

Inter-Agency Network for Education in Emergencies

Bi-Weekly Bulletin 15 January 2012

Dear INEE Members,

Please find below the first INEE bi-weekly bulletin of the year 2012. This bulletin contains information and resources of interest and relevance to those working in the field of education in emergencies, chronic crises, and early reconstruction.

We encourage you to share with us any helpful resources and information that you encounter for inclusion in future updates and on the INEE website. Please forward your suggestions with related attachments and web links to bwb@ineesite.org.

We hope that you will find this bulletin interesting and useful.

Sincerely,
INEE Secretariat

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ANNOUNCEMENT: New Global Education Cluster Coordinator

(Global Education Cluster)

We are very pleased to announce the appointment of James Sparkes as the new Education Cluster Coordinator for Save the Children, based at the Education Cluster Unit in Geneva, starting on 23 January.

James joins us from his role as education cluster advisor based at Save the Children in London. He has substantial field experience with clusters. He initiated one of the first co-led Education Clusters in Sri Lanka in 2008, and has also been deployed as Education Cluster Coordinator in Zimbabwe and the occupied Palestinian territories. At the global level, James has been engaged in the Education Cluster Working Group since inception, and he participated in the first Education Cluster Coordinator training in 2009. Since then he has helped train a further 90 Education Cluster Coordinators. James has also worked as a consultant with UNICEF at the Education Cluster Unit in

Geneva, and with IRC and the University of Nairobi in the development of a new Masters course in education in emergencies. Prior to his emergency work, James was a VSO volunteer, heading the Computer Science Department at Abuja Polytechnic in Nigeria for two years. His first career was as IT consultant and Lecturer, and he has a Masters degree in Microelectronic systems engineering. During his university studies he was involved with a number of community organisations in Manchester, including developing skills training for Vietnamese refugees.

James can be reached at the following phone number, [+41 22 919 20 02](tel:+41229192002), or by e-mail at james@savethechildren.ch.

CALLS FOR INPUTS: State of the Humanitarian System Report

(ALNAP)

The State of the Humanitarian System Report, due for publication in early summer 2012 (see pilot edition), is a collective endeavour to measure and assess the entirety of the international humanitarian system. This ambitious report will provide updated descriptive statistics, review key trends, and evaluate the system on overall progress on performance. To ensure a more inclusive and representative sample we aim to include the opinions and perspectives of humanitarian aid actors and the recipients of aid. To gather this information surveys have been developed for Aid Practitioners and Aid Recipients (to be disseminated to affected populations).

Aid Practitioners Survey

If you are a humanitarian practitioner, working for an international agency; or a national agency; or a host government representative, we invite you to contribute your perspectives and experience by completing one of the global surveys below. Please choose the relevant survey and click on the link for your preferred language:

International aid agencies' survey

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

National and regional aid organisations' survey

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

Host government representatives' survey

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

Aid Recipients Survey

It would be extremely helpful if anyone working in an agency can help to disseminate a 14-question aid-recipient survey to affected populations. If so, please contact **Abby Stoddard** for more information.

Thank you for your assistance! Your input is vital to make this report as inclusive and representative as possible.

CALL FOR APPLICATIONS: Fellowships for Threatened Scholars

(IIE and SRF)

Submission deadline: 3 February 2012

The Institute of International Education's (IIE) Scholar Rescue Fund (SRF) is pleased to announce a call for applications for threatened scholars whose lives or work are endangered in their home countries. Fellowships support temporary academic positions at safe universities, colleges and other research institutions anywhere in the world. *Students or professionals seeking funding to pursue academic studies or training are not eligible.*

For more information and to apply, please visit: <http://www.scholarrescuefund.org/pages/intro.php> or contact SRF@iie.org for questions.

CALL FOR SUBMISSIONS: All Children Reading: A Grand Challenge to Development

(USAID, World Vision, Australian Aid)

Submission deadline: 31 January 2012, at 2 PM EST/ 19:00 GMT

Evidence shows that learning to read at an early age is one of the strongest indicators that a person will develop the skills they need to lead a healthy life, earn a productive salary, and contribute positively to the economic growth of a community. Yet millions of students today are finishing primary school without being able to read basic words. We need game-changing solutions that increase the availability and effectiveness of literacy teaching and learning materials and that improve education data for accountability and smarter decision-making. The opportunity before us has never been more clear: We need to harness the creative, practical, and inventive powers of the crowd- yes, that's you- to generate significantly better results for children. Here's how you can participate today.

Submit your idea to address childhood literacy by applying for the challenge. Applications will be accepted through January 31st at 2 pm EST/19:00 GMT.

Visit <http://www.allchildrenreading.org/apply> to learn about the application guidelines and eligibility requirements. You can download the Request for Applications (RFA) with full guidelines [here](#). We have also attached a brief overview of the RFA (please use the entire RFA to guide your submissions). Organizations with winning submissions will be eligible for as much as \$300,000, provided by USAID, AusAID, and World Vision.

CALL FOR PROPOSALS: Innovations in Education Data

(USAID)

The United States Agency for International Development (USAID), the Australian Agency for International Development (AusAID), and World Vision (collectively referred to as the "Founding Partners") are seeking game-changing innovations with the potential to dramatically improve reading skills and low literacy rates among primary grade children. Through a multi-year initiative called (ACR), the Founding Partners will collaborate to achieve the goal of global action to improve child literacy.

For more information, click [here](#).

SURVEY: GCPEA Higher Education Stakeholder

(GCPEA)

The Global Coalition for Protecting Education from Attack (GCPEA) is conducting this survey to determine the protection needs of the higher education sector and to identify higher education stakeholders (institutions and individuals) interested in the coalition's work.

This survey is available [here](#).

