

**School of International and Public Affairs, Columbia University  
Saltzman Institute of War and Peace Studies**

# **Education in Emergencies Practicum**

Spring 2007 Room 902  
WEDNESDAYS 4:10-6:00 p.m.

Note: the course meets for seven sessions from February 21—April 11, 2007.

Professor:

Dana Burde, Saltzman Institute of War and Peace Studies

Office:

1326 International Affairs Building

Office hours by appointment:

10:30-12 M/T

Credits:

1.5 Credits

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## **COURSE DESCRIPTION**

The explosion of civil conflicts in the latter half of the twentieth century, coupled with the rise of “asymmetrical warfare” and networks of “sub-state actors,” created an unparalleled exodus among populations caught in these crises. These various conflict and post-conflict environments present enormous challenges for educators. State institutions collapse and are no longer able to manage social services. Education systems subsequently dissolve and are unavailable to children and young adults. Violent political movements often target children with recruiting tactics, actively disrupting students’ access to education and forcing many into child warfare. Civilians living in the midst of conflict zones struggle to maintain a routine that includes schooling. Meanwhile, their refugee and displaced counterparts live in a camp-shelter-limbo that may or may not allow access to education for the children growing up there. Finally, borders in post-conflict regions are notoriously porous, allowing a continuation of the organized crime that accompanies conflict. This, in turn, continues to destabilize fledgling states, hampering the efforts of national and foreign administrators alike to reconstruct and revitalize education systems. Large-scale international intervention and administration of state services by international actors in partnership with new domestic institutions may pave the way for recovery and stability, but they also bring a host of new challenges.

This practicum explores “education in emergencies,” what it is and how it works. Specifically it explores the role of external actors (international organizations, bilateral donors, nongovernmental organizations) and local actors (civil society associations), in addressing education issues in countries or regions affected by conflict or disaster. Readings and discussion will focus on the principles that underpin education in emergencies programs and the types of educational policies or activities supported by international and national organizations in these contexts. Case studies will examine current or recent programs managed by these agencies or governments. Students will be encouraged to explore cases of their choosing. Classes will combine discussions, lectures, and presentations. Course limit: 20.

## **COURSE OBJECTIVES**

- To understand and assess education programs as part of a short term response to conflict and long term peacebuilding efforts;
- To provide the knowledge necessary for graduate students who plan to work as practitioners in humanitarian or development organizations, or government institutions.

## **REQUIREMENTS**

There are three requirements for this course:

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| ▪ Course participation:                                    | 30% |
| ▪ Discussion (led):  | 20% |
| ▪ Writing assignment (10 pages per person; double-spaced): | 50% |

## I. PARTICIPATION (30%):

The course requires the participation of all class members through discussion and debate. You are expected to come to class prepared to discuss all of the required readings.

## II. LEAD ONE CLASS DISCUSSION (20%)

In addition to participating actively in discussions, you will be asked to lead the discussion for half of one class session of your choosing selected from sessions 2-4. To do so, I would like you to generate a list of 6-8 discussion questions that you will email to the group the Tuesday before that class session meets. The questions should help elicit a critical analysis of issues raised by the readings.

## III. WRITING ASSIGNMENT (50%)

### PROGRAM MONOGRAPH

For this writing assignment, I would like you to choose one of the types of organizations from the last three class sessions: (1) UN agency, (2) international NGO, (3) local NGO or government (ministry of education). I would like you to work in pairs or threes (or more, if you'd like).

The project will be carried out in a series of steps. First, identify an organization/institution that you would like to learn more about. Second, research that organization and identify an “education in emergencies” program that you’d like to know more about. Send your selection (organization and program) to the TA (Annie) and me by March 2. Third, identify a person within the organization/institution to contact (Annie and I will help you with this).

Through your contact, available information, and external sources that describe the type of program you’ve decided to study, create a monograph about this program or project. Describe how it developed, key decisions that were made during the course of the project, and key stakeholders that influenced these decisions. Use “process tracing” to identify the way the program was developed and the key events that influenced its development over time.

The paper should be developed with the following sections:

1. Introduction;
2. Background: Description of the organization and program;
3. Literature review: Information about how these types of organizations and programs usually work;
4. Key aspects of program development—events, decisions, stakeholders
5. Analysis: Show how this program fits into the standards and approaches discussed in the first part of the course and into the larger framework of humanitarian aid;
6. Conclusion

**NOTE:** Please submit all assignments to me via email at: [dsb33@columbia.edu](mailto:dsb33@columbia.edu). You will receive comments and feedback via email as well. This means that I will use the editing functions under “tools,” “track changes” to write comments and suggestions into your papers using highlighted text.

