



IIEP Summer School 20-31 July 2009

Rebuilding resilience: planning education  
in 'fragile contexts'

# AGENDA



## Monday, 20 July 2009

9.00 - 9.30	Registration (IIEP hall)
9.30 - 10.30	Welcome (IIEP Auditorium)  Mark Bray, Director IIEP  Nicholas Burnett, ADG Education UNESCO  <i>The inaugural session will welcome participants to the 2009 Summer School and begin framing the debate by discussing trends and factors that affect education in so-called 'fragile contexts', and how effective planning, capacity development and financing can promote increased resilience.</i>
10.30 -	Coffee break and introduction exercise
11.00 - 13.00	<b>The terminology of fragility and donor support to fragile contexts</b>  <i>During this session, a group of panellists will respond to pre-selected questions from participants of the Summer School, on the nature of fragility and donor responses to education provision in fragile contexts.</i>  <i>Chair:</i> His Excellency Elias Sanbar, Ambassador, Permanent Observer Mission of Palestine to UNESCO  <i>Panellists:</i> Joris van Bommel, Education Adviser, Netherlands Ministry of Foreign Affairs Peter Buckland, Lead Education Specialist, World Bank Steve Darvill, Humanitarian Aid Adviser, OECD-DAC Sally Gear, Education Adviser, DFID Her Excellency Samira Hanna-el-Daher, Ambassador of Lebanon, UNESCO Executive Board
13.00 - 14.00	Lunch
14.00 - 15.00	<b>Summer School overview and programme</b>  <i>During this session participants will introduce each other and there will be an overview of the goals and objectives of the Summer School.</i>
15.00 - 15.30	<b>Education and fragility – the INEE and its research</b> Kerstin Tebbe, INEE Coordinator for Education and Fragility  <i>This presentation will present the aims of the Interagency Network for Education in Emergencies (INEE) Working Group on Education and Fragility and will highlight some of the recent research to investigate the relationships between education and fragility in different contexts.</i>
15.30 - 16.00	Coffee break

16.00 -  
16.30

**Recent trends in education in emergencies**

Christopher Talbot, Chief a.i., Education in Post-Conflict and Post-Disaster Situations, UNESCO

*This presentation will cover a range of technical and policy-related themes that are emerging in this field, including reference to the humanitarian cluster mechanism, INEE, research and university-level teaching.*

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## Tuesday, 21 July 2009

9.00 - 9.30

### **Review**

*Feedback on the preceding day and issues raised*

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9.30 - 11.00

### **Education in fragile contexts – a donor perspective**

Peter Buckland

*This presentation will focus on how the World Bank has responded both technically and economically to situations of fragility. It will also highlight some of the key challenges facing donors to deliver on their commitments to the Millennium Development and Education for All Goals.*

### **What are the drivers of fragility?**

Morten Sigsgaard

*This presentation highlights some of the key drivers of fragility, as identified in the Analytic Framework developed by the INEE Working Group on Education and Fragility. A desk study on Afghanistan will be used to illustrate how these drivers can provide a different perspective on education provision in fragile contexts.*

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11.00 -

11.30

Coffee break

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11.30 -

13.00

### **What are the drivers of fragility in country contexts?**

*Kerstin Tebbe will provide a brief overview of how the INEE Analytic Framework on Education and Fragility was conceptualized and operationalized and then participants will explore in more depth the key drivers of fragility and how these could be applied in their own context.*

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13.00 -

Lunch

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14.00 -

15.30

### **Preventing conflict, fragility or disaster: panel discussion**

*During this discussion, panel members will be asked selected questions from the audience on education priorities for conflict prevention, how to deal with conflict in the classroom in cases where teachers have been involved in the violence, and coordinating responses to conflict or disaster when agencies have varying agendas. Participants will then be free to ask additional questions.*

*Chair:* Peter Buckland

*Panellists:* Kerstin Tebbe

Phyllis Kotite, UNESCO Consultant

Bimal Dahal, Asian Center for Peace and Development Studies

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15.30 -

16.00

Coffee break

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16.00 -  
17.00

**Early warning tools**

*During this session participants will review a variety of tools for conflict prevention, fragility assessment and early warning indicators. They will be asked to assess these against an education sector plan to determine how appropriate indicators could be developed to monitor fragility in their particular context.*

