



**Inter-Agency Network for Education in Emergencies**  
**Réseau Inter-Agences pour l'Éducation en Situations d'Urgence**  
**La Red Interagencial para Educación en Situaciones de Emergencia**

Dear INEE Members,

Please find below the first INEE update for the month of August that contains resources of interest and relevance to those working in the field of education in emergencies, chronic crises and early reconstruction. These resources 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 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 [coordinator@ineesite.org](mailto:coordinator@ineesite.org).

We hope that you will find the list of resources below interesting and helpful.

Sincerely,  
 INEE Secretariat

Mary Mendenhall, Network Coordinator ([coordinator@ineesite.org](mailto:coordinator@ineesite.org))  
 Allison Anderson, Focal Point on Minimum Standards ([minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org))  
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In this issue:

- Resource: Lessons in Terror: attacks on education in Afghanistan
- Resource: Synergies between formal and non-formal education
- Resource: The Power of Partnership
- Resource: Beyond access for boys and girls
- Resource: Outcomes not Outputs: Monitoring and Evaluation in Post-Conflict Environments
- Resource: From Schooling Access to Learning Outcomes
- Resource: Getting Girls Out of Work and Into School
- Resource: IIEP Guidebook for planning education in emergencies and reconstruction
- Tool: Setting up and Running a School Garden
- Tool: Gender and Disaster Sourcebook
- Call for Papers: JEID 2007 (Deadline 15 December 2006)

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Lessons in terror: attacks on education in Afghanistan  
 (Human Rights Watch, 2006)

This report examines the impact of insecurity on education in Afghanistan, especially on

girls' education. It also seeks to establish new benchmarks for assessing the performance of Afghan and international security forces and measuring progress on the security front. The document argues that access to education be made one key benchmark for assessing the performance of Afghan and international security forces and measuring progress on the security front because: teachers and schools are typically the most basic level of government and the most common point of interaction; this benchmark lends itself to diagnostic, nationally comparable data analysis; and providing education to a new generation of Afghans is essential to the country's long-term development.

Please click here to access the report: <http://www.eldis.org/cf/rdr/rdr.cfm?doc=DOC22390>

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Synergies between formal and non-formal education: an overview of good practices (Mehboob Dada, Matthias Lansard, Carolina Cano, Carmela Salzano and Nicolas Bastien, UNESCO, 2006)

Until recently, education planning tended to be removed from knowledge accumulated in the non formal education (NFE) sector - particularly on the types of education delivery and approaches that most successfully meet the needs of marginalised and vulnerable population groups around the world. This report aims to be a first step in showing how national Ministries of Education in four regions (Latin America, Asia and Pacific, the Arab States and Africa) are beginning to create "synergies" with non-formal education providers towards bridging that gap. The case studies and analytical reports provide an overview of synergies at the regional level and provide the basis for further synergies. Many of the profiled programmes capitalise on alternative delivery, communication and media channels. They focus on target groups whose access to education has traditionally been limited. The authors conclude that Education for All and improving the quality of education is not just a question of adjusting education systems to make them more open, making more resources available and introducing legislation. The provision of quality in education requires a "see-change" in the whole perception of what education represents and can contribute in today's changing world.

Please click here to access the report (pdf):

<http://unesdoc.unesco.org/images/0014/001460/146092E.pdf>

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The Power of Partnership: Guiding Principles for Partnerships to End Violations Against Children during Armed Conflict  
(Watchlist on Children and Armed Conflict, July, 2006)

This report calls for the development of sustainable and strong partnerships between UN and civil society organizations in order to protect children from violations committed against them in armed conflict situations. This paper focuses on UN and civil society partnerships as a crucial element in ensuring the success and sustainability of the nascent UN Monitoring and Reporting Mechanism established by UN Security Council Resolution 1612. It identifies six "Guiding Principles for Building Effective Partnerships," including: transparency shared goals: halting violations and seeking remedies guidance provided by local partners open communication

equality and mutual respect in identifying problems and generating solutions and adequate training for all partners involved.

Please click here to access the report: <http://www.watchlist.org/advocacy/policystatements/>

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Beyond access for boys and girls: how to achieve good quality, gender-equitable education (Oxfam, 2005)

This introductory paper frames the issues and challenges to be faced in achieving gender equality and quality Education for All (EFA). The issues - which include not only ensuring access to education for girls and women, but the completion of good quality education for both boys and girls so that they can use their education to have a positive effect on their futures - are taken up in more detail in subsequent papers. In order to move towards good-quality, gender-equitable education for all, key developments are needed to ensure: adequate resources; increased individual, institutional, and organisational capacity; community participation; networking and partnerships between organizations and good documentation of what works and what does not work, and why.

Please click here to access the document (pdf):

[http://www.oxfam.org.uk/what\\_we\\_do/issues/education/downloads/edpaper1.pdf](http://www.oxfam.org.uk/what_we_do/issues/education/downloads/edpaper1.pdf)

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Outcomes not Outputs: Monitoring and Evaluation in Post-Conflict Environments (Seema Patel, July 2006)

The increasing emphasis on monitoring and evaluation mechanisms calls for more creative and comprehensive evaluation approaches, tools and techniques that are focused not only on results (outputs) but also on progress or change (outcomes). Many recent evaluations on Afghanistan's and Iraq's reconstruction rely heavily on outputs but neglect to include local perceptions in the assessment of programme activities. The author points to the CSIS PCR Project, among others, as an alternative to measure outcomes because its evaluations include dialogue with local communities and integrates qualitative as well as quantitative measures. The author also gives suggested readings for additional information on outcomes-based monitoring and evaluation frameworks.

