

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

Jan 2011, Vol. 1

Dear INEE Members,

Please find below the first 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

In This Bulletin

[EVENT: Achieving the Millennium Development Goals - Teaching for Action](#)

[EVENT: Engaging Youth in Conflict Affected Areas](#)

[RESOURCE: UNAIDS Inter-Agency Task Team on Education](#)

[VIDEO: UNICEF and Partners Help Educate Children Displaced by Conflict in DR Congo](#)

[JOURNAL ARTICLE: Education Refugees and the Spatial Politics of Childhood Vulnerability](#)

[REPORT: An Education in Conflict](#)

[REPORT: Nepal - Education Shouldn't Be A Casualty in Emergencies](#)

[Op-Ed: What the Future Holds for Flood-Affected Pakistanis](#)

EVENT: Achieving the Millennium Development Goals - Teaching for Action

(Committee on Teaching About the United Nations)

Date: January 14, 2011

Location: UN Headquarters in NYC, North Lawn Building

All 192 member states of the United Nations have signed a time-bound agreement to work to eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; and ensure environmental sustainability and child protection all by 2015. The 8th goal emphasizes that the MDGs can best be achieved through multifaceted global partnerships. At the ten-year mark, an assessment of progress on meeting the MDGs is underway.

Panel presentations will offer information and updates of the progress being made toward the MDGs. The session on Education will be moderated by INEE Director Lori Heninger.

To register and for more information on speakers and panels, visit the Committee website [here](#).

EVENT: Engaging Youth in Conflict Affected Areas

(Open Society Foundations and the British Council)

Dates: January 20 - 21, 2011

Location: Washington DC

The Open Society Foundations and the British Council announce the inaugural symposium of its "Youth Policy Symposium Series". The Washington D.C. symposium will focus on youth in conflict-affected areas. This symposium will advance discussions around the effects of conflict on youth in the field and explore the emerging need for agencies and donors to identify how current practices fit within larger trends in youth programming in conflict-affected areas. The symposium will also compare current trends with previous work in youth programming, evaluate the direction that youth programming is taking, and strategize proper ways to engage conflict-affected youth.

This symposium will bring together agencies and practitioners across the youth sector interested in sharing and strengthening their engagement with youth and will comprise small-group interactions, possible case studies, current trend updates from key policymakers and practitioners, and a marketplace of conceptual frameworks and tools. Symposium goals include:

- Learning about the most-up-to date thinking, analysis, challenges, best practices, and next steps in this dynamic field;
- Creating concrete strategies that various actors in youth programming can implement to make the field more coherent, responsible, and relevant to the needs of conflict-affected youth;
- Fostering dialogue, coordination, and communication among funders, implementers, and scholars of youth programs and initiatives in conflict-affected areas.

Questions & RSVP: Saji Prelis: sajiprelis1@yahoo.com. +1-202-674-4670

RESOURCE: UNAIDS Inter-Agency Task Team on Education

(Education Cluster, INEE, UNAIDS and UNICEF)

This guide on HIV in Education in Emergencies provides information for education practitioners who provide, manage or support education services in emergencies. It provides guidance for mainstreaming HIV and sexual and reproductive health issues into formal and non- formal education responses for adolescents 10-19 years old.

Multiple approaches are needed to respond to the HIV epidemic. Such combined measures help to reduce immediate risk, change underlying social dynamics that make people vulnerable to HIV, and better respond to the needs of people living with HIV. The education sector has a role to play in all these preventive measures, and this guide provides information on all four areas. For schools and learning spaces, this means that life skills based HIV education (behavioural measures) is undertaken within a protective and enabling learning environment which has access to services (legislative/structural measures).

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

VIDEO: UNICEF and Partners Help Educate Children Displaced by Conflict in DR Congo

(UNICEF)

UNICEF correspondent Vivian Siu reports on an initiative to help educate children displaced by conflict in the Democratic Republic of the Congo. DR Congo, a vast country the size of Western Europe, has been mired in war and political unrest for decades. The United Nations has kept its largest peacekeeping mission here since 1999. It is also the world's second poorest country, with 59 per cent of the population living below the international poverty line of \$1.25 a day. Congolese families live in an unpredictable environment and a constant state of uncertainty. At any moment, their lives could be disrupted again. As a result, quality education for children has suffered immensely.

To learn more about UNICEF initiatives in the DR Congo, watch a video and read the [article here](#).

JOURNAL ARTICLE: Education Refugees and the Spatial Politics of Childhood Vulnerability

(Andrew Epstein)

This paper examines the practices of Southern Sudanese children who obtained an education in refugee camps abroad and subsequently returned to their communities during many decades of civil war, and how these practices influence and are influenced by educational interventions mobilized by international institutions intended to protect displaced children and regulate their movement. Education has only recently become a standard tool among these interventions, but has for a long time been a motivating factor in the movement of people around the globe. Identifying both junctures and dis-junctures between the uses of education by child refugees and the international institutions that provide it, the author proposes a research agenda on the education refugee to better understand the development and consequences of education policy in emergency and post-conflict situations.

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

To read more from the journal *Childhood in Africa: An Interdisciplinary Journal*, click [here](#).

REPORT: An Education in Conflict

(Al Jazeera)

Despite widespread commitments on paper to the second Millennium Development Goal - the provision of universal primary education by 2015 - 72 million children remain out of school. More worryingly, 39 million (54 per cent) of these children reside in conflict-affected fragile states (CAFS), where they face multiple pressures in terms of lack of access to basic rights, and an accompanying unwillingness on the part of international donors or even local governments to place an emphasis on providing education.

To learn more on education in CAFS and the issues in achieving the MDGs, read the full report [here](#).

REPORT: Nepal - Education Shouldn't Be A Casualty in Emergencies

(Global Issues)

Nepal may be doing well in providing complete primary education to boys and girls, but has quite a bit of catching up to do when it comes to ensuring that their schooling does not become a casualty during disasters and emergencies.

This comes at a time when the ability to ensure continued education in difficult situations has become a first-response priority along with food, security, water, sanitation and health, says Sabina Joshi, emergency education specialist at the United Nations Children's Fund (UNICEF) Nepal. But this can

be a challenge for countries like Nepal, where disasters have often meant interruptions in classes and where such disruptions are accepted as inevitable.

Read the report [here](#).

Op-Ed: What the Future Holds for Flood-Affected Pakistanis

(The WIP)

Zubeida Mustafa is a senior journalist and a former assistant editor at Dawn, Pakistan's most widely circulated English language newspaper. She writes a weekly column for the paper focusing on social issues including education, health, and women. In this column, she writes about her visit to the camps in Pakistan where quite a number of the recent flood affected families were returning home.

She describes the health care, education, food and shelter that international organizations like the International Rescue Committee as well as domestic organizations like the Pakistan Medical Association are providing for the women and children in the camps.

To read more about her experiences in the camp, and to learn about the work that is being done in Pakistan post-flood, **read the article** [here](#).

You can follow INEE on Twitter and Facebook:



1. reply to this message (your reply will go to the moderator),
2. use the online form [here](#) or
3. send an email directly to network@ineesite.org

To make changes to your subscription status, please email network@ineesite.org.

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.

If you re-print, copy, archive or re-post this message please retain this disclaimer. Quotations or extracts should include attribution to the original sources.

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