

“Never Too Late to Learn”

INEE Conflict Sensitive Education Component

Lessons learned and Case Study Launch Webinar



A project funded by the the European Commission’s Directorate-General for International Cooperation and Development (INTPA) , implemented via NRC with INEE



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**Inter-agency
Network for Education
in Emergencies**

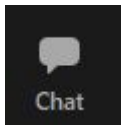


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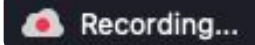
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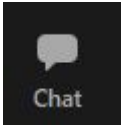
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Restez en mode “muet” pendant les présentations.



Posez vos questions dans la barre de tchat.



Cette session est enregistrée



Transcription en français disponible



L'enregistrement et les présentations seront disponibles sur – inee.org



Agenda

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Project Background Contexte du projet	Barbara Bergamini (NRC Global Education Advisor)
CSE Introduction Introduction à l'ESC	Emeline Marchois (Lead Consultant for INEE Component)
CSE Trainings in Tanzania Formations ESC en Tanzanie	Dr Wia-Mae Koha-Mmari (NRC/INEE Project Focal Point in Tanzania)
CSE Trainings in DRC Formations ESC en RDC	Edmond Shamba (NRC/INEE Project Focal point in DRC)
Recommendations Recommandations	Emeline Marchois (Lead Consultant for INEE Component)
Q/A Q/R	Oula Abu-Amsha/Emeline Marchois



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Objectives/Objectifs

Present the results of a series of CSE trainings in Tanzania and DRC, adaptations, impacts and lessons learnt.

Présenter les résultats d'une série de formations ESC en Tanzanie et en RDC, les adaptations, les impacts et les leçons apprises.



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Opening word

Mot d'ouverture

Dean Brooks

INEE Director, directeur de l'INEE



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Project
Background
Contexte du
projet

Barbara Bergamini
NRC Global Education Advisor
Conseillère Education Globale NRC



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Never too late to learn

Providing displacement affected children with quality and protective alternative education in the Democratic Republic of Congo and Tanzania



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Never too late to learn

Fournir aux enfants affectés par les déplacements une éducation alternative de qualité et protectrice en République démocratique du Congo et en Tanzanie



This project is funded by the European Union



Improved access to quality and protective basic education (pre-school, primary and lower secondary) for displacement affected children in the Democratic Republic of the Congo (DRC) and Tanzania

Overall Objectives

Safe Learning Environments

Teaching and Learning

Evidence and Documentation

Systems Strengthening

Specific Objectives

1. Conflict and displacement affected children access quality alternative education in a safe learning environment with a focus on out of school children and girls

2. Learning outcomes and learner participation are improved through professional development

3. Evidence base on best practices for education in diverse crisis contexts is broadened

4. Negative impacts of education on the context are minimised, and positive impacts maximised

Outputs

1.1 Provision of Catch-up, Alternative and Early Childhood Education
1.2 Provision of safe, inclusive and gender- and age-appropriate learning environments

2.1 Learning is monitored and measured
2.2 Provision of teacher professional development

3.1 Research on academic resilience published and disseminated
3.2 Case studies on conflict sensitive education compiled and disseminated

4.1 Provision of capacity development in INEE tools and approaches for all stakeholders
4.2 Provision of capacity development for education authorities



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Conflict Sensitive Education Education Sensible au Conflit



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Two Faces of Education

Les deux visages de l'éducation

When given in conflict affected contexts education can:

- Reinforce and prolong the conflict, and
- Reduce tensions and strengthen people's capacities to disengage from conflict.

Lorsqu'elle est proposée dans des contextes affectés par des conflits, l'éducation peut :

- Renforcer et prolonger le conflit, et
- Réduire les tensions et renforcer les capacités des personnes à se désengager du conflit.



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What is conflict-sensitive education?

Qu'est-ce que l'éducation sensible au conflit?

Conflict sensitive education refers to the design and delivery of education programs and policies in a way that considers the conflict context and aims to minimize the negative impact (contribution to conflict) and maximize positive impact (contribution to peace).

- INEE Minimum Standards

L'éducation sensible aux conflits fait référence à la conception et à la mise en œuvre de programmes et de politiques d'éducation d'une manière qui tient compte du contexte du conflit et vise à minimiser l'impact négatif (contribution au conflit) et à maximiser l'impact positif (contribution à la paix).

