

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

01 April 2011, Vol. 1

Dear INEE Members,

Please find below the first 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

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REMINDER: INEE Anniversary Photo Contest -- submit your photos!!

(INEE)

We are thrilled that many INEE members worldwide have already submitted stunning photos for [INEE's 10th Anniversary Photo Contest: Capture INEE!](#)

This is a friendly reminder that the **deadline for submitting photos is Sunday, 3 April**. Don't miss the opportunity to share your view on education in emergencies and post-conflict/post-disaster situations with INEE members.

Submit your photos in the following categories.

- Community participation
- Learning environment
- Teachers/Teaching
- Students/Learning
- Other/General Education in Emergencies and Post-Crisis Settings

Click [here](#) to enter the photo contest by Sunday, April 3.

Call to vote for top photos

INEE invites INEE members worldwide to **vote for your top photos from April 3 to April 6, 2011**. The winning photo from each category will be announced and featured at the 10th Anniversary reception in London on April 12, 2011. Photographers and photos will also be featured on [INEE's Anniversary blog](#) in the coming months. Click [here](#) to experience aspects of education in emergencies through the eyes of your colleagues and vote for your favorite photos.

EVENT: INEE 10th Anniversary Reception

(INEE)

When: Tuesday, 12 April 2011, from 16:00-18:00

Where: London

You are cordially invited to the INEE 10th Anniversary Reception, which will take place in conjunction with the Launch of INEE and Education Cluster 2011 - 2013 Strategic Plans on April 12th in London. The winning photos from INEE's 10th Anniversary Photo Contest will be exhibited along with the photographers' profiles. To receive more information and to R.S.V.P. please send a message by April 8 COB to Anna Seeger at anna@ineesite.org.

More information about the event and INEE's anniversary available [here](#).

EVENT: Education in Emergencies Course in India

(UNICEF, RedR, and INEE)

Recognizing that children in emergencies have an equal right to education as any other child in a normal situation, UNICEF and RedR, in collaboration with other partners, are offering a training of trainers (ToT) course that will cover a wide spectrum of issues related to education in emergencies, with special focus on the INEE Minimum standards.

This course responds to a growing need in India for education in emergencies interventions, and it is designed to build the capacity of humanitarian workers in this sector and influence policy makers.

The course will be conducted from **13-17 June 2011**. The venue for the training will be in India, with the exact location to be decided soon.

More information is available [here](#).

EVENT: Launch of the revised Sphere Handbook

(Sphere and IFRC)

When: Thursday, 14th April 2011, from 15:30-17:00hrs, followed by an apéritif.

Where: Varembe Conference Centre - Room A (rue de Varembe 9-11, Geneva, Switzerland)

The International Federation would like to invite you to the launch of the revised Sphere Handbook: *Humanitarian Charter and Minimum Standards in Humanitarian Response*. The launch of the 2011 edition of the Sphere Handbook is an enormously significant event for the humanitarian world at large. The Handbook is a concrete expression of the continuing commitment to quality and accountability within the sector, as well as the result of an unprecedented collaborative process involving hundreds of actors, both individuals and organizations.

More information on the event is available [here](#).

EVENT: Brookings Institution report launch

(Brookings Institution)

Report Launch: Harnessing Corporate Philanthropy to Educate the World's Poor

When: April 6, 2011

Where: Falk Auditorium, The Brookings Institution 1775 Massachusetts Ave., NW Washington, DC

A new report by the Center on Universal Education at Brookings examines how multinational companies currently engage in funding global education and the rationale behind these investments based on research, surveys and interviews of U.S. companies and their corporate philanthropy leaders. The report highlights the amount, themes and geographic focus areas of corporate contributions and the underlying motivations driving contributions to education in developing countries.

On April 6, the Center for Universal Education will host the launch of its new report. The discussion will focus on finding opportunities for the global education community to work with the private sector to improve the impact of their investments, as well as how companies can best use their investments to improve both business and social outcomes.

