

Session 1.4

November, 2013

RIGHTS-BASED AND CONFLICT-SENSITIVE APPROACH



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning



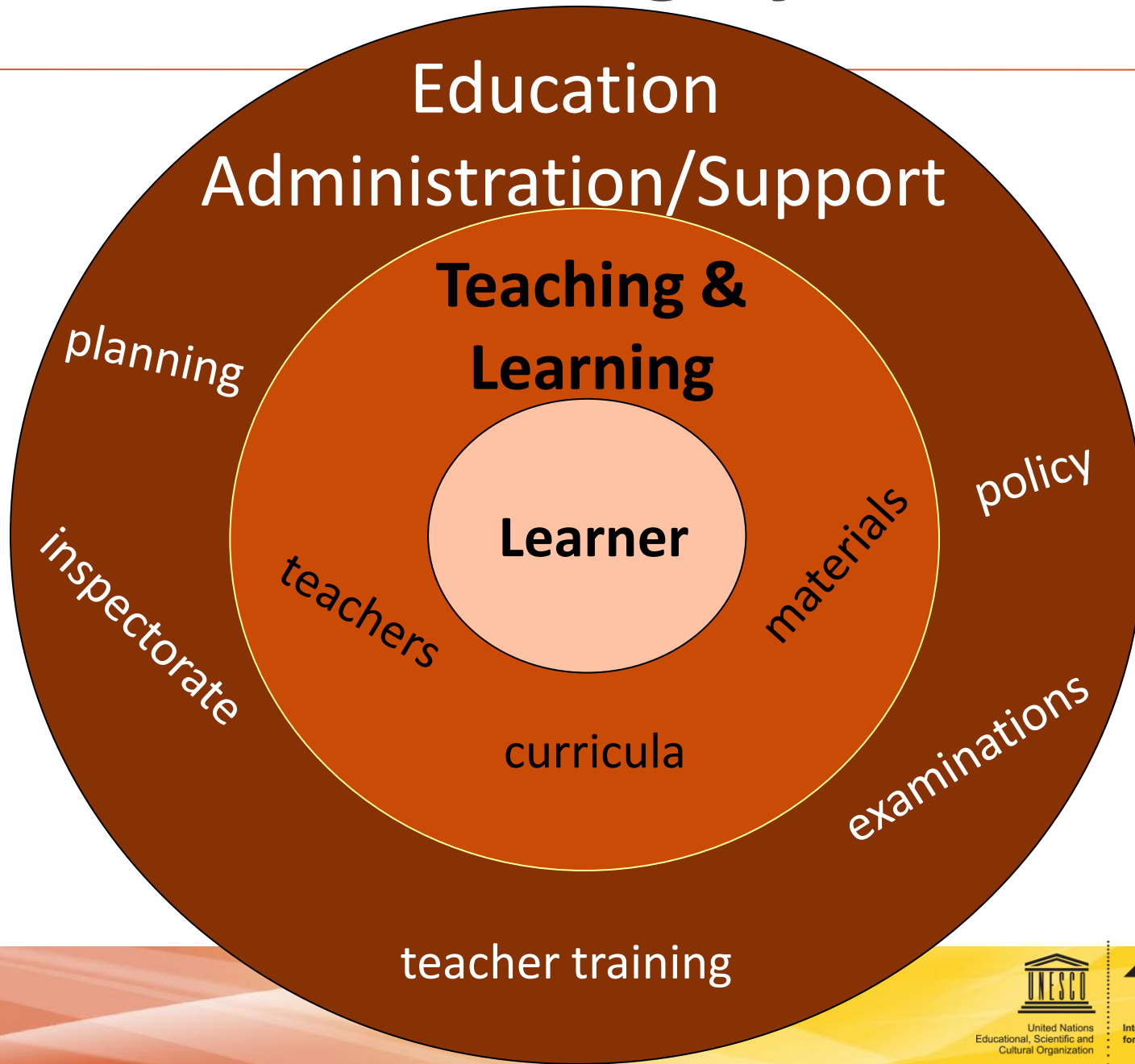
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Objectives

- Describe the various components of the learning system and how they are inter-related
- Explain the relationship between the learner and the teaching/learning system and the environment
- Describe the link between values and rights and how values are reflected in the learning system
- Evaluate actions within the context of rights-based education
- Describe what is meant by a “conflict sensitive” approach to educational planning
- Describe the benefits of rights-based education and conflict sensitive planning

The Learning System

Context/Environment



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Learning systems transfer ...

- Knowledge
- Skills
- Values
- Attitudes



But what kind of values do they transfer?

Or do we want them to transfer?

Brainstorm activity

What constructive values are particularly important in your society?

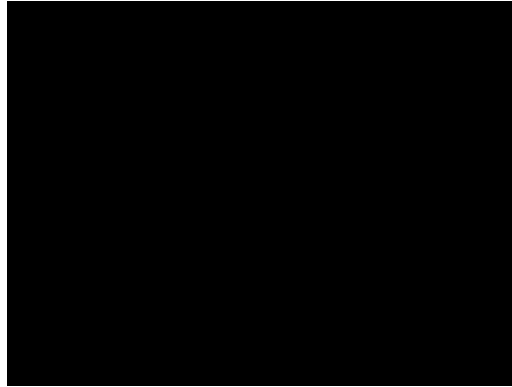
What is the link between rights and values?

- **Rights reflect constructive values of societies.**
- **Rights may be ignored but underlying values still exist.**
- **Education plays a role in developing/enforcing constructive values.**

A rights-based approach ...

making sure that everything we do
in a learning system reflects
fundamental rights and that
nothing contradicts them.

Conflict sensitive education



Conflict sensitive approach

- Helping to build peace: analysis of how elements of the system work to transform tensions and support or build peace
- “Do No Harm”: analysis of how different factors may affect social tensions that may contribute to conflict

Group discussion

Give a specific example of how you could use a “conflict sensitive” approach to help make decisions within your area of expertise (e.g. educational planning, policy making, curriculum etc.)