Representative: Grace Akukwe

1. USAID – AIDE-CI project in Ivory Coast

Under USAID’s Goal 3 -increasing equitable access for 100 million children in conflict-affected contexts AIR has been implementing the AIDE-CI project which focuses on education reconstruction after conflict. The project is intended to create a model of education system strengthening strategies that are supported and driven by public private partnerships. Activities will include school construction, community engagement and parental involvement in improving education delivery services, and using technology as a means of promoting decentralized education management.

The project has the potential to create a model of how the Ministry of Education and Technology can tap into community and private sector resources for educational system strengthening and school construction, therefore extending the few resources provided by government. The model may have potential for replication in other post-crisis settings.

The ground-breaking ceremony was held in October 2012 in Languibounou where AIR is implementing with Save the Children.
Languibonou is located in the province of Bouake. No school has been built at this locality for 57 years. The school will be a 16-classroom block. A local philanthropist for whom the school will be named has pledged almost $400,000 to build teachers’ accommodations.

AIR is continuing to expand its knowledge on education reconstruction in post-conflict settings and working with the private sector on the AIDE-CI project.

2. **Workshop on Disaster Risk Reduction Awareness and Contingency Planning in the Education Sector in Egypt**

AIR recently held a 4-day workshop on disaster risk reduction awareness through its current project (Education Sector Project). Twenty-two governate officials attended the workshop. The content was based on the IIEP disaster risk reduction Education Cluster Coordinator materials. The purpose of the workshop was to expose participants to the fundamental principles of disaster risk reduction and contingency planning.

3. **UNHCR Teacher Retention Research on Refugee Camps in Pakistan, Algeria and Ethiopia**

AIR has been contracted by UNHCR to undertake a research activity related to teacher retention in refugee contexts. This project includes an exhaustive literature review of the factors influencing teacher retention in refugee settings as well as field missions to refugee settings to collect data via interviews and focus groups. AIR also developed a quick survey for teachers in UNHCR’s priority countries and UNHCR field staff, the results of which will be analyzed and presented upon completion of the project. As a final deliverable, AIR will use findings from the literature review, field missions, and surveys to provide recommendations to UNHCR on how to better retain teachers in refugee settings.
4. Private Sector Engagement Tool Kit
AIR continues to support the WGEF on the Private Sector Engagement Tool Kit by leading the discussions to refine the scope and breakdown the deliverables into manageable pieces. Issues for consideration include a) the cost for developing the Private Sector Engagement Tool Kit b) the assessed need for a toolkit within the business community and c) the final products and their acceptance within the wider development community.

One new development is the interest from CGI in supporting this work.

http://www.air.org
Representative: Ruth Naylor

1. Towards teacher development in Libya: A situational analysis of the Libyan teaching System

Recent statistics indicate a sharp decline in the number of teachers in Libya, and a high proportion of substitute teachers. It is not well understood how this has impacted on the quality of teaching and learning. CfBT Education Trust, together with UNICEF and the Ministry of Education, is carrying out a situational analysis of the various aspects of teacher qualification, pre-service and in-service teacher training, teacher recruitment and deployment, teacher remuneration, promotion and career progression, and the measurement and monitoring of performance. By analysing the current situation, and benchmarking against international good practice, policymakers can be helped as they seek to shape teacher education policy in an evidence-based way. Data collection is due to start in April.
2. Research on service delivery, state-building and peace-building
This is a DFID-funded research programme exploring the links between service delivery in education, health, sanitation and water, and wider processes of state-building and peace-building in fragile and conflict-affected states. A literature review and six desk-based country studies have been completed (Cambodia, Democratic Republic of the Congo, Nepal, Rwanda, Sierra Leone and South Sudan). Fieldwork exploring how responsive the state in meeting the expectations of its citizens in relation to service delivery, and how this impacts on citizens’ perception of state legitimacy was carried out Nepal, Rwanda and South Sudan and a synthesis report of the main findings are available here:

http://www.cfbt.com/research/clientcommissionedint/statebuilding.asp

3. Research on higher education and developmental leaders and coalitions
CfBT is undertaking research under the Developmental Leadership Program (see http://www.dlprog.org/ for more information) on Higher Education, Developmental Leaders and Coalitions. This research explores the contribution of higher education to the emergence of developmental leaders and coalitions. Combining a global literature review with statistical analysis and an in-depth case study of Ghana, the research considers the effect of higher education on developing the skills and behaviours of individual leaders and coalitions of leaders, and its relationship with good governance. In Ghana, it is also examining the educational characteristics of developmental leaders and coalitions and seeking to identify what other determining factors there are in the emergence of leaders and their ability to promote positive change. Findings from the Ghana case study will be available this summer.

