

Education in Situations of Displacement: Key Resources

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 are a selection from the INEE Minimum Standards Toolkit, and relate to the provision of quality education in situations of displacement. There are also a number of case studies that demonstrate how the INEE Minimum Standards can be implemented in a range of contexts.

All of these resources are available online and via the INEE Minimum Standards Toolkit www.ineesite.org/toolkit.
To request a CD Rom version of the Toolkit or a hardcopy of the INEE Minimum Standards please contact coordinator@ineesite.org

Community Participation

Community Education Committees: INEE Good Practice Guide

(http://ineesite.org/uploads/documents/store/doc_1_Community_Education_Committees.pdf)

[INEE, 2003]

Strategies and Tools for Community Participation

(<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]

Handbook for Planning and Implementing Development Assistance for Refugee Programme: Outline of Collaborative Tools and Methods and Participatory Development Tools [UNHCR, 2002]

(<http://www.unhcr.org/publ/PUBL/44c4864f2.pdf>)

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PDF pages 26-33

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]

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]

UNHCR Tool for Participatory Assessment in Operations

(http://ineesite.org/uploads/documents/store/doc_1_UNHCRparticipatory-assessment.pdf)

[UNHCR, 2006]

Assessment, Design, Monitoring and Evaluation

Information Gathering and Needs Assessment Form

(http://www.ineesite.org/minimum_standards/MSEE_report.pdf)

[INEE Minimum Standards Handbook, adapted from UNICEF Questionnaire, 2004]

pages 33-38

Planning in an Emergency: Situation Analysis Checklist

(http://www.ineesite.org/minimum_standards/MSEE_report.pdf)

[INEE Minimum Standards Handbook, adapted from World Food Programme, Planning for School Feeding in the Emergency Setting- Situation Analysis, Designing the Programme, Implementation, 2004]

pages 30-32

Sample Emergency School Assessment

(http://ineesite.org/uploads/documents/store/doc_1_SchoolAssmt.pdf)

[IRC]

Integrated Rapid Assessment Field Data Checklist

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Doc Pages 31-33 / Pdf pages 55-57

Rapid Education Assessment from Emergency Field Handbook

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Doc Pages 34-36 / Pdf pages 58-60

Assessing Resource Needs and Capacities in an Initial Emergency: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_Initial_Emergency_Response.pdf)

[INEE, 2003]

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]

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]

School Site / Environmental Assessment: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_School_Site.pdf)

[INEE, 2003]

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]

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]

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]

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]

Participatory Assessment in Operations

(http://ineesite.org/uploads/documents/store/doc_1_UNHCRparticipatory-assessment.pdf)

[UNHCR Tool for Participatory Assessment in Operations, UNHCR, 2006]

The 'immediately, sooner, later' Matrix of Response

(<http://www.odihpn.org/documents/networkpaper042.pdf>)

[within: The role of education in protecting children in conflict by Susan Nicolai and Carl Triplehorn, Humanitarian Practice Network Paper, 2003]

document pp 30-32/ pdf pages 34-36

Monitoring Systems for Emergency Education: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Monitoring_Systems.pdf)

[INEE, 2003]

School Data and Information Systems: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_School_Data_and_Info_Systems.pdf)

[INEE, 2003]

Monitoring Indicators for Education

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]
Doc pages 150-151 / Pdf pages 174-175

Indicators of Quality

(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]
Doc page 143 / Pdf page 145

EFA Indicator List by Area and Student/Teacher/Administration Indicators

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/chapter4.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Management Capacity, Chapter 34: Data Collection and Education Management Information Systems, UNESCO IIEP, 2006]

School Feeding Handbook

(http://ineesite.org/uploads/documents/store/doc_1_89_School_Feeding_Handbook.pdf)

[World Food Programme]
Doc pp. 35-53 / PDF pp. 36-54

Equal Access

School Fees: INEE Good Practice Guide

(http://ineesite.org/uploads/documents/store/doc_1_School_Fees.pdf)

[INEE, 2003]

