



**Save the Children**



# The 'Education that Protects' Project

**The 'Education and Fragility Barometer':  
An early warning tool to aid  
conflict prevention**

**Save the Children fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence. We work with them to find lifelong answers to the problems they face.**

**Save the Children UK is a member of the International Save the Children Alliance, the world's leading independent children's rights organisation, with members in 28 countries and operational programmes in more than 100.**

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# THE ‘EDUCATION AND FRAGILITY BAROMETER’

## AN EARLY WARNING TOOL TO AID CONFLICT PREVENTION

Early warning tools can help promote explicit and timely attention to risk factors. This helps encourage a “culture of prevention” and provides information required for situation specific judgements (OECD-DAC, 2005a: 13).

Schools are often targeted in war and can sometimes also be contributors to conflict by aiding recruitment or acting as locations for ideological indoctrination. The recognition of this dual nature of education (where schooling can either mitigate or exacerbate conflict) is an issue of global concern, and therefore the goal must be to use education in its most positive sense, both for breaking an ongoing cycle of violence, and for protecting children against risks posed by conflict, physically and psychologically.

The functioning of an education system can provide indicators on how a country is ‘performing’ in terms of fragility and/or conflict. The ‘Education that Protects’ Project seeks to provide a mechanism to complement existing assessment tools for addressing issues of conflict<sup>1</sup>. The idea of an education and fragility ‘barometer’ – or an early warning system, is one such mechanism. Of the existing conflict assessment tools, only CIDA and USAID specifically target education. USAID looks at both the impact of patterns of fragility *on* education and *of* education on fragility; and CIDA outlines a number of conflict indicators, risks and monitoring measures for the political, economic, social/cultural, and institutional aspects of education and the impact of these on conflict.

However, to complement these tools, a set of more practical indicators is needed that are more operational in terms of analysing the role of education in relation to fragility/conflict. The ‘education and fragility barometer’ offers a working tool that allows fragility comparisons to be made in schools and in countries, at local, national, regional and even global levels.

The indicators outlined below focus on the education system at two levels: School and National, and across three domains: Culture, Policy and Practice. They can be used in multiple ways, for example as a guide to inform an education sector plan development or as part of a school development process. It is also possible, and indeed desirable to involve children and communities as well as national authorities in the assessment. The indicators provided here are generic, and need to be adapted according to context. From that context, additional indicators may be required.

The use of the indicators and subsequent development of the ‘barometer’ gives authorities an opportunity to:

- a) Undertake a dialogue at different levels and with various stakeholders on the factors that promote/mitigate conflict in their community/country and the role education plays
- b) Adapt the indicators in the barometer template to ensure they are context specific (although independent assessments should also be conducted to ensure impartiality)
- c) Determine whether they are in the ‘danger zone’ and need to take steps to mitigate the potential for conflict.
- d) To assess where the critical issues are within the education system and identify appropriate mitigation strategies.

# Sample indicators

| Sample Indicators    |  |                   |  |                   |
|----------------------|--|-------------------|--|-------------------|
|                      | School Level/community   |                   | National/system level  | Ranking           |
| <b>CULTURE</b>       | <b>0 = Not at all 1 = Limited 2 = fair<br/>3 = Strong</b>  | <b>0,1,2 or 3</b> | <b>0 = Not at all 1 = Limited 2 = fair<br/>3 = Strong</b>  | <b>0,1,2 or 3</b> |
| <i>Participation</i> | Children and communities participate in decision making: e.g. school management                          |                   | Participation of civil society organisations in education decision making  |                   |
| <i>Tolerance</i>     | Acceptance of minorities (ethnic, with disabilities, language etc) by pupils and teachers                |                   | Minority groups within the Ministry of Education represented equitably including refugee groups  |                   |
|                      | Peer culture and informal communications accepts and promotes diversity (religious, gender, ethnic etc.) |                   | National media, government propaganda promotes tolerance and diversity   |                   |
|                      | Children encouraged to analyse information, express opinions and take action on chosen issues            |                   | Opposition parties/opinions accepted and freedom of expression encouraged  |                   |
| <i>Protection</i>    | Schools perceived as safe havens   |                   | Legislation (such as an Education Act) in place and enforced to protect children from rights violations                                      |                   |
|                      | Involvement of community in protection of children to and from school                                    |                   | Community involvement in education included as part of the national education policy   |                   |
|                      | Schooling facilitates social integration of vulnerable children including former combatants              |                   | National policy for reintegration of ex-combatants embraces all children associated with armed forces, particularly girls                    |                   |
| <i>Language</i>      | Mother tongue and dual language instruction in lower primary   |                   | Policy in place to guarantee right to instruction in mother tongue in education and bi-lingual education where appropriate in primary school |                   |
| <b>Sub-score</b>     |  |                   |  |                   |
|                      | <b>Total out of 24</b>   |                   | <b>Total out of 24</b>   |                   |

