

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

15 April 2011, Vol. 2

Dear INEE Members,

Please find below the second INEE bulletin for the month of April 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 (when possible).

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

In This Bulletin

[SURVEY REMINDER: INEE priorities for cross-sectoral engagement](#)

[EVENT: Africa's Education Financing Challenge](#)

[EVENT: Global Action Week and the Lesson for All](#)

[EVENT: Global Platform for Disaster Risk Reduction](#)

[CALL FOR INFORMATION: DRR and Education](#)

[CALL FOR INFORMATION: CPWG Task Force on Advocacy](#)

[ONLINE DEBATE: WASH in schools](#)

[ONLINE COURSE: Peace Education, Theory and Practice](#)

[COURSES: Graduate Study at University of Nairobi, Kenya](#)

[COURSES: Short course at University of Nairobi, Kenya](#)

[RESOURCE: Education for All in Asia-Pacific Newsletter](#)

[BLOG POST: Climate Change Education](#)

[PUBLICATIONS: Various](#)

[MULTIMEDIA: Pakistan, Cote D'Ivoire and Somalia](#)

[EiE NEWS ROUND-UP: Somalia, Jamaica, Nepal, Yemen, Japan and more](#)

SURVEY REMINDER: INEE priorities for cross-sectoral engagement

(INEE)

INEE's priorities for cross-sectoral engagement

In its new strategic plan for 2011-2013, INEE will focus on cross-sectoral approaches through a core initiative to "promote policies, practices and programs that build stronger, more effective links between education and other sectors in humanitarian contexts."

Please share your thoughts with us about this topic through a [brief survey](#).

EVENT: Africa's Education Financing Challenge (27 Apr 2011)

(Brookings Institution)

When: April 27, 2011, 10:30 AM to 12:00 PM

Where: Saul/Zilkha Rooms, The Brookings Institution, 775 Massachusetts Ave., NW, Washington, DC

On April 27, the Center for Universal Education and the Africa Growth Initiative at Brookings will host a discussion of the state of education financing in sub-Saharan Africa. Albert Motivans of UNESCO's Institute for Statistics will present the main findings of a new report "Financing Education in sub-Saharan Africa," which focuses on the new challenges related to expanding access, equity and quality education. Shantayanan Devarajan of the World Bank and Brookings Senior Fellow Jacques van der Gaag will provide commentary, and Senior Fellow Mwangi Kimenyi, director of the Africa Growth Initiative, will moderate the discussion.

Click [here](#) for more information.

EVENT: Global Action Week and the Lesson for All (2-8 May 2011)

(Global Campaign for Education, United States Chapter)

Global Action Week, **May 2-8, 2011**, will focus on raising awareness on the plight of millions of girls and women from underdeveloped and developing countries who do not have access to quality education. GCE-US is encouraging schools, families and communities to join over 100 countries and take part in the 2011 Lesson for All activities that will culminate during Global Action Week.

Click [here](#) for more information on how you can get involved.

EVENT: Third Session of the Global Platform for Disaster Risk Reduction and World Reconstruction Conference (8-13 May 2011)

(ISDR)

When: 8 - 13 May, 2011

Where: Geneva, Switzerland

The Global Platform for Disaster Reduction was established in 2007 as a biennial forum for information exchange, discussion of latest development and knowledge and partnership building across sectors, with the goal to improve implementation of disaster risk reduction through better communication and coordination amongst stakeholders. The Global Platform is managed by the UN International Strategy for Disaster Reduction.

For more information on how to register, programme information (including time schedules and short descriptions of all planned events), visit the [GP11 website](#).

CALL FOR INFORMATION: DRR and Education in West and Central Africa

(UNICEF)

The UNICEF West and Central Africa Regional Office (WCARO) is conducting a mapping

exercise of **disaster risk reduction (DRR) for, in, and through education** activities in West and Central Africa. The scope of this exercise includes disaster risk reduction, climate change adaptation, environmental education and education for sustainable development activities. INEE members who are involved in such activities are invited to contact Benoit d'Ansembourg at benoitdalsembourg@yahoo.co.uk.

