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Crisis-sensitive educational planning



Preparedness and
prevention build
resilience

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Conflicts and natural disasters have a profound and adverse effect on countries' capacities to deliver services, especially education. Of the 67 million children out of school worldwide, 27 million live in conflict-affected countries. An estimated 175 million children per year are likely to be affected by natural disasters during the current decade.¹ This is a global problem and requires a global response. We know that prevention is cost-effective. According to the Red Cross, \$1 invested

in disaster risk reduction (DRR) can save between \$2 to \$10 in disaster response and recovery costs.³ The United States Geological Survey and the World Bank estimated that an investment in DRR of \$40 billion would have prevented losses of \$280 billion in the 1990s.² To put this into perspective: In 2010 world military expenditures reached \$1.6 trillion (100 times the \$16 billion needed to fill the global financing gap for education).⁴

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International Institute
for Educational Planning

A New Deal for engagement

The international education community recognizes the unique role that education can play in contributing to conflict and disaster prevention. International aid agencies, such as USAID and AusAID have identified mitigating fragility as one of the core aims of their aid strategies for education; and the Global Partnership for Education has included fragile states as one of its three key strategic priorities.

Yet, the Inter-Agency Network for Education in Emergencies (INEE) argues that ‘despite offering both life-saving and long-term benefits to children and communities, education remains one of the least-supported sectors in a humanitarian response. This is in spite of the evidence: education is typically one of the first priorities that children and parents consistently request during the early stages of disasters.’⁵

While increasing attention is paid to the need for multi-sectoral measures to reduce risks of natural disasters,⁶ few of the global initiatives recognize the unique and incisive role of education. The Busan High-Level Forum on Aid Effectiveness (2011), brought the g7+ countries⁷ together with major donors to sign up to the New Deal for engagement in fragile states.⁸ Yet education was only included as an element of service delivery, ignoring the role of education systems in educating citizens to be resilient to crises.

Crisis-sensitive planning

An integrated process of policy and planning is necessary to ensure the physical and psychological safety of children: this includes the teaching and dissemination of information on appropriate preparedness and response behaviour.

Therefore each step of education sector planning – from sector diagnosis, through to monitoring of implementation strategies – should

identify the core vulnerabilities of the education sector to both natural disasters and conflict. Through this process these vulnerabilities can be reduced through capacity gap analysis, strategic planning, policy formulation, and ensuring that appropriate risk reduction indicators are included in monitoring and evaluation frameworks. Most critically, adequate financial support must be provided in ministry budgets.

Particularly at the sector diagnosis stage, a vulnerability analysis should be conducted to identify all of the potential risks of disaster or conflict that could impact the education sector. The capacity of national authorities to prevent and prepare for risks must be included in policy formulation, as well as to determine strategic objectives and priorities.

Without developing the capacity to identify, plan for, and implement strategies to mitigate the vulnerabilities to disaster and/or conflict, current approaches to crisis will remain reactive rather than proactive, and the human and economic costs of disasters will continue to rise.

How governments respond

This issue of the *Newsletter* presents the experiences of several countries that have systematically addressed conflict and DRR in a variety of ways. They span the institutionalization of risk reduction in policy and planning, as highlighted in the articles of South Sudan (pp. 4-5) and the Solomon Islands (p. 6) and in the article on the Global Partnership for Education (p. 8). There is also a review of the content and approaches to conducting vulnerability analyses and implementing preparedness initiatives as undertaken in Chad (p. 9), Burkina Faso (p. 10), and Chile (p. 12). Specific actions at community level are also highlighted, such as the different forms of inter-cultural dialogue between communities in countries such as Guatemala (p. 7) and Nepal (p. 11). ■



© UN Photo/WFP/Phil Behan

¹ MacEwen et al., 2010, *Education sector planning: working to mitigate the risk of violent conflict*, Paris: UNESCO Global Monitoring Report.

² Department for International Development (DFID), 2006, *Natural disaster and disaster risk reduction measures – A desk review of costs and benefits*, London: DFID, Environmental Resources Management.

³ International Federation of Red Cross and Red Crescent Societies, 2007, *The Global Alliance for disaster risk reduction: Building safer, resilient communities*, Geneva: Red Cross, Disaster Policy and Preparedness Department.

⁴ Kotite, P., 2012, *Education for conflict prevention and peacebuilding: meeting the challenges of the 21st Century*, Paris: IIEP Occasional Paper.

⁵ Crisis sensitive education: from response to prevention INEE Position Statement on Rio +20 UN Conference on Sustainable Development.

⁶ e.g. UN International Strategy for Disaster Reduction and the Intergovernmental Panel on Climate Change, the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters, and the Panama Declaration on Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean.

⁷ The g7+ members are the nations and regions farthest from reaching the Millennium Development Goals (www.g7plus.org/).

⁸ The main Busan goals are: Legitimate Politics; Security; Justice; Economic Foundations; and Revenues & Services.

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Planning for peace and sustainable development

Eighteen months ago, the winds of change came to the Arab Region. Within a brief span of time, the people of Tunisia, Egypt, Yemen and Libya succeeded in toppling autocratic leaders who had ruled over them for decades. Since then, these countries have also succeeded in holding peaceful elections, hailed by the international community as fair and democratic. And yet, one cannot help but wonder if these elections are the beginning of a period of stability and sustainable development, or whether further unrest is in store for these fledgling democracies.