www.cfbt.com
Representative: Jessica Oliver

1) In March 2013, the Government of Canada announced that the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA) will be amalgamated. The new Department of Foreign Affairs, Trade and Development will be created and continue to serve the same functions as those of CIDA and DFAIT.

Canada’s Federal Budget states that we will continue to provide international development assistance in key areas, including maternal, newborn and child health, education, public sector governance and justice reform, and agriculture. Canada will continue to make international development and humanitarian assistance central to our foreign policy.

2) Canada co-sponsored the UN Global Thematic Consultation on Education in Dakar, Senegal in March 2013, in collaboration with the government of Senegal, UNICEF, UNESCO, Germany, and the Hewlett Foundation. The meeting resulted in an outcome document that provides strong recommendations to the High Level Panel of Eminent Persons on the Post-2015 Development Agenda.

3) CIDA participated in the review of the INEE Conflict Sensitivity Tools.

4) The Agency continues to have strong education programming results in conflict-affected states. In Afghanistan, for example, CIDA has supported more than 4,000 community-based schools and helped 145,000 children, 85% of whom are girls, to gain access to quality basic education in safe learning environments.

http://www.acdi-cida.gc.ca
Qualified and experienced teachers are often under-represented in refugee populations. This means that education services are sometimes delivered by community members who have not undertaken a full teacher training programme. This can have an impact on quality, access and inclusion.

This research study aims to understand the reasons underlying teachers’ decisions to remain in or leave the teaching profession. It suggests policies that governments, multi-lateral agencies, NGOs and donors might enact to promote teacher retention. It is based on research undertaken in Kenya, South Africa and Uganda.

Copies of the study and an accompanying information brief will be available at the meeting.
Commonwealth Ministers of Education met in London in December 2012 and developed recommendations for post-2015. These are now feeding into the UN discussions and wider debates.

Ministers identified the need to re-focus on learning without compromising efforts to secure 100% access; to align the EFA and education MDG frameworks; and to pay more attention to equity.

Ministers proposed that three principal goals for education should be contained in the post-2015 development framework, based on access, equity and quality.

The principal goals would be supplemented by six subordinate goals.

Four cross-cutting themes should be addressed by all education goals. One of the themes relates to education in emergencies; ministers recommended that conflict and disaster risk reduction should be integrated into all national education sector plans.

Leaflets detailing the recommendations will be available at the meeting.
Commonwealth ministers’ recommendations for the post-2015 development framework for education

<table>
<thead>
<tr>
<th>Principal goals</th>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every child completes a full cycle of a minimum of 9 years of continuous, free basic education &amp; demonstrates learning achievement consistent with national standards</td>
<td>% of boys &amp; girls who complete a minimum of 9 years of basic education, to the appropriate national and, where appropriate, international, standard of completion, by the age of 15</td>
<td>100% of boys &amp; girls within xx years</td>
</tr>
<tr>
<td>2. Post-basic education expanded strategically to meet needs for knowledge &amp; skills related to employment &amp; livelihoods</td>
<td>% of students of senior secondary/TVET/tertiary age (15-25) who complete an accredited qualification</td>
<td>X% of boys &amp; girls within xx years, depending on country starting point</td>
</tr>
<tr>
<td>3. Reduce &amp; seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age &amp; social group</td>
<td>% of children from the bottom 20% of household income achieving x% in national learning assessments (NLAs) compared to those from the top 20% Comparative achievement of boys compared to girls in NLAs Comparative achievement of those with special needs in NLAs Comparative achievement of those in disadvantaged geographic locations in NLAs Comparative achievement of those from marginalised social groups in NLAs</td>
<td>X% of boys &amp; girls within xx years</td>
</tr>
</tbody>
</table>

