

Dissemination Workshop on INEE Handbook & Pocket Guide



15th April, 2017

Hotel Empires, Bhubaneswar



DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR

unicef 
for every child

INTRODUCTION

Context

A dissemination meeting on the INEE handbook & pocket guide book was organized in Hotel Empires, Bhubaneswar on 15th APRIL, 2017. The report outlines the discussion points and recommendations of the workshop hosted by the Directorate of Teacher Education and SCERT in collaboration with UNICEF, Odisha and Civil Society organizations for addressing the concerns raised by the participants during the discussion.

Purpose

The meeting introduced the chapters in INEE Minimum Standards to participants and provided opportunities to apply and use them to assess, implement, monitor, and evaluate education programs in emergency context. It promoted holistic approaches to quality education, through project cycle activities and disaster preparedness planning and capacity-building. The training provided opportunity to address issues and objectives by working together and using common tools. Finally, the training facilitated the development of an education network, allowing participants to work together as an informal group of educationists in Odisha along with Civil Society Organizations, Govt of Odisha & UNICEF, Odisha to work on conflict issues and address education in emergencies.

Aim

The workshop aimed to disseminate the INEE minimum standards for education: preparedness, response, recovery to key stakeholder working in field of Education and Sustainable Development.

The intent of the workshop was to:

1. Share the handbook & pocket guide adapted by the Directorate of TE & SCERT for ensuring quality education during emergencies.
2. Create an opportunity for the stakeholders to discuss and identify issues within the handbook in our context for advocacy.

Objectives

The learning objectives of the workshop were:

1. To deepen the understanding of challenges of children in areas affected with violence/conflict.
2. To know the components and areas described in the handbook & pocket guide and its usability.
3. To create an opportunity for people to share their issues and challenges with wider group 'including representatives of government, civil society, media, community and concerned professionals for implementing the Right to Education in affected areas.
4. To prepare a roadmap for integration of INEE and rollout plan.
5. To identify approaches and strategies for ensuring quality education in the affected areas.
4. To strengthen sharing of good practices.

Participants

There were 60 participants. The civil society organizations represented included Child fund India, OSDMA, CYSD, LWSI, Action Aid. Selected DPCs, DEOs, representatives of Govt Departments were also part of the programme. See list of participants annex.

Training team: The facilitator of the workshop was Sri Chiranjeet Das, Sr. Manager, Emergency Response, Amricare India, Mumbai and Sri Satyakam Mishra, former Director, Higher Education, SCERT.

The workshop benefited from the support of UNICEF, Odisha.

Programme inaugural:

Dr Snigdha Mishra, opened the workshop by briefing the participants that SCERT has already conducted the earlier workshop on INEE minimum standards in Education, and as an

TRAINING PLAN



outcome the original handbook was translated by a team of experts as Odisha is one of the vulnerable states to natural and manmade emergencies, she explained. Moreover, it would improve the warning efficiencies with the introduction of Education in Emergencies.



The programme chaired by Ms Mansi Nimbhal, Director, TE & SCERT. Along with her there were other dignitaries like, Ms Yumi Bae, Chief of Field Offices, UNICEF, Odisha, Sri Mahendra Mallik, SPD, OPEPA, Director, Elementary Education. The INEE Handbook & Pocket guide was released on the auspicious day by the dignitaries on the dais.



INEE Training materials

The training materials used consisted of the INEE Minimum Standards Handbook and Power point slides. Group exercises conducted for each chapter of INEE Handbook. The Directorate of TE & SCERT has adapted the handbook & pocket guide to the Indian context.



Workshop design

This was a one-day workshop. See training agenda in annex. The discussion followed:

- Introduction to the INEE Minimum Standards
- Group work and application exercises
- Program design and monitoring
- Getting a chance to systematically look through the Handbook

ACTIVITIES AND FINDINGS

INEE Minimum Standards

Minimum Standards for Education: Preparedness, Response, Recovery - A Commitment to Access, Quality and Accountability.

Overview

Education in emergencies ensures dignity and sustains life by offering safe spaces for learning, where children and youth who need other assistance can be identified and supported. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of routine, stability, structure and hope for the future. It can save lives by protecting against exploitation and



harm, including forced early marriage, recruitment into armed forces and armed groups or organised crime. Lastly, education provides the critical survival skills and coping mechanisms through the dissemination of life-saving information about landmine safety, HIV/AIDS prevention, conflict resolution and peace-building.

In order to develop a tool to help achieve a minimum level of educational access and quality in emergencies, the Standards are designed for use in emergency preparedness, response, and recovery and in humanitarian advocacy. The standards give guidance on how to prepare for and respond to acute emergencies in ways that reduce risk, improve future preparedness and lay a foundation for quality education.



The Minimum Standards cover five domains:

- **Foundational Standards:** these standards include coordination, community participation, and analysis. These standards should be applied across all domains to promote a holistic quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle.
- **Access and Learning Environment:** standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical 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.
- **Teaching and Learning:** these standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.
- **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, and supervision and support.
- **Education Policy:** standards in this domain focus on policy formulation and enactment, planning and implementation.

