

INEE



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**TECHNICAL RESOURCE KIT
FOR EMERGENCY EDUCATION**

Foreword

The Inter-Agency Network for Education in Emergencies (INEE) was established in November 2000 as a follow up to the World Education Forum, held in Dakar in April 2000. It aims to improve the quality of educational response for populations displaced or otherwise affected by man-made or natural disasters, including refugees, the internally displaced, returnees and persons living in unstable states.

One element of INEE's work is to facilitate the sharing of best practice between member organisations. A first approach to this task was to identify education materials that could usefully be shared between agencies. In many cases, substantial resources are put into developing education materials that meet the needs of a specific situation. These materials are often used for a short time by the project team that developed them and are then lost to view. Meanwhile other teams labour to develop something similar, without the benefit of previous experience.

Emergency education programmes are often established at short notice. Results are required quickly, without time for curriculum development of the traditional kind. Staff are few and busy with operational issues. They often lack the expertise in this field and proceed by trial and error. INEE therefore felt it would be useful to collect existing materials and to share some of them in the form of a technical kit or mini-library.

Some materials in the kit are specific to a given time and place and cannot be used directly elsewhere. However, they can serve as useful resources for teacher training or for curriculum writers in another location. Other materials are generic in nature, and do not assume that the user is from a particular location. These materials can be used directly if desired, or can be adapted or serve as a resource in the preparation of situation-specific materials. Because of the time and resource constraints, it is useful in crisis situations to have generic materials. Where suitable generic materials do not yet exist, INEE hopes to develop them in the near future. During the years 2002-2003, INEE proposes to develop generic materials for teacher training, health and HIV/AIDS education, and to enrich and improve its peace education materials.

The INEE seeks to professionalise the work of emergency education projects by making available a set of resource materials on key themes. The kit does not cover the core curriculum of school subjects, which should be based on that of the countries concerned. It covers enrichment of the curriculum to meet some of the psychosocial and learning needs of emergency-affected children, youth and adults. Field programmes are invited to review their ongoing activities, to see if these issues receive enough attention and if the kit can provide a resource for programme enrichment. Further themes may be included in the kit in the future.

On behalf of all practitioners who will receive the Technical Kit, the INEE wishes to express appreciation to all who have worked to assemble it and to the agencies which have contributed items for the kit.

Signed by INEE Steering Group members:

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Notes

1. *Some items listed in this booklet are not available in French. Suggestions for substitute documents in French and information on documents in other languages are welcomed.*
2. *Some items may be omitted when kits are sent to certain destinations, due to weight considerations.*

I. LIST OF TITLES OF KIT MATERIALS

Guidelines and policy documents

UNHCR guidelines for educational assistance to refugees
Education in emergencies and for reconstruction: a developmental approach
Rapid education response in complex emergencies
ARC (Action for the rights of children) resource pack: education
UNHCR Handbook for emergencies: chapter 10
Sourcebook for refugee skills training
Thematic study on education in situations of emergency and crisis

Teacher training and support

Teacher Emergency Package teacher's guide: basic literacy, numeracy and themes for everyday living
Teacher Emergency Package: Trainer's support manual
Be a better teacher
Helping children cope with the stresses of war
Promoting psychosocial well-being among children affected by armed conflict and displacement

Education for children with disabilities

Guide for school teachers

Mine awareness education

International guidelines for landmine and unexploded ordnance awareness education
Mines beware! Starting to teach children safe behaviour
Mine awareness education: a country review and curriculum guidelines for Bosnia

Health education (general)

Children for health: children as communicators of facts for life
Health education curriculum for kindergartens
Focusing Resources on Effective School Health: a FRESH start to enhancing the quality and equity of education.
Tobacco use prevention: an important entry point for the development of health-promoting schools

HIV/AIDS education

School health education to prevent AIDS and STD: a resource package (separate volumes for students, teachers and curriculum planners)
Preventing HIV/AIDS/STI, and related discrimination: an important responsibility of health-promoting schools
HIV/AIDS education for refugee youth: the window of hope

Education for peace (including life skills, human values and rights)

