



A Report on

Sensitization Workshop

on

INEE Standards in Education

"...on a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning".

Date: May 30th & 31st, 2014
Venue: Hotel Sheetal, Bhubaneswar.



Directorate of TE & SCERT, Odisha

unicef 
unite for children

The aim of education should be to teach us rather how to think, than what to think — rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men.

- Bill Beattie

A two days sensitization workshop on INEE standards in Education was organized jointly by the Directorate of TE& SCERT, UNICEF and Department of School and Mass Education, Govt. of Odisha, Bhubaneswar. The workshop was inaugurated by Sri Dasarathi Satpathy, Director TE & SCERT. The other dignitaries present in the inaugural session were Ms. Yumi Bae, State Chief, Unicef. Ms Lalita Pattnaik, Education Specialist, Unicef and Sri Chiranjeet Das, Consultant, Expert on INEE. The workshop was started at 11.00am with a warm welcome by Dr. Snigdha Mishra, Deputy Director (TE), TE& SCERT.



Sri Dasarathi Satpathy, Director TE & SCERT in his inaugural address highlighted on the importance of INEE. Further he stressed upon the planning for education in emergencies before any disaster. He also described and compared the picture of disaster management work of super cyclone in 1999 and phylline of 2013. He emphasized upon crisis management rather than disaster management.

Ms Yumi Bae, State Chief, Unicef, stated on the INEE during disaster management. Education is the human right of every child. Protection of educational and psychological well-being of each child should be given utmost importance during the disaster. Education for emergencies should be planned in a systematic manner to overcome the disaster.



Ms. Lalita Pattnaik, Education Specialist, Unicef, stated that, as per RTE every child has the right to education, so during emergencies, due attention should be given to education of the children.

Education for children during emergencies

should be planned in a systematic and constructive manner before any disaster.



Chiranjeet shared about the objectives and the importance of education during any emergencies which can be of natural or manmade.

At last a vote of thanks was extended by Dr. Snigdha Mishra, Deputy Director (TE), TE& SCERT.

TECHNICAL SESSION

Objectives of the Sensitization workshop:

There are the stages in the process of developing the *Minimum Standards for Odisha*:

- Understanding the Inter-agency Network for Education in Emergencies (INEE).
- Understanding the Domains and Standards of the Minimum Standards for Education: Preparedness, Response, Recovery.
- Understanding how the Minimum Standards can be applied to ensure quality education during emergencies.
- Translation into Odiya of the *INEE Minimum Standards* and glossary of key terms, and validation. The validated Odiya translation of the *INEE Minimum Standards* is a separate, accompanying document to the *Minimum Standards vetted by Govt. of Odisha*.
- ‘Contextualisation’ for Odiya of the INEE Minimum Standards in consultation with representatives of the State and District level Education Department and the Teacher Training Institutes, other Directorates, UN agency and NGOs, who provided comments and guidance on the use of the INEE Minimum Standards and key Recommendations for use in Odisha.

Technical Session I : Why Education in Emergencies

The Technical session started with a presentation on the need of education in emergencies by the resource person.

INEE (Inter-Agency Network for Education in Emergencies) is a network of many agencies and people in many countries. It was created to improve the standard of education provided in emergency situations. The standards were developed over several years. They include ideas taken from the experience of people from all over the world. A total of more than 3,500 people from over 80 countries helped to develop the standards.



Education in Emergencies

An ‘emergency’ is a situation where a community has been disrupted and has yet to return to stability. In Odisha context most emergency situations are caused by floods, cyclones, tsunamis, storms and weather-related events. These are called ‘natural disasters’.

Education in emergencies aims to ensure that learning opportunities for all ages can continue, despite the emergency situation. It covers early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. In emergency situations quality education provides physical, psychosocial and cognitive protection that can sustain and save lives. Education in emergencies ensures dignity and sustains life by offering safe spaces for learning. It can also reduce the psychosocial impact of conflict and disasters by providing a sense of routine, stability, structure and hope for the future.

In schools and other learning spaces during an emergency, children and young people who need assistance can be identified and supported. For example they can be provided with protection, nutrition, water and sanitation and health services. Crises provide an opportunity to teach all members of a community new skills and values. For example, teaching about hazards,

promoting schools as centres for community disaster risk reduction and empowering children and youth as leaders in disaster prevention.

Technical Session II : Quiz on RTE



A quiz is a form of game or mind-sort in which the players (as individuals or in teams) attempt to answer questions correctly.

