

Inter-Agency Network for Education in Emergencies

Bi-Weekly Bulletin 1 December 2011

Dear INEE Members,

Please find below the first INEE bulletin for the month of December 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.

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.

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

Sincerely,
INEE Secretariat

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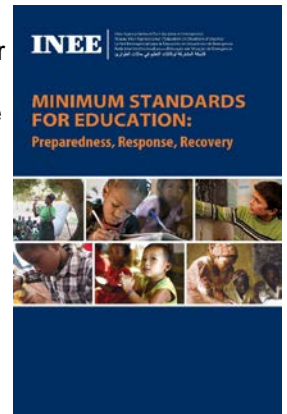
INEE Minimum Standards Assessment-Take the Survey!

(INEE)

The [INEE Working Group on Minimum Standards](#) is conducting a large-scale assessment on the use of the [INEE Minimum Standards](#). The INEE Secretariat would love to hear about your experience! The assessment findings will be carefully reviewed by the INEE Working Group and will inform future work on the INEE Minimum Standards. The assessment findings will be shared with the INEE members in Spring 2012.

Take the Survey! Share your experience with the Minimum Standards in 15 minutes!

- [English](#)
- [Arabic](#)
- [French](#)
- [Portuguese](#)
- [Spanish](#)



Please fill in the entire survey. If you don't have time to fill in the survey now, please fill it in later. If you wish to share more about your experience using the Standards, please contact Tzvetomira Laub (tzvetomira@ineesite.org) or Jessica Alexander (jessica@ineesite.org).

EVENT: Secondary Education: The Next Global Challenge

(The Brookings Institution)

When: 6 December 2011, 9:00 AM - 11:00 AM
Where: The Brookings Institution, Washington DC, US

Secondary education is the next great challenge for global education, as relevant post-primary learning opportunities are essential for combating poverty and thriving in today's societies. The Center for Universal Education will host a panel discussion on how to improve post-primary learning opportunities and outcomes over the coming decade, with particular attention to the next global development agenda.

More details available [here](#).

PUBLICATION: Newsletter on Development Programmes and Projects in Education

(Republic of Serbia - Ministry of Education and Science)

It is our pleasure to inform you that with the merger of the Ministry of Education and the Ministry of Science and Technological Development, the structures working on development programs and project have been significantly strengthened, a new sector for European integration and development and research programs and projects in education and science was established under the jurisdiction of the Assistant Minister Snezana Pajovic, PhD. By establishing this sector, we have ensured more efficient distribution of work and facilitated cooperation between projects. Also, the number of areas for project development has been increased thus ensuring holistic impact.

The newsletter is available [here](#).

PUBLICATION: IIEP in Action 2010 - 2011

(UNESCO IIEP)

In light of the issues that affect children and education worldwide, IIEP's role is even more necessary. "Stakes of peace and development today lie precisely in education [...]" (Irina Bokova, 25 October 2011). Better education and better learning, shared values are the foundations for people to live together in a world in a better future. We are proud that over the past two years, we have succeeded in many regions to find new ways to improve the schooling of millions of boys and girls.

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

PUBLICATION: At What Age... Are School Children Employed, Married and Taken to Court?

(Right to Education Project)



This publication analyses national legislation on the duration of compulsory education and legal safeguards against adult responsibilities infringing on children's education. What it shows is that children's right to education is currently under threat from early marriage, child labour and imprisonment; States have not adapted their legislation in favour of the right to education, and they do not have agreed standards for the transition from childhood to adulthood either internationally or nationally.

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

PUBLICATION: An Experience of Capacity Development on Education in Emergencies from Lesotho

(UNICEF)

In 2009, the UNICEF Eastern and Southern Africa Regional Office (ESARO) launched a strategy for national capacity development in partnership with Save the Children under the aegis of the IASC Education Cluster. The objective was to build and strengthen sustainable national emergency preparedness and response capacity in the education sector in ESAR holistically and strategically, by supporting national authorities at all levels.

A first step in achieving this objective is training of frontline responders from Ministries of Education and other authorities from national, provincial and district levels, and key education actors. A training package was devised which centres on practical and technical components of education in emergencies including contingency planning and preparedness processes to mitigate the impact of disasters on schools and learners. A key focus on disaster risk reduction (DRR) in countries and localities experiencing recurrent emergencies such as floods, cyclones and drought has also been incorporated.

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

PUBLICATION: The Impact of Sector-wide Approaches: Where From, Where Now and Where To?

