Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

INEE Minimum Standards Toolkit: Adolescents and Youth

The INEE Minimum Standards present a global framework 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. The following tools relating to ensuring access to learning activities and education for adolescents and youth are a selection from the INEE Minimum Standards Toolkit, which has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards.

For more information, go to: www.ineesite.org

Community Participation Standard 1: Participation

Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme.

Community Participation in Assessment and Development of Education Programmes: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Community_Participation_in_Assessment_and_Development.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring community participation in the assessment and development of education programs.

Child Participation in Education Initiatives

(http://www.crs.org/publications/pdf/Edu200705_e.pdf)
[Catholic Relief Services, 2007] Doc pages 56-57; Pdf pages 58-59
▶ This 9 point checklist, within a how-to-guide produced from the experiences of the Catholic Relief Services with local partners in Zimbabwe, provides common themes and approaches to successful child participation in education initiatives, drawn from the guide's examples, steps and activities.

UNHCR Tool for Participatory Assessment in Operations

(http://ineesite.org/uploads/documents/store/doc_1_UNHCRparticipatory-assessment.pdf)
[UNHCR, 2006]
▶This resource gives background and guidance on how to promote meaningful participation through structured dialogue, including gathering accurate information on and analyzing the specific protection risks faced by the affected community and the underlying causes, to understand their capacities, and to hear their proposed solutions in order to take collective action to enhance protection.

Participatory Techniques

(http://www.livelihoods.org/info/pcdl/docs/self/Participation%20tools%20WFP/Participatory%20Tools.pdf)
[Participatory Techniques and Tools: A WFP Guide, Booklet 4, World Food Programme, 2001] Pdf pages 151-182; Doc pages: Booklet 4
This Document is also available in **French -** Pdf pages 181-214
(http://www.livelihoods.org/info/pcdl/docs/self/Participation%20tools%20WFP/Techniques%20et%20outils%20participatifs.pdf
▶ This chapter on Participatory Techniques provides useful facilitation techniques for ensuring community participation (pp. 9-18) and techniques to promote group decision making (pp. 22-27).

Child Participation in Education Initiatives
(http://www.crs.org/publications/pdf/Edu200705_e.pdf)
[Catholic Relief Services, 2007]
▶ This how-to-guide, produced from the experiences of the Catholic Relief Services with local partners in Zimbabwe, addresses child participation in education programming and provides examples, steps and activities that other organisations can utilize. For instance, pages 43-44 provide arguments for why child participation is important within a child rights and program quality framework and pages 56-57 provide a checklist of common themes and approaches for child participation in education initiatives.

Promoting Children's Meaningful and Ethical Participation in the UN Global Study on Violence Against Children
(http://ineesite.org/uploads/documents/store/doc_1_ChildPart.pdf)
[Save the Children, 2003]
▶This resource was used as a guide during consultations with children during the UN Global Study on Violence Against Children and its contents can be adapted for children's involvement in education programmes. It provides arguments as to the value and benefits of meaningful child participation and articulates actions that must be taken to minimize risks associated with meaningful and ethical child participation.

The Spider Tool: A self assessment and planning tool for child-led initiatives and organizations
(https://webaccess.theirc.org/exchweb/bin/redir.asp?URL=http://www.crin.org/docs/resources/publications/SCS_Spider_Tool_Final_2.pdf)
[Clare Feinstein & Claire O'Kane, Save the Children, 2005]
▶ This Spider Tool helps children, young people and adults assess children's initiatives and organizations, assess what they are trying to achieve, what they feel they are good at and areas they feel should be improved, reflect upon the learning process that children, young people and adults go through as they work together on collective initiatives and use their assessments to plan changes and action to improve their organisation and their collective efforts. It can be adapted for use with children involved in education committees, peer groups and other educational groups.

Community Participation Standard 2: Resources
Local community resources are identified, mobilised and used to implement education programmes and other learning activities.

Checklist of Potential Resources and Community Capacities
(http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter32.pdf)
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 6: Management Capacity, Chapter 32: Community Participation, UNESCO IIEP, 2006]
▶ The useful checklist on page 13 specifies community resources as well as potential community capacities in education in the areas of instruction and extracurricular activities, management, indirect support for school work and finance. Page 13 also contains a framework mapping community leadership groups, their skills and knowledge and their disposition towards participation in the management of schools.

