

TRAINING REPORT

Training on the INEE Minimum Standards

Port-au-Prince, Haiti

22-23-24 January 2007

**Save the Children (SC), Catholic Relief Services (CRS),
and the Inter-Agency Network for Education in Emergencies (INEE)**

I. INTRODUCTION

Context: A training on the INEE Minimum Standards was conducted in Haiti on behalf of Save the Children's *Rewrite the Future initiative*, Catholic Relief Services and the Inter-Agency Network for Education in Emergencies (INEE) on 22-23-24 January 2007 at the Montana Hotel in Port-au-Prince.

Purpose: The training introduced the INEE Minimum Standards to workshop participants and provided opportunities to apply and use them to assess, implement, monitor, and evaluate education programs. It promoted holistic approaches to quality education programs, through project cycle activities and disaster preparedness planning and capacity-building. The training provided them with an 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 educationalists in Haiti.

The learning objectives of the workshop were:

- Be familiar with the INEE Minimum Standards – the process and product
- Understand that the standards are interdependent and mutually reinforcing
- Have an in-depth knowledge of the particular standards and indicators that are most relevant to participants' current work
- Be able to apply and commit to the use of the INEE Minimum Standards
- Be able to advocate for the implementation of the INEE Minimum Standards

Participants: There were 34 participants in the workshop: 9 from Save the Children, 7 from CRS, 1 from ActionAid, 1 from Concern, 1 from Aide et Action, 1 from the French Embassy, and the rest from local NGOs (BND, GRASI, CAFT, CROSE).

Training team: The two facilitators of the workshop were Josh Madfis, Emergency Education Specialist, Save the Children US, who participated in the North America TOT, and Jennifer Hofmann, INEE Capacity-Building Manager, INEE Secretariat.

The workshop benefited from the support of the Save the Children office in Haiti (especially Farah Coppee and Harold Narcisse). They served as liaison for the training team in advance of the workshop and provided logistical support with venue/catering/printing/materials/equipment.

II. TRAINING PLAN

INEE Training materials: The training materials used consisted of the INEE Minimum Standards Handbook, the Workbook for Participants, the Training Guide, and Powerpoint slides. Josh Madfis (SC US), Eluned Roberts-Schweitzer (SC US), Eric Eversman (CRS) and Jennifer Hofmann (INEE) adapted the training materials (Workbook, Training Guide and Powerpoint) to the Haitian context. For instance, the Zamborra background note was adapted to reflect a chronic crisis/early reconstruction context, scenarios and roles were adapted to include issues at stake in Haiti, such as urban gangs, rural/urban challenges, restaveks, etc. An activity on disaster preparedness was also added and a representative from SC gave a presentation on the Gonaives flood in 2004 and SC's education response. Because of the number of participants, more roles were drafted and exercises adapted to stimulate group work.

Workshop design: This was a three-day workshop. See training agenda in annex.

III. ACTIVITIES AND FINDINGS

A. Activities

Day One - Monday, January 22nd

Day one introduced the INEE Minimum Standards - the development process, the legal foundations, and the content of the Handbook. Several exercises helped participants familiarize themselves with the Handbook, different standards and indicators. The training provided group and individual exercises that enabled participants to identify education issues and problems and use the INEE Minimum Standards to define solutions. 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 first day's training resulted in meaningful conversation about relevant education issues pertaining to the standards: Access and the Learning Environment, Teaching and Learning, Teachers and Education Personnel, and Education Policy and Coordination. Participants used the standards to study problems related to education for urban youth, parents' involvement in education programs, corporal punishment in schools, and gathering school data. They identified relevant standards and indicators to develop solutions. Afterwards, they took part in an role play activity to identify education policy and coordination problems in Haiti and identified indicators to measure the success of these activities.

Day Two - Tuesday, January 23rd

Day two of the training applied the INEE Minimum Standards to the project cycle. Participants used the different INEE Minimum Standards categories to develop and implement a role play assessment. Four issues were selected among the assessment findings to be addressed by an education program. These were gender equity, teacher related issues, access to education in rural areas, and access to education in urban areas. Groups used the standards and indicators to design holistic education programs to address these issues.