INEE Peace Education Kit
Human rights: a teacher's guide
Peace education in UNICEF
All human beings: manual for human rights education
Booklets for a Culture of Peace

II. ABOUT THIS KIT

How the kit was assembled

The Inter-Agency Network for Education in Emergencies (INEE) was set up following the Geneva Consultation on Education in Situations of Emergency and Crisis, held in November 2000. Members include UN agencies, NGOs, donors, practitioners and researchers, concerned to improve the access to, and quality of, education in situations of emergency. The Network covers education for refugees and internally displaced persons, and for citizens of countries or regions coping with natural disasters, ongoing conflict or the tasks of post-conflict reconstruction.

A small Task Team of INEE members began work in May 2001, collecting good quality materials 'tried and tested' for use in emergencies. A request for such materials was issued to INEE members through its email 'listserve'. The kit consists of selected high quality materials that were available as donations or for reproduction by November 2001. It should be noted that some excellent materials were excluded, simply because it was necessary to keep the kit to a manageable size and weight.

What themes are covered in the kit?

At present, the materials in the kit focus on teaching/learning materials that are of especial importance in emergency and post-crisis situations, including health education, environmental education, landmine and unexploded munitions awareness, and education for peace and citizenship. There are also sample materials for in-service training of inexperienced teachers, which is often needed in such situations. The kit also includes some more general materials, such as policy guidelines for education in emergencies and a booklet on education for persons with disability.

No attempt was made to include textbooks for ordinary school subjects. Students affected by emergency situations should preferably continue to follow most of the school curriculum that they used before the emergency, for the sake of familiarity and to facilitate re-integration into their normal education system.

If the present kit is found to be useful, and as materials become available, the coverage of topics may be expanded.

Who is the kit for?

The kit is aimed primarily at the managers and senior staff of education programmes in situations of emergency and crisis. It provides a mini-library of resources that can be used to help design and upgrade education programmes for refugees, internally displaced

populations, populations affected by natural disasters, conflict-affected populations and during reconstruction.

No one person is expected to study all of the kit! Project managers may study the guidelines in detail and look quickly through the classroom materials. They may ask their senior educators to study the curriculum materials more closely. Some materials may not be relevant: notably, the mine awareness materials are needed only where students are in or likely to return to an area with mines or unexploded munitions.

Some of the materials can be used directly for training of trainers, teacher training or classroom lessons. All can be used as resources and inspiration for groups of professional educators assembled to prepare supplementary education materials in early emergency, or to upgrade curricula of established programmes.

In addition to project managers and senior project educators, the materials are of use to those donor, UN and NGO management staff, who wish to be aware of current good practice and to ensure that field programmes incorporate such practice.

How to obtain additional materials

Users may wish to obtain additional copies of some materials in the kit. Or they may wish to enquire about the availability of a particular item in another language. Information on sources and availability may be obtained from the INEE Network Coordinator. (For contact details, see back cover.)

Plans for a generic kit

This kit is intended as a first step in creating an INEE mini-library of user-friendly materials on various aspects of education in emergencies. INEE plans to generate generic guidelines and teaching/learning materials that can be used directly or as a convenient resource in any country. This work will begin in 2002 in the fields of teacher training and health. There will also be a major programme of Peace Education, which will enrich the generic materials already in the kit, incorporating experience from a wider range of situations. Suggestions of other priority areas will be welcomed and should be communicated to the INEE Network Coordinator.

III. HOW TO USE THIS KIT

Assembling and distributing the kit has been quite costly in terms of staff time for sending and receiving of materials, selection of the items to include, reproduction of multiple copies, and shipping costs. It is important therefore to ensure that the best use is

made of these materials, and also that there is good feedback to INEE on the utility of this initiative.

Some suggestions are offered here, to illustrate possible approaches to introducing the Kit.

1. Team-based opening of the Technical Kit

The Kit should be brought to a meeting of education project staff, preferably in some kind of wrapping (either the original wrapping or brown paper or something similar). Opening and displaying the Kit should be a special agenda item at the meeting. This will maximise the 'Festival' feeling and help to achieve maximum emotional impact. Staff should feel motivated to study some of the contents as a way of advancing their own professional knowledge and improving the effectiveness of their programme. Copies of this booklet should be shared among the staff present and with staff who were unable to attend the meeting.

