

Inter-Agency Network for Education in Emergencies

Pakistan Crisis Update

Education Needs, IASC Education Cluster Response and Relevant Tools

Dear INEE Members,

The situation in Pakistan has worsened considerably since the end of April 2009, with increased hostilities between government forces and armed militants forcing a mass displacement of civilians. Until April 2009, the IDP caseload represented over 500,000 people forced to flee as the Federal Government of Pakistan (GoP) conducted a heavy and vast military operation to counter the Taliban-led insurgencies in the North West Frontier Province (NWFP), mainly affecting Dir, Swat, Buner, Lower Dir districts.

According to the UN, as of June 1 this figure has increased to an estimated 2.5 million while a shortage of funds threatens to cut relief services. It is possible that several hundreds of thousands more people could be displaced as the armed conflict extends into South Waziristan.

INEE mourns the loss of UNICEF staff member and IASC Education cluster colleague, Ms. Perseveranda So (better known as Persy), who was killed in the Peshawar bombing on 9 June while carrying out education work with the displaced. On behalf of INEE's 3,500 members working around the world to provide safe, quality education in emergencies, we mourn the loss of a colleague and will remember her commitment as we continue to strive to ensure the right to education for those affected by crisis, the cause which Ms. So pursued tirelessly.

Humanitarian Response: Relief and Recovery

At the IASC Extra-ordinary Principals' Meeting on June 12, John Holmes, the UN Humanitarian Coordinator (HC) noted the security challenges in carrying out humanitarian work for the IDPs in several of the areas of Pakistan's north-western region. Holmes noted the need to look at more funding for NGOs and the positive role of the host families and the need to emphasise this role in public messages.

Martin Mogwanja, the Humanitarian Coordinator for Pakistan, expressed the need for "a limited international footprint" in light of the difficult security situation, while being effective in terms of delivering humanitarian services. The main needs are with the host communities, he said. The large majority (90%) of the IDPs are hosted by families or in communal centres with the coping capacity of the local population nearly exhausted. They do not need blankets, but cash to keep hosting the IDPs.

Speaking for the Steering Committee for Humanitarian Response (SCHR), Save the Children-UK (SC-UK) noted funding challenges, in particular the fact that the cluster is a slow mechanism for channeling funds; the need for funding proposals to reflect the real needs; and the need for the UN to be transparent in determining the projects for which funding should be requested. SC-UK, which is part of the SC Alliance that is the co-lead for the education cluster, explained the dire situation with regard to the lack of funds for education: donors are ignoring this sector even

though some of the areas affected by the crisis have the highest education standards in Pakistan. Following these and other comments, the HC noted that he would work with donors, including non-traditional ones, to provide more funding.

Education Situation

According to the IASC Education Cluster within Pakistan, 516,000 of the total 532,000 school-age IDP children (5-17 years old) are out of school in camps and host communities. The cluster caseload includes some 210,000 children provided with primary, middle, secondary and non-formal education. Only a small fraction of displaced school age children are receiving education services, both in camps and in host communities. It is difficult to keep up with the pace of increasing number of IDPs in already established and new camps; about 19,500 of the children in camps need to be provided with primary, middle, secondary education and non-formal education. Moreover, more than two thousand government schools are currently being used as IDP shelters which could jeopardize timely opening of these schools for the new academic year beginning 1 September. This will potentially affect schooling of half a million resident children in IDP hosting communities. In addition, textbooks, school bags, recreational materials, tarpaulin sheets are needed for all grades and there is an inadequate provision of school water and toilet facilities in Jalozi and Sheikh Yasin camps.

The Education Cluster's key objectives in response to these challenges are to organize primary and middle/secondary schools and non-formal classes in all camps and enroll 99,000 children and to organize second shift primary, middle and secondary level classes in existing government schools to enroll 111,000 IDP children living with host communities. Several District of Education Departments and NGOs have recently announced new plans to establish additional schools by mid-June. In addition, cluster members are helping to form Parent Teachers Councils in all camp schools for improved management and the Director of Education has advised partners to start embroidery classes for girls to generate income for families and attract more girls to schools.

