INEE GUIDANCE NOTE ON

CONFLICT SENSITIVE EDUCATION

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

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The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

For more information on INEE and its Working Groups visit www.ineesite.org
For more information on the INEE Minimum Standards visit www.ineesite.org/minimum-standards
For resources on education and emergencies visit the INEE Toolkit www.ineesite.org/toolkit

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Cover photo: A girl looks through a hole in a wall in her school, in the Tal Al Hawa neighborhood of Gaza City that was shelled during a military incursion in the Gaza Strip. © UNICEF/ NYHQ2009-0062/Iyad El Baba

Table of Contents

SECTION I INTRODUCTION

Why was this guidance note produced? 7
What is the purpose of this guidance note? 9
Who is this guidance note for? 9
What is included in this guidance note? 9
How is this guidance note organized? 10
What additional tools are associated with this guidance note? 12
Key concepts of conflict sensitive education 12

SECTION II STRATEGIES FOR CONFLICT SENSITIVE EDUCATION

1. Strategies for conflict sensitive analysis, participation and coordination 15
2. Strategies for conflict sensitive access and learning environment 25
3. Strategies for conflict sensitive teaching and learning 29
4. Strategies for conflict sensitive practices for teachers and other education personnel 34
5. Strategies for conflict sensitive education policy 38

SECTION III RESOURCES

Annex 1 - Conflict Sensitive Education Quick Reference Tool 43
Annex 2 - List of conflict analysis activities and tools 54
Annex 3 - Case studies 56
Annex 4 - References by topic 65
Annex 5 - Index 70

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1 INTRODUCTION

WHY WAS THIS GUIDANCE NOTE PRODUCED?

This guidance note is in response to the recognition that:

- Education is a human right.
- Countries affected by armed conflict are among the furthest from attaining the Education for All Goals and the Millennium Development Goal for access to quality education (UNESCO, 2011: 2; The World Bank, 2011: 50).
- In countries affected by conflict, education programmes and policies have both exacerbated and ameliorated conflict factors (UNESCO, 2011: 160, 221).
- By supporting conflict sensitive education, actors may avoid contributing to conflict and pursue contributing to peace.

Access to quality education is a human right. This right to education is codified by international political commitment in both the Millennium Development Goal and the Education for All Goals, as well as many other international binding and non-binding legal instruments (including those listed below).

- Universal Declaration of Human Rights 1948 (Articles 2, 26)
- Fourth Geneva Convention 1949 (Articles 3, 24, 50) Additional Protocol II 1977 (Article 4.3 (a))
- Convention Relating to the Status of Refugees 1951 (Articles 3, 22)
- International Covenant on Civil and Political Rights 1966 (Article 2)
- International Covenant on Economic Social and Cultural Rights 1966 (Articles 2, 13, 14)
- Convention on Elimination of All Forms of Discrimination Against Women 1979 (Article 10)
- Convention on the Rights of the Child 1989 (Articles 2, 22, 28, 29, 30, 38, 39)
- Rome Statute of the International Criminal Court 1998 (Articles 8.2.b.ix and 8.2.e.iv)
- Guiding Principles on Internal Displacement (non-binding) 1998 (Paragraph 23)
- Convention on the Rights of Persons with Disabilities 2006 (Article 24)
- United Nations General Assembly Resolution 64th session, 290 on Education in Emergencies 2010
- United Nations Security Council Resolution 1998 on Monitoring Attacks on Schools 2011

The right to education is not being fully realized for children and youth living in conflict-affected and fragile contexts. Of the 61 million children worldwide who are out of primary school, 28 million girls and boys live in conflict-affected fragile states—42% of the worlds' total (UNESCO, 2011: 2). Millions more youth lack access to relevant learning opportunities and skills for employment in these contexts. In conflict-affected countries, gross enrollment ratios in secondary school are 30% lower than in other countries and 21% of young people are illiterate (UNESCO, 2011: 132). "On average, a country that experienced major violence over the period from 1981 to 2005 has a poverty rate 21 percentage points higher than a country that saw no violence" (The World Bank, 2011: 5). Widespread sexual violence, targeted attacks on schools, and other abuses prevent girls, boys, young women and young men from gaining access to quality, relevant education in safe learning environments.

It is now widely recognized and documented that education and conflict have a bi-directional and complex relationship (e.g. Bush & Saltarelli, 2000). Clearly, conflict can disrupt education. In many contexts affected by conflict, education systems have been directly targeted, such as in Sierra Leone, occupied Palestinian territories, Iraq, Afghanistan and Pakistan. Additionally, education can contribute to conflict, for example, by instilling behaviors and attitudes that contribute to intergroup tensions. This occurred in the fragmented education provision and unequal access in Bosnia Herzegovina during the post-war period after 1995 (Magill, 2010: 13-14), as well as in Afghanistan in the 1980-90s through the printing and distribution of textbooks with violent content (Craig, 2002: 90-94; Spink, 2005: 195). Conversely, education can contribute to social transformation, from a society of exclusion towards one of inclusion. This is happening in Rwanda, where peacebuilding curricula and instruction practices are providing the next generation with values of respect and unity (King, 2011: 145-149). In Guatemala, the 1996 peace accords included commitments to extend intercultural bilingual education to indigenous people, aiming to lessen exclusion and support peace building (UNESCO, 2011: 223).

It is within these complex contexts, and with knowledge of the power of education to impact conflict or peace, that the education policy makers and practitioners must work to ensure the right to education for all. Education policies and programmes that only focus on technical solutions are not sufficient to address the challenges found in conflict-affected and fragile contexts. If attention to conflict is not integrated into education policy and programming, there is a risk that education investments will increase tensions. Education programmes and policies in conflict-affected and fragile contexts should be "conflict sensitive," both minimizing negative impacts and maximizing positive impacts.

While today much literature exists regarding either education/conflict (e.g. UNESCO, 2011; Mundy & Dryden-Peterson, 2011; Save the Children, 2010) or conflict sensitivity (e.g. Gaigals & Leonhardt, 2000; Conflict Sensitivity Consortium, 2012; Bush, 1998; APFO et.al., 2004), there are few references for how to develop and deliver conflict sensitive education-specific programmes and policies (e.g. Sigsgaard, 2012; UNESCO-IIEP, 2011). Therefore, this INEE Guidance Note on Conflict Sensitive Education aims to contribute a reference tool for education practitioners and policy makers on how to provide education in ways that are conflict sensitive.

WHAT IS THE PURPOSE OF THIS GUIDANCE NOTE?

In 2010, many themes of conflict mitigation were mainstreamed into the INEE Minimum Standards for Education: Preparedness, Response, Recovery, a handbook that articulates the minimum level of educational quality and access in all phases of emergency. The Handbook is designed to give governments and humanitarian workers the tools that they need to increase access to safe and relevant learning opportunities and ensure quality and accountability in providing these services.

This guidance note aims to support and expand on the INEE Minimum Standards content in order to provide a reference tool for conflict sensitive education strategies and resources for education practitioners and policy makers working in conflict-affected and fragile contexts.

The strategies mentioned are meant to provoke thought rather than indicate prescriptive measures; adaptation to each unique context will be necessary. The guidance note was developed with consideration of education delivery—early childhood, primary, secondary and tertiary levels of both formal and non-formal education—in all types and phases of conflict.

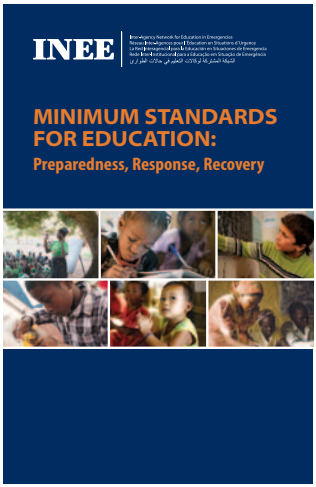
WHO IS THIS GUIDANCE NOTE FOR?

This guidance note is for education practitioners and policy makers working in conflict-affected and fragile contexts. The optional strategies may inform government, development and humanitarian workers. The guidance note may also be of use to additional audiences, such as humanitarian and development donors, and those working in other sectors: child protection, school health, water and sanitation, disaster risk reduction, peacebuilding, early childhood development, and livelihoods.

WHAT IS INCLUDED IN THIS GUIDANCE NOTE?

Section I introduces the guidance note and the key concepts related to conflict sensitive education programming.
Section II describes strategies to implement conflict sensitive education programmes and policies.
Section III presents useful resources, including: 1) The Conflict Sensitive Education Quick Reference Tool; 2) a list of conflict analysis activities and tools; 3) case studies; and 4) a list of references by topic.

HOW IS THIS GUIDANCE NOTE ORGANIZED?



This guidance note structure is based upon the INEE Minimum Standards for Education: Preparedness, Response, Recovery. Specifically, section II and the Conflict Sensitive Education Quick Reference Tool are organized according to the INEE Minimum Standards' 5 domains (see blue boxes below): Foundational Standards; Access and Learning Environment; Teaching and Learning; Teachers and Other Education Personnel; and Education Policy. Strategies for conflict sensitive education are provided for each of the standards in each of the domains.

Why use the structure of the INEE Minimum Standards as the frame for the INEE Guidance Note on Conflict Sensitive Education? As documented in the 2012 INEE Minimum Standards Assessment Report:

- The INEE Minimum Standards Handbook is widely used in conflict contexts (50% of use is in conflict contexts).
- The INEE Minimum Standards framework of 5 domains and 19 standards is a familiar and widely used framework for education practitioners (used mostly in preparedness activities and by international NGOs).
- The INEE Minimum Standards were developed and updated through a highly consultative process.
- The INEE Minimum Standards cover major areas of education and, as such, are a useful framework around which to develop newer fields in education, such as conflict sensitivity.

MAP

Minimum Standards for Education: Preparedness, Response, Recovery

Foundational Standards

Community Participation Standards: Participation and Resources – **Coordination Standard**: Coordination – **Analysis Standards**: Assessment, Response Strategies, Monitoring and Evaluation

Access and Learning Environment

- **Standard 1: Equal Access** – All individuals have access to quality and relevant education opportunities.
- **Standard 2: Protection and Well-being** – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
- **Standard 3: Facilities and Services** – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Teaching and Learning

- **Standard 1: Curricula** – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
- **Standard 2: Training, Professional Development and Support** – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
- **Standard 3: Instruction and Learning Processes** – Instruction and learning processes are learner-centred, participatory and inclusive.
- **Standard 4: Assessment of Learning Outcomes** – Appropriate methods are used to evaluate and validate learning outcomes.

Teachers and Other Education Personnel

- **Standard 1: Recruitment and Selection** – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.
- **Standard 2: Conditions of Work** – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
- **Standard 3: Support and Supervision** – Support and supervision mechanisms for teachers and other education personnel function effectively.

Education Policy

- **Standard 1: Law and Policy Formulation** – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.
- **Standard 2: Planning and Implementation** – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

WHAT ADDITIONAL INEE TOOLS ARE ASSOCIATED WITH THIS GUIDANCE NOTE?

Complementing this guidance note are two resources, which may be found on the INEE website here: http://www.ineesite.org/en/education-fragility/conflict-sensitive-education.

Diagnostic Programme Tool for Conflict Sensitive Education
The Diagnostic Programme Tool is for education programme staff and other stakeholders concerned with education in conflict-affected and fragile contexts. The Diagnostic Tool can be used to promote conflict sensitive education at all stages of the programme cycle: assessment, design, implementation/management, monitoring and evaluation. Principles of community participation, equity, access, quality, relevance and protection are included across the tool which is based on the INEE Minimum Standards.

Guiding Principles to Integrate Conflict Sensitivity in Education Policies and Programming
The Guiding Principles are for all education stakeholders concerned with education in conflict-affected contexts. The Guiding Principles can be used to ensure that conflict sensitivity is incorporated into education proposals, policies and programmes.

KEY CONCEPTS OF CONFLICT SENSITIVE EDUCATION

What is conflict sensitive education?

Conflict sensitive education is the process of:

1. Understanding the context in which education takes place;
2. Analysing the two-way interaction between the context and education programmes and policies (development, planning, and delivery); and
3. Acting to minimize negative impacts and maximize positive impacts of education policies and programming on conflict, within an organization's given priorities.

A conflict analysis is the critical first step in delivering conflict sensitive education programming. It is the systematic study of the background and history, root causes, actors, and dynamics of a conflict, which contribute to violent conflict and/or peace, and their interaction with the education programme or policy (UNICEF, 2012: 12).

Conflict-affected and fragile contexts, in this guidance note, refers to any situation impacted (or expected to be) by violence or armed conflict. Particular focus is given to conflict-affected education, which refers to any learning environment (formal or nonformal, from pre-primary to adult learning) that is expected to be or has been disrupted by violence or armed conflict. While this guidance note focuses on pre-primary to secondary education activities, much of the guidance may be adapted and applied at the tertiary and adult learning levels.

Peacebuilding and conflict sensitivity are sometimes used interchangeably and sometimes understood in different ways by different stakeholders. As mentioned above, to limit scope and promote clarity, this guidance note focuses on a narrow definition of **conflict sensitive education:** the delivery of education programmes and policies in a way that considers the conflict context and aims to minimize negative impact (i.e. contribution to conflict) and maximize positive impact. In this guidance note, the term **peacebuilding** is understood to mean activities that aim explicitly to address the root causes of conflict and contribute to peace at large.