Meanwhile, the conflict in Syria tragically continues, greatly worrying the international community. Many believe that the lingering of this conflict will draw neighbouring countries into a regional war. Others fear that matters are already quickly spiralling out of control in the Middle East, leading perhaps to the edge of an abyss.

Could this and other recent bloody conflicts have been avoided, saving thousands of lives, to say nothing of the billions of dollars spent on war and destruction? Might education have played a role in mitigating conflict and, in its place, building peace? For more than a decade, IIEP has believed in education's power to do just that, and it has been making a significant contribution in this domain.

IIEP launched its work on "planning education for post-conflict and post-disaster" 12 years ago. The focus at that time was on planning education for reconstruction – to support countries' efforts to rebound, to rebuild after conflict or natural disaster, and to steadily go back to normal life and sustainable development. IIEP's relevant activities in terms of training, research, technical assistance and dissemination of new knowledge in this area have been widely recognized – and, more importantly, put to use – internationally. IIEP is one of the leading actors in this sphere. Yet, the Institute has learned that it is far more important to focus on preparedness for disasters, mitigating conflict and building peace, rather than on reconstructing after destruction. Some of the articles in this Newsletter describe recent successes in IIEP's work in some countries, with a number of partners, related to "crisis-sensitive" educational planning.

Crisis-sensitive planning will remain an area of investment for IIEP in a long-term perspective. The Institute will build on its successes and on what it has learned over the past decade, and seek further collaboration with strategic actors in this domain. This work will form part of an integrated approach related to promoting social equity and inclusion of women and youth as well as other marginalized groups in realizing sustainable development. IIEP strongly believes that conflict mitigation and peace building – as well as sustainable development – cannot be realized within and between countries without inclusion and equity. Educational planning is the place to start. ■



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South Sudan – delivering the peace dividend

Education has a vital role to play in helping South Sudan to escape the gravitational pull of poverty and conflict

Kevin Watkins ▲ Brookings Institute

The Republic of South Sudan was born on 9th July 2011. The new government placed education as a top priority and, with the support of key donors, has developed a framework setting out bold targets. Given the immense data and capacity constraints under which the Government of the Republic of South Sudan (GRSS) operates, the ‘General Education Strategy 2012–2017: Promoting Learning for All’ is commendable. The strategy aims to set the country on course for universal primary education by 2017, with expanded provision of second-chance education, measures to improve learning achievement levels, and a range of strategies aimed at closing the gender gap. Through a process led by the government and supported by donors, such as UNICEF, with technical expertise from UNESCO and IIEP, the plan has identified preliminary cost estimates for achieving national goals.

¹ Brown, G. 2012. Education in South Sudan: Investing in a better future. London: The Office of Gordon and Sarah Brown Limited. Downloadable on: <http://gordonandsarahbrown.com>

The document bears testimony to the country’s high-level political commitment, and to the dedication and professionalism of staff in the Ministry of General Education and Instruction.

Having endured a brutal civil war, systematic human rights violations, and endemic poverty, the people of South Sudan have a right to expect education as a dividend of peace offering them the hope of a better future. South Sudan is a test case for the commitment of the international community to the Millennium Development Goals. Half of the country’s primary school age children – over 1 million in total – are out of school. Gender gaps are among the widest in the world. Most of the country’s teachers are untrained. There are chronic shortages of classrooms and textbooks.

A lack of funding

South Sudan has become a showcase for much that is wrong with the architecture of international aid. Its children are still waiting for donors to finance the construction of their national education system. Providing all the country’s children and youth with decent quality education would also help create jobs, boost growth, and, with the right curriculum in place, combat the prejudices that fuel hostilities.

Given the pressing need to deliver education as a premium of peace in South Sudan, it was hoped that donors would seize the opportunity to support the national education plan. Yet donor financial support is still limited – and it is likely to diminish further as some of the pooled funds at present available expire at the end of 2012.

The threats remain

Internal and external conflicts continue to threaten peace and security, raising the spectre of a full-scale war. Failure to resolve the dispute over oil is likely to lead to budget austerity measures, with damaging consequences for education and other basic services. These are areas in which dialogue

and support from the international community are vital. Meanwhile, it is imperative that the GRSS and donors continue to address the issues that are fuelling conflicts between groups.

With an effective global partnership in education, South Sudan could emerge as a development success story and a source of regional stability. Without that partnership, there is a danger that the country will remain trapped in a cycle of poverty, insecurity, and recurrent humanitarian crises.

The international community must act

It is against this backdrop that Gordon Brown, former Prime Minister of the United Kingdom, has called for an accelerated catch-up plan for education in South Sudan from 2012 to 2015.¹ The plan would garner resources channelled through a pooled fund for education, supported by the African Development Bank, from the World Bank International Development Association, as well as private foundations and charities. At an annual

cost of around \$400 million in additional aid, the plan would strengthen the capacity of the government's education system, while at the same time:

- putting another 1 million primary school-age children in school;
- generating wider benefits for an additional 1 million learners by improving the quality of education;
- training and supporting 30,000 teachers;
- narrowing the gender gap through financial support for half a million girls;
- extending opportunities to adolescents and young adults who missed out on opportunities for basic education;
- supporting emergency provision for 300,000 children displaced by ongoing conflicts;
- building 3,000 schools for current and future generations of learners.²

There is an important role to play for bi-lateral donors already operating in South Sudan, including the GPE, which has pledged an indicative \$36 million over three years (compared to the annual \$90 million proposed by Gordon Brown).