Monitoring plans were created that used the INEE Minimum Standards indicators to measure program activities. An example of M&E for safe spaces established by Save the Children in its Gulf Coast response was presented to make the task clearer. Participants evaluated education programs using the INEE Minimum Standards impact criteria and presented their findings to "donors" during a role play exercise.

Day Three - Wednesday, January 24th

Day three of the training demonstrated how and why education protects children in emergencies and applied the INEE Minimum Standards to disaster prevention, preparedness, and response. It also provided the participants opportunities to apply the standards to their own context, determine Haitian education priority issues and problems, and agree on individual and group actions.

The SC response to the 2004 floods in Haiti was presented. In groups participants reflected on the emergency threats to the education system in Haiti. They identified the effects of these threats on education and proposed emergency education programs and policies to prepare, prevent, and mitigate the impact of an emergency in Haiti.

B. Findings

Overall findings are that this training on the INEE Minimum Standards helped participants to view education programming from a more holistic perspective. Opportunities were provided for participants to study the standards (Access and Learning Environment, Teaching and Learning, Teachers and Education Personnel, and Education Policy and Coordination) and corresponding indicators and to apply them both to the project cycle and to the Haitian education context. This gave them practical experience in creating relevant and high quality education programs.

Day One - Monday, January 22nd

While there was some debate around terminology (emergency/chronic crisis/reconstruction?), after discussions and activities, most participants expressed that the INEE Minimum Standards were relevant to education issues in Haiti. Participants also stressed that the standards represented a helpful tool to reinforce existing education frameworks and support/improve education activities. They made it clear that they were not looking for a new set of guidelines but for an operational tool, which the INEE Minimum Standards are.

Day Two - Tuesday, January 23rd

The content of this day provoked a lot of discussion on different methods used for the different steps in the project cycle.

Participants found the assessment exercise “difficult” for a variety of reasons. There was insufficient information and time to adequately prepare for the role play “meeting”. The different roles had competing priorities and different interests. The assessment teams were constrained by budget priorities and their education programs were “pre-packaged”. There was general agreement that these challenges reflect the reality of community participation, education policy and coordination amongst NGO’s.

Discussion included recommendations and examples of community based (PLA/PRA) methods for assessments. It was also stressed that assessments should seek to identify strengths and capacities in addition to needs. In addition, participants agreed that the assessment process is as important as the assessment results.

There was substantial discussion about the differences between monitoring and evaluation. The group defined the monitoring and evaluation concepts for emergency, transition, and development contexts.

Day Three - Wednesday, January 24th

Participants found applying the INEE Minimum Standards to a Haitian emergency example (the 2004 flood in Gonaives) a very relevant, concrete, and useful way to develop emergency preparedness and response findings and recommendation. .

Policy recommendations included:

- Curriculum adaptation
- Funding for teacher training
- The development of a national or regional contingency plan
- Creation of an emergency education coordination committee
- Increased collaboration between the MoE and the Ministry of Information/Communication as well as with construction/infrastructures partners.

Programmatic recommendations included:

- Teacher training
- Digitalization of files
- Creating safe spaces
- Carrying out preparedness exercises with students, teachers, and community based organizations.

The final day of the training also focused the use of the INEE Minimum Standards in Haiti and on the participants’ roles in implementing them. Participants identified five priority education issues to be addressed: curriculum revision and adaptation, access to education, improved coordination amongst education actors, teacher training, and training and integration of parent teacher associations.

The following are recommended strategies for curriculum revision and adaptation. Advocacy and awareness raising for curricula revision. Evaluating the existing curricula to identify weaknesses. Identifying actors

who could do curricula revision. Creating a network of NGO's who are able to make suggestions and recommendations for curricula revision and adaptation. Creating a draft of a new curricula.

The following are recommended strategies and actions to improve access to education. Awareness raising of parents and communities on children's right to education. Activities focusing on girls' access to school and keeping them in school. Construction of new schools. Adapting existing school schedules to accommodate more students. Creating specialized classes for physically, mentally, and learning disabled students. Teacher training on gender equality in education. Advocacy activities for the above strategies and activities.

The following are recommended strategies and actions for improved coordination amongst education actors. The creation or restructuring of a coordination committee. The development of a forum on education interventions. Advocacy for the applications of the minimum standards for education in emergencies. Organizing meetings with the different education actors. Raise awareness of education actors and communities in regional and a Caribbean forum on emergency education.

