

# INEE Conflict Sensitive Education Pack



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# Why is there a need to focus on Conflict Sensitive Education?

- Access to quality education is a human right
- The right to education is not being fully realized
- Education and conflict have a bi-directional and complex relationship
- Education programs and policies in conflict-affected and fragile contexts should be conflict sensitive

# What is Conflict Sensitive Education?

It is the process to:

- 1) Understand the context
- 2) Analyze the 2-way relationship of context and education
- 3) Act to minimize the negative impact and maximize the positive impact of education on conflict

# What are the strategies for Conflict Sensitive Education?

## **1. Strategies for conflict sensitive analysis, participation and coordination**

Ex: Consult members from diverse social groups

## **2. Strategies for conflict sensitive access and learning environment**

Ex: Consider safe access to learning environment, water points and latrines

### **3. Strategies for conflict sensitive teaching and learning**

Ex: Provide training for teachers on how to create and deliver lessons that avoid stereotypes and bias

### **4. Strategies for conflict sensitive practices for teachers and other education personnel**

Ex: Teacher recruitment and selection is a transparent, participatory process that avoids bias towards any one group

### **5. Strategies for conflict sensitive education policy**

Ex: Coordinate with a wide range of stakeholders, including groups previously marginalized

# What are the key concepts around Conflict Sensitive Education?

- **Conflict analysis**
  - Systematic study of the background and history, root causes, actors, and dynamics of a conflict
- **Conflict-affected and fragile contexts**
  - Any situation impacted (or expected to be) by violence or armed conflict
- **Peacebuilding**
  - Activities that aim explicitly to address the root causes of conflict and contribute to peace at large

**What actions can you take to ensure that your education programs and policies are conflict sensitive?**

# What additional INEE Resources are associated with CSE?

- **Guiding Principles**
  - Ensure that conflict sensitivity is incorporated into education proposals, policies and programs
- **Guidance Note**
  - Offers strategies for developing and implementing conflict sensitive education programmes and policies
- **Reflection Tool**
  - Used during assessment, design, implementation/management, monitoring and evaluation
  - Principles include community participation, equity, access, quality, relevance and protection

