



Talking Points: Education in Emergencies and the INEE Minimum Standards

INEE encourages anyone who uses these Talking Points (and corresponding PowerPoint) to pick and choose among the following topics and bullet points as appropriate to your audience, presentation objective(s) and timeframe.

Education in Emergencies

- Wars and natural disasters deny generations the knowledge and opportunities that an education can provide. Education in emergencies, chronic crises and early reconstruction must be seen in a broad context; it is education that protects the well being, fosters learning opportunities, and nurtures the overall development (social, emotional, cognitive, physical) of people affected by conflicts and disasters.
- Education is a right. This right is articulated in various international humanitarian and human rights instruments, including the Geneva Conventions, which apply in times of war, as well as the Convention of the Rights of the Child, the Universal Declaration of Human Rights and many regional human rights instruments.
- Education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection. It saves lives by directly protecting against exploitation and harm, and by disseminating key survival messages, such as landmine safety or HIV/AIDS prevention. It sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents, and provides essential building blocks for future economic stability. It also helps to heal bad experiences by building skills, and supporting conflict resolution and peace-building.
- Education is prioritized by communities and offers a lifeline to them. Communities often start up some kind of education/school themselves during an emergency. However, maintaining this during a crisis is difficult when there is less local capacity and resources.
- In emergencies, increased assistance and innovative programs offer opportunities to build back better education systems and improve the quality of and access to education.

What does Education in Emergencies look like? Core response priorities and activities

- The immediate priority is the rapid organization of structured activities and restoration of education in the broad sense for all displaced children in temporary shelter, in camps, and in existing/adapted facilities, in order to provide safety and security to all affected children and adolescents, as well as to ensure they can have access to essential supplies and services for survival and normalcy as well as for learning. Typical activities include:
 - ✓ Rapid needs assessment, design of the response, with emphasis on establishing structured activities for children
 - ✓ Set up of “emergency spaces for children” providing security and protection for children and adolescents, psychosocial support, ensuring community engagement and involvement
 - ✓ Non-formal education activities including essential life skills (e.g. health/hygiene promotion, UXO awareness), recreational activities, and making inter-sectoral linkages (e.g. ensuring water and sanitation at safe spaces/schools)
 - ✓ Restart schooling in temporary shelters such as tents, start reintegration of children and teachers
 - ✓ Provide essential teaching and learning materials, return to normalcy and learning
- Beyond the initial response, focus is on scaling up as well as on pedagogical issues in order to promote a resumption to quality learning, with additional training for teachers and school managers, provision of textbooks and teaching equipment, as well as revising the curriculum where necessary, to meet the needs of all children and adolescents. Activities may include a more comprehensive needs assessment, examining in more detail the impact of the emergency on education, needs of the affected population, and longer-term actions required to rehabilitate the education system; return to areas of origin, support to education structures and facilities, clearing of school grounds; providing school feeding programmes, etc.

Education links with other emergency sectors

- For an effective education response that addresses children’s holistic needs, coordination and close collaboration between education and other clusters/sectors is required. An inter-sectoral approach to education is even more vital in emergency contexts than in normal situations, where education in emergency spaces for children offers a means of providing a sense of normalcy, psychosocial support, and protection of children

against harm, and a place for delivery of other vital services. It is important to ensure that linkages are made at the outset of an emergency through multi-sectoral needs assessments, followed by joint planning.

Protection: Education in emergency spaces for children/learning environments provides psychosocial support and protection by establishing daily routines and a more stable sense of the future; reduces vulnerability to trafficking, exploitation and child labour; engages children in positive alternatives to military recruitment, gangs and drugs; provides a means to identify children with special needs, such as experience with trauma or family separation; facilitates social integration of vulnerable children.

Camp management: Education in camp environments helps to re-create elements of a social structure and a sense of normalcy in the lives of children, their parents and their communities. In collaboration with the camp management cluster, school areas, child friendly spaces, play and recreational areas can be planned jointly within a camp setting at the outset of an emergency with guidance on standards provided to ensure safe and protective environments (e.g. safe distances, adequate latrine and sanitary conditions).

