

## Education in Emergencies Working Group – UNICEF 28.03.2019

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<p><b>AGENDA</b></p>	
<p><b>Situation &amp; Response in the region (UNICEF)</b></p>	<p>UNICEF (Dashboards EiE WCA Dec18): Displacement: 9.5M displaced (83% IDPs, 17% refugees) – 5.6M displaced children            More than 8,800 schools closed due to insecurity – 2M affected children &amp; 42,000 affected teachers            Attacks and threats against education in DRC, Nigeria, Cameroon, Chad, CAR, Mali, Niger, Burkina Faso            Funding Gap ++ 19% of HRP funded in 2018            Response: access to education, support for the reopening of schools (where and when possible), resilient education approach, radio education program            Results 2018: 2.2M+ children reached by clusters/sectors (1.7M UNICEF) by education in emergencies response – 38% of targets / 24% of needs</p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> <li>- Some targets over-reached (gaps in planning, change in the needs)</li> <li>- Disparities in reporting (mainly for access indicator)</li> </ul> <p>Urgent need to <b>strengthen capacities in information coordination &amp; management</b></p> <p>High needs of humanitarian assistance in education in 2019: 9.4M CiN – 4.8M children targeted</p> <ul style="list-style-type: none"> <li>- Anglophone crisis in Cameroon</li> <li>- Ebola outbreak in conflict area in DRC</li> <li>- Increased threats against education in Sahel and Burkina Faso.</li> </ul> <p><u>Conclusion:</u></p> <ul style="list-style-type: none"> <li>- 10 countries currently supported in EiE – activities to be pursued</li> <li>- Harmonization in reporting</li> <li>- IM products quarterly, Analysis of the situation</li> <li>- Improve inter-agency planning and coordination – <b>Partners to share dates / ToRs missions + mission reports</b></li> </ul>
<p><b>Protective learning environments Study / PLE (UNICEF)</b></p>	<p>1600+ attacks since 2017.            Capacity building (PSS): Mainstreaming of PSS in curricula (1.3M reached in 2018/UNICEF).            “Umbrella” approach EDU/CP.</p>

	<p>Risk analysis and school preparedness: development of response plans as participatory community interventions. All schools should have a plan and implements it, better linked with community resources and better equipped with knowledge, infrastructures, wellbeing and communication mechanisms which may help mitigate risks for children and teachers at school or on the way to school.</p> <p>PLE study: application of the INEE MS 2 on access, assessment of changes in the perception of safety and in knowledge/skills following convergent EDU/CP programming.</p> <p>Methodology can be contextualized and used in any context and for any hazards (epidemics, natural disaster, GBV...).</p> <p><b>UNICEF to share the resources when finalized.</b></p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>- Strengthen the CP/EDU collaboration in practice</li> <li>- PLE related evidence: include perception of safety in RJNA questionnaires, EMIS, etc.</li> <li>- CP/EDU integrated programming in proposals</li> </ul> <p><u>Discussion/Q&amp;A:</u></p> <ul style="list-style-type: none"> <li>• Importance of community-based approach: Save the children shared their experience in Mali where the community managed to negotiate the reopening of schools with the groups (ECHO project). <b>SAVE to share the documents if available.</b></li> <li>• Indicators on access should be carefully assess, need for more accurate data. Different indicator for school retention?</li> <li>• Important to measure also learning in emergencies, which indicator could be used?</li> <li>• Working with koranic schools is also part of the response</li> <li>• Burkina Faso: UNICEF launched the radio education programme in December 2018 (Sahel region) – <b>UNICEF to share programme documents.</b></li> </ul>
<p><b>EiE WG Work Plan 2019</b></p>	<p><u>4 areas of focus:</u></p> <ol style="list-style-type: none"> <li>1. Coordination &amp; Representation</li> <li>2. Capacity building &amp; Support to country offices</li> <li>3. Communication &amp; Knowledge sharing</li> <li>4. Advocacy</li> </ol> <p>The objective of the discussion was to review the work plan to reduce the activities and be more realistic given the availability of group members at regional level.</p> <p>In conclusion, it has been decided to focus on knowledge and information sharing and advocacy.</p> <p><u>Action points:</u></p> <ul style="list-style-type: none"> <li>• <b>Communication &amp; knowledge sharing:</b> <ul style="list-style-type: none"> <li>- Open a coordination-sharing platform (under HR Info) – <b>Christina (OCHA)</b> + design of the platform sections – <b>Cecilia (UNICEF) + WG members</b></li> <li>- Sharing updated contact list – <b>Cecilia (UNICEF)</b></li> <li>- Skype group? – <b>Cecilia (UNICEF)</b></li> <li>- Sharing of mission ToR and mission reports on an ongoing basis – <b>All</b></li> </ul> </li> <li>• <b>Advocacy:</b> <ul style="list-style-type: none"> <li>- Calendar of global/regional events for EiE advocacy – <b>Charlotte (UNHCR)</b></li> <li>- Identification of key messages/good practices/recommendations – by email first + meeting to finalized (?) – <b>voluntary group</b></li> </ul> </li> </ul>