(CfBT Education Trust)

CfBT Education Trust has recently published a new report: "The impact of sector-wide approaches: where from, where now and where to? This highlights key historical trends, presents new findings from the global literature and emerging good practice from the field. It also looks at the implications of the research for the future of SWApS. The research was composed of a desk review of the global literature, as well as the grey literature on SWApS complemented by stakeholder interviews. The publication analyses the evolution of SWApS and their relationship with: (i) aid effectiveness; (ii) planning and financing; (iii) education outcomes; and (iv) fragility. The report is also available in a series of four policy briefs summarising the main findings.

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

PUBLICATION: The Interim Report of the UN Special Rapporteur on the Right to Education

(UN General Assembly)

The present report is submitted pursuant to Human Rights Council resolutions 8/4 and 17/3. It is devoted to the issue of domestic financing of basic education. It details human rights obligations for financing education and provides practical examples of national legal frameworks that ensure domestic financing. The report also contains an update on the situation of education in emergencies, pursuant to General Assembly resolution 64/290. The Special Rapporteur underlines that the attention and funding dedicated to education in emergencies continue to be insufficient and inadequate, and calls for more investment in preventive efforts and for a better protection of education during armed conflict.

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

PUBLICATION: Dowry and Division: Youth and State Building in South Sudan

(USIP)



This report assesses the situation, priorities, and expectations of South Sudan's massive youth population in the context of building the new nation. Drawing from field interviews with youth, adults, and government and nongovernment officials in the capital, Juba, the mainly pastoralist oil-rich state of Unity, and the mainly agricultural state of Western Equatoria, this report found that strikingly conservative cultural norms are mixing with new social and economic changes to create a host of pressing challenges. The report highlights the impact of dramatic dowry (bride price) inflation on youth and finds that it is stimulating rises in insecurity, crime, and population growth while intensifying threats against and control over female youth.

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

PUBLICATION: Youth in Rwanda and Burundi: Contrasting Visions

(USIP)



This report compares the results of parallel research projects carried out among impoverished, nonelite youth in postconflict Rwanda and Burundi. Arguing that the plight and priorities of nonelite youth should be of serious national and international concern, particularly in countries that have unusually youthful populations that are overwhelmingly poor and undereducated, it finds striking differences between the groups, with a significantly bleaker picture for youth in Rwanda.

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

PUBLICATION: Integrating Conflict and Disaster Risk Reduction into Education Sector Planning

(UNESCO IIEP, Global Education Cluster, UNICEF)

These draft Guidance Notes put forward strategies on how to mainstream conflict and disaster risk reduction measures in the education sector planning process. They are intended for Ministry of Education officials, especially in planning departments at central level, but are also useful for other education actors that support ministries in the planning process.

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

PUBLICATION: Who knows best? Children do!

(War Child)

We are pleased to share the report 'Who knows best? Children do! How children evaluate the effects of a War Child programme. In this report we present the findings of a study in Uganda which explored the effects of War Child's life skills based intervention 'I DEAL'. In the study child-friendly and participatory monitoring and evaluation tools were piloted. For more information, contact ellen.eiling@warchild.nl.

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

RESOURCE: 2011 UNHCR Education Fact Sheets

(UNHCR)

The 2011 UNHCR Education Fact Sheets provide concise overviews of the most up-to-date information for UNHCR's education programming in 38 countries. Each fact sheet presents UNHCR's education budget for a specific country as well as figures on enrolment rates, gender parity and a wide range of standards and indicators. These figures are contextualized with a brief country description and overview of education challenges and objectives. The information captured differs according to the availability of data and educational priorities for each country of operation.

This resource is available [here](#).

Individual country fact sheets are also available in [INEE's Resource Database](#). To find the resources easily, choose "internal displacement - Refugees" in the Issue filter before submitting.

EiE News Roundup: Pakistan, Thailand, China

18 November 2011 - Pakistan: UNICEF to Help Displaced Children in Flood-hit Areas (Associated Press of Pakistan)

UNICEF will work with the non governmental, governmental and United Nations agencies to respond to the needs of the displaced children living in camps and host communities especially in flood areas. Talking to APP on Friday an official of UNICEF said that, UNICEF will support community based early recovery activities. He said UNICEF's focus will be on ensuring access to health and nutrition care, safe drinking water and sanitation facilities, a safe learning environment and strengthened child protection networks.

Full article [here](#).

26 November 2011 - Thailand: More Aid Needed in Flood-hit Thailand (Alert Net)

A RENEWED relief effort is needed in Thailand despite receding floodwaters, warns children's charity Plan International. The death toll has climbed to 567, including 81 children, while more than five million people are caught up in the crisis.

Full article [here](#).

28 November 2011 - China: Children Told How to Cope with Crisis (China Daily)

Sesame Workshop, a US-based nonprofit educational organization known for its children's show Sesame Street, has begun distributing the second phase of its multimedia education materials designed to teach children how to cope with emergencies.

Full article [here](#).

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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

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