CALL FOR INFORMATION: CPWG Task Force on Advocacy

(Task Force on Advocacy of the global CPWG)

The Task Force on Advocacy of the global level Child Protection Working Group (CPWG) is working on developing reactive advocacy materials to support field based child protection (CP) clusters, particularly in sudden onset situations when 'off the shelf' child protection messages can give you a headstart in the process of developing context specific ones. We are keen to ensure that in doing this, we make the best use of the many pre-existing resources that colleagues have already developed for their contexts.

To this end, please send to Alice Farmer (alice.farmer@nrc.ch), of NRC, who is leading on this, any inputs on the following two points, by **April 30th**.

Building a library: We would be very grateful if you could share any country-specific or situation-specific messaging you have developed in your agency / context that might contribute to a library of messaging on child protection issues?

Identifying field reviewers: Please do let us know if you are interested in helping to review our generic messaging once produced, and / or send through contacts of colleagues based in the field who are interested in doing so.

If you have any questions, please contact Alice or Misty Buswell at misty@savethechildren.ch.

ONLINE DEBATE: WASH in Schools

(IRC and UNICEF)

From 7 April to 6 May 2011 IRC and UNICEF are organising a web-based debate on four topics around what we can do to improve [water, sanitation and hygiene \(WASH\) in schools](#) in the developing world. Right now less than half of all primary schools have access to safe water and just over a third have adequate sanitation in countries where data are available.

Outcomes of this discussion will feed into a European Call for Action on WASH in Schools that is scheduled on 24 and 25 May in The Hague. The international [Call to Action for WASH in Schools campaign](#) was launched in 2010 calling on decision-makers to increase investments and on concerned stakeholders to plan and act in cooperation, so that all children go to a school with child-friendly water, sanitation and hygiene facilities.

To join the debate, please visit the website [here](#).

If you have not already signed up for the debate please follow the instructions below:

1. Create your own CreateDebate user name and password
2. Add your argument for or against the statement

ONLINE COURSE: Peace Education, Theory and Practice

(University for Peace)

The upcoming Online Course "**Peace Education; Theory and Practice**" will be held on **April 18 - June 17, 2011**. This is a great opportunity for students who would like to explore Peace Education with experts in the field. This course seeks to provide a critical overview of key ideas, concepts and analytical perspectives on peace education that have been manifested in diverse institutional, community, grassroots initiatives and programs in both North and South contexts.

More details, including an informational video, is available [here](#).

COURSE: Graduate Study on Education in Emergencies at the University of Nairobi, Kenya

(University of Nairobi, Kenya)

The University of Nairobi, with technical support from the International Rescue Committee (IRC) and financial support from Unbound Philanthropy and the Humanitarian Aid department of the European Commission, is offering a [Master of Education degree with a specialization in Education in Emergencies](#).

Through the Master of Education (M.Ed.) degree program in Educational Administration and Planning at the University of Nairobi's School of Education, students have the opportunity to specialise in Education in Emergencies. The graduate program aims to develop human resource capacity among enrolled students and education practitioners working in East Africa in order to prepare them to provide quality education programming in emergency and post-crisis settings in developing countries.

Applications for admissions for the academic year that begins in October 2011 are due on 30 April 2011.

For a detailed overview of the program, including admissions criteria, tuition, and application procedures, click [here](#). For more information, please contact: Mary Mendenhall, Ed.D., Academic Consultant, International Rescue Committee, mary.mendenhall@rescue.org

COURSE: Short Course on Improving Education Quality at the University of Nairobi, Kenya

(University of Nairobi, Kenya)

The University of Nairobi, with technical support from the International Rescue Committee (IRC) and financial support from Unbound Philanthropy and the Humanitarian Aid department of the European Commission, is offering a short study course on [Improving Education Quality through Early Grade Reading](#).

The University of Nairobi will offer a 4-day short course from June 7-10, 2011 at the School of Education. This short course will expose participants supporting education in emergency or crisis situations and other educational professionals to basic competencies and skills that children in the lower classes of primary education should acquire to enable them to read and enjoy lifelong learning. Participants will be introduced to a set of assessment tools, also referred to as the Early Grade Reading

Assessment (EGRA), that will diagnose the problems children may have in reading quickly and proficiently. The course will further provide an opportunity to learn more about the challenges in administering EGRA using examples from Kenya, Ethiopia and other countries, and participants will learn how results of EGRA have been used to improve reading among children in these countries.

Short course applications are due by 6 May 2011.

