implementation. That is why discussions are being held</p> <p>World Vision: Raised the question of when approaches be applied at field level?</p> <p>UNHCR: Field colleagues will be included in workshops so that they can provide input as to what is happening on the ground. Furthermore, one of the discussion points of the workshop will be whether similar technical committee structures are required at field level. Again, this will be dependent on whether existing structures are seen to be sufficient or whether other partners will need to be introduced.</p> <p>UNICEF: Raised the question of what the expectations of NGOs are and whether they will be represented at all levels</p> <p>UNHCR: Clarified that NGOs are expected to bring expertise to discussions and make recommendations about who should be involved in implementation.</p>	

<p style="text-align: center;">Updates on 'Building Self-Reliance' Project by UNICEF</p>	<div style="text-align: center;">  <p>BSRP_REWG Update Feb 2018.pd</p> </div> <p>UNICEF: The current focus is on institutional partnerships and ensuring that the right foundations are in place for refugee education integration initiative from the Ministry of Education/ ARRA – to the ground level. Project also seeks to support existing mechanisms. Education cluster forum looks at refugee response. UNICEF will be involved in the yearly planning cycle which is a key opportunity to bring together ARRA, Minister of Education at regional level for collection and integration of data, development of mapping tools and support planning tools. Furthermore, UNICEF can ensure that refugees are integrated at all levels</p> <p>Inclusivity is an important aspect of the project so that links can be created between refugees and host communities. Several investments initiatives such as the Education Cannot Wait fund, US BPRM and Accelerated Learning Programmes are ensuring education for both refugees and host communities. This approach facilitates the development of human, peace and social capital by building social cohesion around education.</p> <p>In addition, the project seeks to promote community input into school beyond teachers by including parents, for example. Programme has supported briefings for inspection. Comparative analysis between host and refugee schools hopefully will be ready by next meeting.</p> <p>School Improvement Programme produce action plan to address identified gaps. This programme is led by Parent Teacher Student Association (PTSA) and includes community and parents. School grant is disbursed directly to school and managed by school. Has impact on relationship between school and community and governance of school. There will be 3 visits per school to monitor utilization of funds.</p> <p>For the first time, comprehensive national standard assessments have been carried out in primary schools and will be extended in secondary schools. Assessments are conducted yearly and carried out over 26 indicators. Schools that score level 1 will be assessed annually whereas those that score level 3 or 4 will be assessed less frequently.</p>	<p>UNICEF to give a detailed update on the Education Cannot Wait project</p>
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	<p>Still in the finalizing partnership agreements and contract companies. The bidding process to select partners to begin.</p> <p>NGOs partnered with have presence in both refugee and host communities.</p> <p>This will allow the project to be used for advocacy and policy as well.</p> <p>- No comments/questions were made by other participants -</p>	
<p>Djibouti Declaration on Regional Refugee Education</p>	<p>An Intergovernmental Authority on Development (IGAD) Member States ministerial level meeting took place in December in Djibouti has resulted in Djibouti Declaration on Refugee Education and Action Plan of the Regional Conference on Refugee Education. The main themes of the declaration and action plan are:</p> <ol style="list-style-type: none"> 1. Regional education quality standards 2. Regional skills development for refugees 3. Inclusion of refugee education in the national systems 4. Accreditation and certification of education programmes 5. Financing, partnership and monitoring in the support of refugee education <p>Some of the issues raised were standardization of quality of education and teachers; and address issues of inconsistency in education curriculum within the region, which has been problematic for children who move to new countries. The resulting declaration was endorsed and signed by all member states.</p> <p>UNICEF: Recognized that the declaration is ambitious and highlighted that not much follow up has occurred since the meeting.</p> <p>UNHCR: Raised the point that the Declaration was mention in the Education Technical Working Group (national) although it was not discussed in detail. Suggested for inclusion of this topic in the presentation of the upcoming CRRF Technical Committee Workshop to be held on 27th February.</p>	<ol style="list-style-type: none"> (1) UNHCR to share e-copies of Declaration and action plan. (2) Continue dissemination of the documents and awareness raising among all field colleagues.