## **COURSE SCHEDULE**

### **PART I: EDUCATION AS A KEY ELEMENT OF HUMANITARIAN ACTION**

#### **Session 1, February 21: Introduction: Overview of Education in Emergencies Principles and Approaches to Working with Children Affected by Conflict**

Review the field of education in emergencies. Discuss key principles and approaches.

Required:

- Interagency Network on Education in Emergencies. (December 2004). Minimum standards for education in emergencies, chronic crises and early reconstruction. Paris: UNESCO.
- Boothby, N. (1992). Displaced children: Psychological theory and practice from the field. *Journal of refugee studies*. 5(2).
- Burde, D. (2005). *Education in emergencies: Mapping the field*. Washington, USAID. (Read through page 17).
- Pigozzi, M. (1999). Education in emergencies and reconstruction: A developmental approach. UNICEF.
- Kagawa, F. (November 2005). Education in emergencies: A critical review of the field. *Comparative Education*. 41(4), 487-503.

Optional:

- Save the Children Alliance. (November 1996). Promoting psychosocial well-being among children affected by armed conflict: Principles and approaches. Westport, CT: International Save the Children Alliance.
- Aguilar, P. & Retamal, G. (1998). Rapid educational response in complex emergencies: A discussion document. Geneva, Switzerland: International Bureau of Education.

#### **Session 2, February 28: Education and Humanitarian Action: Tensions and Debates within the Aid Paradigm**

- Smillie, I. & Minear, L. (2004). The humanitarian enterprise today. In *The Charity of Nations: Humanitarian action in a calculating world*. (pp. 7-21).
- Stephenson, M. (March 2006). Toward a Descriptive Model of Humanitarian Assistance Coordination. *Voluntas*. 17(1).
- Barnett, M. (2005). Humanitarianism transformed. *Perspective on Politics*. 3(4).

Optional:

- Terry, F. (2004). Chapter one: Humanitarian action and responsibility. In *Condemned to repeat? The paradox of humanitarian action*. Ithaca, NY: Cornell University Press.

#### **Session 3, March 7: Profiles of Typical “Beneficiaries” of Education in Emergencies Services**

Discuss key vulnerable populations that are typical beneficiaries of education programs as part of humanitarian action: Refugees, stayees, internally displaced; trafficked girls and boys, child soldiers, orphaned and separated children

- Beyrer, C. (2001). Shan women and girls and the sex industry in Southeast Asia; political causes and human rights implications. *Social Science & Medicine*. 53, 543-550.
- Preston, R. (1991). The provision of education to refugees in places of temporary asylum: Some implications for development. *Comparative Education*. 27 (1) 61-81.
- Sukharieh, M. (Autumn 1999). Through children's eyes: Children's rights in Shatila camp. *Journal of Palestinian Studies*. 29(1), 50-57.
- Chimni, B S. (2000). Globalization, Humanitarianism and the Erosion of Refugee Protection. *Journal of Refugee Studies*. 13(3) 243-263.
- Maclare, R. & Denov, M. (2006). "I didn't want to die so I joined them": Structuration and the process of becoming boy soldiers in Sierra Leone. *Terrorism and Political Violence*, 18:119-135, 2006

Optional:

- Radu, P. & Quin, D. (eds.) (September 15, 2003). Trading in misery. Institute of War and Peace Reporting. Available: [http://www.iwpr.net/index.pl?archive/bcr3/bcr3\\_200309\\_460\\_1\\_eng.txt](http://www.iwpr.net/index.pl?archive/bcr3/bcr3_200309_460_1_eng.txt)
- New York Times Magazine article from January 2007. (to be added)

#### **Session 4, March 21: Strategies: Typical Interventions for Education in Emergencies Programs During Various Phases and Types of Crises**

Education systems for refugee children, safe spaces, home-based or community schools, accelerated learning programs, reintegration programs (for former child-soldiers), assistance for trafficked children.

