

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

Feb 2011, Vol. 2

Dear INEE Members,

Please find below the second INEE bulletin for the month of February 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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**SIDE EVENT - Commission on the Status of Women:
Interactive Brown Bag on the challenges girls face in emergencies**

(UNICEF and INEE)

**Tuesday, March 1 from 12-1pm
UNICEF Labouisse Hall
3 UN Plaza, New York**

In support of the 55th annual Commission on the Status of Women, UNICEF and INEE invite you to participate in an interactive case study, examining the many challenges girls, particularly adolescent girls, face in emergencies. The discussion will focus on transformative change, exploring the

opportunities that crises present to support girls in realizing their rights and potential. Facilitation will be provided by experts in child protection, humanitarian response, youth empowerment and education. Space is limited and light refreshments will be served.

For questions and to RSVP, please contact Lisa Bender at lbender@unicef.org.

CALL FOR PROPOSALS: UKFIET Conference on Global Challenges for Education

(UKFIET)

UKFIET is holding its 11th annual conference on education and development from 13-15 September in Oxford, UK. This year's theme is, "Global Challenges for Education: Economics, Environment and Emergency." One of the conference sub-themes, [Post-crisis capacity development: challenges for reconstruction](#), sponsored by IIEP and Save the Children, is now open for the submission of abstracts.

To submit an abstract for consideration to this sub-theme, go to <http://www.cfbt.com/UKFIET/submitabstract.aspx>

Click [here](#) to read the INEE Listserv message about the sub-theme on *Education in Emergencies - Moving Ahead*, and learn how to submit abstracts.

For more information about the conference, visit <http://www.cfbt.com/UKFIET/default.aspx>

CALL FOR PARTICIPATION: Feasibility Study for a Global Monitoring System for Attacks on Education

(Education Above All)

Education Above All (EAA), a Qatar-based international NGO dedicated to the protection of education in crisis, has commissioned a feasibility study to explore and clarify the multitude of issues related to monitoring attacks on education. The study will also identify concerned 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 means of linking such information to programmatic and legal actions for prevention and response.

EAA has created a short on-line survey to collect information from as many stakeholders as possible. If you or your organization has experience in responding to attacks on education or monitoring attacks on education, your participation in this 10-15 minute confidential online survey would be greatly appreciated.

Survey Links:

<http://sgiz.mobi/s3/01b22e5fc36f>

or

<http://www.surveymoz.com/s3/463593/EAA-Feasibility-Study-for-a-Global-Monitoring-System-for-Attacks-on-Education>

CALL FOR NOMINATIONS: WISE Prize for Education

(Qatar Foundation)

The WISE Prize for Education (an Initiative of the [Qatar Foundation](#)) will reward an individual - or a team of up to six individuals working together - for their outstanding and world-class contribution to any level or area of education in any part of the world. Their work should have made a major change in the world of education and had a lasting impact on a significant scale.

For more information, application details and regulations, visit the website [here](#).

BLOG UPDATES: Join the Conversation!

(INEE; Teachers College; Brookings Institution - Center for Universal Education)

There are several exciting new blog posts on the [INEE Blog](#):

Minimum Standards Application Visit to the Education Cluster - Somalia:

In this post, INEE Coordinator for Minimum Standards, Tzvetomira Laub, writes about her experience working with the Somalia Education Cluster on the application of the INEE Minimum Standards.

[Click here](#) to read the blog and comment on how you've applied the INEE Minimum Standards in your context!

Ghana's Unit Schools Integrate Learners with Disabilities

Cate Crowley and Miriam Baigorri teach in the program of speech language pathology (SLP) at Teachers College Columbia University. With their Ghanaian colleagues Belinda Bukari, Clement Ntim, and Mr. Otaah, they discuss their work with students with cognitive impairments in Ghana.

Read about this important project [here](#).

Two new posts from the Center for Universal Education

In these posts, the CUE team at Brookings shares innovative approaches to improving literacy and explains why it benefits the US and other countries to invest in international education.

Anda Adams and Jacques van der Gaag argue that innovation can help get books into the hands of children, a critical first step to improving literacy in low-income countries. The ultimate focus of such interventions must be on whether children are reading more and reading better in an effort to improve learning outcomes for children and youth. Read more [here](#).