	<p>-&gt; 1 or 2 pagers on EiE in WCA to be used by all in different events and meeting</p> <ul style="list-style-type: none"> <li>• <b>Capacity building:</b></li> </ul> <p>- UNICEF EiE multi-country annual meeting: More info to be shared when available— Cecilia (UNICEF)</p>
<p><b>Situation of the schools in WCA</b></p>	<p><u>Education under attack!</u>        8,805 schools closed due to insecurity as of December 2018        9,273 schools closed as of February 2019 / last data: 8,809 (slight decrease in BFA)        Around 2M students and 45,000 teachers affected        More than 1,600 attacks against education in 2017/2018</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> <li>• Direct attacks and threats against schools and teachers (Nigeria, DRC, Mali, BFA, Niger, Cameroon NWSW, CAR)</li> <li>• Discontinued schooling</li> <li>• OOS children for years – won't return to school</li> <li>• Deployment of teachers in insecure zones – lack of support, training, etc.</li> <li>• Schools closed for other reasons in the region: Chad, Niger</li> </ul> <p><b>Lake Chad Basin crisis:</b> 1,000+ schools closed – 450,000 children affected / 18 occupied schools in Nigeria (16 are still open)  <b>Sahel crisis:</b> increases attacks and threats in Mali, Niger, BFA (++) / Max 2,176 schools closed – 430,000 children &amp; 10,000 teachers affected</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>- Data collection system and regular updates on schools situation</li> <li>- Data date and source + type of schools (public/private, primary/secondary, etc.)</li> <li>- Discussion on data sharing on HDX with MoEs, Education sector, Cluster, etc.</li> </ul> <p>UNICEF Education campaign in 2019 with the launch of the Child alert on Education in Fragile Contexts on end of May. It will be produced in the lead up to the Third International Conference on Safe Schools to be hosted by the Government of Spain on 28-29 May 2019.</p>
<p><b>HDX Platform &amp; EiE data</b></p> <p><b>Discussion on good practices / Challenges on data collection and sharing</b></p>	<p>OCHA Centre for Humanitarian Data – <b>HDX = Humanitarian Data Exchange</b>, online platform for sharing of humanitarian data  <u>Mission:</u> work with partners to increase the use and impact of data in humanitarian crises</p> <p><u>Focus areas of the center:</u></p> <ul style="list-style-type: none"> <li>• Data services</li> <li>• Data policy</li> <li>• Data literacy</li> <li>• Network engagement</li> </ul> <p><u>Education partnerships:</u></p> <ul style="list-style-type: none"> <li>• Improve access to education data – baseline and emergencies – in partnership with the Education Above All (EAA) Foundation</li> <li>• Working with education-focused partners to share education data through HDX and expand HXL to include education-specific tags</li> <li>• Sector by sector approach to bring all relevant data together to inform HR efforts</li> </ul>

	<ul style="list-style-type: none"> <li>• Availability of technical support on data organization, storing, visualization and analysis</li> </ul> <p>Education and Conflict Monitor: EAA / GCPEA  <a href="https://data.humdata.org/organization/education-and-conflict-monitor">https://data.humdata.org/organization/education-and-conflict-monitor</a>  The data on situation of schools should be share by the countries as they can decide with the MoE the data to be shared, the frequency and level of details</p>
<b>AOB</b>	<ul style="list-style-type: none"> <li>- UNICEF: SBP Cash specialist will be deployed soon (CashCap), home-based with frequent travels in the region / focus on Sahel region; organization of a training in April</li> <li>- Save the Children: EiE Advocacy Manager to be hired</li> <li>- Plan Int.: EiE specialist to be hired</li> </ul>
<b>Documents to be shared</b>	<p><b>UNICEF:</b> Radio programme in BFA documents + mission report Francesca  <b>All partners:</b> TdR missions + reports</p>