- Normes minimales de l'INEE



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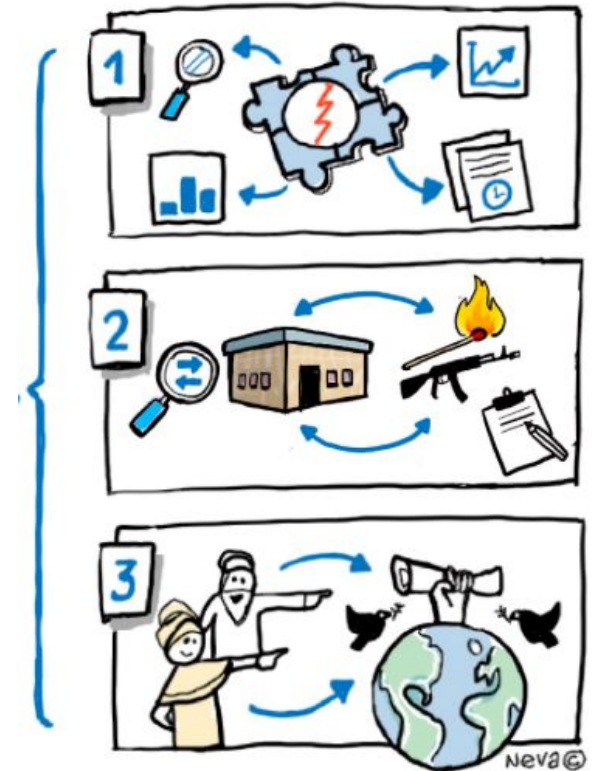


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How can conflict-sensitive education be achieved?

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



Source: INEE Conflict Sensitive Education Guidance Note



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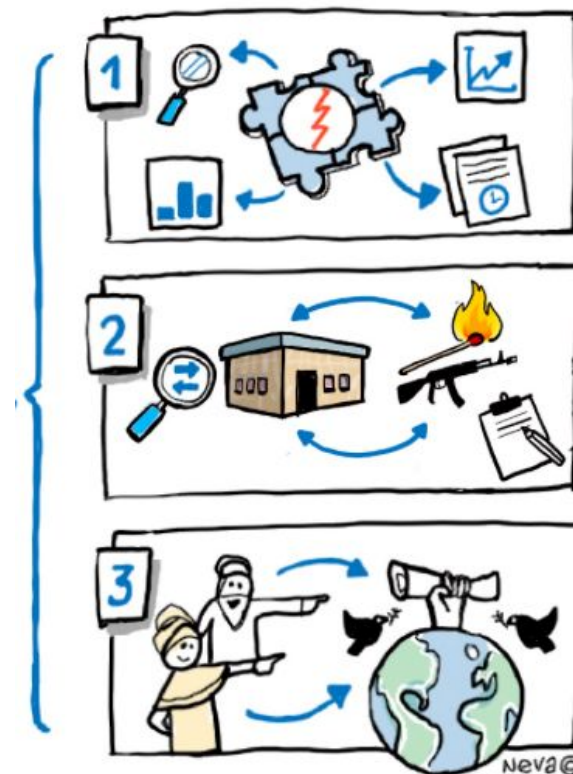


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Comment réaliser une éducation sensible aux conflits ?

1. Comprendre le contexte dans lequel se déroule l'éducation ;
2. Analyser l'interaction bidirectionnelle entre le contexte et les programmes et politiques d'éducation (développement, planification et mise en œuvre).
Programmes et politiques d'éducation (développement, planification et prestation) ; et
3. Agir pour minimiser les impacts négatifs et maximiser les impacts positifs des politiques et programmes d'éducation sur les conflits.



Source: INEE Conflict Sensitive Education Guidance Note



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Training Objectives

- **Overall:** to increase participants' knowledge of the INEE Minimum Standards, build skills on the topic of conflict-sensitive education to increase use of the INEE CSE Pack, and strengthen its institutionalization.
- Understand why conflict sensitive education is important.
- Know the three-part definition of conflict sensitive education.
- Know when conflict sensitive education should be used or is applicable.
- Understand the interactions between education and conflict



