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Education in Emergencies

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY





Volume 7 Number 1 of UNGEI FORUM discusses the theme of Education in Emergencies.

This newsletter issue addresses the situations where children become invisible due to various emergencies, fragile states, conflicts, natural disasters, chronic crises or the long-term crisis of the HIV/AIDS pandemic. The emergency education brings these forgotten children back to the agenda and caters for the realization of their human rights. UNICEF as a member The Inter-Agency Network for Emergency Education (INEE) promotes emergency education with the UN, a wider international humanitarian community and with national governments and in fact, is now the leading agency in basic education in the emergency situations.

The first article is a briefing on the training on Minimum Standards for Education in Emergencies and Chronic Crises held in Uganda last year. It gives an overview of what emergency education should be and what Inter-Agency Network for Emergency Education (INEE) does. This article is followed by the recommendations and the Way Forward of the training workshop.

The second article, written by the INEE Network Coordinator, provides a summary of all the work that INEE engaged in in 2006, including training events and policy roundtables. In addition, UNICEF ESARO's rough workplan and commitment to emergency education in ESAR has been included for your reference.

The article that follows highlights the special challenges of programming and working in the fragile state of Somalia. The complex challenges in the context of Somalia include breakdown of governance, sporadic fighting and natural disasters. After this, the colleagues from Zimbabwe describe the emergency and disaster preparedness and planning within the education sector in Zimbabwe. In addition to the experiences from Somalia and Zimbabwe, we will have a thorough account of the emergency situations and responses in education from Ethiopia.

For your reference and assistance, an abundant number of emergency related reading materials, websites and information resources are presented at the end of the newsletter. Please take advantage of these reference materials.

In this issue...

Emergency Education—Urgent Need, Unique Opportunity	4
Inter-Agency Network for Education in Emergencies (INEE) in 2006	6
Programming in a Fragile State: Somalia	8
Emergency Preparedness in Education in Zimbabwe	9
An Account of Emergency Responses in Education in Ethiopia: A Call for Pro-active Strategies and Approaches	11
Reading Materials	16
Interesting Websites and Information Resources	18

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Emergency Education – Urgent Need, Unique Opportunity

Government counterparts and UNICEF and WFP staff underwent a basic orientation to the Minimum Standards for Education in Emergencies and Chronic Crises. The training was held in Kampala, Uganda on September 12-15, 2006. A training team of four, trained by the Inter-Agency Network on Education in Emergencies and Chronic Crises [INEE], facilitated the process. The orientation has enabled programme staff and government members to more fully appreciate the issues and processes around preparedness and response planning.

By Michael Gibbons, Consultant and Pilar Aguilar, Education Programme Officer, NYHQ

The rights of the child are indivisible – that is why we worry when a child becomes ‘invisible’. Tens of millions of school-age children worldwide affected by emergencies and fragile states disappear behind the refugee camp gate or drop out of sight internally through displacement or neglect. If such a child drops out of sight, it is likely that many of the supports and caring services that ensure the child’s rights also drop away. In East and Southern Africa, millions of our low-income children are susceptible to this type of emergency-precipitated invisibility. ‘Emergencies’ in the region include for example the conflicts in northern Uganda, Sudan, Somalia; refugee camps in Kenya and Tanzania; flood/drought cycles in fragile lands in each country; and the long-term crisis of the HIV/AIDS epidemic.

Emergency Education is designed to bring these children back into focus, serving as the quintessential ‘enabling right’ that supports learning while also catalyzing the wider range of rights-based child development activities

for those affected by an emergency. The problem is that our national and international institutions are not yet fully organized to support emergency education. Most government schools and Ministries of Education are not set up to respond adroitly to disruptions in social conditions and do not treat emergency preparedness as a priority life skills theme. The international humanitarian agencies do not yet fully prioritize education as an emergency response and are hampered in their ability to respond when, as in most cases, the emergency is an internal and not refugee situation. Therein lies the ‘danger’ and ‘opportunity’ – will the children in our region continue to fall through the cracks, or can greater education preparedness and resiliency be introduced to strengthen the capacity of our government schools to serve as a vehicle of comprehensive children’s rights?

The Inter-Agency Network for Emergency Education (INEE) was founded in 2000 to promote emergency education within the international humanitarian



Participants of the Orientation to the Minimum Standards for Education in Emergencies and Chronic Crises. Kampala, Uganda; September 12-15, 2006

community. During the last six years, international members of INEE have developed a booklet of minimum standards for emergency education preparedness and response, trained trainers worldwide, and promoted education as a priority humanitarian response with donors, governments and international agencies. The international community is poised now to adopt emergency education as an officially-sanctioned humanitarian response. UNICEF takes the lead among international and UN organizations with regard to emergency and basic education. The next step is to help national governments develop education preparedness and response plans and capabilities.

Do you and your education colleagues know what to do when...

- A natural disaster like a flood or drought displaces families and children from their homes?
- Armed conflict renders the environment around schools too dangerous for children to come to school?
- School-age boys are targeted by combatants as forced recruits?
- School-age girls are subject to violence or abuse by combatants?
- Schools themselves are targeted by rebels as government institutions?
- Schools are needed to serve as sanctuary due to conflict or natural disaster?
- Many refugees or internally-displaced people in the area are school age children?
- Children in school exhibit the effects of trauma or abuse?
- Teachers in an emergency setting express the need for extra support?

To this end, UNICEF is implementing a global effort to promote emergency education in its partnership with

national governments region-by-region. A training package on emergency education was piloted in East Asia and is being enriched for use in all regions worldwide. As part of this mobilization, the UNICEF Office for East and Southern Africa (ESARO) and the Inter-Agency Network for Emergency Education (INEE) organized a learning workshop in September 2006 for Ministry of Education and UNICEF education officers from 12 African countries (Uganda, Ethiopia, Somalia, Kenya, Tanzania, Djibouti, Rwanda, Angola, Malawi, Mozambique, Eritrea, Sudan) on emergency education preparedness and response. Based on the INEE minimum standards and UNICEF emergency education protocols, the workshop engaged participants in active learning about vulnerability and disaster preparedness, emergency education principles and strategies. It is hoped that participants can now serve as agents of transfer and impact to build better emergency education capacity in the participating countries, as depicted below.

>>
Learning: Awareness, knowledge, commitment to use INEE Minimum Standards
 >>
Transfer: Improved Ministry and UNICEF Emergency Education preparedness and response strategies and plans
 >>
Impact: Improved education resiliency guaranteeing the right to education

The big challenge following the workshop is to make progress transferring the learning into new Ministry and UNICEF action plans. Can you think of ways to help colleagues in your country develop and implement emergency education plans?



