



**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,

Happy Holidays! Please find below the second INEE update for the month of December, which 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

Allison Anderson, Focal Point on Minimum Standards  
 Mary Mendenhall, Network Coordinator  
 Jennifer Hofmann, Francophone Liaison  
 Marian Hodgkin, Intern  
 Julie Hudson, Intern

- Publication:** Standards for Curriculum-Based Reproductive Health and HIV Education Programs
- Publication:** Advocacy Brief: Education in Emergencies: The Gender Implications
- Resource:** Integrated Disarmament, Demobilization and Reintegration Standards
- Report:** The State of the World’s Children 2007: Women and Children – The double dividend of gender equality
- Report:** UN Inter-Agency Coordinating Committee on Human Rights Education
- Report:** NEPAL: Peace agreement leads to improved school security
- Report:** WEST AFRICA: Girls getting educated but also abused
- On-Line Magazine:** Post-conflict: Reconstructing for Tomorrow
- Journal:** Troubled Times: Education in a Time of War and Disaster
- Event:** International Youth Peace Summit July, 2007

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Publication: Standards for Curriculum-Based Reproductive Health and HIV Education  
 (Judy Senderowitz and Douglas Kirby, FHI/YouthNet, 2006)

These evidence-based standards are based on research commissioned by FHI/YouthNet and conducted by Dr. Douglas Kirby on a technical consultation in 2006 that incorporated implementation experiences. The standards can be used by program designers, educators, and others to assess the quality of existing RH/HIV education programs or to help in developing or adapting new curricula. They contain examples and tips that are useful for trainers and supervisors as a reference tool on state-of-the-art programming.

For printed copies of the two new documents, please send requests to [youthnetpubs@fhi.org](mailto:youthnetpubs@fhi.org)

To access the resource (PDF) please click here:

<http://www.fhi.org/NR/rdonlyres/ea6ev5ygicx2nukyntbvjui35yk55wi5lwnwkgko3touyp3a33aiczutoyb6zhxcnwiyc37uxyxg/sexedstandards.pdf>

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Publication: Advocacy Brief: Education in Emergencies: The Gender Implications  
(by Jackie Kirk, UNESCO Bangkok, 2006)

Although there are exceptions, in most emergency situations, girls' educational opportunities are more limited than boys'. Even under very difficult conditions, however, windows of opportunity may also open up for girls and women to access education. It is critical to establish gender-responsive emergency education programmes early on as these lay the foundations for increased participation of women and girls in recovery/reconstruction activities, as well as in community and national development processes, including, for example, standing in newly-democratic elections. This advocacy brief details gender implications in education in emergencies and includes specific programme strategies.

To access the publication, (PDF) please click here:

[http://www2.unescobkk.org/elib/publications/092/edu\\_emergencies\\_Low.pdf](http://www2.unescobkk.org/elib/publications/092/edu_emergencies_Low.pdf)

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Resource: Integrated Disarmament, Demobilization and Reintegration Standards  
(UNDDR, August, 2006)

The Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS) are a comprehensive set of policies, guidelines and procedures covering 24 areas of DDR. The IDDRS consolidated policy guidance on DDR, providing a United Nations integrated approach on the planning, management and implementation of DDR processes. They are also the most complete repository and best practices drawn from the experience of all United Nations departments, agencies, funds and programmes involved in DDR. The IDDRS are accompanied by the DDR Briefing Note to Senior Managers and the Operational Guide to the IDDRS.

Please click here to link to the IDDRS framework:

<http://www.unddr.org/iddrs/framework.php>

To access the entire document (PDF), please click here:

[http://www.unddr.org/iddrs/download/full\\_iddrs.pdf](http://www.unddr.org/iddrs/download/full_iddrs.pdf)

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Report: The State of the World's Children 2007: Women and Children – The double dividend of gender equality  
(The United Nations Children's Fund, UNICEF 2006)

This report examines the discrimination and disempowerment women face throughout their lives – and outlines what must be done to eliminate gender discrimination and empower women and girls. It looks at the status of women today, discusses how gender equality will move all the Millennium Development Goals forward, and shows how investment in women's rights will ultimately produce a double dividend: advancing the rights of both women and children.

To access this report via the website, please click on the following link:

[http://www.unicef.org/sowc/index\\_sowc.html](http://www.unicef.org/sowc/index_sowc.html)

To access the report (PDF), please click here: <http://www.unicef.org/sowc07/docs/sowc07.pdf>

Pour accéder a cette ressource en français :

[http://www.unicef.org/french/sowc07/docs/sowc07\\_fr.pdf](http://www.unicef.org/french/sowc07/docs/sowc07_fr.pdf)

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Report: UN Inter-Agency Coordinating Committee on Human Rights Education  
(UNHCR, September 2006)

The United Nations Inter-Agency Coordinating Committee on human rights education in the school system (UNIACC) was recently created within UNHCR. The aim of the UNIACC is to provide an international framework for cooperation on human rights education in order to encourage and support national implementation of the Plan of Action of the World Programme for Human Rights Education (WPHRE). The UNIACC held its first meeting in September 2006 in Geneva.