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Objectifs des formations

- **Objectif global:** accroître les connaissances des participants sur les Normes minimales de l'INEE, renforcer les compétences sur le thème de l'éducation sensible aux conflits pour augmenter l'utilisation du pack CSE de l'INEE, et renforcer son institutionnalisation.
- Comprendre pourquoi l'éducation sensible aux conflits est importante.
- Connaître la définition en trois parties de l'éducation sensible aux conflits.
- Savoir quand l'éducation sensible aux conflits doit être utilisée ou est applicable.
- Comprendre les interactions entre l'éducation et les conflits



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Tanzania
Tanzanie

Dr Wia Mae Koha-Mmari

INEE CSE Project Focal Point in Tanzania

Point Focal du Projet ESC de l'INEE en
Tanzanie



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Data on Trainings

- There were 4 trainings that took place in Tanzania 2 of which were facilitated by the Tanzanian project focal point.
- The aim of the training was to develop participants core knowledge on education in emergencies focusing on using tools.



- The first of the two trainings that were facilitated by the focal point took place between the 22nd to the 25th of February 2021
- There were 44 participants who attended the first training and were awarded certificates after the training.



- The second of the two trainings that were facilitated by the focal point took place between the 1st to 4th March 2021.
- There were 46 participants who attended and were awarded certificates after the training.



- Both trainings were held at the Cheyo Hotel in Kibondo Tanzania.

IN TERMS OF GENDER

- 8 females and 36 males participated in the first training.
- 7 females and 39 males participated in the second training.



Participants profiles

- The participants invitation was sent by NRC Kibondo/ Tanzania office through the cluster, looking for participants with the following criteria's for the organizations agencies.
- 1. Work in education programs.
- 2. Work on advocacy on education.
- 3. Work towards institutionalizing CSE.
- The invitation was also open to those working with child protection.



Challenges

TECHNICAL ISSUES

- Power cut (switching on the standby generator took some of our time)
- Space (the hall was a bit small for 40 and above participants considering the Covid restrictions).
- Language was also a challenge as some participants wanted the training to be held in Kiswahili Language. Sometimes there were co- switching for better understanding, ease and convenience of participants.



LANGUAGE

- The issue of Language was noticed during the answering of the Pre-test (where many participants were called and requested to fill in the areas which were vacant.
- Example:* Do you think education can contribute to conflict, if so in what ways?
- Adaptation:* Do you think education can contribute to conflict if yes, explain in your own words.



- The first set of Pre- test questions required participants to write essay type of questions.

- The Pre-workshop test Version 2 had

- A. selection/choosing items.

- B. true and false items.

Which made it easier and friendlier for those with Language difficulties.



- Participating in presentations
- Having participants respond to emails was a challenge.
- During the first 2 days it was a challenge for participants to actively participate and express themselves.
- Small venue for the training.
 - Compiling report

It was difficult to know whether the names of the participant were male or female. (Traditional names).

- Time (training days are few).



Lessons Learnt

- Completion of (Pre/Post) test should be done together with the facilitator reading one question at a time and making sure that all answers are written, move around and see if the question has been answered before moving to the next question.
- Outreach needs to be addressed, there are many other stakeholders who also need CSE.
- Extend the number of days for the training.



- Ladies should be encouraged to take part in such trainings. (there were very few ladies , only 16 out of 90 participants in 2 trainings).



Recommendations

- CSE has to be taught in our schools at all levels, with emphasis on the tertiary education.
- An emergency team of teachers should be set aside to be deployed in the event of emergencies.

HEALTH HAS MILITARY HAS BUT WHERE ARE WE TEACHERS?



DRC
RDC

Edmond Shamba

INEE CSE Project Focal Point in DRC

Point Focal du Projet ESC de l'INEE en RDC



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Training location and number of participants

Five INEE workshops in DRC

Month and Year	Location	Facilitator	Participants			INGOs	NNGOs	Education Inspectors	Social Affairs Insp	UN	Number of Case studies forms completed
			M	F	T						
Nov-18	Goma	Emeline	23	7	30	12	12	3	2	1	6
Jun-19	Goma	Emeline	24	5	29	16	3	8	2		11
Nov-19	Rutshuru	Edmond	24	7	31	3	17	9	2		17
Nov-20	Kitchanga	Edmond	35	3	38	1	20	15	2		23
Nov-20	Mweso	Edmond	19	5	24	1	14	6	2		18
Total			125	27	152	33	66	41	10	1	75