INEE Good Practice Guide: Partner Assessment and Selection: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Partner_Assessment.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for donors, including NGOs and UN agencies, to help identify and assess all potential partners, including local NGOs, women's and youth groups, and teacher's unions, and assess their strengths and weaknesses as a foundation for capacity-building.

Analysis Standard 1: Initial assessment

A timely education assessment of the emergency situation is conducted in a holistic and participatory manner.

Assessing and analyzing community non-formal educational needs: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_Non_Formal.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for assessing and analyzing community non-formal educational needs, including providing examples of non-formal educational activities and presenting guidance on assessing different parts of the community, assessing and prioritizing information for community awareness campaigns, assessing long-term educational needs, and assessing and developing communication skills of vulnerable populations to access medical services, go to markets, and conduct basic business transactions.

Assessment of School-Age Children: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_School_Children.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for assessing the formal and non-formal educational needs of school-aged children.

Assessment of Out-of-School Youth and Youth Leaders: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_Youth.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for assessing whether out-of-school youth and youth leaders want to go to school, whether educational programs exist for them and assessing the obstacles that prevent them from attending. The Good Practice Guide also gives guidance on how to support young people to express and address their own needs, build youth leadership and capacity of youth organizations, and provide special consideration to young women to access educational programs.

Participatory Assessment in Operations
(http://ineesite.org/uploads/documents/store/doc_1_UNHCRparticipatory-assessment.pdf)
[UNHCR Tool for Participatory Assessment in Operations, UNHCR, 2006]
▶ This tool contains a number of useful assessment tools, including a list of potential protection risks (Annex 1); guidance on communicating with children during an assessment (Annex 2); a list of themes, including education, and sample questions on protection risks (Annex 3); a sample systematization form for recording education assessment findings (Annex 4a), covering protection risks/incidents, causes, capacities within the community, solutions proposed by subgroups, the most important issues to address and urgent areas for follow-up; and a sample matrix for recording meetings during a participatory education assessment (Annex 6a).

Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources
(http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf)
[Horizons, Populations Council, IMPACT, Family Health International, 2005] pdf pages 16-17; document pages viii and ix
▶This publication provides practical guidance to help program managers and researchers understand and uphold ethical standards when planning and implementing information-
gathering activities among children and adolescents. Pages 16-17 provide a summary of guidance for informational-gathering, design, consultation with the community, anticipating adverse consequences and conducting consent and interviewing procedures.

Out of School Programs: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Out_of_School_Programs.pdf)
[INEE, 2003]
► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for designing and implementing out-of-school and after-school activities for children and youth.

Strategies and Tools for Post-Primary Education
(http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter14.pdf)
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 14: Post-Primary Education, UNESCO IIEP, 2006]
►This chapter contains practical strategies to ensure that educational opportunities remain open after completion of primary schooling, to enable students whose studies were interrupted to resume their education, and to provide skilled labour, including for primary school teaching (pages 7-16). It includes a checklist for planning vocational education programmes in emergencies (page 18), a sample higher education plan in a conflict-affected country (pages 19-22), and a list of six reasons for investing in secondary education, which can be used for advocacy and proposal writing (page 3).

Secondary School Education: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Secondary_School_Ed.pdf)
[INEE, 2003]
► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring secondary school education is provided in emergencies and reconstruction contexts, including through scholarships, support for existing schools or the establishment of new secondary schools.

Adolescent and Youth Education in Emergencies Strategy Sheet
(http://www.womenscommission.org/pdf/cap_ones.pdf)
[Youth Speak Out: New Voices on the Protection and Participation of Young People Affected by Armed Conflict, Women's Commission for Refugee Women and Children, 2005] pages 1-2
► This 2-page tool articulates issues and trends, promising practices and suggested actions for meeting youth education needs in emergency and reconstruction contexts.

