

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

Dec 2010, Vol. 2

Dear INEE Members,

Please find below the second INEE bulletin for the month of December that 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 also like to encourage you to share any helpful resources and information that you encounter with the INEE Secretariat 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 helpful.

Sincerely,

INEE Secretariat

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CALL FOR PAPERS: Voice of Teachers Peace Education

(Voice of Teachers)

Deadline: January 31, 2011

Voice of Teachers journal has a call for research papers on Peace Education. In keeping with the key peace education principles of embracing inclusivity, diversity and creativity, they encourage a wide variety of submissions from peace education practitioners, educators, writers, theorists, and researchers. Possible contributions include scholarly research and reports, professional

development materials, lesson plans, personal reflections and narratives, creative writing, multimedia resources, book reviews, and visual art.

If interested in submitting work for possible inclusion in this upcoming issue of the Voice of Teachers, please use the following [online form](#). Please ensure that your submission does not include your name or professional affiliation.

CALL FOR PAPERS: Higher Education of Refugees

(Refuge)

Deadline: December 31, 2010

For its special issue on higher education of refugees, Refuge invites all submissions that relate to the opportunities for refugee youth to access higher education. In particular, they are interested in empirical and theoretical papers dealing with the following issues: social, political, and economic situations of refugee youth and relationships to educational supply (including, among other issues, involvement in the labour market and military recruitment); inequalities in the provision of education between regions and between refugees and nationals and impact on in/security and long-term development in the region; and the political and technical dimensions of pedagogy with mobile populations. They also welcome shorter contributions (~3000 words) of 'best practice' case studies on the development and implementation of higher education programmes in refugee situations.

For more information on how to submit a paper, visit the website [here](#).

CALL FOR FEEDBACK: Inter-agency Principles on Child Friendly Spaces

(Education Cluster)

Deadline: December 22, 2010

In recent months the Education Cluster, INEE members, Child Protection Working Group and Mental Health and Psychosocial Support Reference Group, have come together to develop and review a set of Inter-agency Principles on Child Friendly Spaces. Before final endorsement of the principles we would like INEE members to please provide comments on points or issues that you feel strongly about no later than **22 December 2010** (to sra@tdh.ch) so that the principles can be finalized and circulated by early next year.

In 2011, a second phase of the project will begin which includes widespread dissemination for field testing purposes and more concentrated field testing in selected sites. Should you have any questions or concerns please do not hesitate to contact Sabine Rakotomalala (sra@tdh.ch).

Download the principles on Child Friendly Spaces [here](#).

RESEARCH STUDY: Feasibility Study on a Global Monitoring System for Protecting Education from Attack

(Education Above All)

Education Above All has commissioned a feasibility study to explore and clarify the multitude of issues related to monitoring attacks on education. The study will also identify relevant international and national actors, analyze the monitoring capacity of institutional stakeholders, and offer recommendations on how to strengthen the monitoring of and reporting on attacks and related matters, including programmatic and legal actions for prevention and response. A workshop will be

held in New York in **April 2011** to discuss the preliminary results of the study and to plan the remainder of the research.

INEE members are invited to email contact@educationaboveall.org to learn more about getting involved in the feasibility study and to register interest in attending the April workshop.

For more information on the study and how you can become involved, click [here](#).

REPORT: Attacks on Teachers and Schools in Balochistan Province

(Human Rights Watch)

Militant groups in Pakistan's Balochistan province should immediately stop killing, threatening, and harassing teachers and other educators, Human Rights Watch said in a recently released 40-page report, "Their Future is at Stake: Attacks on Teachers and Schools in Pakistan's Balochistan Province." The report documents the killing of at least 22 teachers and other education personnel by suspected militants between January 2008 and October 2010. Based on interviews with teachers, students, victims' families and friends, and government officials in Balochistan, the report describes these attacks and their consequences for the quality of education in the province.

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

REPORTS: Education on Hold

(Child Rights Information Network)

Displacement lasts 20 years on average. This means displaced children's education cannot wait until solutions are found. To address this issue, the Internal Displacement Monitoring Centre (IDMC) at the Norwegian Refugee Council has issued two briefings on displaced children's right to education.

