An international network for education in emergencies
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الشبكة العالمية لوكالات التعليم في حالات الطوارئ

Talking Points: INEE Conflict Sensitive Education Pack

The INEE Conflict Sensitive Education Pack is available on the INEE Website and the INEE Toolkit.

Why focus on conflict sensitive education?

- Access to quality **education is a human right**. This right to education is codified by international political commitments including in the Universal Declaration of Human Rights 1948, the Fourth Geneva Convention 1949, and the Convention Relating to the Status of Refugees 1951.

- There are 61 million children worldwide out of primary school. Forty-two percent, or **28 million girls and boys out of school globally, live in conflict-affected fragile states**. 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.

- Education and conflict have a complex, bi-directional relationship. On one hand, **education can contribute to peacebuilding and social transformation**. Education can help transform a society from one where exclusion reigns to one where inclusion triumphs. This is happening in Rwanda, for example, where peacebuilding curricula and instruction practices are providing the next generation with values of respect and unity.

- On the other hand, **education can reinforce the causes of conflict**— for example, by instilling behaviors and attitudes that contribute to intergroup tensions. In Kosovo and former Yugoslavia, history textbooks were sometimes used to install hatred towards ethnic minorities.

- Attention to conflict and context must be integrated into national education policy and programming to ensure that they are "conflict sensitive." Conflict sensitive interventions take actions to both minimize negative impacts and maximize positive impacts of education on conflict. **Conflict sensitive education avoids contributing to conflict and pursues contributing to peace.**

What are the key concepts of Conflict Sensitive Education?

- **Conflict sensitive education** is the process of: 1) Understanding the context in which education takes place; 2) Analyzing the two-way interaction between the context and education programs 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 program or policy.
- **Conflict-affected and fragile contexts** 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 non-formal, 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.

- Although conflict sensitivity and peacebuilding are sometimes used interchangeably, these concepts are 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 programs and policies in a way that considers the conflict context and aims to minimize negative impact (i.e. education's contribution to conflict) and maximize positive impact. In this guidance note, the term **peacebuilding** entails activities that aim explicitly to address the root causes of conflict and contribute to peace at large.

What is the INEE Conflict Sensitive Education Pack?

The INEE Conflict Sensitive Education Pack contains three resources to help practitioners and policy makers ensure that their policies and programmes are conflict sensitive:

1. INEE **Guiding Principles** on Integrating Conflict Sensitivity in Education Policy and Programming
2. INEE **Guidance Note** on Conflict Sensitive Education.
3. INEE **Reflection Tool** for Designing and Implementing Conflict Sensitive Education Programmes in Conflict-Affected and Fragile Contexts

These resources, outlined below, can be found on the INEE Toolkit along with additional implementation tools related to conflict analysis, education and peacebuilding and conflict sensitive education.

Why use the INEE Conflict Sensitive Education Pack?

- Use the Reflection Tool to **ensure that conflict sensitivity is integrated in education at all stages of the programme cycle**: assessment, design, implementation/management, monitoring and evaluation.
- The Guiding Principles can be adopted by organizations and used to **raise awareness** and **institutionalize the foundational principles that promote conflict sensitive education**.
- The Guidance Note offers strategies for **developing and implementing conflict sensitive education programmes and policies**.
- The Conflict Sensitive Education Pack can be used:
  o as a reference to develop **funding proposals** to ensure interventions are conflict sensitive
  o to **develop monitoring and evaluation frameworks** to ensure that processes and indicators promote conflict sensitivity.
  o to inform **training and capacity development** resources around conflict sensitive education
  o to support **advocacy** efforts around conflict sensitive education
  o to get ideas on conflict sensitive strategies to **strengthen project proposals and implementation**

1) [INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming in Conflict-Affected and Fragile Contexts](#)

The Guiding Principles can be used to guide education interventions in conflict-affected and fragile contexts to ensure that conflict sensitivity is incorporated in education proposals, policies, investments and programmes. Moreover, they can be adopted by Ministries of Education, Donor Agencies, UN agencies and other implementing partners as a commitment to prioritize and implement conflict sensitive education.