Bluntly stated, South Sudan and its children deserve something better than aid half-measures – and it is time for the international community to deliver. ■

² These estimates are based on 2010 data

South Sudan can break the cycle of conflict through education

Lyndsay Bird – IIEP

In collaboration with, and with financial support from, UNICEF, over the last two years IIEP has supported the Ministry of General Education and Instruction (MoGEI) of South Sudan to develop the *General Education Strategy, 2012-2017: Promoting learning for all* (GES). This is one of the few national sector plans that has included conflict and disaster risk reduction as a central part of its implementation processes. Among other concrete measures, the plan highlights the following strategies: (a) embedding peace education and life-skills into the curriculum revision process; (b) developing indicators that monitor the level of awareness of conflict and DRR issues by ministry officials; and (c) including conflict and disaster-related indicators in the national educational management information system database.

These cross-cutting strategies are embedded within the four strategic goals of the GES which could be summarized as: (a) to improve quality, (b) to increase access and promote equity, (c) to promote adult literacy, and (d) to build institutional and human capacity.

The GES is in the process of finalization by the MoGEI. This process will be further consolidated by a capacity-development programme primarily at state level which is supported by the Japanese Ministry of Foreign Affairs. The project implemented by UNESCO Juba and IIEP will enable over 100 Ministry of Education officials to better plan and manage the education systems in their states. As Salah Khaled of the UNESCO Juba office states: 'It is important that those implementing the plan are able to fulfil the GES goals... This project aims to support the government at all levels to do that.'



Solomon Islands: from policy to planning

How the government set up, step by step, a successful strategy and implemented sustainable resources

Gary Ovington ▲ UNICEF, East-Asia and Pacific Regional Office

The Solomon Islands consists of almost 1,000 islands with a largely Melanesian population of over half a million. Exposed to numerous natural hazards – earthquakes, tsunamis, cyclones, floods, volcanoes – the country is particularly vulnerable to climate change. Additionally, in 1999, long-simmering ethnic tensions between the local Gwale people on Guadalcanal – the major island – and migrants from the neighbouring island of Malaita erupted into violence. This violence was primarily about access to land and other resources. The civil war officially came to an end in 2003.

Since 2003, the country has taken various measures to prevent and mitigate conflict, including infusing peace education into the curriculum. Measures have also been taken since the Gizo earthquake and tsunami of 2007 to mitigate the risks posed by natural hazards.

A strategy focusing on human resources

After the 2007 earthquake and tsunami, the Ministry of Education and Human Resource Development (MEHRD) established the Task Force for Education in Emergencies (TEES) to oversee and co-ordinate the reconstruction and rehabilitation phase of the response. However, over time, the need to expand TEES's mandate to embrace disaster risk reduction (DRR) and preparedness became evident. In order to grapple with the education sector's vulnerability to disasters, capacity development was vital, both in terms of institutional strengthening and individual staff development.

In 2011 a number of different initiatives merged to catalyse these aspirations. Firstly, a full-time Education in Emergencies (EiE) Focal Point was placed within the MEHRD. Secondly, the MEHRD sought technical support for an EiE training-of-trainers workshop for key national and provincial officials from UNICEF's regional office in Bangkok. Based on the outcomes of this workshop, a DRR policy and a strategic action plan was drafted by the Undersecretary-Programmes, MEHRD Directors of various departments, and other technical personnel, in addition to UNICEF and Save the Children staff. The resulting *Policy Statement and Guidelines for Disaster Preparedness and Education in Emergency Situations in Solomon Islands, 2012-2015* dovetails with the *National Education Action Plan (NEAP), 2013-2015*, and contains measures to improve access, quality and management. It puts forward actions that are to be taken before, during and after an emergency, ranging from teacher training and curricula revision, adaptation of school infrastructure and localization norms, the development of contingency plans within school districts, and ensuring that the educational management information system (EMIS) reflects the various risks identified in the DRR policy.

After its approval by the Cabinet, a budget was prepared for the policy and plan, and New ZealandAID agreed to fund its

implementation. To further strengthen the mainstreaming of DRR and EiE into education sector planning, the MEHRD has allocated SBD100,000 (Solomon Islands dollars) towards the plan's implementation. Finally, MEHRD agreed to maintain the Save the Children-funded EiE Focal Point within the ministry from 2012 onwards.

The reasons for success

The institutionalization of a task team and an EiE/DRR specialist within the MEHRD has been essential to ensuring that risk reduction measures were addressed through a national policy and plan. Raising awareness and

technical understanding through capacity development on disaster risk reduction measures for ministry officials has enhanced the quality and relevance of the plan. Additionally, close collaboration with the National Disaster Management Authority in all of these initiatives to ensure that inter-sectoral linkages and synergies are prioritized has contributed to the coherence of the plan, and to securing funding for its implementation.

It is hoped that the forward-thinking planning process to anticipate the risks that are so often a reality for the children and youth of the Solomon Islands will lead to a safer, more resilient society and education system. ■

How education restores peace to a country after conflict: the multicultural model in Guatemala

A. Faundez, E. Mugarabi, and F. Lagier
Enfants du Monde

Discrimination, subjugation, armed conflict, and genocide against the Maya people have deeply scarred the history of Guatemala since colonization. In 1996, the signature of the Peace Accords paved the way for an educational reform intended to rebuild an egalitarian society through the inclusion of indigenous languages and cultures. With the support of the Swiss non-governmental organization Enfants du Monde, the civil society organization Xch'ool Ixim prepared and implemented a bilingual and inter-cultural school programme. This experience has transformed not just teaching-learning processes but also the way rural Q'eqchi' Maya communities – which suffered severely from the armed conflict and were denied access to education – find their place in society and build a future for themselves.