Justin van Fleet and Rebecca Winthrop make the case for investing in education both home and abroad to create a more secure, sustainable, productive and healthy world for all. Read their UpFront blog post [here](#).

Visit www.ineesite.org/blog to read all posts on the INEE blog.

Email admin@ineesite.org if you'd like to learn more about how you can blog for INEE!

PODCAST: Experts Discuss the Challenge of Achieving Universal, Quality Education

(UNICEF)

On the eve of the annual World Economic Forum event, UNICEF Radio podcast moderator Amy Costello spoke on the phone with WEF Global Education Initiative Director Alex Wong in Davos, and Rebecca Winthrop, Director of the Centre for Universal Education at the Brookings Institution in Washington, DC about the learning crisis and challenges in achieving universal access to quality education.

Click [here](#) to listen to the podcast.

BOOK: Education, Conflict and Development

(Edited by Julia Paulson)

Under various names - education and conflict, education and fragility, education and insecurity, etc - the understanding of linkages between education and violent conflict has emerged as an important and pressing area of inquiry. Work and research by practitioners and scholars has clearly pointed to the negative potential of education to contribute to and entrench violent conflict. It has also offered powerful normative arguments for the importance of quality education for peacebuilding, reconciliation, postconflict reconstruction and development. This volume seeks to broaden enquiry into education and conflict by exploring, through conceptual and empirical work, its linkages to broader theories and practices of development and peacebuilding.

For more information and details on how to order the book, click [here](#).

PAPER: Education and Conflict in Nepal - Possibilities for Reconstruction

(Tejendra J. Pherali)

This paper analyses the nexus of the 'People's War' and education in Nepal and argues that education was one of the main causes of the violent conflict. Despite 'modernisation' efforts and increased participation, schools in Nepal continued to embody socially and culturally prejudiced values and institutionally legitimised inequitable practices through the education system. Drawing on qualitative interviews with educational stakeholders from six diverse districts across the country, this paper shows how manifold deficiencies in the education system contributed to generate and fuel the 'ideology-led' Maoist rebellion and subsequently how schools became a key battlefield of the violent conflict.

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

REPORT: Promoting Rights in Schools

(ActionAid and The Right to Education Project)

The Right to Education Project and ActionAid has launched the *Promoting Rights in Schools: providing quality public education* (PRS) resource pack. Aimed at actively engaging parents, children, teachers, unions, communities and local civil society organisations in collectively monitoring and improving the quality of public education, PRS offers a set of practical tools that can be used as a basis for mobilisation, advocacy and campaigning. It stresses the importance of non-discrimination and disaster risk resilience, and should be equally applied to emergency settings.

It is a charter of 10 rights and a participatory methodology for using this charter; it is a series of education- and rights-based indicators organised in a survey format to enable users to capture information in a systematic manner; finally it is a compilation of the key international human rights references.

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

To see the poster in English, click [here](#).

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

To see the poster in French, click [here](#).

REPORT: Building Resilience Through Participation

(Plan International)

Plan International's new report *Building Resilience Through Participation*, presents information about

Plan's child-centred approach to disaster risk reduction and climate change adaptation. It explains the achievements, lessons and recommendations for replication, demonstrating how child-centred DRR can provide an innovative approach for the delivery of the Hyogo Framework's Priorities for Action, reducing risks not only for children, but for whole communities. It also shows how child-centred DRR can contribute to the realisation of children's rights to education, health and participation. The findings presented here are primarily the result of the achievements of thousands of children on the front-line of disasters where Plan works.

Read the full report [here](#).

NEWS: General Assembly Stresses Need to Invest in Disaster Mitigation Measures

(Relief Web)

With earthquakes, heat waves, floods and snowstorms affecting 208 million people, killing nearly 300,000, and costing \$110 billion in losses last year alone, the General Assembly today debated mitigation steps such as building safer schools, hospitals and cities to reduce the terrible toll. "We need to take lessons from cities and countries that have shown how to reduce risk - as well from those less fortunate, whose examples of calamity should give us all pause for thought," Secretary-General Ban Ki-moon said in opening the session, which brought together senior United Nations officials, civil society partners and city mayors. "Experience and common sense agree: we must invest today for a better tomorrow."

To read the full news story, 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