

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

Nov 2010, Vol. 1

Dear INEE Members,

Please find below the first 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 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: Taking Action: Implementing Education Reform in Pakistan

(Brookings Institution)

When: November 4

Where: Brookings Institution, Washington DC

On November 4, the Center for Universal Education at Brookings will host a discussion, focusing on the obstacles and prospects for education reform in Pakistan since the summer's devastating floods.

Last year, the government of Pakistan with the support of the United Kingdom and United States established the Pakistan Education Task Force to improve access and quality in Pakistan's schools. The creation of the task force signaled a renewed commitment by Pakistan's government - however, with the devastating July floods leaving almost one-fifth of the country underwater and destroying some 5,000 schools, has the momentum and progress on education reform been stalled for good?

Learn more and RSVP for the event [here](#).

REPORT: Comparative Experience and Information Management Systems in Post-Conflict and Fragile Situations

(UNDP)

Conflict and crisis situations are the most challenging environments for donors seeking to deliver assistance to developing countries. Recent research and policy dialog emphasize that donors carrying out interventions in these settings should 'do no harm' and try to ensure that their engagement reinforces rather than undermines positive state building processes in situations of fragility and conflict. Aid information management systems (AIMS) are useful tools in these situations. AIMS are designed to assist developing countries in managing their aid flows, improve the overall alignment of assistance with country priorities, and facilitate the reflection of international aid flows in national budgets. This comparative study reviews existing experiences, lessons learned and good practices regarding the establishment of AIMS in selected post-conflict and fragile situations.

Read the full report [here](#).

CALL FOR APPLICANTS: Award for Organizations Providing Health, Education and Protection Services to Disadvantaged Children

(STARS Foundation)

The STARS Foundation in the UK has launched the 2011 STARS Impact Awards which "identify and support local organizations that achieve excellence in the provision of services to disadvantaged children and that demonstrate effective management practices." The awards are given annually and include US \$100,000 of unrestricted funding, tailored consultancy support and media training.

The deadline to apply by submitting the Stage 1 application form is **7 December 2010**. There is a two-stage application process.

For more information, visit the website [here](#).

CALL FOR PROPOSALS: School and Community-Based Prevention Projects on Sexual Violence

(UBS Optimus Foundation)

The UBS Optimus Foundation has opened its call for innovative projects within the grant areas of Education & Child Protection (ECP) and Global Health Research (GHR) with a term of 12-18 months for CHF 100,000 to 150,000.

The UBSOF is looking for innovative projects that respond to the following criteria:

- Projects that mainly address issues of sexual abuse, sexual violence and sexual exploitation
- School and/or community-based prevention projects that ensure and/or improve significantly the safety of children from a age group of ECCD (Early Childhood Care and Development) to secondary education

The call for proposals is due by 30 November 2010. More information is available on their

webpage [here](#).

TWO VIDEOS related to DRR: Preparing for Natural Disaster in the Philippines and; Child Friendly Spaces in Post-Flood Pakistan

(UNICEF)

In the Philippines, frequent typhoons, flooding, volcanic eruptions and landslides have compounded the challenge of creating lasting solutions for the educational system. It's been just over a year since several typhoons, including Ketsana, killed hundreds and affected up to 10 million people in southern Asia. As a result, many Filipinos live in a constant state of fear as they anxiously brace for the next catastrophe. In this video, UNICEF correspondent Rob McBride reports on efforts to prevent disaster near a volcano in the Philippines.

Watch the video and read more about their efforts [here](#).

NGO partners, with UNICEF support, are currently in the process of establishing over 200 child-friendly spaces and around 100 mobile teams that will work to reach children in Pakistan's most remote areas with psycho-social support and health-related referrals. The teams will also help with an essential identification of the country's most vulnerable children. Education, health and water, sanitation and hygiene are all provided and have been integrated into the basic social services being afforded to the flood victims.

To watch the video and read more about the child-friendly spaces, click [here](#).

PODCAST: Building Hope for Adolescent Girls in Haiti

(UNICEF)

As schools open for the new academic year in Haiti, the hope is to bring all boys and girls to school, those who attended before the earthquake struck in January 2010, and those hardest to reach, who will go to school for the first time.

