Regional Consultation Meeting on Education and Resilience in East Asia and the Pacific: Developing Guidance for Programmes and Policies that Promote Social Cohesion and Comprehensive School Safety

4 – 7 November 2014

Pearl Hall, SEAMEO INNOTECH, Quezon City, Philippines

Agenda

Day 1 – Tuesday, November 04, 2014	Venue: Pearl Hall
8:00 – 9:00	**Registration at Hernandez Hall**
9:00 – 10:30	**OPENING SESSION** *Master of Ceremonies: Dr. Dave Catanyag, Fellow, SEAMEO INNOTECH* *Welcoming Remarks:* *Dr. Ramon C. Bacani, Center Director, SEAMEO INNOTECH, Philippines* *Dr. Tinsiri Siribodhi, Deputy Director, SEAMEO Secretariat, Thailand* *Opening Remarks:* *Dr. Hubert Gijzen, Director, UNESCO Regional Science Bureau for Asia and the Pacific, Jakarta* *Mr. Abdul Alim, Deputy Representative, UNICEF Philippines* *Introductions and Meeting Goals:* *Ms. Teija Vallandingham, Regional Education Specialist, Emergencies & Peacebuilding UNICEF EAPRO* *Meeting rationale and goals, agenda overview, and roll call of participants* *Group Photo*
10:30 – 10:45	**Coffee/Tea Break** — **Pearl Hall**
PART I: EDUCATION AND RESILIENCE: CONFLICT AND SOCIAL COHESION	
10:45 – 12:00	**Session 1A: Education, Conflict and Resilience: Lessons from Theory and Practice** *Chair: Ms. Teija Vallandingham, Regional Education Specialist, Emergencies & Peacebuilding, UNICEF EAPRO* *Goals:* Education sector actors in conflict-affected countries are challenged with developing policies and programmes that promote social cohesion and reduce conflict. Research conducted by UNICEF and other organizations has shown that the evidence base for the linkage between education interventions, peacebuilding and social cohesion remains weak. This session will 1) examine the relationship between education, conflict and social cohesion; 2) present the results of research on the role of education and conflict; and 3) describe how a systemic conflict analysis of an education system can be used to develop inter-related initiatives to promote social cohesion through various entry points, including sector planning, education governance, curriculum reform, and funding for increased access to education. *Presentation:* *Prof. Alan Smith, UNESCO Chair in Pluralism, Human Rights and Democracy, Director of the UNESCO Centre, University of Ulster* *Participants' questions and responses:* Participants will be invited to 1) identify the risks and challenges related to conflict and social cohesion based on the responses to the pre-conference questionnaire; and 2) comment on Prof. Smith's presentation.
12:00 – 1:00	**Lunch** — **L. Soriano Hall** **Conference Room 2 (Dignitaries and Steering Committee)**