Some of the participants at the Orientation to the Minimum Standards for Education in Emergencies and Chronic Crises. Kampala, Uganda; September 12-15, 2006

1) To the Inter-Agency Network [INEE]

We recommend that the following points be integrated into the upcoming revisions of the INEE training package for the Minimum Standards

1. Workshop design should begin with a first session which is the longer version 'Introduction to Emergencies and Disaster Preparedness' including the assessment of national risks/vulnerabilities, in order to set context and the scene for remaining sessions and the use of the MSEE. This sharing of country emergency situations also brings this grounded info for use as context for all subsequent sessions.
2. Role plays should have in-depth terms of reference that depict the content about emergency stakeholders. For example, the UNHCR or CARE e.t.c. participant should be aware of relevant policy [e.g. for displacement of less than 1 year, education should be done in language of country of origin].
3. Representatives of humanitarian agencies should join in the workshop as resource people.
4. Indicators are by and large process focused, qualitative and general. They need to be refined with more detailed guidance notes and examples on how to localize them.
5. The rights of children, including their right to basic quality education, within all types of scenarios must be fulfilled. Quality must be emphasized in the MS as a cross-cutting theme or overarching standard. In the context of emergency education, children's right to learn in a safe, protective and stimulating environment is an integral part of the definition of quality. Rapid response needs to be seen as a bridge to long-term realisation of right to education.
6. Based on experience to date, we need to define a standard and guidelines for minimum education preparedness and rapid education response to emergencies. One option might be including both 'rapid response', 'long-term response' and 'preparedness' indicators for each standard.
7. The component of "care and support" needs to be included as part of rapid emergency response strategy.
8. MSEE needs to link closely with SPHERE Standards and relevant organisational commitments.

2) To Governments

1. Governments need to build capacity around education in emergency preparedness and response and to institutionalise it within Government education systems [budgeting processes; planning; coordinating and integration mechanisms to support multi-sectoral approaches].
2. Education in Emergency preparedness and response needs to be included in sector wide approaches.
3. The component of care and support needs to be included as part of rapid emergency response strategy.

3) To UN

Internationally, the SPHERE provides guidance on standards to be achieved in critical sectors such as health, nutrition and WES. Education is absent. A strengthened INEE Minimum Standards will bridge this gap. This will raise the profile of education in emergencies internationally, and attract more funding. We will work towards realising this.

1. We will work to harmonise partnership mechanisms to facilitate collective responsibility and joint response, leveraging of resources and scaling up strategies. This is essential to achieve maximum results.
2. We will continue to work with governments, especially ministries of education, to institutionalise emergency preparedness.
3. UNICEF, UNESCO, WFP and UNHCR, as INEE members, will continue to facilitate the linkage of INEE with the ministries.
4. Education is soon to be recognized as an Inter Agency Standing Committee Cluster leader at the global level. [IASC is a mechanism for coordinating response in emergencies]. In reality, in many countries affected by natural disasters and armed conflict, Working Groups on Emergency Education have been functioning to coordinate education in emergency. We support this process.

4) To Eastern and Southern Africa Regional Education Programme [ESARO-BEGE]

1. Priority commitment will be given to supporting roll out of a regional strategy around Education in Emergencies and Chronic Crises with a focus on developing critical mass of capacity at national levels.
2. The INEE training around the minimum standards is an orientation and UNICEF Regional Office will customise in-depth training for stakeholders in the region.
3. We will advocate for a dedicated post for emergencies in the next management plan.

Inter-Agency Network for Education in Emergencies (INEE) in 2006

The following article describes the work INEE undertook in 2006.

By Mary Mendenhall, INEE Network Coordinator, UNICEF NYHQ

Training on the INEE Minimum Standards

During 2006, the Inter-Agency Network for Education in Emergencies (INEE) conducted seven Training of Trainers (TOT) workshops on the Minimum Standards in which UNICEF staff and other partner organizations actively took part as participants as well as hosting organizations for the workshops. Each TOT graduate will conduct two training courses within 12 months after their TOT, and over 30 follow-up trainings have already been carried out.

In addition, UNICEF ESARO and INEE facilitated the Africa Regional Emergency Education Training Workshop in September in Uganda for 40 UNICEF education officers and Ministry of Education officials from 12 countries (Uganda, Ethiopia, Somalia, Kenya, Tanzania, Djibouti, Rwanda, Angola, Malawi, Mozambique, Eritrea and Sudan). These training efforts will contribute greatly to strengthening the capacity of humanitarian response, education and protection workers by equipping them with the skills and knowledge needed to provide the psychosocial, physical and cognitive protection that quality education can afford to communities in crisis.

Policy Roundtables

INEE and several member organizations hosted two roundtable events in 2006 which brought together a diverse group of stakeholders. The Roundtable on Teacher Compensation in Fragile States, Situations of Displacement and Post-Conflict Return highlighted the need for more research on existing experiences and best practices on teacher compensation as well as the need to develop a clear set of guidelines. The outcome document details the findings and recommendations from this forum, including good practices and lessons learned from case studies on teacher compensation in Liberia, South Sudan and Darfur as well as discussion and recommendations from working groups focused on (1) teacher motivation; (2) government structures, policies and regulations, and roles and responsibilities of non-state implementing actors; and (3) donor strategies, funding mechanisms, and benchmarks. This event was hosted at the World Bank and sponsored by The International Rescue Committee, Save the Children and the Women's Commission for Refugee Women and Children, on behalf of the Inter-Agency Network for Education in Emergencies (INEE).

The participants in the Policy Roundtable on Education in Emergencies, Fragile States and Reconstruction:

Addressing Challenges and Exploring Alternatives formed working groups on each of the following objectives and discussed the challenges, constraints, opportunities, recommendations, outstanding questions and possible next steps for each:

- Contribute to policy dialogue that will effectively connect and leverage the various educational initiatives being carried out in the domains of humanitarian assistance, development, gender equality, fragile states and child protection.
- Identify alternative financing mechanisms that can be used to achieve Education for All goals within emergency and reconstruction contexts.
- Examine the ways in which INEE's Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction can be used by donors and other stakeholders to support their work in education.

This event was hosted by UNICEF HQ and sponsored by INEE and the Canadian International Development Agency. The outcome documents for both events are available on the INEE website in the INEE Initiatives section: www.ineesite.org. Please contact *the Network Coordinator* (coordinator@ineesite.org) if you have any questions or would like to request a copy of the roundtable reports.





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Regional Office Plan of Work on Education in Emergencies in 2007

Regional Office Commitment on Emergency Education in 2007

- Monitor COs continued early warning analysis, provide additional regional level early warning analysis, and provide a “back-up” trigger for COs action on analysis where necessary.
- With the COs identify the specific areas where support is required in the areas of human, financial and supply/ logistics resources, with clear TORs outlined for human resource deployment within 24 hours.
- Make RO staff available within 48 hours.
- On the basis of the CO HR plans, work with HQ to identify staff, including initiating contact with neighboring offices for additional staff support.
- Provide program oversight, guidance and support.
- Approve the appeal and funding requests put forward by the COs, in consultation with HQ.
- Advocate in coordination with the COs and HQ, and report to the international community issues and developments including funding needs.