Programming Principles and Lessons Learnt in Youth Programming
(http://www.savethechildren.org/publications/technical-resources/emergencies-protection/YouthFieldGuide.pdf)
[Youth: Care & Protection of Children in Emergencies, A Field Guide, Marc Sommers, Save the Children, 2001] document pp. 15-18/ pdf pp 23- 25
► This Field Guide articulates programming principles and lessons learned in youth programming that can be used to design a response.

Characteristics of Youth-friendly Services
(http://portal.unesco.org/education/en/file_download.php/64e56404f9802af860ee6052ce39a39fFINAL+cc4-HIV-Characteristics+of+Youth-Friendly+Services.doc)
[FRESH Tools for Effective School Health, UNESCO 2004]
► This tool is designed to help teachers, counsellors, service providers and other staff working in schools and HIV/AIDS or reproductive health clinics to improve their existing services for students at risk and make them "youth-friendly".

Youth and Conflict - Programme Options and Lessons Learnt
(http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_Youth_and_Conflict_2004.pdf)
[Youth and Conflict: A Toolkit for Intervention, USAID Office of Conflict Management and Mitigation, 2004]
document pages 10-12 / pdf pages 12-14 and document pages 14-17 / pdf 16-19
▶ The Lessons Learned section of this toolkit identifies programme strategies that go beyond merely compensating at-risk youth in order to fully integrate them into society. The Programme Options section provides examples of innovative programmes that have shown promise in reaching out to young people who are left behind in reconstruction efforts.

Tertiary Education - University, Colleges and Vocational Education: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Tertiary.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for supporting tertiary education, and access to tertiary education, in emergency and crisis contexts.

Inclusion Strategies for Education Checklist
(http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf)
[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003] pages 30-31
▶This matrix provides a series of strategies to create access to education for vulnerable groups such as refugees and IDPs, ethnic or religious communities, former combatants, separated children, girls and children with disabilities, as well as strategies to aid learning once access has been assured.

Strategies and Tools for Former Child Soldiers
http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter9.pdf
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 9: Former Child Soldiers, UNESCO IIEP, 2006],
▶ This chapter on contains practical strategies to ensure that schools are safe places that do not present opportunities for abduction or recruitment and also facilitate psychosocial healing, reintegration and educational opportunities for formal child soldiers (pages 6-12). The chart on page 14 lists several potential negative effects of reintegration programmes for child soldiers and strategies for how to address them.

Adult Ex-Combatant and Child Soldiers: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Child_Soldiers_and_Adult_Ex-Combatants.pdf)
[INEE, 2003]
▶ Education is a vital component in the rehabilitation and reintegration of former child soldiers and ex-combatants, and this INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring programmes meet their needs.

Youth Education Pack Concept Note
(http://ineesite.org/uploads/documents/store/doc_1_89_Youth_Pack_Concept.doc)
[Norwegian Refugee Council]
▶ This concept note provides a brief overview of the Norwegian Refugee Council's Youth Education Pack, a one-year programme focused on literacy/numeracy, life skills and skills training for youth who have had little or no schooling and can be used to generate ideas for similar programmes.

Peer Groups for Refugee Adolescents
(http://ineesite.org/uploads/documents/store/doc_1_89_IRC_Draft_Peer_Group_Guide.doc)
[International Rescue Committee, 2004]
▶ Peer groups can be used as an extracurricular or non-formal education strategy to reinforce classroom learning and/or to education young people on themes not covered in a classroom. This resource provides lessons and tools in creating and supporting peer groups for refugee adolescents from IRC's Guinea

programme that can be used by other programmes and groups in order to start peer groups for adolescents.

Youth: Care & Protection of Children in Emergencies, A Field Guide
(http://www.savethechildren.org/publications/technical-resources/emergencies-protection/YouthFieldGuide.pdf)
[Marc Sommers, Save the Children, 2001]
► This Field Guide provides an overview of who youth are, rationale for why they should be targeted in emergencies (pages 3-6) as well as lessons learned from youth programming during crisis situations (pages 16-17) and principles of youth programming (page 15).

