

Three Steps to Conflict Sensitive Education

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

Understand the conflict context

STEP
1



Analyze the two-way interaction between the conflict context and the education programmes and policies

STEP
2



Act to minimize negative impacts and maximize positive impacts of education policies and programmes on conflict

STEP
3



Note: This definition has been adapted from that found on www.conflictsensitivity.org

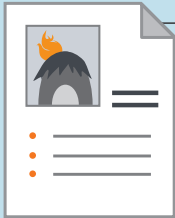
For guidance and suggested strategies, utilize the INEE Conflict Sensitive Education Pack and Training Materials available on www.ineesite.org/EN/Conflict-Sensitive-Education and www.ineesite.org/CSE

- ▲ INEE Guidance Note on Conflict Sensitive Education
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STEP
1

Understand the conflict context

Collect and consider information from a broad and diverse group on these four components of conflict analysis.



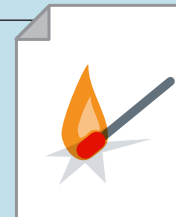
PROFILE

What is the history of the conflict?
What role, if any, did education play?
What are the political, economic, socio-cultural, environmental and political characteristics of the conflict?
What are the characteristics of the geographic area most affected by conflict?



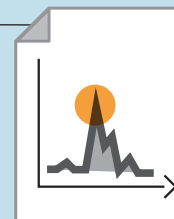
ACTORS

What groups are involved in the conflict?
What are the relationships between the groups?
What is the relationship between these groups and your organization?
What divides these groups?
What connects these groups?
What are their positions, interests and needs?



CAUSES

What was/is the conflict about?
What are the root, or structural, causes of conflict?
What are the proximate causes, or escalating factors, of conflict?
What are the triggers, or single events that spark violent conflict?



DYNAMICS

Does conflict get worse at a certain time of year (e.g. elections, election results announcements, national holidays)?
Does conflict get worse at a certain period (drought, floods, cattle raids)?
Are there any windows of opportunity when actors put aside their disagreements and work together (e.g. response to a natural disaster)?
What conflict scenarios are likely to occur in the future?

Note: This is not an exhaustive list of questions, which may vary according to context and method.

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STEP 2

Analyze the two-way interaction between the conflict context and the education programmes and policies

Once you know the conflict context, think about how it interacts with the education programme and/or policy



WHEN

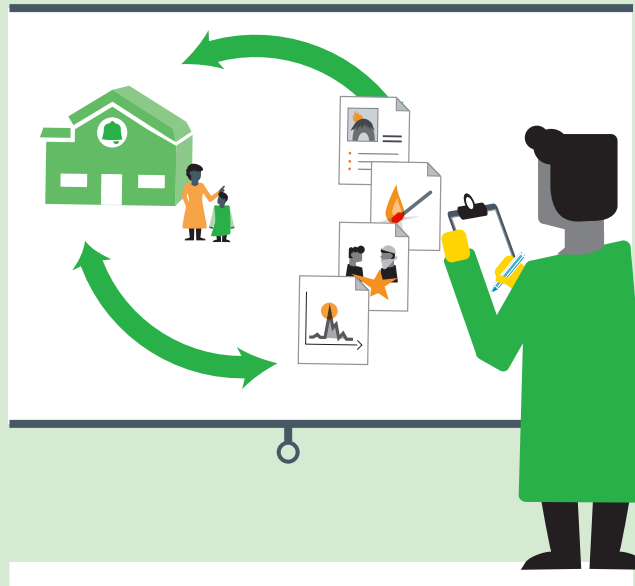
will the education programme be delivered?

How long is our intervention going to last? Is there an exit strategy?

Have there been programme delays that might cause grievances?

Does the intervention harmonise with the national education system?

Which holidays are observed by the school? Could this contribute to intergroup tensions?



WHO

will deliver the education strategies?

Who will we hire? What process and selection criteria will be used?

What is the proportion of staff from the different identity groups?

Who is left out and how might this contribute to tensions?



WHERE

will the education programme be delivered?

Why these schools and not those? What criteria did we use?

Are we on one side of the conflict line or both?

Is there any way our programme could become caught up in land disputes?



WHAT

will be delivered?

What are the resources we will bring in? (money, training, vehicles, radios, office rent etc.)

How might this impact conflict dynamics?

What language(s) are we planning to work in?

Which groups will be excluded?