ESARO’s Preparedness Activities in 2007:

1. Provide countries with feedback and follow-up on their EPR plans (Education Part).
2. Assess capacity and expertise of Education Officers in EPR in 20 COs.
3. Support the finalization of the roster of experts in education and emergencies.
4. Print and distribute the Resource Tool Kit for Education in Emergencies (by NYHQ/ROSA) to 20 COs.
5. Follow up the joint study visit to Iran (Dec 2006) by Kenya, Somalia and Ethiopia on education in pastoralist communities.
6. Support/conduct follow-up training on education in emergencies in selected countries.
7. Develop and disseminate case studies on the good practices and lessons learned in education in emergencies in ESAR.
8. Provide 20 COs with updated information on the Avian Flu and Human Influenza with reference to the impact on education sector.
9. Update the education part of ESARO EPR plan.
10. Monitor and support the Horn of Africa floods.

The focal point for Education in Emergencies in ESARO BE/GE Section is Akihiro Fushimi.

Programming in a Fragile State: Somalia

This article describes the challenges of the 'emergency mode' programming in a fragile state where likelihood of major conflict is present and where the administration is weak to respond to natural disasters.

By Catherine Howgego, Education Project Officer, UNICEF Somalia

Contrary to popular belief, Somalia is not experiencing a major conflict, and has not for over a decade. However following the breakdown in governance and rule of law in the early 90s, the country has remained extremely fragile and sporadic fighting, interspersed by natural disasters, has continued to characterize and plague the land.

With the heightened likelihood of major conflict, coupled with the inability of the country's fragile administration being unable to cope or respond to natural disasters such as floods or droughts, the development and humanitarian agencies have largely been pushed into a protracted emergency driven response, even during periods of relative stability. Coupled with the use, and in some cases, abuse, of humanitarian aid instruments, programmes have largely been delivered directly to the communities, with agencies avoiding working with and through 'government' authorities. As a result, development activities have been marginalized and the 'government' capacity to deliver has remained extremely weak.

This global challenge of working in fragile states has been recognized by several key development partners. Over the past couple of years, a series of high level meetings have been held around this agenda, leading to the development of policy briefs and guidelines for programming. More recently, the Fast Track Initiative (FTI) has identified ways of supporting the fragile education sectors in these contexts. Such initiatives have been welcomed by countries, such as Somalia, who are typically referred to as donor 'orphans' by virtue of

the limited international interest in their development. In UNICEF Somalia, the education section has similarly recognized that this constant diversion of resources towards emergency responses has had a negative impact on the reconstruction and development of systems in the education sector. After 16 years of an emergency driven response in Somalia, the clear absence of an education system continues to hinder Somalia's progress towards meeting the MDGs and EFA goals. Enrolment rates in primary education have stagnated at just over 20%, indicating the key role needed to be played by the Ministry of Education in service delivery. Currently, education authorities are unable to cope with increasing enrolments, quality is diminishing and there is limited regularization and certification.

Over the past year, UNICEF Somalia has begun to respond to this challenge by adding a key sub-project on institutional development in the annual work plan. UNICEF has begun to work alongside agencies, such as UNDP, to support the development of local and central governance to improve the capacity of the administration to deliver quality basic education. Focus is on building the capacity of the Ministry officials in areas such as data management, administration, sector budgeting, supervision, and assessment.

Such a response is not without risk or challenges. Frequent changes within government, lack of transparent financial management systems, high risk of takeover by de facto authorities, and inability to respond to natural disasters all contribute to a heightened fiduciary risk and unlikelihood of resources ever reaching the Somali child. Recognising these issues, UNICEF Somalia has decided to take a twin-track approach – focusing both on the government's role in the education sector, while maintaining and strengthening the community's role in service delivery. In this way, we can try and ensure that we continue to meet our core commitments for children.

This shift in programming has only just become. Only time will tell whether it will be an effective response. Flexibility will continue to be key, as will the recognition and understanding of the changing context. However, without a shift in programming it will be unlikely that Somalia will ever lift itself out of the never-ending cycle of emergency and adverse poverty will continue to plague the land.



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Emergency Preparedness in Education in Zimbabwe

By Bernadette Tachivona and the Zimbabwe Education Team

Introduction

Zimbabwe has realised that educational institutions like the rest of the country are vulnerable to a number of hazards. In view of this, the country proposed an Emergency Preparedness and Disaster Management Act to advocate for the integration of disaster risk reduction issues into the education system. As a country, disaster preparedness within the education sector was seen as inadequate, hence the production of an Emergency Preparedness and Response Manual for schools. The manual provides guidelines on emergency preparedness and response planning for schools and other educational institutions. The preparedness planning addresses both prevailing and potential hazards. The manual looks at the guiding principles, disaster management, preparedness planning, emergency preparedness for potential hazards and management of medical emergencies.

Zimbabwe is a land-locked country and the following are notable hazards that have a bearing on educational institutions:

- Drought – droughts have occurred over the years and are the most serious hazard in Zimbabwe
- Floods in some parts of the country
- Road traffic accidents – one of the major causes



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of death. School children have perished in bus accidents such as the Nyanga Bus Disaster of 1990 in which 89 school children perished.

- Mass hysteria occurs intermittently particularly in boarding schools
- Infrastructure damage, e.g. roofs blown off by strong winds and collapse of buildings
- Disease outbreaks
- Fires
- Food Poisoning
- Electricity related accidents

General Aim

To provide guidelines to be followed by the education sector to prevent and mitigate against both natural and human induced emergencies on the education system.

Specific Objectives

- To increase the awareness of educationists, pupils, students and the general public on hazards in their environment, as well as on steps to prevent and mitigate against them.
- To provide information on emergency procedures to be taken for hazards likely to affect educational institutions.
- To promote a pro-active approach to disasters by the education sector.

Guiding Principles and Policy Guidelines

Guiding Principles:

1. Humanitarian Charter:
Preparedness in the education sector advocates for the preservation of and the right to life with dignity, protection against threats and availability of basic needs in case of disasters.
2. The Rights of the Child:
Focuses on the survival, development, protection, participation and environmental rights.
3. The Rights of the Teacher:
 - i. Employment injury benefit
 - ii. Means of providing social security for teachers
 - iii. Professional freedom
 - iv. School buildings – safe, attractive and leading to effective teaching

Policy Guidelines:

1. Civil Protection Policy in Zimbabwe:

Every citizen of Zimbabwe should assist where possible to limit the effects of a disaster.