Priority Area | Subordinate Goals | Indicator |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Early childhood education &amp; development</td>
<td>Reduce &amp; seek to eliminate early childhood under-nutrition &amp; avoidable childhood disease, &amp; universalise access to community based ECE/D &amp; pre-school below age 6 years</td>
<td>Basic health &amp; child development Body Mass Index, immunisation rates, childhood diseases Participation rates in organised ECE/D &amp; pre-school by age</td>
</tr>
<tr>
<td>ii. Basic education</td>
<td>Universalise an ‘expanded vision of access’ to a full cycle of a minimum of 9 years of continuous basic education Successful achievement of national learning outcomes in cognitive, affective &amp; psychomotor domains for both primary &amp; lower secondary cycles at age appropriate levels up to the age of 15 years</td>
<td>Enrolment at Grades 1-12 Completion rate by age at Grades 1, 3, 6, 9 &amp; 12 Trained &amp; qualified teacher rate Trained &amp; qualified school leader rate National Learning Assessment standards at Grade 3, 6, 9 &amp; 12 Yield (Level of achievement * % of age group achieving level)</td>
</tr>
<tr>
<td>iii. Post-basic &amp; post-secondary education</td>
<td>Invest strategically in expanded &amp; equitable access to post-basic &amp; tertiary level education &amp; training linked to wellbeing, livelihoods &amp; employment &amp; the transition to responsible adult citizenship</td>
<td>Enrolments by grade at secondary level % of age group enrolled by Grade Transition rates Completion rates All disaggregated by wealth quintile, location, gender, age &amp; social group</td>
</tr>
<tr>
<td>iv. Non-formal education &amp; lifelong learning</td>
<td>Eliminate illiteracy &amp; innumeracy amongst those under 50 years old Provide education opportunities for young people &amp; adults who have not successfully completed 9 years of basic education</td>
<td>Literacy &amp; numeracy rates at ages 15-20, 21-25, 26-30, 31-35, 36-40, 41-45 &amp; 46-50 using samples &amp; graded tests Trained &amp; qualified non-formal education facilitators</td>
</tr>
<tr>
<td>v. Participation</td>
<td>Reduce &amp; seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender &amp; social group &amp; ensure all children have equal educational opportunities &amp; reduce gaps in measured outcomes</td>
<td>Participation rates by Grades 1, 6, 9, &amp; 12 by wealth quintile, location, gender, special needs, age &amp; social group Distribution of: - pupil-teacher ratios &amp; class size - distance to school - achievement levels</td>
</tr>
<tr>
<td>vi. Infrastructure</td>
<td>Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, &amp; learning infrastructure within appropriate distances of households</td>
<td>% of schools meeting standards for: - sanitation - clean water - building quality/learning - space/safety - learning materials - recreational facilities - furniture &amp; equipment - electricity - access to relevant technologies - security</td>
</tr>
</tbody>
</table>

Cross-cutting themes

- Education in emergencies Conflict & disaster risk reduction integrated into all national education sector plans
- Migration All migrants of school-age or who are education professionals recorded in monitoring of education goals by the host country to inform policy formulation
- Gender All reporting & evaluation of the development goals disaggregated by sex & analysed through a gender lens
- Education for sustainable development Education for sustainable development mainstreamed in all education policies, teacher & school leader preparation, & curricula
3. Teacher and School Leader Professional Standards

The lack of defined systemic professional development frameworks was identified as one of the gaps that undermined the advance of professional development programmes. In addition, only few developing countries in the Commonwealth possess professional standards to guide the preparation and development of teachers and school leaders.

The Secretariat facilitated a series of regional training workshops whose final outcome will be a pan-Commonwealth framework on professional standards for teachers and school leaders. Regional frameworks have been so far developed in Africa, Pacific and the Caribbean.

A final workshop with representatives from the three regions is due for April and will result in a reference framework on professional standards for Commonwealth countries.

