

## INEE Working Group on Education and Fragility

### Workshop on Cross-sectoral Approaches to Mitigating Conflict and Fragility Using the Case of South Sudan

This brief report presents key points resulting from a half-day **Workshop on Cross-sectoral Approaches to Mitigating Conflict and Fragility Using the Case of South Sudan**, that was held in conjunction with the Working Group on Education and Fragility biannual meeting in Washington, DC on 21 March 2011. The event provided an opportunity for Washington-based stakeholders and Working Group members to share practices across sectors on approaches to mitigating conflict and fragility by focusing on the case of South Sudan and discuss cross-sectoral synergies to mitigating conflict and fragility, particularly between education and other areas of intervention. The workshop brought together 28 experts from various sectors and fields – education, health, governance and conflict management and mitigation.

Discussions around similarities, differences and synergies across sectors in how conflict and fragility can be mitigated were informed by three panel presentations. Leonard S. Rubenstein, Senior Scientist at the Center for Public Health and Human Rights at the Johns Hopkins Bloomberg School of Public Health, United States, provided an examination of the known and unknown role of the health sector mitigating fragility; Deborah Grieser, Director of the USAID Office of Sudan Programs presented on USAID's sector approaches to mitigating conflict and fragility in South Sudan; and Kerstin Tebbe, INEE Coordinator for Education and Fragility, shared findings from a consultative workshop on education and fragility that was undertaken by the INEE Working Group on Education and Fragility in February 2011 in Juba, South Sudan, in conjunction with the education sector planning process.

The following is a summary of key discussion points from the workshop:

- There are gaps in terminology and policies in terms of mitigating fragility versus mitigating conflict.
- Colleagues are challenged to engage across sectors given sector-specific staff, competing terminology, etc. There is a need for good will and common language and understanding.
- Donors are increasingly orienting their development programs towards the goal of advancing security, with the underlying assumption that investing in basic services, as education, health, infrastructure, etc. in fragile contexts, not only mitigates fragility in the affected country but protects the West from external threats.
  - While the assumption that service delivery can serve defense purposes brings with it a range of implications, it is not well examined for most sectors.
- The notion that health, education, etc. can serve as a means of resolving or mitigating conflict deserves close examination for its impact on policy. Generally the evidence base on this is limited and there is a lack of compelling data on whether and how delivery of effective basic services mitigates the risk of conflict.
- The purpose of an intervention determines how it is implemented. There are gaps as to whether mitigating conflict and fragility are explicit goals, and other issues of the need for quick impact projects versus longer-term capacity building.
- There is a need for consultative strategies.

- There is a need for more sensitivity to power dynamics and a deeper understanding of context. Sectors should involve more anthropologists, governance specialists, economic specialists, etc.
- There is a need for better planning, programming and coordination of development efforts in fragile contexts to strengthen core governance institutions and ensure governance processes are more inclusive, improve livelihoods and address grievances.

### **Take-away messages: How can cross-sectoral linkages be improved?**

- Compile data to create common database, allowing sectors to respond, exchange approaches and better coordinate.
- Increase understanding of how sectors are linked to the political process.
- Use the education system as entry point to strengthen knowledge and action related to other sectors (e.g. health education).
- Start working across sectors in non-conflict contexts to build shared practice as these contexts allow more in-depth analyses and perhaps less complex working arrangements.
- Explore commonalities, similarities and differences of sectors when dealing with fragility and conflict mitigation to improve response.

### **Next steps**

Discussions at the workshop confirmed the interest of Washington-based stakeholders and the Working Group members in further exploring the largely untapped potential of cross-sectoral approaches to mitigating conflict and fragility. As reflected in INEE's new strategic plan for 2011-2013, the network will focus on cross-sectoral approaches specifically through Core Initiative 3.2 to *"promote policies, practices and programs that build stronger, more effective links between education and other sectors in humanitarian contexts."* In order to identify priorities of cross-sectoral engagement within INEE under the new strategic plan, INEE will be undertaking a survey from 07 until 15 April 2011.

## Participant list

	<b>Name</b>	<b>Position/Organization</b>
1	Deborah Grieser	USAID, Director of the Office of Sudan Programs
2	Len Rubenstein	Johns Hopkins School of Public Health and head of USIP working group on health/post-conflict
3	Christina M. Hartman	National Democratic Institute, Senior Program Manager, Southern and East Africa
4	Peggy D'Adamo	USAID GH Bureau, Office of Population and Reproductive Health
5	Laurua Dominguez	AED
6	Carrie Gruenloh	USAID, Conflict Specialist, Office of Conflict Management & Mitigation
7	Farah Council	The Institute for Inclusive Security, Program Officer, Sudan
8	Carla Bertoncino	The World Bank
9	Laura Dominguez	AED, Program Associate Malawi EDSA and South Sudan TAP Programs, Global Education Center
10	Kamille Woodbury	AED
11	Daniel Griffin	Catholic Relief Services, Sudan Advisor
12	Grace A. Akukwe	American Institute for Research, Principal Project Specialist, International Development
13	Lyndsay Bird	UNESCO-IIEP, Programme Specialist, Fragile States and chair of the INEE Working Group on Education and Fragility
14	Cornelia Janke	Education Development Center, Director of the Center for Institutional Learning and co-chair of the INEE Working Group on Education and Fragility
15	Jonathan Miller	CARE USA, Senior Advisor, Basic and Girls' Education Unit
16	Emily Echessa	Save the Children UK, Education Advisor, Children in Conflict
17	Susy Ndaruhutse	CfBT Education Trust, Principal International Consultant
18	Alberto Begué	FTI Secretariat, Education Specialist
19	Yolande Miller-Grandvaux	USAID, Senior Education Advisor
20	Ronja Hoelzer	GIZ, Education and Conflict Advisor
21	Jessica Oliver	CIDA, Policy Analyst
22	Emily Oldmeadow	European Commission
23	Jordan Naidoo	UNICEF, Senior Education Advisor
24	Mary Joy Pigozzi	Academy for Educational Development, Senior Vice President, Global Learning Group and Director Quality Education
25	Rebecca Winthrop	Co-Director, Center for Universal Education Brookings Institute
26	Lori Heninger	INEE, Director
27	Kerstin Tebbe	INEE, Coordinator for Education and Fragility
28	Anna Seeger	INEE, Consultant for Education and Fragility