The 'immediately, sooner, later' Matrix of Response

(<http://www.odihpn.org/documents/networkpaper042.pdf>)

[within: The role of education in protecting children in conflict by Susan Nicolai and Carl Triplehorn, Humanitarian Practice Network Paper, 2003]

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Early Childhood Development: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Early_Childhood_Development.pdf)

[INEE, 2003]

Strategies and Tools for Early Childhood Development

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter13.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 13: Early Childhood Development, UNESCO IIEP, 2006]

Out of School Programs: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Out_of_School_Programs.pdf)

[INEE, 2003]

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]

Secondary School Education: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Secondary_School_Ed.pdf)

[INEE, 2003]

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

Tertiary Education - University, Colleges and Vocational Education: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Tertiary.pdf)

[INEE, 2003]

Adult Education: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Adult_Education.pdf)

[INEE, 2003]

Gender Equality / Girls and Women's Education: INEE Good Practice Guide

([http://www.ineesite.org/uploads/documents/store/doc_1_Gender_Equality - Education of Girls and Women.pdf](http://www.ineesite.org/uploads/documents/store/doc_1_Gender_Equality_-_Education_of_Girls_and_Women.pdf))

[INEE, 2003]

Education Action Sheet from the Gender Handbook in Humanitarian Action

(http://www.ineesite.org/minimum_standards/genderhandbook.pdf)

[UN Inter-Agency Standing Committee, 2006]

Guidelines on Gender Based Violence Interventions in Humanitarian Settings: Sheet 9.1: Ensure girls' and boys' access to safe education

(http://www.rhrc.org/pdf/GBV_guidelines_Eng_09_13_05.pdf)

[UN Inter-Agency Standing Committee, 2005]

Document pages 72-74 / pdf pages 82-84

Strategies and Tools for Gender: Access and Inclusion Section

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter6.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 6: Gender, UNESCO IIEP, 2006]

Guidelines on HIV/AIDS, Action Sheet 8.1: Ensure children's access to education

<http://www.humanitarianinfo.org/iasc/content/products/docs/FinalGuidelines17Nov2003.pdf>

[UN Inter-Agency Standing Committee, 2003]

Pdf pages 92-93 / document pages 90-91

Educational Responses to HIV and AIDS for Refugees and Internally Displaced Persons: Discussion Paper for Decision-Makers

<http://unesdoc.unesco.org/images/0014/001493/149356e.pdf>

Also available in **French** (<http://unesdoc.unesco.org/images/0014/001493/149356f.pdf>) and **Arabic**

(<http://unesdoc.unesco.org/images/0014/001493/149356a.pdf>)

[UNESCO and UNHCR 2007]

Five Essential Components for a Comprehensive Education Sector Response to HIV/AIDS

<http://www.ibe.unesco.org/AIDS/doc/Educaids.pdf>

[EDUCAIDS Towards a Comprehensive Education Sector Response: A Framework for Action, UNAIDS/UNESCO, 2007]

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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]

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]

PDF pages 32-33; Doc Pages 30-31

Children in Especially Difficult Circumstances: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Children_in_Especially_Difficult_Circumstances.pdf

[INEE, 2003]

Strategies and Tools for Children with Disabilities

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter8.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 8: Children with Disabilities, UNESCO IIEP, 2006]

Persons with Disability: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Persons_with_Disabilities.pdf)

[INEE, 2003]

Toward Full Participation: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Towards_Full_Participation.pdf)

[INEE, 2006]

Strategies and Tools for Rural Populations

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter5.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 5: Rural Populations, UNESCO IIEP, 2006]

Strategies and Tools on Ethnicity, Political Affiliation and Religion, Access and Inclusion Section

(<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 and Religion, UNESCO IIEP, 2006]

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],

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]

Learning Environment, Protection and Psychosocial Wellbeing

Safety and Security Measures: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Safety_and_Security_Measures.pdf)

[INEE, 2003]

Emergency Spaces for Children: Draft INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Good_Practice_Guide_-_Emergency_Spaces_for_Children.pdf

[INEE, 2007]