COMPARISON: CONFLICT SENSITIVITY AND PEACEBUILDING (ABBREVIATED FROM WOODROW AND CHIGAS, 2009:10; UNICEF, 2012: 11)

CONFLICT SENSITIVITY	PEACEBUILDING
Definition: The ability to: • Understand the context in which the organization is operating, particularly intergroup relations; • Understand the interactions between its interventions and the context/group relations; and • Act upon the understanding of these interactions, in order to minimize negative impacts and maximize positive impacts.	**Definition:** Measures designed to: • Promote peaceful relations; • Strengthen viable political, socio-economic and cultural institutions capable of handling conflict; and • Strengthen other mechanisms that will create or support the necessary conditions for sustained peace.
Aim: Work **IN** the context of conflict to prevent negative and, if possible, maximize positive impacts of programme on conflict and violence factors	**Aim:** Work **ON** conflict seeking to reduce drivers of violent conflict and to contribute to the broader societal level peace.

2 STRATEGIES FOR CONFLICT SENSITIVE EDUCATION

The following section of the guidance note will briefly discuss conflict sensitive education strategies for each of the INEE Minimum Standards' 5 domains:

1. Foundational Standards,
2. Access and Learning Environment,
3. Teaching and Learning,
4. Teachers and Other Education Personnel; and
5. Education Policy.

Content for section II is drawn from the "key actions" listed in the INEE Minimum Standards for Education: Preparedness, Response, Recovery Handbook (2010) and current literature.

For each of the INEE Minimum Standards' 5 domains and their respective standards, the following components are included:

- **Strategies** that can promote conflict sensitive education;
- **Reflection questions** to consider if education activities are indeed conflict sensitive; and
- **Examples** of conflict sensitive education.

DOMAIN 1

STRATEGIES FOR CONFLICT SENSITIVE ANALYSIS, PARTICIPATION, AND COORDINATION

INEE Minimum Standards Domain 1: Foundational Standards*

Analysis Standards

1. **Assessment:** Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.
2. **Response Strategies:** Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.
3. **Monitoring:** Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.
4. **Evaluation:** Systematic and impartial evaluations improve education response activities and enhance accountability.

* For the purposes of this guidance note, in this sub-section, domain 1, the standards are in a different order than they appear in the INEE Minimum Standards Handbook. The analysis standards are presented before the participation and coordination standards.

The INEE Minimum Standards in this domain are the basis for the application of the remaining standards. They are critical for an effective education response that is conflict sensitive. The content below elaborates on conflict sensitive education strategies for each of the INEE Minimum Standards (in bold) in this domain.

The first step of implementing an education programme or policy is to conduct an **assessment** of the situation. If an assessment is not conducted in a conflict sensitive way, it can contribute to intergroup tensions or lead to unintentionally biased education programmes or policies. To ensure an assessment is conflict sensitive, consider the following strategies (Adapted for education from the Conflict Sensitivity Consortium, 2012: 8):

- Ensure that potential beneficiaries' expectations are not overly raised through the education assessment process, especially if funding is not guaranteed at the assessment phase.
- Consider how those conducting the education assessment are introduced to the community or government, and by whom. Do the local representatives who introduce the data collectors represent, or may they be perceived to represent, one side of the conflict?
- Take into account who manages the education assessment process. Do the managing actors (or their donors) represent, or may they be perceived to represent, one side of a conflict/a specific agenda, or do they represent an example of inter-group co-operation/neutrality?

- Keep in mind who is being consulted for education information and in what order, to avoid the risk of being perceived as biased towards one group over another.
- Retrieve, whenever possible, education information from multiple sources (e.g. national education management information system, UN monitoring and reporting mechanism, or Education Cluster assessment data) so you may compare and verify apparent educational equity or discrepancy.
- Understand the power dynamics of existing education actors and providers of education information; recognize that information may be biased, even without intending to be.
- Consider the security implications and risks for those who are engaged in providing the education information, bearing in mind the current and historical interaction between education and conflict.

In addition to conducting an education assessment in a conflict sensitive way, you should also include in the process a conflict analysis. A conflict analysis provides:

- A better understanding of the causes, dynamics and forces promoting violent conflict and/or peace; and
- An opportunity to identify and prioritize key underlying causes (e.g. root causes) of conflicts as the basis to inform education programming (development, humanitarian, peacebuilding at all levels—project, programme, and sectoral) (UNICEF, 2012).

WHAT IS A CONFLICT ANALYSIS?

(ADAPTED FROM CONFLICT SENSITIVITY CONSORTIUM, 2012: 4-6 AND UNICEF, 2012: 12-14.)

- What is a conflict analysis?
  A conflict analysis is the systematic study of the background and history, root causes, actors, and dynamics of a conflict, which contribute to violent conflict and/or peace, and their interaction with the education programme or policy.

- Why do it?
  The main objective of the conflict analysis is to explore and analyse the dynamics, stakeholders, and relationships between the conflict and the planned education programme or policy. Conflict analysis also serves as an opportunity to engage stakeholders to participate and develop a shared understanding of the context in order to inform education activities that maximize positive impacts and minimize negative impacts.

- Who participates?
  Participants may involve: government and non-government actors, national and international actors, bilateral and multilateral agency actors, civil society, children, youth, project staff, partner agencies, community members, organizations working in the same area, local authorities and stakeholders outside of the education sector. While a local or external facilitator may lead a conflict analysis, it is advisable to include a local facilitator in order to promote local commitment and proximity to the end user.

- How is it done?
  Methodologies vary, but the process generally includes the following steps.
  1. Desk research
  2. Design
  3. Consultations: surveys, key informant interviews, focus groups, participatory workshops
  4. Report drafting
  5. Presentation of findings
  6. Review of conflict analysis and adaptation of education programme or policy
- What activities are included? (See Annex 2 for relevant details on conflict analysis activities and tools)

  Commonly included activities of a conflict analysis are listed below.
  - situational analysis
  - stakeholder analysis
  - causal analysis
  - conflict dynamics analysis
  - prioritization of education programme or policy
- Where is it done?
  It should be tailored to any conflict-affected geographic area or programmatic level.
- When is it done?
  When used appropriately, the conflict analysis should be reviewed systematically, from the beginning and over the life of the intervention, to analyse the education and conflict context and continually inform education programme design, monitoring, evaluation and feedback.

Conflict Analysis How To Guides (see reference list for details):

- A Measure of Peace: Peace And Conflict Impact Assessment (PCIA) Of Development Projects In Conflict Zones, pages 25-31, by Bush, K.
- How to Guide to Conflict Sensitivity, pages 4-6, by Conflict Sensitivity Consortium
- Conflict-sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: A Resource Pack, chapter 2, by AFPO et.al.
- Conducting a Conflict Assessment: A Framework for Strategy and Program Development, pages 38-41, by USAID
- Conducting Conflict Assessments: Guidance Notes, by DFID
- Peace and Conflict Impact Assessment Handbook, by CPR Network
- Conflict Analysis and Prioritization Tool, by UN Staff College

A conflict analysis can be a stand-alone activity or the activities can be integrated into a broader assessment process, for example, a national education sector diagnosis. Conflict analysis findings should be considered together with other education assessment analyses, such as education system performance, resiliency of physical structure and human resource, policy management and environment, cost and financing framework, and political economy (UNESCO-IIEP, 2011: 36-46). (Relevant detail on conflict analysis can be found in Annex 2 and page 54.)

In recognition that, "aid given during conflict cannot remain separate from that conflict (Anderson, 1999: 1)," it is crucial that the education **response strategy** in a conflict-affected and fragile context aim to maximize the positive impact and minimize the negative impact. Specific conflict sensitive education response strategies are mentioned in the following sections of this guidance note. Below, are a few reflection questions to consider during the process of developing a response strategy. (Relevant detail for integrating conflict sensitivity into programme response strategies can be found in AFPO et.al., 2004: chapter 3; Conflict Sensitivity Consortium, 2012: 8-22; UNESCO-IIEP, 2011: 51-62.)

- **What? To determine the response strategy objectives:**
  - Have you considered the conflict actors, dynamics, timing and risks (as revealed in the conflict analysis)?
  - Do the education activities aim to meet the needs of conflict-affected populations for inclusive and quality education in equitable ways that do not contribute to grievances, intergroup tensions or conflict?
- **Who? If a response strategy will not have national reach, it is critical that beneficiary selection is done in a conflict sensitive way.**
  - What are the group interactions and perceptions of the conflict?
  - How are certain labels (refugee, conflict-affected, returnees, etc.) locally defined?
  - How will different groups receive the education programme or policy?
  - What are the biases of the delivering actor/agency/government?
  - Will targeting one group contribute to intergroup tensions or separatist identities?
- **Where?**
  - What is the relationship between the geographic area and the social groups?
  - How does the conflict affect geographic area?
  - If the geographic area contains beneficiaries and non-beneficiaries, how will the intervention lesson intergroup tensions?
- **When?**
  - What are the conflict dynamics over a calendar year? e.g. do they ebb and flow with a rainy/dry season? How will the education programme or policy adapt for these fluctuations?
  - Is the education programme or policy harmonized with the national education system?

In **South Sudan**, Save the Children International began an education in emergency programme aimed to support equal access for internally displaced and returnee children. To inform the programme roll out, the initial community assessment included focus group questions about the perceptions of the conflict. For example, parents were asked how the terms "internally displaced" and "returnee" were understood in the village. Knowing how the local community understood these terms, Save the Children education staff were better able to distribute education activities and deliverables to the intended beneficiaries in a way that minimized contribution to intergroup tension. *(Koons, 2012)*

Due to the dynamic nature of conflict-affected and fragile contexts, education activities and their impact on and interaction with the environment must be continually and consistently monitored and evaluated to ensure they are on target towards planned results and are avoiding unintended consequences. Below are a few strategies regarding how to conduct **monitoring and evaluation** in a conflict sensitive manner. (Detailed relevant guidance can be found here: SDC, 2006; DFID, 2010: 7-13; and UNESCO-IIEP: 2011: 65-78; APFO et.al., 2004: chapter 3; OECD, 2008).

- Consider how the people conducting the monitoring and evaluation are perceived by the people being consulted, and the impact this has on the information being collected.
- Consult members from diverse social groups. Include non-targeted as well as targeted beneficiaries.
- Use a mix of qualitative measures of perceptions and quantitative measures of objective changes and, where possible, cross-reference all information.
- Ensure that the information collected is shared with the people who were consulted, government and coordination mechanisms if this can be done without causing intergroup tensions.

What information should be collected will, of course, be determined by: a) the education response activity and b) the conflict context. In general, monitoring and evaluation should include variables that measure progress towards education objectives, interaction of activity with conflict context, assumptions, as well as the degree to which the targeted beneficiaries were actually reached. Below is a list of specific conflict sensitive variables to consider (DFID, 2010: 8-9; Sigsgaard, 2012: 30).

- Attacks on schools
- Risk factors for schools and students
- Teacher and student demographics
- Financial allocations to education in different regions
- Education discrepancies
- Perceptions of insecurity in/around learning environments
- Indicators of drivers of conflict, e.g. human rights violations
- Indicators of peacebuilding, e.g. reintegration of refugee students into schools

In the **occupied Palestinian territories**, UNICEF, UNESCO and others support the reporting of attacks on schools through a transparent and verifiable monitoring mechanism. In 2011, the United Nations Security Council unanimously adopted Resolution 1998, which recognizes schools and hospitals as safe havens for children. The resolution calls for all parties that attack schools and hospitals to be held accountable (UNICEF, 2011: 2). Monitoring the attacks in this objective way and disaggregating data by geographic, ethnic and religious categories helps to reveal education discrepancies and provides a basis for conflict sensitive education rights advocacy.

Where possible, education data should be disaggregated and mapped by region, ethnic, religious, gender and other relevant group characteristics. Some data disaggregation could lead to conflict by highlighting inequities. The conflict analysis will help determine which types of data should be made public for transparency and accountability, and which should be kept confidential to protect the security and well-being of education stakeholders.

INEE Minimum Standards Domain 1: Foundational Standards (continued)

Community Participation Standards

1. **Participation:** Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.
2. **Resources:** Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.

Equitable and transparent community **participation** is critical for conflict sensitive education. If this is not done well and from the beginning, one risks implementing a programme or policy that perpetuates existing inequalities or triggers intergroup grievances and conflict. However, if participation is done well, with a diverse and representative group, the potential of education to transform a society into one of peace can be maximized. (Relevant detail on community-based approaches in conflict-affected and fragile contexts can be found in Haider, 2009.) Below are a few conflict sensitive strategies to consider.

- Begin by considering, "What is the respective 'community' of the education programme or policy?" Community can mean individuals from a single village or individuals from across the nation, depending on the scale and scope of the education activity. Remember, a community is not one type of people; rather, it is a complex web of relationships and individuals differing in power, gender, age, economics, interests and other characteristics.
- Use the conflict analysis to explore the individuals and relationships that comprise the community.
- Select community participants in a participatory activity that aims to represent the diversity (ethnic, religious, disability, sex, age, or political) present. Include children and youth in meaningful ways. (Relevant resources on child/youth consultation are in the reference list.)
- Build on the existing community resilience, such as efforts a community has already made to provide education or the way parents already value education as a path to greater opportunities for their children.
- Recognize existing capacity of community members, regardless of group characteristic.
- Include a range of community members in the analysis, planning, design, implementation, monitoring and evaluation of education programmes and policies.
- Remember that whatever the working definition of community is at the outset of the education programme or policy, the assumptions and perceptions of community participation (who and how) must be continually examined and adjusted over the life of the programme or policy.

