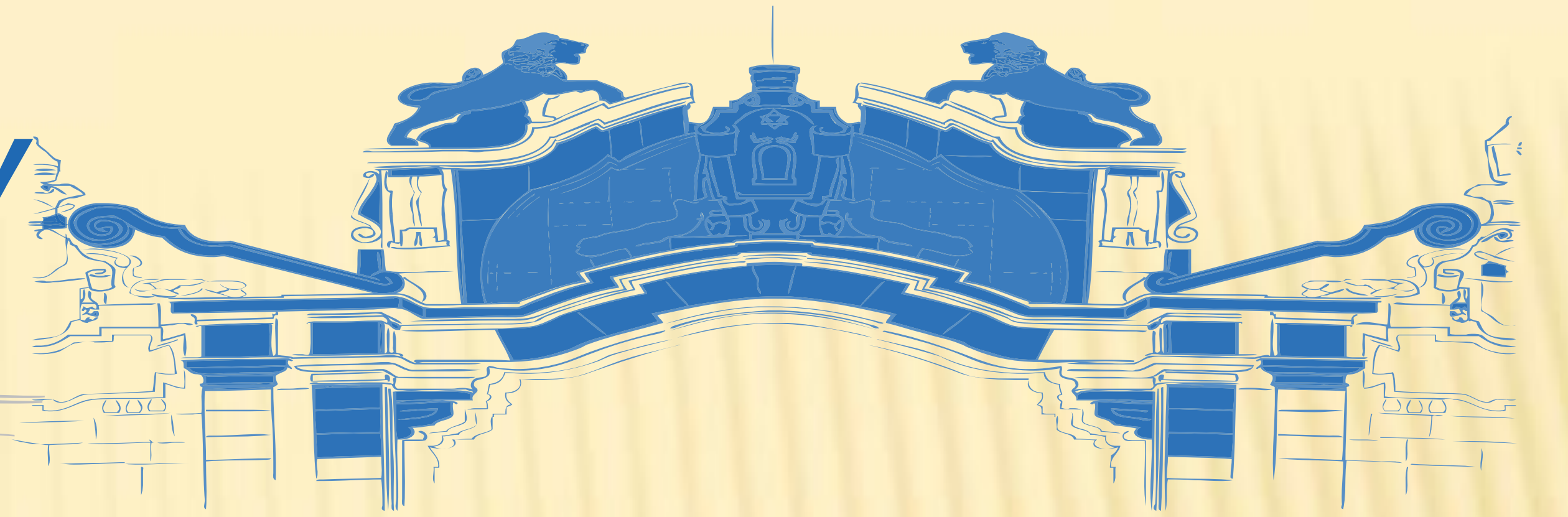




SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!

Addis Ababa University
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Call for Abstracts

9th Annual International Educational Conference on Quality of Education with the theme: Education in Emergencies in East Africa: Implications for sustainable development

College of Education and Behavioural Studies

At this stage of human development, access to education is still one of the basic human rights concerns. Education in emergency and crisis situations is the manifestation of the human right under the emblem of Education for All. Many global actors and humanitarian agencies are working hard to create access to education. The overarching goal of education in emergencies, besides providing knowledge and skills, is to foster adaptation and resilience, facilitating living with dignity and laying the foundation for future access to meaningful work. East Africa is one of the most challenged regions, with the majority of emergency situations occurring as a result of internal and cross-border conflicts, natural disasters, and pandemics. Countries, global relief agencies, and NGOs are doing a lot to cope with various emergency conditions and provide education and training to displaced people. However, all this effort and the impact of these efforts are not adequately investigated and documented in the academic sphere. This conference is, therefore, organized with the intent of deliberating on the challenges and opportunities created by Education in Emergencies and identify and propose key strategic directions that inform policy and practice in Education in Emergencies in East Africa.

The conference papers will include, but not limited to empirical research, critical reviews, case studies, evidence based practices, reflections, and historical and philosophical discourses in the following sub-themes:

Conference Sub-Themes:

1. **Child (student) learning support in emergency education** (Student psychosocial support and childcare delivery practices; inclusion of displaced, refugee, demobilized and underserved children, student re-integration to formal school)
2. **Teacher, curriculum and instruction in emergency education** (teacher training and mobilization; framework of learning for children affected by emergencies (emergency education curriculum); language of instruction; instructional materials development, methods of teaching and learning, student learning assessment, teacher support)
3. **Leadership, management and the learning environment in emergency education** (Capacity development of school leaders, supervisors and managers; access to child friendly learning space; rehabilitation and reconstruction of schools; child safety, protection and security; education facilities, participatory education response planning)
4. **Involvement of the community, parents and custodians in emergency education** (Capacity and resilience building of the community, home support for the child, mobilization of local community resources, participation in planning, implementing, monitoring and assessing emergency education, community role in risk reduction)
5. **Policies, principles, coordination and sustainability in emergency education** (policy formulation, reforms, and enactment to prevent, respond and mitigate emergencies; child rights and legal issues; quality, equity, access, and relevance; partnerships for planning and implementation; financial commitment to emergency education; information sharing, integration of emergency education into national/sectoral/ education sustainable development plan)
6. **International agencies, NGOs and FBOS involvement in emergency education** (International emergency education policies; interventions in emergency education; resource mobilization and utilization including funding emergency education; coordination with government partners at various levels; impact of partnerships in emergency education; local ownership and sustainability of emergency practices)
7. **Adult Education and Training in Emergency Education** (Functional Literacy for Immigrants, Facilitation of integration through Education, Self-help and adaptability during Emergency)
8. **Crosscutting issues in education in emergencies** (gender, disability, technology, etc)

Important Dates:

- ❖ Last Date for submission of abstracts: January 14, 2022
- ❖ Announcement of selected abstracts: February 07, 2022
- ❖ Last date for submission of full length paper: April 29, 2022
- ❖ Final notification of acceptance: May 17, 2022
- ❖ Conference dates: May 26 to 28, 2022

- ❖ The conference will utilize blended approach to allow for international participants who can not travel to the conference venue.
- ❖ Selected papers for quality and originality will be published in the Special Issue of the Ethiopian Journal of Behavioral Studies.

Contact address:

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