The school programme is based in particular on the following points:

- the content is relevant to the Q'eqchi' community in all school subjects;
- it is strongly linked with theoretical and practical knowledge;
- a balanced bilingual approach is employed based on the use of both Spanish and Q'eqchi' as languages of instruction;
- a really thorough inter-cultural approach that is systematized and scholarly involving 'endogenous' (i.e. home-grown or community-based) knowledge set against 'exogenous' knowledge.

The excellent results observed have led the Guatemalan Ministry of Education to take on the funding of Xch'ool Ixim community schools and train teachers in some 50 rural public-sector schools. In addition, new school programmes have been devised at national level, while plans have been drawn up to extend the same model to 13,000 schools in the department of Alta Verapaz. Ensuring that such initiatives are part of the national planning process guarantees that principles of inter-cultural dialogue are embedded at all levels of the education system.

Fifteen years after the signature of the Peace Accords, the collaboration between governmental and non-governmental players who formerly opposed each other, and the enhancement of public policy through locally developed experience giving full scope for inter-cultural dialogue, are offering a future for education at the service of a pacified and more balanced society.

For further information on these activities, visit the Enfants du Monde website: www.edm.ch/en/



Working together for better planning

IIEP and the Global Partnership for Education (GPE) propose new guidelines¹ for sector plan preparation

Jean-Marc Bernard & Margarita Licht ▲ GPE and Sue Grant Lewis & Anton de Grauwe ▲ IIEP

Educational planners are facing many challenges in the delivery of Education for All (EFA) goals. These include uncertainties such as the impact of the financial crises and the consequent reduction of external assistance, and weak capacity within the administration to implement plans. Planners need to strive for more cost-effective plans, reducing wastage to the minimum, and seeking new partners and innovative ways for service delivery. Another challenge is that human and natural disasters – conflict, floods, cyclones, earthquakes, and droughts to name a few – have a negative impact on progress towards the EFA goals. These emergencies seriously impact children’s access to quality education. Educational planners need to take these threats into account and address them effectively in education plans and policies.

IIEP and GPE have joined forces to support countries in addressing these challenges, and are developing two sets of new guidelines for sector plan preparation and appraisal. One set will be for the development of full education sector plans, and the second set will be for the development of ‘transitional education plans’. The latter will cover urgent short-term needs and capacity development on the one hand, and support the development of a full education sector plan on the other. Countries developing transitional plans will primarily be those that have experienced (or are currently experiencing) major crises (conflict, natural disasters, etc.), and that face educational emergencies. Both sets of guidelines will help countries to access GPE support.

Working towards a common goal

The guidelines stress the importance of the processes involved in planning, and the ongoing need for capacity development to ensure that all education plans are firmly anchored in national institutions and broadly owned. Throughout the process, greater importance will be given to the role of local education groups. Usually chaired by the Ministry of Education and supported by a coordinating donor, these groups bring together (or should bring together) all of the sector’s stakeholders, contributing to an inclusive, participatory approach to plan development, approval, and implementation.

In addition to emphasizing the usefulness of an analysis of the education sector’s vulnerability to natural disasters and conflict, the GPE stresses the need for increased attention to the critical issues of gender equality and educational quality. Despite increased investment in the first decade of this century, academic achievement levels continue to be poor. The GPE Board of Directors also wishes to see more attention given to fragile contexts, based on the belief that education is the most important foundation for any kind of national reconstruction and development, and that these countries are furthest away from the MDGs. These concerns are very much in line with IIEP’s own priorities. ■

¹ To access more information on GPE and the forthcoming guidelines go to: www.globalpartnership.org/



Analysing the education sector's vulnerability

How Chad seeks to protect its education system

Dibé Galy ▲ UNESCO, and former Director General of Planning in the Ministry of Education in Chad & Leonora MacEwen ▲ IIEP

Like many countries in sub-Saharan Africa, Chad is at risk of flooding, soil erosion, violent winds, famine, and armed conflicts. Such phenomena compound the challenge of equitable access to quality education for all with which the education sector is confronted on a daily basis. Aware of the additional burden that crises can place on the education system, and as in Burkina Faso (see p. 10 of this *Newsletter*), the Ministry of Primary and Civic Education has recognized the need to include strategies for conflict and disaster risk reduction in their sector plans.

In the Interim Strategy which is currently in development, the ministry is working with the support of partners on the inclusion of strategies for conflict and disaster risk reduction. In 2011, a vulnerability analysis of the education system was undertaken, with

technical support from IIEP and funding from UNICEF. The study focuses on the results of that analysis and the impact of hazards on access, equity, quality and the management of the system.

Impacting equity and quality

The analysis demonstrates that whenever a natural disaster occurs, the prime concern of families is survival. Girls may more readily be taken out of school to provide help at home. In arid areas where nomadic migration often starts at the beginning of the school year, steady dropout is observed as children are taken out of school to accompany their itinerant parents often until the end of the school year. In situations of armed conflict, the forced military enrolment of boys and youth means that their schooling is disrupted and they are often unable to complete their studies. Such circumstances exacerbate inequity in the system to the detriment of groups which are already at a disadvantage.