More information available [here](#).

CALL FOR PAPERS: 2011 World Conference on Humanitarian Studies

(World Conference on Humanitarian Studies)

The Second World Conference on Humanitarian Studies, organized by the International Humanitarian Studies Association (IHSA) and hosted by Tufts University, Medford, USA (in collaboration with Harvard University, Columbia University and the Social Science Research Council) is seeking papers. You may apply directly to any of our scheduled panels, or you may submit a paper that falls under one of the conference's broad themes, including "Emerging from Protracted Crisis", "Innovations in Humanitarian Practice" and many more.

More information on the various panels and how to submit papers is available at the conference website [here](#).

CALL FOR APPLICATIONS: UNHCR's Policy Development and Evaluation Service (PDES)

(UNHCR)

UNHCR's Policy Development and Evaluation Service (PDES) invites applications to its 2011

Small Grants Programme. The purpose of the programme is to encourage and enable original research and writing to be undertaken on refugee, displacement, migration and humanitarian issues and situations that are closely related to UNHCR's mandate and operational activities.

The maximum amount payable under this programme is \$7,500, for projects that can be completed within a maximum of six months and which result in the preparation of a 20-40 page paper that can be published in the PDES working paper series 'New Issues in Refugee Research'.

To apply for a grant under this programme, please submit (1) a one-page project proposal, (2) an indicative budget, (3) a CV and (4) a writing sample, to hqpd00@unhcr.org, with 'Small grant' in the subject line. Applications that do not conform to this format will not be considered.

The application period closes on **31 May 2011**.

CALL FOR SUBMISSIONS: Being young and out of place (FMR)

(Forced Migration Review)

Being displaced involves not just a change of physical location but a dislocation of many aspects of normal life. Families are divided (often leaving young people with new responsibilities), social relations are broken, education is disrupted, and access to places of worship, places of burial and other social spaces is no longer possible. But life goes on and, whether displaced into a camp or into an unfamiliar urban environment, someone who is forcibly displaced has to try to find ways to re-create what is lost or to find substitutes for it.

The FMR editors are looking for practice-oriented submissions, reflecting a diverse range of opinions but focusing on situations of forced displacement.

Deadline for submission of articles: 17th October 2011

Full details [here](#).

REPORT: On the road to resilience. Capacity development with the Ministry of Education in Afghanistan

(UNESCO IIEP)

States affected by conflict are far from achieving the Education for All goals, and 'capacity development' is frequently proposed as the solution to their difficulties. This report investigates the challenges that war-torn Afghanistan faces in rebuilding its education sector. Case studies of capacity development partnerships between Afghanistan's Ministry of Education and two UN agencies, an NGO consortium, and an education donor, explore efforts to strengthen the country's education system. Based on the case studies, a number of key lessons are highlighted, including the importance of high-level political backing, taking time to build trusting partnerships, focusing on institutional development, putting process and procedures before products, and sustaining education aid in order to achieve national development objectives. Chapter 9 in particular focuses on Inclusive Education.

Download the report [here](#).

JOMTIEN STATEMENT: Tenth Meeting of the High-Level Group on EFA

(UNESCO)

Some 40 global leaders attended the Tenth Meeting of the High-Level Group (HLG) on Education for All (EFA) from 22 to 24 March in Jomtien, Thailand. Jomtien was the site of the historical 1990 World Conference on Education where the EFA movement was launched. Two decades on, the aim of providing quality basic education for all children, youth and adults remains a major

challenge.

Excerpt from the Statement: 7. *We can no longer turn a blind eye to the urgent need to protect education in conflict-affected and disaster-affected countries. Schools are targeted by combatants, and schoolchildren, especially girls, and female teachers, are particularly vulnerable in violent conflict situations. More effective monitoring systems in regard to human rights violations affecting education are required. Education can also play a significant part in building peace in fragile contexts when it communicates tolerance and mutual respect. We therefore appeal to the international community to support education in conflict situations and fragile contexts as an integral part of humanitarian assistance and reconstruction, and to give it far greater priority in financing requests and delivery.*

Read about the meeting and download the statement [here](#).