Safe Schools and Learning Environments: Suggested Activities, Indicators and Key Steps, Actions to Remember for Multi-Functional Teams

(<http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain?docid=469200e82>)

[Safe Schools and Learning Environments: How to Prevent and Respond to Violence in Refugee Schools, UNHCR, 2007]

Document pages 36-41

Best Practices - Violence Free Zone: End School-Related Violence, Prevent HIV/AIDS

(http://aidsalliance.3cdn.net/9ec2e2ca07a2c7183d_aqm6b5zvz.pdf)

[Nick Salter and Lisa Schechtman, Global AIDS Alliance, 2007]

Document pages 7-13 / pdf pages 10-16

Safe Spaces

(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]

Doc pages p. 84-91; PDF pages 86-93

Strategies and Tools for Learning Spaces and School Facilities

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter10.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 10:

Learning Spaces and School Facilities, UNESCO IIEP, 2006]

IRC Child Protection Reporting Form for Teachers

(<http://www.odihpn.org/documents/networkpaper042.pdf>)

[within: The role of education in protecting children in conflict by Susan Nicolai and Carl Triplehorn, Humanitarian Practice Network Paper, 2003]

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Child Friendly School and Protection Assessment Tool

(http://ineesite.org/uploads/documents/store/doc_1_89_Protection_Assessment.xls)

[UNICEF Thailand]

Psychosocial Checklist

(http://www.ineesite.org/minimum_standards/MSEE_report.pdf)

[INEE Minimum Standards Handbook, adapted from Refugee Children: Guidelines on Protection and Care, 1994]

Document and pdf pages 49-50.

Education Action Sheet from the Task Force on Mental Health and Psychosocial Support in Emergency Settings

(http://www.ineesite.org/minimum_standards/mental_health_action_sheet.doc)

[UN Inter-Agency Standing Committee, 2007]

Strategies and Tools for Psychosocial Support to Learners

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter19.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 19: Psychosocial Support to Learners, UNESCO IIEP, 2006]

Preventing and Responding to Gender Based Violence In and Through Education

(http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies_GBV.doc)

[INEE Gender Task Team, 2006]

WFP Emergency School Feeding Guidelines

(http://ineesite.org/uploads/documents/store/doc_1_Emergency_School_Feeding.pdf)

[UN World Food Programme, 2004]

Document pages 27-35 / pdf pages 28-36

WFP Emergency School Feeding Programme Guidelines (Sudan Programme)

(http://ineesite.org/uploads/documents/store/doc_1_89_Emergency_School_Feeding_Programme_Guidelines.doc)

[UN World Food Programme, Northern Sector OLS, Sudan, 2002]

School Feeding Programme Checklist

(http://www.ineesite.org/minimum_standards/MSEE_report.pdf)

[INEE Minimum Standards Handbook, adapted from Checklist: Determining Whether to Use Food as a Resource, World Food Programme and Catholic Relief Services, 2004]

Document and pdf pages 51-52

INEE Good Practice Guide: School Feeding: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_School_Feeding.pdf)

[INEE, 2003]

School Site / Environmental Assessment: INEE Good Practice Guide

(http://ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_School_Site.pdf)

[INEE, 2003]

Shelter and School Construction: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Shelter_and_School_Construction.pdf)

[INEE, 2003]

Sphere Shelter and Settlement Standard 5: Construction

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

pages p. 224-226

Sphere Shelter and Settlement Standard 4: Design

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

pages 221-224

Temporary Learning Spaces, including Specifications for School Tents

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Document pages 27-41 / pdf pages 51-65

Sports Field Measurement

(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]

Doc page 95; PDF p. 97

Student Seating and School Furniture: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Student_Seating_and_School_Furniture.pdf)

[INEE, 2003]

School and Educational Equipment: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_School_and_Educational_Equipment.pdf)

[INEE, 2003]

Sphere Planning Guidelines for Minimum Water Quantities for Institutions

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

Planning Guidelines for Minimum Numbers of Toilets at Public Places and Institutions in Disaster Situations