The analysis underlined how the Chadian education system is vulnerable also because curricula (both for learners and for teachers) fail to address prevention or preparedness initiatives and to include information about the various hazards in the country. These gaps affect the quality and relevance of learning.

Next steps

The vulnerability analysis has contributed to a better understanding of the hazards and threats to the Chadian education system. It is hoped that the government will use the momentum that has been created through this initiative, and the findings of the analysis, to fully develop the required strategies and objectives for conflict and disaster risk reduction in the education sector. ■



Preventing and preparing for crisis

How Burkina Faso developed a strategy to minimize the impact of crisis

Issaka Kaboré ▲ Catholic Relief Services, Burkina Faso, and former official in the Ministry of Education & Leonora MacEwen ▲ IIEP

Burkina Faso is regularly affected by disasters. Recurrent phenomena such as flooding and violent winds impact access to and quality of education. Food insecurity, which is often directly linked with drought, regularly has an important impact on the education system. Recent civil strife, as well as a meningitis epidemic, have also affected the education system, although in a more isolated manner. All of these hazards may require a rapid response or prevention efforts from education authorities.

The impact of the floods of September 2009 is still present in the minds of the Burkinabe population and its education sector. Nearly 38,000 pupils were affected, as 435 schools (including 158 in the Centre region) lost teaching materials and equipment. As a direct result of these floods, the sector also witnessed a 7.7 per cent increase in school dropout in 2009/10 compared to 2.7 per cent in 2008/09. The economic downfall of these floods is also

noteworthy; the infrastructure renovation that is required has been budgeted at over 1.8 billion CFA francs [US\$3.5 million]. Faced with such risks, Burkina Faso has decided to incorporate measures for preventing disasters and responding rapidly to crises when they do occur into their 10-year sector plan.

From emergency management to risk prevention

In 2009, Burkina Faso was one of the first countries in the region to draw up a National Multi-Risk Plan for Disaster Preparedness and Response.¹ This plan encourages coordinated rapid action across many sectors including education. Since the flooding of 2009 and the implementation of this plan, the Ministry of National Education and Literacy (MENA), working with other ministries, regularly meets with its education partners to deliver a concerted response in the event of a crisis. The MENA has subsequently considered it vital to include measures to prevent and be ready for disasters in all education plans and programmes, in order to mitigate their impact and, ultimately, to improve access to quality education. In 2011, the MENA developed its ‘Strategy for the reduction of risks of conflict and natural disaster’, with IIEP’s technical support and UNICEF’s financial backing. This strategy has been directly incorporated in the 2011–2020 Strategic Development Programme for Basic Education (PDSEB).

Improving access and quality

The strategy proposes measures that are integral components of the PDSEB’s access and quality priority programmes. For example, by defining appropriate building standards, one objective of the strategy is to ensure that education infrastructure can withstand fierce winds and floods. The strategy also aims to improve school feeding programmes in areas regularly affected by drought or food insecurity, in particular through restructuring state resources, and providing training for community members who manage school cafeterias. Finally, the strategy seeks to

¹ See: www.preventionweb.net/.

improve the system's capacity to meet the learning needs of children displaced by disasters by pre-positioning teaching materials, and by protecting supplies that otherwise risk being destroyed.

In addition, the PDSEB plans to improve the quality of education: furniture and other school equipment lost or damaged in disasters will be replaced and upgraded. Finally, the PDSEB should lead to the development and reform of school curricula so that they too incorporate disaster and conflict prevention, thereby contributing to risk reduction in the country.

As the education sector gears up for the implementation of the PDSEB and the conflict and disaster risk reduction measures in the plan, a final challenge remains: securing sustainable state budgets to enable all schoolchildren and youth in Burkina Faso to access education in optimal conditions which limit the risks of disasters and conflict. ■

In Asia, Nepal created a dedicated team for disaster risk reduction in education

Morten Sigsgaard – IIEP



©Genevieve N. Reimer - Earthquake mural, Kathmandu

Nepal is among the world's 20 most disaster-prone countries. Besides floods, landslides, storms, fires, and avalanches, a major earthquake tends to devastate the Kathmandu Valley every 70 years (the last one dating back to 1934). It is feared that the next earthquake could cause over 100,000 casualties, and it is estimated that 60 per cent of the public schools in the valley are at risk of considerable infrastructural damage. In addition, Nepal has faced armed conflict with the Maoist insurgency from 1996 to 2006, and civil unrest in the southern Terai plains since 2007. The Schools as Zones of Peace campaign¹ has been remarkably successful in reducing conflict risks in the education sector, and was adopted officially by the government in 2011.

In spite of Nepal's strong conflict and disaster risk-reduction expertise in education, it is currently absent from national educational planning documents and budgets. The Nepal Risk Reduction Consortium, co-led by the government and the United Nations, offers a clear institutional framework for its integration in national policies and plans, but further advocacy is necessary in order to demonstrate how the education sector can systematically contribute to conflict and disaster risk-reduction (DRR) efforts in Nepal. Political support from the Ministry of Education (MoE), parliamentarians, and development partners will be crucial for this endeavour.

