

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

Feb 2011, Vol. 1

Dear INEE Members,

Please find below the first 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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CALL FOR PARTICIPATION: Common Policy Agenda on Learning

(Brookings Institution Center for Universal Education)

The Brookings Institution Center for Universal Education (CUE), along with several government, foundations and private sector partners, is facilitating a new project to improve learning outcomes for children and youth in low-income and crisis-affected countries, with an emphasis on gender equality. The initiative will develop a Common Policy Agenda on Learning, focusing on a few game-changing goals and related strategies that are likely to have a significant impact on advancing learning -- particularly at the early primary and post-primary levels.

CUE welcomes guidance and input as this multi-partner effort develops. In this initial phase, INEE members are invited to review and expand on [this list of emerging priority issues](#) by tracking changes on the word doc and emailing them to Brookings Consultant Jenny Perlman Robinson at JPerlman@brookings.edu, or by emailing any comments directly to Jenny. Please give feedback

by **February 9, 2011**, although comments after this date are also appreciated. The draft Common Policy Agenda on Learning will also be circulated later this month for comments.

Click [here](#) for more information and a formal invitation to participate.

Email Jenny at JPerlman@brookings.edu to learn more and engage further.

CALL FOR SUBMISSIONS: Higher Education for Refugees

(Refuge)

The opportunities for refugee youth to access higher education are extremely limited in the global South. This reality exposes both boys and girls to the dangers of being drawn into militia organizations, prostitution, trafficking or other risky ventures and prevents them from fully integrating in the host country or contributing in a meaningful way to the rebuilding of their home country when it is possible for them to return safely. For its special issue on higher education of refugees, Refuge invites all submissions in both English and French that relate to this topic.

To learn more about submission details, click [here](#).

CALL FOR APPLICANTS: IIE Fellowships for Threatened Scholars

(Institute of International Education)

Application Deadline: February 25, 2011

The IIE Scholar Rescue Fund (SRF) is pleased to announce a call for applications for threatened academics whose lives and work are in danger in their home countries. Fellowships support temporary academic positions at safe colleges and universities anywhere in the world. Fellowships support visiting academic positions ranging from three months to one calendar year with the possibility of a second year renewal. Awards are issued for up to \$25,000, plus individual health care coverage. Professors, researchers, and lecturers from any country or field may apply.

For more information on eligibility and the application process, visit the Scholar Rescue Fund website [here](#), with information also available in Arabic, Persian, French and Spanish.

LECTURE: Tsunami Impact Studies - Implications for Haiti Response

(CPC Network and Columbia University)

In the context of natural disasters, Dr. Neil Boothby of Columbia University discusses the challenges of emergency response and the opportunities in recovery and re-building, particularly as they relate to structural and root causes of gaps in child protection prevention and response. He uses the experience of the 2004 Asian tsunami to examine these issues and highlights lessons that could be applied to the Haitian context, following the one year anniversary of the devastating earthquake in Haiti.

To access the presentation, click [here](#).

LECTURE and VIDEO: Changing Education Paradigms

(Sir Ken Robinson)

In a lecture presented at the Royal Society for the encouragement of the Arts, Manufacturers and Commerce (RSA), creativity expert Sir Ken Robinson asks how do we make change happen in

education, and how do we make it last? As a Professor of Education, he challenges us to explore the idea of changing the learning paradigm, questioning the focus on standardization.

An animation, adapted from the talk Sir Ken Robinson presented at RSA, is available on YouTube [here](#). Access the full lecture through the RSA website, [here](#).

PUBLICATION: Why Certification Matters: A Review of State and Non-State Actions in Cote d'Ivoire for Promoting Schooling for the Displaced

REPORT: Political Impasse Deepens Education Trouble in Cote d'Ivoire

(Journal for Refugee Studies) and (IRIN)

PUBLICATION: Drawing on the cases of Liberian refugees in Côte d'Ivoire over the period 1992-2007 and recent experiences of primary and secondary school students displaced by the Ivorian civil war, this article by Magali Chelipi-Den Hamer, of the Amsterdam Institute for Social Science Research, explores the challenges related to the continuity of education. It examines in particular the extent to which Liberian refugees were treated differently from displaced Ivorians and how non-State providers complemented State action when providing schooling opportunities to the displaced, often acting in parallel with it. The analysis is mainly based on grey literature collected on site, the study of local scholarly work, and semi-structured interviews with key informants.

Click [here](#) to read the publication.

REPORT: The political crisis in Côte d'Ivoire is hitting an already broken education system, with gunfire disrupting classes, teachers staying home for political reasons and families increasingly desperate about their children's schooling. Under-investment and instability in recent decades have weakened education in Côte d'Ivoire and many development projects - now suspended - called for strengthening basic services such as health and education. Even before this crisis, the country was unlikely to reach the Millennium Development Goal of universal primary education by 2015, according to the World Bank. Now, with the chaotic outcome of presidential elections, students are "held hostage", as one educator put it; teachers and parents fear the 2010-2011 scholastic year will be lost.

To learn more about efforts and programs taking place in Cote d'Ivoire, click [here](#).

REPORT and BLOG: Education in Sudan After the Referendum

(IRIN and UNESCO)

According to the [BBC](#), some 99% of South Sudanese have voted to secede from the North, according to the first full count from the landmark independence referendum. While South Sudan has a lot of work ahead, including building up infrastructure and creating an education system, the optimism sweeping through Southern Sudan has infused hope in 15-year-old street child Ajal Kaba, who hopes life will take a turn for the better should the country vote to secede. He says, "I have been in Juba for a while now and I hope things will change after the referendum; I hope that the future government of Southern Sudan will give us a better life and an education." Education was hit hard by the two-decade civil war in the south that ended in 2005. Huge numbers of children are out of school, there is a desperate need for more classrooms and more trained teachers, and financing is scarce. Now the system faces an uphill battle to meet the hopes of what seems likely to be a new country.

For more information on the situation in Sudan, click [here](#).

To read a blog post on the referendum and the impact on education in the region, visit the UNESCO World Education Blog [here](#).

NEWS: Afghan Taliban 'End' Opposition to Educating Girls

(BBC)

The Taliban are ready to drop their ban on schooling girls in Afghanistan, the country's education minister has said. Farooq Wardak told the UK's Times Educational Supplement a "cultural change" meant the Taliban were "no more opposing girls' education". Across the country agreements have been struck at a local level between militants and village elders to allow girls and female teachers to return to school.

To read the full article, and learn more about education negotiations in Afghanistan, [click here](#).

NEWS: INEE Launches Russian Translation of the Minimum Standards

(INEE)

Now Available--The Minimum Standards for Education in Russian!

The INEE is excited to announce that the 2010 edition of the Minimum Standards for Education, [МиниМальныестандартыобразования](#), is now available in Russian!

We'd like to thank UNICEF Kyrgyzstan and Save the Children Kyrgyzstan for all the hard work they put into translating this document! You can access this translation and many others on the [Translations and Reproduction](#) page of our website.

NEWS: UNICEF Launches New Website on School Design and Construction

(UNICEF)

In UNICEF's efforts to scale up quality education through Child Friendly Schools (CFS), a new section has been added to the website on *School Design and Construction*. The objective of this initiative is to put in place a platform for information dissemination on issues related to school design guidelines and best practices. The community of practice is also encouraged to submit projects or pertinent information for review in order to be placed in the site.

To read more about the initiative and access the resources, [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