	<p>UNICEF: Highlighted that the pledges should be enriched to ensure effectiveness.</p> <p>ARRA: Raised the relevance and timeliness of Djibouti Declaration on Refugee Education and Action Plan point as a re-affirmation by government to its commitment and realization of the pledge on refugees. Also, a discussion was held after the Djibouti meeting to see how pledges can be linked to Sustainable Development Goal 4 (quality education). Furthermore, it is to be established how refugees can be integrated into the national social services so that they can benefit as well as how government and civil society can help implement the pledges. Lastly, accreditation issues are to be addressed.</p> <p>UNICEF: Many actions included in the declaration coincides with CRRF roadmap thus we should ensure that efforts are not duplicated.</p>	
<p>Updates from education partners</p>	<p>IRC</p> <ul style="list-style-type: none"> • Implementing ECCD program and running informal education programs in 4 refugee camps in the north. • A challenge is that there is only 1 ECCD center in Shimelba refugee camp so children from distant zones are unable to attend regularly. • IRC is supporting ARRA primary schools in procuring text/reference books, lab equipment/chemicals and professional teacher training in collaboration with Adwa College of Teachers Education. This training would lead to certification as per our agreement with the college. • IRC has been selected to be as implementing partner (IP) for ECCD programs in eastern camps (Awbare, Sheder and Kebribeyah). • Apart from ECCD, IRC would like to support ARRA primary schools in funding and addressing any gaps if ARRA is willing • Has been supporting technical/material support and would like to replicate these efforts in Eastern camps. <p>ARRA stated that they are open for support but will share materials to avoid duplication. Can provide support letters</p>	<p>(1) PIE to contact WFP to find out possibility for school feeding programme at ECCD centers.</p> <p>(2) JRS to continue working with DICAC to find out why children (who are supposed to receive assistance under urban programme) are not attending formal education</p>

	<p>World Vision</p> <ul style="list-style-type: none"> • Facilities being expanded to the Gambella-Jewi Secondary School funded by Japan Platform and plans to open grade 11 preparatory class. • Exam attendance rate for Grade 9 & 10 were 624 (556 males and 68 female) and 51 absent (43 males, 8 females) and 8 females) in the first semester. • ALP in Jewi-Echo grant – two semi-permanent schools under construction. 477 currently attending (265 males; 212 females). A key challenge is lack of classrooms and delay of LOU with ARRA and UNHCR. • Dollo Ado ABE program 416 attending level 1 (206 males; 210 females); 637 attending level 2 (347 males; 290 females) and 299 attending level 3 (166 males; 133 females) Challenges currently facing funding problem to continue the programme that funding from UNHCR will be discontinued from March 2018 - that teachers have not yet been paid for January 2018. • Dollo FAL program – Buramino 238 level 1 (29 male; 204 females) 293 level 2 (47 male; 246 females) – Hilawoyn level 1 1198 (210 males; 988 females) Level 2 652 (70 males; 582 females). <p>UNHCR</p> <p>Alternative Basic Education (ABE) programme has been designed to accelerate education for children who are over the age for lower primary grades with the aim integrate their age group by grade 5. The relevance of the programme in Dollo Ado was questioned in 2016 however an assessment was never conducted. Furthermore, funding issues has resulted in the de-prioritization of ABE. Suggested that an exit strategy be developed by all ABE implementing partners integrate the current ABE students in regular primary schools from coming academic year. Students should be able to join standard school and phase out by June 2018.</p> <p>ARRA: Both ABE and standard schools use the same textbooks so it should not be difficult to integrate material. The greatest challenge will be aligning schedules.</p> <p>ARRA</p> <ul style="list-style-type: none"> • Implementing primary education in 58 schools 	<p>(3) JRS to share how many refugee students are taking online courses and how many certificates have been issued thus far.</p>
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- Aimed to reach 75% (13% increase from 2017) and reached 72% gross enrolment (the figure is unofficial).
- Challenges facing is class size – the pupil to teacher ratio; the temporary classrooms are insufficient for climate in remote areas; shortage of budget for supplies
- Plans to update teacher training programs
- The MoU has already been drafted specifying the roles, responsibilities and collaborative engagement of ARRA and MoE - MoU doc being reviewed by legal experts.