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

page 94

Sphere Excreta Disposal Standard 1: Access to, and Number of, Toilets

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

pages 71- 73

Sphere Excreta Disposal Standard 2: Design, Construction and Use of Toilets

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

pages 73-75

Sphere Water Supply Standard 1: Access and Water Quality

(http://ineesite.org/uploads/documents/store/doc_1_89_Sphere_Handbook_Full.pdf)

[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]

pages 63-66

Water and Sanitation: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Water_and_Sanitation.pdf)

[INEE, 2003]

Guidelines for the Provision of Safe Water and Sanitation Facilities in Schools

(http://ineesite.org/uploads/documents/store/doc_1_safewaterguidelines.pdf)

[FRESH Tools for Effective School Health, UNESCO 2004]

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]

Clothing and Hygiene: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Clothing_and_Hygiene.pdf)

[INEE, 2003]

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]

Gender Equity Strategies: Comfort Kits for Female Learners

(http://ineesite.org/uploads/documents/store/doc_1_89_Comfort_Kits.doc)

[Jackie Kirk, SoE/SBEP Gender Equity Support Program, 2004]

Curricula

Strategies and Tools for Curriculum and Learning

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter20.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 20: Curriculum Content and Review Process, UNESCO IIEP, 2006]

Revising and Negotiating the Curriculum: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Revising_the_Curriculum.pdf)

[INEE, 2003]

Emergency Curriculum Themes

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

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Curriculum and Testing: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Curriculum_and_Testing.pdf)

[INEE, 2003]

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]

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]

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]

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]

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]

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]

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]

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]

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]

School Supplies and Teaching Materials: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_School_Supplies_and_Teaching_Materials.pdf)

[INEE, 2003]

Student Learning Materials: INEE Good Practice Guide

(http://www.ineesite.org/uploads/documents/store/doc_1_Student_Learning_Materials.pdf)

[INEE, 2003]

Strategies and Tools for Textbooks, Educational Materials and Teaching Aids

(<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter27.pdf>)

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 27: Textbooks, Educational Materials and Teaching Aids, UNESCO IIEP, 2006]

Objectives and Minimum Standards for UNHCR-Funded Schools

(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]

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Teacher Training and Instruction

Strategies and Tools for Teacher Training, Teaching and Learning

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter18.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 18: Teacher Training, Teaching and Learning Methods, UNESCO IIEP, 2006]

Pre-service, In-service, In the school Training and Capacity Building: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Training_-_PreService_InService.pdf

[INEE, 2003]

Teacher Observation and Lesson Planning: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Teacher_Observation_and_Lesson_Planning.pdf

[INEE, 2003]

Activity on Managing Classrooms: Toolkit on Positive Discipline

<http://www.crin.org/docs/Toolkit%20on%20Positive%20Discipline%20final.pdf>

[A Toolkit on Positive Discipline, Save the Children, 2007]

Document pages 85-86 / pdf pages 101-103 and document page 178 / pdf page 194

Classroom Management

<http://www.ieg.org/pdf/InMyClassroomEN.pdf>

[In My Classroom: A Guide to Reflective Practice, USAID, American Institutes for Research, 2002]

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Active Learning Strategies

http://www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf

[Practical Tips for Teaching Large Classes: A Teachers Guide, UNESCO, 2006]

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Training Teachers to meet Psycho-Social Needs: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Training_Teachers_to_meet_Psychosocial_Needs.pdf

[INEE, 2003]

Certification and Accreditation (teacher training): INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Certification_and_Accreditation.pdf

[INEE, 2003]

Active Learning Strategies

http://www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf

[Practical Tips for Teaching Large Classes: A Teachers Guide, UNESCO, 2006]

Document pages 32-40 / pdf pages 40-48

Classroom Observation Checklist

http://ineesite.org/uploads/documents/store/doc_1_89_Checklist_Classroom_Observation.doc

[Academy for Educational Development]

► This checklist can be adapted to serve as a reference to conduct classroom observations on active learning. The instrument requires that a supervisor observes student and teacher activities in the classroom, making quick note of what takes place during the lesson and filling in the spaces provided in the checklist.

