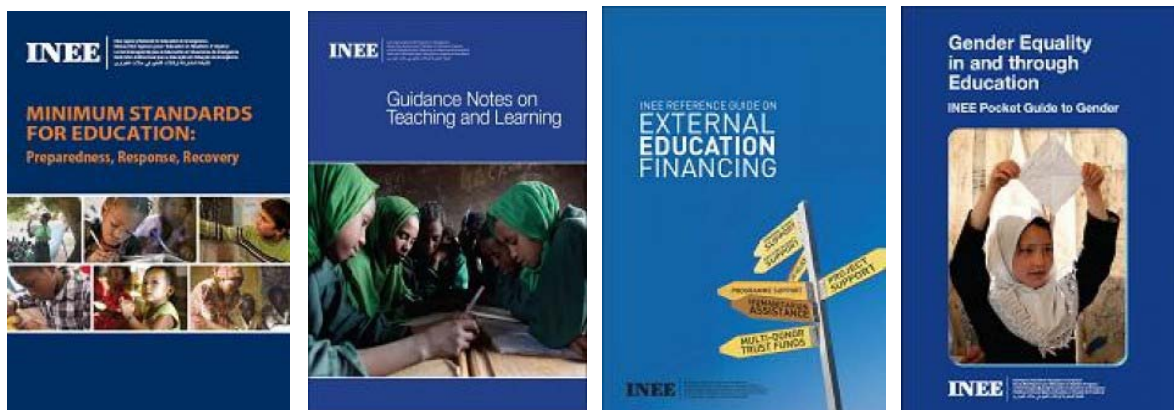


Report: INEE Regional Good Practice Tools Launch–Bangkok



Monday 12 July
10h to 17h30
Hosted by UNESCO Bangkok with UNICEF APSSC

Agenda

Monday 12 July 2010

Time	Programme
9.30-10.00	Registration
10.00-10.15	Opening remarks Etienne Clément Deputy Director, UNESCO Bangkok
10.15-10.30	Keynote speech Gary Ovington Education Specialist, UNICEF APSSC
10.30-11.00	Coffee Break
11.00-12.30	Plenary Session: Introduction to Education in Emergencies through to Recovery - Asia Pacific Region <i>Panel Discussion</i> Derek Elias, Chief of ESD unit, UNESCO Bangkok Gary Ovington, UNICEF APSSC Nick Finney, Regional Emergency Manager, Save the Children UK Atiq Kainan Ahmed, Regional Climate and Disaster Resilience Specialist, Plan International <i>Introduction to INEE and the new INEE tools</i> Kerstin Tebbe INEE Coordinator for Education and Fragility Q&A
12.30-13.30	Lunch
13.30-15.00	Plenary Session: INEE Minimum Standards <i>Panel Discussion</i> Fred Ligon, Director, World Education Thailand Simon Purnell, Programme Advisor, ZOA Thailand <i>Activity using the INEE Minimum Standards</i>
15.00-15.30	Coffee Break
15.30-16.00	Brief Tool Presentations -- Concurrent Sessions • <i>INEE Guidance Notes on Teaching and Learning + Resource Pack</i> • <i>Reference Guide to External Education Financing</i>
16.00-16.30	Brief Tool Presentations -- Concurrent Sessions • <i>INEE Gender Pocket Guide</i> • <i>INEE Guidance Notes on Safer School Construction</i>
16.30-17.15	Plenary Discussion: Regional Collaboration for Tool Use and Promotion Derek Elias
17.15-17.30	Closing

Overview of the event

More than 45 participants attended the regional good practice tools launch in Bangkok including from UN agencies, NGOs, donor agencies and the Ministry of Education in Thailand. The event was facilitated by Derek Elias (UNESCO) and Kerstin Tebbe (INEE).

The deputy director for UNESCO Bangkok, Etienne Clément, opened the event with a brief overview of the field of education in emergencies, including INEE, and its development over the last decade.

Changes in the schedule meant a jump to the first plenary session before the keynote speech by Gary Ovington (UNICEF APSSC). The plenary session provided an overview of the key education in emergencies in the region via presentations from four of the major organizations working in EiE in the region: UNESCO, UNICEF, Save the Children UK and Plan International. These presentations were followed by an introduction to INEE and the INEE tools.

The keynote speech followed the first plenary session. Gary Ovington spoke about the development of INEE over the years and its achievements including the INEE Minimum Standards.

After lunch, there was a 90-minute session dedicated to the INEE Minimum Standards: Preparedness, Response, Recovery. Two members of the INEE Working Group on Minimum Standards – Fred Ligon of World Education Thailand and Simon Purnell of ZOA Thailand – made brief presentations on their experiences of applying and contextualizing the Minimum Standards in their work with refugees in Thailand, particularly on the Thai-Burma border. Following the presentations, participants worked in small groups using a template provided by Fred to discuss the application of the Teaching and Learning Standards to their own work. Each group chose a member to report back in plenary afterwards.

The afternoon following the session on the Minimum Standards consisted of four 30-minute concurrent sessions on each of the following tools: INEE Guidance Notes on Teaching and Learning (facilitated by Gary Ovington from UNICEF APSSC), INEE Reference Guide on External Education Financing (facilitated by Kerstin Tebbe from the INEE Secretariat), INEE Pocket Guide to Gender (facilitated by Atiq Ahmed from Plan International) and the INEE Guidance Notes on Safer School Construction (facilitated by Wanna Suksriboonamphai from ASEAN). Two sessions were held at a time, for which participants split based on their interests. After 30 minutes, the sessions closed to begin the second set of two sessions. Each 30-minute session consisted of an interactive activity and a brief presentation.

The final discuss was facilitated by Derek Elias and consisted of questions to the participants including:

- What are the existing platforms to promote INEE tools and Minimum Standards?
- From your perspective, what are the internal barriers WITHIN your Ministry/Organization to using the INEE tools/standards?
- Where is advocacy and promotion (not just dissemination) most needed? What could your role be?
- How can we build regional coordination and collaboration around these topics/tools?
- Given that INEE is a community of practice (of sorts) – what could be recommended to them?

Derek Elias, Gary Ovington and Kerstin Tebbe closed by thanking the participants, hosts and organizers.

Key Points, Actions

In the closing session, participants discussed next steps and ways forward per the questions listed above. A number of ideas were mentioned for organizations and mechanisms to work to promote the INEE tools and the INEE Minimum Standards.

Participants brainstormed existing platforms through which they could advocate the tools' promotion and use including:

- IASC education cluster
- ISDR system
- SARC
- ASEAN
- APEC
- UNGEI
- Civil society groups (e.g. refugee organizations, disaster management working groups)
- Governments including national disaster management offices (NDMOs) and internal ministry of education systems or bodies

Other ideas included:

- Integrating with the relaunch of the Sphere standards to position within the broader system
- Linking with EFA monitoring
- Linking with the ISDR—ASEAN partnership
- Working through ASEAN networks and partnerships
- Linking to the ISDR safe schools campaign

Ideas generated for building regional coordination and collaboration around the tools included:

- Internal roll-out of the tools including their promotion and use and using this process as a tool for self-reflection within the agency or organization about its programming
- Doing targeted regional coordination
- Target education in national disaster plans
- Have sample curricula available
- Include in training materials for ministries and for cross-ministerial trainings
- Consider retraining or additional training for staff
- Ensure that relevant translations are undertaken and available