Please click here to access the document: <http://pcrproject.com/blog/2006/07/19/monitoring-and-evaluation-in-post-conflict-environments/>

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From Schooling Access to Learning Outcomes: an Unfinished Agenda (World Bank IEG, 2006)

A new report released by the World Bank's Independent Evaluation Group (IEG) finds that in developing countries over the past 15 years, high priority was accorded to increasing enrollments in primary schools, but much less attention was directed to the crucial issue of whether children are learning adequately. The report recommends that countries, the World Bank and

development partners give the same emphasis to learning outcomes as to access, so that the world's increasing investments in primary education have a far greater impact on poverty reduction and national development.

Please click here to access the report:

<http://www.worldbank.org/ieg/education/?intcmp=5263794>

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### Getting Girls Out of Work and Into School

(UNESCO Bangkok: Asia and Pacific Regional Bureau for Education, 2006)

In the Asia-Pacific region, girls' labour, official and unofficial, continues to constitute a major obstacle to accelerating progress towards achieving gender parity and equality in primary and secondary education by 2015. This policy brief summarises the causes and consequences of girls' child labour on their educational opportunities and describes some of the instruments and strategies in place to reduce girls' labour. It also provides insights into current good practice, including three innovative initiatives to get girls out of work and into school in China, India and the Philippines. The paper concludes that the provision of education for girls that is accessible, affordable, of good quality, and relevant is ultimately a question of political will to adequately invest in education for girls.

Please click here to access the document:

[http://www.unescobkk.org/fileadmin/user\\_upload/appeal/gender/pdf/girls.pdf](http://www.unescobkk.org/fileadmin/user_upload/appeal/gender/pdf/girls.pdf)

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### Guidebook for planning education in emergencies and reconstruction

(UNESCO IIEP, 2006)

This publication is designed as a practical tool with comprehensive guidance notes, checklists of useful strategies and best practices to allow education ministry staff and other stakeholders to respond quickly to crises. It is part of IIEP's pioneering research programme on educational planning in emergencies and reconstruction, and draws on case studies from areas as diverse as Kosovo, Southern Sudan, Timor-Leste and Rwanda. The 38 user-friendly chapters cover the following four subject themes: Access and Inclusion, Teachers and Learners, Curriculum and Learning and Management Capacity. They cover issues such as former child soldiers, psychosocial support to learners, curriculum content and review processes, planning processes, education management information systems and budget and financial management. Each chapter can be consulted either in conjunction with other chapters as an ensemble or as self-contained topics. The Guidebook was developed by IIEP in collaboration with a high-level team of recognized specialists, representing researchers and practitioners from institutions, agencies and ministries across the world.

Please click here to access the report:

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook>

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Setting up and Running a School Garden - A Manual for Teachers, Parents and Communities (FAO, 2006)

This may be appropriate also for use in post-emergency and rehabilitation situations. FAO has prepared this manual to assist school teachers, parents and communities who wish to start or improve a school garden with the aim of helping school children to grow in both mind and body. Children's health is the concern of the whole school and community. The classroom curriculum, extra-curricular activities, the school establishment and the school environment should reinforce each other and work together with the family and community to ensure that children have their basic rights to education and to adequate nutrition.. This multi-faceted approach is the best way to successful education for better nutrition and learning. More than that, it may play a part in promoting not only the children's health but also the health of their families and of the natural environment.

Please click here to access the manual: <http://www.fao.org/docrep/009/a0218e/a0218e00.htm>

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The Gender and Disaster Sourcebook  
(Applied Disaster and Emergency Studies Department, Brandon University, 2006)

What is the link between gender equality and disaster risk? What lessons have been learned in the field and through scientific study? How can this knowledge be applied in practice to reduce risk and respond equitably to disaster events? The Gender and Disaster Sourcebook is a one-stop user-friendly electronic guide to help answer these questions. The outcome of a year-long project to consolidate and organize English-language materials in the field, the Sourcebook is a work in progress to which we hope you will contribute.

Please click here to access the sourcebook: <http://www.gdonline.org/sourcebook/index.htm>

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Call for Papers: JEID 2007: Deadline 15 December 2006

In 2007, JEID will publish four issues including one general issue and three thematic issues. JEID welcomes papers on the following topics:

Capacity Development. Papers are welcome on the wide range of capacities that are needed, how they can or are being developed, and what the expectations are for the effects of this effort.

Life and Work Skills. Work skills are central to life skills, which include a broad array of skills considered essential for life. Papers are welcome on projects or programs addressing these issues.

Complementary Education. Schools that are not part of national education systems but provide an education are often referred to as non-formal, alternative schools, or as complementary

schools. Papers are welcome on education projects, programs or efforts that complement the education offered by national governments.

Secondary Education. Papers are welcome addressing the policy implications, national plans and efforts to meet the demand for secondary education, or describing programs or projects working on various aspects of secondary education.

Evaluation. Program evaluation is an important part of many projects, yet the utility of evaluations, the appropriateness of evaluations and the ends that evaluations serve are all much debated. Papers are welcome for this topic on the theoretical and practical questions of evaluations, on program and project evaluations and their implications and use.

Education Services in Fragile States. Many developing countries are fragile because they are emerging from wars or natural disasters, are economically weak, among other reasons. Papers are welcome on education projects and program working with fragile populations or in countries with fragilities, widely defined.

For any questions or further information, contact Debbie Glassman, JEID Editor at [jeid@air.org](mailto:jeid@air.org) or [dglassman@air.org](mailto:dglassman@air.org). or visit <http://www.equip123.net/JEID/>

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