A January 2012 National Workshop on DRR in Education resulted in the development by the MoE of a road map for DRR in education. A first step in the implementation of this road map was the creation of a DRR Technical Team. It is hoped that this team will contribute to the upcoming mid-term review of the School Sector Reform Plan, 2009–2015, as the review provides the perfect opportunity to highlight education's role in conflict and disaster risk-reduction efforts, and to adjust the annual plan's activities and budget lines accordingly.

¹ The campaign was conducted in 2004–2008 in a joint collaboration among a range of organizations in Nepal, including UNICEF, World Education, Save the Children, Informal Sector Service Centre (INSEC), the Nepal Red Cross Society, Child Workers in Nepal (CWIN), Partnership Nepal, and various NGO partners in communities.



Planning for tsunamis

How Chile successfully developed strategies to address the risk of tsunamis

Pamela Orgeldinger and Giovana Santillán ▲
OREALC/UNESCO Santiago

On 27 February 2010 an earthquake triggered a tsunami, devastating several coastal towns in south central Chile.

This disaster led national education authorities to strengthen their educational planning to include disaster risk reduction (DRR) strategies in their education policies. The *Oficina Regional de Educación de la UNESCO para América Latina y el Caribe* (OREALC/UNESCO) has helped to give momentum to this process in the last two years, through the *Disaster Preparedness European Commission's Humanitarian Aid* (DIPECHO) funded project *Adaptive Learning Mechanism on Tsunami Preparedness at Community Level*, which is being implemented in Chile, Colombia, Ecuador, and Peru. In Chile, besides institutionalizing cross-sectoral collaboration between the Ministry of Education, the oceanographic commission, the seismological institute, and the National Emergency Office (ONEMI), this collaboration has resulted in the

production of curricula at all school levels that address the prevention and preparedness of the education sector to risks related to tsunamis in coastal areas. The material was developed to ensure scientific veracity, and an effective pedagogical approach. It also went through a validation process with input from serving teachers before becoming official learning material of the Chilean Ministry of Education. Some 145 schools have been selected to receive training on the scientific phenomena of a tsunami, as well as instructions on how to prepare a school safety plan, introduce measures to reduce risks, and establish evacuation drills.

An unwavering commitment

Furthermore, the Ministry of Education, in close collaboration with the ONEMI, has identified all schools in coastal areas that would need to be evacuated in the case of a tsunami. Both institutions, with the technical support of UNESCO and the Universidad de Concepción, are preparing a national education strategy focused on tsunami preparedness in coastal area schools. This strategy will focus on northern Chile in 2012, where scientists expect a large earthquake (which could trigger a tsunami) may hit in the near future. In this area alone more than 70,000 students would be affected by a tsunami.

Finally, Chile's participation in the International Conference for Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean, held in Panama in October 2011, demonstrates the commitment of the Ministry of Education to planning for and implementing disaster risk-reduction policies and strategies. In signing the Panama Declaration,¹ the Chilean Minister of Education, together with the other 26 signatories, have committed themselves to the inclusion of DRR into educational planning and programming. ■

¹ Panama Declaration on Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean

Improving school financing: the use and usefulness of school grants

Candy Lugaz and Stephanie Dorman ▲ IIEP

From 14 to 16 March 2012 in Addis Ababa (Ethiopia), 75 high-level officials representing 15 countries attended the regional policy seminar on Improving School Financing: The Use and Usefulness of School Grants, organized by IIEP and UNICEF in collaboration with the Ministry of Education of Ethiopia. This seminar marked the end of the study of the same name conducted by IIEP in 2010–2011 in Ethiopia, Kenya, Lesotho, Malawi and Uganda. The seminar was organized with the support of UNICEF and the collaboration of the Centre for

Education Policy Development (South Africa). The participants discussed the research results, learned from the experiences of other countries, and identified ways to improve grant policies in their countries. One Kenyan education ministry representative said: ‘Kenya is willing, ready, and has the capacity to undertake bold reforms based on this research.’

The objective of the research was to better understand how school grant policies can be designed to contribute to quality and equity, and ultimately to benefit students. It found that grants help to improve access, increase participatory decision-making in

schools, and foster a supportive school–community relationship. However, their impact on equity and quality is mixed. Strategies to improve design and implementation include the need for inclusion of school-level actors in the policy formulation process, regular monitoring and control regarding grant management and use, as well as training, support, and participatory decision-making at the school-level. (For further information, see the previous issue of the IIEP Newsletter: *Strengthening Local Actors*, Sept.–Dec. 2011.). ■

Ubiquitous learning: mobile devices and digital content

The impact on educational policies: examples from Latin America

Margarita Poggi ▲ IIEP Buenos Aires
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How could the use of mobile devices and digital content contribute to the formulation of educational policies oriented towards inclusion, equity, and quality for all? This was the main question addressed by a Webinar organized by the IIEP Buenos Aires Office, in collaboration with the Latin American Faculty of Social Sciences (FLACSO, Argentina) from 14 to 16 March 2012.

Twenty-six specialists from Latin and North America, Africa, Asia, and Europe engaged in dialogue with the 7,000 participants representing some 25 countries around the world. Discussed were various trends and

initiatives that take advantage of the growing dissemination of the so-called ubiquitous technologies (netbooks, tablets, smart-phones, etc.) to enable learning across space and time, such as ‘Seeds of Empowerment’ from Stanford University, ‘Bridge IT’ from Pearson and Nokia (implemented in the Philippines, Chile, and Colombia), and a new literacy programme for youths and adults using mobile telephones to be launched in Colombia in 2012.

