

Resources

The following guidance and resources can be used to support interventions with the Adolescent Kit

Adolescents

Adolescents: An Age of Opportunity - The State of the World's Children

UNICEF, 2011.

Examines the global state of adolescents, and outlines the challenges they face in health, education, protection and participation

http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report_EN_02092011.pdf

ARC Foundation Module: Child and Adolescent Development

Action for the Rights of Children, 2001.

Provides guidance and tools for supporting children and adolescents in humanitarian situations

<http://www.bettercarenetwork.org/sites/default/files/Action%20for%20the%20Rights%20of%20the%20Child%20-%20Child%20and%20Adolescent%20Development.pdf>

INEE Minimum Standards Toolkit: Adolescents and Youth

Inter-Agency Network for Education in Emergencies (INEE).

List tools and resources for ensuring adolescents' access to learning activities and education http://sphereprototype.conted.ox.ac.uk/cases/learningistheirfuture/pdf/doc_1_INEE_Toolkit_-_Adol_and_Youth.pdf

Child participation

Every Child's Right to be Heard

UNICEF and Save the Children, 2011.

A resource guide that includes guidelines for upholding children's right to participation in conflict and humanitarian settings (Chapter 7, p.139) http://www.unicef.org/french/adolescence/files/Every_Childs_Right_to_be_Heard.pdf

ARC Foundation Module 4: Participation and Inclusion

Action for the Rights of Children, 2009.

Provides practical guidance and tools for supporting children's participation and inclusion in humanitarian situations http://resourcecentre.savethechildren.se/sites/default/files/documents/arc-modf4-studymaterial-2009_0.pdf

Putting Children at the Centre: A practical guide to children's participation

Save the Children, 2010.

Offers guidance on how to support children's meaningful involvement in governance, planning, implementation, monitoring and evaluation across humanitarian and other programmes http://www.savethechildren.org.uk/sites/default/files/docs/Putting_Children_at_the_Centre_final_%282%29_1.pdf

Speaking Out, Being Heard: Experiences of child participation and accountability to children from around the world

Save the Children UK, 2010.

Brings together theoretical and practical approaches to supporting children's participation

<http://resourcecentre.savethechildren.se/sites/default/files/documents/5433.pdf>

UNICEF Participation Resource Guide

UNICEF, 2014.

Online guide with resources on child and youth participation

http://www.unicef.org/adolescence/cypguide/41190_index.html

Listen and Learn: Participatory Assessment with Children and Adolescents

UNHCR, 2012.

A tool for conducting participatory assessments with children and adolescents

<http://www.unhcr.org/50f6d1259.html>

A Toolkit for Monitoring and Evaluating Children's Participation

Save the Children, 2014

A six-part guide on how to monitor and evaluate children's participation in programmes, communities and in wider society

<http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation#sthash.1KsCl5yb.dpuf>

Child protection

Minimum Standards for Child Protection in Humanitarian Action

Child Protection Working Group (CPWG), 2012.

Provides minimum standards for child protection work in humanitarian settings http://www.unicef.org/iran/Minimum_standards_for_child_protection_in_humanitarian_action.pdf

A Matter of Life and Death: Child protection programming's essential role in ensuring child wellbeing and survival during and after emergencies

Child Protection Working Group (CPWG), 2015.

Explains how child protection interventions in humanitarian situations support children

<http://freefromviolence.org/wp-content/uploads/2013/04/CPWG.-A-Matter-of-Life-and-Death.pdf>

Child Protection Rapid Assessment Toolkit

Global Protection Cluster, Child Protection Working Group, 2012.

Guidance and tools for conducting a rapid child protection assessment in the aftermath of a rapid-onset emergency http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf

A Practical Guide for Developing Child Friendly Spaces

UNICEF, 2009.

Guidance on establishing and operating child friendly spaces in humanitarian situations

http://cpwg.net/?get=000465|2011/09/A_Practical_Guide_to_Developing_Child_Friendly_Spaces_-_UNICEF_11.pdf

Child Friendly Spaces in Emergencies: A Handbook for Save the Children staff

Save the Children, 2008.