4. Multi-grade Teacher Training

Multi-grade teaching has been implemented in several Commonwealth countries, especially in those with teacher shortages or where circumstances necessitate small schools. Teachers confronted with multi-grade classes have often not been trained to enable them to handle this pedagogic context.
The Commonwealth Secretariat has established a programme with the ultimate aim of enabling teachers to acquire multi-grade teaching skills. The programme equips curriculum designers with the knowledge and skills to integrate multi-grade approaches into regular pre-service and in-service professional development programmes. The programme has been implemented extensively in Africa, Asia, Caribbean and Pacific.
Representative: Jane Wood

1. Health, Education & Reconciliation (HEAR), South Sudan

In 2006, Creative Associates launched the USAID-funded Health Education and Reconciliation (HEAR) Program in an effort to improve the quality, accessibility and governance of basic education and school-based health in Sudan’s Three Areas: Abyei, Southern Kordofan, and Blue Nile. Since the Republic of South Sudan’s independence in July 2011, the project has targeted communities of internally displaced persons (IDPs) and returnees in the northern border zone of Agok and the surrounding states of Warrap (Turalei and Kwajok), Northern Bahr el Ghazal (Aweil), Western Bahr el Ghazal (Wau) and Unity. Here, Creative and its partners facilitate the delivery essential basic education services by central, state and local authorities through local capacity-building initiatives aimed at promoting reconciliation and strengthening community engagement in the education sector. Reaching a total of 50 schools across five target areas, HEAR works closely with local stakeholders at all levels in the pursuit of its two main goals:

**Goal 1: Improved capacity of county, payam, and school-level service providers to improve the quality of basic education service delivery**

HEAR has trained at least 1,428 primary school educators on effective pedagogy, violence prevention and techniques for addressing the psychosocial needs of conflict-affected teachers and learners. The project also delivered an English-language
course to 311 in-service primary school teachers emphasizing strong oral skills and the application of English in the classroom. In conjunction with these efforts, Creative and its partners have provided school management training and mentoring services to 460 head teachers and local education authorities while delivering 2,027 instructional materials and school supply packages to all participating schools.

**Goal 2: Increased community engagement in school improvement and the promotion of peace and reconciliation**

The HEAR team is organizing School Open Days in each area to raise public awareness and mobilize community members around issues of psychosocial distress and gender-based violence in schools. The project includes a school improvement grants component that has financial assistance, training and ongoing technical support to 53 local PTAs and School Management Committees (SMCs). To build and sustain stakeholders’ capacity for advocacy and participatory governance, Creative and its partners engage grantees and community leaders in quarterly review meetings and examine their progress towards achieving key educational reform objectives.

The project also works to forge linkages between and among school headmasters, teachers, government and health providers by working with local NGOs and community representatives to recruit and train health worker outreach teams. These teams conduct regular school visits and deliver integrated health services including basic health, hygiene, and nutrition instruction; immunization and land-mine awareness-raising; trachoma and schistosomiasis prevention; de-worming; and the distribution of vitamin A and long-lasting insecticide treated bed nets (ITN). HEAR has mobilized 550 community coalitions around health and education reform while training 618 volunteer health workers and 185 PTAs to support school-based health initiatives and serve as school-community liaisons. Finally, the project has renovated two Education Resource Centers (ERCs), which continue to provide
ongoing support and refresher trainings for school and community health workers.

3. Community Livelihoods Project (CLP), Yemen

Under the five-year, USAID-funded Community Livelihoods Project (CLP), Creative Associates and its partners are working to mitigate local causes of instability by engaging community actors (including local councils, civil society groups and youth associations) in rural and urban areas throughout Yemen. Using a mix of direct implementation, grants, and sub-awards, CLP activities are designed to meet stakeholder needs, expand access to quality services, build local organizational capacity and support responsive, participatory governance across five key sectors: Education, Agriculture, Economic Development, Governance and Health. CLP’s Education Sector component focuses on improving quality and accessibility of basic education with an Early Grade Reading (EGR) program that incorporates teacher training, classroom rehabilitation and community mobilization in nine governorates. With these combined efforts, we aim to improve the reading performances of 100,000 learners in Grades 1-3.

Component 1: Teacher professional development for early grade reading

Working closely with the Ministry of Education, CLP is training teachers, headmasters, and inspectors on early grade reading (EGR) instruction (both “learning to read” and “reading to learn”), effective classroom management and continuous assessment techniques in a 14-day training program followed by ongoing professional development, classroom observation and coaching at school and cluster levels. As part of this effort, Creative and its host government partners designed an EGR curriculum and assessment model based on international best practices adapted to the local context by Yemeni pedagogical experts. This new model (known as Yemen EGR Approach or YEGRA) uses scripted
lessons to promote phonemic awareness, Arabic phonics, common word usage, group storytelling, independent reading and basic writing skills. To encourage the application of new instructional techniques, Creative and its partners have produced and distributed Teaching Aid Kids (TAKs), Teachers' EGRA (T'EGRA) materials and basic classroom supplies.