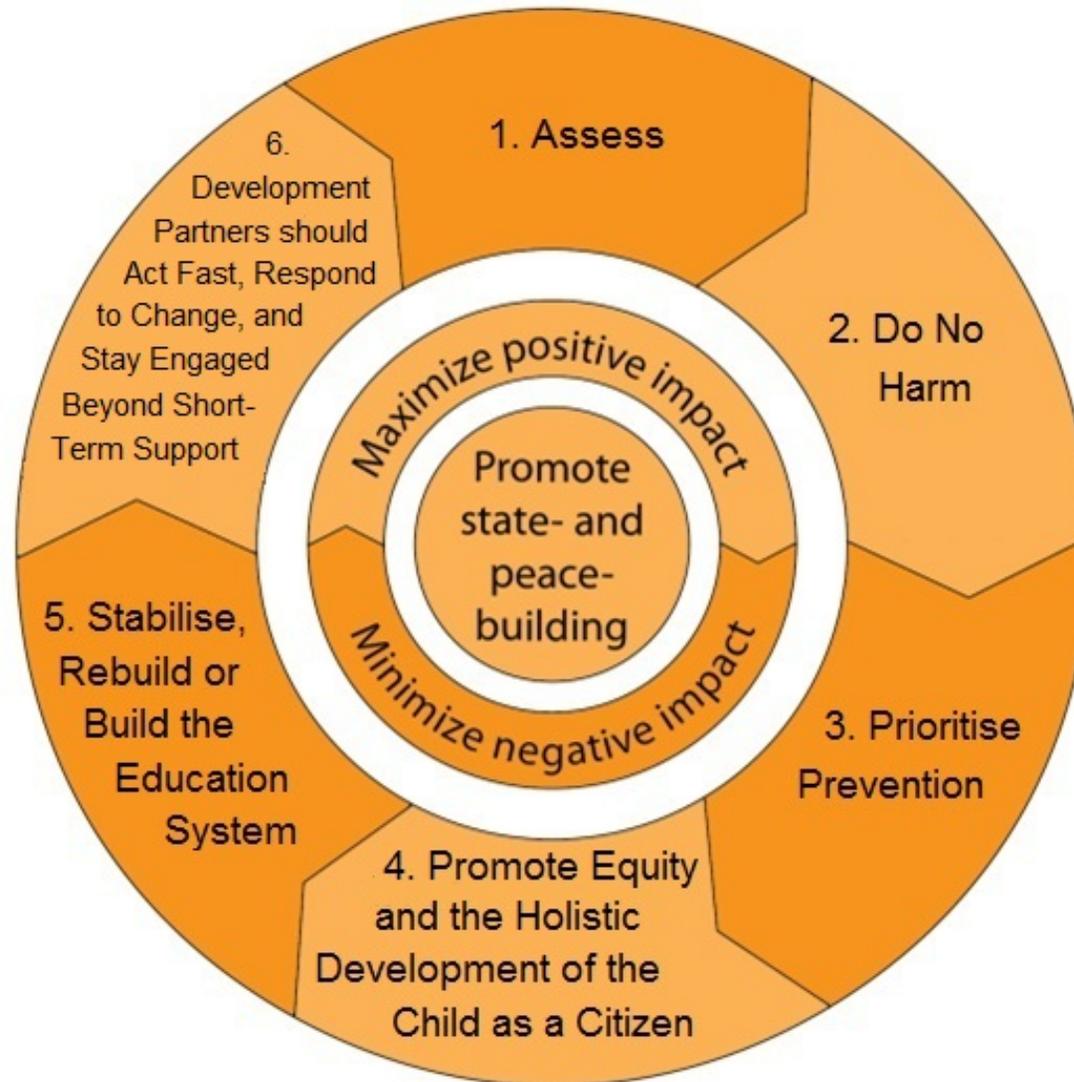
# What are the INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming in Conflict-Affected and Fragile Contexts?

- Guiding Principles for all stakeholders concerned with education in CAF contexts
- Useful to ensure that conflict sensitivity is incorporated in education proposals, policies, investments and programmes

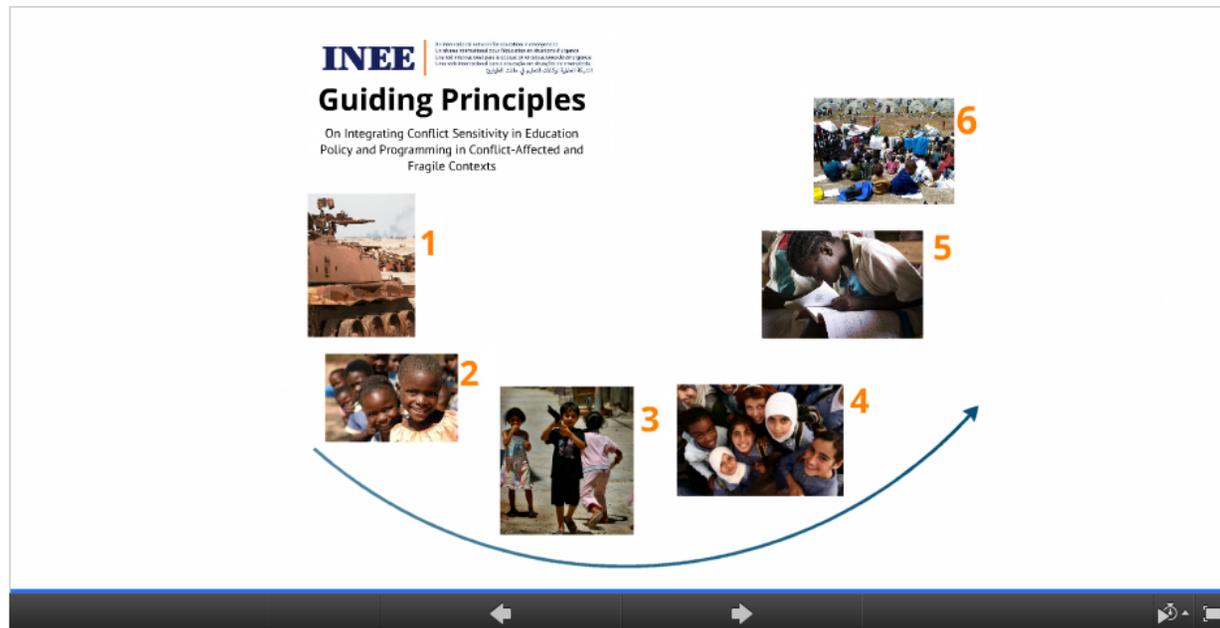
**INEE GUIDING PRINCIPLES ON INTEGRATING CONFLICT SENSITIVITY IN EDUCATION POLICY AND PROGRAMMING IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS**

