



**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**

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Dear INEE Members,

Please find below the second INEE bulletin for the month of December, and the final bulletin of 2007, containing 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 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 [coordinator@ineesite.org](mailto:coordinator@ineesite.org).

We hope that you will find this bulletin interesting and helpful.

Sincerely,

INEE Secretariat

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**Colloquium: A Critical Reflection on the EFA Global Monitoring Report 2008 (London, UK – January 17, 2008; UKFIET, UNESCO, IOE)**

On Thursday 17 January, 2008, the United Kingdom Forum for International Education and

Training (UKFEIT), UNESCO, and the Institute of Education at the University of London (IOE) will be hosting a colloquium in London, UK on the EFA Global Monitoring Report 2008 “Education For All by 2015 – Will we make it?” It is open to everyone interested in EFA. At the colloquium, representatives from UKFEIT, UNESCO and IOE will present the Global Monitoring Report and its findings. The presentations will involve a critical review and discussions of specific themes within the report. Finally, the presenters hope to identify how UK stakeholders can support progress toward reaching EFA goals by 2015.

For further information, please visit:  
[http://www.ukfiet.org/events\\_notices.php](http://www.ukfiet.org/events_notices.php)

To register for this event, please email Nicole Blum:  
[n.blum@ioe.ac.uk](mailto:n.blum@ioe.ac.uk) .

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### **Sponsorship: The CREATE Commonwealth Scholarship**

The Consortium for Research on Educational Access, Transitions and Equity (CREATE) has been asked to nominate a candidate for the Commonwealth Scholarship Scheme. CREATE was established in January 2006 to encourage the application of knowledge to improve access to basic education. The consortium is a five-year DFID-funded programme of research, with consortium partners based in the United Kingdom, Bangladesh, India, South Africa and Ghana. CREATE is undertaking research reviews on key themes, empirical fieldwork to explore inclusion and exclusion from basic education. Its aim is to improve sustainable access in equitable and pro-poor ways and facilitate progress towards the Millennium Development Goals and Education For All (EFA). INEE would like to encourage its members/academics to apply with research focused on education in emergencies and recovery, as it relates to the scholarship goals.

For more information on the consortium and the scholarship and to apply for the scholarship, please visit:  
<http://www.create-rpc.org/about/commonwealth.shtml>

To nominate someone for the scholarship, please email Fran Hunt:  
[f.m.hunt@sussex.ac.uk](mailto:f.m.hunt@sussex.ac.uk)

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### **Guide: The Participation of Children and Young People in Emergencies (UNICEF – East Asia and Pacific Regional)**

The Asian tsunami of December 2004 triggered one of the largest humanitarian relief efforts of recent times. Not only did the scale of the tsunami response break many records, it also led to innovations in delivering relief and in managing rehabilitation efforts. The Participation of Children and Young People in Emergencies: A guide for relief agencies based largely on experiences in the Asian tsunami response has captured some of the most interesting and inspiring examples of children’s involvement in the tsunami disaster response and recovery phases, as collected by UNICEF and a wide array of partners and UN agencies. The examples of children’s participation in

emergency response included in this guide show that their active involvement in relief and rehabilitation efforts are essential and should be a necessary and integral part of any humanitarian programme. Experiences with the participation of children and young people in emergency response, in rehabilitation and in reconstruction, demonstrate what they can contribute. These contributions have helped families and communities to survive and recover. They have ensured that relief and rehabilitation are more effective, and they have enabled young people to cope with the aftermath of the tsunami.

