



Regional Consultation Meeting on Education and Resilience: Developing Guidance on Social Cohesion and Comprehensive School Safety

Recap of Day I

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SEAMEO INNOETCH

Opening Session

- Dr Bacani (SEAMEO INNOTECH) - E4R is relevant and responsive to meeting regional strategic goals and international agenda. He highlighted the importance of education even in emergencies and calamities.
- Dr Tinisiri (SEAMES) expounded on **Collective wisdom** is very important, sharing expertise so that people can use these experiences and learning to help others help themselves

Opening Session

Dr Hubert Gijzen, DIRECTOR UNESCO Jakarta Office said that we need partnership when the subject becomes difficult or complex

- E4R has great impacts in our lives and for the next generation.
- The post-2015 agenda “sustainable dev’t goals:” posed big questions as we face poverty, food security, disease, disasters, peace, safety, climate change).. We need to prepare society at large to prepare for the future
- We need to promote smart education in schools

Opening Session

- Dr Alim -DR of UNICEF shared his personal experience in Tacloban, a few days after Yolanda.
- He saw school children and teachers still laughing together amidst chaos; they do not show that they are devastated
- Need to put more emphasis on resilience in schools should be promoted

Opening Sessions

- Ms. Thejia Vallandingham *(UNICEF EAPRO) presented the rationale of the RCM by starting with the challenges in EAP such as natural and man-made hazards, livelihood ,young population
 - conflict in security, social and political unrest

RCM Outcomes expected:

- New knowledge, tools, platforms and the EAP Regional guidance on SC and CSS
- **Country Details**
 - 27 countries with 106 participants

Session 1A- Dr. Alan Smith

- He shared the **global challenges**: wider economic gap, increased poverty, increased technology, deforestation, economic growth, migration, generic engineering, ethical questions, increased conflict
- He discussed the changing citizenship: most are no longer monolithic, nation state based on common ethics, emergence of supra national and regional entities, relationship between church and state being redefined
- **Types of citizens to produce?**: capacity to conceive of problems in local and global terms, work w/ others in cooperative way, understand, accept, tolerate cultural differences, defend human rights, think in systematic, critical, and constructive way, resolve conflict in non-violent ways

Session 1A- Dr. Alan Smith

- **Three inter-related discourses: education in emergencies** (response mode to many conflict and disasters), **conflict sensitive education** (to not harm others that are different), **education and peacebuilding** (not just doing no harm, how can education make things better).
- He presented **the peacebuilding** aspect: analytic framework: within the education sector--changing systems, how the system address inequalities, ^participation, self-analytic tool, This can also be used as potential indicators

Session 1 B

- **Mr. Roger Masapol-**
- **DepED** policies promoting social cohesion: grassroots participatory budgeting (national budget- more responsive; deepen democracy; empower citizens); civil society participation in the budget process; public-private partnership; report card;
- MTB MLE
- Muslim educ program
- Indigenous peoples programs
- Open high school
- K-12 program
- Diversification of the k-12 curriculum (technical-vocational, sports, ??) contextualization of lessons

Session 1 B

- **Ms. Nguyen Ngoc Yen:**
- She shared Vietnam government experience: in using mother tongues to improve learning outcomes of ethnic
- The program started since 2008 with support from UNICEF

Vietnam: 54 ethnic groups, 53 ethnic minority, all have their own languages together with the national language

Session 1 B

- **Ms. Frances Revo, UNICEF**
- She has shared that SI has about 900 islands, 9 provinces, half million population; 3 levels of governance in education;
- Education goal is equitable access; improved quality of education (curriculum); effective management
- They use whole school development planning: 3-year plan, come up with annual plan; to guide schools in managing resources to attain 3 goals

Session 1C

- **Mr. Danilo Padilla-** presented UNESCO's Project on learning to live together
A case study with mapping exercise on the 4-pillars of learning
- **Mr. Ernesto Anasarias**
- He discussed peacebuilding and social cohesion programs of Balay-rehabilitation center: learning institutions
- The goal is to strengthen communities to protect children and education
- "it takes a whole village to raise a child" and villagers craft their own principles

Session 1C

Ms. Amina Rasul-Bernardo

- Presented literacy for peace and development (LIPAD)
- Used education as the wind that would let the people fly (LIPAD)
- She shared the current state of ARMM: most conflicted area; poorest of the poor for decades; highest illiteracy rates (adults, females); the MKF's mission: s not just to read, write, compute, but to comprehend
- MKF uses teaching method: phono-sylabic, mother-tongue based, culturally sensitive, made for adults, uses reading and writing to talk about peace and development, health and nutrition

Session 1C

- **Dr. Padtheera Narkuraiarattana**
 - She gave some statistics of school fire in southern Thailand, the on-going conflict between Thais (buddhist and others)
 - The absence of multicultural education in Thai society especially in primary and secondary
 - The strategy to restore divided society which is to build sustainable peace; cultivate seeds of peace (young generation);
 - Multicultural education is an option
 - Cultural fluency



THANK YOU