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Day 1 – Tuesday, November 04, 2014	Venue: Pearl Hall
1:00 – 2:15	**Session 1B: Panel on Education Policies/Planning that Promote Social Cohesion in EAP** *Chair: Prof. Alan Smith, UNESCO Chair in Pluralism, Human Rights and Democracy, Director of the UNESCO Centre, University of Ulster, Northern Ireland* **Goals:** Education sector actors from government will 1) provide examples of policies and planning approaches that are conflict sensitive or designed to promote social cohesion; and 2) provide evidence, if it exists, of the impact of these policy reforms. ***Presentations:*** • **Philippines:** Policies that promote social cohesion: access to secondary education, Mother Tongue-Based Multilingual Education (MTB-MLE), protecting schools from military use, curriculum reform*, **Mr. Roger Masapol**, Chief of Planning and Programming Division, Department of Education, Philippines* • **Viet Nam:** Policies that promote social cohesion related to equity in education planning and MTB-MLE*, **Ms. Nguyen Ngoc Yen**, Senior Expert, Primary Education Department, Ministry of Education and Training Viet Nam* • **Solomon Islands:** Policy and Planning Process for Whole School Development Initiative*,* **Ms. Frances Revo**, *Education in Emergencies Focal Point, Ministry of Education and Human Resources Development, Solomon Islands* **Q+A and Summary**
2:15 – 2:30	**Tea Break**
2:30 – 4:00	**Session 1C: Education Programmes and Community Based Initiatives that Promote Social Cohesion** *Chair:Mr. Pierangelo B. Alejo, Senior Specialist, SEAMEO INNOTECH* **Goals:** Education programmes initiated by NGOs, UN agencies and others that promote social cohesion will be described, and evidence of their impact, if any, will be provided. ***Presentations:*** • Learning to Live Together, **Mr. Danilo Padilla**, *ESD Programme Coordinator and Liaison Officer, UNESCO Bangkok* • **Mindanao, Philippines:** Protection against attacks on education*, **Mr. Ernesto Anasarias**, Executive Director, Balay Rehabilitation Center Mindanao, Philippines* • **Philippines:** Peace education curriculum incorporating Islamic and democratic values to promote social cohesion, **Ms. Amina Rasul-Bernardo**, *President, Philippines Center for Islam and Democracy* • **Thailand:**Education programmes for non-violence and strengthening relationships across the ethnic and religious divide in Southern Thailand, **Dr. Padtheera Narkurairattana**, *Lecturer, Institute of Human Rights and Peace Studies, Mahidol University, Thailand* **Q+A and Summary**
4:00 – 5:30	**Group Work Session A: Education and Social Cohesion** *Facilitators: **Ms. Melinda Smith**, Education Consultant, UNICEF EAPRO and **Ms. Vilasa Phongsathorn**, Education Consultant (Emergencies & Peacebuilding), UNICEF EAPRO* Introduction to group work session process and outcomes. **Goal:** Develop preliminary list of recommendations for policies, programmes and strategies for education and social cohesion to be incorporated into regional guidance. ***Questions and Tasks:*** 1)Review recommendations on **Work Session A Handout** for education policies and programmes for education and social cohesion. 2)Review policies and programmes described in **Sessions 1A, 1B and 1C**. 3) Identify five priorities in education policies and programmes that would make the most impact on social cohesion. 4)What are the gaps and challenges in implementing these priorities? 5) List your recommendations for overcoming the gaps and challenges. *Process:* Groups of up to 10 people. Identify a facilitator with note taker. Resource people assigned to groups. Groups can work on chart paper or laptops but they must record their responses electronically. **Participants will be in the same groups for Work Sessions A, B, and D.** *Reporting:* Each group summarizes their charts. Groups need to save their electronic work for subsequent sessions.
6:30 – 8:00	**Reception and Dinner** **Pearl Hall**

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Day 2 – Wednesday, November 05, 2014	Venue: Pearl Hall
8:45 – 9:00	**Welcome to Day 2** *Master of ceremonies: Dr. Dave Catanyag*, *Fellow, SEAMEO INNOTECH* Review of Day 1/preview of Day 2 and announcements, *Dr. Ethel Agnes P. Valenzuela*, *Senior Specialist, SEAMEO INNOTECH*
**PART II: EDUCATION AND RESILIENCE: NATURAL DISASTERS, CLIMATE CHANGE AND COMPREHENSIVE SCHOOL SAFETY**
9:00 – 10:30	**Session 2A: Country Good Practice Policies for Resilience to Natural Disasters and Climate Change** *Chair: Mr. Antony Spalton*, *DRR Specialist, UNICEF Headquarters* **Goals:** This session will 1) provide examples of policies and planning approaches that have been implemented in ministries of education and at local levels to strengthen resilience in the education sector against disasters and climate change; and 2) provide evidence of impacts or methodologies for monitoring the impact of policies. ***Presentations:*** • Comprehensive School Safety Framework*, **Dr. Marla Petal**, Senior Advisor for Education and DRR, Save the Children, Australia* • **Indonesia:** Description of country policies in place for CSSF/DRR, **Mr. Nandhana Bhaswara**, *Ministry of Education and Culture, Republic of Indonesia* • **Lao PDR:** Description of country policies in place for CSSF/DRR, **Dr. Daravone Kittipanh**, *Director, General Division, Cabinet, Ministry of Education and Sports, Lao PDR* • **Cambodia:** Description of country policies in place for CSSF/DRR, **Dr. Ton Sa Im**, *Undersecretary of State, Ministry of Education, Cambodia* **Q+A and Summary**
10:30 – 10:45	**Tea Break** — **Pearl Hall**
10:45 – 12:00	**Session 2B: Viet Nam Case Study: Comprehensive Government Policy in DRR/CCA** *Chair: Dr. Sharon Berlin-Chao*, *Manager, Learning Management Office, SEAMEO INNOTECH* **Goals:** Countries with strong agenda and government leadership for Disaster Risk Reduction (DRR)/Climate Change Adaptation (CCA) and safe schools, including curriculum which is well aligned with the policy framework at national and sub national levels. This session will 1) describe the policies that one country has developed to ensure that DRR/CAA is incorporated into the Ministry of Education; 2) demonstrate how the MoE collaborates with other agencies in DRR/CAA, including the Ministry of Agriculture and Rural Development; 3) describe collaboration of the MoE with UNICEF and Save the Children; and 4) describe the impact of the policies and evaluation methods for assessing their effectiveness. ***Presentation:*** Resilience building through DRR and CCA education as part of comprehensive safe schools ***Mr. Tran Anh Truong**, Expert, Infrastructure Department, Ministry of Education and Training (MOET) Viet Nam* ***Dr. Zaw Win**, Deputy Director General, Ministry of Education, Republic of the Union of Myanmar* ***Participants' responses:*** Representatives of MOEs respond to policies presented in the case study, comments, and comparisons with other country policies, question and answer.(Participants seated in country teams)
12:00 – 1:00	**Lunch** — **L. Soriano Hall**
1:00 – 2:30	**Session 2C: Country Good Practice Education Programmes and Community Based Initiatives for Resilience to Natural Disasters and Climate Change** *Chair: Dr. Ethel Agnes P. Valenzuela*, *Senior Specialist, SEAMEO INNOTECH* **Goals:** Education programmes initiated by government, Non-government organizations (NGOs), United Nation agencies and others that strengthen resilience to natural disasters and climate change will be described, and evidence of their impact, if any, will be provided. These initiatives also include multi-sectoral and agency initiatives. ***Presentations:*** • Programmes that bridge ethno-religious divide: community-based environmental education*, **Dr. Srisompob Jitpiromsri**, Executive Director, Deep South Watch Centre, Prince of Songkla University, Southern Thailand* • Education for Sustainable Development*, **Ms. Caroline Zastiral**, Regional Climate Change Coordinator, Plan International, Asia Regional Office, Bangkok* • International Federation of the Red Cross and Red Crescent Programme on DRR, **Ms. Indira**

