

Inter-Agency Network for Education in Emergencies Bi-Weekly Bulletin

15 May 2011, Vol. 2

Dear INEE Members,

Please find below the second INEE bulletin for the month of May 2011. 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. This information will also be posted on the INEE website for easy access.

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

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

Sincerely,
INEE Secretariat

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EVENT: The Aid and International Development Forum (AIDF)

(The Aid and International Development Forum)

When: 8-9 June 2011

Where: Walter E Washington Convention Center, Washington, DC

The Aid & International Development Forum (AIDF) is a leading global event for those involved in the effective delivery of humanitarian aid and development programs. Bringing together decision makers from UN, government, NGOs and aid agencies, visitors will benefit from informal networking, interactive workshops, seminar sessions and opportunities to see the latest innovations in action.

This is a free to attend event. Register online today at: www.aidforumonline.org/register.

CALL TO ACTION: Sign the Children's Charter Pledge

(Children in a Changing Climate Coalition)

The Children in a Changing Climate Coalition including Plan International, Save the Children International, UNICEF and World Vision are pleased to share with you a copy of the Children's Charter for Disaster Risk Reduction (DRR). The Charter was launched during the recent Global Platform for DRR in Geneva.

The Charter has been developed through consultations with more than 600 children in 21 countries in Africa, Asia, the Middle East and Latin America and identifies children's priorities for Disaster Risk Reduction. This is a Charter for children by children. It is an important reflection of what children themselves are talking about and how their priorities should shape the views of decision-makers at the highest level.

To show your support in making this important Children's Charter a reality, you can sign up to the Charter on the Children in a Changing Climate website [here](#).

CALL FOR PAPERS: Teacher Training and Recruitment in Difficult Circumstances in Africa

(UNESCO-IICBA)

UNESCO IICBA invites contributions from researchers who can address the issues related to teacher education in difficult circumstances in Africa, particularly in armed conflict, post-conflict and emergency situations and situations chronically face challenges of teacher migration (emigration in particular).

The deadline for submission of articles is **June 20, 2011**, and the text (inclusive of tables and references) should be no more than 2,000 words. The articles may not have to be highly referenced scholarly pieces of the nature that appear in academic journals. Personal stories and articles that could be used for experience sharing are welcome.

Send the contribution to Akemi Yonemura [a.yonemura@unesco.org]
Program Specialist, UNESCO-IICBA.

More information is available [here](#).

CALL FOR BOOK CHAPTER PROPOSALS: Peace Education Evaluation

(CIES Peace)

Proposals due: June 10, 2011

Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications, programs, events, and funding mechanisms. The oft-cited point of departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures. Educators and organizations implementing peace education activities and programming, however, often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management.

The authors may come from variety of fields such as, but not limited to:

education, peace and conflict studies, educational evaluation, development studies, comparative education, economics, and psychology. Chapters may use any methodology and must not be previously published or under review for publication elsewhere. Proposals from practitioners, educators, and scholars at all career levels are welcome. Please submit a 500-word proposal in English for a book chapter to the Managing Editor, Aaron Karako, via email to editor.peace.eval@gmail.com, by Friday, June 10, 2011.

More information about the call for proposals is available [here](#).

PODCASTS: Beyond School Books and The Role of Education in Protecting Children

(UNICEF)

The role of education in empowering young people to shape their future

In the most recent addition to the 'Beyond School Books' podcast series, UNICEF Radio moderator Amy Costello discusses how education is empowering youth to participate in civil society with Asmaa Elbadawy, a young researcher for the Population Council's office in Egypt; and Mohammed Naseehu Ali, a writer, musician and teacher from Ghana whose fiction and essays have been published in *The New Yorker* and the *New York Times*.

To listen to the podcast, please visit: <http://www.educationandtransition.org/resources/the-role-of-education-in-empowering-young-people-to-shape-their-future/>

The role of education in protecting children and communities when disaster strikes

The Third Session of the Global Platform for Disaster Risk Reduction - a forum that brings together stakeholders and experts committed to reducing disaster risk worldwide - gathered last week in Geneva. The theme of this year's event was 'Invest Today for a Safer Tomorrow - Increase Investment in Local Actions'.

In anticipation of the event, UNICEF Radio moderator Amy Costello discussed the importance of education in protecting children and communities with Ben Wisner, a research fellow at Oberlin College and University College London, and Marla Petal, the founder of Risk Red, an organization working to increase the effectiveness of disaster risk reduction education.

Please visit http://www.unicef.org/education/index_58484.html to listen to the podcast.