In **Nepal**, Save the Children, UNICEF, World Education and other partners supported community participation in the establishment of codes of conduct to promote the school as a zone of peace, i.e. protected from involvement with Maoist armed groups or the army. Community members assessed the risks conflict imposed on their school community and agreed on appropriate school codes of conduct. In some schools, the code of conduct was painted on the school wall and monitored by the parent teacher association (Save the Children, 2009; Smith, 2010: 261). Supporting participation in both the analysis of conflict dynamics impacting a learning environment, as well as the design of appropriate response strategy, as this case illustrates, is providing conflict sensitive education.

Often, delivering education in resource-scarce, conflict-affected environments involves identifying and mobilizing community resources (human, intellectual, linguistic, monetary or material). The benefits of local resource mobilization include promoting local ownership to strengthen the activity, as well as recognition of the value of existing skills. However, any resource exchange in a resource-scarce environment should be done in a conflict sensitive way. Consider the questions below to assess if resource mobilization is conflict sensitive.

- Who is providing the resource? How is the donor perceived by other groups in the community?
- What was the original source of the goods? Is it associated with a particular side of the conflict?
- How will this resource impact the relationship between the education activity and the conflict dynamics?
- Will use of this resource negatively impact equal access to education for any particular type of student?

INEE Minimum Standards Domain 1: Foundational Standards (continued)

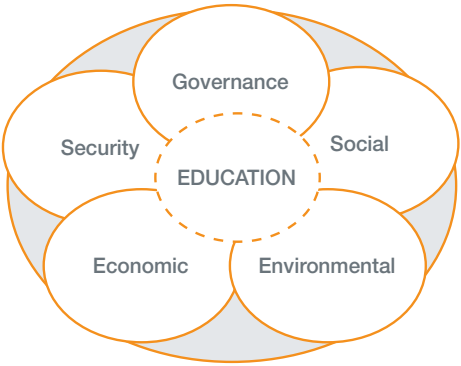
Coordination Standard

1. **Coordination:** Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

In addition to the participation of community members, participation of agencies and organizations through **coordination** mechanisms is critical to conflict sensitive education. In any context, coordination mechanisms can promote transparency, accountability, and comprehensive education strategies. In a conflict-affected context, coordination mechanisms can provide additional benefits; following are three examples.

- Education actors can participate in peacebuilding coordination mechanisms in order to advocate for allocation of peacebuilding funding to the education sector. In the best case scenario, education is then seen by the population, the government and other peacebuilding agencies as part of the peace dividend, i.e. as one of the benefits of peace.
- Coordination mechanisms, such as the Education Cluster, can bring agencies together to conduct comprehensive conflict analyses and assessment data collection.
- Within the ever-changing conflict context, coordination mechanisms can help education actors to adapt the education strategies and activities to new challenges and opportunities arising during the conflict-to-peace continuum.

With whom should coordination occur when delivering conflict sensitive education activities? Education-specific groups, such as the Education Cluster, are important to consider. In addition to education actors, consider including those from the economic, security and social spheres, such as the Ministry of Justice or the Ministry of Defence.



Of course, coordination takes time and education actors will need to prioritize from a wide variety of potential peacebuilding actors (government, non-government, UN, civil society, local actors, external actors, etc.). Listed below are a few UN peacebuilding actors to consider.

- UN Development Programme Bureau for Crisis Prevention and Recovery (UNDP/BCPR)
- UN Department of Political Affairs (DPA)
- UN Department of Peacekeeping operations (DPKO).
- UN Peacebuilding Fund (PBF)
- UN Peacebuilding Support Office (PBSO)
- OECD through the International Dialogue on Peacebuilding and Statebuilding

Below are reflection questions for each of the INEE Minimum Standards in Domain 1: Foundational Standards. These questions are selected from those in the **Diagnostic Programme Tool for Conflict Sensitive Education**, which may be found on the INEE website here: http://www.ineesite.org/en/education-fragility/conflict-sensitive-education.

INEE MINIMUM STANDARDS DOMAIN 1: FOUNDATIONAL STANDARDS	CONFLICT SENSITIVE EDUCATION QUICK REFLECTION QUESTIONS
Analysis Standard 1: Assessment	Have education stakeholders analysed the conflict context and how the proposed education programme or policy and conflict may interact? Does the conflict analysis include different perspectives of the varied stakeholders within the education community (parent teacher association, government officials, youth, women, men, girls, boys, different ethnic, religious or social groups, etc.)?
Analysis Standard 2: Response Strategy	Do the education programme or policy objectives, timing, and beneficiary selection take into consideration the conflict actors, dynamics and timing (as revealed in the conflict analysis)?
Analysis Standard 3: Monitoring	Has education data been disaggregated by region, ethnic, religious, gender or other relevant group characteristic to reveal education discrepancies and to inform the education response?
Analysis Standard 4: Evaluation	Have the intended and unintended consequences of the education programme or policy, and their interaction with the conflict dynamics, been evaluated? Or, is there a plan to evaluate them in the future?
Community Participation Standard 1: Participation	Have community members (parent teacher association, government officials, youth, women, men, girls, boys, different power structures, ethnic, religious or social groups, etc.) been informed on and engaged in the programme or policy cycle: assessment, design, implementation, monitoring and evaluation? Are any community members excluded from participating in the programme or policy cycle: assessment, design, implementation, monitoring and evaluation?
Community Participation Standard 2: Resources	Does the programme or policy method of resource mobilization impact (positively or negatively) the relationship between education and the conflict dynamics?
Coordination Standard 1: Coordination	Are education actors engaged in both peacebuilding coordination mechanisms and education coordination mechanisms that promote equitable and conflict sensitive distribution of education activities?

DOMAIN 2

STRATEGIES FOR CONFLICT SENSITIVE ACCESS AND LEARNING ENVIRONMENT

INEE Minimum Standards Domain 2: Access and Learning Environment

- **Equal Access:** All individuals have access to quality and relevant education opportunities.
- **Protection and Well-being:** Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
- **Facilities and Services:** Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

In conflict-affected contexts, the access to protective education and learning environments is often limited. Access to learning facilities and services that are safe and secure can help affected people cope with their situation and establish normality in their lives. The following section discusses some conflict sensitive strategies that correspond to each INEE Minimum Standard (indicated in bold).

Education inequalities often cause grievances that can contribute to conflict. Education reform in conflict-affected contexts is an opportunity to correct historic barriers to access. Whether at project or national level, education activities should contribute to equal access to quality education for all. To deliver education programmes or policies that promote **equal access** in a conflict sensitive way, consider the following strategies. (Additional topics related to specific barriers to access—such as language of instruction, curriculum and teacher recruitment—are elaborated on in the following sections.)

- Support education programmes and policies that make education accessible to all, including: former child soldiers, internally displaced and refugees, host communities, speakers of the non-dominant languages, and other previously excluded groups.
- Monitor and share information (with beneficiaries and non-beneficiaries) on the access activities and their interaction with conflict dynamics, especially when supporting education for groups previously excluded.

In **Afghanistan**, after analyzing the context, community based schools taught by female teachers in village homes were found to be a safe and stabilizing way to provide education facilities and services to girls. Because the home-schools were developed in a participatory way, communities trusted these teachers to educate and develop the students (Winthrop and Kirk, 2008). When response strategies take into account analysis of the conflict and address the related barriers to education, this is conflict sensitive education.

In Dadaab, **Kenya**, the largest refugee camp in the world, youth represent 15% of the total population. For most youth, following the formal Kenyan education system that is provided in the camp is difficult because they are above the appropriate enrollment age, lack proficiency in English and have little educational background. The Norwegian Refugee Council runs a Youth Education Pack (YEP) centre where host community youths and refugee youths receive vocational training for which they are awarded a government-approved Kenya National Trade Certificate. Recent assessments have found that 60% of YEP graduates are able to continue using their acquired skills two years after programme completion. Providing equal access to government-approved, relevant education opportunities for both host community youths and refugee youths avoids contributing to intergroup tensions and links youths to future host-country employment and education opportunities. This demonstrates conflict sensitive education. *(Magumba and Skeie, 2012)*

- Take into account and remove barriers to access that are administrative, such as: school fees, lack of documentation, or lack of recognition of certificates or exams earned in other countries.
- Consider education strategies that address barriers to access due to a generalized culture of violence, such as gender based and sexual violence against girls to, from and within schools.
- Prioritize education for ex-child soldiers, providing psychosocial support as necessary.

It is acknowledged that education can increase child protection risks. For example, schools can become targets for recruitment of child soldiers, or girls might be more vulnerable as they walk to school. However, research has also shown that in conflict contexts, schooling can help overcome challenges to children's well-being (Winthrop and Kirk, 2008: 639). Conflict sensitive education has at its core intent the **protection and the well-being** of the school community members. Following are several strategies to deliver conflict sensitive and protective education.

- Ask the local and diverse community members to provide input regarding how to implement education activities in a way that is protective of teachers, learners and the school environment.
- Consider strategies that keep learning environments—and the routes to them—free from violence and occupation, such as establishing a school as zone of peace agreement with the armed groups.
- Link the education site to providers of other social services (e.g. health, psychosocial and legal) through referral mechanisms (established systems by which teachers may refer children with needs to appropriate professionals of other social services).
- Establish a complaint process through which school community members may report threats to their safety and receive adequate response. The complaint process should protect the identity of the person and, ideally, be linked to a national database so policy makers and practitioners may use the data to deliver adequate protection and response if this can be done in a conflict sensitive way.

- Distribute to teachers, students and parents conflict sensitive and protective information, such as the location and avoidance of mined areas, how to identify unexploded ordnance/explosive remnants of war, or announcements of expected escalation of violence in the area.

What can be done to promote or provide education **facilities and services** in a way that is conflict sensitive? Any response strategy to support education facilities and services should reflect the specific findings of the conflict analysis; a few strategies are shared below as examples.

- Involve diverse community members, and use the conflict analysis findings, to inform decisions on learning site location, construction or restoration that will ensure safe access to education for all.
- Monitor continually community perceptions regarding decision-making, planning and implementation of construction to avoid unintended triggering of violence or conflict. Ensure that restoration and construction is not perceived as favouring one group over another.
- In situations of generalized violence, consider the proximity and safe access of both males and females to learning environment, water points and latrines. Mark learning spaces with visible protective boundaries and clear signs.
- Identify the learning site as a protected environment through strategies such as school codes of conduct, agreements with armed groups, protective barriers and routine maintenance.

In **Sierra Leone**, during the decade long war, sexual violence was perpetrated against female students and teachers in schools. Thousands of women and children were displaced from their homes. The Forum for African Women Educationalists Emergency Camp School provided both education and psychosocial services to children displaced by conflict. Psychosocial services included: bi-weekly trauma group counseling sessions, individual sessions as needed, life skills for young mothers and medical treatment for victims of gender based violence (McCandless, 2012: 32). Addressing the needs of conflict-affected children through providing access to protective social services can build resilience and social cohesion, and be perceived as a benefit of peace.

Below are reflection questions for each of the INEE Minimum Standards in Domain 2: Access and Learning Environment. These questions are selected from those in the **Diagnostic Programme Tool for Conflict Sensitive Education**, which may be found on the INEE website here: http://www.ineesite.org/en/education-fragility/conflict-sensitive-education.

INEE MINIMUM STANDARDS DOMAIN 2: ACCESS AND LEARNING ENVIRONMENT	CONFLICT SENSITIVE EDUCATION QUICK REFLECTION QUESTIONS
Standard 1: Equal Access	Have the education stakeholders mapped and responded to the relationship between the conflict and the barriers to access education (formal, non-formal, early childhood, basic and secondary) for specific groups of learners?
Standard 2: Protection and Well-being	Did a diverse group of community members participate to identify local risks to the protection and well-being of teachers and learners (from all groups)? Are the locations for the education programme accessible, safe and protected from possible violent attacks?
Standard 3: Facilities and Services	Do programmes that include activities to improve education facilities and services take into consideration the historical and present conflict context?

Former child soldiers attend an English class, at a transit and orientation centre run by the national NGO CAJED (Concert d'Action pour Jeunes et Enfants Défavorisés), in the eastern city of Goma, capital of North Kivu Province, Democratic Republic of the Congo. ©UNICEF/NYHQ2011-0351/Olivier Asselin

DOMAIN 3

STRATEGIES FOR CONFLICT SENSITIVE TEACHING AND LEARNING

INEE Minimum Standards Domain 3: Teaching and Learning

1. **Curricula:** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
2. **Training, Professional Development and Support:** Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
3. **Instruction and Learning Processes:** Instruction and learning processes are learner-centred, participatory and inclusive.
4. **Assessment of Learning Outcomes:** Appropriate methods are used to evaluate and validate learning outcomes.

Access to education is only as meaningful as the quality of the teaching and learning process. In conflict contexts, response strategies to reform curricula, train teachers, and assess learning outcomes can increase conflict, if not done in a conflict sensitive manner. The following section discusses a few conflict sensitive education strategies for each of the INEE Minimum Standards (in bold) in this domain.