UNICEF: Committed to assisting in turning temporary structures into permanent ones thus can assist with the existing funding. ECW program includes salaries of teachers as well. Also raised the point to revise teacher development programs so that they are standardized long terms programs. General education should look at eventually adhering to national and international standards.

PIE

- Providing education services. Finalized assessments for ECD and final exams for primary students.
- Still mobilizing registration of students and organizing committees ie. PTS, Mothers in school etc. who meet and discuss education issues.
- Some challenges with the new camp (Nguenyiel) are (1) low attendance on ACC because ARRA providing schools (2) shortage of classrooms and teachers. Reaching 51% of school age children (3) Shortage of water in schools

NRC: Suggested that WFP should include ECD in feeding programme.

UNHCR: ECCD is one of the centers/programmes where many children can be reached out for nutritional purposes. In the meantime PIE could look into the option of providing dry biscuits, water etc. like what other partners such as SCI are doing in others camps in Gambella. Dry energy biscuits appears to be cheaper than school normal feeding programme.

World Vision: Suggested having bilateral discussions about possible collaboration with Plan International to support in expansion of school facilities.

	<p>Edukans</p> <ul style="list-style-type: none"> ○ Construction of 8 classrooms – 4 in camps 4 in host - completed handed over a month ago. Ensured classrooms have fences. Also supported in capacity building of teachers through in-service training on methodology. Aiming at intervention comprehensive by adding sports and play grounds in those schools supported by Edukans. <p>NRC</p> <ul style="list-style-type: none"> ● In Assosa 2016/7 academic year 1550 (605f) targeted for ALP program, 1553 (558f) were registered and 1207(416f) completed the course ● 2017-18 548 (147F) registered and attending level 1. ● Constructed 3 permanent classrooms and a counselling room at Tsore. Solar lamps and scholastic materials were also distributed ● education project has enrolled 1355 (646F f) in ABE ● 3445 / 1452 F/ students registered and attending ALP Teirkidi and Nguenyiel camps. Challenges are under and over aged students attend ALP classes and high demand for enrolment; and lack of toilet and water points ● Developed teacher capacity development schemes for refresher training in Assosa – 3(1f) national and 23(3f) incentive teachers have been trained. A challenge was reduction in children attending due to less food ration and lack of school feeding programs <p>JRS</p> <ul style="list-style-type: none"> ● Engaged in in non-formal education - added a computer class to the curriculum and may incorporate an Amharic language class dependent on demand assessment. ● One challenge is education of children 18+ - will raise with DICAC why <p>UNHCR: indicated the importance of fundraising for adult and non-formal education that will boost literacy among adults, and literacy support skills training that may contribute to refugee self-reliance activities.</p>	
AOB	ARRA: Looking for different types of education opportunities i.e. women. Suggested discussing this issue in the next meeting.	

PIE to conduct training on for teachers

UNHCR: Added that training for teachers have added values however training should be predictable and should lead to qualification of teachers. Training of teachers need to be linked to teacher training colleges for eventual certification.

UNICEF: Commented that professional pathways for refugee teachers is lacking in refugee schools. Many incentive teachers are not teachers and professional pathways for trained and untrained teachers have paramount importance for improving the quality of education. Payment is an important incentive and motivation to teach but professional development is even more important.

UNHCR: Reinforced that training for teachers should result in qualification as it results in enabling refugees to be self-sufficient and enter into labour market. Training at the moment is not well integrated. Thus PIE to tell the content of training and what the outcomes will be

UNICEF

Ethiopia is eligible for funding so may receive a large investment (up to 400m) from World Bank

UNHCR: Commented that coordination important to ensure that money utilized effectively. Engagement with MoE in broadening the scope of what funding can be used for. A refugee window of funding opportunity is coming through World Bank.

UNICEF: Asked when the updated accountability matrix will be expected. UNHCR clarified that the Project Partnership Agreement (PPAs) are being signed and revised accountability matrix may be out following the conclusion signing of PPAs.

Meeting adjourned at 12:30 pm.