



National Education Cluster - Meeting minutes

Date: 28th June 2016 at 11:00, MoGEI Boardroom

Meeting Participants: ACEM, ADRA, ADCORD, AET, ARRM, ASCO, AVSI, BEDN, BRAC, CADE, CAFAD, CHIDDO, CMD, DFID, DORD, FCA, FYF, GREDO, HCO, IBIS, INTERSOS, LHDS, MC, MaCDA, MoGEI, MRDA, NRC, NuSS, PCO, RuCAPD, SC, SAAD, SMARD, SPOCI, SALF, SSSCO, Stromme Foundation, UNESCO, UNICEF, USAID, WCC, WV.

TOPIC	ACTION POINTS	PERSON/ENTITY in CHARGE + DEADLINE
1. Introductions, review of agenda and opening remarks by MoEST		
George Ali (Ministry of General Education and Instruction - MoGEI) welcomed all partners into the meeting. The agenda was reviewed and George recommended to add an item on the situation of education in the southern part of Mundri West.	Discuss during the meeting.	George, Nicolas, partners.
2. Key priorities of the Education Sector Plan for 2017-2018		
The final leg of the Education Sector Planning workshop took place in the last two weeks under the leadership of the MoGEI and with support from UNESCO International Institute for Education Planning. Following the high level meeting where the main components of the ESP were presented and discussed with the Ministry, donors and partners, the Co-Chair of EDOG (DFID) highlighted the major economic crisis and general insecurity which affect the sector, threaten investments, and called for a 2 year Recovery Plan. There is also a general recognition that the situation is not going to improve in the next two years. In order to secure achievements reached so far, the EDOG recommended to the Ministry, donors and partners to concentrate on core priorities of the ESP, namely: teacher's compensation and qualification, textbooks and other learning materials, school	Partners to do their best to align activities with the core priorities of the ESP, esp. those highlighted by the EDOG.	Partners, ongoing.

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<p>management, alternative education for returning IDPs and youth, capitation grants and cash transfers/incentives for girls. The EDOG also strongly encouraged the MoGEI to form a recovery team to implement these emergency measures, and to mobilize resources for its implementation.</p> <p>Different scenarios are being discussed by donors to support this plan, but it will likely take months and commitment from the MoGEI to be implemented and funds to be raised. In the meantime, partners are encouraged to align their activities with the core priorities of the ESP, especially those mentioned above.</p> <p>George also encouraged partners to support and make sure that the schools they support are registered through GESS. He reminded that up to 60% of the capitation grants can be used towards teachers' salaries, with a maximum of SSP 200 per teacher.</p>		
3. Situation of education and response in Wau and Central Equatoria		
<p>Prior to the latest wave of violence and displacement, there were already 63,400 IDPs from Wau county in Wau town. The education response was taking place in three schools/centres hosting a total of 2,000 IDP students (afternoon shifts, morning shifts for host community children). The response was led by the State Ministry with support from UNICEF.</p> <p>Following the June 24 fighting and clashes, an additional 24,000 IDPs took refuge in UNMISS "Protected Area" (12,000) but also in the Catholic Church, two schools (St Joseph Primary and John Paul Primary), SSRC, and smaller sites. An additional 36,800 IDPs are reported in the Baggari area (Bringi, Ngo Halima, Tadu and Ngisa). In Wau town, all schools are closed and some MoE officials are amongst the IDPs in the "Protected Area". There is no account of school/s looted but two containers were broken into in the State Ministry of Education.</p> <p>In the "Protected Area", one site has been identified for education activities and UNICEF started setting up spaces for four classrooms, registration of children started already with focus on the oldest children so that time is not missed for their P8 exams. War Child Canada will start recreational activities, life skills, literacy and numeracy for 400</p>	<p>Support and inform the response in Wau in liaison with the State Ministry of Education, UNICEF and partners</p> <p>Share more information about the situation in CES and Mundri West when available.</p>	<p>Nicolas, Alfred (UNICEF Education Officer) Akshay (UNICEF) War Child, ongoing</p>

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<p>adolescents and youth by the end of this week - early next week. As much as possible, the Child Protection and Education sectors will try harmonizing their response, e.g., by sharing their spaces, using teaching facilitators as facilitators for the CP activities (PSS, identification and referral). The Education Cluster will also try not to start formal education activities too early, as it could encourage families to remain in the “Protected Area” even if the security situation improves.</p> <p>CES: following displacement of ca. 10,000 people around Kajo Keji, the Cluster tried to identify partners in the area but none was available (Plan has presence in Yei only). During the meeting, BRAC and Stroemme Foundation reported that they have presence there (BRAC supports 45 community girls schools). UNICEF deployed one Education Officer who is currently in Kajo Keji to support the delivery of supplies.</p> <p>Mundri West (southern part, Bari): Afro Canadian Evangelical Mission reported that several schools are closed or with very low attendance due to hunger and lack of learning materials. Teachers are in the communities though and security conditions are good enough to allow an intervention. ADCORD reported that they are aware of the situation but the current CHF project does not cover this part of the county and they didn’t receive enough supplies from the current project (they distributed supplies which were planned for 12 schools to 22 schools and reached 8,000 beneficiaries instead of the 5,000 target). Nicolas will look into ways to continue supporting this area, where students made significant gains thanks to the partner’s work. BRAC also highlights that they work in this area.</p>		
4. Review of the Returns Preparedness Planning and different scenarios		
<p>While displacement keep taking place in areas of the country which were previously untouched by violence, the return of IDPs is a reality in other parts of the country, especially northern Unity and Jonglei. The ICWG is therefore working on different scenarios for return and OCHA asked the clusters to outline their budgets, key activities and indicators should the number of returning IDPs increase. As a reminder, the current version of the HRP and its budget already includes a caseload of 60,000 people returning to their areas of origin. The key activities for the first two scenarios (60,000 and 120,000</p>	<p>Share the Returns Preparedness Planning document with the team working on the ESP and cluster members for their feedback.</p>	<p>Nicolas, with minutes of the meeting.</p>