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## Wednesday, 22 July 2009

9.00 - 9.30

### **Review**

Feedback on the preceding day and issues raised

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9.30 - 11.00

### **What is resilience?**

*In this session, participants will be asked to offer their own definitions of resilience and be introduced to varying perceptions of resilience in terms of recovery from stressful situations. They will investigate how education can be a critical strategy for post-conflict reconstruction and what this means in their own contexts.*

*Two participants will also present case study examples of where their education systems have been successfully strengthened after crisis.*

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11.00 -  
11.30

Coffee break

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11.30 -  
13.00

### **What are the elements of a resilient system?**

*Groups will work on an education sector plan (either their own or one supplied) to identify appropriate 'benchmarks' to monitor resilience in their own contexts. They will be introduced to examples from the Education for All Fast Track Initiative (FTI) Indicative Framework and the FTI Progressive Framework benchmarks to use as a guide.*

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13.00 -

Lunch

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14.00 -  
14.40

### **Building resilience to disasters**

*During this session a participant will present a case study on where a particular policy or planned intervention has been designed to strengthen the education system to build increased resilience against conflict, fragility or disaster.*

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14.40 -  
15.30

### **Plenary discussion**

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15.30 -  
16.00

Coffee break

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16.00 -  
17.00

### **Introduction to extended group work**

*Participants will select a specific topic for extended group work, such as conflict prevention, capacity development, monitoring and evaluation, resource mobilization, and decentralization. They will work on this extended*

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*group project throughout the course and present the outcomes on 29th July. They will be asked to consider the following:*

- *An analysis of why their specific project/programme was selected*
  - *Objectives and corresponding indicators for the project/programme*
  - *A monitoring framework*
  - *A capacity development strategy*
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## Thursday, 23 July 2009

9.00 - 9.30

### **Review**

*Feedback on the preceding day and issues raised*

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9.30 - 11.00

### **Developing planning capacities in fragile contexts – the Afghanistan experience**

Khalil Mahshi, Deputy Director, IIEP

Dorian Gay, Assistant Programme Specialist, IIEP

*This presentation will focus on IIEP's support to educational planning processes in Afghanistan which has resulted in two National Education Strategic Plans by the Ministry of Education. The presentation will demonstrate how IIEP's support has contributed to increasing the resilience of the education system in Afghanistan.*

### **Plenary discussion**

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11.00 -

11.30

Coffee break

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11.30 -

13.00

### **Challenges of plan implementation – the Palestinian experience**

Khalil Mahshi with participation from Palestinian colleagues

*This presentation will highlight how IIEP and UNESCO have supported the development and implementation of a five year education development plan through a participatory and harmonized process. The presentation will draw on experiences from participants who come from the Ministry of Education and Higher Education in Palestine.*

### **Plenary discussion**

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13.00 -

Lunch

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14.00 -

15.30

### **Does decentralization lead to school improvement?**

Anton de Grauwe, Programme Specialist, IIEP

*Decentralization is at the top of the reform agenda in many countries. Governments and agencies consider it an indispensable step in efforts to provide quality education for all. However, little is known about its actual implementation and impact on local offices and schools. The discussion emerging from this presentation and the one that follows will look at how an effective decentralization process can help build resilience and effective implementation at school level.*

*In addition, a participant will present a case study of effective implementation at school level.*

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15.30 -  
16.00

Coffee break

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16.00 -  
17.00

**Implementation strategies for decentralization**

*In this session participants will review the lessons learned regarding decentralization and how these apply to fragile contexts. They will also discuss good practice from their own contexts.*