The following are some additional specific actions from Education Cluster members in response to this situation:

- Total enrolment in primary camp schools has increased from 12,399 to 15,081 (boys: 8,763, girls: 6,318) and secondary camp school enrolment also increased by 23% from 1,597 to 1,968 (boys: 1,580 and girls: 388). The majority of the primary schools are UNICEF-supported in partnership with Department of Education, IRC and YRC. UNESCO, EdLinks and Muslim Aid support secondary and non-formal education.
- The number of schools in the host community for off-camp IDP children has increased from 72 to 83, resulting in a 15% increase in the enrolment from 5,054 to 5,825 (boys:4,084, girls: 1,741) in five districts. The majority of the schools are UNICEF-supported in partnership with Department of Education and YRC.
- For timely response to education issues at camp level, the cluster agreed to nominate a full time focal person from the district education department working in each camp for coordination and regular reporting of progress to the Directorate.
- NCHD informed the cluster that they will organize teacher training in multi-grade teaching techniques and psycho-social support skills in all IDP camps except Sheikh Shehzad.

In addition, the issue of safe schools is a critical challenge that cluster members are working to address. The Department of Education reported that out of 204 schools damaged in Swat, 60 percent are completely destroyed. The Department of Education has plans to build temporary low-cost shelters for immediate resumption of schooling for children as soon as the area becomes accessible. Education Department of Buner has resumed operations with plans to conduct an initial assessment of damaged school facilities. Moreover, with UNICEF support, 20 low cost sheds have been completed to replace tent schools in district Nowshera, Sheikh Yasin,

Sheikh Shahzad, and Jalala in Mardan, This indigenous approach of using inexpensive and cool shelter is being used for the first time in this emergency.

Relevant Tools and Resources

Below please find links to relevant tools and resources for responding to this emergency:

The INEE Minimum Standards (available in [English](#) and [Urdu](#)) provide good practices and concrete guidance to governments and humanitarian workers for coordinated action to enhance the quality of educational preparedness and response, increase access to relevant learning opportunities, and ensure humanitarian accountability in providing these services.

[INEE Minimum Standards Toolkit Thematic Guide: Integrating Education into Humanitarian Response](#)

This Thematic Guide contains a collection of practical tools and resources from the INEE Minimum Standards Toolkit, covering the sectors including Protection, Gender-based Violence, HIV/AIDS, Health and Hygiene, Nutrition, Wat/San, Camp Management, Shelter and Logistics.

[INEE Minimum Standards Toolkit Thematic Guide: Education in Situations of Displacement](#)

This Thematic Guide contains a collection of practical tools and resources from the INEE Minimum Standards Toolkit that are specific to providing safe, quality education in contexts of displacement.

[INEE Minimum Standards Toolkit Thematic Guide: Gender](#)

This Thematic Guide contains a collection of practical tools and resources from the INEE Minimum Standards Toolkit that are specific to ensuring that all boys and girls receive a safe, quality education in emergencies through to recovery.

[Guidance Notes on Safer School Construction](#)

This tool provides a framework to develop a context-specific plan for disaster resilient construction and retrofitting of school buildings, including a series of suggested steps that highlight key points that should be considered when planning a safer school construction and/or retrofitting initiative.

[Safe Schools in Safe Territories \(UNICEF, 2009\)](#)

This document includes a section on measures that can be taken to minimise the negative impact of the use of educational institutions as shelters

[Pakistan's Displaced Girls and Women-an Opportunity for Education](#)

This advocacy piece published by the Brookings Institution and written by INEE member Rebecca Winthrop makes the case for the vital importance of education for girls and women and highlights the successful strategies that exist to educate girls and women in difficult situations.

The global Education Cluster Unit and INEE Secretariat welcomes any other suggestions for tools or resources that might be of use to members working in Pakistan or other acute emergencies. Please email information or resources to: network@ineesite.org.

We would like to thank OCHA, the Education Cluster, Puji Pujiono and Pierre Bessuges from BCPR/UNDP, for providing these updates.

Sincerely,

INEE Secretariat