2. Mini-workshop to plan how to use the Technical Kit

As soon as possible after receiving the Kit, a short planning workshop should be held, with all professional staff whose language and professional skills are sufficient for them to use it. (See next page.)

Workshop to introduce the kit to project staff

- (i) Introduction to INEE (see INEE booklet in Kit) and to the Technical Kit (5 minutes)
(Emphasise that the Kit does not cover the whole range of topics, but was limited to 15 kg! Select a rapporteur, -see item 6 below.)
- (ii) Quick comparison between Kit materials and currently used education materials (30 minutes)
Individuals or small groups each quickly examine the contents of one box, and briefly note useful new ideas or content relevant to your programme. Ask participants to fill in the sheet below.
- (iii) Sharing of ideas from group work (30 minutes)
Each group reports on its ideas. Build up a summary by filling in the sheet printed overleaf.
- (iv) Preparing a plan of action (20 minutes)
Participants take responsibility for follow up of particular ideas, through closer reading of documents and preparing suggested plans for future action. For example participants may decide to enrich their teacher training programme, revise and enrich a syllabus to include more health and/or environmental education, or to do participatory action research regarding introduction of HIV/AIDS or peace education.
- (v) Conclusion and date for next discussion (5 minutes)

(vi) Report on the workshop

A one-page report on the workshop may be sent to the agency headquarters, for information, and to INEE, for its evaluation of the impact of the Kit.

Theme(s) of the documents in this box:

Topics covered (description of documents on each topic, in 30 words):

Examples of any new ideas or content in the Kit that could be useful to the programme (10 words each):

Summary sheet for workshop item 3

Theme	Topics in kit	Brief summary	Ideas for future action
Guidelines/policy	Guidelines from different agencies Papers on current policies and programmes (world-wide)		
Teacher training and support	Early emergency 'TEP' guides Teaching methods Psychosocial needs (helping children cope with the stresses of war)		
Health education	General health education HIV/AIDS awareness (in-school, out-of-school)		
Peace education	Peace education Human values and rights		
Environmental education	Environmental education		
Landmine awareness	Safety from landmines and unexploded munitions		
Education for children with disability	Education for children with disability		

3. Workshop follow-up: programme or curriculum development workshops

If a group of educators is working full-time on curriculum specification, development of supplementary learning materials or design of teacher training programmes, they can use the Kit as a basic resource.

- Some teaching/learning materials can be used directly.
- Other materials may be partially incorporated into, or serve as a partial model for, guidelines or materials being produced locally.

4. Workshop follow-up: ongoing programmes

Staff need motivation, and acknowledgement of their effort and time, if they are to read materials in the Kit. One approach to the reading process is suggested below.

- Reading one topic per two weeks

The project manager may select one particular topic for review every two weeks. This will keep up the impetus to use the materials.

- Noting key ideas

Individuals, 'buddy partners' or small groups may be invited to take responsibility for a first review of particular documents within the topic chosen. They need not read every word but should read as much as they can within one week. They may then consider whether the book contains ideas that could improve the effectiveness of their programme. They should note their opinions on one sheet of paper and then hand the book to a colleague who should do the same.

- Compiling suggestions for action

After two weeks, the topic may be included on the agenda of the staff meeting, and a brief discussion held on new ideas emerging from the Kit documents. Staff notes on the documents they have read may be circulated at the meeting. Staff may illustrate their ideas through role plays based on the materials or simulation exercises. At the end of the discussion, the process may be repeated, by sharing out documents on a second Kit theme for review in a similar fashion.

- Sharing working documents

Copies of notes emerging from the kit review may be sent to the agency headquarters, for information, and to INEE, for purposes of Kit evaluation.

