



National Education Cluster - Meeting minutes

Date: 29th March 2016 at 11:00, MoEST Boardroom

Meeting Participants: ADCORD, Altai, AMA, Apt, AVSI, CAD, CGTFPAD, CMD, FCA, HCO, MC, NH, NRC, NPC, SC, UNKEA, USAID, WTI, WR, WV, UNESCO.

TOPIC	ACTION POINTS	PERSON/ENTITY in CHARGE + DEADLINE
1. Monitoring of the distribution and use of teaching and learning supplies		
The Education Cluster Unit met with DFID to discuss funding outlooks and priorities. DFID recommended to use the approach put in place by the FAO for monitoring the distribution of seeds and tools: pictures of the seeds/tools/supplies are taken with GPS coordinates from the departure points through to the points of distribution. This is intended to ensure the supplies are delivered and distributed to the beneficiaries as planned.	Draft and present basic strategy for monitoring teaching and learning supplies	Israr, April 12 Cluster meeting
2. Draft proposal for the global EiE platform		
The draft proposal developed by the Overseas Development Institute was shared by the Cluster on Sunday 27 th March for comments. PEG already made comments and suggestions, which will be forwarded by the Cluster to ODI. Cluster members are encouraged to provide further comments by Friday 8 th April. The comments will be compiled by the ECU and forwarded to ODI for consideration. The final version of the proposal will be presented at the World Humanitarian Summit (May 2016) where the platform will be officially launched. Nicolas briefly presented the main recommendations from the proposal:	Partners to comment and send input, ECU to compile and send to ODI	Nicolas, 8 th April

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<ul style="list-style-type: none"> - The EiE global platform should cover 1) humanitarian crises, including slow- and rapid-onset natural disasters and conflicts, 2) protracted crises, 3) crises that occur in low income countries, as well as those in middle income countries that have limited recourse for financing. In the case of humanitarian and protracted crisis, support from the platform will be irrespective whether or not a formal humanitarian response in the education sector has been activated or deactivated. - 5% of the funding should go towards an “Acceleration Facility” which will fund collective work that supports the delivery of education services: technical support to national governments, publications and guidelines, core funding for existing education in emergencies mandate holders - EC, UNHCR and INEE; the other 95% of the funding should go towards a “Breakthrough Fund” (new funding) to support the delivery of the education response at country-level; funding of this “Breakthrough Fund” should be rapid, medium-term and predictable. The “Breakthrough Fund” will comprise of: <ul style="list-style-type: none"> - 1) ‘Top up’ grants made against consolidated appeals, provided a certain benchmark of funding is already met for education. This is to ensure that these grants won’t undermine humanitarian appeals and they will leverage increased funding through the usual channels; - 2) Multi-year support window to flow for up to five years against a country plan that bridges and consolidates existing humanitarian, sector and other plans; - 3) Pop-up windows to direct funding very specifically during a crisis, either to a specific country or region or to a limited number of earmarked areas of the country plan. The pop-up windows also aim to provide quick routes to channel support from non-traditional donors, philanthropists and the private sector. - The platform will aim to raise ~ \$150 million in year 1, to be brought to \$1.5 billion in year 5. 		
3. Proposed response in Wau and Pibor		
<p>There is continued insecurity and violence in Wau, with reportedly between 40,000 and 96,000 IDPs. Displaced school children from Wau County are estimated to be around 7,000. UNICEF participated in an inter-agency assessment last week and proposed to respond</p>	<p>FCA to share IRNA report with ECU.</p>	<p>Done, the ECU verified validity of the information and will circulate the report</p>

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<p>mainly through the provision of teaching and learning supplies, as well as support to local education authorities (esp. training of teachers).</p> <p>In Pibor two schools were affected by the recent violence and vandalism: school supplies left in Kondako School were scattered in the classrooms and school premises, the office of the Headmaster in Pibor Boys was vandalized and looted. However, as the schools in Pibor Town (Pibor Boys, Pibor Girls, Kondako and Langachot) had just opened when the crisis broke out, the bulk of supplies had not been distributed yet. Schools were still closed at the time of the assessment, which poses a challenge to children being idle and vulnerable. FCA has planned to support the schools in Gumuruk.</p>		<p>once it is approved by OCHA.</p>
4. Reporting on 2016 HRP		
<p>To date, Cluster partners reached 30.8% of the total target for 2016, including 42% women and girls. In terms of school occupation/use, one additional school was newly reported as being used by armed groups. This brings the total to 95 schools, with 53 schools in Jonglei and Unity alone.</p> <p>As per the FTS, funding for education stalls at 14%.</p> <p>As for the 5W, great improvement was recorded in the month of March however a lot of inconsistency in reporting still prevails. The Information management clinics will continue to ensure validity and reliability of the 5Ws reports. The monthly dashboard is accessible on the humanitarianresponse.info (education page): https://www.humanitarianresponse.info/en/operations/south-sudan/infographic/south-sudan-education-cluster-dashboardmarch2016</p>	<p>Continued reporting by partners</p>	<p>Partners with support from Fred.</p>
5. Humanitarian updates		
<p>In Pochalla, the situation remains tense. The humanitarian workers were evacuated last week on Thursday (24th March) and some local staff crossed to Ethiopia.</p> <p>In Fangak, recruitment of child soldiers recently took place in schools. The cluster member who reported the information provided teachers with letters to inform them about risks and advocacy messages to avoid recruitment.</p>	<p>ECU to follow up with the partner in Fangak and MRM for verification and advocacy.</p>	<p>ECU, partner, MRM, in process.</p>

