

# Inter-Agency Network for Education in Emergencies

**Bi-Weekly Bulletin  
1 February 2012**

**Dear INEE Members,**

Please find below the first INEE bulletin for the month of February 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](mailto:bwb@ineesite.org).

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

Sincerely,  
INEE Secretariat

## **In This Bulletin**

[RESOURCE: EiE Harmonized Training Package](#)

[CALL FOR APPLICATIONS: Summer Courses on Privatisation and Innovative Financing in Education](#)

[PUBLICATION: The Education Cluster in Haiti - Two Years On](#)

[PUBLICATION: The Battle for the Schools: The Taliban and State Education](#)

[PUBLICATION: A Risk Assessment of Educational Facilities in Kyrgyz Republic](#)

[PUBLICATION: Developing Local Indicators for Child-centered Psychosocial Programmes in Uganda](#)

[PUBLICATION: Demand for Education Innovation: Adolescent and Youth Perspectives on Education Quality](#)

[PUBLICATION: Case Study on Youth Participatory Research on Education Quality in CEECIS](#)

[PUBLICATION: Bringing Technology into the Classroom in the Developing World](#)

[PUBLICATION: Preventing Gender-based Violence, Building Livelihoods](#)

[RESOURCE: Youth, Skills and Work Blog](#)

[INEE Blog Highlight: "We Told the Children Not to Enter"](#)

[EiE News Roundup: Horn of Africa, Ethiopia, Global](#)

## **RESOURCE: Education in Emergencies Harmonized Training Package (INEE and IASC Education Cluster)**

Developed by INEE and the IASC Education Cluster, the EiE harmonized training package combines training materials from the original INEE Minimum Standards, IIEP and the Front Line Responders training packages. The materials include 13 modules with presentations, Facilitator Guides and exercises, as well as guidance on adapting the training materials. Modules on gender, youth, inclusive education and human rights are under development and will be soon added to the training package. To access the training package, visit [www.ineesite.org/training](http://www.ineesite.org/training). For technical support with capacity development, please contact [MStraining@ineesite.org](mailto:MStraining@ineesite.org).

**CALL FOR APPLICATIONS: Summer Courses on Privatisation in Education  
and Innovative Financing for Education**

## **(Open Society Foundations and the Central European University in Budapest)**

**Submission Deadline: Before 15 February 2012**

The Education Support Program of the Open Society Foundations and the Central European University in Budapest, Hungary, are offering a summer school on "Towards a Political Economy of Education" to be held on 9th-13th July 2012. The summer school will run two concurrent streams. The one will be on [Regionalisation, Globalisation and Privatisation in Education](#); the other will be on [Innovative Financing Mechanisms for Quality Education](#).

Places are limited to 25 for each stream, are fully funded and offered on a competitive basis. The scholarships include visa, travel, accommodation, tuition fees and a subsistence allowance. Global applications are invited from educational researchers, policy analysts, education finance specialists, government officials, advanced graduate students and faculty members.

### **To Apply**

Further details can be found on the Central European University Summer School [website](#). All applications must be made using the CEU SUN online application, located via the above webpage through the "Apply Now!" link.

## **PUBLICATION: The Education Cluster in Haiti - Two Year On January 2012**

### **(The Education Cluster)**

Throughout 2011, the Haiti Education Cluster led by UNICEF and Save the Children, established shortly after the January 2010 earthquake, continued to leverage resources (technical, material and financial) to enhance cholera prevention and the recovery of the education system from the impact of the earthquake, while supporting the Government of Haiti to strengthen the capacity of the education system, including developing mechanisms to prevent, prepare for and respond to future emergencies.

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

## **PUBLICATION: The Battle for the Schools: The Taliban and State Education**

### **(Afghanistan Analysts Network)**

Violence against schools started with a variety of conservative actors, but the Taliban soon adopted it as one of the main manifestations of their campaign against the new regime; attacks against schools peaked in 2006, with dozens of students and teachers killed and hundreds of schools affected. However, rural communities showed little support for the violent campaign and the Taliban faced a backlash from villagers who wanted their children to be given the opportunity to attend school.

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

## **PUBLICATION: A Risk Assessment of Educational Facilities in Kyrgyz Republic**

### **(MSDSP KG)**

"The report includes the outcomes of the survey on risk assessment from seismic and other natural processes, and also fire safety in educational institutions (secondary schools and kindergartens) of Chong-Alai rayon of Osh oblast, Kyrgyz Republic. The surveys were undertaken with fulfilling the reconnaissance, tunneling, drilling work, geophysical measurements and works, engineering and pilot surveys of building structures and construction materials, inspection of the locations, where educational facilities have been placed."

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

**PUBLICATION: Defining Success: Developing Locally Meaningful Indicators for Child-centered Psychosocial Programming in Uganda**

**(Child Protection in Crisis)**

How can we measure the impact of community-based psychosocial programs on the sustained well-being of children and families? This question was addressed by the Child Protection in Crisis Learning Network through its 2010 ethnographic study in Uganda. Interviews were conducted with 320 children and 150 parents in four districts, in both rural and urban settings. The collected information was used to develop core indicators of children's psychosocial well-being.