5. Management audit of existing programme in relation to the enrichment materials provided in the Kit

The project manager and senior colleagues should review the suggestions emerging from this reading exercise, and should consider which ideas to put into action. Managers

should consider whether their own programme systematically covers health, environmental and peace education in the ways illustrated by the Kit materials, and for out-of-school as well as school young people. They should review their programme of teacher training, in the light of teacher training section of the Kit, and also relevant sections of the materials on psychosocial needs and on methodology training for teachers of peace education. They may contact INEE Secretariat for more information on topics that they would like to incorporate into their programme (or cover more intensively in their existing programmes).

After three months, the manager should send a brief note to his or her agency headquarters, summarising the use made of the Kit and noting the impact of the Kit on project staff. He/she should document items to be included in the project workplan which have emerged from use of the Technical Kit.

INEE may also be able to suggest experts to contact (and occasionally, donors to approach). In the case of the Peace Education Programme, INEE can link programmes to its Peace Education Coordinator and Regional Advisers, for technical assistance and materials. In the case of teacher training and health education, INEE is sponsoring expert studies in 2002, to develop generic guidelines and teaching/learning materials.



IV. KIT MATERIALS: GUIDELINES AND POLICY DOCUMENTS

UNHCR guidelines for educational assistance to refugees

These guidelines introduce the range of situations confronting refugees, with a focus on large refugee populations. The phases of response are described, from rapid response at the beginning of an emergency to the establishment of a unified education system for the refugee population and preparation for repatriation. The guidelines emphasise the use of the curriculum of the area of origin, and of teachers from the displaced community. They emphasise the enrichment of the curriculum to emphasise themes such as peace education, environmental education and health.

Number of pages: 91

Published: UNHCR, Geneva (1995)

Education in emergencies and for reconstruction: a developmental approach

This policy document stresses that education in emergencies is not a relief activity but is central to human and national development. In emergency situations education must be established or restored as soon as possible. Where education systems have been rendered non-functional, rebuilding of the system provides the opportunity to transform education so that it better meets the needs of the diverse groups within the country. Suggestions are provided regarding emergency preparedness and response.

Number of pages: 21

Author: Mary Pigozzi

Published: UNICEF, New York (1999)

Rapid education response in complex emergencies

These guidelines explain the importance of recreation in early emergency response. They suggest kits of recreational and educational materials appropriate for rapid response, and cite standards for school supplies over the longer term. Flow charts illustrate the stages of creating and reproducing needed teaching/learning materials. Stress is laid on the need for heavy-duty reproduction equipment, and specifications are given for a prototype materials production unit. The booklet stresses the need for 'supplementary survival packages' covering safety/mine awareness, health, peace and reconciliation. Examples are also given of mobile tented schools used with nomads.

Number of pages: 47

Authors: Pilar Aguilar and Gonzalo Retamal

Published: UNESCO International Bureau of Education, Geneva (1998)

ARC (Action for the rights of children) resource pack: education

This resource pack, part of a wider series, is intended as a training tool. The objective is to sensitise senior managers, sector coordinators and field staff of UN agencies and NGOs to the right to education as a key feature of the protection of refugee children. The pack introduces the basic concepts of the right to education, community-based emergency response, longer term programming, curriculum and its enrichment with supplementary themes and activities, gender equity, inclusion of persons with disability and of adolescents. The pack includes participatory exercises, case studies, overheads and handouts.

Number of pages: 185

Published: UNHCR, Geneva and Save the Children Alliance (Revised edition, 2001)

UNHCR Handbook for emergencies: chapter 10

This extract from UNHCR's Handbook for early emergency response covers both the Community Services function and education. The six pages on education (including suggested kits of recreational and writing materials) represent a policy statement from UNHCR. The whole chapter is relevant to education in its explanation of the community-based approach and its guidelines for assistance to groups at risk (including women) and vulnerable groups.

Number of pages: 23

Published: UNHCR, Geneva (1999)

Sourcebook for refugee skills training

This sourcebook introduces the key steps to be undertaken before setting up a skills training project, whether for refugees or others. A situation analysis is needed to review precisely how trainees will be able to use their skills after training. Often too many trainees are trained in a particular skill and there is little opportunity for using it. Often ex-trainees lack real world experience of practising their skill. Case studies are provided to indicate how apprenticeship and production practice can be integrated into vocational training programmes. The case is made for including courses in literacy and international languages under the vocational training programme, since this is a low cost way of improving productivity and/or employability of large numbers of young people.