In its first two years, CLP has trained and enhanced the skills of approximately 11,620 education officials, Master Trainers, teacher trainers, teachers, school administrators, social workers and classroom supervisors. A 2012 assessment of 1,495 Grade 1 students shows that, after just four weeks of YEGRA instruction, the students' scores improved by more than 700% in letter sound knowledge, 4,400% in oral reading fluency, 400% in reading comprehension and 3,000% in writing correct letters.

**Component 2: Mothers-Fathers Councils (MFC)/Community Literacy**

CLP is also training Mother-Father Councils (MFCs) to support literacy development at home as well as in the classroom through volunteer support to early grade teachers. Many MFC members participate in the project’s Community Youth and Adult Literacy Programs, which have provided pedagogical training and technical support to over 50 supervisors and instructors in 263 governorate and district-level literacy centers. This has directly benefited more than 5,000 youth and adult learners, with many cases of female participants rejoining the formal education system after their success in a CLP literacy program.

**Component 3: Improving Access: School Rehabilitation**

Creative Associates and its partner, Global Communities, are in the process of rehabilitating 134 schools across Yemen. The aim of this activity is to raise student achievement by enhancing classroom learning environments and installing school libraries, with a particular focus on improved health and hygiene conditions and stronger security measures to encourage greater attendance by girls.
4. Afghanistan Workforce Development Program (AWDP)

The Afghanistan Workforce Development Program (AWDP) addresses the challenge of high unemployment caused by a gap between the limited number of Afghans who possess technical and business management skills and market demands for skilled labor, business administrators and managers. By improving the quality and accessibility of trainings in market-driven skills, AWDP complements the long-term workforce development goals of the Government of the Islamic Republic of Afghanistan (GIRoA) and the US Government while supporting key growth opportunities in the construction, ICT, business management, and service industries. Though project implementation is based in Kabul, AWDP’s geographic coverage spans five provinces across Afghanistan and its target cities include Kandahar, Kunduz, Herat, Jalalabad and Mazar-e-Sharif.

The goal of the AWDP is to increase job placements and salaries/wages for 25,000 Afghans, 25% of whom will be women, through increased access to quality technical and business education and training, and job placement support services. To achieve this goal, the AWDP has two key objectives:

**Component 1:** Strengthened Capacity of Afghan Public and Private-Sector Technical and Vocational Education and Training (TVET) Providers.

**Component 2:** Strengthened Capacity of Afghan Public and Private Sector Business Education and Skills (BEST) Training Providers.

Creative and its partners implement AWDP activities through a grants mechanism accompanied by training, capacity-building and technical support components. The majority of AWDP grants have
been issued to national and international private sector organizations, training institutions and public-private partnerships working to:

- Improve the quality and accessibility of TVET and BEST training opportunities;
- Adapt TVET and BEST curricula to reflect and respond to private sector labor demands;
- Enhance technical aspects of teacher training
- Develop management and administrative capacity among TVET and BEST institutions;
- Strengthen and expand employment-related services to improve job placement opportunities for training graduates in target economic sectors;
- Cultivate strategic public-private partnerships between workforce development institutions and private sector employers;
- Provide equipment, resources and instructional materials to enhance TVET and BEST training facilities

Thus far, the project has awarded roughly twenty-five grants to support training activities in the areas of business communication and employability; project management; financial management; construction; ICT; employment-related services; and women in the private sector.

http://www.creativeassociatesinternational.com/
Representative: Sarah Nogueira Sanca

1. Read Right Now! Toolbox Developed and in Use

EDC has developed and documented our approach to the teaching of reading. The Read Right Now! Toolbox is the result of more than ten years of collaborative reflection, deliberation, and experimentation. It reflects what EDC has learned about effective reading and writing instruction in Africa, Asia, Latin America and the former Soviet Republics through research, careful experimentation, and discussions with curriculum specialists in partner countries and in the U.S., Canada, and Europe. The toolbox presents a clear and comprehensive vision of how best to support teachers, teacher supervisors, ministries of education, and parents so that they can, in turn, provide children and out-of-school youth with a more effective literacy learning environment. This toolbox also provides policy makers, program leaders, teacher trainers, and curriculum specialists with information, processes, and instruments that will help them adapt the Read Right Now! approach in their country or region.