2. Ministry of Education, Sport and Culture / Ministry of Higher and Tertiary Education Commitments:

- Legislation- Section 57 of the Education Act ensures health practices in schools to avoid health hazards.
- Statutory Instrument 59 of 1993 section 5: Inspection of school children by health officers mandatory & schools to maintain health standards.
- Statutory instrument 87 of 1992 & 70 of 1993 on school development committees to take all measures to protect and maintain school property.

3. Ministry of health policies like immunization against allergies and chronic diseases, hygiene, safe water and sanitation, and nutrition have been put in place.

Disaster Management

It is a continuum that guides disaster managers when identifying problem areas from the pre-disaster to the post-disaster periods.

Preparedness Planning

It is a sequence of steps taken to prepare an emergency contingency plan. It is an interactive /consultative process resulting in:

- a clear understanding of roles,
- greater awareness of prevailing hazards,
- setting up of communications system and danger warning signals and
- a written plan.

Emergency Procedures for Potential Hazards

In the emergency preparedness manual, a guideline on how to react to different hazards is given. Hazards like robbery, bee attacks, bomb threat, contaminated mail, drowning, electrical hazards, fire hazards, floods, lightning, violent demonstrations etc. are included.

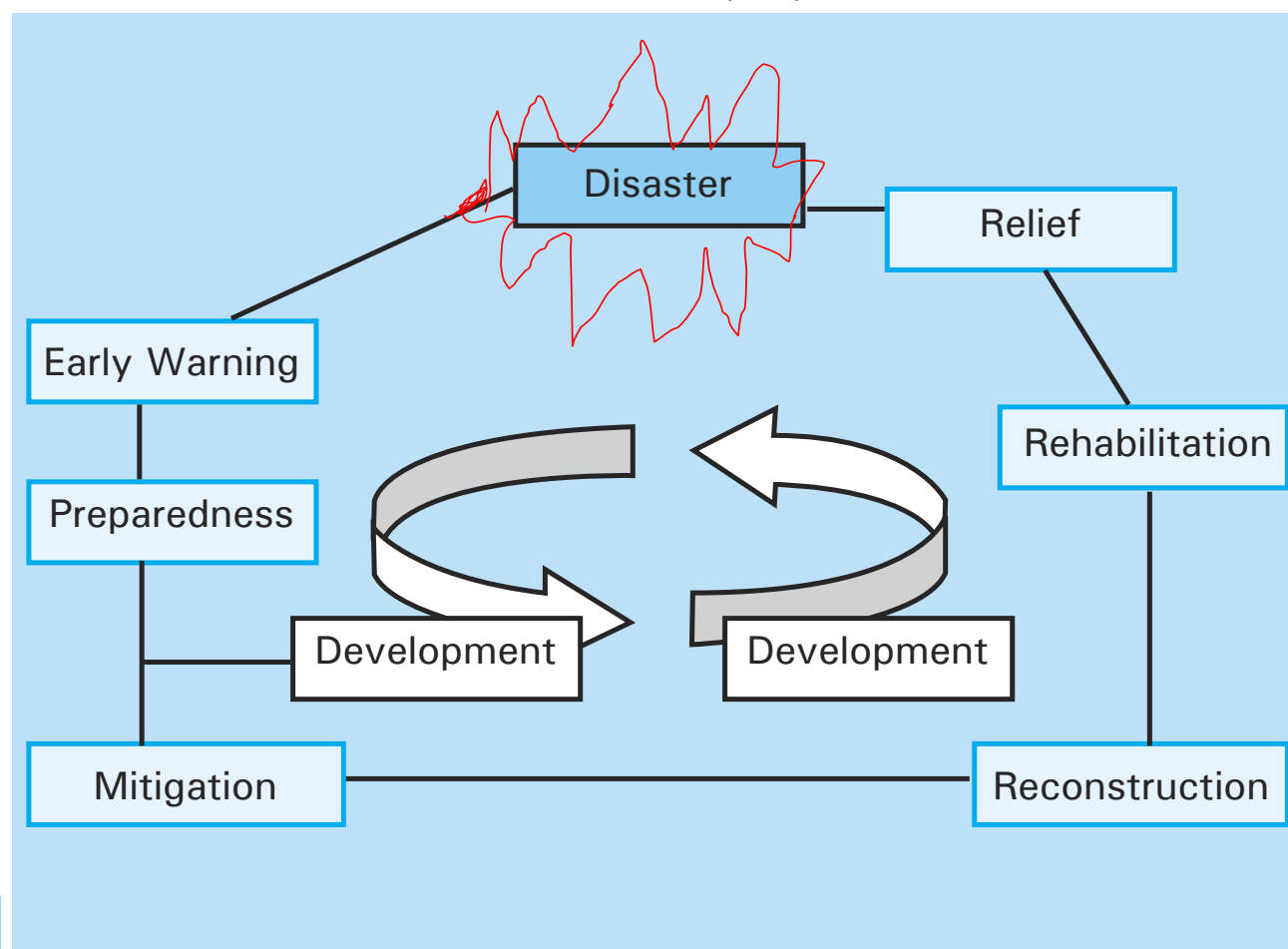
Management for Medical Emergencies

The manual also provides guidelines to educationists on how to respond to medical emergencies. The following have been prioritized as affecting the education sector:

- accident and injury,
- diseases,
- mental health,
- physical abuse,
- physical conditions, e.g. unexpected child delivery.

Conclusion

Preparedness planning for the education sector in Zimbabwe addresses both prevailing and potential hazards. It takes note of existing applicable policies and is guided by humanitarian as well as other related principles.



An Account of Emergency Responses in Education in Ethiopia: A Call for Pro-active Strategies and Approaches

This paper reviews the context of fluid emergency situations and their impacts on the education sector followed by accounting for recent emergency responses in education in Ethiopia.

By Shumye Molla, Emergency Education Officer UNICEF Ethiopia

The Context of Emergency Situations

Ethiopia is the poorest country in the world. It ranks 170 out of 177 on the Human Development Index and 92 out of 95 on the Human Poverty Index. Forty percent of the population lives in absolute poverty; over 50 percent is under age 19 [CPAP: 1].

Ethiopia is very well known for its cyclical and recurrent emergency situations. Quite different hazards have been recorded in the country. There have been area specific crises caused by different kinds of events/hazards at different times and in varying degrees and magnitude. Overflowing of perennial rivers such as Awash and Wabi Shebelle has affected people and their property particularly in the eastern low land areas; there were times when disease epidemics caused serious famine; earthquake has destroyed public property and caused death of thousands of people; bush fire occurred and depleted forest and wildlife resources; people have been internally displaced due to conflicts of different nature; and in recent years HIV/AIDS has reached to the level of emergency. All these events have significant repercussion on the efforts to fulfill the rights of children to quality basic education. By and large, drought has remained the leading cause of disaster and human suffering in Ethiopia in terms of its frequency, area coverage and the number of people affected.