Number of pages: 132

Authors: Ann Avery, Claude Bobillier and Margaret Sinclair

Published: UNHCR, Geneva (1996)

Thematic study on education in situations of emergency and crisis

This overview of education for refugee, internally displaced and other crisis-affected populations in the 1990s was prepared by an ad hoc inter-agency group of NGO and UN practitioners. It was an input into the World Education Forum, held in Dakar in April 2000. It thus contributed to the emphasis on education for conflict-affected populations in the Dakar Framework of Action, and to the formation of the INEE.

Number of pages: 93

Authors: Bensalah, Sinclair, Nacer, Commisso and Bokhari

Published: UNESCO, Paris (2000)

V. KIT MATERIALS: TEACHER TRAINING AND SUPPORT

Even experienced teachers face unfamiliar problems in emergency situations. Head teachers may have to set up improvised schools with very limited materials and equipment. They may have to work out new timetables with a two shift system, if there is not enough space for all day classes. Teachers and students may be affected by traumatic experiences. Teachers need to modify their classroom practice to give reassurance to students, as well as coping with a long wait for textbooks and other materials.

In many emergency situations, teachers are volunteers without previous teaching experience. Others are experienced teachers who have not received teacher training. These teachers in particular need on-the-job ('in-service') training and in-school support by mobile trainers and school mentors. They may need re-training in the school subjects they are teaching, as well as training in teaching methods.

Teacher Emergency Package teacher's guide: basic literacy, numeracy and themes for everyday living

This Guide is intended to help inexperienced teachers with the start-up of lower primary classes in new emergencies. It was first developed by UNESCO's Programme for Education for Emergencies and Reconstruction (PEER) for use in Somalia in 1993, accompanying a kit of basic classroom materials. Different versions were subsequently developed by UNESCO-PEER and the Norwegian Refugee Council for use in the Rwandan emergency, in Angola, Sierra Leone, Burundi, Democratic Republic of Congo, Ethiopia and elsewhere. The version included in the English language Technical Kit was developed for Sierra Leone, while the francophone kit contains the version developed for Burundi. Typically the Guide includes about 30 examples of the types of lessons needed in the beginning stages of mathematics and language studies. There are also some brief notes on themes such as health, civics and the environment. It is preferably used with start-up and on-the-job teacher training, to introduce the basics of child-centred education and classroom management.

Number of pages: 159 (English), 79 (French)

Published: Norwegian Refugee Council, Oslo, in cooperation with UNESCO-PEER (2000)

Teacher Emergency Package: Trainer's support manual

This manual is based on notes prepared by the Norwegian Refugee Council for teacher trainers in Angola, and was intended for use in its rapid response programme in Sierra Leone. It includes suggestions for selecting teachers, organising training seminars, construction of simple classrooms and so on. It includes exemplar tests for administering at the beginning and end of the initial training seminar, and a summary of general teaching methodology.

Number of pages: 61

Published: Norwegian Refugee Council, Oslo (2000)

Be a better teacher

This book provides a self-study guide for teachers who have not had the benefit of formal training, and is divided into four sections: the basics, the lesson, the child and the school. It introduces basic principles of teaching such as blackboard use, lesson preparation, questions and response, class management, tests, learning and motivation, teaching methods and school management. It describes various aspects of school management including record-keeping, making arrangements for external examinations and so on. The book is easy to read and includes imagined conversations between more experienced and inexperienced teachers. It constitutes an excellent back-up to in-service training.

Number of pages: 203

Authors: Abdi Elmi, Ali Kahin and Haji Rabi

Published: UNESCO-PEER, Nairobi (1998)

Helping children cope with the stresses of war

This manual for parents and teachers draws on experience in Lebanon and elsewhere, in helping children cope with the stresses of war and other forms of systematic violence. It describes ten specific behaviour problems ranging from bed-wetting to aggression and risk-taking. It offers guidance on how to help children in different age groups who manifest particular problems, with specific suggestions for parents and for teachers.