Facilitating Transitions for Children and Youth: Lessons from Four Post-Conflict Fund Countries
(http://www.reliefweb.int/rw/lib.nsf/db900SID/JBRN-6X5EL6/$FILE/Conflict%20Prevention%20and%20Post%20Conflict%20Reconstruction%20may%202006.htm.pdf?OpenElement)
[Aly Rahim, Peter Holland, World Bank Social Development Papers 34, 2006)]
► This report presents the lessons learned and international good practices from four case studies (Sierra Leone, DRC, Comoros, Pakistan) addressing of issues of disarmament and pilot reintegration activities, including education, for working with children and youth.

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Access and Learning Environment Standard 3: Facilities

Education facilities are conducive to the physical well-being of learners.

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Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Context: Gender Responsive School Sanitation, Health and Hygiene
(http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies1_sanitation2.doc)
[INEE Gender Task Team, 2006]
► Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for providing gender responsive school sanitation, health and hygiene. It also contains a case study of an IRC program in Ethiopia that provided an integrated approach to addressing sanitary protection needs.

Clothing and Hygiene: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Clothing_and_Hygiene.pdf)
[INEE, 2003]
► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring all teachers and students have acceptable clothing to attend school and supporting basic hygiene among students.

Strategies and Tools for Health and Hygiene Education
(http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter21.pdf)
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 21: Health and Hygiene Education, UNESCO IIEP, 2006]
► This chapter provides a series of strategies and guidance notes for equipping students and teachers to prevent disease through conducting a review of health-education programming in order to prepare best practice guidelines for health education providers; assessing health education needs and developing curricula/programmes using the results; conducting health education campaigns; and developing an education strategy for security, protection, administration and other personnel who come into contact with youth (pages 3-9). It also contains a list of critical health messages to incorporate into education in emergency situations and suggestions as for communication strategies (page 10).

Teaching and Learning Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation.

Life Skills and Complementary Education Programs: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Life_Skills_and_Complementary_Ed.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for preparing communities to live in areas of crisis and post-crisis through providing life-saving information on issues like health, landmine awareness and peace education in both formal school and non-formal community settings.

Life Skills- Peace Education: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Life_Skills_and_Complementary_Ed.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for establishing peace education programmes, including basing activities on indigenous knowledge and traditions of peace. It also lists common elements (concepts, values, skills, knowledge) that are often included in peace education programmes and gives advice on evaluating peace education programmes.

Strategies and Tools for Education for Life Skills: Peace, Human Rights and Citizenship
(http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter25.pdf)
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 25: Education for Life Skills: Peace, Human Rights and Citizenship, UNESCO IIEP, 2006]
▶ This chapter contains a series of strategies and guidance notes to help learners to develop constructive non-violent behaviours (pages 4-13) as well as a chart comparing intervention models for behavioural skills and values development (page 17), which articulates advantages and typical problems associated with each model.

Strategies and Tools for Environmental Education
(http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter23.pdf)
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 23: Environmental Education, UNESCO IIEP, 2006]
▶ This chapter presents a series of strategies and guidance notes for creating new patterns of behaviour towards the environment and providing people with skills to protect and improve the environment: pages 2-6 contain a list of seven topics in refugee environmental education programmes (page 7) and a list of key points on environmental education for formal as well as non-formal awareness raising (pages 8-10).

Life Skills- Health Education: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Life_Skills_and_Complementary_Ed.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for designing and implementing skills-based health education campaigns in safe spaces and in schools.

Strategies and Tools for Health and Hygiene Education
(http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter21.pdf)
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 21: Health and Hygiene Education UNESCO IIEP, 2006]
▶ This chapter provides a series of strategies and guidance notes for equipping students and teachers to prevent disease through conducting a review of health-education programming in order to prepare best practice guidelines for health education providers; assessing health education needs and developing

curricula/programmes using the results; conducting health education campaigns; and developing an education strategy for security, protection, administration and other personnel who come into contact with youth (pages 3-9). It also contains a list of critical health messages to incorporate into education in emergency situations and suggestions as for communication strategies (page 10).

Characteristics of Successful Health Education Programmes to Prevent HIV/AIDS
(http://portal.unesco.org/education/en/file_download.php/40bfb129e1669a5a5432c7ef8687c974ppeFINAL+cc3-hivt02successprogs.doc)
[FRESH Tools for Effective School Health, UNESCO 2004]
▶ Based on reviews of 113 evaluated programmes, this tool lists the common elements of successful HIV prevention skills-based health education programmes.

