



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

Dear INEE Members,

Please find below the second INEE update for the month of July that contains resources of interest and relevance to those working in the field of education in emergencies, chronic crises and early reconstruction. These resources will also be posted on the INEE website for easy access (when possible). We would also like to encourage you to share any helpful resources that you encounter with the INEE Secretariat for inclusion in future updates for members and on the website. Please forward your suggestions with necessary attachments and web links to [coordinator@ineesite.org](mailto:coordinator@ineesite.org).

We hope that you will find the list of resources below interesting and helpful.

Sincerely,  
 INEE Secretariat

Mary Mendenhall, Network Coordinator ([coordinator@ineesite.org](mailto:coordinator@ineesite.org))  
 Allison Anderson, Focal Point on Minimum Standards  
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**Where the Heart Is: Meeting the psychosocial needs of young children in the context of HIV/AIDS** (Linda Richter, Geoff Foster and Lorraine Sherr, Bernard van Leer Foundation, 2006).

This report is an output of a series of workshops on psychosocial support held in 2004-2005 by the Bernard van Leer Foundation and the Coalition on Children Affected by AIDS. Authors Linda Richter, Geoff Foster and Lorraine Sherr discuss the issues surrounding psychosocial care and support for children made vulnerable by the HIV/AIDS pandemic and make recommendations for future priorities and programming directions. The document includes the "Call To Action" for Toronto 2006.

Please click here to access the report:

[http://www.bernardvanleer.org/publications/publications\\_results?SearchableText=B-BOK-010](http://www.bernardvanleer.org/publications/publications_results?SearchableText=B-BOK-010)

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### **Youth and Violent Conflict - Society and Development in Crisis?**

(UNDP, June 2006)

As young people are growing in number and are faced with fewer education opportunities, unemployment, the HIV/AIDS crisis, war and other forms of violence, there is increasing concern, even alarm, about "youth" and the conditions that may encourage their participation in perpetuating violence and preventing the consolidation of peace and development. Most analyses of conflict in different parts of the world are starting to identify a "youth factor" as a key element in the generation or perpetuation of violence. This tendency often leads to overlooking the positive contribution of young people to society, including their potential role in sustaining the social fabric and promoting peace. The issue of "youth and violent conflict" concerns more than youth: it is a reflection – and at the same time a further aggravation – of a broader societal crisis.

Please click here to access the document (pdf):

[http://www.undp.org/bcpr/whats\\_new/UNDP\\_Youth\\_PN.pdf](http://www.undp.org/bcpr/whats_new/UNDP_Youth_PN.pdf)

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### **Right to Education during Displacement - a Resource for Organizations Working with Refugees and Internally Displaced Persons**

(Women's Commission, July 2006)

As part of the Women's Commission's campaign to promote displaced children and youth's uninterrupted access to quality and safe education, a new resource is available as of 14 July 2006. *Right to Education during Displacement: a Resource for Organizations Working with Refugees and Internally Displaced Persons*, is a tool that identifies the right to education and actions that individuals and organizations can take to fulfill these rights, with a focus on refugees, returnees and internally displaced people. It has been developed for local, regional and international organizations, United Nations agencies, government agencies and education personnel working with displaced communities.

Please click here to access the report (pdf):

[www.womenscommission.org/pdf/right\\_to\\_ed.pdf](http://www.womenscommission.org/pdf/right_to_ed.pdf)

Please click here to visit the website: [www.womenscommission.org](http://www.womenscommission.org)

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**The Gender Achievements and Prospects in Education; the GAP Report**  
(UNICEF, November 2005)

This report is the first step in an ongoing evaluation of progress towards gender parity in education that will lead to a comprehensive technical review to be released in the near future-GAP Part II. The Gap Report, a multi-media project, is designed to assess progress towards universal primary education, highlight innovations, identify obstacles, generate discussion and provide guidance. GAP begins at the point of agreed upon and established assessments and ends with a concrete action plan. It includes this report and a website ([www.ungei.org/gap](http://www.ungei.org/gap)) which can be used together or separately, with each contributing to the total picture of the state of girls' education at the end of 2005. This report is unique in that it tries to provide something for everyone who is invested in seeing a world where all children receive their right to quality education.