Participants discussed the strategies for the use of mobile telephones in education, the regulations and prohibitions for their use, experiences using mobile devices for management and institutional communications, and the digital content.

These discussions revealed that a number of challenges remain for policy-makers, including: the need to rethink the pedagogical model; the concepts of knowledge and learning today; redefining the notion of a good school; integrating ubiquitous technologies; analysing in depth the risks and opportunities of policies that incorporate ubiquitous technologies in schools; and to think ahead about feasible strategies for the effective incorporation of ubiquitous technologies in schools.

For further information: www.webinar.org.ar ■

Learning from Oman's education system



Véronique Quenehen ▲ IIEP
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News of former IIEP trainees

Career changes

Doungous Said AHMAD (Chad), 2000/01, was appointed Development Director of Computer Education at the Ministry of Secondary Education.

Ali ATTOUMANI (Comores), 2005/06, was appointed Managing Director of Educational Planning in the Ministry of Education.

El Hadji Meissa DIOP (Senegal), 2006/07, became CapEFA Programme Specialist at the UNESCO Office in Kinshasa (Democratic Republic of Congo).

Sidonia Hodge LACORBINIÈRE (St. Maarten), 2011/12, was appointed Acting Head of the Department of Education at the Ministry of Education, Culture, Sports and Youth Affairs.

Jean NJOYA (Cameroon), 2001/02, was promoted Inspector-General of Education No. 2 at the Ministry of Employment and Vocational Training.

Vanneur PIERRE (Haiti), 2009/10, was appointed Minister of Education.

For further information

on former IIEP trainees, subscribe to the IIEP Alumni Network by writing to: alumni-anciens@iiep.unesco.org

At the invitation of the Omani authorities, 35 participants of the 47th session of the IIEP Advanced Training Programme (ATP) in Educational Planning and Management visited the Sultanate of Oman to learn more about the Omani education system and the policies that contribute to its development. From the insights gained during this visit, the participants – who occupy key positions in ministries of education and training institutions in developing countries – will be able to draw lessons for the policies, planning and management of their own education systems.

The 10-day visit focused on basic and adult education and post-basic education, and its relation to higher education, as well as vocational and technical education, with an overall focus on the articulation between the education system and the labour market.

The participants attended lectures by Omani experts from the Ministries of Education and Ministry of Manpower, from universities and research institutes. They visited local institutions, including basic and post-basic education schools, universities, and public administrations in three governorates (Muscat/Capital, Al-Batinah, and Al-Dakhilya).

At the conclusion of the study visit, and in the presence of educational authorities

of the Sultanate of Oman, the participants presented reports and shared their views on what they saw and what they learned.

The study visit was hosted in Muscat by the Ministry of Education and the Oman National Commission for Education, Culture and Science to UNESCO. Khalil Mahshi, IIEP's Director, accompanied the group of participants to Oman and also participated in the official Opening Session in Muscat, held under the auspices of H.E. Soud Al Balushi, Under-Secretary for Educational Planning and Human Resources Development, Omani Ministry of Education. ■

Obituary

It is with great sadness that we have to inform readers of the death of Ms Wardat Mussa SALIM (Tanzania), participant in IIEP's 2008/09 ATP. She was former Guidance and Counselling Officer at the Ministry of Education and Vocational Training in Zanzibar.

Upcoming activities

August

6 August – 2 November

15th regional training course on Educational planning and management
Buenos Aires, Argentina
Contact: cursoregional@iipe-buenosaires.org.ar

September

17 September – 9 November

Distance training programme on Educational planning for conflict and disaster risk reduction
Fees: US\$500
Contact: plan4cdrr@iiep.unesco.org

October

1 October – 30 November

Distance training programme on Using indicators in the planning of higher education, for English-speaking African countries
Fees: US\$500
Contact: indicatorsup@iiep.unesco.org

3–4 October

International Seminar on Technical tertiary education in Latin America: new trends and debates
Buenos Aires, Argentina
Contact: cjacinto@iipe-buenosaires.org.ar

10–11 October

International Seminar on Teacher policies: new items on the Latin American agenda
Buenos Aires, Argentina
Contact: mpoggi@iipe-buenosaires.org.ar

15 October – 7 December

Distance training programme on Micro-planning and school mapping (in French)
Fees: US\$500
Contact: microplanification@iiep.unesco.org

16–18 October

Policy Forum on Engaging youth in planning education for social transformation (see box below)
Paris, France
Contact: planwithyouth@iiep.unesco.org

Engaging youth in planning education for social transformation

Despite considerable progress, many countries are not on target to meet the six Education for All goals by 2015. Education and training systems in many countries are failing in their mandate to provide quality education that is both universally accessible and relevant to youth in their new and changing environments. Consequently, many young people have become disenfranchised with their education systems.

Youth are far from defeated however, as many of them have become informal yet active participants in the creative learning and educational planning process. There is also growing recognition among global and national institutions that young people are key partners in ensuring continued progress.

With this growing awareness in mind, IIEP is organizing a Policy Forum from 16 to 18 October in Paris that will focus on youth engagement in educational planning and policy-making processes. The event aims to promote dialogue between young people, policy-makers, practitioners, and researchers to encourage meaningful youth engagement within different levels of formal and non-formal education and training sectors.