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## Friday, 24 July 2009

9.00 - 9.30	<b>Review</b> <i>Feedback on the preceding day and issues raised</i>
9.30 - 11.00	<b>Data Visualization</b> Frank van Cappelle, Resident Fellow, IIEP  <i>This presentation will demonstrate the use of StatPlanet and how this innovative data visualization software can enable researchers and planners to communicate data more effectively to policy and decision makers</i>
11.00 - 11.30	Coffee break
11.30 - 13.00	<b>Monitoring for results</b>  <i>During this session, participants will review and discuss critical components of monitoring for results and consider some of the key monitoring and reporting challenges that arise in emergencies and fragile contexts and how to address them.</i>
13.00 -	Lunch
14.00 - 15.30	<b>Using technology to establish baseline data</b> Kurt Moses, Vice President & Director, Systems Services Centre, Academy for Educational Development  <i>This session will provide a unique opportunity for participants to see how a nationwide decentralized Education Management Information System (EMIS), using Google Earth style interfaces to identify schools, has been created in Southern Sudan. This has been linked to a simulation system to assist in forward planning.</i>
15.30 - 17.00	<b>Using technology in practice</b>  <i>Participants will be offered the opportunity to have a hands-on experience with some of the technology presented.</i>
17.00	<b>Exhibition of art from conflict-affected situations</b>  <i>Exhibits from children and elders affected by conflict will be displayed and the projects supporting these will be demonstrated through two short presentations.</i>  Alla Tkachuk, Director of Mobile Art School in Kenya (MASK): MASK supports children in Kenya to set up their own art clubs and to be able to express their fears and hopes through art. Working with the Centre for Conflict Resolution, MASK helps teach children from different ethnic groups how art can contribute towards building tolerance and a peaceful society.

Lyndsay Bird, Programme Specialist, IIEP

*A short video will be shown on the Voices for Peace project that was initiated for Burundian and Congolese children and elders living in Tanzanian refugee camps. The project was able to tell their stories of plight and hopes for the future.*

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**Monday, 27 July 2009**

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15.00 -  
15.15

**Framing the discussion**

Mark Bray

*This session will present examples of resilience in the education sector in so-called 'fragile contexts'.*

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15.15 -  
16.15

**Panel discussion: Rebuilding resilience in challenging circumstances**

*During the session panellists will make short presentations and then take questions on the nature of resilience in different contexts.*

*Chair:* Mark Bray

*Panellists:* His Excellency Dr Saïdi Kibeya, Minister of Higher Education and Scientific Research, Burundi. *How the Burundi education system has demonstrated resilience*

Peter Colenso, Head of the Human Development Group, DFID  
*Country-based example of how donor support can build resilience*

Her Excellency Samira Hanna-el-Daher, Ambassador,  
Representative of Lebanon: *The experience of rebuilding resilience and peace in Lebanon*

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16.15-16.20

Participants write questions

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16.20-16.40

**Break**

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16.40-17.30

Plenary discussion based on selected questions

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17.30

**Reception**

*A reception will be held to launch the outcome of two research partnerships between IIEP/UNESCO-CfBT and IIEP/UNESCO-Netherlands MFA. Mr John Harwood, Chairman of CfBT Education Trust will make a speech followed by the representative from the Netherlands Embassy. A set of publications will be presented to His Excellency Dr Saïdi Kibeya, Minister of Higher Education and Scientific Research, Burundi, and Dr Bunroeun Nath, Secretary of State, National EFA coordinator, Ministry of Education, Youth and Sports for Cambodia.*

*The research findings will be presented by Laura Brannelly, Susy Ndaruhutse and Lyndsay Bird.*

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## Tuesday, 28 July 2009

9.00 - 9.30

### **Review**

*Feedback on the preceding day and issues raised*

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9.30 - 11.00

### **Panel discussion: Funding education in fragile contexts**

*Panellists will be asked specific questions on funding modalities and approaches to funding education in fragile contexts. They will discuss how each of their organizations has responded to these issues.*

*Chair:* Dominique Altner, UNESCO Education Sector

*Panellists:* Olav Seim, Director, UNESCO EFA coordination  
Peter Buckland  
Laura Brannelly

### **Question and answer session**

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11.00 -  
11.30

Coffee break

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11.30 -  
13.00

### **Funding proposals**

*Participants will work together in groups to produce funding proposals as though they are presenting to a donor. Each group will be asked to present on a different component of education that would require funding in either a conflict or fragile situation.*

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13.00 -

Lunch

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14.00 -  
15.30

### **The Education for All – Fast Track Initiative (FTI)**

Robert Prouty, Acting Manager of the EFA-FTI Secretariat

*Through a video-link to Washington DC, participants will listen to a presentation by Robert Prouty on how FTI supports countries affected by fragility. Participants will also have the opportunity to ask questions about FTI and funding in fragile contexts.*

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15.30 -

Coffee break

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16.00 -  
17.00

### **Different funding modalities in practice**

*Participants will sign up for one of three parallel presentations to learn more about specific funding experiences in fragile situations.*