A conflict sensitive **curriculum** includes topics related to peace and is not biased towards any group. Topics related to peace may include: critical thinking, human rights, citizenship education, non-violence, conflict prevention and resolution (Sigsgaard, 2012: 35-36). To avoid biases, the curriculum should meet the learning needs of different groups, such as that of ex-child soldiers, older children, and speakers of other languages. These learning needs may include life-skills, job-related skills, and language skills that are relevant to the labour market and the economy. An unbiased curriculum also represents equally the experiences of boys/girls and men/women, and preferably challenges any existing gender stereotypes.

In conflict-affected contexts, reform of curricula, texts, and materials is often necessary to meet the principles mentioned above. Conflict sensitive curricula reform requires a process that is gradual, participatory, and informed by the conflict analysis. (Relevant details on curricula reform can be found in Education Above All, 2012: 294-297.)

- In the early recovery phase, transition strategies for education can discontinue use of biased materials, analyse existing good practices, and recruit and train teachers from diverse backgrounds and genders.
- During the interim phase, education strategies can provide training for teachers on how to create and deliver lessons that avoid stereotypes and bias, and promote inclusivity, mutual respect and nonviolence. Supplementary materials may be provided to areas previously neglected due to the conflict dynamics.

Implemented by the Norwegian Refugee Council in **Liberia**, the Youth Education Pack (YEP) is responding to the needs expressed by youth who, due to the war, missed out on education opportunities. After the war, most youth were left with few opportunities for employment or income generation, and many experienced distrust in their communities. YEP teachers were trained on and based their instruction on the knowledge that a predictable life structure, daily routines and relevant educational activities are essential components to counteract the disruption caused by conflict. The YEP project evaluation identified many benefits for youth, such as acquiring a new positive identity in the community and learning vocational skills for small income generation. Additionally, the crime rate decreased markedly during the YEP project. When teachers are supported to provide relevant education for conflict-affected youth in a way that promotes intergroup acceptance, they are providing conflict sensitive education. *(Moberg and Johnson-Demen, 2009)*

- In the phase of long-term recovery, the national texts, teacher training, and school administration policies and exams can be cleaned of biased content and process, and replaced by content on responsible citizenship, school governance, human rights and humanitarian norms and conflict transformation. The reformed curricula, texts and materials should be distributed equitably across all regions and to all groups, including refugees, displaced peoples, and reintegrated child soldiers.

In a conflict-affected context, **teacher training, professional development and support** is an opportunity to impact, at scale, the transformation to a more peaceful, respectful, civically-minded population. Following are a few conflict sensitive strategies for each: training process, training content, and teacher support.

- Training Process - Make teacher training opportunities available to males and females and without discrimination against any group, including refugee and displaced teachers. For groups that were previously excluded from teacher training, provide relevant supplementary training that meets their needs. Coordinate with Ministry of Education to ensure the training is recognized for all groups by relevant authorities.
- Training Content - Conflict sensitive teacher training content includes competencies on participatory methodologies, human rights, conflict dynamics and transformation, identity issues, responsible citizenship, reconciliation, non-violent alternatives, multi-grade instruction, and addressing historical memory.
- Teacher Support - Conflict sensitive training topics should be reinforced by continuous and standardized follow-up (e.g. peer tutoring, supervisor support, refresher trainings, and material distribution). Many teachers in conflict-affected contexts have experienced first hand violence and need psychosocial support. To address this need, establish peer support structures amongst teachers to increase conflict-coping skills, share good practices, and reduce psychosocial stress. Encourage teachers through incentive programmes (economic or other) to return to or remain in the teaching force, especially those serving in hardship and/or conflict-affected areas.

The way a teacher imparts knowledge can be a powerful tool of social transformation for conflict-affected communities. Conversely, teaching methods can also perpetuate ideas and practices that contribute to conflict, such as prejudice and inequality. It is, therefore, critical that the **instruction and learning process** is delivered in a conflict sensitive

manner. Specific methods and content should be informed by the findings of the conflict analysis; however, a few general strategies for conflict sensitive instruction are listed below. (Relevant guidance on peacebuilding instruction methods can be found in the INEE Peace Education Programme Toolkit 2004-2008.)

- Coordinate with parents and community leaders so they understand and accept the learning content and teaching methods used, and do not regard it as a challenge to their particular identity group.
- Reflect on the findings of the conflict analysis and consider using mother tongue for early grades, or multi-lingual instruction, and recruit and train teachers who speak the minority languages (Sigsgaard, 2012: 38-39). For youth who will need a new language to enter secondary school or the local economy, consider meeting this need through alternative learning programmes.
- Demonstrate an understanding of the conflict dynamics and personal biases, and adapt instruction accordingly.
- Use methods that are appropriate to and inclusive of all learners, including reintegrated child soldiers, internally displaced, refugees, speakers of other languages, and children/youth of other nationalities.

In **Bosnia and Herzegovina**, integrated schools in the autonomous District of Brčko offered returnees and internally displaced persons a secular programme on the 'culture of religions', as opposed to religious instruction. This provided an alternative to exclusionary religious denomination schools, and eventually enabled social reintegration." (INEE Working Group on Education and Fragility, 2011a: 39) Reforming curriculum to remove biases against particular groups and promote social integration exemplifies conflict sensitive education.

A teacher helps James Kaahwa, 10, write on the blackboard during an English lesson at Kisojo Model Primary School in Kyenjojo District, Uganda. © UNICEF/NYHQ2010-1482/Shehzad Noorani

In **Rwanda**, schooling has been assigned a key role in the post-genocide reconciliation phase and peace education is an important part of the curriculum, making space for the cultivation of values such as justice, solidarity, and respect. Additionally, teachers are making a special effort in their instruction to be nurturing and inclusive. One teacher tells all of her students that, 'You are all my children, my beloved. There are no these ones and those ones, you are all Rwandan.' (King, 2011: 147-149) When teachers are aware of the conflict dynamics and their own biases, and implement pedagogy of participation and inclusion, they are delivering conflict sensitive education.

- Model and instruct on non-violence, critical thinking, peaceful conflict resolution and respect for different opinions (UNICEF, 2012: 23, 54; INEE Working Group on Education and Fragility, 2011b: 47).

How can the **assessment of learning outcomes** be done in a way that is conflict sensitive? Learning assessments can be tools of constraint or opportunity in conflict contexts. If a required national exam is only provided in the language of those in power, or the content is only culturally relevant to a specific group, the assessment is a barrier to equitable education access and quality. Alternatively, if a national exam is unbiased and accessible to all learners, it can be an equitable opportunity towards future education or employment. Strategies to make assessment of learning outcomes conflict sensitive are listed below.

- Make assessments fair and accessible to all learners, through actions such as translation, cleaning of content biased towards any group and equitable distribution of tests across regions.
- Coordinate with the Ministry of Education to address issues of assessment mainstreaming, such as recognizing assessment certificates from other countries or from in-country non-government education providers (e.g. agencies providing education in refugee camps).
- Include in assessments conflict sensitive topics, such as responsible citizenship and conflict transformation.
- With conflict sensitivity, disaggregate assessment data by group characteristics to identify education discrepancies and regions that need supplementary education investment for all students to have access to quality education. As stated in the monitoring and evaluation section above, disaggregated information can be used to fuel intergroup conflict and, therefore ,should be handled in a way sensitive to conflict dynamics.
- Utilize assessment results to test the quality and relevancy education—e.g. the relevancy of technical and vocational education programmes against the market environment—and to inform changes in the curricula and methods.

Below are reflection questions for each of the INEE Minimum Standards in Domain 3: Teaching and Learning. These questions are selected from those in the **Diagnostic Programme Tool for Conflict Sensitive Education**, which may be found on the INEE website here: http://www.ineesite.org/en/education-fragility/conflict-sensitive-education

INEE MINIMUM STANDARDS DOMAIN 3: TEACHING AND LEARNING	CONFLICT SENSITIVE EDUCATION QUICK REFLECTION QUESTIONS
Standard 1: Curricula	Is there a process to ensure that curricula and teaching materials are free of biased content and accessible to the needs of all learners (regardless of their ethnic, religious, gender, linguistic or other group characteristic)?
Standard 2: Training, Professional Development and Support	Do pre- and in-service teacher trainings include conflict sensitive competencies, e.g. inter-cultural sensitivity? (See list of competencies on page 35.)
Standard 3: Instruction and Learning Process	Are teachers supported to adapt their lessons to be relevant to the variety of learners' needs and the conflict dynamics?
Standard 4: Assessment of Learning Outcomes	Are learning assessments unbiased in content and accessible to all learners, such as returnees speaking different languages, reintegrated child soldiers, over-age learners, etc.?

DOMAIN 4

STRATEGIES FOR CONFLICT SENSITIVE PRACTICES FOR TEACHERS AND OTHER EDUCATION PERSONNEL

INEE Minimum Standards Domain 4: Teachers and Other Education Personnel

1. **Recruitment and Selection:** A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.
2. **Conditions of Work:** Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
3. **Support and Supervision:** Support and supervision mechanisms for teachers and other education personnel function effectively.

The content below elaborates on conflict sensitive education strategies for each of the INEE Minimum Standards (in bold) in this domain.

Informed by the conflict analysis, conflict sensitive **teacher recruitment and selection** should involve a transparent, participatory process that avoids bias towards any one group. If done in this way, recruitment of a teaching labour force avoids perpetuating inequalities and can be perceived by previously excluded citizens as a benefit of peace, or a peace dividend. If, however, recruitment is conducted according to conflict lines, it can escalate intergroup grievances and trigger violence (Sigsgaard, 2012: 33). Following are a few strategies to implement conflict sensitive teacher recruitment and selection.

- Draft non-discriminatory job descriptions and selection guidelines that include conflict sensitive competencies (see text box on page 35).
- Establish a selection committee that represents diverse social groups, including those that may have been previously marginalized due to the conflict dynamics.
- Select teachers and other education personnel in a transparent way based on the job descriptions and conflict sensitive competencies, taking into account community acceptance, gender and diversity.
- Deploy teachers in a fair and transparent way to all regions equitably, using incentive schemes (salary or non-monetary bonuses) to fill hardship positions in areas underserved due to conflict dynamics.
- Coordinate with Ministry of Education in order to link with and support development of long-term, equitable, human resource and payroll systems for teachers and other education personnel.

Competencies of Conflict Sensitive Teachers and Other Education Personnel (Adapted for teacher recruitment from Conflict Sensitivity Consortium, 2012: 23, 39)

- Understands the conflict, root causes and dynamics and the need for conflict transformation
- Knows education for all is a human right
- Self-awareness of own biases and of how their own actions in/around learning environment may be perceived by different groups in different contexts
- Possesses good inter-cultural sensitivity and understanding of learners and families
- Able to have a conversation with learners about conflict
- Able to see the link between equal access to quality education and prevention and mitigation of conflicts
- Able to gather and analyse information in various ways and challenge assumptions

Inequitable compensation can be a driver of conflict, especially in fragile contexts. Therefore, it is critical that education programmes and policies addressing **conditions of work and compensation** are implemented in a conflict sensitive manner. Any strategy should be informed by the findings of the local conflict analysis, including examination of the local political and economic dynamics. (Relevant detail may be found in the INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement, and Post-Crisis Recovery (2009).) Below are several conflict sensitive strategies to consider.

In **Ethiopia**, teachers were needed to provide education for children in a refugee camp. Community members **selected** Kunama teachers from Eritrea because they were the highest educated women in the camp. Encouraged by the community's nomination, the teachers agreed, and provided access to children who may have missed out on schooling. (Kirk and Winthrop, 2007) Community participation in teacher selection promotes trust, transparency and community acceptance, and avoids contributing to tensions that may lead to conflict.

- Provide compensation to teachers and education personnel that is stable and equitable with the local labour market. This will avoid inconsistent and irregular compensation that could trigger labour discontent and conflict.
- Provide equitable compensation and conditions of work for teachers and education personnel from all regions and all social groups, including the national population, refugees and internally displaced people.
- Consider non-monetary compensation schemes to encourage quality teachers to serve in hardship posts/neglected areas and reduce educational disparities that may lead to conflict. Nonmonetary teacher compensation could include: transportation, accommodation or food.

- Coordinate compensation schemes and conditions of work with the government, Education Cluster, other education actors, and teachers' unions, with the aim of supporting a stable, long-term system of education service delivery.
- Plan ahead for a smooth transition from a local to a national payroll system (if local communities are supporting teachers) to avoid gaps in compensation and thus grievances that could lead to conflict.

Support and supervision mechanisms of teachers and education personnel are vital for establishing an equitable and quality national education labour force. Supporting teachers' professional development and meeting their needs helps to stabilize the work force and prevent grievances that may lead to conflict. Providing adequate supervision can alert actors to areas of low quality teaching and trigger appropriate action, thus avoiding inequities and triggering grievances.

- Teacher support - In situations where the local teacher resource pool is of minimal capacity, as is often the case in conflict settings, professional development plans and certification processes should be put in place to support underqualified or new teachers. Particular attention should be given to support teachers recruited from groups previously left out of the teacher force, for example ethnic, religious or gender groups. Peer support programmes can provide psychosocial support for teachers working in challenging conflict contexts. Private partner contributions (supplies or technical assistance) can supplement national supplies and boost morale.
- Teacher supervision - Teacher supervision should be provided in a transparent and unbiased manner. Performance appraisals should be conducted and documented in a transparent way based on the job description. Teacher, employer and community education committee should agree on job descriptions and teacher codes of conduct. Both documents can be used as a framework to supervise teacher performance in an objective and participatory way. Coordinate supervision with the parents and students, both to monitor grievances and to ensure they have the opportunity to provide feedback on the performance of teachers and education personnel, specifically their conflict sensitive approaches in the classroom. (Relevant detail on Codes of Conduct can be found in Smith, 2010: 261.)