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Day 2 – Wednesday, November 05, 2014		Venue: Pearl Hall
	Kulenovic, Coordinator/Head of Community Safety and Resilience Unit • Good Practices on Youth Involvement through Community Development on DRR, ***Mr. Ramon Mapa****, Executive Director, People's Initiative for Learning and Community Development, Philippines* **Q+A and Summary**	
2:30 – 2:45	**Coffee/Tea Break**	**Pearl Hall**
2:45 – 4:15	**Group Work Session B: Comprehensive School Safety and Climate Change Education for Sustainable Development** ***Facilitators: Ms. Melinda Smith****, Education Consultant, UNICEF EAPRO and **Mr. Danilo Padilla**, Education for Sustainable Development (ESD) Programme Coordinator and Liaison Officer, UNESCO, Bangkok* ***Goal:*** Develop a preliminary list of recommendations for policies, programmes and strategies for Comprehensive School Safety (CSS) and Climate Change Education for Sustainable Development (CCESD) to be incorporated into regional guidance. ***Questions and Tasks:*** 1) Review recommendations on **Handouts B1 and B2** for education policies and programmes for CSS and CCESD. 2) Review policies and programmes presented on CSS and CCESD in **Sessions 2A, 2B and 2C**. 3) Identify five priorities in education policies and programmes that would make the most impact on CSS and CCESD. 4)What are the gaps and challenges in implementing these priorities? 5) List your recommendations for overcoming the gaps and challenges. **Participants remain in the same groups as in Work Session A**, led by facilitator with note taker. Resource people assigned to groups. ***Process:*** Groups can work on flip charts or laptops but they must record their responses electronically. ***Reporting:*** Each group summarizes their charts. Groups need to save their electronic work for subsequent sessions.	

Day 3 – Thursday, November 06, 2014		Venue: Pearl Hall
8:45 – 9:00	**Welcome to Day 3** ***Master of ceremonies: Dr. Dave Catanyag****, Fellow, SEAMEO INNOTECH* Review of Day 2/preview of Day 3, announcements, ***Ms. Donna Lampa****, Research Consultant, Research Studies Unit, SEAMEO INNOTECH*	
PART III: MAINSTREAMING CONFLICT AND DISASTER RISK REDUCTION INTO THE EDUCATION SECTOR		
9:00 – 10:15	**Session 3A: Lessons Learned from UNICEF Peacebuilding, Education and Advocacy (PBEA) Programme in Mainstreaming C/DRR into the Education Sector** ***Chair: TBC*** ***Goal:*** Lessons learned on mainstreaming C/DRR into the education sector from UNICEF's PBEA programme will be shared by UNICEF staff from outside the East Asia and Pacific region. ***Presentations:*** • PBEA and mainstreaming C/DRR from a global perspective, ***Dr. Brenda Haiplik****, Senior Education Advisor, Emergencies, UNICEF Headquarters* • West and Central Africa Regional Office*, **Ms. Jennifer Hofmann**, Education Specialist, Peacebuilding, UNICEF WCARO* • East and Southern Africa Regional Office, ***Mr. Benoit d'Ansembourg****, Education Specialist, EiE, UNICEF ESARO* **Q+A and Summary**	
10:15 – 10:30	**Tea Break**	**Pearl Hall**
10:30 – 11:45	**Session 3B: Incorporating Indigenous Knowledge and Values in Mainstreaming C/DRR in Education** ***Chair: Dr. Tinsiri Siribodhi****, Deputy Director, SEAMES* ***Goals:*** Integration of C/DRR into education policy and delivery requires the inclusion of knowledge, values and participation of indigenous populations. This session will address 1) the relationship between indigenous communities and conflict; 2) the importance of drawing on indigenous knowledge and practices, and values, including religious values and traditions, in sustaining social cohesion and environmental protection; and 3) ways of incorporating indigenous knowledge and values into education policies and programmes to increase resilience and reduce risks of conflict and disasters. ***Presentations:***	