Children's rights to basic education in Ethiopia have been further compromised by limited educational opportunities particularly in times of declared emergencies. The major risk factors and emergency situations hindering the educational opportunities of children in emergency prone regions include drought, flooding, ethnic and border conflicts and internal displacement of parents and children due to the on-going resettlement program of the government. Though the magnitude and severity of the problems and impacts vary significantly across regions, the major risk factors have been pronounced in seven of the eleven national regional states, namely Tigray, Afar, Amhara, Oromia, Somali, SNNPR and Gambella.

In 2006, approximately 15 million people were reported to be vulnerable to chronic [8.29 million] and transitory [6.70 million] food insecurity [PASDEP] from factors that

include drought, severe environmental degradation and unsustainable land management practices. Assuming that out of the total population caught up in emergency situations, 20 per cent are primary school-age children [7 – 14 years old], educational opportunities of about 300,000 children are currently jeopardized in Ethiopia.

In fact, during the 2002-2003 complete humanitarian crisis situation in Ethiopia, the number of primary school-age children directly affected was estimated to be 600,000. It is thus plausible to conclude that the recurrent emergency situation in Ethiopia has become a threat and it is a serious challenge to fulfill the rights of about 300,000 – 600,000 children to quality basic education annually unless extraordinary efforts are exerted.

Impacts of Fluid Emergency Situations on the Education Sector

The impacts and consequences of emergency situations on the education sector are quite diverse and obvious.

When one form or another emergency happens, the asset bases of families are depleted and their resources for education do not only decrease, but also children are employed as resources for survival of the family. Consequently, many things that affect negatively the outcomes of the education sector can happen. The first thing is failure to enroll in school and high dropout rates. This is the grossest manifestation of a crisis situation on education. International evidence indicates that children caught up in emergency situations have lower enrollment rates than children in normal situations. There is also evidence of variation in school attendance rates among children under emergency and in normal situations. This suggests that emergency situations contribute significantly to the low internal efficiency of the school systems which is a big cost for governments. The second consequence of emergency situations on the education sector is the poor quality of learning. Children caught up in emergency situations may be enrolled at school but not learning because they are hungry, they can not concentrate due to anxiety at home and emotional and behavioral disturbances.

It appears that the underlying problems that create obstacles to the education of children affected by emergency situations that are relevant for Ethiopia include the following: [a] Material Needs that include inability to pay for school related needs such as uniform, levies, fees and learning materials; [b] Hunger is a common problem that leads to dropping out and absenteeism; and [c] Psychosocial problems due to stress, grief, stigmatization, neglect and abuse, social isolation and discrimination.

The basic argument here is that reaching the education MDGs should benefit not only the better off children but also those children who are most in need, whose rights are most abused and undervalued and who are currently excluded from services, marginalized and unprotected by society and the state. It seems thus appropriate to provide a brief account of recent emergency response in education in Ethiopia.

An Account of Recent Emergency Responses in Education

Both Ethiopia and UNICEF have got the relevant policy and regulatory frameworks for addressing the educational needs of children caught up in emergency situations. In 1991 Ethiopia ratified the Convention on the Rights of the Child that can help in addressing the issues of children in difficult circumstances. The Constitution of

the Federal Democratic Republic of Ethiopia [1994] also provides the foundation for addressing the educational needs of emergency-stricken children.

Likewise, UNICEF policy on education in emergencies is derived from two streams of policy: UNICEF's policy on basic education [E/ICEF/1995/16], and UNICEF's policy on emergencies, especially as elaborated and ratified in Core Corporate Commitments [E/ICEF/2000/12].

Following the 2002-2003 complete humanitarian crisis, both the Ministry of Education and UNICEF have taken commendable measures to respond to the emergency educational needs of children. One of the most notable measures taken was the fact that education sector had been for the first time one of the non-food sectors that was made part of the Joint Government's, UN Agencies' and NGOs' Humanitarian Appeal. Since then, UNICEF has been supporting the Federal Ministry of Education and the seven emergency prone National Regional States [Tigray, Afar, Amhara, Oromia, Somali, SNNPR and Gambella] in their efforts to re-establish learning opportunities for school-aged children caught up in human-made calamities and natural disasters.

The following table presents a summarized account of the most important emergency responses in education in Ethiopia supported by UNICEF during the 2002-2003 humanitarian crisis:



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No	Summary of emergency responses in education	Remarks and rationale for the response
1.	Rapid assessment and analysis for action	<p>Three fold objectives:</p> <p>a) to determine the extent and magnitude of the problem on children’s education,</p> <p>b) to identify the immediate and priority needs of children and the community with regard to education, and</p> <p>c) to prepare an emergency response plan of action with the required resources.</p>
2.	Support for establishment of safe learning centers	<ul style="list-style-type: none"> • Natural disasters and human-made calamities often result in the disruption of educational services and the destruction of school facilities. • Psychologically, educational facilities are often perceived by children as a safe sanctuary where shooting and other forms of violence are unlikely to occur. • Community participated in one way or another and this is believed to be a cost effective approach to materialize the right of children to basic primary education.
3.	Provision of essential educational materials and equipment	<ul style="list-style-type: none"> • Provision of basic educational materials and equipment is a catalyst to the reestablishment of educational opportunities under emergency conditions. • Asset bases of parents are often depleted, and parents are not able cover the direct cost of their children’s education. • This type of emergency response in education has been the most widely used one in Ethiopia.
4.	Community sensitization and mobilization in support of resumption of basic education	<ul style="list-style-type: none"> • All UNICEF supported successful emergency education responses have built on community initiatives. • Active community participation during the emergency response sets the stage for continued action once the crisis is over. • Communities need to be sensitized as to the value of continuing education during emergency situations.
5.	Provision of training opportunities for teachers, school principals and education administrators	<ul style="list-style-type: none"> • Teachers, school principals and educational administrators are usually less prepared or are themselves suffering from the physical and psychological effects of the ongoing emergency situations. • There is a need to equip teachers with specific methodologies of teaching and handling children stressed and traumatized by emergency situations.
6.	Advocacy, coordination and partnership building	<ul style="list-style-type: none"> • Emergency situations often make interagency collaboration and partnerships even more important than under normal programming conditions. • Building strong partnerships and coordination lays the foundation for leveraging resources needed for immediate and sustained emergency response in education.

A Call for Pro-active Strategies and Approaches

A recent review of UNICEF's emergency responses in Ethiopia¹ has come up with the following common issues for instigating effective responses in the non-food sectors including basic education.

