



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 second INEE update for the month of October, which 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.

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

Sincerely,
 INEE Secretariat

Allison Anderson, Focal Point on Minimum Standards
 Marian Hodgkin, Program Assistant
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In this issue:

- Resource:** The United Nation’s Secretary-General’s Study on Violence against Children
- Resource:** Mobile Repair Teams Link School Renovation and Community Participation Strategies
- Resource:** Mother tongue first: Children's right to learn in their own languages
- Newsletter:** Africa Newsletter, Africa Bureau Third Quarter, 2006
- Guide:** Infant and Young Child Feeding in Emergencies: Operational Guidance for Emergency Relief Staff and Programme Managers
- Guide:** Social Protection and Education: our quick guide through key issues
- Tool:** The UNHCR Tool for Participatory Assessment in Operations
- Event:** World Launch of the 2007 Education for All Global Monitoring Report
 Strong Foundations: Early Childhood Care and Education

The United Nation’s Secretary-General’s Study on Violence against Children
 (A joint initiative by the OHCHR, UNICEF & the WHO, 2006)

The United Nations Secretary-General’s Study on Violence against Children has been a global effort to paint a detailed picture of the nature, extent and causes of violence against children, and to propose clear recommendations for action to prevent and respond to it. This is the first time

that an attempt has been made to document the reality of violence against children around the world, and to map out what is being done to stop it. Since 2003, many thousands of people have contributed to the study in consultations and working groups, through questionnaires and in other ways. Children and young people have been active at every level. Professor Paulo Sergio Pinheiro presented the Secretary-General's Study Report on the Violence against Children to the Third Committee of the General Assembly on 11 October 2006 in New York.

Please click here to access the web page: <http://www.violencestudy.org/r25> (link to report in English, French, Spanish, Chinese, Arabic, and Russian)

Mobile Repair Teams Link School Renovation and Community Participation Strategies
(Just in Time Publication, September 2006)

Since the fall of 2003, the USAID/Yemen Basic Education Program has worked to renovate dozens of schools, train hundreds of teachers and headmasters, establish adult literacy programs, and mobilize communities, with a particular focus on girls and women. The project covers three governorates in the poorest and most remote areas of the country stretching from the mountains of Amran in the northwest to the expansive desert covering much of Mareb and Shabwah governorates in the east and southeast. Over 16,900 students attend the targeted schools, a level to be increase by at least ten percent over the project's four-year life.

Please click here to view access the resource (PDF):

<http://www.equip123.net/JIT/e1-JIT-MRT.pdf>

Please click here to access as html: <http://www.equip123.net/webarticles/anmviewer.asp?a=425>
(see link September 2006)

'Mother tongue first: Children's right to learn in their own languages'
(Id21 insights education #5, September 2006)

Education is power and language is the key to accessing that power. A child who thrives at school and develops self-esteem and pride will have better employment opportunities and is more likely to realize his or her potential. Ethnicity, language and culture are deeply intertwined. They are also intertwined with inequity, discrimination and conflict. Since most countries in the world are multiethnic and multilingual, opinions about provision of education, curriculum content, and the language of teaching and learning are often fiercely held and hotly debated.

Please click here to access the entire article (PDF):

<http://www.id21.org/insights/insights-ed05/insightsEdn5.pdf>

To link to the website and other relevant articles please click here:

<http://www.id21.org/insights/insights-ed05/index.html>

UNHCR Africa Newsletter, Africa Bureau Third Quarter, 2006
(Published by the UNHCR, 2006)

The Africa Newsletter for the third quarter, 2006 highlights education and statelessness in Africa. Ensuring that the right to education is fulfilled for displaced children is a priority for

UNHCR and part of the Organization's protection strategy. Countries of asylum share this responsibility and this commitment with UNHCR in Africa. All African countries except one have signed the 1989 International Convention on the Rights of the Child, which acknowledges the right of the child to education (article 28). However, education is a progressive right and, undeniably, has a cost. In recognition of this, UNHCR assists governments to provide access of refugee children to education facilities.

Please click here to access the resource (PDF):

<http://www.unhcr.org/news/NEWS/45225d5c2.pdf>

Infant and Young Child Feeding in Emergencies: Operational Guidance for Emergency Relief Staff and Programme Managers
(Infant and Young Child Feeding in Emergencies Core Group / Emergency Nutrition Network (ENN) Oxford, 2006)

Careful attention to infant feeding and support for good practice can save lives. This practical manual provides concise, non-technical guidance on appropriate infant and young child feeding in emergencies. Some elements are also relevant to non-emergency settings. It is intended for emergency relief staff and programme managers of all agencies working in emergency programmes, including national governments, United Nations agencies, national and international non-governmental organisations and donors. It applies in emergency situations in all countries.

To access this guide, please click here (PDF): <http://www.enonline.net/ife/ifeops2.pdf>

In French / En Français (PDF): <http://www.enonline.net/ife/translations/french.pdf>

In Spanish/ En Español (PDF): <http://www.enonline.net/ife/translations/spanish.pdf>

For Russian, Portuguese or Bahasa, please link to the website:

<http://www.eldis.org/cf/search/disp/DocDisplay.cfm?Doc=DOC22772>

Social Protection and Education: our quick guide through key issues
(Eldis and DFID, 2006)

This guide, created by Eldis in collaboration with DFID, explores some of the evidence that has been gathered on social protection and education and considers what lessons have been learned. The first part asks how social protection can improve education outcomes for poor people, drawing on both country case studies and economic models. Social protection can be targeted at particular groups or conditional, for instance, on children attending school. The second part of this guide examines which of these different approaches work best in different circumstances. A final set of papers looks at how countries can weigh the competing demands of social protection programmes and the school system in order to balance investment in supply of education services with processes to support demand and access.

To access this guide please click here (PDF):

http://www.eldis.org/education/social_protection.pdf

For html format click here:

http://www.eldis.org/education/social_protection.htm

The UNHCR Tool for Participatory Assessment in Operations
(UNHCR, 2006)

As a means to ensure better participation of all people of concern in decision-making, UNHCR has developed this tool as part of its Age, Gender and Diversity Mainstreaming Strategy. Participation is particularly important for those who are often excluded, such as women, children, and adolescents, the elderly and other groups suffering from discrimination. The UNHCR Tool outlines 10 basic steps to ensure women, girls, boys, and men participate in analyzing protection problems together; in discussing capacities to face protection problems, and in finding solutions together.

Please click here to access the document through the web page:

<http://www.unhcr.org/publ/PUBL/450e963f2.html>

Event: World Launch of the 2007 Education for All Global Monitoring Report
Strong Foundations: Early Childhood Care and Education
(UNESCO, 2006)

On October 26th, 2006 UNESCO will hold the launch of a new international report on progress toward Education for All with a special focus on early childhood care and education. This event will be held at UNICEF, New York from 9:30am until 10:30am and will be followed by a panel discussion from 10:30 – 12:15pm. Discussion will focus on progress towards universal primary education, trends in early childhood care and education, how early childhood programs move the anti-poverty agenda forward, and the role of the international community.

For more information and contact information please click here:

http://portal.unesco.org/education/en/ev.php-URL_ID=45411&URL_DO=DO_TOPIC&URL_SECTION=201.html