The following are recommended strategies and actions for teacher training. A needs analysis study should be performed nationwide to demonstrate an understanding of teacher capacity. An Analysis of existing teacher training programs should occur. Coordination strategies with other education actors should occur to standardize training. The development of an action plan for pre and in service teacher training should transpire. A network of education stakeholder should mobilize resources to implement the plan. Monitoring and evaluation of the teacher training program should be conducted continuously.

The following are recommended strategies and actions to train and integrate parent teacher associations. PTA programs should be formed nationwide. These programs should include training and support from the MoE.

The final session involved participants coming together to define the most salient education problems in Haiti and use the INEE Minimum Standards to develop programs and policies to address them. After, each participant claimed what he or she would do to address these issues, what their organization would do, and what the entire group could do together.

IV. WAY FORWARD

The final session involved participants coming together to define the most salient education problems in Haiti and use the INEE Minimum Standards to develop programs and policies to address them. After, each participant claimed what he or she would do to address these issues, what their organization would do, and what the entire group could do together.

A Yahoo Group was created for training participants to continue to collaborate after the training and share information and resources on education programs, initiatives and issues in Haiti. Trainers will post training materials, additional emergency education resources, training report and participants contact list.

Claude-George Mazile, GRASI: I will raise awareness of the INEE Minimum Standards of the decision-makers in my organization.

Etienne Wildenes, CRS: I will raise awareness of the INEE Minimum Standards and emergency education of the decision makers at the Caribbean Forum.

Harold Narcisse, SC: I will carry out a one-day training on the INEE Minimum Standards end of February during our quarterly meeting. I will also use the INEE Minimum Standards to review and analyze our current projects as well as in the implementation of new partnerships.

David Marcelin, CAFT: I will look at how we are already applying some of the standards and how we can better integrate them into our projects.

Marc-Claude Felix, SC: I will draft and send a report on the training to our team in Antibonite and promote the INEE website.

Arnaud Pannier, French Embassy: I will present the INEE Minimum Standards at the next sectoral group meeting with UNICEF and UNESCO.

Woudy Thomas, CARE: I will raise awareness of the INEE Minimum Standards of the civil society representatives we are working with.

Betina Eustache, CRS: I will use the distributed documents to inform CRS staff and will promote the INEE website. I will work to integrate the INEE Minimum Standards to the education sector.

Michelle Routier, BND: I will raise awareness internally and share the lessons learnt with the education and culture platforms.

Nellie Jeantillon, CRS: I will share information and lessons learnt with CRS education staff as well as with PTAs in the field. I will use the INEE Minimum Standards to advocate for access to education as well as to pursue our work on civic education trainings.

Marc Orel Lindor, Fondation Hymne a la Vie: I will use the INEE Minimum Standards Handbook as a reference document. The standards will be useful for our education emergency preparedness work in the South West of the country.

Guerline Altenor, CRS: I will share the INEE Minimum Standards with local communities

Farah Coppee, SC: I will carry out a training on the INEE Minimum Standards for SC staff and will follow-up on the integration of the standards in our programs. I also volunteer to act as a coordination point person for the group of participants.

Ronal Saint Vil, CROSE: Next week, I will conduct some advocacy activities on the right to education and free education and will take inspiration in the INEE Minimum Standards.

Linda Gershuny, CAFT: I will raise awareness of the INEE Minimum Standards of our MoE partners and will discuss with them the links between the standards and current MoE frameworks. I will also share the standards with local authorities in the South East of the country. Finally, I will use the standards in curriculum and materials development.

Jean Louis Lambeau, ActionAid: I will carry out trainings on the INEE Minimum Standards in Haiti and other countries and will look into introducing education in existing structures such as CEDRA, CDM and CARICOM, as well as for the cluster approach. Finally, I will use the standards in education project design.

Anite Theogene, CRS: I will inform the district I work with

Rosly Angrand, GRASI: I will share the INEE Minimum Standards with my colleagues working on reintegration on urban youth involved in gangs.

Walton Etienne, ?: I will inform parents and communities on the INEE Minimum Standards

Waldeck Julmice, SC: I will use the INEE Minimum Standards in our work on access and quality education, including in our community radio program as well as in my work with the Education Inspector. Finally, in Maysen I will use the standards to ask for more budget support to community schools for vulnerable children.

