Overview:

The focus of this class is to give students a background in both the theory and practice of the newly developing field of “education in emergencies.” The course assumes students have a variety of experiences and backgrounds and is designed as an introduction to the education in emergencies field for students who may not have international humanitarian aid experience. The goal of the course is to prepare students to either go on to be reflective-practitioners in the education in emergencies field or to pursue further academic study and to expand the currently limited theoretical base of the education in emergencies field.

Class Requirements:

All readings for class are available on-line (via ClassWeb or referenced websites) or will be handed out in class. Students will be expected to come to class prepared to discuss readings and topic at hand. As the course is intensive and spans a 7 week period, students are asked to do all the reading on the syllabus prior to the first day of class. This will enable students to actively engage in in-depth discussions during the class sessions. Students must write a discussion paper (3 pages) on the readings for 2 classes of their own choosing. Discussion papers must be turned in at the start of class. Students will work in groups on a Proposal Simulation project that asks them to use class resources and outside research to develop a program response to a current situation in the education in emergencies field. Proposal Simulation presentations will be given on the last day of class in front of a panel of outside experts.

The course is designed as an intensive introduction to education issues in contexts of international humanitarian intervention, “post”-conflict development, and “fragile states.” Each class will use lectures and discussions to cover a wide range of key concepts and their relevance to and impact on education in situations of crisis and post-crisis transition. Class will focus heavily on populations affected by conflict although situations of disaster
will also be discussed. Students are expected to rely on the reading for in-depth understanding of topics covered in class.

- 20% class participation.
- 25% discussion papers.
- 55% Final Project (10 points presentation/45 points written proposal).

**Note on Proposal Simulation project**

One essential skill for education in emergencies practitioners is proposal development. This project will simulate the proposal development process by grouping students into teams – each of whom will be a non-governmental organization responding to a call for proposals from a major bi-lateral donor (e.g. USAID). Over the course of the class, we will walk through step-by-step the proposal development process. The proposal will ask you to develop a program responding to an education problem in a crisis or post-crisis setting (e.g. girls education in Afghanistan). At the end of the class teams must hand in their written proposal and do an oral presentation presenting and defending their program to a panel of experts working in this field. Note: real calls for proposals that have recently been distributed by bi-lateral donors will be used. This project will enable students to get a deep understanding of an education in emergency issue in a particular country, employ research skills, learn proposal development skills (including terminology, monitoring and evaluation conventions, etc.), and use the learning they do in class about education in emergencies issues in designing a program.

**Course outline:**

I. Theoretical Foundations of the Education in Emergencies Field

**Week 1** (3/24): Key concepts in international humanitarian affairs.

This class will broadly and rapidly review the international humanitarian affairs field. Class will focus on the development of key concepts grounding current thinking and practice in international humanitarian assistance, with a special emphasis on those concepts that are especially relevant to education in emergencies. Questions addressed include: What is the humanitarian “impulse” versus the humanitarian “imperative”? What are the origins of the modern international humanitarian system? How has the nature of conflict changed since the end of the cold war? How have the theories guiding humanitarian assistance developed over time (e.g. parallel economy, do no harm, continuum, contiguum, fragile states, rights-based programming, protection)? What is the relief to development gap? What are the traditional sectors within humanitarian response and how does this relate to a “medical model” of humanitarian assistance? Where does education fit?

1. Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations in Disaster Relief (1994).
2. The Humanitarian Charter (Sphere, 2004).

Slim, H. and Eguren, L.E. Humanitarian Protection. ALNAP.


Review Proposal Simulation project.

Week 2 (3/31): Key concepts in child protection and children’s psychosocial wellbeing in the international humanitarian affairs field.

This class will review the developments within the humanitarian affairs field related concern for child wellbeing and protection. Class will explore such questions as: How was child wellbeing placed on the international humanitarian agenda and why? How has the approach to humanitarian affairs (e.g. what is considered a priority response) changed with the growing concern over children’s special needs in conflict? What does “psychosocial wellbeing” mean anyway? What are the main debates in the field around psychosocial wellbeing and mental health interventions in conflict contexts? What is “child protection” and how does it relate to education?


Week 2 (4/4) (FRIDAY 9-6pm) What are the INEE Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction?

