



**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 September 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))  
 Melissa Kelly, Program Assistant

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 Education Access and Retention for Educationally Marginalised Children:  
 Innovations in Social Protection  
 (Mobile Task Team (MTT), 2005)

A review of social protection mechanisms for orphans and vulnerable children (OVC) in the education sector in the Eastern and Southern Africa Region (ESAR) was commissioned by the United Nations Children's Fund (UNICEF) in 2005. This review was conducted by the MTT, and is one of three components of UNICEF's review of social protection mechanisms in the ESAR region, including reviews of the role of public works and cash transfers. The purpose of the education review was to: a) Identify sectoral players and the scope of their social protection programmes; b) Identify lessons learned; c) Provide a representative list of social protection programmes in the education sector; d) Identify a combination of these with the potential to provide a coordinated social protection programme; and e) Identify actions required to scale up social protection within the education sector in ESAR.

Please click here to access the resource:

[http://hivaidsclearinghouse.unesco.org/ev\\_en.php?ID=5691\\_201&ID2=DO\\_TOPIC](http://hivaidsclearinghouse.unesco.org/ev_en.php?ID=5691_201&ID2=DO_TOPIC)

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Gender and Child Protection Policies: Where do UNHCR's partners stand?

(Women's Commission for Refugee Women and Children, July 2006)

This study explores mainstreaming age and gender within UNHCR's operational partners. The study is based on the view that the presence of gender and child protection policies enhances the work of operational partners, and UNHCR's own mainstreaming objectives at the operational level. Findings are preliminary, based on survey analysis but point to areas for exploration by UNHCR, other UN agencies and implementing partners more broadly. As UNHCR promotes mainstreaming of age, gender and diversity in its operations, concerted efforts are called for to ensure this strategy can be incorporated into NGOs that have a variety of approaches and philosophies, as well as areas of focus. This includes sharing of information and flexible approaches to mainstreaming as relevant to the mandate and capacity of the implementing agency as well as ensuring that international NGOs' headquarters, in addition to their participating in field operations, are fully engaged in UNHCR's age, gender and diversity mainstreaming efforts.

Please click here to access the report (pdf):

<http://www.womenscommission.org/pdf/AGDMfinal.pdf>

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Education and the Role of NGOs in Emergencies: Afghanistan 1978-2002

(Hassan Mohammed (CARE) and the American Institutes for Research, produced by USAID and Equip 1, 2006)

This study provides a background as well as critical reflections on the role of NGOs and UN agencies in providing education in Afghanistan during the 25 year period of conflict from 1978 through 2002. The international community's efforts were focused around primary school programming and non-formal skills development through support to quasi-public schools, community-based rural schools, home-based urban schools, and non-formal education programs. The report highlights the efforts of CARE, the IRC, and the Islamic Relief Agency, among others, to work with communities to increase girls'

enrolment, provide psychosocial support to children and families during emergencies and provide low cost and sustainable programs. Since fall of Taliban in 2001, the demand for education has risen exponentially, making it critical for NGOs and UN agencies to collaborate with the Ministry of Education and communities to improve access to quality education in Afghanistan.

Please click here to access the report (pdf): <http://www.equip123.net/docs/e1-RoleofNGOsAfghanistan.pdf>

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Let our Children Teach Us! A Review of the Role of Education and Knowledge in Disaster Risk Reduction  
(Ben Wisner, United Nations International Strategy for Disaster Reduction (ISDR), July 2006)

This review examines good practices to reduce disaster risk through education, knowledge and innovation (including efforts to protect schools from extreme natural events). It looks critically and strategically at current activities in order to identify gaps, opportunities in the form of synergisms and partnerships, and centres of innovation.

Education, knowledge and awareness are critical to building the ability to reduce losses from natural hazards, as well as the capacity to respond to and recover effectively from extreme natural events when they do, inevitably, occur.