Shelter: School shelters (tents, temporary structures, reconstruction of education infrastructure) will be jointly planned to ensure that minimum standards for schools and classrooms are applied (e.g. size, construction, distance, and lighting).

Water and Sanitation: Safe water and gender-segregated and appropriate sanitation facilities for learning spaces and schools. Another important area for collaboration is hygiene promotion.

Health: Schools and temporary learning spaces provide an environment in which children can have safe and reliable access to various health services, be provided with basic knowledge on health and hygiene, and urgent life-saving health information.

Nutrition: Children's nutrition can be improved by the provision of meals or nutritious snacks as part of school feeding programmes

Logistics: Logistics support for provision of educational materials, which is a key part of education response.

The Inter-Agency Network on Education in Emergencies (INEE)

- INEE is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework to ensure the right to quality education in emergencies and post-crisis reconstruction. INEE's guiding principles are:
 - ✓ Education is a basic human right of all people, including those affected by crisis and instability
 - ✓ Education protects during crises and lays a sustainable foundation for recovery, peace and development
 - ✓ Education should be included in all humanitarian response
 - ✓ Education policy and services must be actively sustained and coordinated across the humanitarian–development continuum
 - ✓ Crises which destabilize education can be approached not only as urgent situations of immediate need but also as opportunities for transformation
- As of 2007, INEE has over 2,200 individual and organizational members. Steering Group members are: UNICEF, UNHCR, UNESCO, World Bank, the International Rescue Committee, Christian Children's Fund, Save the Children Alliance and Norwegian Refugee Council.
- INEE supports agencies, organisations, communities and individuals in their ongoing work by collating and disseminating information, learning materials, guidelines, and in some cases, providing training opportunities. As a network INEE is a flexible and responsive mechanism which brings organisations and individuals together to share resources and experiences. The INEE network facilitates the collaborative establishment of good practices, the development of tools and research, and advocates for institutions and governments to work together to ensure the right to education of those affected by conflict and natural disasters.

INEE Minimum Standards

- In recent years, awareness of the need for non-formal and formal education programmes in emergency situations has increased. Two issues in particular have come to the fore: how to ensure a certain level of quality and accountability in emergency education; and how to 'mainstream' education as a priority humanitarian response. In 2002, INEE began looking at the Sphere Project's example of how to accomplish these two objectives. The

Sphere handbook, comprised of the Humanitarian Charter and Minimum Standards, does not address education services.

- Learning from the example of the Sphere Project, in order to promote education as a key pillar of emergency response as well as develop a tool for effective action to meet the education rights of affected populations, a Working Group on Minimum Standards for Education in Emergencies was constituted in 2003 within INEE to facilitate the development of global minimum standards for education in emergencies.
- In 2003, INEE began facilitating the development of standards, indicators and guidance notes that articulate a minimum level of educational quality and access in emergencies. Over 2,250 individuals from more than 50 countries contributed to the development of the minimum standards. The minimum standards were developed, debated and agreed upon through a participatory process of:
 1. On-line consultation inputs via the INEE list-serve
 2. Community-level, national, sub-regional and regional consultations
 3. A peer review processInformation gathered from each step was used to inform the next phase of the process.
- This model reflects lessons learned from the Sphere Project's management process and emphasizes broad, transparent, cost-effective and consultative decision-making. One concrete way in which INEE's minimum standards process reflects the lessons learned from the Sphere Project is the inclusiveness of the initiative. While Sphere has been an NGO-led initiative, INEE as a network and the process to create education minimum standards have included representatives from a variety of levels, including schools and communities, local authorities, ministry officials, funding agencies and UN and NGO implementers, in order to ensure relevance to and buy-in from all education and emergency stakeholders.
- The handbook of *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (INEE Minimum Standards) was launched at INEE's Second Global Inter-Agency Consultation on Education in Emergencies and Early Recovery, in Cape Town, South Africa, on 2–4 December 2004. The handbook was well received by delegates and the consultative process in developing the standards was judged as significant as the product itself.