Teachers and Other Education Personnel: Recruitment, Supervision Conditions of Work and Support

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]

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

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Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts: Recruiting and Supporting Women Teachers

http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies.WT2.doc

[INEE Gender Task Team, 2006]

Staffing: Building a Team and Supporting Staff

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]
PDF pages 69-72; Doc pages 67-70

Sample Job Description: Education Advisor

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]
PDF pages 73-75; Doc pages 71-73

Sample Job Description: Education Officer

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

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Sample ToR for Volunteer Animator/Facilitator

http://ineesite.org/uploads/documents/store/doc_1_89_Sample_TOR_for_Volunteer_Facilitator.doc

[IRC Education Kit, International Rescue Committee]

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http://ineesite.org/uploads/documents/store/doc_1_89_TOR_Consultant_Ingushetia.doc

[IRC Education Kit, International Rescue Committee]

Sample ToR for Regional Education Advisor

http://ineesite.org/uploads/documents/store/doc_1_89_TOR_West_Africa_Regioanl_ED.doc

[IRC Education Kit, International Rescue Committee]

Strategies and Tools for Teacher Motivation, Compensation and Working Conditions

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter16.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 16: Teacher Motivation, Compensation and Working Conditions, UNESCO IIEP, 2006]

Compensation and Payment of Educational Staff: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Compensation_and_Payment_of_Educational_Staff.pdf

[INEE, 2003]

Sample Code of Conduct for Teachers

http://www.ineesite.org/minimum_standards/MSEE_report.pdf

[INEE Minimum Standards Handbook, adapted from UNHCR Eritrea, 2004]

page 70

Codes of Conduct for Refugee Schools

<http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain?docid=469200e82>

[Safe Schools and Learning Environments: How to Prevent and Respond to Violence in Refugee Schools, UNHCR, 2007]

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Preventing and Responding to Gender Based Violence In and Through Education

http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies_GBV.doc

[INEE Gender Task Team, 2006]

Teacher Education Programme (TEP) Supervisors Manuel

http://ineesite.org/uploads/documents/store/doc_1_89_TEP_Supervisors_Manual.doc

[Norwegian Refugee Council]

Teacher Observation and Lesson Planning: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Teacher_Observation_and_Lesson_Planning.pdf

[INEE, 2003]

On-Site Teacher Training and Support - Mobile Trainers and Mentors: INEE Good Practice Guide

http://ineesite.org/uploads/documents/store/doc_1_On-Site_Training.pdf

[INEE, 2003]

Staffing: Building a Team and Supporting Staff

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1063_EducationEmergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

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[INEE, 2003]

Policy, Planning and Coordination

Strategies Checklist for Interagency Coordination within an Education Cluster: Adoption and Use of the INEE Minimum Standards

http://www.ineesite.org/minimum_standards/cluster.pdf

[INEE, 2006]

Strategies Checklist for NGOs: Adoption and Use of the INEE Minimum Standards

http://www.ineesite.org/minimum_standards/checklist_for_NGOs.pdf

[INEE, 2006]

Strategies Checklist for UN Agencies: Adoption and Use of the INEE Minimum Standards

http://www.ineesite.org/minimum_standards/checklist_for_UN.pdf

[INEE, 2006]

Strategies Checklist for Donor Organisations and Governments: Use of the INEE Minimum Standards

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<http://unesdoc.unesco.org/images/0012/001282/128214e.pdf>

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http://ineesite.org/uploads/documents/store/doc_1_Progressive_Framework.pdf

[World Bank Fast Track Initiative, 2007]

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<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter29.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 6: Management Capacity, Chapter 29: Planning Processes, UNESCO IIEP, 2006]

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<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter38.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 6: Management Capacity, Chapter 38: Coordination and Communication, UNESCO IIEP, 2006]

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<http://www.unesco.org/iiep/PDF/Fund73.pdf>

[UNESCO IIEP, 2002]

