INEE Minimum Standards Toolkit: Protection and Wellbeing

The INEE Minimum Standards represent 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 relating to ensuring access to education through a learning environment which is protective of learners’ physical and emotional well-being are a selection from the INEE Minimum Standards toolkit, which has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards. The tools will help users of the INEE Minimum Standards adapt the indicators to their local setting and contextualise the guidance notes, good practices and lessons learned that are codified within the handbook in order to realize the standards.

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.

Tools

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 surrounding area are safe, minimizing schools as targets or as centres for recruitment and ensuring safety coming to and from school.

Emergency Spaces for Children: Draft 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. It provides guidance for following the ‘Do No Harm’ principle, involving communities in the development and implementation of learning that is relevant to children’s immediate and developmental needs, and training/supporting emergency spaces facilitators.

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

► 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 (pages 36-37). There is also a matrix of suggested activities and indicators for programme officers (pages 38-41), which articulates objectives related to safe schools and learning environments as well as corresponding expected outputs and performance targets.

(http://aidsalliance.3cdn.net/9e0c2c2ca0f6783d_aqm6b6zvz.pdf)
[Nick Salter and Lisa Schechtman, Global AIDS Alliance, 2007]
Document pages 7-13 / pdf pages 10-16

► Pages 12-13 of this report provide a set of best practices for building a comprehensive approach to combat school-related violence, drawn from case studies of promising practices (pages 7-12): USAID’s Safe Schools
Program in Ghana and Malawi, UNICEF’s Children Friendly Schools and Plan International’s safe schools program in Togo.

**Safe Spaces**

[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

- 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.

**Strategies and Tools for 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).

**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.

**IRC Child Protection Reporting Form for Teachers**


Document pages 33-34 / pdf pages 37-38

- This is a sample child protection reporting form for teachers to complete, collecting information on possible protection problems. It also contains a matrix of protection problems, descriptions and the relevant articles that those protection problems violate within the Convention on the Rights of the Child.

**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.

**Psychosocial Checklist**

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


- 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
(http://www.inesite.org/minimum_standards/mental_health_action_sheet.doc)
[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.

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]
- This chapter contains a summary of suggested strategies and guidance for implementing those strategies, to provide psychosocial support to learners (page 5-9), 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.

Identifying and Helping Children with Aggressive Behaviour
[FRESH Tools for Effective School Health, UNESCO 2004]
- This tool sets out a list of warning signs of potential violence among students and offers some useful tips on how to help students with violent behaviour apply a variety of strategies and methods.

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.

WFP Emergency School Feeding Guidelines
[UN World Food Programme, 2004]
- Within these guidelines, there are the following tools for ensuring that the nutrition and short-term hunger needs of learners are addressed to allow for effective learning to take place: a situation analysis checklist for planning school feeding (pages 27-29), a checklist for designing a school feeding program (pages 30-32) and an implementation checklist (pages 33-35).

WFP Emergency School Feeding Programme Guidelines (Sudan Programme)
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.

**School Feeding Programme Checklist**

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

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

**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 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.

**Resources**

**The role of education in protecting children in conflict**

[Susan Nicolai and Carl Triplehorn, Humanitarian Practice Network Paper, 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.

**Creating a Safe and Welcoming School**

[UNESCO, 2007]

This booklet, part of a series called The Educational Practices Series, shows how schools can be made safe and welcoming for children and as such, fostering children’s learning and their motivation to continue learning. Attempts to create schools that provide quality education for young people are many. Yet, the pursuit for the latest technological advances for increased effectiveness in education, neglect the need for a school to be a safe
and welcoming place for children to learn and grow. This booklet, part of a series called The Educational Practices Series, shows how schools can be made safe and welcoming for children and as such, fostering children's learning and their motivation to continue learning.

**Education Under Attack**
[UNESCO, 2007]
Document pages 32-44 / pdf pages 31-43

- 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 defence, 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: How to Prevent and Respond to Violence in Refugee Schools**
[UNHCR, 2007]
Pages 4-24

- This resource provides an overview of ‘what is safe education’ and articulates a set of guiding principles for responding to violence in educational settings. It presents a situational analysis for understanding violence in educational settings, lays out a series of preventive measures for creating safe and supportive learning environments and provides information on response mechanisms and monitoring and evaluation. The annexes include codes of conduct for refugee schools and quick guidance notes on suggested actions for programme officers and multi-functional teams.

**Toolkit on Positive Discipline**
[Save the Children, 2007]
Document pages 23-36 / pdf pages 39-52

- This toolkit was developed by a regional group of experienced people working to end physical and humiliating punishment. This chapter looks at the complex matrix of power relations, violence and abuse that underline physical and psychological punishments and presents a series of arguments for ending physical and psychological punishment. It also examines the difference between physical and psychological punishment and positive discipline and presents a series of activities, including one to help teachers and parents understand the difference between physical and psychological punishment and discipline.

**Sphere Food Security Standard 1: General Food Security**
[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]
Pages 120-124

- The Sphere Humanitarian Charter 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 that people should have access to adequate and appropriate food and noon-food items and provides a series of indicators and guidance notes on how to achieve this standard.

**Sphere General Nutrition Support Standard 1: All Groups**
[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]
Pages 137-140

- The Sphere Humanitarian Charter 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 that the nutritional needs of the population are met and provides a series of indicators and guidance notes on how to achieve this standard.

Sphere General Nutrition Support Standard 2: At-Risk Groups
[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]
pages 140-143
- The Sphere Humanitarian Charter 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 that the nutritional and support needs of identified at-risk groups are met and provides a series of indicators and guidance notes on how to achieve this standard, including indicators specifying the need to pay specific attention to the protection, promotion and support of the care and nutrition of adolescent girls.

Sphere Food Aid Planning Standard 1: Ration Planning
[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]
pages 157-158
- The Sphere Humanitarian Charter 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 rations designed to bridge the gap between the affected population’s requirements and their own food resources and provides a series of indicators and guidance notes on how to achieve this standard.

Sphere Food Aid Planning Standard 3: Food Quality and Safety
[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]
pages 160-162
- The Sphere Humanitarian Charter 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 food distributed to be of appropriate quality and fit for human consumption and provides a series of indicators and guidance notes on how to achieve this standard.

Sphere Food Management Standard 1: Food Handling
[Sphere Humanitarian Charter and Minimum Standards in Disaster Response, The Sphere Project, 2004]
pages 163-164
- The Sphere Humanitarian Charter 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 food to be stored, prepared and consumed in a safe and appropriate manner at the community level and provides a series of indicators and guidance notes on how to achieve this standard.

School Feeding Handbook
[World Food Programme]
- Within this handbook, there are the following tools: School Feeding Monitoring and Analysis Tool [Annexes 4 and 5], Guidance on Rations [pages 102-175], Example of Locally Manufactured Biscuits [pages 195-6], Food Consumption Patterns in Africa: A Quick Reference [pages 196-201], Micronutrient Content of Selected Food Aid Items [pages 201-203], Examples of Traditional African Dishes prepared with Food Aid Commodities [pages 204-207] and a Checklist for the Safety of Food Preparation [pages 230-2].