To access the guide, please visit:

[http://www.ineesite.org/uploads/documents/store/doc\\_1\\_the\\_participation\\_of\\_children\\_and\\_young\\_people\\_in\\_emergencies.pdf](http://www.ineesite.org/uploads/documents/store/doc_1_the_participation_of_children_and_young_people_in_emergencies.pdf)

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### **Current Research Project: The Protective Role of Education in Humanitarian Emergencies (Population Council)**

Education has long been neglected in emergency relief efforts. Historically it has been viewed as a development activity having little to contribute to the basic survival and security needs of refugees and internally displaced persons (IDPs). Addressing the protective role of education in emergency situations will help policymakers understand why and how education may protect youth and children in emergency situations. For this reason, the Population Council, in collaboration with a researcher from the Women's Commission for Refugee Women and Children, have launched a research project on *The Protective Role of Education in Humanitarian Emergencies: The Situation of Displaced Sudanese Children and Youth in Darfur*. Findings gathered from this project will provide the empirical evidence necessary to prove the protective role of education in emergencies for displaced children and youth. The project will be directly influenced by information gathered from local educators and displaced children and youth. These findings will make the case for increased funding for education from the outset of an emergency and improve education interventions to ensure the greatest protective impact. In this way, the project has the potential to create long-lasting change that will significantly affect the lives of millions of displaced persons all over the world.

The project is expected to run from September 2007 to December 2009 and will consist of four phases:

1. a rapid assessment of the research situation
2. a qualitative study
3. a quantitative study
4. a dissemination report.

The most immediate outcome of the project will be a published report highlighting the results of the research, as well as further research and policy recommendations. The longer-term outcome of the project will be the improved design and implementation of high-quality, safe education for refugees and internally displaced children and youth. The project's success will be evaluated by audience perceptions of project outcomes during the advocacy campaign and by the extent to which the project findings serve as empirical evidence for the adoption of education programmes in emergency situations.

For more information, please visit:

[http://www.popcouncil.org/projects/TA\\_SudanProtectiveEducation.html](http://www.popcouncil.org/projects/TA_SudanProtectiveEducation.html)

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### **Policy Research: Access to Quality Basic Education for Muslim Learners (USAID)**

The final report of a policy research study entitled Policy Research on Access to Quality Basic Education for Muslim Learners has been published. The objectives of the study were to better understand and help resolve the overall dismal state of basic education in Mindanao particularly in the Autonomous Region in Muslim Mindanao (ARMM), in the Philippines. This policy research was funded by the United States Agency for International Development (USAID) Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project and is part of the broader strategy of the Education and Livelihood Skills (ELSA) Alliance. The study examined the access barriers to quality basic education as experienced by the Muslim learners themselves.

The study examined the following questions:

1. What laws were recently enacted by the Philippine government that concern access to quality basic education by Muslim learners in Mindanao?
2. What do Muslim learners, parents, teachers, and educational administrators perceive as the access barriers to quality basic education in Mindanao?
3. What strategies proved most effective in providing Muslim learners their basic educational needs? Can these strategies be mainstreamed and brought to scale?
4. What educational policy reforms were recently promulgated by the Department of Education (DepED), and the DepED-ARMM to improve Muslim learners' access to quality basic education?

To access this study, please visit:

[http://www.inesite.org/uploads/documents/store/doc\\_1\\_Policy\\_Research\\_on\\_Access\\_to\\_Quality\\_Basic\\_Education\\_for\\_Muslim\\_Learners.pdf](http://www.inesite.org/uploads/documents/store/doc_1_Policy_Research_on_Access_to_Quality_Basic_Education_for_Muslim_Learners.pdf)

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### **Recent Research: A Culture of Quality: Distance Education in Uganda (id21)**

According to a contributor to id21, Kyambogo University (KYU) in Uganda has recently established quality assurance practices for its open distance education programme. Despite operating in an environment poor in resources, the Department of Distance Education has developed a 'culture of care' that focuses on students' needs and places them at the centre of the provision of quality materials and student support. A recent study examines quality assurance practices at KYU, considers the Department of Distance Education's approach and presents the lessons learned.

