

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

Sept 2010, Vol. I

Dear INEE Members,

Please find below the first INEE bulletin for the month of September 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

[EVENT: Early Reading - Igniting Education for All](#)

[VIDEO: A Multi-Cultural School in Bosnia and Herzegovina Brings Out the Best in Children](#)

[PUBLICATION: Promoting participation - Community contributions to education in conflict situations](#)

[PUBLICATION: Promoting Preparedness Against Hazard Events Through Primary Education in Haiti](#)

[REPORT: Graduate Education and Professional Practice in International Peace and Conflict from USIP](#)

[NEWS: Striving to Ensure Kyrgyz Children Can Return to School in September](#)

[NEWS: SOMALIA - Relative Calm Boosts School Numbers in Beletweyne](#)

(International Reading Association and Brookings Institution)

Date: **September 8, 2010**

Time: **2-4 pm**

Location: **Brookings Institution's Center for Universal Education**

1775 Massachusetts Ave., NW

Falk Auditorium

Washington, DC.

[Map](#)

On September 8, International Literacy Day, the Center for Universal Education (CUE) at Brookings and the International Reading Association will host a discussion on how ensuring literacy in the early grades can help fulfill the promise of quality education for all.

Amber Gove of RTI International will present the findings from "*Early Reading: Igniting Education for All*," and following the presentation, USAID Director of Education David Barth and International Reading Association President Patricia Edwards will join a panel discussion on the paper's findings.

To RSVP contact irawash@reading.org.

(UNICEF)

This video explores an exceptional multi-ethnic, multi-cultural institution open to all students, despite lingering ethnic tensions in Bosnia and Herzegovina. The school, which was rebuilt with support from UNICEF, its partners, and the Danish Government after the war in the region ended, brings children of all origins together -- giving them equal opportunity to learn and thrive -- and is helping to rebuild and reconcile a divided society.

To watch the video and read the full blog post on INEE's website click [here](#).

(UNESCO/IIEP and CfBT Education Trust)

Community participation is a much-acknowledged and important part of the field of education in emergencies. A recent report released by UNESCO and the CfBT Education Trust explores the roles communities play in providing education, and the conditions that can either obstruct or encourage their involvement, in both emergency and reconstruction settings including among Iraqi refugees in Jordan and within communities in the Occupied Palestinian Territory, Southern Sudan, Uganda and Liberia.

Focusing on the types of roles that communities play, and the factors that encourage and discourage participation, the report chronicles both successes and challenges various communities have faced in their efforts to provide education during times of conflict and reconstruction.

The full report is available [here](#).

(Western Washington University)

This teacher's manual of classroom activities focuses on preparedness, response, and mitigation regarding three of Haiti's major hazard events: hurricanes, earthquakes, and fires. To increase the success of implementation, pre-existing lessons developed in other countries have been adapted as well

as new lessons devised. All activities are adapted for a context of minimal classroom resources and potentially poor literacy rates among students.

Each section has been arranged so that students learn the basic information about the hazard, followed by ways in which to prepare, and finally how to respond in the actual event of the hazard.

To download a copy of the manual click [here](#).

(United States Institute of Peace)

USIP has engaged in a major effort to develop a comprehensive program in conflict management designed for professionals, resulting in the establishment of the Academy for International Conflict Management and Peacebuilding. This report examines the match between graduate academic programs in international peace and conflict, and the needs of organizations and agencies that hire individuals for conflict focused work in the field.

Some findings from the report include:

- Graduate-level academic institutions are not adequately preparing students for careers in international peace and conflict management. Curricula need to incorporate more applied skills, cross-sectoral coursework, and field-experience opportunities.
- Overseas experience is, for employers, the most valuable asset.
- General project management skills are critical.
- International peace and conflict management practices increasingly overlap with work on human rights, humanitarian issues, and development programming.

To read more about the report click [here](#).

To download the full report click [here](#).

(UN NEWS)

UNICEF and Kyrgyz authorities have launched an initiative to ensure safe access to education at the start of the new school year in September for thousands affected by the recent ethnic clashes that erupted in southern Kyrgyzstan in June. The conflict has led to widespread displacement and seriously impacted the lives of children and teachers, many of whom lost their homes or had to move.

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

(IRIN)

The town of Beletweyne in central Somalia's Hiiraan region has recorded a marked increase in pupils returning to school following relative calm in the region over the past six months, say residents and school officials.

An education official said the rise in back-to-school numbers was thanks to a lull in fighting between government troops and Islamist insurgents. "The last time we had fully fledged fighting was in February; so the calm we are enjoying has encouraged many families to return."

To read the full article click [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