PUBLICATION: Education and Fragility in Liberia

(INEE and IIEP)

The purpose of the present report is to examine the impact of education on fragility in Liberia through a review of the drivers and dynamics of fragility, and the interaction of education with these drivers and dynamics. While primarily a desk study based on a review of secondary sources, this report also relies on information collected during a field visit to the country in September 2009 during which valuable insights were gathered through interviews with several key stakeholders. This publication is part of a larger research project of the INEE Working Group on Education and Fragility involving three other country case studies: Afghanistan, Bosnia-Herzegovina, and Cambodia.

The full report is available [here](#).

PUBLICATION: Education and Resilience in Conflict- and Insecurity-affected Northern Uganda

(Chronic Poverty Research Centre)

Drawing on empirical research conducted in Northern Uganda, this paper explores the relationship between conflict and the intergenerational transmission of poverty, focusing on education as an intervening variable. Specifically, it looks at whether people with education have greater resilience during and following periods of conflict than those with none, enabling them to leave conflict-affected areas or, if they stay, to avoid a decline into poverty during the conflict and insecurity and to improve their situation rapidly afterwards. By focusing on the long-run impact of conflict and insecurity, it provides a contrast to the short-term, humanitarian focus of much conflict and post-conflict research.

The full report is available [here](#).

PUBLICATION: Misguided Kindness: Making the Right Decisions for Children in Emergencies

(CPC Network)

This report examines how the public's response to emergencies can have a significant impact on the lives of affected children - either for better or worse. It identifies how myths regarding the number of orphans and the best way of caring for children separated from their families in crisis situations can shape interventions, resulting in misguided attempts to rescue girls and boys by placing them in orphanages or adopting them overseas. It then explores successful alternatives for caring for children separated from their families in emergencies, including innovative tracing methods for reuniting them with their relatives and strategies for supporting them in well-monitored family environments. Above all, this report urges people to make sure their generosity in the face of a humanitarian crisis is targeted towards interventions that help children - rather than potentially cause them further suffering or harm.

The full report is available [here](#).

PUBLICATION: Sex and Age Matter: Improving Humanitarian Response

(Feinstein International Center)

Gender and age matter when it comes to who dies, who is injured and how, who lives, who is affected and in what ways, and what their lives are like during and after the violence and crises. The following case studies on the 2004 Tsunami illustrates why it is important for humanitarians to collect data and evidence that pays attention to sex and age.

The full report is available [here](#).

PUBLICATION: International Development in Practice: Education

Assistance in Egypt, Pakistan, and Afghanistan

(Palgrave Macmillan, Andrea B. Rugh)

Existing books and articles tend to emphasize theory and statistical analyses and not the time when problems are confronted in the field and a practitioner has to solve them. This book aims to fill a gap in the assistance literature. The audience is scholars, students, career professionals and others interested in the practice of education assistance. It simulates the experiences of a consultant-expert by reviewing education issues in developing countries and giving brief vignettes of the way these issues have been addressed in various countries. Finally, it describes three in-depth cases that show the studies, planning, and implementation that go into actual projects. These cases-in Egypt, Pakistan, and Afghanistan-are here written up for the first time, in a clear, easy-to-read style appropriate for students and development professionals in training.

The summary and order information with promo code is available [here](#).

EiE News Roundup: Philippines, Libya, Haiti, Malaysia, Commonwealth, South Africa

28 December 2011 - Philippines: Asia Views - Why Education in Emergencies (Trust)

When disasters hit, they always hit the most vulnerable the hardest. So when tropical storm Washi (local name: Sendong) hit Mindanao and Negros Oriental, in the South of the Philippines in the weekend of the 16th of December, the children in these areas suffered the most. And they still do. *Full article [here](#).*

6 January 2012 - Libya: Conflict Over, 1.2 Million Children to Return to School in Libya (UNICEF)

More than 1.2 million children return to school in Libya on Saturday, 10 months after evacuating classrooms because of the fighting during the country's popular uprising. *Full article [here](#).*

9 January 2012 - Haiti: Children of Haiti: Two Year After - What is Changing? Who is Making the Change? (UNICEF)

UNICEF today released a report showing that two years after the earthquake that devastated parts of Haiti, the situation for children in the country is slowly improving, though critical challenges remain.

Full article [here](#).

9 January 2012 - Malaysia: Malaysian School Targets Undocumented Children (Deutsche Welle)

On the island of Borneo in Malaysia, tens of thousands of undocumented immigrant children are not allowed to go to school. But efforts to change this are underway and a school just for these children has been built.

Full article [here](#).

9 January 2012 - Commonwealth countries: Promoting Inclusive Education and Sustainable Employment for Persons With Disabilities (allAfrica.com)

Some 42 participants from 14 Commonwealth countries will examine issues and challenges impacting on the prospects of persons with disabilities in benefiting from education and gaining employment. *Full article [here](#).*

10 January 2012 - Philippines: Flood-affected Schools Re-open, but Challenges Remain (IRIN)

A decision to re-open schools in flood-hit northern Mindanao is being cited as key to re-establishing normality even though there are still huge challenges.

Full article [here](#).

11 Jan 2012 - South Africa: Disabled children fail to access education (IOL News)

While most children go back to school on Wednesday, thousands of disabled children face another year without education, says a lobby group, the Right to Education for Children with Disabilities

(R2E CWD). The civic group said SA's schooling system had failed children with disabilities.
Full article [here](#).

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The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 6,500 practitioners, students, teachers, staff from UN agencies, non-governmental organizations, donos, governments and universities who work together to ensure all persons the right to quality, relevant and safe educational opportunities. INEE is a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing and informs policy through consensus-driven advocacy. INEE also has a website with a wide range of resources for those working on education in emergencies, chronic crises and early recovery - www.ineesite.org

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