For detailed information on the activities of this committee, please click here:

<http://www.ohchr.org/english/issues/education/training/UN-inter-agency.htm>

For a report of the first committee meeting, please click here:

<http://www.ohchr.org/english/issues/education/training/docs/ReportofFirstMeeting-new1.pdf>

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Report: NEPAL: Peace agreement leads to improved school security  
(IRIN, 12 December, 2006)

Smiling behind her desk, school teacher Sabita Adhikari is thrilled to see all 40 of her fourth grade students in class. "Nobody is absent anymore. It's because children feel safe to travel from their villages to attend class," said Adhikari who teaches at Sri Bal Mandir Secondary School in Nilkanta village in Dhading district, nearly 100 km south of the capital. Until November's peace agreement, which brought a decade-long conflict to an end, many rural children were afraid to come to school for fear of being abducted by Maoist rebels for 'indoctrination' training, or being forced to shoulder a rifle in the People's Liberation Army (PLA).

To access the full report, please click here:

<http://www.irinnews.org/report.asp?ReportID=56712&SelectRegion=Asia&SelectCountry=NEPAL>

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Report: WEST AFRICA: Girls getting educated but also abused  
(IRIN/PLUSNEWS, 14 December, 2006)

Child rights advocates are increasingly facing a dilemma: How to boost the number of girls getting an education while reducing sexual violence in school? Sexual violence at school is much more widespread in the region than previously thought because families and education authorities often hide or tolerate the problem, Jean-Claude Legrand, regional child protection adviser for the UN children's agency (UNICEF), told IRIN. "If we want to improve the schooling rate in the region and restore the credibility of schools, we must tackle the protection frame for children in educational settings very seriously," Legrand said, "if being enrolled at school is risky, girls will be the first to be taken out."

To access the full report, please click here:

[http://www.irinnews.org/report.asp?ReportID=56747&SelectRegion=West\\_Africa&SelectCountry=WEST\\_AFRICA](http://www.irinnews.org/report.asp?ReportID=56747&SelectRegion=West_Africa&SelectCountry=WEST_AFRICA)

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On-Line Magazine: Post-conflict: Reconstructing for Tomorrow

(UNESCO Courier, November 2006)

UNESCO joins in reconciliation and reconstruction efforts through such actions as the rebuilding of the historic bridge of Mostar, helping Lebanese children who have been psychologically traumatized by war or intervening in Afghanistan once the Taliban had left. The November edition of the UNESCO Courier focuses on post-conflict reconstruction and is available in six languages.

For more information or to subscribe to the publication, please click here:

[http://portal.unesco.org/en/ev.php-URL\\_ID=35403&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=35403&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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Journal: Troubled Times: Education in a Time of War and Disaster  
(Penn GSE: Perspectives on Urban Education, Volume 4, Issue 2, November 2006)

When talk of terrorism, war, and disaster become part of daily life educators are forced to decide how to deal with these topics with their students. This issue of Penn's Perspectives on Urban Education highlights some of the perspectives of practitioners and researchers who are struggling with this important topic. Feature articles for this issue include: "Teaching under fire" by Sigal Ben Porath, "Literacy and mass trauma" by Denny Taylor and Taro Yamasaki, "Still they continue teaching" by Dean Brooks and "Troubled Waters: principles for teaching in times of crisis" by Kevin Michael Foster.

For more information or to access the articles please click here:

<http://www.urbanedjournal.org>

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Event: International Youth Peace Summit July 1-18 2007  
(Never Again Rwanda, application deadline February 19, 2007)

Never Again Rwanda (NAR) was established in 2002. NAR facilitates the exchange of ideas between young people - those who have lived through genocide and those who wish to learn from them. NAR is a grassroots, human rights organization of youth creating sustainable peace through critical thinking connectivity & education. NAR is seeking applications and participation to the first annual International Youth Peace Summit (IYPS) to commence 1-18 July 2007. The IYPS will gather 30 youth from all over the world (15 from the Great Lakes Region of Africa and 15 from other parts of Africa and the world) for 17 days of workshop programming, trainings and collaboration throughout Rwanda. Utilizing NAR expertise, know-how and connections, it will be possible to have a successful educational programme for the IYPS that focuses on peace building, human rights and international conflicts and conflict prevention.

For more information about the youth summit and application please go to the website:

[www.neveragainrwanda.org](http://www.neveragainrwanda.org)

Call +(250) 576 028 or

Email: Albert Nzamukwereka, Director [nzamukwereka2000@yahoo.fr](mailto:nzamukwereka2000@yahoo.fr) or Jed Oppenheim, Education Programme Coordinator [jed@neveragaininternational.org](mailto:jed@neveragaininternational.org)

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