<p><b>1</b>   <b>ASSESS</b></p> <p>Conduct an education and conflict analysis or assessment to review:</p> <ul style="list-style-type: none"> <li>• The broad conflict status or risk of conflict and the historical links between education and conflict</li> <li>• How conflict affects education</li> <li>• How education might contribute to conflict</li> <li>• How education can mitigate the conflict dynamics</li> <li>• Details matter: what, why, who, by whom, when, where, and how</li> </ul>	<p><b>3</b>   <b>PRIORITISE PREVENTION</b></p> <ul style="list-style-type: none"> <li>• Education programmes respond to diverse local priorities and take account of the particular context</li> <li>• Community participation is prioritised</li> <li>• Protect teachers and students from attacks and recruitment into armed forces</li> <li>• Protect learning environments from attacks</li> <li>• Focus on safety for students and teachers</li> <li>• Support policies to protect girls and boys, young women and men from abuse and exploitation</li> <li>• Provide alternative education for youth, including life and employability skills</li> <li>• Educate on risks such as landmines and unexploded ordnance</li> <li>• Build emergency preparedness and readiness through Conflict and Disaster Risk Reduction</li> </ul>	<p><b>5</b>   <b>STABILISE, REBUILD OR BUILD THE EDUCATION SYSTEM</b></p> <ul style="list-style-type: none"> <li>• Focus on the reintegration of out of school children and youth</li> <li>• 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</li> <li>• Provide psycho-social protection for children</li> <li>• Involve parents, communities, civil society and local leadership</li> <li>• Strengthen institutional systems; staffing capacity and competencies</li> <li>• Strengthen the process of supplying and training teachers (and teacher trainers)</li> <li>• Strengthen the <i>Teacher Development Management Information System, the Education Management Information System, and teacher salary systems</i></li> <li>• Ensure adequate number of trained teachers who reflect the diversity of their societies (different ethnic and religious groups, and gender).</li> <li>• Provide safe, relevant, appropriate, continuous education to children and youth in accordance with the NEE Minimum Standards and aligned with national priorities</li> <li>• Favour fairness, transparency and accountability</li> </ul>	<p><b>6</b>   <b>DEVELOPMENT PARTNERS SHOULD ACT FAST, RESPOND TO CHANGE, AND STAY ENGAGED BEYOND SHORT-TERM SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Develop flexible education financing mechanisms to adjust to contingencies</li> <li>• Be ready to adjust assistance programmes to eliminate negative impacts on the context and to improve contributions to peace</li> <li>• Respond to changing conditions on the ground such as displacement or attacks</li> <li>• Coordinate with existing education coordination structures (e.g. the Education Cluster and/or Local Education Group)</li> <li>• Respond to national priorities and jointly prepare exit strategies for handing over of emergency education interventions to longer term education systems development</li> <li>• Ensure that existing commitments are respected</li> <li>• Recognise the links between education, development objectives, state-building and security</li> </ul>
<p><b>2</b>   <b>DO NO HARM</b></p> <p>Education interventions in conflict-affected and fragile contexts are not neutral; they may reduce or increase the risk of conflict. Ensure that:</p> <ul style="list-style-type: none"> <li>• Policy priorities, plans and programmes are based on a comprehensive conflict analysis</li> <li>• All education providers apply conflict sensitive programming</li> <li>• Programmes do not intentionally favour one group over another</li> <li>• Education is not manipulated to promote exclusion and hate</li> <li>• Education does not reflect and perpetuate gender and social inequities</li> </ul>	<p><b>4</b>   <b>PROMOTE EQUITY AND THE HOLISTIC DEVELOPMENT OF THE CHILD AS A CITIZEN</b></p> <ul style="list-style-type: none"> <li>• Promote equitable distribution of services across identity groups (ethnic, religious, geographic, gender)</li> <li>• Avoid pockets of exclusion and marginalisation</li> </ul>	<p><b>INEE</b>   An international network for education in emergencies</p>	

# INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming in Conflict-Affected and Fragile Contexts



# Prezi introducing INEE Guiding Principles



[Watch](#)

# What is the INEE Guidance Note on Conflict Sensitive Education?

- Strategies for development and implementation of conflict sensitive programs and policies
- All types of education and all phases of conflict
- Adapt to each unique context
- INEE Minimum Standards as a framework
- Case studies, Conflict Analysis, Quick Reference Tool



# What is the INEE Reflection Tool for Designing and Implementing Conflict Sensitive Education Programmes in Conflict-Affected and Fragile Contexts?

- Designed for education programme staff and other stakeholders concerned with education in conflict-affected and fragile contexts
- Can be used to ensure that conflict sensitivity is integrated in education at all stages of the programme cycle: assessment, design, implementation/management, monitoring and evaluation

REFLECTION TOOL FOR DESIGNING AND IMPLEMENTING CONFLICT SENSITIVE EDUCATION PROGRAMMES IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS 2

QUESTIONS	WHAT IS YOUR RESPONSE TO THE QUESTION? (yes/partially/no) Please give more detail to your answers when available and appropriate.	WHAT FOLLOW UP ACTION, IF ANY, WILL BE TAKEN? WHO WILL BE RESPONSIBLE? <small>(For further guidance please refer to the following domains in the INEE Minimum Standards and the INEE Guidance Note on Conflict Sensitive Education, as well as the List of Additional Resources.)</small>
<b>1. PROJECT CYCLE: ASSESSMENT PHASE</b>		
<b>A. ASSESSMENT AND CONFLICT ANALYSIS</b>		
1.1 Have education stakeholders analysed the conflict context and how the proposed education programme and conflict may interact? <small>(e.g. stakeholders could include: parent teacher association, government officials, youth, women, men, girls, boys, different ethnic, religious or social groups, etc.)</small>		Foundational Standards Domain Community Participation Standard 1: Participation Community Participation Standard 2: Resources Analysis Standard 1: Assessment Analysis Standard 3: Monitoring
1.2 Does the analysis include different perspectives of stakeholders within the education community?		
1.3 Does the analysis include an understanding of how different stakeholders are both affected by and also drive conflict?		

# INEE Reflection Tool for Designing and Implementing Conflict Sensitive Education Programmes in Conflict-Affected and Fragile Contexts



# INEE Conflict Sensitive Education Video



[Play](#)

# Thank you!

**For more information and tools:**

INEE Toolkit (  
[toolkit.ineesite.org/conflict\\_sensitive\\_education](http://toolkit.ineesite.org/conflict_sensitive_education))

INEE Website  
([ineesite.org/conflict-sensitive-education](http://ineesite.org/conflict-sensitive-education))

Become a member ([ineesite.org/join](http://ineesite.org/join))

Share your experience with conflict sensitive education: [minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org) and [educationfragility@ineesite.org](mailto:educationfragility@ineesite.org)