

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

Jan 2011, Vol. 2

Dear INEE Members,

Please find below the second INEE bulletin for the month of January 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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EVENT: Partnering with the Philanthropic Community to Promote Education for All

(United Nations)

Date: February 28, 2011

Location: United Nations Headquarters, New York

On February 28, the UN Department of Economic and Social Affairs, in collaboration with UNICEF, UNESCO and the UN Office for Partnerships and the Committee for Encouraging Corporate Philanthropy will be holding a special event to examine how education systems all over the world can best meet the needs of tomorrow's labor markets. The event will take place February 28 at the United Nations Headquarters from 3-6 pm.

To learn more about how to register, panel presentations and speakers, click [here](#).

EVENT: Courses at the United States Institute of Peace

(United States Institute of Peace)

The Academy's practitioner-oriented courses, held at the USIP headquarters in Washington and elsewhere, prepare professionals for work in and on conflict zones, enhancing the capacity of civilians and military to operate collaboratively in highly stressful environments. The knowledge and skills imparted in the courses are based on lessons learned and best practices from the field. Instructors include people who have firsthand experience in conflict zones. Class sizes are small and participants interact with highly skilled senior practitioners. The courses impart specific skills through case studies, simulations, and small group exercises.

There are numerous courses available that are held both online and at the headquarters in Washington DC. Courses include "Mediating Violent Conflict" and "Stabilization and Peacebuilding" as well as many others.

For a full course listing, registration information, dates and times, please visit the USIP website [here](#).

HANDBOOK: Good Practices Handbook - Lessons Learned from the DRC

(UNICEF and the Government of Japan)

The Eastern region of the Democratic Republic of Congo (DRC) has experienced a series of destabilizing socio-political and security events that have resulted in massive population movements, particularly in the North and South Kivu provinces. For the past seventeen years, many people have been in continual flight - displaced 2 or 3 times, sometimes even more - from one location to another.

This handbook provides a compilation of good and less good lessons learned from three projects supported by UNICEF in North and South Kivu since October 2007; it is not an evaluation of the education in emergencies programme or the partners' achievements.

To download the Handbook and learn more about the work done in the DRC, click [here](#).

RESOURCES: Rebuilding Education in Haiti

(UNICEF)

January 12 marks one year since the deadly earthquake that devastated Haiti's education system and affected millions of children. Twelve months later UNICEF and partners are focused on rebuilding efforts to ensure children can access quality education in a safe environment. Below are a series of stories on the role education has played in the reconstruction efforts one year on.

Podcasts:

Rebuilding Haiti's education system one year after the earthquake
Educating against cholera in Haiti

Stories:

Building education from the ruins
Christine's story: A 14-year-old Haitian student braves the aftermath of the earthquake
A Haitian engineer helps UNICEF rebuild education from the ruins

UNICEF report:

Haiti: One year report (education excerpt)

Children in Haiti: One Year After - The long road from relief to recovery

To access all of the podcasts, stories and reports, click [here](#).

PAPER: Learning About Schools in Development

(Charles Kenny, Center for Global Development)

There has been considerable progress in school construction and enrollment worldwide. Nonetheless, the quality of education appears very poor across the developing world, limiting development impact. Thus we should measure and promote learning not schooling. Conditional cash transfers to students on the basis of attendance and scores, school choice, decentralization combined with published test results, and teacher pay based on attendance and performance may help. But learning outcomes are primarily affected by the broader environment in which students live, suggesting a learning agenda that stretches far beyond education ministries.

This essay briefly discusses a number of links in the chain between school construction and improvements in the quality of life -between construction and enrollment, between enrollment and learning, and between schooling and both economic growth and health outcomes.

To learn more about the methods used in this paper and to download the full report, [click here](#).

PAPER: Continuity Education in Emergency and Conflict Situations

(Dr. Ros Morpeth and Dr. Charlotte Creed)

Emergency and conflict in countries such as Sri Lanka, Pakistan, Haiti and Afghanistan have made us more aware of the long-term serial disruption and psychosocial damage faced by people caught up in emergency and conflict areas. Open, distance and flexible learning (ODFL) has sometimes been employed in these regions to maintain a degree of continuity in education. For the most part, however, this role has been ad hoc, short-term and often bearing limited relation to the psychosocial and educational needs of the displaced or traumatised populations it serves. Through a specific case study of the recent conflict in Sri Lanka, the authors show how ODFL is currently being used for these groups and to what effect.

Download and read the full paper [here](#).

REPORT: Somalia - Fighting for an Education

(IRIN)

Sometimes the teachers make it to school but the children do not - when the fighting is too intense for them to venture outdoors. Sometimes teachers make it to school only to find it has been moved - to enable displaced children to continue learning. This is the nature of teaching in war-torn Mogadishu, Somalia's capital, considered one of the world's most dangerous cities. A civil society source in Mogadishu told IRIN that teachers were targeted because "they are an obstacle to the interests of the fighting groups. The warring sides want to recruit young children and it is hard to recruit a child going to school."

To learn more about the situation in Somalia, click [here](#).

NEWS: Pakistan Launches Girls' Education Initiative

(UNICEF)

In a concerted effort to address gender disparities in education, Pakistan's Ministry of Education, with the support of the National Commission for Human Development, the UNGEI Secretariat, the United Kingdom's Department for International Development and UNICEF, launched the Pakistan Girls' Education Initiative (PGEI).

The initiative, which grew out of consultations across the country, aims to address the critical issues of educating girls in a country where many are out of school. Man-made and natural disasters, including the wide-spread flooding in July have exacerbated the situation, with over 10,000 schools partially or fully damaged and almost 2,900 schools now occupied by internally displaced persons.

To read more about the initiative 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