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

**PUBLICATION: Demand for Education Innovation: Adolescent and Youth Perspectives on Education Quality in the CEECIS Region**

**(UNICEF)**

In 2010, UNICEF RO CEECIS and the UNICEF Kosovo, Georgia and Tajikistan Country Offices engaged 89 young people in Kosovo, Georgia and Tajikistan as youth researchers to work with an international research team and national implementation partners to design, test and implement nationally representative studies of youth opinions of education quality in their respective countries. The study involved 2,444 youth respondents overall, including 1,963 randomly sampled and surveyed 13- to 24-year-olds (517 in Kosovo, 581 in Georgia and 865 in Tajikistan), and another 481 youth of the same age range engaged in 61 focus group discussions. Dozens more participated in four youth consultations, where youth developed survey topics and questions, and in events to develop youth advocacy statements.

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

**PUBLICATION: Case Study on Youth Participatory Research on Education Quality in CEECIS: Innovative Practices, Lessons Learned and Recommendations**

**(UNICEF)**

A new case study on youth participatory research supported by UNICEF's Education in Emergencies and Post-Crisis Transition (EEPCT) programme, or Back on Track, looks at the methodology and processes used in 'A Study of Adolescent and Youth Perspectives on Education Quality in the Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS) Region' (henceforth referred to as 'Adolescent and Youth Perspectives Research').

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

**PUBLICATION: A New Face of Education: Bringing Technology into the Classroom in the Developing World**

**(The Brookings Institution)**

Technology enthusiasts have long heralded the power of technology—from the printing press, to blackboards, to the laptop—to transform education. With the rapid expansion of information communication technologies around the globe, there is a high level of interest in harnessing modern technology to help advance the education status of some of the world's poorest people. However, from Pakistan to Peru and beyond, experience shows that while there are numerous examples of how technology is used to the great benefit of teachers and learners alike, there are also many cases in which it does little to impact educational processes and outcomes. A better understanding

of why and under what conditions these divergent outcomes emerge is the central aim of this study.

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

## **RESOURCE: Preventing Gender-based Violence, Building Livelihoods: Guidance and Tools Improved Programming**

**(Women's Refugee Commission)**

Women often face a trade-off between their protection and their livelihood. Most women in crisis situations actively seek to earn money, despite knowing the risks that having or earning money may bring. They need to make informed livelihood choices and to shape their livelihood options. Programs need to involve women throughout the project lifecycle-assessment and design; implementation; and monitoring and evaluation.

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

## **RESOURCE: Youth, Skills and Work Blog**

**(EFA Global Monitoring Report)**

In December 2011 the EFA Global Monitoring Report (GMR) launched [Youth, Skills & Work](#), a new blog where young people can make their voices heard on education and skills needed to get decent jobs. [Youth, Skills & Work](#) is open to young people around the world. You can [submit](#) text, a photo, a drawing, a poem, or join the conversation by commenting on what others have contributed.

The blog is actively gathering opinions from young people in preparation of the [2012 Education for All Global Monitoring Report](#), which will focus on the chronic mismatch between education systems and labour markets that plagues many regions of the world.

*This blog is available [here](#).*

## **INEE Blog Highlight: We Told the Children not to Enter**

**(Jake Scobey-Thal)**

"We told the children not to enter the building because the soldiers had weapons everywhere," an official explained as he pointed to the corner of a government office where the soldiers had stacked guns. The troops had arrived in Gueday, a small village in the Cordillera Autonomous Region in northern Luzon, Philippines, in April 2010, just before the national elections."

*To read the full blog, click [here](#).*

## **EiE News Roundup: Horn of Africa, Ethiopia, Global**

### **30 December 2011 - Horn of Africa: Horn of Africa Crisis, Situation Report No. 29 (OCHA)**

Ethiopia: Preliminary findings from the meher assessment in Somali Region indicate that most schools, although functional, are poorly staffed and lack necessary education equipment and access to water and sanitation facilities. A number of schools in Afder (14 schools) and Gode (31 schools) have been fully or partially damaged by the flooding reported in September and November 2011. Somalia: Given ongoing chronic food insecurity, 31,907 children in 318 schools receive monthly food vouchers which their families can redeem from local merchants and over 11,000 children attending all 212 education-supported CFSs receive similar vouchers or food rations. However, insecurity is hampering distribution of the remaining supplies currently held in partners' warehouses. *Full report [here](#).*

### **18 January 2012 - Ethiopia: Drought, Floods Strike Education (Ethiopian Team)**

Parts of Ethiopia are still disorder from a effects of new drought, flooding, dispute or a multiple of a three, ensuing in increasing numbers of children dropping out of school, contend officials.

*Full report [here](#).*

**25 January 2012 - Global: Gordon Brown Calls for Global Fund for Education Target (BBC News)**

Gordon Brown is making an impassioned call for the international community to make education a higher priority - and to make a co-ordinated plan to achieve universal primary education by 2015. *Full report [here](#).*

You can follow INEE on Twitter, Facebook, and LinkedIn:



You have received this email as a member of the INEE. To make changes to your subscription status, please click on the "Update Profile/Email Address" in the footer of this message.

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](http://www.ineesite.org)

If you re-print, copy, archive or re-post this message please retain this disclaimer. Quotations or extracts should include attribution to the original sources.



Donate to INEE! Help provide quality education in emergencies.