In **Somalia**, World Vision strives to support teachers and solicit professionalism through: a) the provision of incentives to complement the community's contribution; b) community profiling, whereby the role and importance of teachers have been explained and thus raised within the communities; c) providing training and mentoring for the teachers; d) providing teachers with agricultural inputs for their farms; and e) providing school materials for teachers. (INEE, 2009: 17) Providing teacher compensation and support in a transparent, accountable and equitable way limits the risk of contributing to existing community tensions and sets an example of good governance; thus contributing to conflict sensitive education.

Below are reflection questions for each of the INEE Minimum Standards in Domain 4: Teachers and Other Education Personnel. These questions are selected from those in the **Diagnostic Programme Tool for Conflict Sensitive Education**, which may be found on the INEE website here: http://www.ineesite.org/en/education-fragility/conflict-sensitive-education.

INEE MINIMUM STANDARDS DOMAIN 4: TEACHERS AND OTHER EDUCATION PERSONNEL	CONFLICT SENSITIVE EDUCATION QUICK REFLECTION QUESTIONS
Standard 1: Recruitment and Selection	Is the teacher selection and recruitment process informed by a conflict analysis, transparent, participatory, and unbiased towards any one group?
Standard 2: Conditions of Work	Is teacher compensation conducted in a transparent, accountable, and equitable way that does not increase intergroup tensions?
Standard 3: Support and Supervision	Is there a system of supervision and support for all education personnel, including those from less qualified groups and groups previously marginalized due to conflict?

DOMAIN 5

STRATEGIES FOR CONFLICT SENSITIVE EDUCATION POLICY

INEE Minimum Standards Domain 5: Education Policy

1. **Law and Policy Formulation:** Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.
2. **Planning and Implementation:** Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Education is a human right, as stated in international legal instruments and political commitments. Education policy formulation and implementation is the mechanism through which education actors can fulfill this right. If education policies are not conflict sensitive, they can promote intergroup hostilities, provoke cycles of violence escalation, perpetuate inequalities and, in some cases, trigger violence. Conflict sensitive education policies promote social cohesion; national identity appreciative of diversity; neutral, equitable service delivery for all; and a respectful teaching and learning process and environment.

How do you **formulate education law and policy** in a conflict sensitive way?

- Use the conflict analysis and understanding of the relations between education and social, economic, political, security and environmental dynamics to inform new education policy orientations.
- Link conflict sensitive education policy orientations to conflict sensitive poverty reduction strategies, peacebuilding agreements, stabilization policies, economic recovery policies, youth employment policies, and social inclusion policies (in addition to the human rights agreements listed on page 7).
- Coordinate with a wide range of stakeholders, including groups previously marginalized and groups with grievances, to build consensus around new education policy orientations. (Also see the list below and the list in the coordination section on page 23).
- Continuously monitor perceptions of different groups regarding new policy orientations and adapt formulation as needed to address issues that arise.
- Consider policies for short, medium and long-term to ensure gradual, progressive education transformation and sustainability of immediate post-conflict service delivery gains (Eurotrends, 2009: 44-49).

Who should be involved in developing conflict sensitive education policy? (Adapted from UNESCO-IIEP, 2011: 60)

- Private education sector
- Civil society
- Education Cluster

- National examination boards
- Professional associations, e.g. teachers unions, religious groups
- International and national non-governmental organizations
- Officials from the ministries of planning, finance, social affairs, labour, administration, civil protection, etc.
- Ministry of Education Department (facilities, curriculum, statistics, teacher training, school construction)

What key areas should conflict sensitive education policy prioritize?

The conflict analysis will indicate where a specific new or revised policy may be needed to ensure education is delivered in a conflict sensitive way. For example, if the conflict analysis has revealed that ex-child-soldiers are not accessing education, a policy of alternative learning programme could be formulated. In general, conflict sensitive education policy should address the following key areas: (For a detailed list of conflict sensitive policy options for see UNESCO-IIEP: 2011:55-56 and Sigsgaard, 2012: 20-21.)

In **Liberia**, the choice between focusing on the education of ex-combatants, who present a special risk factor to stability, and ensuring general provision poses a programmatic dilemma. Grievances among non-recipients of programmes for ex-combatants have been alleviated, at least partially, through the introduction of free and compulsory education in 2001 and the 2003 back-to-school campaign. Reports have been positive on both initiatives in the push to get general provision of basic education up and running." (INEE Working Group on Education and Fragility, 2011a: 47) Implementing the policy of free and compulsory education for all—groups involved in conflict (ex-combatants) and groups not involved in the conflict—avoids contributing to intergroup tensions and is an example of conflict sensitive education.

- Mobilize political will and capacity to make education conflict sensitive and address conflict drivers which have emerged through the conflict analysis;
- Promote equitable access to all levels of education;
- Make curriculum, teaching and language conflict-sensitive;
- Strengthen emergency preparedness including protecting education from attack; and
- Address other key issues identified in the national conflict analysis process.

The policy formulation process and resulting new policy orientations will guide the policy operationalization, i.e. planning and implementation. **Planning and implementing** new education policy in a conflict context must be done in a way that is sensitive to the interaction between education and the conflict dynamics. For example, if the conflict analysis reveals that a conflict-affected region has much lower enrollment rates than other regions, then appropriate education sector plan targets and resource inputs can be implemented in order to achieve equitable access in the region. Although specific plans will vary according to context, the overall aim of education policy implementation should be equal access to quality education for all, including refugees, displaced peoples and disadvantaged groups. Below are a few general conflict sensitive strategies for planning and implementing policy in a conflict sensitive way.

- Education sector and operational plans should be informed by the conflict analysis and should be continually updated as the conflict situation evolves.
- Continue the participatory national dialogue on how to deliver education activities in a conflict sensitive way with a coordination mechanism that includes people from diverse (ethnic, religious, social, age and gender) groups and actors (governmental, non-governmental, education, non-education, local, external, UN and other) in the country.
- Integrate the planning and implementation of educational activities with other national strategies, such as emergency response, poverty reduction and peacebuilding in order to ensure better coverage of neglected areas or groups.
- Build the states' long-term capacity to plan, monitor, and regulate education provided by non-government actors in order to promote sustainable education service delivery and avoid grievances due to gaps in service.
- Plan education targets and future resource inputs to achieve equitable access through activities such as disaggregating budget allocations and planned enrolments and teacher deployments by region, ethnic, and religious groups to show discrepancies. (Sigsgaard, 2012: 30)
- Monitor continuously the implementation of education to track any grievances and meet the changing the needs of different regions and social groups without discrimination.

In **South Sudan** 2012, the Education Cluster brought together a representative group of education actors for a week-long workshop in Juba to contextualize the INEE Minimum Standards for the current context in country. Members considered the specific ways education and conflict were interacting in South Sudan and wrote education standards that addressed these concerns and promoted access to quality education. As a result, the Government of South Sudan Ministry of Education adopted the new education in emergency standards into their newly formulated national education policy (Koons, 2012). Coordination between diverse education actors at the policy formulation level increases stakeholder consensus and avoids contributing to existing tensions or grievances, therefore illustrating conflict sensitive education.

Below are reflection questions for each of the INEE Minimum Standards in Domain 5: Education Policy. These questions are selected from those in the **Diagnostic Programme Tool for Conflict Sensitive Education**, which may be found on the INEE website here: http://www.ineesite.org/en/education-fragility/conflict-sensitive-education.

INEE MINIMUM STANDARDS DOMAIN 5: EDUCATION POLICY	CONFLICT SENSITIVE EDUCATION QUICK REFLECTION QUESTIONS
Standard 1: Law and Policy Formulation	Do activities for education policy making include representatives from diverse groups and begin with a conflict analysis?
Standard 2: Planning and Implementation	Do activities for implementing education policy reflect lessons from the conflict analysis, specifically education discrepancies that may be increased or improved by the planned policy?

RESOURCES

3

The following section presents useful conflict sensitive education resources, including:

Annex 1 - Conflict Sensitive Education Quick Reference Tool;

Annex 2 - Conflict analysis activities and tools;

Annex 3 - Case studies;

Annex 4 - References by topic.

ANNEX 1:

CONFLICT SENSITIVE EDUCATION QUICK REFERENCE TOOL

This table is complementary to section II of the guidance note. It is a quick reference tool of suggestions for conflict sensitive education meant to provoke thought, rather than to be comprehensive or prescriptive. Users may add to and adapt the suggestions based on the conflict analysis and unique context in which they work.

INEE MINIMUM STANDARDS DOMAIN 1: FOUNDATIONAL STANDARDS	
ANALYSIS STANDARD 1: ASSESSMENT Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.	**Conflict Analysis** • Any education activity begins with a conflict analysis to explore and analyse the dynamics, stakeholders and relationships between the conflict and the education response strategy. • The conflict analysis involves a broad group of actors (education and non) includes proximate, intermediate and root causes of conflict, and is sufficiently resourced to be a meaningful, inclusive activity. • A comprehensive assessment of education needs and resources for the different levels and types of education is undertaken in a conflict sensitive way with the participation of key stakeholders and social groups. **Assessment** • Assessment education data are disaggregated and mapped by region, ethnic or religious group for all levels of education to show education discrepancies, barriers to access, and possible relationships with conflict. • Information regarding knowledge, attitudes and perceptions of both beneficiary and non-beneficiary populations regarding the education activity and the conflict are collected. • What would you add?
ANALYSIS STANDARD 2: RESPONSE STRATEGIES Inclusive education response strategies include clear description of the context, barriers to the right to education and strategies to overcome those barriers.	• Response strategies (what, who, where, when) accurately reflect assessment findings, context and conflict analysis and are continually adapted to conflict context. • Education responses progressively meet the needs of conflict-affected populations for inclusive and quality education in an equitable way that does not contribute to intergroup tensions. • Response strategies are designed and implemented in ways that do not harm the beneficiaries or providers and do not contribute to the conflict. • A transparent rationale, informed by the conflict analysis, for participatory selection of target beneficiaries is in place and monitoring mechanisms are clearly outlined. • Conflict sensitive education responses complement and are harmonised with national education policies and programmes (where these do not exacerbate conflict). • What would you add?

ANALYSIS STANDARD 3: MONITORING Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.	**What** • Key data to map for conflict sensitivity may include: gross/net enrolment by level and type of education; transition rates to next levels of education; measures of learning rates; previous financial allocations to education; teachers adequately trained; student/teacher ratio; teacher demographics (ethnicity, religion or other); attacks on education; planned enrolments; future budget allocations; future teacher deployments; assistance distribution (Sigsgaard, 2012: 27 and 30) and risk factors for violence, opportunities for peace, both positive and negative effects of the activity on conflict (SDC, 2006) and knowledge, attitudes and perceptions regarding education activities. • Education data (EMIS or other feasible data source) are disaggregated and mapped by region, ethnic or religious group for all levels of education to show education discrepancies. **How** • There are effective, participatory, continuous systems for regular, transparent monitoring of education response activities and their relationship with conflict, ensuring efficient use of resources, and equitable allocation to different population groups. • A variety of community groups are regularly consulted, trained in data collection methodologies and involved in monitoring activities. • Education data are analysed and shared at regular intervals with relevant stakeholders, especially conflict-affected groups from opposing sides of the conflict (only if it does not contribute to conflict). • Non-government education providers support the Ministry of Education capacity to monitor and hold accountable the education sector in all regions. • What would you add?
ANALYSIS STANDARD 4: EVALUATION Systematic and impartial evaluations improve education response activities and enhance accountability.	• Diverse stakeholders, including representatives of the affected populations and education authorities are involved in evaluation activities and developing an evidence base for conflict sensitive education. • Evaluations of education response activities include conflict dynamics in their frameworks and evaluate specifically the impact the education activity had on the conflict dynamics. • Evaluations are integrated with coordination mechanisms (e.g. Education Cluster) and longer-term national evaluation frameworks, in order to reduce duplication/reporting burdens. • The evaluation implementation is informed by the conflict analysis and collects data that can be disaggregated by group characteristic and region to reveal education discrepancies. • Lessons and good practices regarding conflict sensitive education are widely shared in a way that builds capacity of national/regional institutions and informs future advocacy, programmes and policies. • What would you add?

COMMUNITY PARTICIPATION STANDARD 1: PARTICIPATION Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.	• A representative group of community members (including girls/boys, youth, women/men and other group characteristics) participate actively in the conflict analysis, response strategy, implementation, monitoring and evaluation of education activities. • Community education committees are inclusive in representation regardless of group characteristic. • Education activities build on the community's existing resilience and capacity—regardless of group characteristics. • Links between host/displaced/refugee communities are fostered through community participation mechanisms. • Methods and timing of training and participatory activities are accessible to groups previously marginalized from power structures. • Community and conflict dynamics and their interaction with the education activity are continuously monitored. • What would you add?