Content of the INEE Minimum Standards

- The INEE Minimum Standards constitute the first global tool to define a minimum level of educational quality in order to provide assistance that reflects and reinforces the right to life with dignity. The INEE Minimum Standards are founded on the Convention on the Rights of the Child, the Dakar Education for All (2000) framework, the UN Millennium Development Goals (MDG) and the Sphere Project's Humanitarian Charter. In addition to reflecting these international rights and commitments, the standards are an expression of consensus on good practices and lessons learned across the field of education and protection in emergencies and early reconstruction situations. They were developed by stakeholders from a variety of levels and have evolved out of emergency and early reconstruction environments around the world. As such, they are designed for use in emergency response, emergency preparedness and in humanitarian advocacy and are applicable in a wide range of situations, including natural disasters and armed conflicts.
- The minimum standards are represented in five categories:
 - ***Minimum Standards Common to All Categories:*** focuses on the essential areas of community participation and utilizing local resources when applying the standards in this handbook, as well as ensuring that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation.
 - ***Access and Learning Environment:*** focuses on partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid (nutrition) and shelter, to enhance security and physical, cognitive and psychological well-being.
 - ***Teaching and Learning:*** focuses on critical elements that promote effective teaching and learning: 1) curriculum, 2) training, 3) instruction, and 4) assessment.
 - ***Teachers and other Education Personnel:*** focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support.
 - ***Education Policy and Coordination:*** focuses on policy formulation and enactment, planning and implementation, and coordination.

The standards were designed to be an immediate and effective tool to promote protection and coordination at the start of an emergency while laying a solid foundation for holistic, quality education and disaster preparedness during reconstruction. Standards that are particularly relevant to emergency response staff are those focused on the safety of learners and the safety of the facilities in which they are learning:

INEE Minimum Standard: Access and Learning Environment Standard 2: Protection and well-being
Learning environments are secure, and promote the protection and mental and emotional well-being of learners.

INEE Minimum Standard: Access and Learning Standard 3: Facilities
Education facilities are conducive to the physical well-being of learners.

Implementation of the INEE Minimum Standards

- Since their launch, INEE Minimum handbook has been translated into ten languages (Spanish, French, Arabic, Dari, Japanese, Bahasa Indonesian, Portuguese, Bangla, Urdu, Khmer) and they are being used in over 80 countries around the world for programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy and preparedness. Users relate that the INEE Minimum Standards provide a common language, facilitating the development of shared visions between different stakeholders, including members of affected communities, humanitarian agency staff and governments. They are being used as a training and capacity-building tool: over 200 educational, protection and emergency trainers have been trained on the standards, and are training hundreds of others through a cascade training model. The standards are also being used to promote holistic thinking and response and to frame and foster inter- and intra-agency policy dialogue, coordination, advocacy and action for the provision of quality education in emergencies, chronic crises and early reconstruction.
- Training Materials and Workshops: Modular Training Materials, modeled on the Sphere materials, were developed in 2005 and are being used in 2006-2008 in a series of 11 INEE Training of Trainers (ToT) workshops on the INEE Minimum Standards, organized regionally and linguistically: Anglophone Africa, Francophone Africa, South Asia, Southeast and East Asia, South America, Central America, the Caribbean, the Middle East and North Africa, North America, the Indian Ocean and Europe. As a result, more than 225 trainers have been trained in nine ToT workshops that have been held thus far. Each trainer who is trained at an INEE ToT workshop is required to conduct a minimum of 2 local, national or regional trainings for managers and practitioners in education and emergency work in the 12 months after the INEE workshop. Consequently, over 1000 follow-up workshops have been carried out as a result of these ToTs, with dozens more planned in 2007-8. For more information on the trainings and updated training materials, please go to: www.ineesite.org/training
- The IASC Education Cluster, established at the end of 2006 and co-led by UNICEF and the Save the Children Alliance with the participation of an Advisory Group (UNESCO, WFP, UNHCR, International Rescue Committee, Christian Children's Fund and INEE), has adopted the INEE Minimum Standards as a guiding common framework for work at global and country levels. As such, the implementation and institutionalization of the INEE Minimum Standards will be carried out in partnership with the IASC Education Cluster, providing INEE with an opportunity to bring the standards to a wider audience in a more systematic way. The work of the IASC Education Cluster will serve to strengthen capacity and preparedness of humanitarian personnel and government authorities to plan, co-ordinate and manage quality educational programmes in emergencies.

