

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

Nov 2010, Vol. 2

Dear INEE Members,

Please find below the second INEE bulletin for the month of November 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 week, to mark the start of the [INEE Policy Roundtable](#) happening in Geneva this week, we are featuring some articles focusing on education for youth affected by crisis. Please take a look, and don't forget to check out the Policy Roundtable webpage [here](#).

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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BLOG HIGHLIGHT: Education for Youth Affected by Crisis

(INEE)

As part of the virtual component of the Policy Roundtable - *An Enabling Right: Education for Youth Affected by Crisis* - INEE has worked with a number of youth, who have shared their thought on education on the [INEE youth blog](#). Here are some highlights:

- [Post-primary Education Can Give Us A Voice](#) by Hibist Kassa
- [Researching the education and livelihood needs of youth in North Western Pakistan](#) by Kashif
- [Cutting the cycle of poverty and promoting understanding: quality post-primary education by](#)

Lindiwe Sibanda

- [Border crossings: The importance of education for Burma](#) by Yadanar
- [A False Choice](#) by Chenor Bah

Please take a look at these blogs, and the others featured, leave a comment and join the [discussion](#)!

VIDEO: YOUTH ZONES - Voices from Emergencies

(UNFPA and Women's Refugee Commission)

In conflicts and natural disasters around the world, young people, at a crucial stage of their development, are faced with numerous challenges and difficulties. Emergencies often steal their adolescence and force them to undertake adult responsibilities. The structures and institutions that should guarantee their secure, peaceful development - schools, family, community and health centers - have often broken down, leaving them with little, if any, support. Access to basic sexual and reproductive health services, including information on sexually transmitted infections (STIs) and HIV/AIDS, is often impossible. Yet in the midst of these great difficulties, young people raise their younger siblings, form youth groups and organizations, put food on the table for their families, conduct peer education activities, contribute to peace movements, galvanize their communities and contribute in numerous other ways to positive changes.

YOUTH ZONES documents the voices of young people affected by conflict and natural disaster. Filmmaker Lisa Russell, accompanied by spoken word poet Luke Nephew and youth activist Chenor Bah, facilitated discussions and conducted creative writing and poetry workshops with youth from Liberia, Colombia, Lebanon, Northern Uganda and New Orleans,

For more information and to watch a preview of the film, click [here](#).

VIDEO: Lost Generation in Swat Valley, Pakistan

(New York Times)

Even though Pakistan has won the war against the Taliban in the Swat Valley, Pakistan, the government has not rebuilt any of the schools that were destroyed in the process. Children are forced to attend classes in over-heated, crowded tents, without electricity and water, and many older children have lost hope of ever being able to receive higher education. Many residents even say that the current state of schools is more brutal and more catastrophic than the "War on Terror". Donor countries are reluctant to provide more aid due to corruption and funding has fallen short.

To learn more about the state of schools in Swat Valley, and to hear from children and adolescents who are advocating to rebuild their schools, watch the video [here](#).

FELLOWSHIP: Peace Revolution Fellowship

(Peace Revolution)

Peace Revolution announces a new fellowship program for educators worldwide, to be held between July 11 and July 25, 2011. Educators of college students or high school seniors are eligible to apply.

Because the future lies in the hands of today's younger generations, teaching is the most important profession in shaping the course of the world. Good teachers can help students develop academically and professionally, but only great teachers can inspire them to effect positive changes in the world. Good teachers can guide their students in building great technological advances, but only great teachers can ensure that such advances are being used for good. Students'

development of practical knowledge must go hand-in-hand with their development of ethical standards.

For more information on eligibility requirements and application procedures visit the Peace Revolution website [here](#).

PODCAST: Activism for change: A conversation with Nobel Laureate Jody Williams

(UNICEF)

In the third installment of UNICEF Radio's podcast series with Nobel Peace Prize winners, activist Jody Williams talks with UN and UNICEF Radio moderator Amy Costello about her leading role in the International Campaign to Ban Landmines, and about leading a women's peace delegation to the Middle East. Her experiences hold potential lessons for achieving the UN Millennium Development Goal of universal primary education.

To listen to the podcast, click [here](#).

REPORT: Psychosocial Support in Humanitarian Work

(UNICEF)

Psychosocial support (PSS) involves helping survivors of disasters or crises resume their regular lives. It covers everything from individual counselling to re-opening schools.

IRIN asked people involved in psychosocial work at UNICEF, Médecins sans Frontières (MSF), the International Rescue Committee (IRC), Save the Children, Columbia University, and the Interagency Standing Committee Working Group on Mental Health and Psychosocial Support to describe what they do, how they determine progress, constraints to delivering this support, and how they measure their success.

To read the full report and learn more about PSS work in humanitarian intervention and crises, visit the website [here](#).

NEWS: BANGLADESH - Rohingya youth hunger for education

(IRIN)

For the 18,000 Rohingya youth living at two government-run refugee camps in Bangladesh, the thing they want most is education. "Our future is blind without education," says Sayed Alam, a lifelong resident of Kutupalong camp, one of two official camps set up to house 28,000 documented Rohingya refugees, 300km southeast of the capital Dhaka. Apart from primary education classes, members of this Muslim and linguistic minority who fled Myanmar en masse starting in 1991, have little hope of going any further.

Under Article 22 of the International Refugee Convention, contracting states shall accord to refugees treatment as favourable as possible with respect to education other than elementary education. Bangladesh is not a signatory. The Bangladesh government does not permit secondary schools in the camps so boys like Sayed have no choice but to study on their own at home - if at all.

To learn more about the refugee situation in Bangladesh and UN interventions and programmes, read the full article [here](#).

NEWS: At a glance - Syrian Arab Republic

(UNICEF)

At first glance, Syria and the North Caucasus would seem to have little in common. But beyond the different cultures, people and histories, interest in youth development is increasing and making a significant impact in both places.

A group of North Caucasus policymakers and representatives of youth institutions were introduced to the cross-sectoral work for youth empowerment in the country. They spent one week in Syria for a study tour of the country's successful interventions with adolescents and youth. The group visited national youth institutions, adolescent-friendly spaces, health clinics and psycho-social support centres, receiving a comprehensive overview of how Syria provides support to adolescents.

Providing additional opportunities for young people is especially important in the North Caucasus region, which over past decades has undergone many of its own socio-economic changes, as well as armed conflicts and recurrent crisis. The North Caucasus delegates in Syria stressed that despite numerous challenges, it's critical to capitalize on the current momentum in order to ensure a better future for their young people.

For more information on this cross-cultural exchange, read the article [here](#).

NEWS: Attacks on Education in Somalia

(Relief Web)

The Special Representative of the Secretary-General for Children and Armed Conflict, Radhika Coomaraswamy, said recently that there has been a rapid increase of gender-based violence (particularly forced marriage) in addition to child recruitment into armed groups and pirating networks in Somalia. Some political parties have reportedly used all possible means to recruit children - including the use of radio, recruitment in schools and pressure on parents. "Schools were being shelled and school management was being disrupted, with each side wanting its curriculum adopted." In reply to a question on girls' education, she stated that girls were being taken out of the earlier schools and put into schools having lesser standards, even to the exclusion of science courses. Less than half the children in the camp were in any form of school; many had to pay school fees that they could not afford.

For more information on the situation in Somalia, read the article [here](#).

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The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of more than 4,000 practitioners, students, teachers, staff from UN agencies, non-governmental organizations, donors, 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