For more information on this research, please visit id21's website at:

<http://www.id21.org/education/e3fb1g2.html>

To contact the id21 contributor, please email her at:

[felicity.binns@camb-ed.com](mailto:felicity.binns@camb-ed.com)

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## **Recent Research: Improving Basic Education: Post-Basic Education and Training (id21)**

Many of the poorest countries are moving quickly towards providing primary education for all. Foreign donors have increased their support for the provision and monitoring of these efforts, but they could be wasted - and even damage the interests of poor people – if not enough attention is given to systems of post-basic education and training. The Centre of African Studies at the University of Edinburgh conducted a six-country study – India, Ghana, Rwanda, Kenya, South Africa and Tanzania – of the challenges of providing further education and the supportive context in which primary education can be maintained and remain valuable.

The study stressed that education can contribute indirectly to poverty reduction. For instance, even if poor people are not able to access post-basic education and training, it is still needed for the broader educational environment that makes the delivery of basic education possible on an ongoing basis, such as through the training of teachers and educational managers. Poverty reduction can only occur in an environment that allows knowledge and skills to bring about developmental results. Post-basic education and training contributes to the broader educational environment by way of training health professionals, creating employment and developing a knowledge economy, among other things.

For more information on this research, please visit id21's website at:  
<http://www.id21.org/education/e1nt1g1.html>

To contact the id21 contributor, please email him at:  
[n.thin@ed.ac.uk](mailto:n.thin@ed.ac.uk)

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## **Simulation Game: Stop Disasters! (UN/ISDR)**

Disasters triggered by natural hazards destroy lives and livelihoods. They affect millions of people every year, rich or poor. “Stop Disasters!”, a simulation game from UN/ISDR, aims to help people understand the risks associated with natural disasters and learn the best methods of disaster prevention and mitigation. Your role in this game is to plan and construct a safer environment for your population. You must assess the disaster risk and try to limit the damage when natural hazards strike. You will be given advice along the way, both good and bad. Currently, you can choose between five different scenarios – a tsunami, a hurricane, wild fires, an earthquake, and floods – and three difficulty levels. This game will help both adults and children develop critical thinking skills and understand the concrete roles they can play in DRR.

To access this game in English, please visit:  
<http://www.stopdisastersgame.org/en/>

To access this game in other languages, please visit:  
Spanish (<http://www.stopdisastersgame.org/es/>)  
Chinese (<http://www.stopdisastersgame.org/cn/>)  
Russian (<http://www.stopdisastersgame.org/ru/>)  
French (<http://www.stopdisastersgame.org/fr/>)

For more teaching tools and resources on tsunamis, floods, wildfires, hurricanes and earthquakes, please visit:

<http://www.stopdisastersgame.org/en/information.html>

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### **Web Resource: The Himalayan School Earthquake Laboratory Programme (HIMSELP)**

The Himalayan School Earthquake Laboratory Programme (HIMSELP) is part of the Mission Mode Project of the Indian Government's Department of Science & Technology. HIMSELP is an interactive learning resource geared mainly towards a youth/student audience. Through it, children can learn what earthquakes are, what effects they have, how people should react during an emergency, and what people can do to better prepare themselves for an emergency (for example, risk assessment skills etc.). By educating students about this topic, it is hoped they will disseminate their knowledge to other children and individuals throughout their communities. This particular resource is India-specific but may be useful for all INEE members interested in working on disaster risk reduction and emergency preparedness with youth.

To access the resource, please visit:

<http://himselp.net.in>

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### **Web Resource: Expect the Unexpected (Canadian Red Cross)**

The Canadian Red Cross developed its Expect the Unexpected school preparedness program in 1997, following the major floods in Saguenay, Quebec, in 1996. Intended for educators and parents, the program is designed to help youth and their families deal with the impact of natural disasters and adopt disaster preparedness behaviours. The Expect the Unexpected programme provides a variety of teaching and communication aids for teachers, Red Cross facilitators, students and their parents, including facilitator's guides, transparencies, activity booklets, checklist brochures for parents, videos, posters and participation certificates.

To access this resource in English, please visit:

<http://www.croixrouge.ca/article.asp?id=009889&tid=025>

To access this resource in French, please visit:

<http://www.croixrouge.ca/article.asp?id=009950&tid=025>

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