1. **Assess.** Make sure to develop an education and conflict analysis that inform the education intervention. Assess how conflict affects education but also how education might contribute to conflict.
2. **Do no harm.** Ensure that education do not favor one group over another, perpetuate gender or social inequities or is manipulated to promote hatred or exclusion. Make sure that the education intervention respond to the particular context and prioritized community participation.
3. **Prioritize prevention.** Ensure the protection of students, education personnel, infrastructure, and learning environments from attacks. Provide alternative education for youth and adults who have been left out of the education system. Focus on emergency preparedness, but most importantly, ensure prevention by protecting, preparing and planning.
4. **Promote equity and the holistic development of the child.** Ensure that services are distributed equitable across identity groups to be able to reach those more marginalized. Train teachers on peace education curricula and pedagogy to ensure that education goes beyond numeracy and literacy, but that also focuses on the development of skills for responsible citizenship, conflict transformation and resilience.
5. **Stabilize, rebuild and build the education system.** Focus on strengthening **institutional** capacities and the national and local levels. Make sure that the number of trained teachers reflects the diversity of society. Ensure that systems are transparent and that all stakeholders are accountable. Make sure that education is delivered according to the [INEE Minimum Standards for Education](#), the widely recognized global tool that articulates the minimum acceptable level of educational quality and access in contexts of emergency through to recovery.
6. **Development partners should act fast, respond to change and stay engaged beyond short-term support.** Move from short-term to long-term approaches and shift the focus from projects to programs. Pay attention to new constituencies that require attention: child soldiers, refugees, returnees, demobilized youth and adults. Be ready to adjust programs if they do harm and adapt them to ensure they contribute to stabilization and peace building. Bridge the gap between humanitarian interventions to development. Education cannot work in isolation; recognition needs to be given to the role that education plays in development, security, state and peace building.

2) [INEE Guidance Note on Conflict Sensitive Education](#)
The Guidance Note offers strategies for developing and implementing conflict sensitive education programs and policies. It offers guidance on conflict sensitive education design and delivery at all levels and in all types and phases of conflict.

The strategies and resources in the Guidance Note are meant to provide thought rather than to indicate prescriptive measures; adaptation to each unique context is necessary. The Guidance Note uses the framework of the INEE Minimum Standards and provides more explicit guidance on conflict sensitivity.

As part of the Guidance Note, there is a [Conflict Sensitive Education Quick Reference Tool](), which provides bulleted suggestions for conflict sensitive education interventions.

What are the Conflict Sensitive Education strategies in the INEE Guidance Note?

The guidance note offers conflict sensitive education strategies for each domain of the INEE Minimum Standards Handbook. For more details, see Section II of the [Guidance Note]().

- **Domain 1: Strategies for conflict sensitive analysis, participation and coordination**
  Conflict sensitive education programs and policies should be based on conflict and context **analysis**. In conflict sensitive **assessments**, consideration should be given to whether the assessment managing actors are perceived as representing one side of a conflict, or whether they represent an example of inter-group co-operation and neutrality. **Response strategies** might include assessing whether targeting one group contributes to intergroup tensions or separatist identities. For conflict sensitive monitoring and evaluation, one could include consulting members from diverse social groups and including non-targeted as well as targeted beneficiaries. Conflict sensitive **participation** starts with a diverse and representative group and incorporates strategies for selecting community participants collaboratively and should reflect the ethnic, religious, disability, sex, age, and/or political diversity. **Coordination** mechanisms are critical to conflict sensitive education, and can promote transparency, accountability, and comprehensive education strategies.