Next Steps in Implementation

Based on evaluations in Uganda, Pakistan and Darfur, recommendations from INEE Minimum Standards training workshops and feedback received from members globally, INEE is prioritising the following activities:

- *INEE Minimum Standards Toolkit*: INEE has created a CD-Rom and web-based Toolkit on the INEE Minimum Standards, containing the INEE Minimum Standards handbook and Training Materials, including all translations, as well as a toolkit to help field staff and Ministry of Education officials operationalise the standards. The toolkit contains a select group of the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific standards for help in contextualising the indicators within that standard. The toolkit is being finalised now and will include a pull-out reference guide to the standards. This package will be distributed to INEE members and rolled-out in the INEE Regional Capacity-Building workshops and within the IASC Education Cluster.

- *Capacity-Building*: A series of INEE Regional Capacity-Building workshops in 2007 and 2008 will strengthen the regional and national capacity of education and humanitarian workers to ensure the effective application of the INEE Minimum Standards. At these workshops, delegates will share challenges, good practices and lessons learned in the training and implementation of the INEE Minimum Standards, and receive an introduction to the Toolkit and other new materials developed to aid in implementation of the standards.
- *Institutionalisation*: INEE has created a series of *Adoption Strategy Checklists for organisations using the INEE Minimum Standards* for NGOs, for UN Agencies, and for donor and government agencies (<http://www.ineesite.org/page.asp?pid=1056>), which articulate a variety of suggested actions that organisations can utilise when applying the standards internally and in bi- and multi-lateral work

INEE encourages all organizations and individuals to be involved in the promotion and implementation of the minimum standards. INEE's website and listserv present a forum for communication and networking, facilitating members' access to a clearinghouse of relevant publications, training materials, good practice guides, lessons learned, case studies, policy briefs, country profiles and other helpful links. While the main language of network is English, INEE posts materials in all languages and its members communicate in Spanish, French and Portuguese via Language Communities, which establish mechanisms for information-sharing, feedback and collaboration across different linguistic groups. To become a member of INEE and receive bi-monthly resource updates and contribute to our community go to: www.ineesite.org

Tools for Sphere Users: Integrating Education into Emergency Response

Protection

[Education Under Attack](#) (UNESCO, 2007) pp 32-43

► This global study on targeted political and military violence against education staff and students includes a section on Prevention and Response, which surveys the following strategies: armed protection, community defense, promoting resilience, international pressure and safe sanctuaries, and ends with a series of recommendations and conclusions in order to reduce violence against schools and school staff.

[Safe Schools and Learning Environments: Suggested Activities and Indicators for Programme Officers](#) [Safe Schools and Learning Environments: How to Prevent and Respond to Violence in Refugee Schools, UNHCR, 2007], Pages 38-41

► This matrix of suggested activities and indicators for programme officers articulates objectives related to safe schools and learning environments as well as corresponding expected outputs and performance targets.

[Safety and Security Measures](#) INEE Good Practice Guide [INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring that programs implemented in emergencies protect learners, such as ensuring that the school and surround area are safe, minimizing schools as targets or as centers for recruitment and ensuring safety coming to and from school.

[Child-Friendly Spaces](#): INEE Good Practice Guide [INEE, 2007]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for creating Emergency Spaces for Children with communities to protect children through structured learning, play, psychosocial support and access to basic services.

[Child Friendly Spaces](#) [Education in Emergencies: A Resource Tool kit, UNICEF, 2006], pp. 38-40

► This brief articulates the main principles of Child Friendly Spaces, details main educational activities in operationalising them, including key issues to consider.