Xxx: I will promote the standards internally

Xxx: I will share information with the Education Inspector.

Hermione Cherubin, CRS: I will share these information and will integrate the INEE Minimum Standars in our social plan.

“Apy”, Pierre Yves Auguste, SC: I will use the INEE Minimum Standards for SC-US M&E and will replicate this training with my colleagues from SC US.

Delionis Pierre, SC: With my colleagues, I will advocate for the promotion and use of the INEE Minimum Standards.

Jean-Blaise Volnel, ?: I will share the knowledge I gained with my colleagues who will then share it with their partner organizations.

Gerda Campion, SC: I will inform stakeholders in the field.

Sheilla Jean Baptiste, SC: Same.

Roudy Choute, GRASI: I will include the INEE Minimum Standards in the university course I teach (CEHR)

Please complete this Workshop Evaluation form and the Participant List Reporting form and send it to the INEE Minimum Standards focal point at minimumstandards@ineesite.org as well as to your own organisation.

Workshop Evaluation – trainers

Workshop: <i>Understanding and Using the Minimum Standards for Education in Emergencies</i>	
Length of workshop: 3 days	
Dates: 22-23-24 January 2007 Location: Haiti	No. of participants: 34
<i>Please fill out the Participant List Reporting form, including contact information for the participants, at the end of this evaluation.</i>	
Trainers: Josh Madfis, Emergency Education Officer, Save the Children US Jennifer Hofmann, INEE Capacity-Building Manager, INEE Secretariat	

Summary of participants' evaluations

After the course, compile the participants' evaluations in the matrix below. Indicate the number of participants who ticked each category.

Participants rated the course according to the following categories where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1	2	3	4
The workshop achieved its aims and objectives.			7	17
The content of the workshop is relevant to my work.			7	17
What I have learned will impact the way I work.		1	9	13
The methodology used in the workshop helped me to understand how the INEE Minimum Standards can be applied.			8	16
The quality of the learning materials and aids was useful.			8	16
The facilitation and presentation during the workshop were open and helped me to learn.			8	16
The venue and accommodation were appropriate.			7	17

Participants' feedback (sample):

What parts of the workshop did you find most useful?

- The participatory approach
- Discussions in plenary
- Group work
- Practical activities
- Scenarios
- Simulation exercises
- In-depth review of standards and indicators
- The INEE Minimum Standards Handbook
- Elaborating strategies to address identified problems
- Program design
- Monitoring and evaluation
- Day 3 was the most useful because it was the most concrete

What changes/improvements would you suggest for this type of workshop?

- The workshop should last a whole week
- More time for the activities
- Day 2 is a little bit too "automatic"
- MoE participation
- It would be better to have the evaluation forms separately from the workbook so that we don't have to tear it

How do you plan on using the INEE Minimum Standards in your work?

- With the MoE and UNICEF, for the development of a teacher training course on non-violence
- Training of local authorities in Bel Anse in the South East
- In program design
- I would like to replicate this training for all my staff, as well as for school headmasters to share with them that even in emergency situations, things can be done to ensure quality education
- I will share the INEE Minimum Standards with teachers, parents and students to enable them to take part in advocacy on the right to education
- I will integrate the INEE Minimum Standards in our education program strategic planning
- I will inform my colleagues in my organization about the INEE Minimum Standards
- As I work with primary school teachers, I will share the INEE Minimum Standards with them and we will work together to develop an education emergency response plan
- Before and after education project design because the INEE Minimum Standards and indicators are useful and represent a great tool for monitoring and evaluation. They are helpful to measure the progression of a project as well as its impact.
- I will share and promote the INEE website
- I will make sure that the INEE Minimum Standards are integrated in the various proposals that we submit
- I am currently developing an education program and will use this new knowledge in this task
- We will review our projects in light of the INEE Minimum Standards
- I will train my staff and inform the students I teach
- In project planning and preparation
- We will work with the Education Inspector and communities to integrate the INEE Minimum Standards in our activities
- I will use the INEE Minimum Standards in our education projects, integrate them in other trainings and will use them in the cluster approach

If you are a trainer: what are your plans regarding trainings on the INEE Minimum Standards? What support would you need to achieve these projects?