Guidance on establishing Child Friendly Spaces for children during and immediately after an emergency such as a natural disaster or situation of armed conflict <http://resourcecentre.savethechildren.se/sites/default/files/documents/2923.pdf>

Interagency Guidelines for Case Management and Child Protection

Child Protection Working Group (CPWG), 2014.

Step by step guidance on conducting case management in humanitarian situations

https://www.humanitarianresponse.info/en/system/files/documents/files/interagency_guidelines_for_case_management_and_child_protection.pdf

Our Right to be Protected from Violence: Activities for learning and action for children and young people

UNICEF, 2007.

Guidance for staff who work with young people ages 12-18 to explore issues around violence against children; includes 18 learning activities, and ideas for taking action against violence <http://www.unicef.org/violencestudy/pdf/Our%20Right%20to%20be%20Protected%20from%20Violence.pdf>

Stolen Futures: The Reintegration of Children Affected by Armed Conflict

Save the Children, 2007.

Guidance for reintegration of children affected by armed conflict

<http://resourcecentre.savethechildren.se/sites/default/files/documents/2639.pdf>

Child rights

Convention on the Rights of the Child

United Nations, 1989.

The international human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children. UNICEF is specifically named in the Convention on the Rights of the Child (CRC) as a source of expert assistance and advice, and the fundamental mission of UNICEF is to promote the rights of every child as defined in the CRC.

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

ARC Foundation Module 2: Child Rights-Based Approaches

Actions for the Rights of Children, 2009.

Explains how to use child-rights based approaches in humanitarian situations

http://resourcecentre.savethechildren.se/sites/default/files/documents/arc-modf2-studymaterial-2009_0.pdf

Children with disabilities

ARC Critical Issue Module 3: Children with Disabilities

Actions for the Rights of Children, 2009.

Provides practical guidance and tools for supporting children

with disabilities in humanitarian situations

http://resourcecentre.savethechildren.se/sites/default/files/documents/arc-modf4-studymaterial-2009_0.pdf

Children with Disabilities: The State of the World's Children

UNICEF, 2013.

Examines the situation of children with disabilities around the world

http://www.unicef.org/sowc2013/files/SWCR2013_ENG_Lo_res_24_Apr_2013.pdf

Children with Disabilities: Ending discrimination and promoting participation, development and inclusion

UNICEF, 2007.

Provides recommendations for upholding the rights of children with disabilities in programmes in humanitarian settings

Disabilities among Refugees and Conflict-Affected Populations

Women's Commission for Refugee Women and Children, 2008.

Examines the challenges that face refugees with disabilities, and the unique capacities that they have to overcome them

<https://womensrefugeecommission.org/resources/document/609-disabilities-among-refugees-and-conflict-affected-populations>

Listening Together: Examples of child participation in action

Lumos, 2013.

Examines some of the methods and challenges involved in supporting the meaningful participation of children and adolescents with intellectual disabilities in development programmes <https://www.wearelumos.org/sites/default/files/2013%2009%2016%20Lumos%20TWIA%20Listening%20Together%20-%20English.pdf>

Take us seriously! Engaging Children with Disabilities in Decisions Affecting their Lives. UNICEF, 2013.

Provides guidelines for creating opportunities for children with disabilities to exercise their right to be heard and taken seriously.

http://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf

Education

INEE Minimum Standards for Education: Preparedness, Response, Recovery Handbook

Inter-Agency Network for Education in Emergencies (INEE), 2010.

19 standards to enhance the quality of educational preparedness, response and recovery in humanitarian settings.

<http://www.ineesite.org/en/minimum-standards>

UNICEF School in a Box: UNICEF Education Kit Handbook

UNICEF, 2013.

Guidance and supplies for supporting children and adolescents to continue their education in humanitarian situations. www.unicef.org/supply/files/Education_Kits_User_Manuals_Module_4.pdf

Good Practice Guide: Assessing resource needs and capacities in an Initial emergency

Inter-Agency Network for Education in Emergencies (INEE).