[Safe Schools and Learning Environments: Key Steps and Actions to Remember for Multi-Functional Teams](#) [Safe Schools and Learning Environments: How to Prevent and Respond to Violence in Refugee Schools, UNHCR, 2007) pages 36-7

► This brief lays out key steps and actions to follow in order to create safe school and learning environments when carrying out situational analysis, prevention and response and monitoring and evaluation.

[Safe Spaces](#) [Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003] p. 84-91]

► This brief provides a definition of safe spaces and strategies for ensuring a safe school building (community responsibility, classrooms, furniture, drinking water, latrines), safety around the school (routes to and from school, UXOs, sanitation, recreation space) and in the school (food for education, health promotion and care, walls and décor) and in the classroom, in terms of avoiding politicization of what is taught and in the way in which a teacher disciplines the students.

[Child Protection Monitoring Tool for Communities](#) [Save the Children]

► This Child Protection Monitoring Tool provides a framework work for listening and watching for and reporting evidence of child protection concerns while working with children and the community.

[Child Friendly School and Protection Assessment Tool](#) [UNICEF Thailand]

► This Child Friendly School and Protection Assessment tool, from UNICEF Thailand, provides a framework for assessing protection and school children friendliness and should be adapted to the local context.

[Preventing and Responding to Gender Based Violence In and Through Education](#) [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 preventing and responding to gender-based violence in and through education

[IRC Child Protection Reporting Form for Teachers](#), within: The role of education in protecting children in conflict [Humanitarian Practice Network Paper, written by Susan Nicolai and Carl Triplehorn, 2003]

► Annex 2 (pages 33 and 34) in the ODI/HPN paper is a child protection reporting form for teachers to complete, collecting information on possible protection problems and an a matrix of protection problems, descriptions and the relevant articles that those protection problems violate within the Convention on the Rights of the Child.

[The role of education in protecting children in conflict](#) [Humanitarian Practice Network Paper, written by Susan Nicolai and Carl Triplehorn, 2003]

► This paper explores the links between education and the wider protection needs of the children it assists. Of particular note is table 2 (page 10) which details the potential physical, cognitive and psychosocial protective elements of education in emergencies, including the article within the Convention on the Rights of the Child that they such protection corresponds to.

Camp management, shelter and logistics

[INEE Good Practice Guide: Shelter and School Construction](#): INEE Good Practice Guide [INEE, 2003]

► This INEE Good Practice Guide articulates a series of practical strategies, checklists and resources for providing immediate shelter and school alternatives during an acute emergency as well as for constructing new shelters, including the planned sequence from temporary to permanent structures.

[Learning Spaces and School Facilities Chapter](#) [Guidebook for Planning Education in Emergencies and Reconstruction, UNESCO International Institute for Educational Planning (IIEP), 2006] Section 3: Access and Inclusion, Chapter 10: Learning Spaces and School Facilities

► This chapter contains a series of strategies to ensure access to safe learning spaces and provide for children's daily basic needs during school hours (pages 3-14) as well as an excerpt of the *Immediately, Sooner, Later Matrix of Response* focused on site selection, shelter and furniture (page 16).

[INEE Good Practice Guide: Student Seating and School Furniture](#): INEE Good Practice Guide [INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for creating an appropriate and conducive learning environment through ensuring student seating, blackboards and school furniture.

[INEE Good Practice Guide: School and Educational Equipment](#): INEE Good Practice Guide [INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for procuring local electrical and mechanical equipment and hand tools that are necessary to run a school efficiently, training staff how to use and maintain the equipment and maximizing the use of the equipment.

[Temporary Learning Spaces](#) [Education in Emergencies: A Resource Tool kit, UNICEF, 2006]pp. 37-38

► This brief gives an overview of things to remember and what to do when selecting and planning a safe, secure site, including planning for, ordering and using tented schools.

[Specifications for School Tents](#) [Education in Emergencies: A Resource Tool kit, UNICEF, 2006]pp. 42-44]

► This tool provides the specifications for school tents, including length, width, height and details/guidance regarding frame, topfly/tarpaulin sheet, outer tent, inner tent, insulation layer, ground sheet and accessories.