EDC is currently implementing the RRN! approach (or elements of it) in more than 6 countries, including Rwanda, DRC, South Sudan, Mali, the Philippines and Zambia, demonstrating its flexibility to be used and adapted in a variety of contexts, including conflict-affected and post conflict environments.
In Rwanda, EDC is implementing the RRN! approach through the Literacy, Language, and Learning (L3) Initiative which is a holistic literacy program aiming to improve the quality of teaching; improve the availability of teaching and learning materials; supporting English skill development; strengthen ministry capacity; and improve equity in education. L3 has hosted Writers’ Workshops to generate the first set of children’s books authored by Rwandan teachers. The first Writers’ Workshop created unanticipated demand and enthusiasm. The program has also created a series of leveled story cards to provide supplementary reading materials to students while giving teachers materials to use for guided reading activities.

Several elements of the RRN toolkit are being piloted and implemented in the Democratic Republic of Congo as well. These tools include Interactive Radio Instruction (IRI) programs that model lessons broadcast directly in classrooms that assimilate the RRN cycles of reading and writing. These programs are accompanied with a teacher resource guide that explain strategies to teach reading, propose reinforcement reading/writing activities, suggest local cost-no cost materials for them to make and use to support these activities and propose continuous evaluation activities to do to monitor student progress in various sub-skills.

2. Stepping Stone: Mobile Phone Based Learning Platform

EDC has designed a software tool named Stepping Stone which acts as a multimedia slide creation tool for Java-enabled cell phones (compatible with Nokia S40 series phones). With Stepping Stone and with a library of photos or illustrations, text and instructional audio, a teacher or curriculum developer can
create a series of slides for viewing on a mobile phone by dragging/dropping components into place much like one would when creating a slide-based media presentation. The different lessons can then be loaded onto Java-enabled phones and played back as multimedia lessons. Java was selected as the programming language because research indicates that it is the single most widely distributed platform on phones worldwide.

In fragile or conflict-affected states with hard-to-reach populations, lack of educational materials and/or low levels of internet access, Stepping Stone can be a platform to bring quality, innovative lessons and information directly to learners and teachers. It is currently being tested in Mali and explored for use in Liberia.

EDC is actively seeking partners to form a community of practice around Stepping Stone during its beta testing phase and initial roll out. Upon completion of testing, EDC will release Stepping Stone to the general public as an open source software application with no cost or licensing fee.

EDC offers a suite of services to support active use of Stepping Stone by Ministries of Education, educators, curriculum developers, and other NGOs or organizations interested in mobile dissemination of content, including:

- Technical assistance in developing comprehensive curriculum designed for the mobile platform and local context
- Training on the use of Stepping Stone
- Production of educational multimedia
- Training for mobile developers

For more information please contact Scott Isbrandt at sisbrandt@edc.org and watch a video online at http://paje.edc.org/
Representative: Ronja Hölzer
Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

The German BACKUP Initiative Education in Africa offers Ministries of Education and civil society coalitions at the national and regional level in Africa support in their efforts to achieve better education results through more effective planning, implementation and monitoring in education.

1. Results of the BACKUP Education Fund
At the beginning of 2012, the BACKUP Education Fund has decreased the maximum amount for its Project Mode from 200,000 EUR to 100,000 EUR. The reduction is a response to the overwhelming demand in the first year and a measure to ensure that more partner countries can be supported. The BACKUP Education Fund has so far approved 37 applications of which ten are completed. Currently, eleven new requests are reviewed (April 2013).