COMMUNITY PARTICIPATION STANDARD 2: RESOURCES
 	
Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.
	• Resource mobilization is informed by the conflict analysis and the answers to the following questions:
	  • Who is donating the resource, and how are they perceived by other groups in the community?
	  • What was the original source of the goods? Is it associated with a particular side of the conflict?
	  • How will this resource affect the relationship between the education activity and the conflict dynamics?
	  • Will use of this resource affect negatively equal access to education for any particular type of student?
	• Informed by the conflict analysis, communities, education actors and learners identify and mobilize local resources to strengthen equitable access to quality conflict sensitive education.
	• Education authorities, the local community and humanitarian stakeholders recognise existing skills and knowledge in all groups of the community and design education programmes to maximise the use of these capacities to deliver conflict sensitive education.
	• Education authorities, donors, UN agencies, NGOs, communities and other stakeholders use timely, transparent, equitable and coordinated financing structures to support education activities.
	• Sufficient resources are available to ensure continuity, equity and quality of education activities to all groups without discrimination.
	• What would you add?

COORDINATION STANDARD 1: COORDINATION Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.	• Education authorities, who are responsible for fulfilling the right to education, assume a leadership role in the conflict sensitive education response. • Education authorities and actors convene and participate in coordination mechanisms (education and peacebuilding). • A representative coordination mechanism, informed by the conflict analysis, promotes transparent, accountable, comprehensive and adaptive education programmes and policies. • Coordination strategy is clear and inclusive of all groups and supports the legitimacy of the Ministry of Education authority and new education sector plan. • What would you add?
INEE MINIMUM STANDARDS DOMAIN 2: ACCESS AND LEARNING ENVIRONMENT	
STANDARD 1: EQUAL ACCESS All individuals have access to quality and relevant education opportunities.	• No individual or social group is denied access to education and learning opportunities because of discriminatory policies or practices. (This may include establishing and mapping quotas for under-represented or underserved groups.) • Suitable learning structures and sites are accessible to all, including: former child soldiers, internally displaced and refugees, speakers of the non-dominant languages. • Barriers to enrolment, such as lack of documents, denial of certificate recognition, school fees or other requirements, are removed. • A process for validating academic achievements (certificates, exams, graduation) gained in another country is in place. • Learners have the opportunity to enter or re-enter the formal education system as soon as possible after the disruption caused by the conflict. • The education programme in refugee contexts is recognised by the relevant local education authorities and the country of origin. • Education services for conflict-affected population support displaced/ refugee and host populations. • Grievances of any group related to access to education are considered in the conflict analysis and response strategy process. • Programmes for demobilization, disarmament and reintegration prioritize education and psychosocial support for ex-combatants. • Education is relevant to the needs of the community; in particular, it provides students with employable skills to enter the job market. • What would you add?

STANDARD 2: PROTECTION AND WELL-BEING Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.	• The learning environment is free from sources of harm to learners, teachers and other education personnel. • Teachers and other education personnel are aware of the conflict dynamics and their own biases and possess the skills and knowledge needed to create a protective learning environment. • Access routes to the learning environment, water point and latrines are safe, secure and accessible for all. • Learning environments are free from military occupation and attack or political purposes. • The community gives input into activities and policies to ensure that learners, teachers and other education personnel are safe and protected from attack. This may include negotiations with armed forces to avoid attacking or targeting learning sites. • Complaint mechanisms allow learners, parents, community members, teachers and other education personnel to report threatened physical safety, psychosocial well-being and teacher non-compliance with any codes of conduct. • The education response includes training for staff and students on safety and security. • What would you add?
STANDARD 3: FACILITIES AND SERVICES Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.	• Learning sites and structures are appropriate, safe and safely accessible for all learners from all groups, teachers and other education personnel. • Temporary and permanent learning environments are repaired, retrofitted or constructed as needed with equitable coverage of all population groups. • Perceptions of construction patterns and related grievances are monitored to avoid conflict. • Diverse community members participate in the identification of location, construction and maintenance of the learning environment. • Learning spaces are clearly identified and protected by the community as zones of peace, i.e. free from military occupation or violence. • Class space and seating arrangements meet agreed ratios of space per learner and teacher in order to promote participatory methodologies and learner-centred approaches, for all population groups. • Adequate quantities of safe water and appropriate sanitation facilities are safely accessible for all, taking into account sex, age and people with disabilities, and other groups. • Schools and learning spaces are linked to child protection, health, nutrition, social and psychosocial services, with especial attention to previously neglected areas and groups. • What would you add?

INEE MINIMUM STANDARDS DOMAIN 3: TEACHING AND LEARNING

STANDARD 1: CURRICULA

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Curricula Reform

- Education authorities lead a committee inclusive of multiple sides of a conflict and marginalised groups that reviews all curriculum and textbooks before publication.
- Curricula, textbooks and supplementary materials are cleaned of biased material and appropriate to the context, age, developmental level, language, culture, capacities and needs of learners.

Content

- Curricula, textbooks and supplementary materials cover the core competencies of basic education together with conflict sensitive competencies: psychosocial, human rights, critical thinking, conflict prevention and conflict transformation skills.
- Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners. They are sensitive to the history, culture, language traditions, and religion of different social groups.
- Curricula are relevant for ex-combatants, ex-child-soldiers and their communities, through activities such as livelihood and vocational training, alternative education, and reintegration into formal schooling. To avoid the perception of rewarding those involved in the violence, education assistance should target entire communities.

Language

- Language policy is informed by the conflict analysis and the needs of diverse learners, possibly using mother-tongue instruction for early grades, multi-lingual instruction for displaced/host communities, and new language instruction for youth entering an economic market of another language.

Congruency

- Non-government and government education providers coordinate on curriculum issues such as: using government curriculum and exams, ensuring accreditation and certification of alternative programs and agreeing on education curriculum for ex-child soldiers.

Materials

- Sufficient, locally procured, teaching and learning materials are provided in a timely manner including equitable coverage of all geographic locations and social groups.
- What would you add?

STANDARD 2: TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.	**Training Process** • Training opportunities are available to male and female teachers and other educational personnel, according to needs, without discrimination against any group. • Attention is given to the special needs of refugee teachers, including recognition of their teaching qualifications, ensuring their right to employment, and meeting their professional development needs. • Qualified trainers, who are aware of conflict dynamics and their own biases, conduct training courses that are accessible to all teachers, reinforce themes of conflict transformation, non-violence, participation, and provide ongoing support during the changing conflict dynamics. • Through training and ongoing support, teachers are able to model conflict sensitive methods, e.g. using participatory and inclusive instruction, and non-discriminatory, non-violent behaviour and acceptance of diversity. • Training is recognised and approved by relevant education authorities without discrimination. **Training Content** • Training content includes competencies on human rights, responsible citizenship, reconciliation, conflict dynamics and transformation, identity issues, non-violent alternatives, addressing historical memory so that teachers can lead discussions and activities on these topics. **Support** • Training programmes promote professional peer support structures amongst teachers to increase coping skills, share good practices, and reduce psychosocial stress. • What would you add?
STANDARD 3: INSTRUCTION AND LEARNING PROCESSES Instruction and learning processes are learner-centred, participatory and inclusive.	• Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners, including internally displaced, refugees, or children and youth of other nationalities. • Teachers demonstrate an understanding of conflict dynamics, their own biases, and adapting their instruction accordingly. • Teachers model non-violence and do not use corporal punishment. • Parents and community leaders understand and accept the learning content and teaching methods used, and do not regard it as a challenge to their particular identity group. • Teachers employ instruction methods that are participatory, inclusive, foster critical thinking, peaceful conflict resolution and respect for different opinions. • What would you add?

STANDARD 4: ASSESSMENT OF LEARNING OUTCOMES Appropriate methods are used to evaluate and validate learning outcomes.	• Assessment and evaluation methods are considered fair, reliable and non-threatening to all learners. • Learners' achievement is recognised and credits or course completion documents are provided accordingly without discriminatory barriers to any group. • Learning assessments continuously test the relevance of the education, e.g. relevance of technical and vocational programmes against the changing market environment. • Learners' understanding of responsible citizenship, reconciliation, conflict dynamics and transformation, identity issues, and non-violent alternatives—already taught in the classroom—are assessed appropriately. Where possible, this includes self-assessment methodologies that encourage learners to evaluate their own changes, perceptions, values, behaviour and skills. • Formal curricula and examinations used in the education of refugees and internally displaced people are recognised by home and host governments. • What would you add?
INEE MINIMUM STANDARDS DOMAIN 4: TEACHERS AND OTHER EDUCATION PERSONNEL	
STANDARD 1: RECRUITMENT AND SELECTION A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.	• Clear, appropriate, non-discriminatory job descriptions and selection guidelines are developed before the recruitment process. • A representative selection committee selects teachers and other education personnel based on transparent criteria and an assessment of competencies, taking into account community acceptance, gender and diversity. • Future teacher deployments avoid bias towards one group (ethnic, caste, class, language or gender) through activities such as in-service training, local hiring and certification recognition for returnees, or teacher mentor programmes. • Education actors support the Ministry of Education to develop long term, equitable, human resource and payroll systems. • Teachers unions and professional associations of diverse groups are included in developing recruitment and selection processes. • Teacher deployment policies are fair and transparent, respect teachers' needs and preferences, and are based on positive incentives rather than negative sanctions; e.g. married teachers are not sent to different sites; teachers are incentivized to relocate voluntarily to areas of need, rather than sent as a punishment. • What would you add?

STANDARD 2: CONDITIONS OF WORK Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.	**Terms and conditions** • Fair compensation and conditions of work are described in contracts and provided consistently. • Non-national refugee teachers are given at least the same levels of job opportunity and protection, and terms and conditions, as national teachers. • Teachers and other education personnel, regardless of group characteristic, are allowed to organise to negotiate terms and conditions. • Compensation systems and conditions of work are coordinated across education actors to avoid intergroup grievances. Where possible, payscale is on a par with salaries of workers in comparable sectors (for national population and internally displaced peoples). • Complementary incentive schemes are established (accommodation, bonus pay, term limits, quota systems) for hardship positions for teachers. **Payment** • Payment is equitable, sustainable, regular and not discriminatory between different regions or groups. **Other** • Prioritize early support to the government for the payment of teacher salaries, and take measures to transform community support to a state paid service. • What would you add?
STANDARD 3: SUPPORT AND SUPERVISION Support and supervision mechanisms for teachers and other education personnel function effectively.	**Support** • Teachers and other education personnel are involved in professional development that contributes to their motivation and builds their skills in conflict sensitive classroom methodologies and practices. • Appropriate, accessible and practical psychosocial support is available to students, teachers and other education personnel, in all regions and without discrimination. **Supervision** • A transparent, accountable and unbiased supervisory mechanism provides for regular assessment, monitoring and support for all teachers and other education personnel regardless of region or group characteristic. • Performance appraisals for teachers and other education personnel are conducted, documented and discussed regularly, with transparent steps to avoid bias. • School community members regularly have the opportunity to provide feedback on the performance of teachers and other education personnel, specifically their conflict sensitive practices in the classroom. • Job descriptions and teacher codes of conduct are agreed between teacher, employer and community and the education committee uses this framework to supervise teacher performance in an objective way.

INEE MINIMUM STANDARDS DOMAIN 5: EDUCATION POLICY

STANDARD 1: LAW AND POLICY FORMULATION

Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.

How

- National education laws, regulations and policies uphold the protected status under international humanitarian and human rights law of education facilities, learners, teachers and other education personnel.
- National education laws, regulations and policies respect, protect and fulfil the right to education and ensure continuity of safe, quality education for all groups without discrimination.
- Laws, regulations and policies are based on an analysis of the context and drivers of conflict and fragility, carried out through participatory and inclusive processes.
- National education policies are supported with action plans, laws and budgets that allow a conflict sensitive education response to all groups without discrimination.
- Laws, regulations and policies allow non-state actors, such as NGOs and UN agencies, to establish education in conflict-affected and fragile contexts.
- National education sector policies and strategies ensure sector wide coordination (including with peacebuilding actors) taking note of the needs of different regions and population groups.
- National policy makers and partners prioritize education strategies to reach underserved and underperforming areas.
- National education policy is linked to broader national plans for social reconciliation/peacebuilding. Education goals and targets are included in the broader development/peacebuilding plans.

What (Adapted from Sigsgaard, 2012: 20-21).

- Political will and capacity are mobilized to make education conflict sensitive and address conflict drivers, which have emerged through the conflict analysis.
- Equitable access to all levels of education is promoted.
- Curriculum, teaching and language are conflict-sensitive.
- Conflict emergency preparedness including protecting education from attack is addressed.
- Address other key issues identified in the national conflict analysis process.
- National education sector policies ensure medium/long term strategies (to avoid grievances due to gaps in service), e.g. human resource, payroll, financial management and teacher supervision.
- What would you add?

STANDARD 2: PLANNING AND IMPLEMENTATION Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.	• Formal and non-formal education policy implementation reflects international and national legal frameworks and policies regarding education for all without discrimination. • Analysis, planning and implementation of educational activities reflect the conflict analysis and are integrated with other plans, e.g. peacebuilding and poverty reduction, to ensure better coverage of neglected areas or groups. • National and local education plans respond to conflict dynamics and prepare for the short, medium and long-term. • Financial, technical, material and human resources are sufficient for effective and transparent implementation of conflict sensitive education programmes for all regardless of region or group characteristic. • Planning and implementation is informed by disaggregated data on budget allocations, enrolments, and teacher deployments. • Education sector's ability to coordinate, regulate and monitor non-governmental provision of is strengthened, to ensure equitable coverage across regions. • Supervision and enforcement mechanisms ensure that education national laws, regulations and policies are implemented equitably across regions. • What would you add?