REPORT: UNICEF evaluates the progress of the Education in Emergencies and Post-Crisis Transition Program

(UNICEF)

Since 2006, UNICEF has significantly scaled up work in education in emergencies and post-crisis transition countries through the Back on Track programme. This \$201 million initiative, funded by the Dutch Government with an additional \$5 million contribution by the European Commission, has ensured that children are supported both at the initial onset of emergencies - by restoring schooling and ensuring a safe learning environment - and by building back education systems in the long run. Back on Track funds support UNICEF education programming in 42 countries and territories

UNICEF would like to draw your attention to the Progress Evaluation of UNICEF's Education in Emergencies and Post-Conflict Transition Programme. The evaluation, completed in December 2010, aims to identify and assess progress of the programme as well as systematically improve results. To access the full evaluation report, an accompanying annex, and a summary of the evaluation, please visit: <http://www.educationandtransition.org/resources/eept-program-evaluation/>.

REPORT: An Uncertain Future? Children and Armed Conflict in the Central African Republic

(Watchlist on Children and Armed Conflict/Internal Displacement Monitoring Centre)

Watchlist on Children and Armed Conflict / Internal Displacement Monitoring Centre (IDMC) are pleased to present their new report on the effects of armed conflict on children in the Central African Republic (CAR): "An Uncertain Future? Children and Armed Conflict in the Central African Republic"

All children in CAR are affected by the chronic lack of social services, including education, health care, and water and sanitation. Central African children who live in conflict-affected areas also face specific protection needs due to the ongoing insecurity and violence. The report is based on interviews conducted on the ground and examines the impact of armed conflict on children, focusing on abduction, recruitment or use of child soldiers, attacks against schools, and the denial of humanitarian access to children.

For more information on the findings and recommendations, please read the report or its executive summary - [here](#).

TOOLKIT: Climate Change Education

(Girl Guide/Girl Scout)

The newly published toolkit on how to engage in 'article 6 advocacy' at national level to promote non-formal climate change education and training to national decision-makers is now complete. This special Girl Guide/Girl Scout edition will be made available in English, Spanish and French to our 10 million members in 145 member countries. These guidelines will help translate discussions and decisions at global level during COP16 into national action with local impact. As experts on non-formal climate change education for girls and young women we are very keen on mobilizing youth around the world on this important topic.

While these guidelines are aimed at Girl Guides and Girl Scouts, the objective of this initiative is to reach out to all youth groups active on Climate Change education. Download the toolkit [here](#).

GUIDANCE NOTE: Delivering Cost Effective and Sustainable School Infrastructure

(DFID)

The task of providing educational facilities to support the goal of providing universal access to primary education is very great. The approaches required to make sustainable progress are increasingly clear, but challenges to implementation remain considerable. This Guidance Note sets out how effective government programmes can be designed and implemented with a view to providing well planned, good value primary school infrastructure that meets the needs of users and contributes to better teaching and learning.

Download the Guidance Note [here](#).

EiE NEWS ROUND-UP: Turkey, Myanmar, Japan and Sri Lanka

28 April 2011 - Turkey: Disabled kids need education, says Turkey's first lady

The largest handicap for disabled people is a lack of education, first lady Havriinnisa Gül said at a

ceremony she hosted at the Presidential Palace to mark the second anniversary of the "Education Overcomes All Obstacles" project, which has helped boost the number of handicapped children in school by 45 percent.

Full article [here](#).

03 May 2011 - Myanmar: Myanmar's children help build safer schools after Cyclone Nargis (AlertNet)

Three years after Nargis ripped the Irrawaddy delta and countless families apart, it seems that those who survived have accepted that the pain will probably always be there. They live alongside their sadness and try to make themselves useful. Distressed as they are, the children have also been busy with learning, living and laughing at school. A lot of them dream about becoming engineers, because they want to build strong buildings like their new, bright green schools where people can take refuge if another cyclone hits.

Full article [here](#).

09 May 2011 - Japan: After the earthquake and tsunami, back to school (BBC News)

Across the northeast of Japan, 7,735 school buildings were damaged or destroyed, and students have to crowd in to those that remain. Nothing will be again how it was in Ishinomaki for a very long time, but at least the children are seeing their friends again now, and getting back to lessons.

Full article [here](#).

13 May 2011 - Sri Lanka: Graduates in north demand government jobs (IRIN)

Peace dividends have yet to reach thousands of unemployed graduates returning to Sri Lanka's northernmost, conflict-affected Jaffna District. Despite the war coming to an end and a consequent increase in the country's economy and decrease in overall unemployment, graduates claim the divide continues, with rising unemployment and poverty in the Northern Province.

Full article [here](#).

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The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 5,000 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.

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The INEE Secretariat can be reached at network@ineesite.org. INEE also has a website with a widerange of resources for those working on education in emergencies, chronic crises and early recovery - www.ineesite.org