The opening of the forum is set to coincide with the launch of the 2012 UNESCO Global Monitoring Report (GMR) on Youth, Work and Skills, and will include presentations from UNESCO Goodwill Ambassador,

Forest Whitaker and winner of the International Children's Peace Prize 2011, Chaeli Mycroft, panel discussions among youth, researchers, and policy-makers, and an interactive web platform to promote follow-up discussions between youth and key stakeholders from around the world.

The event will explore three key themes:

1. youth engagement in planning education for conflict transformation and peace building;
2. strengthening young peoples' skills and opportunities for civic engagement within formal and non-formal education systems;
3. enhancing the relevance of education systems for young people in their transition into employment.

Partner organizations of the project include the World Assembly of Youth, two UNESCO Chairs, UNICEF, Laval University, the International Fund for Agricultural Development and the Atlantic Philanthropies.

A website and discussion forums are available now for more information and your contributions. Share your views, your experiences, your materials related to youth engagement in planning education! Go now to www.planwithyouth.org and see what others are saying. ■

IIEP Publications

All IIEP publications can be downloaded free of charge at:
www.iiep.unesco.org/information-services/publications

IIEP Publications: Focus on 'Education in Emergencies and Reconstruction'

Education for Conflict Prevention and Peacebuilding: Meeting the global challenges of the 21st century

Phyllis Kotite, IIEP Occasional Paper, 2012, 49 pp.



The 21st century is witnessing global concern over the interrelated effects of climate change, the economic crisis, energy depletion, food and water shortages, natural disasters and conflicts. These events impact education systems and can impair the ability of governments to provide quality education for their citizens. This paper analyzes the root causes of conflict; describes a range of conflict prevention initiatives and examines the role of policy-makers, civil society, youth,

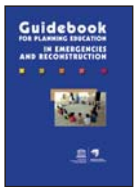
women, and the media in maintaining and restoring peace as part of a holistic vision of education.

Guidebook for Planning Education in Emergencies and Reconstruction

2010, Revised edition, ISBN 978-92-803-1353-6

5 volumes & CD-ROM: €20 • CD-ROM only: €12 • Each volume: €5

Published in Chinese; **Now available in Spanish**



This revised edition of the *Guidebook* aims to support educational authorities and actors in providing equal access to quality education for children affected by crises. It covers the broad themes of access and inclusion; teachers and learners; curriculum and learning; and, management capacity. Each chapter identifies strategies or policy options that have already proven successful in different contexts. The *Guidebook*

benefited from the collaboration of experienced researchers and practitioners across the world.

Integrating Conflict and Disaster Risk Reduction into Education Sector Planning. Guidance Notes for Educational Planners (Draft edition)

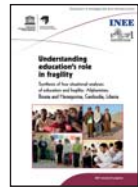
IIEP/Global Education Cluster/UNICEF, 2011, 113 pp. *Available in French*



This publication gives practical guidance on how to include, adopt, and implement conflict and disaster risk reduction measures (C/DRR) as part of sector planning. Each chapter of the *Guidance Notes* presents a typical phase of the planning cycle and how it needs to be adapted to integrate measures into an education sector plan. It concludes with an overview of key steps and questions to bear in mind when undertaking an education sector planning process.

Understanding Education's Role in Fragility – Synthesis of four situational analyses of education and fragility: Afghanistan, Bosnia-Herzegovina, Cambodia, Liberia

2011, 65 pp. Research Paper, IIEP/INEE (Inter-Agency Network for Education in Emergencies)



This report provides key data and sheds light on the relationship between education and fragility in a variety of contexts. At the core of the synthesis is an analytic framework that uses three types of comparative lens. It aims to bring together the findings of the case studies and, through comparisons guided by various analytic frameworks, generate insights and recommendations for policy and programming, as well as identify possible areas for further research.

Thematic Policy Studies & Country Case Studies

IIEP has published seven thematic policy studies in partnership with CfBT Education Trust and the Netherlands Ministry of Foreign Affairs – see titles below. A number of country case studies have also been published. Print copies can be purchased for €12 each and electronic editions can be downloaded free of charge from the Institute's website, along with the corresponding policy briefs.



On the Road to Resilience: Capacity development with the Ministry of Education in Afghanistan

Morten Sigsgaard (Ed.), 2011, 206 pp. ISBN 978-92-803-1355-0



Opportunities for Change: Education innovation and reform during and after conflict

Susan Nicolai (Ed.), 2009, 262 pp. ISBN 978-92-803-1328-4



Promoting participation: Community contributions to education in conflict situations

Joan Sullivan-Owomoyela & Laura Brannelly
2009, 163 pp. ISBN: 978-92-803-1327-7



Rapid Response: Programming for education needs in emergencies

Jonathan Penson & Kathryn Tomlinson
2009, 175 pp. ISBN 978-92-803-1325-3



Certification Counts: Recognizing the learning attainments of displaced and refugee students

Jackie Kirk (Ed.), 2009, 236 pp. ISBN 978-92-803-1324-6



Donors' Engagement: Supporting education in fragile and conflict-affected states

Laura Brannelly, Susy Ndaruhutse & Carole Rigaud
2009, 257 pp. ISBN 978-92-803-1330-7



Alternative Education: Filling the gap in emergency and post-conflict situations

Pamela Baxter & Lynne Bethke
2009, 194 pp. ISBN 978-92-803-1332-1

To order IIEP publications: info@iiep.unesco.org