In this class, students will participate in a full one-day training by expert INEE trainers on the Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction. Trainers are from the INEE Secretariat and conduct this training with education practitioners around the world. Class will provide a comprehensive introduction to the purpose, development, content, and ways to use the INEE Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction. Why
were these standards developed? What were the reasons for and against developing the INEE Minimum Standards? How were they developed? How do they follow SPHERE and how do they diverge from SPHERE? Who were the main actors in developing the INEE Minimum Standards? What were the debates in the field during the development of the standards? What do the standards look like? Who will use them? How do you use them in running education programs?

1. Handbook on Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction Contexts. INEE. Available at www.ineesite.org

**Week 3 (4/7): The relationship between education, education systems, and armed conflict: a review of key concepts and theories.**

This class will review the development of thinking around the dialectical relationship between education and armed conflict that has influenced the education in emergencies field. Focus will be on the recent international education development practice and thinking on working in situations of disaster and conflict. Class will explore such questions as: How is education in emergencies addressed in the current dominant international educational development perspective of EFA? How has the thinking around education in emergencies evolved within the international education field? What is the dialectical relationship between education and armed conflict? What are the theoretical underpinnings of this relationship?

II. Practice, Policy, and Programming in Education in Emergencies

**Week 4** (4/14): What is Education in Emergencies? Reviewing the practice of education in emergencies with a focus on International Frameworks, Institutions and Policy

This class will review the practice of the education in emergencies field with a special focus on key international legal frameworks, institutions and policies. Class will explore such questions as: What is education in emergencies? In what contexts do interventions occur? What types of interventions are included as “education in emergencies” (EiE) interventions? What is the history of EiE interventions? What are the international frameworks upon which the practice is built? Who are the key actors in the field? Which are the important institutions? How does coordination work?

4. Visit INEE website: www.ineesite.org


Class will provide an overview of best practices for implementing education programs at the early on-set of an emergency. How do you conduct assessments for education programs in the early stages of an emergency? What are techniques for assessing children’s wellbeing, especially in sensitive contexts where family or community members may be exploiting or abusing children? What are the first steps in setting up an education intervention? What is the purpose of “safe and child-friendly spaces”? How can you support children’s psychosocial wellbeing through early education interventions? What types of non-formal education activities are most appropriate to early education interventions? Who are the key players for setting up an education program in the outset of an emergency in refugee, IDP, and other settings?

   o Initial Assessment of an Emergency
   o Schools: Child Friendly Spaces
   o Assessment of out of school youth and youth leaders
o Assessing and analyzing community non-formal educational needs.

o Training: to Meet Psychosocial Need


Class will provide an overview of best practices for implementing education programs in protracted refugee and chronic crisis settings. How do you move from non-formal education in an early emergency to formal education? When should this move happen and why should it happen? Who typically are teachers in a crisis setting? Do teachers need to be prepared differently to work with students in crisis settings from how they are normally trained to work with students in stable, “peaceful” settings? How does the community need to be mobilized to support education in crisis contexts? What is a community education committee and what would they typically be asked to do? What curriculum should be selected for formal education programs? When should a curriculum be adapted and changed? In refugee settings, what language should be selected as the language of instruction? Who are the main actors in implementing formal education programs in refugee, IDP, and other contexts? What are the gaps in refugee education? Without access to secondary school, what options do refugee youth have?


   a. Assessment -
   b. Pre-service, in-services and in the school
   c. Teacher observation and lesson planning
   d. On-site Teacher Training and Support

Week Seven (5/5): How do you implement education interventions in post-conflict/early reconstruction settings? Rebuilding Education Systems, Teacher and Student Certification, Educational Concerns of Youth, including Vocational Education and Accelerated Learning, Reintegrating Children Formerly Associated with the Fighting Forces, and Peace Education.

Class will provide an overview of best practices for implementing education programs in protracted post-conflict/early reconstruction settings. How does education affect return and reintegration of displaced populations? What are key steps to take prior to return of displaced populations to their home communities to ensure that teacher training and student learning in exile is recognized by the home country government? How should
relevant Ministries be supported in this setting? How should out of school youth, including recently demobilized child soldiers, be supported in pursuing education? When and how should vocational education and accelerated learning programs be implemented? How should the education system of the home country be supported and revitalized? What are the best approaches to integrating peace education in schooling?

Readings:

3. INEE. 2001. INEE Good practice guide: Please review:
   a. Training and capacity building

Week 7 (5/9) (FRIDAY 9-6pm) Project Simulation Presentations