|                               | Sample Indicators  |            |  |            |
|-------------------------------|--|------------|--|------------|
|                               | School/community Level   | Ranking    | International/system level   | Ranking    |
| POLICY                        | 0 = Not at all 1 = Limited 2 = fair 3 = Strong   | 0,1,2 or 3 | 0 = Not at all 1 = Limited 2 = fair 3 = Strong   | 0,1,2 or 3 |
| <i>Teacher deployment</i>     | %teachers from local community   |            | Equitable teacher distribution policy for urban/rural, and demographic spread in terms of ethnicity, religion, gender and language |            |
|                               | %teachers in relation to demographic patterns of ethnicity, religion, gender, language   |            |  |            |
|                               | % teachers trained in conflict resolution/life skills  |            | Component on conflict resolution/life skills included in the national teacher training programme                                   |            |
| <i>Inclusion</i>              | School policy and training provided on inclusion   |            | Teacher training institutions using inclusive approaches and training teachers on inclusive education policy and practice          |            |
| <i>Planning</i>               | School management committees understand and address potential/actual root causes of protection issues, potential for conflict in schools and communities |            | Education sector plans articulate and address potential/actual root causes of conflict   |            |
|                               |  |            | Education sector plans address appropriate education provision for any IDP/refugee populations                                     |            |
| <i>Resource allocation</i>    | Teachers supported by local authorities/school management committees to receive a living wage  |            | National teacher pay scale sufficient to guarantee a living wage for teachers (particularly in rural areas)                        |            |
|                               | Poorest schools receive greater attention  |            | Most under-served regions receiving greater priority   |            |
| <i>Curriculum development</i> | Local curriculum an integral part of school curriculum   |            | National curriculum approved by all sections of society (provision for local curricula)  |            |
| <b>Sub-score</b>              |  |            |  |            |
|                               | <b>Total out of 24</b>   |            | <b>Total out of 24</b>   |            |