Number of pages: 139

Author: Mona Macksoud

Published: UNICEF, New York (1993)

Promoting psychosocial well-being among children affected by armed conflict and displacement

This booklet introduces the psychosocial effects on children and adolescents of trauma, displacement and the breaking of social bonds that occur in emergency situations. It introduces seven principles for programmes with war-affected children: long-term perspective on children's well-being; community-based approach; promoting normality in family life and through school attendance; mobilising a community care system around a traumatised child; support and training for carers; avoiding harmful interviews with traumatised children; advocacy of children's rights.

Number of pages: 15

Published: Save the Children Federation/USA, Washington, for Save the Children Alliance (1996)

VI. KIT MATERIALS: EDUCATION FOR CHILDREN WITH DISABILITIES

Guide for school teachers

This Guide offers advice on how teachers can integrate children with disabilities into their classroom teaching. Suggestions are offered for integration of children who have difficulty seeing, hearing/speaking, moving, or learning, and on children who have fits or who have no sensation in their hands or feet.

Number of pages: 36

Published: World Health Organisation, Geneva (1989)

VII. KIT MATERIALS: MINE AWARENESS EDUCATION

International guidelines for landmine and unexploded ordnance awareness education

These guidelines were prepared by UNICEF, the focal point for mine awareness education in the UN system. They present very clear guidelines for programme design and management, from initial needs assessment to monitoring and evaluation of established programmes. The importance of a participatory approach is stressed. The key messages and curriculum points are listed and explained, and there is guidance on how to make materials positive, effective and relevant to local circumstances.

Number of pages: 53

Published: UNICEF (undated)

Mines beware! Starting to teach children safe behaviour

These guidelines were prepared by Radda Barnen (Swedish Save the Children), drawing on an earlier text by Tim Grant, a leading specialist in the field. They set out, in highly readable form, the messages and approaches suited to the age groups 3-7 years, 7-12 years, and 12 years and above. The illustrations are excellent.

Number of pages: 64

Published: Save the Children (Radda Barnen) Sweden, Stockholm (1999)

Mine awareness education: a country review and curriculum guidelines for Bosnia

This booklet includes a brief description of mine awareness programmes introduced in nine countries. It suggests guidelines for a landmine and unexploded ordnance education programme in Bosnia. There are ideas for integrating mine awareness into different school subjects, together with sample lesson plans, classroom activities, and ideas for school debates and discussions.

Number of pages: 32

Authors: Pamela Baxter, Jennifer Fisher and Gonzalo Retamal

Published: UNESCO International Bureau of Education, Geneva (undated)

VIII. KIT MATERIALS: HEALTH EDUCATION (GENERAL)

Children for health: children as communicators of facts for life

This manual incorporates the messages from the revised version of the classic 'Facts for Life'. It provides suggestions for teachers and youth workers on effective ways to teach health messages, and on ways that children may act on and disseminate these messages as individuals or in groups. Objectives for children's understanding and action are included for each of the following topics: breastfeeding, child growth, child development, hygiene, diarrhoea. Immunisation, coughs and colds, malaria, AIDS, safe motherhood, safety, food.

Number of pages: 183

Authors: Hugh Hawes and Christine Scotchmer

Published: 1993

Health education curriculum for kindergartens

This booklet outlines lessons for five to six year-olds, but states that they can be used for younger children by making them simple. It covers the themes of clean hands, nose, eyes, ears, teeth brushing, what goes in the mouth, what to eat, diarrhoea and malaria. Activities and songs are suggested, together with numerous 'dramas' or role plays, in most of which Child One follows a particular health guideline and Child Two does not (and gets sick).

Number of pages: 24

Authors: Stephen Hammer

Published: International Rescue Committee, Nairobi and New York (1999)

Focusing Resources on Effective School Health: a FRESH start to enhancing the quality and equity of education.