[Sphere Shelter and Settlement Standard 4: Design](#), from the Sphere Humanitarian Charter and Minimum Standards in Disaster Response [The Sphere Project, 2004], p. 221-224

► The Sphere Humanitarian Charter, which describes the core principles that govern humanitarian action and asserts the right of populations affected by emergencies to protection and assistance, and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This standard articulates the need for a shelter design that is acceptable to and protective of the affective population and provides a series of indicators and guidance notes on how to achieve this standard, including advice on materials and construction in warm, humid climates (guidance note 4), in hot, dry climates (guidance note 5) and in cold climates (guidance note 6).

[Sphere Shelter and Settlement Standard 5: Construction](#), from the Sphere Humanitarian Charter and Minimum Standards in Disaster Response [The Sphere Project, 2004], p. 224-226

► The Sphere Humanitarian Charter, which describes the core principles that govern humanitarian action and asserts the right of populations affected by emergencies to protection and assistance, and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This standard asserts the need for a construction approach in accordance with safe local building practices that maximize local livelihood opportunities and provides a series of indicators and guidance notes on how to achieve this standard, including guidance notes on construction standards (3) and disaster prevention and maintenance (4).

Health and Hygiene

[Strategies and Tools for Health and Hygiene Education](#) [Guidebook for Planning Education in Emergencies and Reconstruction, UNESCO International Institute for Educational Planning (IIEP), 2006] Section 5: Curriculum and Learning, Chapter 21: Health and Hygiene Education

► 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).

[INEE Good Practice Guide: Clothing and Hygiene](#): INEE Good Practice Guide [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.

[Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Context: Gender Responsive School Sanitation, Health and Hygiene](#) [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.

[Gender Equity Strategies: Comfort Kits for Female Learners](#) [Jackie Kirk, SoE/SBEP Gender Equity Support Program, 2004]

► This one-page strategy sheet articulates the ways in which insufficient or inadequate sanitary protection can prevent girls from accessing education and describes 'comfort kits' used in Sudan, containing: a bar of soap, four pairs of underwear and six reusable sanitary pads.

[School based Deworming Interventions: An Overview](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool summarizes why and how schools might go about providing deworming interventions.

[Dos and Don'ts in School Worm Control](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool provides basic recommendations for the planning and implementation of school-based treatment of heminthisias.

[Local Action: Creating Health Promoting Schools](#) [World Health Organisation, 2004]

This document is a practical "how-to" guide for work at the local level to establish school health programs. It offers organizing ideas and activities to identify health issues in the school and community and take steps such as establishing a planning team, gathering information, and developing an action plan to improve health and learning. This document includes many case studies, tools, handouts and masters for transparencies, which can be adapted to the cultural context and the resource base of the school.

[Psychosocial Checklist](#) [UNICEF, adapted from Refugee Children: Guidelines on Protection and Care, 1994; reproduced within the INEE Minimum Standards] p. 49 in INEE Minimum Standards [Handbook](#)

► This checklist can be used to for addressing issues of psychosocial well-being and recovery, which contribute to learners' security, protection, quality of service, happiness and warmth in the relations between education providers and learners. Specific survey methods will depend on the local situation and culture.

[Education Action Sheet from the Task Force on Mental Health and Psychosocial Support in Emergency Settings](#) (UN Inter-Agency Standing Committee, 2007)

► This Action Sheet articulates key actions and immediate steps for minimum response in providing and strengthening access to safe and supportive education, through re-establishing a safe learning environment, making formal and non-formal education more supportive and relevant, strengthening access to education for all, supporting educators to provide psychosocial support to learners, and strengthening the capacity of the education system to provide mental health support for learners experiencing particular difficulties. The Action sheet ends with three indicators and a series of key resources.