For more details including course description, objectives, agenda, fees and application procedures, click [here](#). For more information, please contact: Mary Mendenhall, Ed.D., Academic Consultant, International Rescue Committee, mary.mendenhall@rescue.org

RESOURCE: Education for All in Asia-Pacific Newsletter

(UNESCO Bangkok)

The Education Policy and Reform Unit has launched an EPR E-Newsletter to keep in touch and build networks with professionals in education sector. It is hoped to be a channel for knowledge and information exchange on education policy and reform among the professionals, keeping them informed of what's happening in the field of education policy and management in the Asia and Pacific region, not only from the sector-wide perspective, but also in those critical to the crossroads of learning and life-such as secondary education as well as technical and vocational education and training.

To sign up for the newsletter and access the February 2011 issues, click [here](#).

BLOG POST: Climate change education can reduce disaster risk and ensure sustainable development

(Allison Anderson, Education for All Blog)

Global experience shows that investments in climate change education, including disaster risk reduction, can change human perceptions and patterns of behavior that reduce the risks and costs of disasters. For example, safe school sites can be selected through participatory risk assessments, ensuring schools are climate-proofed and multi-hazard resilient. Schools can implement school disaster management involving students, teachers and community members in practicing early warning, simulation drills, and evacuation for expected and recurring disasters. At an individual level, climate change teaching integrates not only disaster risk reduction and preparedness but also climate literacy, environmental stewardship, education for sustainable lifestyles and consumption, and green technical and vocational education.

To read the full blog post, including a case study on the Philippines, click [here](#).

PUBLICATIONS

(ActionAid and DFID)

[Good Practices and Lessons Learned: Disaster Risk Reduction Through Schools](#)

(Gautum, D. et al; ActionAid Nepal/DSSRP; December 2010)

In early 2006, the 'Disaster Risk Reduction through Schools Project (DRRSP)', project was designed to run for three-and-a-half years with funding from the Department for International Development (DFID). This multi-country project was designed by ActionAid International to reduce people's vulnerability to natural disasters and to contribute to the implementation of the Hyogo Framework for Action (HFA) by making schools in high-risk areas safer, enabling schools to act as

a locus for disaster risk reduction, and engaging the education sector in the HFA. This report carefully documents ten good practices and lessons learnt from the project in Nepal and gives a clear overview of how they evolved

(Social Science & Medicine)

[The Effect of Maternal Tetanus Immunization on Children's Schooling Attainment in Matlab, Bangladesh: Follow-up of a Randomized Trial](#)

(Canning, D. et al; *Social Science & Medicine*; Article in Press, Accepted Manuscript; available online 24 March 2011)

We investigate the effects of antenatal maternal vaccination against tetanus on the schooling attained by children in Bangladesh. Maternal vaccination prevents the child from acquiring tetanus at birth through blood infection and substantially reduces infant mortality and may prevent impairment in children who would otherwise acquire tetanus but survive. We find significant schooling gains from maternal tetanus vaccination for children whose parents had no schooling, showing a large impact on a small number of children. Our findings make a case for investments in maternal tetanus vaccination as a method of improving schooling and eventual economic outcomes.

(World Bank Human Development Perspective Series)

[Making Schools Work: New Evidence on Accountability Reforms](#)

(Bruns, B. et al; *World Bank Human Development Perspective Series*; February 2011)

This book is about the threats to education quality in the developing world that cannot be explained by lack of resources. It reviews the observed phenomenon of service delivery failures in public education: cases where programs and policies increase the inputs to education but do not produce effective services where it counts - in schools and classrooms. It documents what we know about the extent and costs of such failures across low and middle-income countries. And it further develops the conceptual model posited in the World Development Report 2004: that a root cause of low-quality and inequitable public services - not only in education - is the weak accountability of providers to both their supervisors and clients.

(World Bank, Directions in Development: Human Development Series)

[Rethinking School Health: A Key Component of Education for All](#)

(Bundy, D.; *World Bank, Directions in Development: Human Development Series*; February 2011)

School health and nutrition programs can contribute to achieving the goals of the Education for All initiative (EFA) by helping children enroll on time, complete their education, and realize their cognitive potential. Achieving these goals depends on reaching the children most in need. One strong feature of school health and nutrition programs is that they benefit the poor, sick, and hungry children far more than better-off children. However, poor children can only benefit if the programs reach them. This book describes how schools have been used as a platform for delivering safe and simple health and nutrition programs to even hard-to-reach children in low-income countries.