The objective behind holding this competition was

- To rehearsal the State Rules of RTE among the Teacher Educators,
- To create understanding on the Act among the newcomers.
- To recall the knowledge and discuss among themselves.

The quiz is mainly based on the fundamentals of Right to Education Act, the participants were divided into 5 groups and questions asked on the related theme.

INTRODUCTION TO THE MINIMUM STANDARDS FOR EDUCATION: PREPAREDNESS, RECOVERY & RESPONSE.

Why 'Minimum' Standards?

The INEE Minimum Standards are based on the right to education. The standards may seem high because they reflect these internationally agreed human rights and good practice. This means they define the minimum requirements for quality education and human dignity.

Content of the Minimum Standards for Education

The Minimum Standards are organised in five 'domains', or areas of education work, the same as the INEE Minimum Standards.

Foundational Standards:

These standards are the basis, or foundation, for all the standards in the book. They are used across all domains to promote a holistic, quality response. These standards help to understand better the context and apply more appropriately in the domains that follow the INEE Minimum Standards.



Minimum Standards on Access and Learning Environment:

These standards focus on access to safe and relevant learning opportunities. They highlight linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

Minimum Standards on Teaching and Learning:

These standards focus on elements that support effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

Minimum Standards on Teachers and other Education Personnel:

Standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, supervision and support.

Minimum Standards on Education Policy:

Standards in this domain focus on the creation and application of policy, planning and implementation.

Each standard intersects with others in the handbook. The guidance notes identify important linkages to other relevant standards or guidance notes, to provide a comprehensive view of quality education.

Domain One: Foundational Standards

This first domain sets out standards which are the basis, or foundation, of all the standards. The domain includes standards for community participation, coordination and analysis. The Analysis standards deal with assessments, response strategies, monitoring and evaluation. The active participation of communities is essential to an effective response to emergency. The community needs to be involved in all stages of the response: assessments, planning, implementation, management, monitoring and evaluation. This is the only way to ensure that the response takes proper account of the local culture and situation, and responds to the real needs of the affected population.



Community participation aims at developing the capacity of the local community, children and youth. Children and youth can contribute ideas and understanding of education needs which older people often overlook.

Coordination of an emergency education response is the responsibility of government education authorities. The role of NGOs, UN agencies and others is to support and help the local education authorities and local community

organizations or can make an agreement with inter-agencies or INGOs.

Analysis

The standards in the Analysis domain emphasize the importance of taking account of the local context. Needs and interventions are to be part of the analysis. A basic principle of emergency response is summed up in the phrase ‘*Do no harm*’. It means to be careful that none of the interventions are accidentally making things worse. Sharing information transparently will help to prevent harmful rumours and will also help to improve future emergency education responses.

Domain Two: Minimum Standards on Access and Learning Environment

Education is a right. It is also a resource benefiting individuals, families, communities and the nation. In times of emergency, access to education may be disrupted, but continuing access to education is important.

- Education should be provided in safe environments, this means safe locations and safe constructions.
- It also includes safe routes between homes and schools or other learning places.
- The learning places and classes should be accessible to all people in the community. This includes girls as well as boys, working children, people with disabilities and people from ethnic or language minority groups.
- Education programmes in emergencies should address people’s needs for a secure learning environment both physical protection and psychosocial support.
- Providing safe places for education reduces disruption to students’ learning and helps prevent students dropping out of school.



Domain Three: Minimum Standards on Teaching and Learning

The quality of education is determined by the learning *outcomes*. The outcomes depend on the *inputs* to the programme. *Inputs* include the curriculum, teaching and learning materials, methods used in the classroom and methods used for assessment. Assessing learning *outcomes* provides information about the achievements of students.

The curriculum in an emergency education programme includes topics relevant to preventing the risks of similar emergencies occurring in the future. If the emergency was due to a natural disaster, the curriculum should include activities that help



students learn to identify risks and plan ways to reduce them. In case of shortage of teachers during crisis or emergencies communities may need to recruit the best educated people as teachers from the community. A particular need in emergency situations is to provide teachers with training on how to support the active participation and learning of children who have suffered distress due to the emergency.