Good practice in assessing and analysing non-formal education needs in humanitarian settings.

http://www.ineesite.org/uploads/files/resources/doc_1_Assessing_Resource_Needs_-_Non_Formal.pdf

Education in Emergencies: Including Everyone. INEE Pocket Guide to Inclusive Education

Inter-Agency Network for Education in Emergencies (INEE), 2009.

Provides guidance for implementing an inclusive emergency education approach

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1007>

Gender

Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery

Inter-Agency Standing Committee, 2015.

Guidelines to assist humanitarian actors in humanitarian emergencies to coordinate, plan, implement, monitor and evaluate essential actions for the prevention and mitigation of gender-based violence (GBV) across sectors http://resourcecentre.savethechildren.se/sites/default/files/documents/2015-iasc-gender-based-violence-guidelines_lo-res.pdf

Guidelines for Gender-Based Violence Interventions in Humanitarian Settings: Focusing on prevention of and response to sexual violence

Inter-Agency Standing Committee Taskforce on Gender in Humanitarian Assistance, 2005.

Guidelines for establishing and coordinating a set of minimum multi-sectoral interventions to prevent and respond to sexual violence in emergencies <http://www.unhcr.org/453492294.pdf>

Program H|M|D: A Toolkit for Action - Engaging Youth to Achieve Gender Equity

Promundo, 2013.

A toolkit that supports adolescents to work toward gender equity <http://promundoglobal.org/resources/program-hmd-a-toolkit-for-action/>

Girl Centred Program Design

Population Council, 2010.

A toolkit for setting up and running programmes for adolescent girls

http://www.popcouncil.org/uploads/pdfs/2010PGY_AdolGirlToolkitComplete.pdf

HIV/AIDS

Guidelines for Addressing HIV in Humanitarian Settings

Inter-Agency Standing Committee, 2010.

Guidelines for providing a minimum set of HIV prevention, treatment, care and support services to people affected by

humanitarian crises

[file:///Users/useruser/Downloads/IASC_HIV_Guidelines_2010_En%20\(1\).pdf](file:///Users/useruser/Downloads/IASC_HIV_Guidelines_2010_En%20(1).pdf)

Guidance on HIV in Education in Emergencies

Inter-Agency Network on Education in Emergencies (INEE), 2010.

Guidance for education practitioners on integrating HIV and sexual and reproductive health issues into formal and non-formal education responses for adolescents ages 10-19

<http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1140/Introduction%20HIV%20January2011.pdf>

Humanitarian response

Core Commitments for Children in Humanitarian Action

UNICEF, 2010.

UNICEF's central policy for upholding the rights of children affected by humanitarian crisis http://www.unicef.org/publications/files/CCC_042010.pdf

The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response

Sphere Project, 2011.

Minimum standards, principles and best practice across humanitarian response sectors

<http://www.sphereproject.org/handbook/>

Life skills

Life Skills – Skills for Life: A handbook

International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2014.

Provides detailed guidance on life skills programming in the field

<http://pscentre.org/wp-content/uploads/Life-Skills.pdf>

Child Social and Financial Education: A companion to the Child Friendly Schools manual

UNICEF, 2012.

Supports children in learning about social responsibility and financial competency, through activities that allow them to explore their rights and responsibilities and to address social issues that are important to them http://www.unicef.org/publications/files/CSFE_module_low_res_FINAL.pdf

Action research: Participatory PM&E tools 'I DEAL' intervention

War Child Holland, 2012.

Outlines War Child Holland's innovative monitoring and evaluation tools for life skills and psychosocial interventions http://www.warchildholland.org/sites/default/files/bijlagen/node_492/6-2013/war_child_report_action_research.pdf

Conflict Sensitivity and Peacebuilding

Conflict Sensitive Education Pack

Inter-Agency Network on Education in Emergencies (INEE), 2013.

Guidance and tools for integrating conflict sensitivity into education programmes in fragile and conflict-affected settings

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1148>

Building Peace through Education

UNESCO, 2008.

Provides information and resources for promoting non-violence and peace <http://unesdoc.unesco.org/images/0016/001607/160787e.pdf>

Guiding Principles on Young People's Participation in Peacebuilding

UN Inter Agency on Youth Development, 2014.