In the most recent addition to the 'Beyond School Books' podcast series, UNICEF Radio podcast moderator Amy Costello spoke with **Judith Bruce**, Senior Associate and Policy Analyst with the Population Council's Poverty, Gender, and Youth program, and **Michelle Trombley**, UNICEF's Gender-Based Violence Specialist in Haiti, about the situation for adolescent girls in Haiti, both in camps and at school.

Listen to the Podcast [here](#).

ANNOUNCEMENT: Right to Education Project

(Right to Education)

[The Right to Education Project](#) has drafted more than 200 rights-based indicators for measuring the fulfilment of the State's obligation to ensure the right to education, as expressed in international humanitarian-, refugee- and human rights law. Their aim is to help ensure greater accountability and define standards for how education must look. It is possible to create 'packages' of indicators around a theme or a region, such as emergencies, gender or fragility, thereby supporting the work of INEE and the Global Education Cluster.

These draft indicators are now the subject of testing and refinement. The Right to Education Project [invites you to look at all of them](#) and join their [online Forum](#) to reflect on their possible use, as well as to share your experiences and ideas. Initial guiding questions on the online forum have been devised for your consideration

NEWS: Stability in Somaliland Boosts Education Prospects

(IRIN)

Somalis from south-central Somalia and those in the diaspora have taken advantage of the stable environment in the self-declared republic of Somaliland to put their children through school there, boosting enrolment in private and public education institutions in the region, officials said. "About 10 percent of 200,000 primary-school children are from south-central Somalia," Ali Mohamed Ali, the director-general of Somaliland's Education Ministry, told IRIN.

Authorities in Somaliland allow Somalis from south-central Somalia access to public services such as healthcare and education, despite considering them as refugees. Abdi-Rahman Mohamed Mal, the former education director-general, said Somaliland's 392 public primary schools had only 2,367 teachers, with 40 percent of Somaliland children having access to education.

To read more about schooling in Somaliland, click [here](#).

NEWS: Launch of Online Disaster Risk Reduction Project Portal

(DRR Project Portal)

The Disaster Risk Reduction (DRR) Project Portal for Asia and the Pacific is an online system for information on all DRR projects in the region. It aims to increase collaboration and cooperation on conceptualisation, planning and programming on DRR among different stakeholders. Features and functions include:

- Project list - including links to lead organisations of the projects
- Project search function
- Customisable graphs - helping to show an overview and useful for trend analyses
- An interactive map showing DRR projects
- DRR frameworks, strategies and roadmaps.

Those based in the region are encouraged to register and enter your organisation's DRR project information (including current, proposed and completed projects) at www.drrprojects.net,

NEWS: Updated website for I DEAL - Life Skills Intervention Program

(War Child Holland)

War Child Holland has launched a renewed website on its life skills intervention, I DEAL, a set of comprehensive psychosocial activities designed to build the resilience of children and young people in conflict affected areas and to improve their coping skills to better 'deal' with the challenges of every day life. I DEAL combines creative activities and games with group discussions and home assignments

The I DEAL website is designed as a resource for facilitators, trainers, and coordinators of child centred programming.

To visit the website go to: www.warchildlearning.org

NEWS: Education Defuses Mine Threat in Sri Lanka

(IRIN)

Landmine injuries have been minimal in northern Sri Lanka, thanks in part to mine risk education (MRE) aimed at the tens of thousands of civilians returning home to the former combat zone, experts say. "Sri Lanka had nearly three casualties per month over the 12 months from the end of the armed conflict. Afghanistan recorded 172 casualties per month in 2001 and in Cambodia for many years the rate remained at 65 casualties or more per month," Sebastian Kasack, a mine action specialist with UNICEF, told IRIN.

To learn more about the education programs and organizations working on landmine education, read the article [here](#).

M.A PROGRAMME: European Master Programme in Higher Education (correction)

(University of Oslo, University of Helsinki and the University of Aveiro)

In cooperation with the University of Helsinki (Finland) and the University of Aveiro (Portugal), the Faculty of Education at the University of Oslo is proud to offer a joint, 2-year European Master Programme in Higher Education. The programme ranks amongst the very first Joint Degrees to be offered in Europe. Through spending a period of studies at the three host universities, students are given the unique opportunity to experience, first hand, three distinct university systems and national cultures. They are also able to study the field of higher education as taught by the leading edge of European researchers within the field. Upon successful graduation, students within the programme are given a rather novel degree by not one but three of Europe's leading research-intensive universities.

For more information, please visit the Programme's website, [here](#).

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The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of more over 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