Education Cluster: Key Things to Know

<http://www.humanitarianreform.org/humanitarianreform/Portals/1/cluster%20approach%20page/clusters%20pages/Educ/KeyThingsToKnowEducationRevisedMay07.doc>

[UN IASC Education Cluster Advisory Group, 2007]

IASC Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response

<http://ocha.unog.ch/humanitarianreform/Portals/1/cluster%20approach%20page/Introduction/IASCGUIDANCENOTECLUSTERAPPROACH.pdf>

[UN IASC, 2006]

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http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

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Family Disaster Plan

http://www.ineesite.org/uploads/documents/store/doc_1_DRR_family_disaster_plan.pdf

Basic Content for Disaster Risk Reduction Education

http://www.ineesite.org/uploads/documents/store/doc_1_Basic_Content_for_DRR.pdf

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]

Disaster Risk Reduction Begins at School: What Can Be Done

http://ineesite.org/uploads/documents/store/doc_1_87_what-can-be-done.pdf

[World Disaster Reduction Campaign, International Strategy for Disaster Risk Reduction (ISDR), 2006-2007]

Word into Actions: A Guide for Implementing the Hyogo Framework

http://ineesite.org/uploads/documents/store/doc_1_87_Hyogo-words-into-action.pdf

[International Strategy for Disaster Risk Reduction (ISDR), 2007]

[Pdf pages 62-66 / document pages 56-60](#)

Case Studies on the Use of the INEE Minimum Standards

INEE Case Study: Community Participation in School Rehabilitation - Iraq

http://ineesite.org/uploads/documents/store/doc_1_INEECaseStudyIraqSchoolRehab.pdf

[INEE, 2007]

► This Case Study, authored by a member of INEE, describes the way in which the INEE Minimum Standards have been applied during the rehabilitation of public schools in Fallujah, Iraq. Challenges relating to safe access routes and the recruitment of teachers as well as lessons learnt in applying the Minimum Standards on Community Participation and Equal Access are all discussed.

INEE Case Study: Responding to an educational emergency in the occupied Palestinian territory

http://ineesite.org/uploads/documents/store/doc_1_INEECaseStudyOPTEmergency.pdf

[INEE, 2007]

► This Case Study, authored by a member of INEE, describes an inter-agency programme to ensure educational access for children in the West Bank affected by a prolonged teachers strike. Challenges in this context of chronic crisis included the importance of the Minimum Standards relating to Community Participation in this politically tense situation as well as Minimum Standard on the Protection and Well-Being of Learners.

Case Study: Inter-Agency Coordination in the Aftermath of the Asian Tsunami

http://ineesite.org/uploads/documents/store/doc_1_INEECaseStudyTsunamiCoordination.pdf

[INEE, 2005]

► This Case Study, based on the experience and writings of Dean Brooks who worked with IRC in Aceh after the tsunami, details how the INEE Minimum Standards were utilized by the local authorities and international agencies as they developed a coordinated response to this large-scale disaster.

INEE Case Study: Post-Conflict Education Programmes in Burundi and DRC

http://ineesite.org/uploads/documents/store/doc_1_INEECaseStudyJRSBurundiDRC.pdf

[INEE, 2007]

► This Case Study describes how the INEE Minimum Standards have been applied in post-conflict contexts in Burundi and the Democratic Republic of the Congo. The author, a member of INEE, describes the value of applying the Minimum Standards on Community Participation and Analysis in order to ensure an effective and participatory monitoring and evaluation process that includes all stakeholders.

INEE Case Study: Participatory Assessment and Teacher Training in the Aftermath of the Tsunami

http://ineesite.org/uploads/documents/store/doc_1_INEECaseStudyTsunamiAssessmt.pdf

[INEE, 2006]

► This Case Study, authored by a member of INEE, describes the way in which the INEE Minimum Standards were applied during the rehabilitation of schools in post-Tsunami Aceh, Indonesia. The Minimum Standards in this context acted as a framework which enabled local and international agencies to communicate and effectively build upon previous systems of education. Issues of local community participation in assessment and planning in this situation of dire teacher shortage are enlightening for INEE members working in any context.