- All training materials including Training Guide and Powerpoint slides
- Sphere documents
- I would like to participate in a TOT on the INEE Minimum Standards

Do you have other comments or suggestion?

- Great animation and facilitation skills
- I will take example of this workshop for my own facilitation activities
- Another training with participants who did not attend this training would be useful

Comments by trainers:

Administrative process.

Lessons learned on the administration of the event, management and logistical matters of relevance to other trainers.

- Crucial to have on-site support to manage venue/catering/printing/materials/equipment
- Important to send reminder to participants: to get participation confirmation and urge participants to read through handbook before training
- Have more info on participants (maybe CV or brief summary of areas of work...) to have an understanding of their area of expertise, their knowledge of the project cycle, etc.
- Important to have different covers on INEE Minimum Standards Handbook and Workbook for Participants
- Would be good to have internet and register people as INEE member throughout the workshop
- Would be useful to spend half an hour to show the INEE website (resources page) to workshop participants

How the workshop was run.

The agenda, lessons learned on the structure of the workshop and results achieved.

- Important to have two trainers to co-facilitate training: alternate as main facilitator/support
- While session order was respected, it was hard to keep time exactly as scheduled.
- We privileged an interactive and participatory approach, even during presentations
- Crucial to adapt training materials to specific context: the participants are more likely to understand and use the INEE Minimum Standards if the training is adapted to the reality of their work. Workshop participants really engaged in activities that reflected education issues in Haiti. For instance, participants' feedback highlighted high interest in the Gonaives scenarios and related activities.
- The large number of participants required creating additional roles and scenarios to keep group work interesting. For the same reason, we tried to use varied and innovative methods of reporting back, such as gallery walks, response presentations, etc.

What worked well? Please explain why.

Specific sessions:

- Day 1: sticky activity
- Day 1: scenarios – identifying strategies to address specific issues and using the standards
- Day 3: Disaster Preparedness presentation + presentation on Gonaives + Disaster Preparedness Plan
- Day 3: Application and Integration of the INEE Minimum Standards to your work

In general:

- Adaptation to Haitian context (urban youth gang scenario, chronic crisis/early reconstruction background note, etc)
- Real life examples (Hurricane Katrina, pictures of natural disasters, Gonaives scenario)

What could be changed or improved?

- Day 2: Project cycle - The second day of the training is very ambitious, especially when workshop participants are not familiar with the project cycle. In that case, facilitators have to both introduce the project cycle and the role of the INEE Minimum Standards in each phase. The limited time makes this challenging. In addition, it represents a lot of information to quickly digest for workshop participants.
- Day 2: Assessment roles – Some participants in the assessment team felt that their roles were setting them up for failure as they had competing priorities and insisted on budget constraints/priorities. While these elements should be kept as they reflect the reality of assessments, a longer introduction on assessments and

the assessment tools included in the Handbook could have prevented this confusion. We recommend providing more than one method of gathering information during the assessment. A few other simple PLA rapid appraisal tools could be demonstrated and applied. Community mapping, listing, and/or pair wise ranking could be used to really show how to triangulate data and encourage community involvement.

- Day 2: Evaluation exercise - Some evaluation scenarios seemed to be describing situations rather than programs, which made the exercise a little confusing for some groups.

- French translation of training materials: needs to be revised

Do you think that participants understand the Minimum Standards?

- I think that by the end of the training most participants were familiar with the INEE Handbook and understood the different categories of standards and indicators and how they relate to each other. This was demonstrated when during a television interview on the third day, Harold and Wildenes rolled off the categories and some standards and indicators and applied to a Haitian context.
- I also believe that participants understood how the INEE Minimum Standards promote access to quality and relevant education
- Participants' presentations in various exercises reflected their understanding that it is necessary to look at the different standards categories and links with other sectors to ensure holistic education programs.

Do you think that they will use the Minimum Standards? Please explain why or why not.

- Some participants discussed how to use the INEE Minimum Standards in their work but it seems that most of them were still at the awareness level (vs. operationalization).
- Participants' actual use of the INEE Minimum Standards will certainly depend on follow-up and no focal point or mechanism has been identified for this.

Please see below a summary of participants' answers to the question: How will you use the standards?