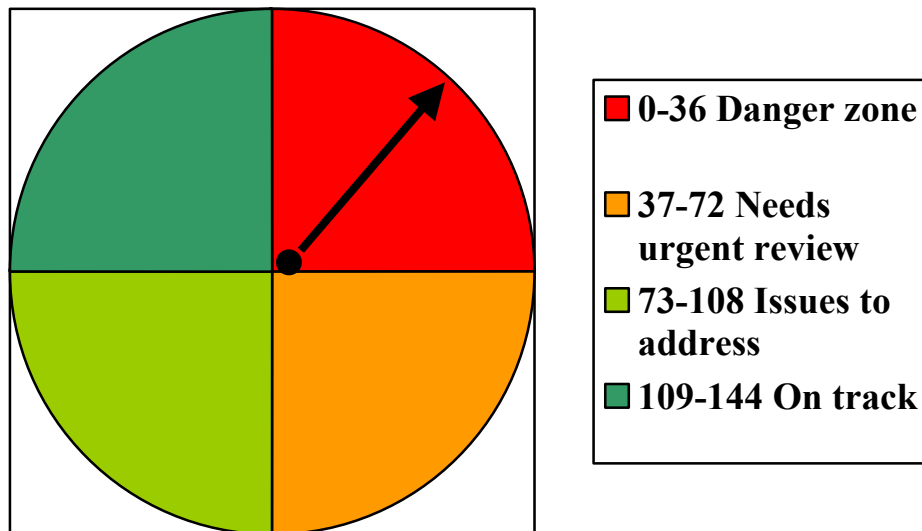
|                            | Sample Indicators  |                   |  |                   |
|----------------------------|--|-------------------|--|-------------------|
|                            | School/community level   | Ranking           | National/system level  | Ranking           |
| <b>PRACTICE</b>            | <b>0 = Not at all 1 = Limited 2 = fair 3 = Strong</b>  | <b>0,1,2 or 3</b> | <b>0 = Not at all 1 = Limited 2 = fair 3 = Strong</b>  | <b>0,1,2 or 3</b> |
| <i>Security/Protection</i> | Freedom of movement to and from school   |                   | Sanctions imposed on perpetrators of child violence  |                   |
|                            | Community involved in protection of children to and from school                                  |                   |  |                   |
|                            | Children in schools protected from military/rebel recruitment or abduction                       |                   | Signatory to and adherer of Optional Protocol and sanctions taken against violators  |                   |
| <i>Student flows</i>       | Access to and completion of education without barriers (fees, opportunity costs, 'favours' etc.) |                   | Education For All policies adhered to  |                   |
|                            | Post-primary education (formal and non-formal) available for youth                               |                   | Education activities for youth (post-primary formal and non-formal) part of education sector planning process  |                   |
|                            | Children's work does not interfere with the schooling  |                   | Ratification of and adherence to, the UN ILO Convention 182 on the elimination of the worst forms of child labour.   |                   |
| <i>Teaching content</i>    | Teachers avoid using stereotypes/ethnically or religiously intolerant examples                   |                   | Curriculum revision undertaken to ensure negative history, intolerance of diversity is removed   |                   |
|                            |  |                   | Religious schools/classes and curriculum content are overseen and regulated by ministry of education   |                   |
|                            | Curriculum relevant to the needs of the local community  |                   | National curriculum revision or where appropriate decentralised control to include some or all of content on civic participation, survival messages, HIV/AIDS, conflict resolution |                   |
| <b>Sub-score</b>           |  |                   |  |                   |
|                            | <b>Total out of 24</b>   |                   | <b>Total out of 24</b>   |                   |

# MEASURING THE 'EDUCATION AND FRAGILITY BAROMETER'

Using the scores collected from the sample indicator charts above, schools or countries can determine how they perform overall on the 'barometer'. These are measured in terms of the factors within an education system that can exacerbate conflict/fragility and thus compromise children's protection. Countries can also adapt the template to make their own context specific indicators. Schools and countries can also be compared to obtain a regional or even global perspective of education in relation to fragility.

The barometer can represent either the total score or sub-scores at either school or national level, or both. It can also determine whether the root causes of fragility/conflict are caused within the domains of culture, policy or practice or are spread evenly across all three. This will help schools/countries to identify the most effective strategies to mitigate the effects of the root causes of fragility within their particular context.

|                    | School level | National Level | Combined    |
|--------------------|--------------|----------------|-------------|
| Culture            | /24          | /24            | /48         |
| Policy             | /24          | /24            | /48         |
| Practice           | /24          | /24            | /48         |
| <b>Total score</b> | <b>/72</b>   | <b>/72</b>     | <b>/144</b> |



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# Notes

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<sup>i</sup> The following agencies among others all use varying types of tools or frameworks: CIDA (matrix of indicators to identify the relationship between education and conflict), DFID (Strategic Conflict Assessment), EU (checklist for root causes of conflict), Fund for Peace (Failed States Index – 12 indicators for fragility), International Alert (conflict assessment analysis), OECD-DAC (Guidelines-helping to prevent violent conflict), World Bank (conflict analysis tool), USAID (assessment framework).

## The 'Education that Protects' Project

A 'barometer' for protection and prevention of conflict



Children who are out of school look through the door of an Accelerated Learning Programme class at Mulengeza Elementary School, in the Democratic Republic of Congo. The pupils enrolled in the ALP, run by Save the Children, have missed out on their primary education because of the conflict. The ALP enables the children to catch up on missed primary education so that they can then go into the mainstream education system.

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