- **Domain 2: Strategies for conflict sensitive access and learning environment**
  Ensuring **equal access** means supporting education programs and policies that make education accessible to all, including former child soldiers, internally displaced people and refugees, host communities, speakers of non-dominant languages, and other previously excluded groups. To promote the **protection and well-being** of school community members, 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. Providing education **facilities and services** in a conflict sensitive way may include considering the proximity and safe access of both males and females to learning environment, water points and latrines, and marking learning spaces with visible protective boundaries and clear signs.

- **Domain 3: Strategies for conflict sensitive teaching and learning**
  A conflict sensitive **curriculum** could include training for teachers on how to create and deliver lessons that avoid stereotypes and bias, and promote inclusivity, mutual respect and nonviolence. One strategy for conflict sensitive **teacher training, professional development and support** is to make teacher training opportunities available to males and females and without discrimination against any group, including refugee and displaced teachers. Furthermore, peer support structures amongst teachers could be established to increase conflict-coping skills, share good practices, and reduce psychosocial stress. In a conflict sensitive **teaching and learning process**, consider using mother tongue for early grades, or multi-lingual instruction, and recruit and train teachers who speak the minority languages to maximize inclusion. **Assessment of learning outcomes** should include designing and/or conducting assessments that are fair and accessible to all learners. Examples include translating assessment tools and texts, cleaning of content biased towards any group and equitable distribution of tests across regions.

- **Domain 4: Strategies for conflict sensitive practices for teachers and other education personnel**

    Informed by the conflict analysis (domain 1), conflict sensitive **teacher recruitment and selection** should be a transparent, participatory process that avoids bias towards any one group. This includes establishing a selection committee that represents diverse social groups, including those that may have been previously marginalized due to the conflict dynamics. To address **conditions of work and compensation,** one should provide stable compensation to teachers and education personnel equitable with the local labor market. This will avoid inconsistent and irregular compensation that could trigger labor discontent and conflict. **Support and supervision mechanisms** can be encouraged by putting into place professional development plans and certification processes to support under-qualified or new teachers, and conducting performance appraisals transparently and on the basis of job descriptions.

- **Domain 5: Strategies for conflict sensitive education policy**

    Education policy formulation and implementation are the mechanisms through which education actors can fulfill the right to education. To **formulate education law and policy** in a conflict sensitive way, all stakeholders should be well coordinated, and the process should engage groups previously marginalized and groups with grievances, to build consensus around new education policy orientations. For **planning and implementing** of a new education policy in a conflict context, consider continuing the participatory national dialogue on how to deliver education activities in a conflict sensitive way. This should be done 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.

3) [INEE Reflection Tool for Designing and Implementing Conflict Sensitive Education Programmes in Conflict- Affected and Fragile Contexts](#)

The Reflection Tool is designed for education programme staff and other stakeholders concerned with education in conflict affected and fragile contexts. The tool can be used to ensure that conflict sensitivity is integrated in education at all stages of the programme cycle: assessment, design, implementation/management, and monitoring and evaluation.

1. Assessment Phase
   A. Assessment And Conflict Analysis
2. Design Phase
   A. Response Strategy
   B. Contingency Plan
   C. Timing
   D. Beneficiaries
   E. Community Participation
   F. Coordination
3. Implementation and Management Phase
   A. Access and Learning Environment
   B. Teaching and Learning
   C. Teachers and Other Education Personnel
   D. Education Policy
4. Monitoring and Evaluation Phase
   A. Monitoring

B. Evaluation

Principles of community participation, equity, access, quality, relevance and protection are included across the tool and are based on the INEE Minimum Standards. The Reflection Tool can be used to design or 'check' the conflict sensitivity of a programme at all stages of the project cycle, or facilitate sessions with technical staff or country based teams to review programmes.

Contact Us

For more information on conflict sensitive education, visit the INEE Website and the INEE Toolkit or contact minimumstandards@ineesite.org and educationandfragility@ineesite.org to share how you have used the INEE tools and resources.