Nombre d'ateliers INEE ESC en RDC: 5

NOMBRE DES PARTICIPANTS AUX ATELIERS INEE SUR L'ESC											
Mois et Année	Lieu	Facilitateur	Participants			ONGI	ONGN	Inspect Education	Inspect DIVAS	Nati on Unie	Nbre des fiches étude des cas Complète
			H	F	T						
Nov-18	Goma	Emeline	23	7	30	12	12	3	2	1	6
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Total			125	27	152	33	66	41	10	1	75



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Profiles

- Works in the education sector in the area
- Works on advocacy for education organizations that set up Emergency Education Programs.
- Already integrates notions of CSE into their interventions (State Partners in Education interventions).
- Be able to organize other workshops (with or without available funding, identifiable trainer, and the commitment of the organization).



Profiles des participants

- Travaille dans le secteur éducation dans la zone
- Travaille sur le plaidoyer pour l'éducation
- Organisations qui mettent en place les Programmes d'éducation d'urgence.
- Intègre déjà des notions de ESC dans leurs interventions
- Partenaires étatiques en éducation.
- Pouvoir organiser d'autres ateliers (avec ou sans financement disponible, formateur/trice identifiable, engagement de l'organisation).



Good practices

- The involvement of local administrative authorities in the opening and closing of three INEE workshops on CSE. A workshop held in Rutshuru officially opened and closed by the Administrator of Rutshuru Territory on one hand and the official opening and closing of two workshops in Kitchanga and Mweso by the representative of the Provincial Minister of Primary, Secondary and Technical Education (EPST) and Head of the Sub-Division of EPST Masisi 3 on the other hand.
- The availability of INEE manuals in relation to the training workshops on CSE (Universal INEE MS Manuals, MS Contextualized to NK, Guidance Notes for CSE, Guiding Principles, ...)



Bonnes Pratiques

- L'implication des autorités administratives locales dans l'ouverture et la fermeture de trois ateliers INEE sur l'ESC. Un atelier tenu à Rutshuru ouvert officiellement et clôturé par l'Administrateur du Territoire de Rutshuru d'une part et l'ouverture et la clôture officielle de deux ateliers de Kitchanga et Mweso par le représentant du Ministre Provincial de l'Enseignement Primaire Secondaire et Technique (EPST) et Chef de la Sous Division de l'EPST Masisi 3 d'autre part.
- La disponibilité des manuels INEE en rapport avec les ateliers de formation sur l'ESC (Les manuels des NM INEE Universelles, les Manuels des NM Contextualisés au NK, Les notes d'orientations pour une ESC, les principes directeurs, ...)



Lessons Learnt

- INEE workshops on CSE allowed participants to discover gaps in their interventions and this discovery helps them to improve the way they do things.

"We will analyze the context and how the conflict interreacts with the education system before the implementation of any emergency education Program to reassure ourselves that what we are doing promotes peace in our response environments," said a participant from a local organization that works in the education sector in the area.
- The INEE CSE workshops awakened the memory of the majority of participants who were unaware of how an educational intervention can influence conflict if implemented without following or practicing the INEE MS and CSE strategies.
- The majority of organizations that participated in these workshops are already integrating INEE MS in their EiE interventions.



Leçons Apprises

- Les ateliers INEE sur l'ESC ont permis aux participants de **découvrir les lacunes dans leurs interventions et cette découverte les aide à améliorer leur façon de faire.**

« Nous procéderons à analyser le contexte de conflit avant toute implantation d'un Programme d'éducation d'urgence pour se rassurer que ce que nous faisons favorise la paix dans nos milieux d'intervention » a déclaré un participant membre d'une organisation locale qui œuvre dans le secteur éducation dans la zone.

- Les ateliers INEE sur l'ESC ont éveillé la mémoire de la majorité des participants qui ignoraient la façon dont une intervention en éducation peut influencer un conflit si elle est mise en œuvre sans suivre ou mettre en pratique les NM INEE et les stratégies d'une ESC.
- La majeure partie des organisations qui ont participé à ces ateliers intègrent déjà les lignes directrices dans leurs pratiques dans les interventions en EiE.



Good practices

This is the case of JRS (Jesuit Refugee Service), an international NGO that uses as much as possible the concepts learned during the INEE workshop in November 2020 in Mweso including strategies for education that takes into account conflict issues in its interventions and daily activities and that constantly asks questions about the impact of their interventions on community life.