Please click here to visit the website: [www.unicef.org/publications/index\\_29995.html](http://www.unicef.org/publications/index_29995.html)

Please click here to access the report (pdf):

[www.unicef.org/publications/files/GAP\\_Report\\_part1\\_final\\_14\\_Nov.pdf](http://www.unicef.org/publications/files/GAP_Report_part1_final_14_Nov.pdf)

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**UNICEF Child Protection Information Sheets** (UNICEF, May 2006)

UNICEF uses the term 'child protection' to refer to preventing and responding to violence and abuse against children - including commercial sexual exploitation, trafficking, child labour and such harmful traditional practices as female genital mutilation and child marriage. This booklet comprises 14 information sheets which highlight how child protection is crucial to the achievement of the Millennium Development Goals, which include universal primary education and gender parity. Education is an important component of protection because not only is it a fundamental human right, but it can reduce the threat of exploitation and violence against children. Covering different forms of abuse, these sheets also outline how to build a protective environment for children and what UNICEF is doing on the ground to protect children.

Please click here to access the report (pdf):

[http://www.unicef.org/publications/files/Child\\_Protection\\_Information\\_Sheets.pdf](http://www.unicef.org/publications/files/Child_Protection_Information_Sheets.pdf)

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**Protecting children from sexual exploitation and sexual violence in disaster and emergency situations: a guide for local and community based organizations**  
(Stephanie Delaney, ECPAT International, 2006)

This practical manual outlines how to protect children from sexual violence and sexual exploitation, specifically in disaster and emergency situations. The aim is to provide fundamental information to assist personnel working in emergency situations in responding to protect children: before disaster strikes, in the immediate aftermath, and in the longer term reconstruction phase. The report also includes recommended actions and

key considerations to be taken into account in the event of sexual violence or sexual exploitation.

The manual discusses the following:

- defines sexual violence and exploitation within an emergency situation
- actors that influence sexual exploitation
- the importance of local organisations
- minimising the risk of sexual violence and exploitation
- action checklist in the event of sexual violence.

Please click here to access the report (pdf):

[http://www.ecpat.net/eng/pdf/Protecting\\_Children\\_from\\_CSEC\\_in\\_Disaster.pdf](http://www.ecpat.net/eng/pdf/Protecting_Children_from_CSEC_in_Disaster.pdf)

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### **Millennium Development Goals Report 2006** (United Nations, July 2006)

This status report presents the latest assessment on the progress and challenges towards the achievement of the MDGs in each of the world's regions. The result of a collaborative effort of among 25 UN agencies and international organizations, it presents the most up-to-date and comprehensive figures available. Of particular importance to INEE members, the evidence and data collected suggests that universal education is in sight.

Please click here to access the report (pdf):

<http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2006/MDGReport2006.pdf>

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### **Reaching the Girls in South Asia: Differentiated Needs and Responses in Emergencies** (UNGEI, UNICEF ROSA, 2006)

This document is one of a series of papers aimed at promoting better education in South Asia and was developed from the collaboration between UNICEF's Regional Office for South Asia and the UN Girls' Education Initiative (which had its genesis at a Regional Meeting on Accelerating Girls' Education in South Asia in February 2005). In sum, experience in South Asia shows that girls can be educated if countries can muster enough political will and that the payoff for development, for families, and for women themselves can be huge.

Please click here to access the report: [http://www.ungei.org/resources/index\\_714.html](http://www.ungei.org/resources/index_714.html)

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### **Disaster Preparedness and Response: Lessons from Tsunami** Report of the National Consultation 14-16 February, 2006 (Karl Kübel Institute for Development Education and Karl Kübel Stiftung für Kind und Familie, 2006)

This document analyzes the response, coordination, accountability and transparency of the humanitarian initiatives following the devastating South Asian Tsunami of 2004. During the consultation, Dr. K. Sekar from Bangalore, India presented the critical need for psychosocial care for affected populations. Among other recommendations, participants of the national consultation emphasized the need to incorporate local

communities, especially the existing decision-making structures, into disaster preparedness and response.

Please click here to access the report (pdf):

[http://www.kkstiftung.de/files/tsunami\\_report\\_final\\_0.pdf](http://www.kkstiftung.de/files/tsunami_report_final_0.pdf)