CALL FOR CHAPTER PROPOSALS

Chapter Proposal Submission Deadline: 25th NOVEMBER 2020

Final Version Full Chapters Due: 2nd SEPTEMBER 2021

Target Book Release: 20th MARCH, 2023

Book Title: Higher Education in Emergencies: International Perspectives

Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in Higher Education in Emergencies: International Perspectives to publish more than one volume. At present, the editors are looking at least two potential volumes under the subheadings of:

1) Higher Education in Emergencies: International Case Studies – programs, conflict awareness, peace building, free accessibility, camps and interventions, partnership, on ground activities, emotional and behavioral well-being.


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https://www.hetl.org/emerald-higher-education-emergencies-submission-form/

**Keywords:** Education in emergencies, chronic crises, reconstruction efforts, life-saving, life-sustaining, conflict resolution, building skills, rehabilitation, continued education, accessibility, preparedness

**Introduction**

It is estimated that nearly 2 billion world population is now living in countries affected by extreme form of violence, war and criminal activities (World Bank, 2016). Apart from being affected by war and having higher poverty rates, millions are affected by climate-related disaster, pandemics which has destroyed livelihoods and lives. In 2011 and 2012 alone, more than 450 million individuals faced environmental crises (Blankespoor, et al. 2010; Laframboise & Loko, 2012).

Human rights advocates that every individual has the right to live with dignity and respect. International agencies are trying their best to ensure that everyone, and mainly the vulnerable communities get assistance in manner that is consistent with human rights and includes right to participation and non-discrimination. One such right is the right to education, a right which has been articulated in numerous conventions, documents and have been a part of policy maker’s debate. The Universal Declaration of Human Rights (1948); the Convention Relating to the Status of Refugees (1951); the Geneva Convention (IV) Relative to the Protection of Civilian Persons in Time of War; the Covenant on Economic, Social and Cultural Rights (1966); the Convention on the Rights of the Child (1989); and the Dakar World Education Forum Framework for Action (2000) have been promoting education.

Today’s world in which we are living is fraught with perils and pandemics. While one part of the world is torn and devastated by war, uncertainty prevails almost everywhere due to increasing number of deaths by COVID-19. Higher education struggles to remain accessible among those who face chronic crises and as we hope to return to normalcy. Education will always remain a life-saving and life-sustaining effort, mainly those who are vulnerable against exploitation and harm. Education alone has the potential to reconstruct life by disseminating key survival messages. It offers structure, stability and hope for the future supporting conflict resolution and peace building efforts.

COVID – 19 have led to rise in creating awareness and managing formal and non-formal education in a non-disruptive manner. Universities are working with non-governmental agencies and those who are creating online platform to ensure that millions of students continue to benefit from a continuous streaming of online classrooms.
Higher education in emergencies calls for a recognition that individuals do not forfeit their right to education, even in emergency situations and that it must remain as a priority in the agenda of humanitarian debate. While providing access to education in emergency situation it definitely doesn’t allow compromise as far as quality and accountability of delivery of education. An integrative and rigorous review of interventions and theories will help mitigate such situation in the near future.

This volume will answer questions like how can we ensure continuous accessibility to higher education without compromising on the quality? The book will put together various case studies and other empirical research that examines effective higher educational practices in emergencies and demonstrates approaches that promote learning communities and common intellectual experiences working and navigating emergency situations.

**Goal**

Higher education in emergency has various roles to play apart from just imparting formal education. It includes the psycho-social needs of children affected by trauma and displacement, protect the vulnerable and develop study skills needed for peace building effort, environmental education and education for world peace and citizenship behavior. Faculty members have to be trained to ensure that they have the capability to deal with such situations. A rapid response team, with capacity building of both teaching and administrative staff and creating leadership capabilities among youth remains the main focus of higher education in emergencies. Education is such situations are meant to be durable with a focus towards resilience and providing ability to think critically and propose a solution to myriad of problems faced by people who are fraught with acute forms of emergencies in their daily lives.

The challenge lies in incorporating immediate skills to respond to crisis along with survival and peace building messages in regular curriculum. Programmes need to be contextual in supporting the under-represented and those who are most affected by emergency situations. Higher educational institutions need to strengthen their commitment towards preparedness to combat such scenarios and would include resource allocation, staffing and adequate training. Inter-agency cooperation can help institutions to reduce the risk and cover topics related to scholarship for crisis affected youth and community-based healing activities.

Quality control and value creation remains the top most priority of those that are working in emergency affected areas and to design a curriculum that would serve as a tool of protection from exploitation and prevention of harm. This would include natural disasters and man-made emergencies caused by conflict and civil unrest. There are no ‘one size fit all’ prescriptive standards and involves continuous development and evolvement of new features as we keep battling with situations that were hitherto unheard.
This book will offer a clear understanding of the concept and its context. Chapters will highlight initial assessment programs and understanding the gravity of the nature of emergency and its effect on population. Interventions will be discussed as case studies with empirical data to identify the gaps in addressing the vulnerabilities. Outstanding contribution of institutions in partnership with the local government and humanitarian actors will be discussed to form a collection of best practices in the world. This book aims to establish a mechanism that could become effective in providing impartial assistance with continuous measurement and relevance of the program.

**Possible topic areas:**

- Curriculum in emergency
- Online learning in emergency
- Preparedness and best practices in emergency
- Generating livelihood in emergency
- Benchmark and standards in emergency
- Quality control in emergency
- International aid in emergency
- Responsibility of local governments in emergency
- Training for faculty in emergency
- Planning and creating a situational checklist
- Global standards and charter in emergency
- Co-ordination and collaborative approach in emergency
- Administration – recruitment and management in conflict zones
- Cross cutting issues in emergency

**The above topic areas can also be grouped under the following categories (taxonomy):**

- Policies and Practices
- Research
- Implementation and Learning Experiences
- Changes and Improvement
- Integrating into Main Stream Curriculum
Audience

This volume will benefit anyone involved directly in the following categories:

- Academic Library
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:
  - Independent researchers
  - Teacher training colleges
  - Institutional leaders

Chapter Proposal Submissions

Researchers and practitioners are invited to submit on or before 25th NOVEMBER, 2020 a brief proposal that explains how the proposal fits into the book’s goals and scope.

Tentative Important Dates

- Acceptance Notices Sent: 15th DECEMBER, 2020
- Volume One Complete Chapters (1st Draft) Due to Editors: 2nd SEPTEMBER, 2021
- Volume One Peer Reviews Due to Editors: 25th MARCH, 2022

Submissions should be submitted electronically to:

https://www.hetl.org/emerald-higher-education-emergencies-submission-form/

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