[1] Food First Bias: All non food sectors including basic education have appeared to suffer as a result of the general 'food first' bias of emergency responses in Ethiopia.

[2] Timeliness: Although the inclusion of non-food sectors including basic education in the Joint Government's, UN Agencies' and NGOs' Humanitarian Appeal has been made since 2003, availability of donor funding for rapid emergency responses for non-food sectors has been lagging far behind the anticipated time schedule.

[3] Coordination: Effective coordination mechanisms are either lacking or constrained by various challenges in a context of multiple mechanisms of coordination,

including multiple sectoral task forces and working groups with loose legal status and frameworks.

[4] Capacity Gaps at various levels: Emergency response capacities of local institutions in the country have been found to have gaps in planning, implementation, monitoring and evaluation of emergency responses especially with regard to the non-food sectors including basic education.

Based on the above issues and the forgoing analysis related to emergency responses in Ethiopia, the following four pro-active strategies and approaches are called for, for the country to be in a position to re-establish learning opportunities to the overwhelmingly large number of emergency-affected children and to fully meet the education MDGs.

[1] Need for developing, reviewing and updating of multi-year and annual multi-agency education sector contingency plan: The first pro-active strategy and approach is a call for the government, donors, humanitarian organizations and other actors of the education sector to work together to ensure that they



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¹ UNICEF Emergency Response in Ethiopia: Support of a Participatory Learning Process. Facilitated by the Feinstein International Famine Center, Tufts University, the Mailman School of Public Health, Colombia University and Center for Disease Control, November 2003.

are adequately prepared to respond to the needs of the children whose educational needs and opportunities are jeopardized by recurrent and large scale humanitarian crises. This preparedness action through development of a contingency plan and through using different planning scenarios will help to anticipate emergency educational needs and enhance coordinated emergency responses in the sector. It is important to note that the multi-year and annual contingency plan needs to be reviewed jointly and updated regularly based on the context of fluid emergency situations and the dynamic programming environments in the country.

[2] Need for embarking on broad, urgent and quick-impact interventions such as alternative basic education and mobile schools: The second pro-active strategy and approach called for is the need to plan and implement massive, immediate and quick-impact educational interventions in order to boost access to educational services for children who are currently out of the schooling system due to humanitarian crisis situations including HIV/AIDS. Alternative basic education and mobile school systems are perhaps the most appropriate strategies and approaches in this respect. While alternative basic education is one of the most widely applied strategies to provide access to basic education for hard-to-reach, marginalized and out-of-school children in Ethiopia presently, there is no or little evidence as to the feasibility of the mobile school. There is, however, a growing consensus among humanitarian organizations and governments that a better emergency response to the needs of the pastoralists would be to adapt services to the nomadic lives of the pastoralists, instead of compelling them to adopt a sedentary way of life for which they are ill-equipped. It is important to note that such educational strategies and approaches need to be supported by a school feeding programme as this is believed to have positive impetus on children's enrolment and regular attendance in schools.

[3] Need for designing and implementing sustainable and longer term educational interventions: The third pro-active strategy and approach is a call for designing and executing sustainable and longer term interventions that are rooted in the human rights-based approach to development programming – many of which are currently underway in the education sector development program [ESDP] of the country. In this regard, it is perhaps appropriate to note that UNICEF Ethiopia has been advocating for streamlining emergency education interventions in the Education Sector Development Programme. In its new Country Programme Action Plan [2007 – 2011], UNICEF Ethiopia has adequately addressed Emergency Education as one sub-project under the 'Innovative and Complementary Education Project' of the Basic Education and Gender Equality Programme [CPAP, 2006]. The intended objective of



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such an arrangement is that early warning and emergency preparedness capacities and resources of counterparts at different levels are strengthened so that they will be able to re-establish learning opportunities to children caught up in one or another form of emergency.

[4] Need for capacity building at different levels for effective emergency response and coordination in the education sector: The fourth pro-active strategy and approach is a call for embarking on capacity building interventions for effective emergency response and coordination in the education sector at various levels starting from the Federal Ministry of Education and Regional Education Bureaus down to the Woreda Education Offices and Educational Institutions including schools. It should be noted that UNICEF supported capacity enhancement programs should go beyond the hitherto technical assistance and provision of inputs to that of equipping wider management and working skills, particularly at the woreda and school levels, to strengthen provision of essential and meaningful educational services. Moreover, addressing issues of emergency response, coordination, preparedness and capacity building must take account of specific regional variations and needs (for instance, taking account of the specific needs of pastoralist areas), and also consider the impact of the underway decentralization processes for capacity building and preparedness actions in the education sector.

Reading Materials

By Teija Vallandingham

1. *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction, INEE 2004, ISBN: 1-58030-C34-0*

<http://www.ineesite.org/>

The INEE facilitated a consultative and broad-based process in the development of global minimum standards that articulate a minimum level of educational quality and access in emergencies, chronic crises and the early reconstruction phase. The standards are founded on the Convention on the Rights of the Child, the Dakar 2000 Education for All goals and the Sphere Project's Humanitarian Charter.

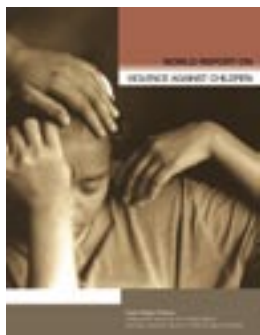


The Minimum Standards for Education in Emergencies is both a handbook and an expression of commitment that all individuals have a right to education during emergencies. The standards echo the core beliefs of the Sphere Project: that all possible steps should be taken to alleviate human suffering arising out of calamity and conflict, and that people affected by disaster have a right to life with dignity.

2. *World Report on Violence against Children, Paulo Sérgio Pinheiro, United Nations Secretary General's Study on Violence against Children, ISBN-10 92-95057-51-1, ISBN-13 978-92-95057-51-7*

SG's Study on Violence against Children:
<http://www.violencestudy.org>

The World Report on Violence against Children is the outcome of the first comprehensive global attempt to describe the scale of all forms of violence against children and its impact. It explores violence against children in five settings: the home and family, schools and educational settings, care and justice institutions, places of work and in the community. Violence is a problem that calls for a multisectoral response. This report approaches the issue from the combined perspectives of human rights, public health and child protection. The full range and scale of all forms of violence against children are only now becoming visible, as is the evidence of the harm it does. The book documents the outcomes and recommendations of the process of the United Nations Secretary-General's Study on Violence against Children.