At the end of 2012, the German Ministry for Economic Cooperation and Development (BMZ) increased the BACKUP Education project volume from 6 Mio EUR to 6.62 Mio EUR. With the additional funds the BACKUP Education supported the Global Campaign for Education (GCE) and the Africa Network Campaign on Education for All (ANCEFA) to increase civil society participation in the African education sector. It also supported the Global Education Cluster to develop an Education Cluster Website and a web based platform to enable sharing of key data and tracking of programme implementation.
2. Support of African constituencies of the Global Partnership for Education (GPE)

In 2012, the BACKUP Education Fund supported the three African GPE Board constituencies to discuss and prepare for the semi-annual GPE Board of Directors meetings. This preparation is necessary to allow the group to discuss their common position which two members of each constituency represent during the GPE Board meeting. The value added and positive effect of the improved communication among the constituency members became evident in the strong contributions of the constituency representatives during the Board meetings in 2012. BACKUP Education will continue its support for the African constituencies in 2013.

3. South Sudan gets financial support of GPE

South Sudan receives financial support from the Global Partnership for Education (Alternative: BACKUP Education supports South Sudan in applying for and implementing GPE grant)

In 2012, the BACKUP Education Fund supported South Sudan in its effort to access GPE funding. One consultant was financed to help prepare the GPE funding request. In November 2012, the GPE Board of Directors approved a grant of USD 36,1 Mio for South Sudan to implement its education sector plan. Since then other initiatives such as Educate a Child (Qatar) and SADDLE (USAID) have started to engage in the education sector in South Sudan. In total 78 Mio USD have been made available to promote education in South Sudan. BACKUP Education continues its support to South Sudan in 2013.

http://www.giz.de/en/
Below is a selection of on-going work

**Teaching**

**Course: Education in Armed Conflict**

This course examines the multidimensional and multidirectional relationships between armed conflict and education. **How can education contribute to the work of building "lasting peace" in settings of armed conflict globally?** How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imaginings of a postconflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action-oriented approach to investigation of these and other questions. We will look beyond the provision of schooling to the **learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions**. Central to discussions will be connections between public policy, daily experiences, and social justice.

The course includes **real-time project work in partnership with UNHCR**, through which students will work with country offices to examine the process of rolling out a global strategy at the country
level. This work will allow students to develop professional relationships; deepen their research, writing, and policy analysis skills; and explore the intellectual and practical dimensions of connecting research, policy, and practice.

**Enrolment:** 46 students (primarily from the Masters in International Education Policy program)

**More Information:**
Please contact me for the syllabus.

---

**Research**

**Diaspora RE-ACT (Rebuilding Education and Community Together)**

Recent research indicates that the reach of Diaspora-led organizations and individuals is substantial, mobilizing considerable resources and bringing deep cultural awareness and long-term commitment to projects and communities in home countries. The development work of Diasporas in conflict-settings and among refugees is beginning to be studied. However, the impact of Diasporas on education in these settings is understudied. The space that Diaspora members occupy in post-conflict educational reconstruction is unique: personally mediated and (often) grounded in intimate knowledge of local circumstances yet bringing to bear outside resources, expertise, and power in order to impact *institutions*, not individuals or families. This project investigates the **nature of connections** between Diaspora members and home country Ministries of Education, schools, teachers, and families and their potential for impact on post-conflict educational reconstruction, with attention to the politics of these transnational interactions.
This comparative project involves case studies of Zimbabwean, Sudanese, Haitian, and Afghan Diasporas.

**Funders:** Social Sciences and Humanities Research Council of Canada; Milton Fund of Harvard University

---

**Action**

**Borderless Higher Education for Refugees**

**Dadaab Camps, Kenya**

In August 2013, we will initiate the first cohort into the Borderless Higher Education for Refugees degree program. In a blended online and face-to-face program, current primary and secondary school teachers will concurrently pursue a **bachelors degree** in a field of their choosing. The first two years of their degree will be in education, which aims to **increase the quality of primary and secondary education** in the camps while **opening access to higher education for teachers**.

We are supporting the degree program with a **transnational mentoring program** through which students are connected with Somali Diaspora mentors around the world.

**Partners:** York University, Kenyatta University, University of British Columbia, Moi University, UNHCR, Windle Trust, African Virtual University, INEE, IRC, Refugee Education Trust, World University Service Canada.

**Funders:** CIDA, MasterCard Foundation, Social Sciences and Humanities Research Council of Canada, Weatherhead Center for International Affairs (Harvard University)

**More Information:** [http://crs.yorku.ca/bher](http://crs.yorku.ca/bher)