This organization has striven to remain sensitive to conflicts in its interventions in accordance with INEE MS.

This is also the case of GCD (Global Charity for Development) a national organization that uses the knowledge acquired during INEE workshops in the selection and recruitment of teachers within the CRS (Centre de Rattrapage Scolaire) this is an Accelerated Education Program. This is practiced to respect inclusion in order to avoid conflicts that could arise and promote CSE for good implementation of their educational activities.



Exemples d'organisations

C'est le cas de JRS (Jesuit Refugee Service), une ONG internationale qui utilise autant que possible les notions apprises lors de l'atelier INEE de novembre 2020 à Mweso notamment **les stratégies d'une éducation tenant compte des questions des conflits dans ses interventions et dans ses activités quotidiennes et qui pose constamment des questions sur l'impact de leurs interventions sur la vie communautaire.**

Cette organisation s'est efforcée de rester sensible aux conflits dans ses interventions en conformité avec les NM INEE.

C'est également le cas de GCD (Global Charity for Development) une organisation nationale qui **utilise les connaissances acquises lors des ateliers de l'INEE dans la sélection et le recrutement des enseignants** au sein du CRS (Centre de Rattrapage Scolaire) qu'elle organise tout en respectant l'inclusion pour éviter les conflits qui pourraient survenir et promouvoir l'ESC pour une bonne mise en œuvre de leurs activités éducatives.



Challenges

- Apart from state education managers (Inspectors, advisers and coordinators of schools under agreement), teachers and principals who are in direct contact with children in classes and schools have not yet benefited from this INEE training on CSE in our region.
- Most of the participants in various workshops were not reachable during the collection of data related to the case studies on the practice of MS in their interventions because of displacement due to repeated conflicts in the Eastern part of our country, an environment not covered by telephone networks and some of them fled to the neighboring countries. This has negatively affected our data collection in the field.



Défis

- A part les cadres de l'éducation (Inspecteurs, conseillers et coordinateurs des écoles conventionnées), **les enseignants et directeurs qui sont en contact direct avec les enfants dans les classes et écoles n'ont pas encore bénéficiés** de cette formation INEE sur l'ESC dans notre contrée.
- **La plupart des participants aux différents ateliers n'ont pas été joignables** lors de la récolte des données en rapport avec les études des cas sur la pratique des NM dans leurs interventions à cause de déplacement due aux conflits à répétition à l'Est de notre pays les uns dans des milieux non couverts par des réseaux téléphoniques les autres dans les pays voisins. Ceci a affecté négativement notre récolte des données sur le terrain.



Recommendations Recommandations

Emeline Marchois
INEE CSE Component Facilitator
Facilitatrice Composante ESC INEE



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Recommendations/Recommandations

- Strengthen advocacy, give visibility and communicate on CSE at all levels, create messages on education and conflict's interaction.
- Create training opportunities in areas where access is difficult to reach out to a wider number of EiE actors (including women).
- Build training information sessions (or smaller cascade trainings) into programs with a dedicated budget.

Renforcer le plaidoyer, donner de la visibilité et communiquer sur l'ESC à tous les niveaux, créer des messages sur l'interaction entre l'éducation et les conflits.

Créer des opportunités de formation dans les zones où l'accès est difficile afin d'atteindre un plus grand nombre d'acteurs (dont les femmes) de l'ESU.

Intégrez des sessions d'information sur la formation (ou des formations en cascade plus petites) dans des programmes disposant d'un budget dédié.



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Recommendations/Recommandations

- Contextualize theory with concrete examples.

Contextualisez la théorie avec des exemples concrets.

- Consider facilitators with lived experience of the context-relativity

Envisagez des facilitateurs ayant une expérience vécue du contexte de la formation.

- Check participants' knowledge of IT and facilitation language

Vérifier la connaissance des participants en informatique et du langage de facilitation



Coming Soon!!

- 2 case studies on DRC
- 1 case study on Tanzania
 - “From a Universal Training Pack to a Contextualized, Needs-based Training Pack- lessons learnt on training impact on CSE institutionalization”

www.inee.org

Bientôt!!

- 2 études de cas sur la RDC
- 1 étude de cas sur la Tanzanie
 - “D'un pack de formation universel à un pack de formation contextualisé et basé sur les besoins - leçons apprises sur l'impact des formations sur l'institutionnalisation de l'ESC”

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Thank you!

Merci!



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