3. *Guidelines for HIV/AIDS Interventions in Emergency Settings, November 2003, IASC.*

<http://www.humanitarianinfo.org/iasc/>

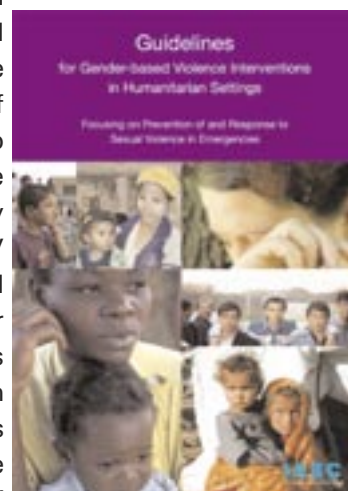
The Guidelines for HIV/AIDS Interventions in Emergency Settings help individuals and organizations in their efforts to address the special needs of HIV-infected and HIV-affected people living in emergency situations. The guidelines also enable governments and cooperating agencies to deliver the minimum required multisectoral response to HIV/AIDS during the early phase of emergency situations. These guidelines can also be integrated into the preparedness planning and into the existing plans. The response should use local resources and encourage a close and positive relationship with local authorities which is fundamental to the success of the response and contributes towards strengthening of the local capacity for the future.



4. *Guidelines for Gender-based Violence Interventions in Humanitarian Settings, Focusing on Prevention of and Response to Sexual Violence in Emergencies, English Version, September 2005, IASC. Available in Several Other Languages.*

<http://www.humanitarianinfo.org/iasc/>

The Guidelines for Gender-based Violence Interventions in Humanitarian Settings enables humanitarian actors and communities to plan, establish and coordinate a set of minimum multisectoral interventions to prevent and respond to sexual violence during the early phase of an emergency. They also inform and sensitise the humanitarian community to the existence of GBV during emergencies and offer concrete strategies for including GBV interventions and considerations in emergency preparedness planning and during more stabilized phases of emergencies.



5. *Education and Conflict, Research and Research Possibilities*, Kathryn Tomlinson and Pauline Benfield, National Foundation for Educational Research (NFER), 2005.

<http://www.ineesite.org/> or <http://www.eldis.org/static/DOC18322.htm>

There is a big gap between research and practice in the field of education and conflict. This report examines the existing and potential research into the relationship between education and conflict, peace building and post-conflict situations, both nationally and internationally. The paper investigates the main research dimensions of this area, identifies gaps in the research literature, summarises key findings that emerge from the literature and suggests future areas of research.



6. *Reshaping the Future, Education and Post-conflict Reconstruction*, by The World Bank's Human Development Network Education Hub (HDNED) & Peter Buckland, 2005, World Bank. ISBN 0-8213-5959-2.

<http://www.ineesite.org/> or http://www1.worldbank.org/education/pdf/Reshaping_the_Future.pdf

This study gives an overview of the main findings of the analysis on education and reconstruction in several post-conflict countries, drawing on a review of literature, a database of key indicators for 52 countries affected by conflict and a review of 12 country studies. The book sends a strong message that conflict presents not only challenges for reconstruction but also significant opportunities to reform educational systems.



7. *Never Again: Educational Reconstruction in Rwanda*, Anna Obura, International Institute for Educational Planning, UNESCO. 2003.

<http://www.ineesite.org/> or http://www.unesco.org/iiep/PDF/pubs/Rwanda_Neveragain.pdf

This book traces Rwanda's remarkable efforts to reconstruct the national education system after the 1994 genocide, and to right the wrongs of long decades of discrimination, exclusion and divisiveness practiced in schools. Other countries examined in this series include Timor-Lester, Kosovo and Burundi.



8. *Education, Conflict and Social Cohesion*, Tawil, S.; Harley, A. Eds. Paris, Geneva, UNESCO_IBE 2004. ISBN: 92-3-103962-8

<http://www.ibe.unesco.org/conflict/STbook.htm>

http://publishing.unesco.org/details.aspx?Code_Livre=4249

Education, Conflict and Social Cohesion argues that to ensure that processes of education reform are meaningful contributions to reconciliation and peacebuilding, the subtle and complex relationships between schooling and conflict need to be recognized and examined. Thus, is schooling a potential catalyst for the outbreak of identity-based conflict? How can education contribute to social and civic reconstruction, particularly in societies emerging from violent internal conflict? This book explores these questions and more through case studies from Bosnia-Herzegovina, Guatemala, Lebanon, Mozambique, Northern Ireland, Rwanda and Sri Lanka. The studies assess changing conceptualizations of social cohesion as reflected in the shifting curriculum paradigms and rationales that have governed educational policy reform. The studies explore the role of curriculum policy in reconstructing social and civic identities and the challenges that policy makers have faced in terms of changing definitions of national citizenship.



Interesting Websites and Information

Resources

By Teija Vallandingham

1. The Inter-Agency Network for Education in Emergencies (INEE)

<http://www.ineesite.org/>

The Inter-Agency Network for Education in Emergencies (INEE) is a global, open network of non-governmental organizations, UN agencies, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction.



2. The Inter-Agency Standing Committee (IASC)

<http://www.humanitarianinfo.org/iasc/>



The Inter-Agency Standing Committee (IASC) is the primary mechanism for inter-agency coordination of humanitarian assistance and for facilitating inter-agency decision-making in response to complex emergencies and natural disasters. It is a unique forum involving the key UN and non-UN humanitarian partners. The IASC was established in June 1992 in response to United Nations General Assembly Resolution 46/182 on the strengthening of humanitarian assistance.

3. Girls Ed-Net

http://www.ungei.org/listserve/index_63.html

GirlsEd-Net is an online knowledge network that aims to facilitate dialogue and information-sharing among interested individuals and organizations engaged in issues around girls' education. Participants are encouraged to disseminate information about UNGEI to concerned staff in their organizations and in the field and to encourage them to register with the GirlsEd-Net. The participants will receive the UNGEI Monthly Newsletter, Girls too! And they may also choose to participate in the upcoming eDiscussions.



4. Social Protection and Gender Issues

<http://www.eldis.org/gender/socialprotection.htm>

This website presents an introduction to some of the key issues surrounding gender and social protection, and considers some policy implications in providing gender-sensitive social protection interventions in developing country contexts.



Social protection as a poverty reduction strategy has been gaining more and more attention in the last few years. The term "social protection" can be used to describe a range of public, private or informal interventions to reduce vulnerability and risk faced by the poor. These interventions can be described under terms such as social security, social assistance, safety nets and social policy. Such interventions include, but are not limited to, cash transfers, social pensions, and cash- or food-for-work.

The website has been created in collaboration with Francie Lund (Women in Informal Employment: Globalizing and Organising (WIEGO)), and the School of Development Studies, University of KwaZulu-Natal).

5. UNESCO-IHE Institute for Water Education, Water Knowledge Training and On-line Courses

<http://www.unesco-ihe.org/vmp/articles/contentsHomePage.html>

This is an opportunity to improve your water knowledge from any location through innovative learning, flexibility and lot of interaction with professionals from around the world. UNESCO-IHE offers high-quality, appealing and innovative online courses in some of the topics of high interest in the water sector. This innovative delivery format reduces training time; makes it exciting, flexible, interactive and successful. It allows students to learn from different locations at their convenience and apply the newly acquired knowledge immediately at your working place.