This paper introduces a series of case studies looking at education for IDPs. It examines the international human rights legal framework for guaranteeing their education, focusing on issues such as non-discrimination. The paper also focuses on two factors that affect displaced children's ability to exercise their right to education in Turkey: poverty and discrimination.

Read the report [here](#).

REPORTS: The Work of the Education Cluster in Haiti AND Involving Children in Post Disaster Needs Assessment

(Humanitarian Exchange Magazine)

In relation to more obvious lifesaving sectors such as food, shelter and health, education typically struggles to achieve visibility and funding within an emergency response operation. In the aftermath of the earthquake in Haiti, however, education was accorded a surprisingly high priority. Given the scale of the disaster and the size and complexity of the humanitarian response that followed, the Global Education Cluster conducted a lessons learned exercise to reflect on and learn from the experience in Haiti during the first three months after the earthquake.

This [article](#) summarizes the main points, with a particular emphasis on coordination.

Post Disaster Needs Assessments (PDNAs) are meant to ensure that both the needs and the opinions of everyone affected by and responding to a disaster are taken into account. While it is widely accepted that those directly affected should be heard, and many agencies have developed

strategies and tools to allow this, it is rare that children and young people - who often comprise more than half of an affected population - are consulted.

This [article](#) shows that children and young people can offer very valuable perspectives, and should be formally included in PDNAs.

REPORT: Psychosocial Assessment of Education in Gaza

(UNESCO oPt)

UNESCO oPt recently commissioned a comprehensive report on the psychosocial impacts of the war and blockade on learners and on the overall education system in Gaza. The data collected reveals that despite showing impressive resilience in the face of enormous burdens, the psychosocial impacts facing the education system are sufficiently powerful and pervasive that, if left unaddressed, could undermine the functionality and resilience of the education system in Gaza. Symptomatic of this was evidence of increased violence in schools; higher levels of absenteeism and drop out; and declining academic performance.

Download and read the report [here](#).

REPORT: Global Children's Survey Finds What Children Want Is An Education

(ChildFund Alliance)

Most children across the world say that if they were given any sort of money, their goal would be to improve education by building schools, providing school supplies and increasing access to education for all children. These findings are taken from the ChildFund Alliance global children's survey, "Small Voices, Big Dreams", released in recognition of Universal Children's Day (20 November). The survey polled 3,000 children aged 10 to 12 from 30 developing countries across the world - from Afghanistan to Zambia - as well as 300 children from New Zealand, Australia and the United States.

To read more about the results of the survey, click [here](#).

FILM: Youth Zones - Voices from Emergencies

(UNFPA and The Women's Refugee Commission)

Earlier this year, INEE shared the preview of the film "YOUTH ZONES: Voices from Emergencies." **The film is now available online at <http://governessfilms.com/youthzones/>.**

YOUTH ZONES documents the voices of young people affected by conflict and natural disaster. Emmy Award-winning filmmaker Lisa Russell, accompanied by spoken word poet Luke Nephew and youth activist Chernor Bah, facilitated discussions and conducted creative writing and poetry workshops with youth from Liberia, Colombia, Lebanon, Northern Uganda and New Orleans, U.S. YOUTH ZONES profiles youth who work as educators, peace activists, healthcare assistants and drama mentors in an effort to rehabilitate their communities after emergencies.

NEWS and PODCAST: Winter in Pakistan

(UNICEF)

More than four months after the most devastating floods in Pakistan's history, UNICEF warns that winter will worsen the threats against affected children who already suffer high rates of acute respiratory infections and malnutrition. **For more information, click [here](#)**

UNICEF has also released a new progress report on the children of Pakistan that highlights critical priorities including meeting the needs of those still displaced by the floods, shifting focus to returning populations, and being prepared for the upcoming winter months. **Click [here](#) for the full report.**

Muqaddisa Mehreen, UNICEF Education Specialist in Pakistan, has also contributed an interview discussing the situation on the ground 100 days after the floods. **To listen to the podcast, click [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 Coordinator for Network Services 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