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Day 3 – Thursday, November 06, 2014		**Venue: Pearl Hall**
	• **Thailand:** *Dr. Srisompob Jitpiromsri*, *Executive Director, Deep South Watch Centre, Prince of Songkla University, Southern Thailand* • **Fiji:** *Dr. Cresantia Koya-Vakauta*, *Associate Dean Research & Internationalization, Faculty of Arts, Law & Education, The University of the South Pacific, Suva, Fiji Islands* • **Philippines:** Mr. *Noor Mohammad D. Saada, RN, MPA, PhD (CAR)*, *Assistant Secretary, Department of Education, Autonomous Region in Muslim Mindanao (ARMM), Mindanao, Philippines* *Participants' responses:* Participants will be invited to share the ways in which indigenous knowledge and values have been incorporated into the process of policy and programme development at national and local levels and the gaps that exist in this approach. Participants and speakers will make recommendations for regional guidance in incorporating indigenous knowledge and values in C/DRR. **Q+A and Summary**	
11:45 – 12:45	**Lunch**	**L. Soriano Hall**
12:45 – 2:00	**Session 3C: Monitoring and Evaluation of C/DRR – Tools and Strategies** *Chair: Mr. Danilo Padilla*, *ESD Programme Coordinator and Liaison Officer, UNESCO Bangkok* *Goals:* A number of tools are being developed to assist governments in measuring their progress in developing and implementing C/DRR policies, plans and programmes. This session will review these tools, assess their utility, and give countries an opportunity to describe other methods they have used (and/or planned to use) to evaluate their C/DRR strategies. *Presentations:* • IIEP/UNESCO C/DRR Capacity Assessment Survey Tool, ***Ms. Leonora MacEwen***, *Assistant Programme Specialist, IIEP UNESCO* • **Philippines:** Country presentations on using the IIEP/UNESCO C/DRR Tool, ***Dr. Zenaida T. Domingo***, *Interim Director, South East Asia Centre of Lifelong Learning for Sustainable Development (SEA CLLSD)* • **Nepal:** Country presentation on using the IIEP/UNESCO C/DRR Tool, ***Mr. Chiranjibi Poudel***, *Section Officer, Department of Education, Ministry of Education, Nepal* • GADRRES Indicators on School Safety, ***Dr. Marla Petal***, *Senior Advisor for Education and DRR, Save the Children, Australia* **Q+A and Summary**	
2:00 – 3:15	**Group Work Session C: Mainstreaming C/DRR into the Education Sector** *Facilitators: Ms. Melinda Smith*, *Education Consultant, UNICEF EAPRO* and ***Ms. HyunKyung Lee***, *Programme Assistant, Education for Sustainable Development, UNESCO, Bangkok* *Goal:* Develop a list of recommendations for mainstreaming C/DRR into the education sector. *Questions and Tasks:* 1) Review components of mainstreaming C/DRR on Handout for Work Session C. 2) Review content presented in **Sessions 3A, 3B and 3C**. 3) Identify gaps and challenges to mainstreaming C/DRR into the education sector. 4) List your recommendations for overcoming the gaps and challenges. **Participants meet in assigned COUNTRY TEAMS for Work Sessions C.** *Process:* Groups can work on chart paper or laptops but they must record their responses electronically. *Reporting:* Each group summarizes their charts. Groups need to save their electronic work for subsequent sessions.	
3:15 – 3:30	**Tea Break**	**Pearl Hall**
	PART IV: STRENGTHENING NETWORKS, PARTNERSHIPS AND INFORMATION PLATFORMS IN EAST ASIA AND THE PACIFIC	
3:30 – 4:30	**Session 4: Strengthening Regional Networks: Sharing Resources and Filling Gaps to Build Capacity at Regional and Country Levels** *Chair: Mr. Ralf Panse*, *Consultant, SEAMEO INNOTECH / GIZ* *Goals:* This session will 1) share information on the role and services of key regional networks for education and resilience; 2) identify country needs from the networks/platforms; 3) suggest ways that countries can better access existing information and tools; and 4) make recommendations for strengthening the networks. *Presentations:* *Panelists:* Representatives from regional networks, programmes, and platforms will provide brief descriptions of their services and how countries/MoEs can benefit from them.	