Each section of the handbook describes a specific domain of educational work. However, each standard intersects with others in the handbook. Where appropriate, guidance notes identify important linkages to other relevant standards or guidance notes in other domains to provide a comprehensive view of quality education. In addition, cross-cutting issues, such as human and children's rights, gender, the right to participate, HIV/AIDS, disability and vulnerability, have been incorporated into the relevant standards.



Scope and limitations

The INEE Minimum Standards will not solve all the problems of educational response; however, they can offer a tool for humanitarian agencies, governments and local partners to enhance the effectiveness and quality of their educational assistance, and thus to make a significant difference in the lives of people affected by crisis or disaster. The INEE Minimum Standards handbook is the first step towards ensuring education initiatives in emergency situations laid a solid and sound basis for post-conflict and disaster reconstruction.

Support:

The programme introduced the INEE Minimum Standards - the development process and the content of the Handbook. Earlier workshop helped participants familiarize themselves with the Handbook, different standards and indicators. In reviewing the standards and indicators in detail, participants became aware of the interrelated nature of the standards and how they also intersect with other sectors such as health and nutrition, water and sanitation, safety and protection. The training provided group and individual exercises that enabled participants to understand the legal foundations of the standards and what a rights-based approach to education programs means. They identified education issues and problems and use the INEE Minimum Standards to define solutions based on rights.

The content/ chapters of the group work provoked interesting discussions on the INEE Minimum Standards and how they are being used and can be used in advocacy, research, policy and programming.



Timeframe

The timeframe in which the Minimum Standards used are applicable in a wide range of emergency settings, from preparedness to response, recovery to reconstruction. Key actions in this handbook are not universally applicable to every situation. It may take weeks, months or even years to achieve some of the standards and key actions specified. When applying these standards, it is important that all relevant actors agree on a timeframe for implementation and for achieving results.



Discussions & Way Forward

- Discussions on implementing the INEE Minimum Standards should be introduced in coordination meetings right at the outset of the response, including dissemination of the handbook and discussions on how to best utilize this tool within the local context.
- Staff needs to be familiar with the INEE Minimum Standards, and also advocate within their organizations and partners on implementing the standards.
- Training module and other related materials to be developed.
- Through in-depth discussions on implementing the INEE Minimum Standards, actors can gain a better understanding of how to strengthen or build upon previous systems of education.

As a result of these recommendations, the group is prioritizing the following activities and

initiatives for 2017/2018:

- Toolkit to complement and help implement the standards
- Regional Capacity-Building Workshops
- Continued Monitoring and Evaluation
- Advocacy and strategic linkages, especially with civil society organizations and government.

At the conclusion, the group brainstormed ways to continue working together and feeding into INEE initiatives, including through the idea of contributing to the INEE to share information, good practices and lessons learned and collaborate on:

- Institutionalization of the standards within their own organizations
- Advocacy towards the inclusion of education
- Advocacy around education in emergencies



How to use the Minimum Standards in work?

- Promotion of training and implementation of the INEE Minimum Standards within the organization.
- Internal awareness raising and advocacy
- To generate ideas and to assist in monitoring and evaluating education programs
- Strengthen the need to prioritize education

and promote the right to education in emergency and crisis situations

- Promote the standards and raise awareness through teaching and advocacy

Conclusion

The overall consensus is that the workshop had met its objectives with making the stakeholders aware of INEE as well as providing an opportunity for the stakeholders' debate and plan a way forward.

PROGRAMME AGENDA

9.30 a.m. – 10.30 a.m.	Registration
10.30 a.m. – 11.00 a.m.	Inauguration
	<ul style="list-style-type: none"> • Occupation of Seats by the Dignitaries • Presentation of Bouquet • Welcome Address by: Ms. Mansi Nimbhal, IAS, Director, TE and SCERT • Programme Overview: Dr. Snigdha Mishra, Deputy Director (TE), DTE and SCERT • Address by: Ms. Yumi Bae, State Chief Unicef, Odisha • Address by: Shri Chiranjeet Das, Senior Manager, Emergency Response, Americares India Foundation • Address by: Commissioner-cum-Secretary, School and Mass Education Department. • Vote of Thanks: Dr. Trinath Das, Deputy Director (Admn.)
11.00 a.m. – 11.15 a.m.	Tea Break
11.15 a.m. – 1.00 p.m.	<p>Technical Session :</p> <p>Speaker : Shri Chiranjeet Das, Senior Manager, Emergency Response, Americares India Foundation</p> <p>Chairperson :</p> <ul style="list-style-type: none"> • Prof. Satyakam Mishra, Former Director, Higher Education
1.00 p.m. – 2.00 p.m.	Lunch Break
2.00 p.m. – 4.00 p.m.	Open House Discussion, group work, presentations, Sharing of Plan of Action and Way Forward
4.00 p.m. – 4.30 p.m.	Valediction