Domain Four: Minimum Standards on Teachers and Other Education Personnel

The term ‘teachers and other education personnel’ includes:

- Classroom teachers
- Pre-school teachers
- Teachers of children with disabilities
- Vocational trainers
- Facilitators working in child-friendly spaces in disaster situations
- Community-volunteers working in education programs

The role and responsibilities of teachers and other education personnel depend on the type of education being provided. It is very important to involve them in decisions made about the education in the school or educational institution where they work. Recruiting teachers and other education personnel should be transparent and should not be discriminated. Participation by the community is especially important in the process of selecting teachers and other education personnel.



When hiring teachers it is important to consider the skills and experience they have. It might not always be possible to find fully trained, experienced teachers. In disaster situations, the teachers and other education personnel will also be suffering stress, like others. Just as children and young people need support in coping with their experiences, so do teachers and other education personnel. If they are not supported properly, they won't be as effective in helping the children to overcome their problems. It is important to make sure the teachers and other education personnel have someone to talk to if they need it.

Domain Five: Minimum Standards on Education Policy

The right to education also includes the right to freedom from all forms of discrimination on the basis of sex, ethnicity, language, religion, ability or disability. The right to education also includes the right of all people without discrimination, to express their views on decisions about education policy. Education authorities and others involved in education should develop and implement a plan for education in emergencies.

The emergency education plan should incorporate the following principles

- The plan should take into account national and international standards and principles.
- The plan should aim to ensure all people's rights to education in an emergency.
- The plan should ensure access to good quality education for all people affected by an emergency, without any discrimination.

- The plan should clearly link activities to prepare for an emergency.

Cross Cutting Issues:

These are the 11 cross cutting issues discussed in detail, as described in the INEE handbook:

- Conflict Mitigation
- Disaster Risk Reduction
- Early Childhood Development
- Gender
- HIV and AIDS
- Human Rights
- Inclusive Education
- Inter-sectoral linkages
- Protection
- Psychosocial support
- Youth



Recommendations

These are the different recommendations suggested by different groups, during the group exercises:

- It is important to include Disaster Risk Reduction (DRR) and emergency preparedness in school lessons to raise awareness of children and young people.
- Strengthening the coordination group for Education in Emergencies and sustain.
- Local capacities, resources and strategies for learning and education are identified, before the emergency strikes.
- School management boards, parents' representative committees and other community members including representatives of vulnerable groups, support a rapid assessment as soon as possible after a disaster, taking into account security and safety.
- Representatives of affected population participate in the design and data collection
- An inter-agency coordination committee coordinates assessments with other sectors and relevant stakeholders, to avoid duplication of efforts
- Capacity building activities for the local education authorities and the community.
- Curricula, textbooks and reference materials are developed and reviewed.
- There is increased flexibility to develop locally appropriate curricula.
- Sufficient teaching and learning materials are provided as soon as possible when there is a disaster.
- It is important to monitor actual availability of teaching and learning materials for schools affected by disaster, and take action to improve preparedness for future disasters if necessary.
- Teaching methods are appropriate to the age, language, culture, capacities and needs of learners



- Teachers demonstrate an understanding of the entire curriculum, and apply appropriate teaching skills in their interaction with learners with friendly attitudes.
- Formation of peace committee and Disaster preparedness Committee by District Administration, DEOs, BEOs. TEIs, NGOs, Eminent and influential leaders of the locality and interested clubs and agencies.
- Psycho social support for the affected people
- Accessible team of professionals at District and Block level.
- Inclusion of INEE component in pre- service and in service training programmes
- Awareness programme through different activities. Open seminar, quiz, street play, drama, picture show, flip card, telecast, broadcast, community hall or centre for girls, peace rally to meet the hazards.
- Survey and research activities.
- Capacity Building of CRCC, BRCC, DRG and teachers.
 - Re construction of existing school building soon after disaster hits
 - INEE as a component in the curriculum
 - Teachers manual to clarify understanding on INEE
 - Monitoring and evaluation at Dist. and Institutional level.
 - Selected number of social workers and CRCCs to be trained from each village
 - Preparation of documentary films to create awareness among the public
 - Identification of alternate rehabilitation centre
 - School Development Plans to be prepared with technical support from professionals.
 - Adopting alternative schooling system
 - Reformation of teacher education curriculum.
 - Developing coordination through district control unit.
 - Involving and inspiring community members through organizing meetings.
 - Solution of problem through action research mode.
- Structures of all learning centres must be safe, protective and appropriate. Necessary steps to be taken for provision for hygiene, water and sanitation and barrier free environment which can be used during emergencies
- As Schools are used as shelter during emergencies, alternate structures can be used; in no case the schools can be used by military forces in naxal hit areas.
- DEOs and BEOs to take leadership for capacity building, mobilization and advocacy for education in emergencies. They will be responsible for inter-agency coordination for all education related activities before and after disasters.
- SMC act as community education group to analyse, participate, planning, designing, implementation and evaluation of education response during and after emergencies.
- Elementary and Secondary school curriculum to incorporate disaster risk reduction and conflict mitigation issues, environmental education, peace education, gender sensitization etc.
- In-service training programme to focuses on safe school provisions.
- The pre service training programme should aim at preparing teachers to facilitate to deal with education in emergencies.
- Different alternate education programme to be planned by State and District Administration during emergencies.

