**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 DevelopmentAction 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](http://cpwg.net/?get=000465%7C2011/09/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 worldhttp://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%20'Listening%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 **s**upporting 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 sectorshttp://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 emergencieshttp://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](about:blank)

**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-Inforgraphic.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 peacdebuilding

**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 theInter-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 worldhttp://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