A joint strategy session of the World Health Organisation, UNESCO, UNICEF and the World Bank at the World Education Forum in Dakar, in April 2000, led to the 'FRESH' initiative. FRESH is designed to raise awareness of the advantages of an effective school health and nutrition programme. Its core framework comprises (i) health-related school policies, (ii) provision of safe water and sanitation, (iii) skills-based health education and (iv) school-based health and nutrition services. Supporting strategies include (i) effective partnerships between teachers and health workers, (ii) effective community partnerships and (iii) pupil awareness and participation. The FRESH booklet states these principles in six pages (in each of English, French and Spanish).

Number of pages: 27

Published: UNICEF, New York (jointly with UNESCO, WHO and the World Bank) (2001)

Tobacco use prevention: an important entry point for the development of health-promoting schools

This booklet provides comprehensive information on the harmful effects of tobacco use. It includes a two page spread of knowledge, attitudinal and skills objectives for school pupils in the age groups 6-9, 10-12, 13-14 and 15-16 years. Situation analysis and involvement of the community is essential for an effective programme, as is practising of life skills for resisting peer pressure, and responsible personal decision-making.

Number of pages: 42

Published: World Health Organisation (1999)

IX. KIT MATERIALS: HIV/AIDS EDUCATION

School health education to prevent AIDS and STD: a resource package (separate volumes for students, teachers and curriculum planners)

This comprehensive set of materials introduces the facts about HIV/AIDS and provides exercises for students to understand and practice assertiveness in resisting pressure to have unwanted or unprotected sex. The student book includes information and many cartoon-based stories and associated questions and activities. The teachers' guide explains and shows how to conduct each study unit and activity. The curriculum guide sets out the structure of the study units, indicating which activities might be appropriate to age groups 12-14, 13-15, 14-16 respectively. It includes various checklists and evaluation instruments.

Students' activities: 79 pages

Teacher's guide: 117 pages

Handbook for curriculum planners: 88 pages

Authors: Alan Robertson, Claudius Ceccon, UNICEF Zimbabwe

Published: World Health Organisation, Geneva / UNESCO, Paris (1994), re-issued UNAIDS, New York (1999)

Preventing HIV/AIDS/STI, and related discrimination: an important responsibility of health-promoting schools

This important document sets out the reasons why schools should provide education about HIV/AIDS and Sexually Transmitted Infections, and ways of convincing others that HIV prevention interventions in school will really work. It outlines key points relating to situation analysis, community involvement and monitoring and evaluation of achievements. It tabulates knowledge, skills and attitudinal objectives for education of young children, pre-adolescents and adolescents. Life skills such as problem solving and risk assessment, and negotiation for less risky behavioural alternatives are emphasised.

Number of pages: 49

Published: World Health Organisation, Geneva (with UNESCO Paris and UNAIDS, New York) (1999)

HIV/AIDS education for refugee youth: the window of hope

This booklet explains the need for HIV/AIDS education in refugee camps and similar settings. It asks the questions ‘what works?’ and ‘what does not work?’, emphasising the need to involve youth in programme design. Vital life-skills to be practised through role play in the context of HIV/AIDS avoidance include self-awareness, decision making, assertiveness to resist peer pressure to use drugs or have sex. Steps are suggested for a Community Task Force, to work participatively to agree on an AIDS curriculum, identify and deploy HIV/AIDS awareness teachers in the schools.

Number of pages: 29

Published: UNHCR (2001)



X. KIT MATERIALS: ENVIRONMENTAL EDUCATION

Environmental education, grades 1 to 8

These environmental education materials were prepared as part of a joint UNESCO-PEER/UNHCR programme for refugees in East Africa. The materials in the kit were prepared with the cooperation of the Ethiopian authorities and were intended for use by teachers in refugee settlements and neighbouring areas. There are about 20 lessons for each grade from 1 to 8 of primary school. The lessons are grouped in units covering the themes of soil, water, plants, animals, energy, shelter, environmental health, and cooperating to preserve the environment. The teacher's guides give background information and suggestions for practical activities, also indicating how the lessons could be integrated into normal school subjects, if desired. The student texts are profusely illustrated with line drawings. The texts can be used directly for settings resembling the Horn of Africa, and can serve as a resource for materials development elsewhere.