- Burde, D. (2006). Save the Children's Afghan Refugee Education Program in Balochistan, 1995-2005. *Save the Children*, Islamabad.
- Nicolai, S. (2003). *Education in emergencies toolkit*. London: Save the Children UK.
- Lowicki, J. (2000). *Untapped Potential: Adolescents affected by armed conflict, a review of programs and policies*. Women's Commission for Refugee Women and Children.
- Intili, J.A., Kissam, E., & St. George, E. (2006). Fostering Education for Female, Out-of-School Youth in Afghanistan. *Journal of Education for International Development*, 2(1).

#### **PART II: KEY ACTORS AND HOW THEY WORK**

UN agencies' roles and responsibilities; Bilateral agencies policies and funding mechanisms; international and local NGOs program strategies; and local government.

During each of these sessions, students will present findings from their monographs.

#### **Session 5, March 28: Case study: UN Agencies Presentation**

- Jones, B. (2004). The changing role of UN political and development actors in situations of protracted crisis. In Harmer, A. & Macrae, J. *Beyond the continuum: The changing role of aid policy in protracted crisis*. London: Overseas Development Institute. (pp. 14-27).
- UNHCR. (1994). Education. In *Refugee children: Guidelines on protection and care*. pp. 109-119.
- Kent, R. C. (June 2004). The United Nations' Humanitarian Pillar: Refocusing the UN's Disaster and Emergency Roles and Responsibilities. *Disasters*, 28(2).
- [www.ineesite.org/uploads/documents/store/doc\\_1\\_55\\_full\\_idrs.pdf](http://www.ineesite.org/uploads/documents/store/doc_1_55_full_idrs.pdf) (skim 1.1, 1.2, and 2.1)
- [www.violencestudy.org/r25](http://www.violencestudy.org/r25) (look at website)
- [www.unhcr.org/publ/PUBL/450e963f2.html](http://www.unhcr.org/publ/PUBL/450e963f2.html) (look at website)
- Review websites for: UNICEF, UNDP, UNHCR, OCHA, UNHCHR, UNDPKO

Optional:

- Raymond, J. G. (Sept./Oct. 2002). The new UN trafficking protocol. *Women's Studies International Forum*. 25(5) 491-502.
- Barnett, M. (Spring 2001). Humanitarianism with a sovereign face: UNHCR in the global undertow. *The International Migration Review*. 35(1) 244-277.

#### **Session 6, April 4: Case Study: Bilateral Agencies and Local Governments**

- Lancaster, C. & Martin, S. (2004). The changing role of US aid policy in protracted crises. In Harmer, A. & Macrae, J. *Beyond the continuum: The changing role of aid policy in protracted crisis*. London: Overseas Development Institute. (pp. -27).
- Atmar, M.H. (2001). Politicisation of humanitarian aid and its consequences for Afghans. *Disasters*, 25(4), 321-330.
- Marques, J. & Bannon, I. (April 2003). Central America: Education reform in a post-conflict setting: Opportunities and Challenges. Washington DC: World Bank, Conflict Prevention Unit.
- Review websites for CIDA, SIDA, Danida, Norad, GTZ, and DFID; search for their policies on education in emergencies.

#### **Session 7, April 11: Case Study: International and National NGOs Presentation**

- Duffield, M. (1997). NGO relief in war zones: Towards an analysis of the new aid paradigm. *Third World Quarterly*, 18(3), 527-542.

- Jarvik, L. (Spring 2007). NGOs: A 'new class' in international relations. *Orbis*.
- Carothers, T. (Winter 1999-2000) Think again: Civil society. *Foreign Service Magazine*.  
<http://www.globalpolicy.org/ngos/civsoc.htm>
- Anderson, A., Martone, G. Perlman Robinson, J., Rognerud, E., & Sullivan-Owomoyela, J. (December 2006). *Standards put to the Test: Implementing the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*. Humanitarian Practice Network. London: Overseas Development Institute.
- Review websites for: Save the Children (US and UK), Academy for Educational Development, Creative Associates, International Rescue Committee, Catholic Relief Services, World Learning, Education Development Center, World Education.

Recommended:

- Carothers, T. (2002). The end of the transition paradigm. *Journal of Democracy*.

#### **Useful Resources:**

Human Rights Watch: <http://www.hrw.org/>

The Human Security Center: <http://www.humansecuritycentre.org/>

International Crisis Group home page: <http://www.crisisgroup.org/home/index.cfm?l=1>

Research resources and links: <http://www.crisisgroup.org/home/index.cfm?l=1&id=1130>

International Peace Academy: <http://www.ipacademy.org/>

Overseas Development Institute: <http://www.odi.org.uk/>