- Share information: 9
- Conduct a training: 3
- Promote the INEE Minimum Standards and the theme of education in emergencies externally: 10
- Use the INEE Minimum Standards to reflect on and review education programs + use the INEE Minimum Standards in education partnerships: 3
- Use the INEE Minimum Standards Handbook as a reference tool: 1
- Use the INEE Minimum Standards in the development of new curriculum: 1
- Use the INEE Minimum Standards for monitoring and evaluation: 1
- Include the INEE Minimum Standards in a university course

Any other comments

Trainers felt the training was relevant, useful and positive. It will contribute to increase participants' knowledge and capacity for quality education programs in the Haiti chronic crisis/early reconstruction context. While we are not in a position to ensure specific follow-up to this training and to participants' expressed commitments, we strongly recommend that some kind of refresher/evaluation meeting on the INEE Minimum Standards takes place within the next 6 months for the same group of participants. This could be organized by one or several of the workshop participants. One or several workshop participants could also liaise with the INEE Secretariat if they wanted to conduct a similar training for Ministry of Education staff.

Minimum Standards Training Participant Contact List

Please provide full contact details for each participant in the training:

	NAME	POSITION	ORGANIZATION	ADDRESS	E-MAIL
1	Harold Narcisse		Save the Children		hnarcisse@savechildren.org
2	Janet Bauman		Save the Children		j.bauman@savachildrencanada-haiti.org
3	Farah Coppee		Save the Children		Fcoppee@savechildren.org Farahcoppee@yahoo.fr
4	Marc-Claude Felix		Save the Children		marcclaude2002@yahoo.fr mfelix@savechildre.org
5	Waldeck Julmice		Save the Children		Wjulmice_1961@yahoo.fr
6	Sheilla Jean-Baptiste		Save the Children		sjeanbaptiste@savechildren.org
7	Delionis Pierre		Save the Children		delionispierre@yahoo.fr
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11	Etienne Wildenes		CRS		wetienne@crshaiti.org
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30	Jean Blaise Volnel		?	Blaisehaiti2004@yahoo.fr
31	Marc-Orel Lindor		Fondation Hymne a la Vie	Marcoreli12@yahoo.fr
32	Louis Jacques Lafontant		?	Lafontant-louis-jacques@yahoo.fr
33	Suplice Etzer		CONCERN	?

Please complete this Workshop Evaluation form, including the participant contact list, and send it to the INEE Capacity-Building Manager, Ms. Jennifer Hofmann Jennifer.hofmann@theirc.org and the INEE Minimum Standards Focal Point; Ms. Allison Anderson Allison@theirc.org as well as to your own organisation.

THANK YOU.

Formation sur les Normes minimales d'INEE

22, 23 et 24 janvier 2007 à Port-au-Prince, Haïti

Programme

1 ^{er} Jour	
Heure	Séances de travail
8:30	Allocutions de bienvenue et introductions
9:30	1: Introduction aux Normes minimales
10:45	Pause café/thé
11:00	2: Analyse approfondie des normes et indicateurs
12:00	Déjeuner
13:00	3: Développer des solutions en utilisant les Normes minimales (application)
14 :00	Faisons mieux connaissance – jeu des noms et organisations
14:30	Pause café/thé
14 :45	4: Travailler avec les communautés et les autorités éducatives (application)
16:30	Bilan des travaux/attentes
17:00	Fin de la 1 ^{ère} journée
2 ^e Jour	
Heure	Séances de travail
8 :30	Réponses au feedback
9 :00	5: Analyse préliminaire des besoins éducatifs
10:50	Pause café/thé
11:10	6 : Planification des programmes d'éducation
12:30	Déjeuner
13:30	7: Suivi des programmes d'éducation
14:50	Pause café/thé
15:10	8: Evaluation des programmes d'éducation
17:00	Fin de la 2 ^{ème} journée
3 ^e Jour	
Heure	Séances de travail
8:30	Bilan des travaux
9:00	9: Préparation aux désastres naturels
10:15	Pause café/thé
10:45	10: Préparation aux désastres naturels (suite et application)
12:30	Déjeuner
13:30	11: Intégrer les Normes minimales à votre travail (application)
14:40	Pause café/thé
15:00	12: Conclusion et évaluations
16:30	Fin de la 3 ^{ème} journée