UNESCO-IHE
Institute for Water Education

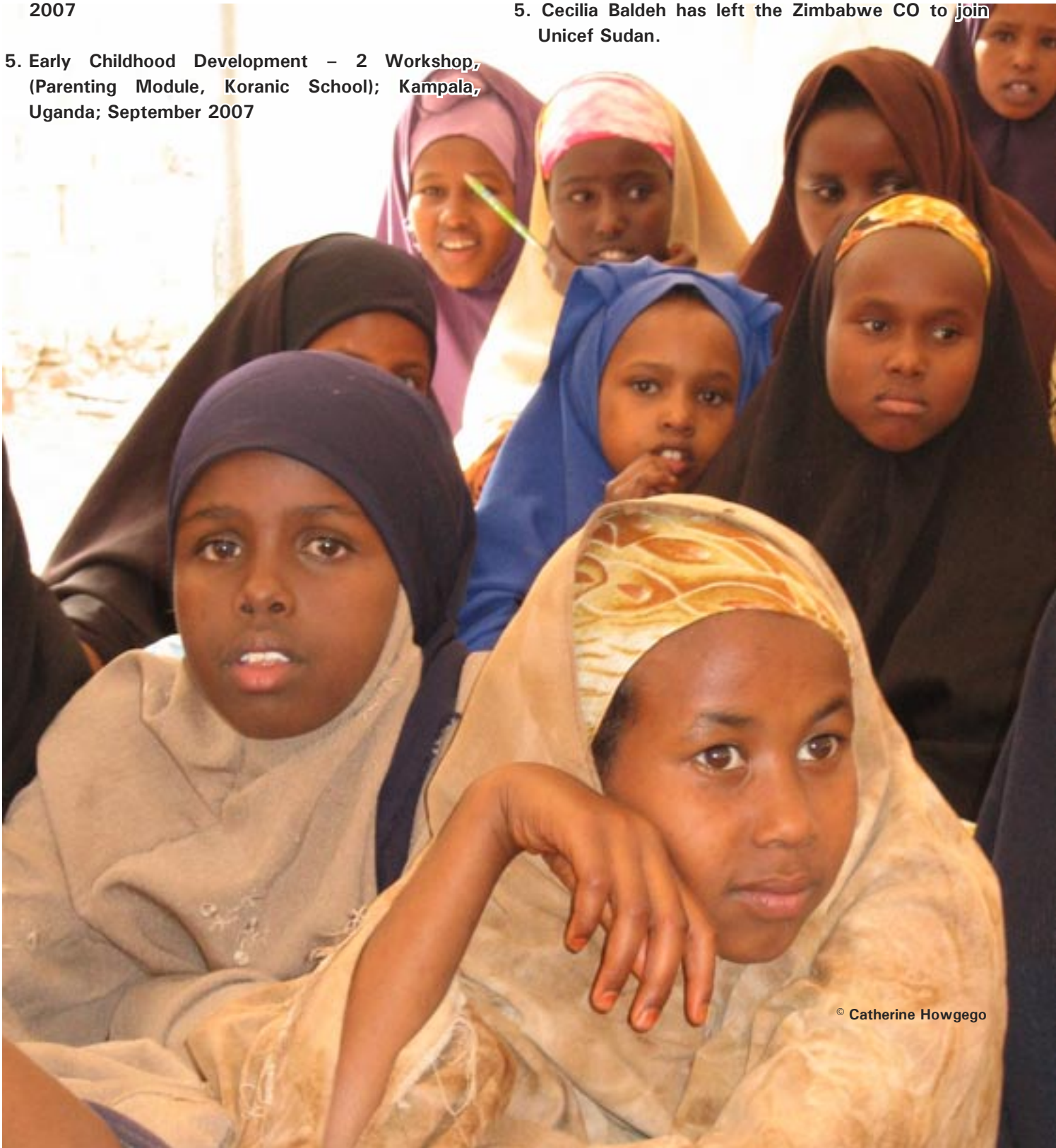


Events Calendar 2007

1. Regional Education Network Meeting & Launch of the Advocacy Paper for Transition to Post-Primary Education; Addis Ababa, Ethiopia; 27 February - 2 March, 2007
2. Sub-regional Education SWAps training; Malawi; March 2007
3. Early Childhood Development – 1 (Resource Pack) Workshop; Pretoria, South Africa; June 2007
4. Child-Friendly Schools (SFA) Training; August 2007
5. Early Childhood Development – 2 Workshop, (Parenting Module, Koranic School); Kampala, Uganda; September 2007

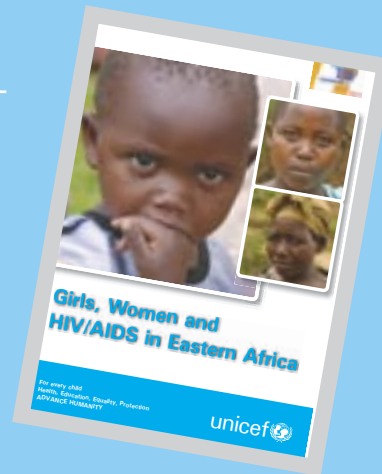
Staff on the Move

1. Maurice R. Robson is the new Head of Education in the Somalia CO.
2. Jim Ackers has joined the Tanzania CO as the Head of Education.
3. Aminata Maiga has joined Unicef Kenya as the Head of Education.
4. Stella Kaabwe has left the Mozambique CO to join UNICEF Liberia.
5. Cecilia Baldeh has left the Zimbabwe CO to join Unicef Sudan.

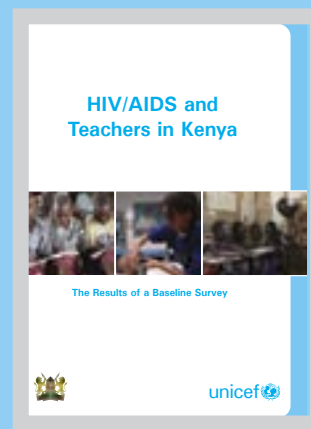


Stop Press...

1. Girls, Women and HIV/AIDS in Eastern Africa



2. HIV/AIDS and Teachers in Kenya, The Results of a Baseline Survey



3. Unleashing the Power for Change: Children and Adolescents Moving Forward in Eastern and Southern Africa

The package includes the following:

- Review and Annotated Bibliography of Life Skills Materials Used in Eastern and Southern Africa
 - Insights and Lessons from UNICEF's Multi-Country Life Skills Initiative 2003-2006
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