MULTIMEDIA: Pakistan, Cote D'Ivoire and Somalia

(UNICEF)

The floods of the Indus River basin in **Pakistan** have damaged approximately 10,000 schools, of which more than a third was completely destroyed. Thousands of families have moved to areas where UNICEF has set up temporary learning centres (TLCs) to assure children education continues despite natural disasters. UNICEF's Malcolm Brabant reports on changing attitudes towards education for girls in rural Pakistan. Click [here](#) to read the article and see the video.

In **Cote d'Ivoire**, more than 800,000 children are finally resuming their studies. Due to the on-going political conflict, many schools closed or were occupied by displaced people who sought shelter from the violence. Jennifer Hofmann, UNICEF education specialist, talks about the organization's efforts to reopen schools for children despite the intensifying political crisis in Côte d'Ivoire. Click [here](#) to read this article and listen to the audio.

UNICEF's Denise Shepherd-Johnson reports on a programme in **Somalia** that is helping Somali

girls cope with gender discrimination and stay in school during their teenage years. Click [here](#) to watch the video.

EiE NEWS ROUND-UP: Somalia, Jamaica, Nepal, Yemen, Japan and more

28 March 2011 - Mobile classes give nomadic children their first taste of school (UNICEF)

In Northwest Somalia "Somaliland", a new scheme has introduced mobile classrooms - where blackboard and teacher travel with the children to dry weather pastures - or schools where pupils can come and go without being forced to start schooling afresh each time. The project, Flexible Approaches to Basic Education, is implemented by Africa Educational Trust in partnership with UNICEF, and funded by the UKaid from the Department for International Development.

Full article [here](#).

05 April 2011 - Finally, the Charter of Rights (Jamaica Observer)

After 16 years of debate inside and outside of Parliament, legislation for the Charter of Fundamental Rights and Freedoms, which will replace Chapter III of the Constitution, has been approved by Parliament. ... The most fundamental of the rights enshrined in the charter is the right of every child who is a citizen of Jamaica to public-funded tuition in a public educational institution at the pre-primary and primary levels. The absence of this right previously has contributed to the social disorder of the country. Too many children are out of school and this adds to the high level of illiteracy in the country.

Full article [here](#).

05 April 2011 - Quake drill over, Himalayan schools shaken real-time! (Prevention Web)

The Annual Tibetan School Shake-Out' (earthquake drill) happened on April 4 in the Tibetan schools of the Indian Himalayan region. The drill is an annual event executed each April 4 since 2009 to commemorate the Kangra Earthquake of 1905, which killed over 19,000 people. Approximately, 17,500 students and teachers have attended this year's drill.

Full article [here](#).

05 April 2011 - Yemen: Children killed, traumatized by upsurge in violence (Relief Web)

Many Yemeni children have been affected by the violence that has accompanied nationwide protests which began in February against the rule of President Ali Abdullah Saleh. School heads are concerned the escalating violence is adversely affecting not only students' attendance, but behaviour and performance as well. "Children are becoming more aggressive and have a higher tendency to fight," Jamila al-Mujahid, principal of the Sana'a-based Muadh Ibn Jabal School, told the UN Children's Fund (UNICEF).

Full article [here](#).

06 April 2011 - Japan quake's youngest victims cope through play (CNN)

World Vision has created a "child-friendly space," a program that the organization has replicated around the world, for children to help each other. High school students volunteer to help pick teams for cops and robbers and teach children soccer skills.

Full article [here](#).

06 April 2011 - Schools and students face uncertain future in Japan (CNN)

Students in many districts across Japan brushed off their uniforms and shouldered their bookbags for the first day of the new school year on Wednesday. But while most were worried about meeting their new teachers or what their class schedules might be, some were facing the threat of nuclear contamination or the loss of former classmates.

Full article [here](#).

11 April 2011 - Aid spending should target conflict, World Bank urges (BBC)

[In a report released on Monday](#), the World Bank says that there should be far more focus on building stable government, and on justice and police, than on health and education. The report says if there is not a major refocusing of aid in this direction, then other targets on poverty, health and education will not be reached.

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