Strategies and Tools for HIV/AIDS Preventive Education
(http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter22.pdf)
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 22: HIV/AIDS Preventive Education, UNESCO IIEP, 2006]
▶ This chapter presents a series of strategies and guidance notes for implementing HIV/AIDS Preventive Education (pages 5-12) and also contains advice on the activities and methods used for teaching about HIV/AIDS (page 17) as well as a chart examining where to place life-skills-based education (including HIV/AIDS) within the curriculum (as a 'carrier' subject (alone); as a separate subject; integrated/infused across subjects) and articulating the advantages and disadvantages of each approach (pages 17-18).

Life Skills- Landmine and Unexploded Ordnance Awareness: INEE Good Practice Guide
(http://www.ineesite.org/uploads/documents/store/doc_1_Life_Skills_and_Complementary_Ed.pdf)
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for designing and implementing landmine awareness programs in communities and in schools.

Landmine Awareness
http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter24.pdf
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curricula and Learning, Chapter 24: Landmine Awareness UNESCO IIEP, 2006]
▶ This chapter focuses on ensuring that programmes provide information and knowledge that is reflected in safe behaviours with regard to landmines and unexploded ordnance (UXO), and securing community involvement in such programmes. In addition to a series of suggested strategies, and guidance for implementing the strategies, there is a Needs Analysis Exercise (pages 10-11) that can be used to identify a key topic or sequence of sub-topics when designing mine risk education programmes and can be carried out using a number of methods, such as drawing, discussion or role-play.

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Teachings and Other Education Personnel Standard 1: Recruitment and selection
A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.

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Strategies and Tools for Identification, selection and recruitment of teachers and education workers
http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter15.pdf
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 15: Identification, Selection and Recruitment of Teachers and Education Workers, UNESCO IIEP, 2006]
▶ This chapter presents a series of strategies, and guidance notes to implement those strategies, to retain existing teachers and education workers as well as to recruit new teachers and education workers to meet the new educational needs created by emergency situations.

Assessment of Teacher/Facilitator Availability and Capacity, including Selection: INEE Good Practice Guide
http://www.ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_Teachers.pdf
[INEE, 2003]
▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for identifying and assessing teachers and facilitators, establishing clear roles and responsibilities, assessing the their psychosocial and physical needs, calculating the number of teachers needed.

Sample TOR for Youth Club Officer
http://ineesite.org/uploads/documents/store/doc_1_89_IRC_Draft_Peer_Group_Guide.doc
[IRC Draft Peer Group Guide, International Rescue Committee] Page 46
▶ This sample terms of reference for a Youth Club Officer can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus.

Education Policy and Coordination Standard 1: Policy formation and enactment

Education authorities prioritize free access to schooling for all, and enact flexible policies to promote inclusion and education quality, given the emergency context.

Suggested Policy Guidelines for an Integrated Approach to Skills and Values Development
http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter25.pdf
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 25: Education for Life Skills: Peace, Human Rights and Citizenship, UNESCO IIEP, 2006]
▶ The tool on page 7 provides suggested policy guidelines for an integrated approach to skills and values development by including the goals of peace and conflict resolution, tolerance and respect for diversity, human rights and humanitarian norms, active citizenship, environmental sustainability, non-pressured personal relationships and preventive health. This tool can be contextualized for different contexts.

Guidance Notes for Government Policies and Practices Related to Education and Non Discrimination
http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter7.pdf
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 7: Ethnicity, Political Affiliation, Religion, UNESCO IIEP, 2006]
▶ The Guidance Notes on pages 4-6 provide a list of key questions to ask when reviewing government policies and practices related to education and non-discrimination in order to ensure that all children and youth have equal access to quality education, especially during emergencies and early reconstruction.

Education Policy and Coordination Standard 2: Planning and implementation

Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations.

Sample higher education plan in a conflict-affected country
http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter14.pdf
[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 14: Post-Primary Education, UNESCO IIEP, 2006]
▶The sample higher education plan on pages 19-22 provides a framework for developing and analyzing an education action through specifying the structure/institutional issues and physical resources of various projects, their activities and indicators.