Please click here to access the report:

<http://www.reliefweb.int/rw/lib.nsf/db900SID/EVOD-6SZGZ5?OpenDocument>

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Issue 17 of Equals Newsletter  
(Beyond Access Project, 2006)

Equals 17 focuses on the effect that conflict has on gender equality in education. The Gender Equality in Education Index is used to assess the situation regarding gender equality in education in countries with histories of conflict or repression. Elsewhere, feature articles look at different ways of engaging teenage boys and girls in learning and reflection in Palestine; examples of positive interventions to help women and girls' obtain an education in post conflict Liberia and in Darfur, Sudan; and changing attitudes towards education for girls and women in wartime Chechnya. Regular features include conference comments, reviews, web links and forthcoming events and there are also reports on recent events, including the Global Week of Action.

Please click here to access the website: <http://www.ioe.ac.uk/efps/beyondaccess> (click on the link at the left hand side of the page)

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Working with the Media on Gender and Education: A Guide for Training and Planning  
(Beyond Access Project, 2006)

Working with the Media on Gender and Education: A Guide for Training and Planning is an exciting new resource from the Beyond Access Project designed to help education and gender campaigners and coalitions work more effectively with the media to promote gender-equitable education. It explores issues relating to gender equality in education and contains practical advice on working with the media. Throughout the guide suggestions of activities to help groups generate discussion and explore the issues addressed in more depth are given the guide is accompanied by a set of worksheets that correspond to these activities.

Please click here to access the website:

[http://ioewebsserver.ioe.ac.uk/ioe/cms/get.asp?cid=7746&7746\\_0=14344](http://ioewebsserver.ioe.ac.uk/ioe/cms/get.asp?cid=7746&7746_0=14344)

Please click here to access the guide (pdf):

<http://k1.ioe.ac.uk/schools/efps/GenderEducDev/Media%20Guide.pdf>

Please click here to access the activity worksheet which accompany the guide (pdf):

[http://k1.ioe.ac.uk/schools/efps/GenderEducDev/gender\\_activity\\_worksheets.pdf](http://k1.ioe.ac.uk/schools/efps/GenderEducDev/gender_activity_worksheets.pdf)

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Companion Curriculum to INNOCENTS LOST by Jimmie Briggs

(Nicole Rigg, Amnesty International USA, 2006)

This curriculum guide has been designed to accompany Jimmie Briggs' 2005 book, INNOCENTS LOST, in which he takes an unprecedented journey into the lives of child soldiers, exposing the cruelty of conflict with a new perspective: the eyes and voices of the exploited children forced to fight in war. By raising awareness and teaching youth about the issue of child combatants, Briggs hopes not only to put an end to youth involvement in conflict but also to "plant seeds of peace and tolerance among youth destined to be leaders in the future." Teachers can utilise this guide to educate students about topics such as Human Rights Law, Small Arms Trade, Girls in Conflict, International Justice and Impunity and Refugee Repatriation and Recovery. Each of the five lessons is based on a chapter from the book as well as a case study on one of the following countries: Afghanistan, Colombia, Rwanda, Sri Lanka and Uganda.

Please click here to access the curriculum guide (pdf):

[Http://www.amnestyusa.org/education/pdf/innocents\\_lost\\_curriculum.pdf](Http://www.amnestyusa.org/education/pdf/innocents_lost_curriculum.pdf)

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Respect Refugees e-learning Core Course on Refugees and IDPs

This training has been designed to provide answers to the basic questions that professionals, volunteers and scholars have when approaching refugee-related issues in order to understand and to have a global vision of their environment. The course covers a wide range of topics from building a refugee camp, common psychological and medical problems, different case studies, to the causes of population and mass displacements, or globalisation and forced migration.

The price of the course is 105 euros.

Please click here to access the course description:

<http://www.respectrefugiados.org/courses/refugeedescription.htm>

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### Respect Refugees e-learning Course on Repatriation and Refugees

This course on repatriation and refugees has been designed to facilitate a more comprehensive understanding of the situation of the millions of refugees in the world as well as the solutions proposed and carried out by countries, governments and international bodies, such as UNHCR, to resettle the displaced populations. Sometimes a success, sometimes a failure, the policies and repatriation methods are subject nowadays to an increasingly criticisms and close monitoring by external bodies and NGOs. This course will examine the repatriation policies, failures and successes, from international bodies, the repatriation history from the last decades, to current practices and solutions. The course will feature a case study in the repatriation situation in the former Yugoslavia. The price of the course is 55 euros.

Please click here to <http://www.respectrefugiados.org/courses/repatriation.htm>