- DIET to prepare themselves for development of material; build capacities of functionaries (Teachers and village level volunteers). Monitor educational activities after emergencies.
- DIET to conduct context analysis, identified educational needs of the children through research activities, assess the impact, review the policy and programmes.
- DIET to monitor all educational activities and provide support.
- Self-learning materials for teachers and community members for education in emergencies to be provided for awareness building.

Decisions Taken:

For translation of INEE Handbook and content analysis to be conducted through separate workshop mode with education and language experts in Odiya and English.

The document to be shared in a large forum and submitted to Govt. of Odisha for vetting.

Valediction

The Valedictory session was conducted under the chairmanship of Sri Dasarathi Satpathy, Director, TE & SCERT.

Prof Sevak Tripathy, Principal, RNIASE shared his views on the twodays' workshop on INEE standard that there are two major outcomes of the workshop was:

- To be prepared with proper planning according to our needs during the emergencies.
- Translation of INEE standards in Oriya to be vetted by Govt. of Odisha.



Mr. Chiranjeet in his concluding session spoke about the significant participation of the participants regarding the concept and basics of INEE standards and option for pilot study for future workplan for different districts.

Sri Dasarathi Satpathy, Director TE & SCERT in his valedictory address visualised the positive outcome of the programme. He thanked all the participants for making the workshop an effective one.

At last, a vote of thanks was given by Sri Khirod Chandra Behera, Deputy Director (Admn.), TE & SCERT.

Programme Agenda

SENSITIZATION WORKSHOP ON INEE- STANDARDS IN EDUCATION

Date : 30th & 31st May, 2014
Venue : Hotel Sheetal, Bhubaneswar

DAY – I: (30.05.2014) / INAUGURAL SESSION: 11.00am to 12.00noon

TECHNICAL SESSION AGENDA

12.00 Noon to 12.30am	Why education in emergencies?
12.30pm to 1.00 pm	RTE in Odisha (Quiz)
01.00 pm to 02.00 pm	LUNCH BREAK
02.00 pm to 02.15 pm	GAME
02.15 pm to 03.15 pm	Presentation and discussion on Framework and content in INEE
03.15 pm to 05.30 pm	DOMAIN 1: foundational standards DOMAIN 2: Access and learning environment DOMAIN 3: Teaching and learning DOMAIN 4: Teachers and other Education personnel DOMAIN 5: Education policy
	Group Exercises/ Presentations/ Feedback Sharing/ Discussions & Observations on language, content & context
5.30pm to 6.30pm	Cross cutting issues Presentations and discussion: <ul style="list-style-type: none"> ▪ <i>Inclusive Education</i> ▪ <i>Inter-Sectoral linkages</i> ▪ <i>Protection</i> ▪ <i>Psychosocial support</i> ▪ <i>Youth</i> ▪ <i>Human Rights</i>

DAY – II: (31.05.2014)

09.00 am to 10.00 am	Recap (Participants) &Cont.. Day 1
10.00am to 11.30am	Cross cutting issues Presentations and discussion: <ul style="list-style-type: none"> ▪ <i>Conflict Mitigation</i> ▪ <i>Disaster Risk Reduction</i> ▪ <i>Early Childhood Development</i> ▪ <i>Gender</i> ▪ <i>HIV and AIDS</i>
01.30 pm to 02.15 pm	LUNCH BREAK
02.15 pm to 04.30 pm	Overall contextualization of learning's Group Exercises/ Presentations / Feedback Sharing / Discussions and Observations
04.30 pm to 05.30 pm	Way forward..... recommendations from groups
05.30pm onwards...	Valedictory Address: <ul style="list-style-type: none"> ▪ Mrs LalitaPattnaik, Education Specialist, Unicef. ▪ Sri DasarathiSatpathy, Director, TE & SCERT