Student texts: about 30 pages each

Teacher guides: about 40 pages each

Published: UNESCO-PEER, Nairobi and UNHCR, Geneva (1999)

XI. KIT MATERIALS: EDUCATION FOR PEACE

(including life skills, human values and rights)

INEE Peace Education Kit

Children and adolescents affected by war benefit from the psychosocial, protection and cognitive aspects of attending school, but may still be influenced by thoughts of revenge and hatred. To ensure that emergency-affected children and adolescents learn the skills and values of peace, UNHCR developed a comprehensive school programme, complemented by intensive courses for adults. The materials are generic in nature, designed for use in both refugee and non-refugee settings and without reference to a particular country or population group. They have now been shared with the INEE, which will work to adapt them to a wide range of situations.

The Teacher's Activity Book gives detailed lesson plans for a weekly activity-based lesson in each of grades 1 to 8. It introduces 'life skills' such as active listening, emotional awareness, empathy, avoiding bias and prejudice, appropriate assertiveness, co-operation, problem solving, negotiation, mediation and reconciliation. The Community Workshop Manual helps trained facilitators to introduce the same skills in a manner drawing on the life experience of youth and adults, using a structured series of twelve half-day sessions. It leads into the concept of human rights and responsibilities. The teacher and facilitator trainings (during vacations and on-the-job) strengthen basic teaching skills as well as introducing the concepts, skills and values underlying peace education.

Number of pages:

Teacher's Activity Book (263 pages)

Teacher's resource notes (27 pages)

Teacher training manual (89 pages)

Community Workshop Manual (102 pages)

Facilitators' resource notes (23 pages)

Facilitators' training manual (83 pages)

Explanatory booklet (11 pages)

Charts, posters, poetry book, story book, role play cards, proverb cards

Author: Pamela Baxter

Published: UNHCR (2000), re-issued by INEE (2001)

Human rights: a teacher's guide

This guide was developed in Norway in 1994 and has since been adapted for use in Eastern Europe, the Caucasus and Africa. The guide introduces basic needs as experienced by children. It introduces the United Nations, its Charter and the three 'generations' of human rights instruments, including those dealing with women, children and refugees. It briefly introduces the elements of conflict resolution and the idea of a world without war.

Number of pages: 138

Authors: Helge Brochmann, Ragnhild Lager, Eldrid Midttun, Hakan Wall

Published: Norwegian Refugee Council, Oslo (1999)

Peace education in UNICEF

This UNICEF Working Paper summarises UNICEF peace education programmes. It identifies the objectives of peace education and its linkages to human rights education, education for development, gender training, global education, life skills education, landmine awareness and psychosocial rehabilitation. Approaches mentioned include improving the school environment, curriculum development, pre-service and in-service teacher education, camps, sports programmes, youth groups, training for community leaders and use of various communications media. Methods of evaluation are briefly discussed.

Number of pages: 42

Author: Susan Fountain

Published: UNICEF (1999)

All human beings: a manual for human rights education

This booklet is a practical guide to help students and teachers at primary and secondary levels understand the universal elements of human rights. It is a teacher's guide with simple exercises and ideas for class activities. It shows how the Universal Declaration of Human Rights proclaims, on behalf of the members of the United Nations, that all human beings matter, and how the Declaration can be used as a tool to improve the quality of life. By using this booklet, teachers and learners can examine what human rights and responsibilities mean in their own cultural contexts.

Number of pages: 172

Published: UNESCO, Paris (1998)

Booklets for a Culture of Peace

These booklets illustrate how a school, youth or adult group can make booklets for peace, folding a single piece of paper horizontally and then vertically to make 8 pages, or folding two pieces to make 16 pages. The booklets can be stapled or sewn with two stitches of thread along the middle fold. Photocopies can be made if the text is laid out on the A4 paper appropriately. Students or community members can write peace stories, poems, peace number booklets or alphabet booklets of peaceful things, for reading by younger children or new literates. The booklets include stories illustrating the life skills needed for peace, through animal stories, stories of peace-makers and so on.

Number of pages: 34

Author and publisher: Ann Avery (2000)

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