VIDEO: Education - An Enduring Causality of War

(UNICEF)

The most recent Education in Emergencies video from UNICEF focuses on Sierra Leone. The video discusses how healing the wounds from the war is far from over, but through a gradual improvement in education, a new generation of children are growing up with hope for a better future.

To view the video, please visit:

<http://www.educationandtransition.org/resources/education-an-enduring-casualty-of-war/>

EiE NEWS ROUND-UP: Japan, Cote d'Ivoire, Egypt, El Salvador, Gaza, Pakistan, Ghana, and more

01 March 2011 - Which countries spend more on arms than primary schools? (Guardian)

As the UK reviews its foreign aid we take a look at the countries in conflict and what this means for local children and their education. More than 40% of the world's out-of-school children live in countries affected by conflict. That's just one of the findings in a new UN report on the state of education, out today.

Full article [here](#).

09 March 2011 - Children struggle to access basic education as schools remain closed in Côte d'Ivoire (UNICEF)

Since last November's disputed presidential election, many schools in Côte d'Ivoire have remained closed. There are now nearly 800,000 children waiting to get back to learning.

Full article [here](#).

10 March 2011 - El Salvador implements the INEE Minimum Standards (Plan)

The Ministry of Education of El Salvador, with support from Plan and INEE, has launched the Minimum Standards for Education: Preparedness, Response, Recovery, "to promote a secure life for girls and children affected by storm Ida." With the inclusion of the Minimum Standards for Education in Emergencies, both Plan and the Ministry of Education seeks to provide schools in the country with an educational response that meets world standards, and provide a tool to ensure that the education of girls and young teenage children affected by disasters is not interrupted, but is retained in environments that ensure the protection of children.

Full article [here](#).

10 March 2011 - Pakistan declares education emergency (World Education Blog)

Kicking off a campaign aimed at making March "the month that Pakistan talks about only two things: education and cricket", a government commission has painted a damning picture of the country's education system whose poor progress towards global learning goals has been

documented in the Education for All Global Monitoring Report. As the Pakistani newspaper Dawn and BBC News reported yesterday, the Pakistan Education Task Force says the country "is in the midst of an educational emergency with disastrous human and economic consequences."

Full article [here](#).

10 March 2011 - USAID-Ghana partners Ministry of Education on E-Reader study project (Ghana News Link)

USAID-Ghana has partnered with Worldreader, a non-profit organization, and the Ghana Ministry of Education to support the iREAD program, providing 500 students and their teachers in six schools across three grade levels e-reader devices with access to an enormous selection of digital books, including core local textbooks, Ghanaian storybooks, and international children's literature. E-reader is a portable electronic device designed primarily for the purpose of reading digital books and periodicals and using e-ink technology to display content on a non-back-lit screen. Materials can be ordered and downloaded using Wi-Fi, USB and/or mobile connectivity.

Full article [here](#).

14 March 2011 - Learning from Japan: Promoting Education on Climate Change and Disaster Risk Reduction (Brookings Institution)

Over the years, Japan has spent billions of dollars developing advanced technology against earthquakes and tsunamis and designing buildings to withstand the impact of waves. These proactive precautions by development and contingency planners in Japan have reduced disaster risk, minimizing material damage and loss of life. The Japanese are also prepared to quickly react to quakes and tsunamis due to a highly-developed public education program. It is important to emphasize here how education and schooling can play such a significant role in preparing citizens for such catastrophic natural disasters.

Full article [here](#).