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## Wednesday, 29 July 2009

9.00 - 9.30

### **Review**

*Feedback on the preceding day and issues raised*

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9.30 - 11.00

### **Capacity development strategies**

Anton de Grauwe

*During this session participants will be introduced to key elements of capacity development in fragile contexts. It will cover capacity development at different levels, such as individual, organizational and institutional.*

*Participants will also work on the capacity development component of their group project.*

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11.00 -

11.30

Coffee break

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11.30 -

13.00

### **Extended group work project**

*Groups work on finalizing their group project and presentation for the afternoon session.*

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13.00 -

Lunch

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14.00 -

15.30

### **Gallery presentations**

*During this session participants will view and comment on the other group projects.*

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15.30 -

Coffee break

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16.00 -

17.00

### **Gallery presentations**

*During this session participants will view and comment on the other group projects.*

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## Thursday, 30 July 2009

9.00 - 9.30 | **Review:** Feedback on the preceding day and issues raised

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9.30 - 11.00 | **Introducing ICT in education in developing and fragile contexts**

Geoff Calder, Researcher, Newcastle University

*This presentation will refer to the Kasulu Internet Project (KIP), an innovative rural development project integrating information and communications technology which provided education, health and economic development resources for refugees from Burundi who were displaced by conflict, as well as for the rural poor in the local Tanzanian community.*

**Introducing ICT in education in developing and fragile contexts**

Dan Wagner, Professor of Education and Director of the International Literacy Institute

*This presentation will explore the challenges of how technology can enhance the education and livelihood of poor people.*

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11.00 -  
11.30

Coffee break

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11.30 -  
13.00

**Opportunities for innovation: Recent developments in technology in education**

Sugata Mitra, Professor of Educational Technology, Newcastle University

*This presentation will explore the beginnings of the 'Hole in the Wall' project initiated in Dehli in the 1990s and how the project has grown and strengthened. Professor Mitra will examine children's self-learning through technology and update the participants on his latest theories of 'Self Organized Mediation Environments'.*

*Participants will also be linked through Skype webcam to children from Hyderabad and have an opportunity to ask the children questions.*

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13.00 -

Lunch

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14.00 -  
15.30

**Opportunities for innovation - using technology in emergencies**

Jonathan Metzger, Vice President and Director, Information Technology Applications Center, Academy for Educational Development

*Jonathan Metzger will present a number of innovative technological approaches to educational planning. These include Personal Digital Assistants (PDAs) for monitoring, small "flip cameras" and mp3 players for teacher instruction. After the presentation, participants will have an opportunity try out the technology.*

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15.30 -

Coffee break

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16.00 -  
17.00

### **Can technology work in emergencies? Panel debate**

*During this session, participants will explore how new technology might work in situations of emergency or extreme fragility. The panel will discuss the future prospects for using technology in emergencies and fragile contexts.*

*Chair:* Sugata Mitra

*Panellists:* Jonathan Metzger  
Geoff Calder  
Dan Wagner

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## Friday, 31 July 2009

9.00 - 9.30	<b>Review</b> <i>Feedback on the preceding day and issues raised</i>
9.30 - 11.00	<b>Identification of key elements to contribute towards resilience</b> <i>In country or context specific teams the participants will discuss lessons learned from over the past two weeks and identify three key elements or strategies that would contribute towards strengthening their education system or organization.</i>
11.00 - 11.30	Coffee break
11.30 - 13.00	<b>Action planning</b> <i>In country or context teams (or individually), participants will be asked to develop a concrete action plan on they propose to contribute towards strengthening their education system or organization on their return. They will be asked to prepare the plan for presentation at the next session.</i>
13.00 -	Lunch
14.00 - 14.30	<b>Sharing action plans</b> Gallery walk <i>Participants will be asked to review actions plans and make comments if necessary. There will be an opportunity for participants to set and share clear commitments for action.</i>
14.30 - 15.00	<b>Evaluation</b> <i>Participants will be asked to complete daily evaluations forms if not completed and complete the final end of course evaluation.</i>
15.00 - 15.30	<b>Presentation of certificates</b> Mark Bray
15.30 - 16.00	<b>Closing speech</b> Mark Bray