

**Washington Network on Children and Armed Conflict**  
**Education in Emergencies: Coordination, Quality, and Access in Situations of Conflict**  
Meeting Notes, September 23<sup>rd</sup>, 2004

The second meeting of the Washington Network on Children in Armed Conflict convened on Thursday, September 23, 2004. The meeting was focused on how to ensure the effective delivery of education initiatives in emergencies, chronic crises, and early post-conflict reconstruction. Participants included representatives from NGOs, academic institutions, and donor agencies. Allison Anderson, the Focal Point on Minimum Standards for the Interagency Network for Education in Emergencies (INEE), kicked off the meeting with key questions with regard to coordination, quality, and access in situations of conflict.

Discussion Points:

- Resource allocation – resources for educational programs are mostly allocated as part of long-term development strategies. How can more resources become available for quality programming?
- What are the links between education and protection? What are the links between education and psychosocial rehabilitation?
- How do we get *real* community participation and sustainability in programming?
- How can practitioners deliver rapid education assistance without alienating and/or invalidating the national government and its Ministry of Education?
- How do we ensure qualified, motivated teachers? Are salaries a necessity?
- How do we combat the use of education in perpetuating inequality and conflict?
- How can education institutions be accredited?
- What are the appropriate programming responses in the different phases of emergencies?

Resources & Program Sharing:

There were a range of opportunities and resources shared by participants during the meeting. The following are links to those resources:

- Interagency Network for Education in Emergencies (INEE), <http://www.ineesite.org>
- Current Issues in Comparative Education, Teachers College, Columbia University  
Dana Burde, “*Weak State, Strong Community? Promoting Community Participation in Post-Conflict Countries*” (May 2004), <http://www.tc.columbia.edu/CICE/articles/db162.htm>  
Compiled report to come, entitled “*Education in Emergencies: Problems, Possibilities, Responses*”
- Women’s Commission for Women Refugees and Children. “*The Global Survey on Education in Emergencies*” (Feb 2004),  
[http://www.womenscommission.org/pdf/Ed\\_Emerg.pdf](http://www.womenscommission.org/pdf/Ed_Emerg.pdf)
- U.S. Department of Labor, International Child Labor Program, Solicitations for Cooperative Agreement Applications for Child Labor Education Initiative Projects,  
<http://www.dol.gov/ILAB/programs/iclp/main.htm>

- Washington Consortium for Comparative and International Education and Training, *Educational and Social Transitions and Transformations*, The George Washington University, Washington, DC. November 12-13, 2004. Call for papers - deadline for abstract submission: October 4, 2004, [ciesne04@gwu.edu](mailto:ciesne04@gwu.edu)
- *Forced Migration Review*, the December 2004 issue, to be produced in partnership with UNESCO's International Institute for Educational Planning and the Norwegian Refugee Council, will focus on education in emergencies and reconstruction. Deadline for submissions: 22 September 2004. Maximum length: 3,000 words, <http://www.fmreview.org/forthcoming.htm>
- Capstone Project, The George Washington University, a fully-funded graduate student teams is available to do a several-month consultancy on topics related to refugee education. Contact Georgina Graidage at [graidage@gwu.edu](mailto:graidage@gwu.edu). Details on the program available at <http://www.gwu.edu/~elliott/academicprograms/ma/ia/capstone.html>
- To post events and other resources to the Washington Network on Children in Armed Conflict, email [mshipler@sfcg.org](mailto:mshipler@sfcg.org).