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<p>returning IDPs) are repairs of classrooms, engagement with WaSH actors for the building/rehabilitation of permanent latrines in the schools, payment of teacher incentives as an interim measure, engagement with the local leadership to mobilize the community in regular school improvement and maintenance activities, community sensitization on the importance of parental participation in education. The other two scenarios (240,000 and 400,000 returning IDPs, budget of USD 325,000 and 750,000 respectively) cover the same activities plus advocacy for at least 50% of the teachers supported by the partners to be paid by the MoGEI in the new budget which will be presented in July 2016 (State level), establishment and training of School Management Committees (SMC) on the development of school development plans and budgeting, support the MoGEI to strengthen supervision and monitoring systems and structures, expedition of transfers of capitation grants by GESS.</p> <p>Mercy Corps stressed that long term return will take time. When they get out of PoCs, IDPs first move to safe places such as towns close to PoCs (Rubkona). The Ministry insisted on the importance of security of persons, but also that education can become a pull factor and improve conditions for return of formerly displaced persons. USAID suggested to share the document and activities with the team working on the Education Sector Plan.</p>		
5. 2nd CHF standard allocation		
<p>OCHA communicated that the CHF received funding so that the second standard allocation of the year will be open soon. It will be possible to open OPS for new projects but only in case these projects cover new and acute needs, and taking into account that the overall budget will remain the same (hence new budgets will have to be compensated by removing amounts from other projects).</p> <p>Given the major economic crisis that the country is going through, food insecurity and dynamic of displacement/return, Nicolas suggested that the education sector should draft its strategy around the following key areas (they will have to articulated with each other and not all of them will remain): cash benefiting to the communities either in the form of incentives to teaching facilitators or stipends to students/families (ensuring that there is mechanism for sustainability) schools in areas of high return, nutrition messaging and</p>	<p>Provide input and make additional suggestions for key areas to be supported through the CHF SA2</p>	<p>Cluster members, when reviewing minutes of the meeting.</p>

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<p>PSS, schools in counties where education has already been supported and remain fragile. NRC recommended to add adolescents and youth as part of the strategy given that the specific needs of these ages are not well covered/funded.</p> <p>Cluster members are encouraged to comment on these and make additional suggestions. The key areas to support and CHF strategy for the sector will be developed in the coming weeks and will take into account the input from cluster members and State Focal Points.</p>		
6. Reporting on 2016 HRP		
<p>There were no major changes in terms of number of beneficiaries reached since the last 5W/dashboard was done. The highest number of people reached is in Jonglei, followed by Unity and Upper Nile. Partners reported that 2,400 teaching facilitators benefited from incentives. The level of funding currently stands at 35%. The number of schools occupied by armed forces/groups or IDPs keeps being monitoring, and partners are encouraged to report any cases they may go through during their work in the field.</p>	<p>In the absence of Fred, 5W reporting will resume by July 15. Partners are encouraged to continue collecting their data in the meantime.</p>	<p>Partners, mid-July.</p>
7. Humanitarian updates		
<p>No updates from partners.</p>	<p>N/A</p>	<p>N/A</p>
8. AOB		
<p>QIPs - Engagement with UNMISS: the State Education Cluster in Upper Nile was approached by UNMISS Indian Battalion to support schools in Melut county. This raises the issue of involvement of peace-keeping forces in humanitarian activities, and cooperation between humanitarians and peace-keeping forces. Have similar cases happened in the past and how have they been handled? Partners report that UNMISS did support the education sector with transportation of exams and personnel, yet also that there risks inherent to collaborating with them, i.e., being perceived as siding with one of the security stakeholders. Partners recommend to be careful when engaging with UNMISS and propose the following basic rules: UNMISS to engage with the MoGEI, State and national Education Clusters before starting to support schools, UNMISS to report on what</p>	<p>Liaise with Protection Cluster to get guidelines on engagement with UNMISS</p>	<p>Nicolas, for next meeting.</p>

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<p>they do, UNMISS to focus on construction, Protection and Education Cluster to orientate UNMISS personnel when they intervene in schools (on CP issues, photos, how to deliver projects).</p> <p>The MoGEI insists on the benefits of QIPs, recommends to make the distinction between the civilian and peace-keeping branches of UNMISS, and to avoid engaging in too much red tape. Partners agree to get recommendations from the Protection Cluster and to produce a one- or two-pager to guide UNMISS and education partners on cooperation and QIPs.</p> <p>International Literacy Day: the MoGEI and UNESCO have kick-started preparations for the celebration of the 50th anniversary of the International Literacy Day (ILD), which will be celebrated under the slogan: 'Reading the Past, Writing the Future'. As this is an important event for all education actors, the MoGEI and UNESCO encourage strong representation of Cluster members in both the preparations as well as the implementation of activities to mark the event. A few members of the Cluster could be on the national committee for the preparations of the celebration for example. Those who may not wish to be on the national committee, can still play a very critical role at the state/county level in the geographical locations in which they operate. Self-nominations will be welcomed.</p>	<p>A meeting on ILD will be held and focus on drafting the TORs for the committee and laying out activities to mark the event.</p>	<p>Cluster members interested in playing a role in the ILD can send their representatives to the meeting scheduled for Monday, 1 July 2016 at 11:00 AM in the MOGEI Boardroom.</p>
<p>Next Regular Meeting: Tuesday, 12th July 2016, 11am, venue: Ministry of Education</p>		