[Psychosocial Support to Learners – Strategies and Tools](#) [Guidebook for Planning Education in Emergencies and Reconstruction, UNESCO International Institute for Educational Planning (IIEP), 2006], Chapter 19: Psychosocial Support to Learners

► This chapter contains a summary of suggested strategies and guidance for implementing those strategies, to provide psychosocial support to learners (page 5), a matrix of symptoms of distress (page 10), a series of best practices in providing psychosocial support (page 11).

[Evaluating the Psycho-Social Environment of Your School](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool contains a Psychosocial Environment Profile questionnaire, developed by the World Health Organization, to evaluate the extent to which a school's environment contributes to the social and emotional well-being of its students and staff. It includes instructions for scoring the questionnaire, and for using the findings to plan and undertake corrective actions. While this tool may be useful to district and national level staff who make decisions on behalf of local schools, it is primarily intended for school administrators, teachers, community leaders and members of school health teams.

Water and Sanitation

[INEE Good Practice Guide: Water and Sanitation](#): INEE Good Practice Guide [INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring adequate water and storage for school needs, properly placed and sufficient toilets for students and teachers and a clean and hygienic school and learning area.

[Water and Sanitation: A Checklist for the Environment and Supplies in Schools](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool sets out strategies that will help ensure that schools and educational facilities have adequate water, sanitation and hygiene facilities to guarantee the health of their students and staff.

[Guidelines for the Provision of Safe Water and Sanitation Facilities in Schools](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool sets out guidelines and optimal and minimal acceptable standards for the provision of safe water and sanitation facilities in schools.

[Simple Technology for Filtering and Disinfecting Water at School](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool describes a simple method schools can use to disinfect water to make it safe for drinking and using in food preparation.

[Selecting an Appropriate Technology for Water Supply Projects](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool provides information that could help schools seeking to develop or improve their water-supply facilities to choose suitable and sustainable technologies. A number of water-supply technologies are described, with particular emphasis on the operations and maintenance requirements of each, as experience has shown this to be a key factor in determining long-term project success.

[Sphere Planning Guidelines for Minimum Water Quantities](#) for Institutions, from the Sphere Humanitarian Charter and Minimum Standards in Disaster Response [The Sphere Project, 2004], p. 93

► The Sphere Humanitarian Charter, which describes the core principles that govern humanitarian action and asserts the right of populations affected by emergencies to protection and assistance, and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This chart provides planning guidelines for minimum water quantities for institutions and other uses, including schools: 3 liters/pupil/day for drinking and handwashing, and public toilets: 1-2 liters/user/day for handwashing, 2-8 litres/cubicle/day for toilet cleaning.

[Planning Guidelines for Minimum Numbers of Toilets at Public Places and Institutions in Disaster Situations](#), from the Sphere Humanitarian Charter and Minimum Standards in Disaster Response [The Sphere Project, 2004], p. 94

► The Sphere Humanitarian Charter, which describes the core principles that govern humanitarian action and asserts the right of populations affected by emergencies to protection and assistance, and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This chart provides planning guidelines for minimum numbers of toilets at schools: 1 toilet to 30 girls and 1 toilet to 60 boys.

[Sphere Excreta Disposal Standard 1: Access to, and Number of, Toilets](#), from the Sphere Humanitarian Charter and Minimum Standards in Disaster Response [The Sphere Project, 2004], p. 71- 73

► The Sphere Humanitarian Charter, which describes the core principles that govern humanitarian action and asserts the right of populations affected by emergencies to protection and assistance, and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This standard articulates the need for an adequate number of toilets and provides a series of indicators and guidance notes on how to achieve this standard, including a specific ratio of communal toilets, such as in a school, in guidance note 4, and advice on the disposal of children's feces in guidance note 6.

[Sphere Excreta Disposal Standard 2: Design, Construction and Use of Toilets](#), from the Sphere Humanitarian Charter and Minimum Standards in Disaster Response [The Sphere Project, 2004], p. 73-75

► The Sphere Humanitarian Charter, which describes the core principles that govern humanitarian action and asserts the right of populations affected by emergencies to protection and assistance, and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This standard articulates the need for toilets to be sited, designed, constructed and maintained so as to be comfortable, hygienic and safe to use and provides a series of indicators and guidance notes on how to achieve this standard, including a specific indicator and guidance note ensuring that toilets are sited in a way to minimize threats to users, especially girls and women (guidance note 2).