ANNEX 2:

CONFLICT ANALYSIS ACTIVITIES AND TOOLS

Conflict Profile

A "Photograph" of a given national or regional context, including political, economic and socio-cultural factors that answers the following questions.

- What is the education political, economic, and socio-cultural context?
- What are the emergent education, political, economic, ecological and social issues?
- What are the conflict-affected geographical areas of the context?

Causal Analysis

Identifies and classifies existing and potential causes of tension or conflict and their linkages. This includes structural/root causes, proximate causes and conflict triggers. The 'Problem Tree' can be used for this exercise and the following questions should be answered.

- What are the key sources of tension and the underlying structural causes (e.g. economic inequality, education inequalities, poor governance, human rights violations)?
- What are the main root (structural) causes of the conflict? Root causes are pervasive factors that have become built into the policies, structures and fabric of society.
- What issues can be considered as proximate causes of conflict? Proximate causes are factors contributing to a climate conducive to violent conflict or its further escalation, sometimes symptomatic of a deeper problem.
- What triggers can contribute to the outbreak/further escalation of conflict? Triggers are simple key acts, events, or their anticipation that will set off or escalate violent conflicts
- What new factors (especially education) contribute to prolonging conflict dynamics?
- What factors (especially education) can contribute to promoting peace?

Stakeholder Analysis

Identifies critical local, national, regional and international actors that influence or are influenced by the conflict, analyses their perspectives (i.e. interests, needs, positions, resources) and their relationships (with one another, and with other entities). It determines how to engage with such stakeholders and identifies possible opportunities to act.

- Who are the main actors (education and other)?
- What are their main interests, goals, positions?
- What are their capacities and resources?
- What are the relationships between all actors, and how are they connected? What are conflicts of interest?

- What institutional capacities (especially education-related) for peace can be identified?
- What actors can be identified as spoilers? Spoilers are groups that seek to obstruct conflict resolution.

Conflict Dynamics Analysis

Analyses the interaction between different causes with multiple stakeholders and helps to identify windows of opportunity for appropriate education programmatic response.

- What consequences might the conflict triggers have on the causes and key stakeholders of the conflict and the education programme or policy?
- What are the main mechanisms driving the conflict? How does education relate to these?
- What are conflict trends and how do they relate to education programmes or policies?
- What are potential entry points for education programmes or policies?
- What education scenarios can be developed from the analysis of the conflict profile, causes and actors?

Source: (Adapted from UNICEF, 2012: 39).

Conflict Analysis How To Guides (see reference list for details):

- A Measure of Peace: Peace And Conflict Impact Assessment (PCIA) Of Development Projects In Conflict Zones, pages 25-31, by Bush, K.
- How to Guide to Conflict Sensitivity, pages 4-6, by Conflict Sensitivity Consortium
- Conflict-sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: A Resource Pack, chapter 2, by AFPO et.al.
- Conducting a Conflict Assessment: A Framework for Strategy and Program Development, pages 38-41, by USAID
- Conducting Conflict Assessments: Guidance Notes, by DFID
- Peace and Conflict Impact Assessment Handbook, by CPR Network
- Conflict Analysis and Prioritization Tool, by UN Staff College

ANNEX 3: CASE STUDIES

CASE STUDY:
THE PROCESS OF ANALYSIS IN SIERRA LEONE

Reported by:
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Background and Context

The war in Sierra Leone officially ended in January 2002. However, drivers of conflict still persist, such as: political, economic, social and educational exclusion of youth; disparities in the provision of education and health services; patrimonial and corrupt systems of government; exploitation of natural resources, and neglect of rural communities. It is widely recognized that the highly inequitable, exclusive and elitist nature of the education system in the 1980s-1990s was a key factor in creating an imbalance of power within the Sierra Leonean society that underpinned conflict. The collapse of the education system prior to the onset of the conflict resulted in school closures, absent teachers, lack of payment of teachers and widespread strikes. It also resulted in the easy manipulation of angry, unsatisfied youth population into joining armed groups.

It is within this context that in 2012, UNICEF embarked on a new programme for "Peacebuilding, Education and Advocacy in Conflict-Affected Contexts," funded by the Government of the Netherlands.

Application

In order to design a programme for Sierra Leone that understands and responds to the causes and dynamics of conflict and peace, and the interaction of the context with the possible education strategies, the first step of the Peacebuilding, Education and Advocacy programme was a comprehensive, participatory analysis. The analysis was conducted in accordance with the INEE Minimum Standards: Analysis Standard 1—to conduct timely, holistic, transparent, and participatory assessments—and included the following 6 steps.

1. In line with the two key steering documents from UNICEF Headquarters, the "Conflict Sensitivity and Peacebuilding in UNICEF - Technical Note" and the "Conflict Analysis Preparation for Country Offices - Guidelines," the facilitators of the Sierra Leone analysis began with an **initial mapping** of all available, relevant analysis and documentation, in order to avoid duplication and to ensure that this analysis builds on existing knowledge and processes.
2. The **desk review** involved the following categories of literature: UN, interagency, multi-lateral and bi-lateral donor policies, plans, strategies and frameworks, relevant government policies and sector plans, reports by international aid agencies operating in country and international monitoring bodies, academic commentary, anecdotal testimonies of Sierra Leoneans in the Truth and Reconciliation Commission reports, and its pictorial representations produced by children, young people, and community members.

3. Informed by the desk review, the UNICEF Country Office, supported by headquarters staff, **designed the analysis**, including the geographical scope, key stakeholders and consultation methodologies. The geographical scope included three district-level workshops, held in Freetown, Kono and Pujehun, and two regional workshops in Port Loko for the North, and Bo for the South and East. Additional consultations included children and adolescents in every district in the country, and one consultation with peace experts from the three universities, a high level meeting with Senior Government personnel, and a discussion with in country donors and the UN Country Team. The consultation methodology comprised of various levels of analysis, including of broader socio-political and economic dynamics and the role of education within this as well as education sector specific analysis. This approach allowed the analysis to: within the broader context, situate education in processes and frameworks that are relevant for peacebuilding and identify entry points for increasing inclusion; and within the education sector, inform conflict sensitive approaches and peace consolidation/peacebuilding initiatives.
4. **Participants in the situation analysis were selected** to represent a range of constituencies including: national and international actors, education specialists and non-education specialists from government, security personnel, non-governmental organizations, civil society, community and chieftain representatives, children and adolescents.
5. The UNICEF country office, supported by headquarters staff, implemented the participatory **workshops and consultations**, with two international non-governmental organizations (Action Aid and World Vision), who supported the children and adolescent focus group discussions. The workshop activities involved validating the multiple root causes of conflict identified in existing literature and then examining the role of education for peace or conflict. The workshops and focus group discussions with children focused on the present and future of Sierra Leone. In the different consultations, the process of building consensus among the various stakeholders was as important as the consultation outcomes. Therefore, the careful design of the process as such is a key component of adequate preparation.
6. **Presentation and strategic use of findings:** Findings were consolidated in an Analysis Report for Peace and Education and presented to multiple audiences. In close consultation with stakeholders, the analysis was then used as a basis to develop the Peacebuilding, Education and Advocacy Programme in Sierra Leone, ensuring programme activities respond to key drivers of conflict.

Challenges & Solutions

Several challenges arose during the process of implementing the situation analysis for Peace and Education in Sierra Leone; a few are mentioned below.

- Due to **time constraints and pressures** to get the new programme underway, some of the stages called for in the "UNICEF Conflict Analysis Preparation for Country Offices – Guidelines" were bypassed or shortened. Ideally, all stages should be followed systematically to ensure a robust analysis process.

- The war in Sierra Leone ended ten years ago, which made the **vocabulary** "conflict" and "peacebuilding" seem inappropriate for the present day context. To mitigate the challenge, and in deference to sensitivities that were particularly high during an election year, such terms and their meaning were thoroughly unpacked and contextualized by stakeholders consulted, while the overall analysis was re-framed as an analysis of the role of education in peace consolidation.
- **Limited participation** from other UN agencies and donor representatives was another challenge. The aim of the workshops was to bring together a broad range of national and international actors engaged in both education and peacebuilding. Although other UN agencies and donor representatives were invited to the workshops, their participation was limited. This resulted in a narrowing of the workshop discourse due to a lack of broader, multisectoral perspectives. The solution to this challenge was to collect input through written feedback to the Analysis Report and to organize a de-briefing for the UN country team and donor.

Lessons Learned

- Contributions in the workshops and additional consultations were rich and diverse, but overall limited to the identification of educational activities, rather than focusing on strategic-level interventions linked to the drivers of conflict. To encourage strategic thinking, consultation should include a conceptual map to visualize the linkages and emphasize the relevance of education to other sectors and broader spheres (social, economic, political). More importantly, this limitation highlighted the importance of adequate planning for the analysis process to ensure broad, multi-stakeholder participation at all levels, including among others, UN partners, bi-laterals and multi-laterals engaged in peacebuilding.
- Overcoming the "culture of sector silos" was a challenge and collaboration and coordination among education sector staff and the peacebuilding community was rather weak. While this may have been a product of the time constraint, it may also have reflected a lack of commitment to and appreciation of the role of the education in peacebuilding processes in Sierra Leone. In the future, more would be done to engage with relevant stakeholders from the start and to frame a process that is relevant to both educationalists and peacebuilders. It is important to link the analysis and education specific considerations to broader analyses, frameworks and strategies for peacebuilding. Senior leadership and high level advocacy efforts for meaningful participation of senior government and UN staff in the process can be very influential in this regard.
- Ensuring adequate representation of children and youth and capturing their critical voices and in multistakeholder workshops was initially a challenge. To engage children and youth in the analysis in a meaningful manner and avoid tokenism, it is key to identify appropriate sampling and methodology. In this case partnering with NGOs with experience in this area was the solution, as evidenced by the Sierra Leone process.

CASE STUDY:
APPLICATION OF INEE MINIMUM STANDARDS TO DELIVER CONFLICT SENSITIVE EDUCATION IN SOUTH SUDAN

Reported by:
Marta Ricci, Education Officer, INTERSOS

Background and Context

Since August 2011, Sudan's Blue Nile State has been disrupted by fighting between the Sudanese Revolutionary Front and the Sudanese Armed Force. The ongoing violence is causing a massive flow of refugees from Blue Nile into Maban County in Upper Nile State, escalating the already critical humanitarian situation in the new born Republic of South Sudan. School-age children represent around 47% of the refugee population and most children lost one year of school and the examination because of the insecurity situation in the place of origin. An additional complication is the issue of language of instruction, because many refugee students have come from the Arabic-based Sudanese curriculum to the English-based South Sudanese curriculum.

INTERSOS Education and Child Protection Teams work in close cooperation to develop effective community-based strategies to get children back to school and ensure their psycho-physical well-being. INTERSOS Response Program in Jamam and Gendrasa Refugee Camps covers child friendly spaces, early childhood development, primary education, adult education (non-formal education for women and men) and a child protection referral mechanism.

Application

The INTERSOS programme includes many activities, those most relevant to conflict sensitive education and the INEE Minimum Standards are listed below.

- In accordance with the INEE Minimum Standard that all learning spaces should promote the protection and well-being of learners and teachers, and to reduce the negative impact of the conflict on the learning community, INTERSOS trained teachers and volunteers on psychosocial support, inclusion of children with disabilities, gender based violence and protection from abuse. Providing educational services that address the psychosocial needs of people affected by violence is conflict sensitive education.
- In accordance with the INEE Minimum Standard that all have access to quality education, and to reduce friction between and foster integration of host and refugee communities, INTERSOS targets both host community children as well as refugee children. Targeting both host and displaced communities with equitable access to education is a key action of conflict sensitive education.

- In accordance with the INEE Minimum Standard regarding linking educational facilities to other social services, and in effort to meet the multiple deprivations of the conflict-affected children, a referral mechanism has been established with INTERSOS Child Protection Team and other NGOs providing health/nutrition (Medecin sans Frontiere and International Medical Corps) and psychosocial support (American Refugee Committee). In addition, INTERSOS Child Protection Team refers out of school vulnerable children identified in the camps to the Education Programme. Linking education to the equitable delivery of social services for all is one way to deliver conflict sensitive education.
- In accordance with the INEE Minimum Standard on community participation, the target communities and the Ministry of Education are strongly involved in the process of daily programme monitoring, such as ensuring that the temporary learning spaces are secure and safe. Coordinating with both the local community and the Ministry of Education, to encourage cooperation and capacity building contributes to conflict sensitive education.
- In accordance with the INEE Minimum Standard on teacher training and support, INTERSOS provides daily on-the-job training to build the capacity of teachers and volunteers. As per the guidance of conflict sensitive education, special focus is provided on child rights, integration, teacher codes of conduct, emotional support and gender balance.