Offers guidance on meaningful youth engagement and participation, especially in conflict or transition settings

<https://www.sfcg.org/wp-content/uploads/2015/04/SFCG-Guiding-Principles-Infographic.pdf>

Engaging Adolescents in Conflict Analysis: A guidance note

UNICEF, 2013.

Provides guidance for supporting the meaningful participation of adolescents in a conflict analysis

<http://learningforpeace.unicef.org/wp-content/uploads/2013/08/Guidance-Note-on-Engaging-Adolescents-in-PBEA-Conflict-Analysis-En.pdf>

Peacebuilding Knowledge, Attitudes and Skills: Desk review and recommendations

UNICEF, 2013.

Guidance on supporting children and adolescents to become peacebuilders

<http://learningforpeace.unicef.org/wp-content/uploads/2013/08/Peacebuilding-Knowledge-Attitudes-and-Skills-Desk-Review-and-Recommendations.pdf>

Conflict Sensitive Education Pack

Inter-Agency Network on Education in Emergencies (INEE), 2013.

Website with guidance and tools for integrating conflict sensitivity into education programmes in fragile and conflict-affected settings

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1148>

Conflict Sensitivity and Peacebuilding in UNICEF, Technical Note

UNICEF, 2012.

Technical note that explains key concepts, offers tools and approaches, identifies entry points in UNICEF strategies, frameworks and programmes, and provides examples of UNICEF programmatic contributions in the areas of conflict sensitivity and peacebuilding

Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-first Century

United Nations Educational, Scientific and Cultural Organization, 2004.

A global study of approaches to support young people's development of skills and need to develop respect for human rights and accept the responsibilities of citizenship, resolve conflicts peacefully in their personal relationships, and protect

themselves and their health, presenting case studies, lessons learned, and recommendations.

Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and UNESCO, 2008.

A guide for policy-makers, curriculum planners and NGO programme managers to strengthen the curricula for education for life skills, citizenship, peace and human rights, with suggestions for monitoring and evaluation processes.

Youth and Conflict: Best practices and lessons learned

Mercy Corps, 2011.

Best practices and lessons learned from Mercy Corps programmes on youth and conflict

http://www.mercycorps.org/sites/default/files/youth_and_conflict_best_practices_-_hi_res_final.pdf

ARC Critical Issue Module 7: Children associated with armed forces or armed groups

Actions for the Rights of Children, 2009.

Provides guidance for supporting children associated with armed forces or armed groups

<http://resourcecentre.savethechildren.se/sites/default/files/documents/arc-modc7-studymaterial-2009.pdf>

Programme monitoring and evaluation

Evaluation Handbook

Save the Children, 2012.

Step by step guide to conducting evaluations

<http://resourcecentre.savethechildren.se/sites/default/files/documents/5459.pdf>

Psychosocial Support and Mental Health

Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency Settings

Inter-Agency Standing Committee, 2007.

Guidelines to enable humanitarian actors to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people's mental health and psychosocial wellbeing in emergencies

http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings: What should protection programme managers know?

Inter-Agency Standing Committee, 2010.

Provides an overview of what Protection staff should know about mental health and psychosocial support in humanitarian emergencies https://interagencystandingcommittee.org/system/files/legacy_files/MHPSS%20Protection%20Actors.pdf

Assessing Mental Health and Psychosocial Needs and Resources: Toolkit for humanitarian settings

World Health Organization and United Nations High Commissioner for Refugees, 2012.

Guidance for designing and conducting an assessment of mental health and psychosocial needs and resources in humanitarian crises

<http://learningforpeace.unicef.org/wp-content/uploads/2014/02/WHO-UNHCR-MHPSS-Needs-Assessment-Toolkit.pdf>

Psychosocial Support for Youth in Post-Conflict Situations: A trainer's handbook

Danish Red Cross Youth and International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2014.

Training on community-based psychosocial support for youth in post-conflict situations

http://pscentre.org/wp-content/uploads/1679_rcy_youth_manual_T2.pdf

Psychosocial Interventions: A handbook

International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2014.

