INEE GUIDING PRINCIPLES ON INTEGRATING CONFLICT SENSITIVITY IN EDUCATION POLICY AND PROGRAMMING IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS

1 ASSESS

Conduct an education and conflict analysis or assessment to review:

- The broad conflict status or risk of conflict and the historical links between education and conflict
- How conflict affects education
- How education might contribute to conflict
- How education can mitigate the conflict dynamics
- Details matter: what, why, who, by whom, when, where and how

2 DO NO HARM

Education interventions in conflict-affected and fragile contexts are not neutral: they may reduce or increase the risk of conflict. Ensure that:

- Policy priorities, plans and programmes are based on a comprehensive conflict analysis
- All education providers apply conflict sensitive programming
- Programmes do not intentionally favour one group over another
- Education is not manipulated to promote exclusion and hate
- Education does not reflect and perpetuate gender and social inequities

- Education programmes respond to diverse local priorities and take account of the particular context
- Community participation is prioritised

3 PRIORITISE PREVENTION

- Protect teachers and students from attacks and recruitment into armed forces
- Protect learning environments from attacks
- Focus on safety for students and teachers
- Support policies to protect girls and boys, young women and men from abuse and exploitation
- Provide alternative education for youth, including life and employability skills
- Educate on risks such as landmines and unexploded ordnance
- Build emergency preparedness and readiness through Conflict and Disaster Risk Reduction

4 PROMOTE EQUITY AND THE HOLISTIC DEVELOPMENT OF THE CHILD AS A CITIZEN

- Promote equitable distribution of services across identity groups (ethnic, religious, geographic, gender)
- Avoid pockets of exclusion and marginalisation

- Focus on the reintegration of out-of-school children and youth
- Deliver teaching and learning for peace through pedagogy, curriculum and materials that are free of gender and social prejudices and build competencies for responsible citizenship, conflict transformation and resilience
- Provide psycho-social protection for children
- Involve parents, communities, civil society and local leadership

5 STABILISE, REBUILD OR BUILD THE EDUCATION SYSTEM

- Strengthen institutional systems, staffing capacity and competencies
- Strengthen the process of supplying and training teachers (and teacher trainers)
- Strengthen the *Teacher Development Management Information System, the Education Management Information System* and teacher salary systems
- Ensure an adequate number of trained teachers who reflect the diversity of their societies (different ethnic and religious groups, and gender)
- Provide safe, relevant, appropriate, continuous education to children and youth in accordance with the INEE Minimum Standards and aligned with national priorities
- Favour fairness, transparency and accountability

6 DEVELOPMENT PARTNERS SHOULD ACT FAST, RESPOND TO CHANGE AND STAY ENGAGED BEYOND SHORT-TERM SUPPORT

- Develop flexible education financing mechanisms to adjust to contingencies
- Be ready to adjust assistance programmes to eliminate negative impacts on the context and to improve contributions to peace
- Respond to changing conditions on the ground such as displacement or attacks
- Coordinate with existing education coordination structures (e.g. the Education Cluster and/or Local Education Group)
- Respond to national priorities and jointly prepare exit strategies for handing over of emergency education interventions to longer-term education systems development
- Ensure that existing commitments are respected
- Recognise the links between education, development objectives, state-building and security

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