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	• Asian Coalition for School Safety (ACSS), *Ms. Ronilda Co*, *DRR/CCA Specialist, World Vision* • ASEAN Safe School Initiative (ASSI) Programme, *Mr. Olle Castell*, *Regional DRM Manager for Plan Asia, Manila* • ARNEC (ECD and Peacebuilding), *Dr. Marilyn Manuel*, *Steering Committee Member, ARNEC Secretariat* • Project 10, SEAMEO, *Dr. Ethel Agnes Valenzuela*, *Senior Specialist, SEAMEO INNOTECH* **Q+A and Summary**

PART V: DEVELOPING REGIONAL GUIDANCE FOR EDUCATION AND RESILIENCE	
4:30 – 5:45	**Group Work Session D: Synthesis and Final Recommendations for Regional Guidance** *Facilitators: Ms. Melinda Smith, Education Consultant, UNICEF EAPRO, Ms. Teija Vallandingham, Regional Education Specialist, Emergencies & Peacebuilding, UNICEF EAPRO and Ms. Vilasa Phongsathorn, Education Consultant, Emergencies & Peacebuilding, UNICEF EAPRO* *Goal:* Develop synthesis and final recommendations for regional guidance, with action steps for appropriate bodies. *Tasks:* 1) List final recommendations for regional guidance drawn from priorities identified in **Work Sessions A, B and C**. 2) Incorporate recommendations drawn from Lucens Guidelines (**Handout D1**) and **Handout D2**: Sample Action Steps for Regional Guidance as appropriate. 3) Develop set of action steps for recommendations including which bodies, governments and organizations are responsible. All work submitted for final synthesis and presentation on Day 4. **Participants return to same groups from Work Sessions A and B and finalize recommendations for guidance.** *Process:* Work groups complete chart of final recommendations for regional guidance and action steps for appropriate bodies (government, UN/NGOs and communities). *Reporting:* Each group summarizes their charts. Groups need to save their electronic work for submission to facilitators.

Day 4 – Friday, November 07, 2014	Venue: Pearl Hall
8:45 – 9:00	**Welcome to Day 4** *Master of ceremonies: Dr. Dave Catanyag, Fellow, SEAMEO INNOTECH* Review of Day 3/preview of Day 4, announcements, *Ms. Lauren Bautista, Senior Associate, SEAMEO INNOTECH*
9:00 – 10:30	**CLOSING SESSION** *Master of ceremonies: Dr. Dave Catanyag, Fellow, SEAMEO INNOTECH* *Goals:* 1) provide a synthesis of the recommendations for the EAP guidance document; and 2) enable key stakeholders to comment on priorities, operationalizing the guidance, and soliciting commitments from stakeholders. *Presentation:* *East Asia and the Pacific Recommendations for Regional Guidance on Education and Resilience 2015:* Summary of recommendations for guidance and action steps, commitments of stakeholders, follow up meeting in 2015, *Ms. Teija Vallandingham, Regional Education Specialist, Emergencies & Peacebuilding, UNICEF EAPRO and Ms. Melinda Smith, Education Consultant, UNICEF EAPRO* *Participants' responses:* Participants will have an opportunity to respond with priority actions at regional and country levels.
10:30– 11:00	**Tea Break and Networking**	**Pearl Hall**
11:00 – 12:00	**CLOSING CEREMONY** **Insights and Reflections** **Closing Messages:** • *Mr. Jesus Lorenzo Mateo, Assistant Secretary, Department of Education, the Philippines* • *Dr. Jim Ackers, Regional Education Advisor, UNICEF EAPRO* • *Dr. Virginia Miralao, Secretary General, UNESCO National Commission of the Philippines* • *Dr. Witaya Jeradechakul, Director, SEAMES* • *Dr. Ramon C. Bacani, Director, SEAMEO INNOTECH* **Meeting Highlights (Video Presentation)** **Evaluation of the meeting**
12:00 – 1:00	**Lunch**	**L.B. Soriano Hall**

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