Guidance on how to plan, monitor and implement psychosocial interventions

http://resourcecentre.savethechildren.se/sites/default/files/documents/psi-handbook_en_july10.pdf

Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service International Rescue Committee, 2012.

Guidance for health and psychosocial staff in providing care and treatment to child survivors of sexual abuse in humanitarian settings http://www.unicef.org/pacificislands/IRC_CCSGuide_FullGuide_lowres.pdf

The Psychosocial Care and Protection of Children in Emergencies: Teacher training manual

UNICEF, 2009.

Guidance for teachers on providing psychosocial support within education programmes in emergencies

http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial_Care_and_Protection.PDF

Inter-Agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Crises

UNICEF, 2011.

Provides practical guidance for the evaluation of psychosocial programmes in crisis settings <http://www.unicef.org/protection/files/Inter-AgencyGuidePSS.pdf>

Psychological First Aid: A guide for fieldworkers

World Health Organisation, 2011.

Guide to conducting Psychological First Aid in the field http://www.searo.who.int/srilanka/documents/psychological_first_aid_guide_for_field_workers.pdf

Psychological First Aid Training Manual for Child Practitioners

Save the Children, 2013.

A training manual for providing Psychological First Aid to children in crisis situations

http://resourcecentre.savethechildren.se/sites/default/files/documents/final_pfa.pdf

ARC Foundation Module 7: Psychosocial Support

Actions for the Rights of Children, 2009.

Practical information and guidance on providing psychosocial support to children in humanitarian contexts

<http://www.unhcr.org/4c98a5169.pdf>

Programme Manager's Handbook: Psychosocial support in and out of schools

International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2014.

Guidance for programme managers on how to plan, implement and evaluation resilience and psychosocial initiatives for children

<http://pscentre.org/wp-content/uploads/Programme-managers-handbook.pdf>

Working with children and their environment: Manual of psychosocial skills

Terre des Hommes, 2008.

Training manual for running psychosocial activities with children in humanitarian situations

<http://www.socialserviceworkforce.org/system/files/resource/files/Working%20with%20Children%20and%20Their%20Environment%20-%20Manual%20of%20Psychosocial%20Skills.pdf>

Sexual and reproductive health

Inter-agency Field Manual on Reproductive Health in Humanitarian Settings

Inter-agency Working Group on Reproductive Health in Crises, 2010.

Provides guidance on implementing a minimum set of services in reproductive health in humanitarian settings http://www.who.int/reproductivehealth/publications/emergencies/field_manual_rh_humanitarian_settings.pdf?ua=1

Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings: A companion to the Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings

UNFPA and Save the Children, 2009.

Addresses the reproductive health needs of adolescents in humanitarian settings, and serves as a companion to the Inter-agency Field Manual on Reproductive Health in Humanitarian Settings

https://www.unfpa.org/webdav/site/global/shared/documents/publications/2009/UNFPA_ASRHtoolkit_english.pdf

ARC Critical Issue Module 4: Sexual and Reproductive Health

Actions for the Rights of Children, 2009.

Provides guidance and tools for supporting children's sexual and reproductive health

<http://resourcecentre.savethechildren.se/sites/default/files/documents/arc-modc4-studymaterial-2009.pdf>

It's All One Curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education

International Sexuality and HIV Curriculum Working Group, 2011.

A practical resource for teaching young people about gender, sexual health and sexuality

Volume 1: Guidelines:

www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf

Volume 2: Activities:

www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

Sports and recreation

UNICEF Recreation Kit: UNICEF Education Kit Handbook

UNICEF, 2013.

Guidance and supplies for engaging children and adolescents in structured games, sports and recreation activities in humanitarian situations www.unicef.org/supply/files/Education_Kits_User_Manuals_Module_2.pdf

Sport, Recreation and Play Guide

UNICEF, 2004.

Provides an overview of children's right to play, and examples of sport, recreation and play programmes around the world http://www.unicef.org/publications/files/5571_SPORT_EN.pdf

Moving Together: Promoting psychosocial well-being through sport and physical activity

International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2014.

Guidance on combining sport and physical activities with psychosocial support <https://www.icsspe.org/sites/default/files/Moving%20Together.pdf>