WITH WHOM

will you partner?

What process and selection criteria will be used?

Who is left out and why?



WHOM

will the education strategies target?

What process and selection criteria will be used?

Who is left out and why?

Note: This set of questions has been adapted from the Do No Harm Tool of Collaborative Development Action. More resources may be found on their website.
<http://www.cdacollaborative.org/programs/do-no-harm/>

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STEP 3

Act to minimize negative impacts and maximize positive impacts of education policies and programmes on conflict

There are many conflict sensitive education strategies; you should select those that are most appropriate considering the findings of your conflict analysis. Here are a few examples drawn from INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programmes.



ASSESS

Conduct an education and conflict analysis to review:

- How** education might contribute to conflict
- How** education can mitigate the conflict dynamics
- How** conflict affects education
- The** broad conflict status or risk of conflict and the historical links between education and conflict



DEVELOPMENT PARTNERS

Should Act Fast, Respond to Change, and Stay Engaged Beyond Short-term Support:

- Develop** flexible education financing mechanisms to adjust to changing conflict context
- Adjust** assistance programmes to eliminate negative impacts on the context and to improve contributions to peace
- Coordinate** with the Education Cluster and/or Local Education Group
- Respond** to national priorities and jointly prepare exit strategies



DO NO HARM

Education interventions in conflict-affected and fragile contexts are not neutral; they may reduce or increase the risk of conflict. Ensure that:

- Policy** priorities, plans and programmes are based on a comprehensive conflict analysis
- Education** is not manipulated to promote exclusion and hate
- Education** does not reflect and perpetuate gender and social inequities
- Education** programmes respond to diverse local priorities and prioritize community participation



PRIORITIZE PREVENTION

- Protect** learning environments, teachers and students from attacks
- Protect** girls and boys, young women and men from abuse, exploitation and recruitment into armed groups
- Provide** alternative education for youth, including life and employability skills
- Build** emergency preparedness through conflict risk reduction



PROMOTE EQUITY

and the Holistic Development Of the Child as a Citizen:

- Promote** equitable distribution of services across identity groups (ethnic, religious, geographic, gender)
- 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
- Involve** parents, communities, civil society and local leadership



STABILIZE,

Rebuild or Build the Education System:

- Strengthen** institutional systems, such as the system of supplying, training and paying teachers and the Education Management Information System
- Ensure** the teaching force reflects the diversity of their societies (different ethnic and religious groups, and gender)
- Provide** safe, relevant, appropriate, continuous education to children and youth in accordance with the INEE Minimum Standards and aligned with national priorities

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Why Conflict Sensitive Education?

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EDUCATION IS A RIGHT

It's a fact: education is a right. This right is documented in the Millennium Development Goals, the Education for All Goals, and other international agreements – for example, the Universal Declaration of Human Rights.



THIS RIGHT TO EDUCATION IS NOT BEING REALIZED IN CONFLICT-AFFECTED COUNTRIES



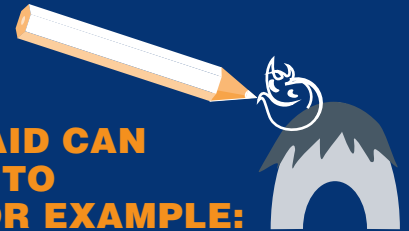
50%

of the world's total out-of-school primary children live in conflict-affected countries.
(EFA-GMR, 2014, Policy Paper 14)



30%

of the world's total young adolescents out-of-school live in conflict-affected countries.
(EFA-GMR, 2013, Policy Paper 10)



EDUCATION AID CAN CONTRIBUTE TO CONFLICT, FOR EXAMPLE:

Hiring teachers away from the local public school to run a temporary learning space in a refugee camp can create conflict with the local school community.

Constructing a school in an area controlled by only one faction of the conflict and expecting it to serve children from both sides can spark tension between the two groups.

Procuring school furniture from a neighboring country can cause tensions with local carpenters.

Hiring a security firm aligned with a faction of the conflict for the aid agency's compound, housing and offices can lead to a perception that the agency is not neutral.

Promoting a language of instruction that corresponds with one ethnic group or an historical colonial power can contribute to inter-group conflict.

Using a history curriculum that refers to certain groups with derogatory language can promote hatred and exclusion.



THEREFORE WE MUST WORK TOGETHER TO ENSURE THAT EDUCATION IS CONFLICT SENSITIVE!

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