16 March 2011 - OPT: Blockade Frustrates Gaza Students (IRIN)

The next generation in the Gaza Strip may be less educated, less professional and perhaps more radical because an Israeli blockade has restricted educational and employment opportunities, say UN and other sources. The four-year blockade has particularly affected youths aged 18-24, limiting access to higher education, academic exchanges and professional development, says Gaza's education ministry. About 65 percent of Gaza's 1.6 million people are under 25, according to UN estimates."

Full story [here](#).

21 March 2011 - Ensuring Education Leads to Learning: The Task Ahead for the Education for All Goals in the Developing World (Brookings Institution)

On Tuesday, March 22, education leaders from around the world will meet in Jomtien, Thailand to discuss the progress of education across the globe. This 10th meeting of the Education for All High-Level Group marks two decades of concerted global effort to improve educational attainment, particularly in the world's poorest countries. The discussions celebrated the development of the Education for All (EFA) movement, which began in Jomtien in 1990, and has led to six widely shared, time-bound goals for meeting the learning needs of all by 2015.

Full article [here](#).

22 March 2011 - UK Renews Pledge of £100 million for EFA FTI, Challenging other Donors to Match Funds (EFA Fast Track Initiative)

On the eve of the Education for All High-Level Group Meeting in Jomtien, Thailand, the British government renewed its commitment to offer up to £100 million (or US\$ 163 million) to the Education for All - Fast Track Initiative (FTI). The EFA FTI is an international partnership dedicated to ensuring quality basic education for all children. With this support, the United Kingdom's Department for International Development (DFID) is challenging other donors to match these funds to help finance primary and lower secondary education in the 44 developing countries supported by the FTI partnership.

Full article [here](#).

24 March 2011 - In Japan, parents try to go on: 'My child should come home to me' (CNN)

With so much work to do for these parents there's no time to think about grieving, says aid

organization Save the Children. The nonprofit group hopes to ease the onslaught of trauma, by setting up "child-friendly spaces" at evacuation centers up and down the northern Japan coastline. As the name suggests, it's a simple place that's friendly to children and their needs. Primarily, it's a place to play...

Full article [here](#).

28 March 2011 - Japan: Giving kids something to smile about / Teachers, organizations try to bring some joy to children taking shelter in disaster zone (The Daily Yomiuri)

...Their school was pummeled by the devastating tsunami on March 11. Two weeks have passed since the disaster, but many children, who now have to stay in evacuation centers, are having trouble accepting the death of relatives and friends. Some are too depressed to talk about what they are going through. ...Meanwhile, a playset named "Hako no Naka no Yochien" (kindergarten in a box), which contains 37 different toys and was donated by UNICEF, was delivered Friday to Hebbita Primary School in Ishinomaki, where about 570 people are taking shelter.

Full article [here](#).

30 March 2011 - Japan: OCHA Earthquake & Tsunami Sit. Report No. 15

Education issues highlighted: Schools in the three worst affected areas are facing tremendous challenges to resume their classes for the start of the academic year in April. Approximately 1,700 public schools have been damaged by the earthquake/tsunami in Iwate, Miyagi and Fukushima Prefectures. This represents about 70 per cent of schools in the area. Another 345 schools are being used as evacuation centres. On top of this, many school teachers have died or are still missing and most school supplies and text books have gone. Universities are also affected as they are also being used as evacuation centres or were damaged. The US Forces have also started to remove debris in six schools in Ishinomaki-city, Miyagi, in order to allow the schools to carry out the postponed entry examinations and resume their classes as soon as possible.

Full report [here](#).

31 March 2011 - Egypt: modern teaching practices engaging new students (Creative Associates International)

Safaa is 15 years old and lives in the small village of Abou Harb, 50Km north of Menia. Dropping out of school at 10 years old, she had received little education, and was intimidated by teacher attitudes. "I believe the school environment was the main reason I dropped out. Mainly, I didn't feel that I was learning anything. Teachers preferred using force and intimidation instead of listening to the students. I wasn't able to understand a thing during class, and was constantly so scared."

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