[Sphere Water Supply Standard 1: Access and Water Quality](#), from the Sphere Humanitarian Charter and Minimum Standards in Disaster Response [The Sphere Project, 2004], p. 63-66

► The Sphere Humanitarian Charter, which describes the core principles that govern humanitarian action and asserts the right of populations affected by emergencies to protection and assistance, and minimum standards are aimed at improving the quality of assistance provided to people affected by disasters and improving the accountability of states and humanitarian agencies. This standard articulates the need for safe and equitable access to a sufficient quantity of water for drinking, cooking and personal hygiene and provides a series of indicators and guidance notes on how to achieve this standard, including a chart of basic survival water needs in guidance note 1.

Nutrition

[Emergency School Feeding Programme Guidelines](#) [UN World Food Programme, Northern Sector OLS, 2002]

► These guidelines provide eligibility criteria for Emergency School Feeding and provide guidance on beneficiaries, ration size, programme objectives, gender-sensitive strategies, food management and preparation, health hygiene considerations, water and sanitation, parental and pupil involvement, and duration of support.

[WFP Emergency School Feeding Guidelines](#) [UN World Food Programme], pages 27-35

► Within these guidelines, there are the following particularly useful tools: a Situation Analysis for Planning for School Feeding in an Emergency Setting (pages 27-29), a checklist for designing a school feeding program (pages 30-32) and an implementation checklist (pages 33-35).

[School Feeding Programme Indicators](#) [in Indicator Compendium, UN World Food Programme, 2005] pp. 11-12

► Pages 11-12 of this compendium of indicators contains output and outcome indicators for in-school feeding, school feeding take home rations and food for training, including literacy and numeracy programs.

[School Feeding Programme Checklist \[Adapted from Planning for School Feeding in the Emergency Setting\]](#), [World Food Programme, 2004 and Checklist: Determining Whether to Use Food as a Resource, Catholic Relief Services – also reproduced in the INEE Minimum Standards [Handbook](#), p 51]

► This checklist provides a series of questions that are important to ask if food is being considered as a resource for education interventions.

[HIV/AIDS Education in School Feeding Programmes](#) [in Getting Started: HIV/AIDS Education in School Feeding Programmes, World Food Programme,]

► This document includes sections on basic actions to integrate HIV/AIDS into school feeding programmes; key questions to ask; specific partners to approach; guiding principles; and examples of best practices. Also included are some suggestions

for taking on this new task, a glossary to give familiarity with and understanding of new terms, and additional HIV/AIDS resources.

[School Feeding Handbook](#) [World Food Programme]

► Within these guidelines, there are the following particularly useful tools: School Feeding Monitoring and Analysis Tool [Annexs 4 and 5 pp. 35-53], Guidance on Rations [pp.102-175], Example of Locally Manufactured Biscuits [pp.195-6], Food Consumption Patterns in Africa: A Quick Reference [pp.196-201], Micronutrient Content of Selected Food Aid Items [pp. 201-203], Examples of Traditional African Dishes prepared with Food Aid Commodities [p. 204-207] and a Checklist for the Safety of Food Preparation [pp. 230-2].

[Guidelines to Develop and Implement School Feeding Programmes that Improve Education](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► This tool sets out seven step-by-step guidelines that will enable teachers and administrators to enhance the impact of School Feeding Programmes (SFPs) on education.

[Nutrition Services Questionnaire/Checklist](#) [FRESH Tools for Effective School Health, UNESCO 2004]

► Intended for schools which already have a meal or food service programme in place, this tool will help the appropriate school staff, including service providers, to improve their services and assure effective implementation.

[INEE Good Practice Guide: School Feeding](#): INEE Good Practice Guide [INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for school feeding programs during a crisis, including ensuring high health standards during preparation and storage, maximizing nutritional inputs and anticipating the effects of school feeding on education and the community.