Challenges and Solutions

- A significant number of children in the programme area had never attended school before (especially girls) because of household work. INTERSOS addressed this challenge by using INEE resources to raise the awareness on education as a basic human right.
- One of the main challenges was the lack of English speakers in the camps and lack of skilled teachers outside the camps. INTERSOS addressed this challenge by providing constant, relevant and structured teacher training.
- Another significant challenge faced was related to the determining of the incentives for teachers and volunteers. To avoid contributing to intergroup tensions between refugees and host communities, INTERSOS agreed on the amount with the education partners in the field while taking into consideration the Ministry of Education salary standards. They also participated in a monthly coordination meeting with donors and the other NGOs working in the camp. Additionally, government and volunteer teachers from the host community were included in all training program in order to exchange practices, harmonize knowledge and reduce the risk of conflict.

Outcomes

- More than 6,000 children are currently attending the early childhood development programme, primary school and child friendly spaces services provided by INTERSOS.
- School and recreational materials have been delivered for all children participating in the activities.
- More than half of the teachers and volunteers working in the temporary learning spaces have been trained.
- All actions undertaken ensured a protective and safe environment for the people involved in the project.
- The constant coordination and cooperation with all stakeholders in the field, especially with the focal point institutions inside the community, have contributed to a positive school enrolment impact and helped to re-establish education structures after the displacement.

Boys who have been displaced by inter-ethnic violence attend an English class. The class is being held at a UNICEF-supported child-friendly space that is housed in a tent, in Pibor Town, Pibor County, Jonglei State in South Sudan. © UNICEF/NYHQ2012-0151/Brian Sokol

CASE STUDY:
LEARNER-CENTRED PEACE EDUCATION FOR CONFLICT-AFFECTED YOUTH IN COLOMBIA

Reported by:
Oscar Rodriguez, Education Programme Manager, Norwegian Refugee Council (NRC)

Background and Context

With an estimated population of 45 million people, Colombia is affected by a four-decade-long armed conflict and generalised violence that involves state armed forces, leftist guerrilla organizations and paramilitary groups on a dispute over territories and drug trafficking control. This confrontation puts the civilian population at risk of forced displacement, forced recruitment of children, forced disappearance, homicides, widespread and systematic practice of sexual violence, presence of landmines and confinement. According to the government, internal displacement currently stands at around 10% of the population, affecting over 4 million persons.

Colombian children and youth are particularly affected by internal displacement and the related barriers to access education. Sixty-four per cent of Internal Displaced Persons (IDP) in Colombia are under 24 years old and the net enrolment rate for the final grade of secondary school is 11%. Many of the barriers for IDPs to access secondary education are related to the lack of adaptation of the regular school system to meet the unique needs of IDP youth. For example IDP youth often need to contribute to their homes' income and therefore seek vocational training to increase their opportunities to find a decent job. Traditional schools do not offer such training in their curricula and school schedules do not allow students to keep a job and attend school. IDP Youth are also affected by the Colombian cultural practice of violent conflict resolution and many do not have the competencies to transform conflict in their daily lives and to become peace builders in their communities.

In 2006, the Norwegian Refugee Council, with a local NGO, Observatorio para la Paz, developed a unique approach to teaching and learning aimed at bringing youth back into the education system and addressing the habits of violent conflict resolution. This work continues today as the High School for Peace Programme (Bachillerato Pacicultor in Spanish), now supported by the Ministry of Education, NRC, the Observatorio para la Paz and Public Universities. Currently, the High School for Peace Programme offers a curriculum and instruction process tailored to the needs of conflict-affected youth between 15 and 25 years old.

Application

In accordance with the INEE Minimum Standards of the teaching and learning domain, NRC and its partner Observatorio para la Paz adapted curriculum and teaching material to meet the unique needs of youths affected by the armed conflict. NRC and partners took the following conflict sensitive education actions:

- Involved the family and community in the curriculum of High School for Peace in order to secure acceptance and support from these stakeholders, as well as to promote the reintegration of these youth who are commonly associated with crime and problems in their communities. Through community outreach activities, learners were invited to bring their families to participate in teaching activities and were required to approach community organization structures to present their interests, needs and expectations.
- Provided psychosocial support for youth in the High School for Peace whose social and family networks were determined to be weak via home visits.
- Incorporated conflict resolution content into the lessons. For example, learners select a problematic issue that affects their community. Through participatory discussion, students explore the selected issue from different perspectives. Teachers encourage participation of students from commonly marginalized groups such as women and indigenous and Afro-Colombians. At the end of the lesson, participants jointly present to the community an agreed, alternative way to approach the issue.

Challenges and Solutions

- Teacher training in High School for Peace has been a major challenge. Teachers feel comfortable with the traditional curriculum and resist changing their pedagogical practice to meet the learners' interests and needs. Resistance also exists against integrating overage youth who are associated with crime and violence. To face this situation NRC and Observatorio para la Paz teamed up with local public universities to train recently graduated teachers who demonstrated interest and skills for working with IDP and vulnerable youth.
- In spite of the support received from the Ministry of Education for the High School for Peace Programme, IDP youths faced another education barrier: State Tests. The content of the tests is not adapted to the cultural and social background of IDP children and youth, who come from rural contexts and often are part of a minority group (29% of the total IDP population in Colombia are either Indigenous or Afro Colombians). As a result youth who complete High School for Peace consider the State Test a barrier for continuation into higher education and they often become discouraged when results from State Tests arrive.
- In Tumaco municipality (Southwest Colombia) armed conflict has seriously affected education. Teachers of public schools have been subjected to threats and extortion, schools have been bombed and learners have become victims of attacks. High School for Peace students and teachers are not immune to this hardship context. A conflict analysis was conducted to assess the situation and its interaction with education. Several actions were taken, such as:
    - To secure the continuation of teaching activities, the meeting points for classes (usually one of the students' house or a communitarian facility) are regularly changed. Learning cites are selected according to findings from the conflict analysis sessions that involved the local community and students.
    - NRC provides visibility items to teachers and students (T-shirts and ID cards).
    - The situation is constantly monitored through discussion with teachers in order to regularly assess their risk and to take protective measures when needed.

Outcomes

- 60% of the 1,000 youth graduates from the High School Peace Programme are IDP (2008-2012). All of these youth live in urban contexts in which armed conflict and crime are a constant.
- The Ministry of Education has adopted High School Peace Programme as part of its formal education offer to IDP. This indicates that the MoE has adopted the curricula, learning materials, teacher training practices as part of its education offer and currently supports the implementation of the High School for Peace in different regions of Colombia.

Norwegian Refugee Council Colombia Peace Culture High School Program's meeting with graduate students in Santa Marta, Colombia. ©Norwegian Refugee Council/2012/Andrea Naletto

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ANNEX 5: INDEX

access 11
  Afghanistan 25
  equal access 25–6
  Kenya 26
  quick reference tool 46
  reflection questions 28
Afghanistan: equal access 25
analysis *see* causal analysis; conflict analysis; conflict dynamics analysis; context analysis; stakeholder analysis
assessment
  context analysis 15–16, 24, 43
  of learning outcomes 29, 32, 33, 50

Bosnia and Herzegovina: curriculum 31

case studies
  Colombia: peace education 62–4
  references 67–9
  Sierra Leone: process of analysis 56–8
  South Sudan: education policy 40, 59–61
causal analysis 54
child protection see protection
citizenship curriculum 69
Colombia: peace education 62–4
community participation 21
  Nepal 22
  quick reference tool 45
  reflection questions 24
community resources 22
  quick reference tool 45
  reflection questions 24
conflict-affected and fragile contexts: definition 12
conflict analysis 16–18
  activities and tools 54–5
  definition 12, 16
  references 65
  South Sudan 19
conflict and education 8
  references 66–9
conflict dynamics analysis 55
conflict profile 54
conflict sensitive education
  definition 12, 13
  references 66

conflict sensitivity 13
  references 65–6
consulting with children and youth: references 69
context analysis 15–20
  assessment 15–16, 24, 43
  causal analysis 54
  conflict analysis 12, 16–18, 19, 54–5, 65
  conflict dynamics analysis 55
  conflict profile 54
  evaluation 15, 19–20, 24, 44, 66
  monitoring 15, 19–20, 24, 44, 66
  quick reference tool 43–4
  reflection questions 24
  response strategies 15, 18, 24, 43
  Sierra Leone 56–8
  stakeholder analysis 54–5
coordination 23
  quick reference tool 46
  reflection questions 24
curricula 29–30
  Bosnia and Herzegovina 31
  peacebuilding and citizenship 69
  quick reference tool 48
  references 69
  reflection questions 33

Diagnostic Programme Tool 12, 28, 33, 37, 41

Education Cluster 23
education, conflict and peacebuilding
  Colombia: peace education 62–4
  references 66–9
education policy 8, 11, 38–41
  law and policy formulation 38–9, 41, 52
  Liberia 39
  planning and implementation 38, 39–40, 41, 53
  quick reference tool 52–3
  reflection questions 41
  South Sudan 40, 59–61
equal access 25–6
  Afghanistan 25
  Kenya 26
  quick reference tool 46
  reflection questions 28

Ethiopia: selection of teachers 35
evaluation 15, 19–20
  quick reference tool 44
  references 66
  reflection questions 24

facilities 25, 27
  quick reference tool 47
  reflection questions 28
Foundational Standards 11, 15–24
  analysis 15–20, 24, 43–4
  community participation 21–2, 24, 45
  coordination 23, 24, 46
  quick reference tool 43–6
  reflection questions 24

Guiding Principles to Integrate Conflict Sensitivity 12

INEE Minimum Standards 9, 10–11
  access and learning environment 11, 25–8, 46–7
  education policy 11, 38–41, 52–3
  Foundational Standards 11, 15–24, 43–6
  quick reference tool 43–53
  teachers and education personnel 11, 34–7, 50–1
  teaching and learning 11, 29–33, 48–50
instruction and learning processes 29, 30–2
  quick reference tool 49
  reflection questions 33
Kenya: equal access 26
key concepts 12–13

law and policy formulation 38–9
  quick reference tool 52
  reflection questions 41
learning environment 11
  facilities and services 25, 27, 28, 47
  protection and well-being 25, 26–7, 28, 47
  quick reference tool 47
  reflection questions 28
Liberia
  education policy 39
  teacher support 30

monitoring 15, 19–20
  occupied Palestinian territories 20
  quick reference tool 44
  references 66
  reflection questions 24

Nepal: community participation 22

occupied Palestinian territories: monitoring 20

peacebuilding
- and citizenship curriculum 69
- Colombia: peace education 62–4
- definition 13
- education and conflict 67–9
- Rwanda: peace education 32
- UN actors 23

planning and implementation 38, 39–40
- quick reference tool 53
- reflection questions 41

professional development 29, 30
- quick reference tool 49
- reflection questions 33

protection 25, 26–7
- quick reference tool 47
- reflection questions 28

quick reference tool
- access and learning environment 46–7
- education policy 52–3
- Foundational Standards 43–6
- teachers and education personnel 50–1
- teaching and learning 48–50

recruitment and selection of teachers 34–5
- Ethiopia 35
- quick reference tool 50
- reflection questions 37

references
- conflict analysis 65
- conflict and education 66–9
- conflict sensitive education 66
- conflict sensitivity 65–6
- consulting with children and youth 69
- curriculum on peacebuilding and citizenship 69
- education, conflict and peacebuilding 67–9
- monitoring and evaluation 66

resources
- case studies 56–64
- conflict analysis activities and tools 54–5
- quick reference tool 43–53
- references by topic 65–9
- *see also* community resources

response strategies 15, 18
quick reference tool 43
reflection questions 24
right to education 7–8
Rwanda: peace education 32

services 25, 27
quick reference tool 47
reflection questions 28
Sierra Leone 27
Sierra Leone
education and psychosocial services 27
process of analysis 56–8
Somalia: teacher support 36
South Sudan
conflict analysis 19
education policy 40, 59–61
stakeholder analysis 54–5
stakeholders 38–9

teachers and education personnel 11, 34–7
compensation 35–6
conditions of work 34, 35–6, 37, 51
quick reference tool 50–1
recruitment and selection 34–5, 37, 50
reflection questions 37
Somalia 36
support and supervision 34, 36, 37, 51
teaching and learning 11, 29–33
assessment 29, 32, 33, 50
curricula 29–30, 31, 33, 48, 69
instruction and learning processes 29, 30–2, 33, 49
quick reference tool 48–50
reflection questions 33
training, professional development and support 29, 30, 33, 49
training, professional development and support 29, 30
Liberia 30
quick reference tool 49
reflection questions 33

UNICEF: «Peacebuilding, Education and Advocacy» 56

well-being 25, 26–7
quick reference tool 47
reflection questions 28

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الشبكة العالمية لوكالات التعليم في حالات الطوارئ

INEE Guidance Note on Conflict Sensitive Education

The Guidance Note offers strategies for developing and implementing conflict sensitive education programs and policies. Building upon the *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, the Guidance Note offers guidance on conflict sensitive education design and delivery at all levels and in all types and phases of conflict. It is a useful tool for practitioners, policy-makers and researchers working in conflict-affected and fragile contexts. The strategies and resources in the Guidance Note are meant to provide thought rather than indicate prescriptive measures; adaptation to each unique context is necessary.

The Guidance Note complements the INEE Minimum Standards, the INEE Diagnostic Programme Tool for Conflict Sensitive Education and the INEE Guiding Principles to Integrate Conflict Sensitivity in Education Policies and Programming, available on the INEE Toolkit at www.ineesite.org/toolkit.