

INEE Conflict Sensitive Education Training



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Conflict Sensitive Strategies for Domain 2: Access and Learning Environment

Nina Weisenhorn, *USAID*

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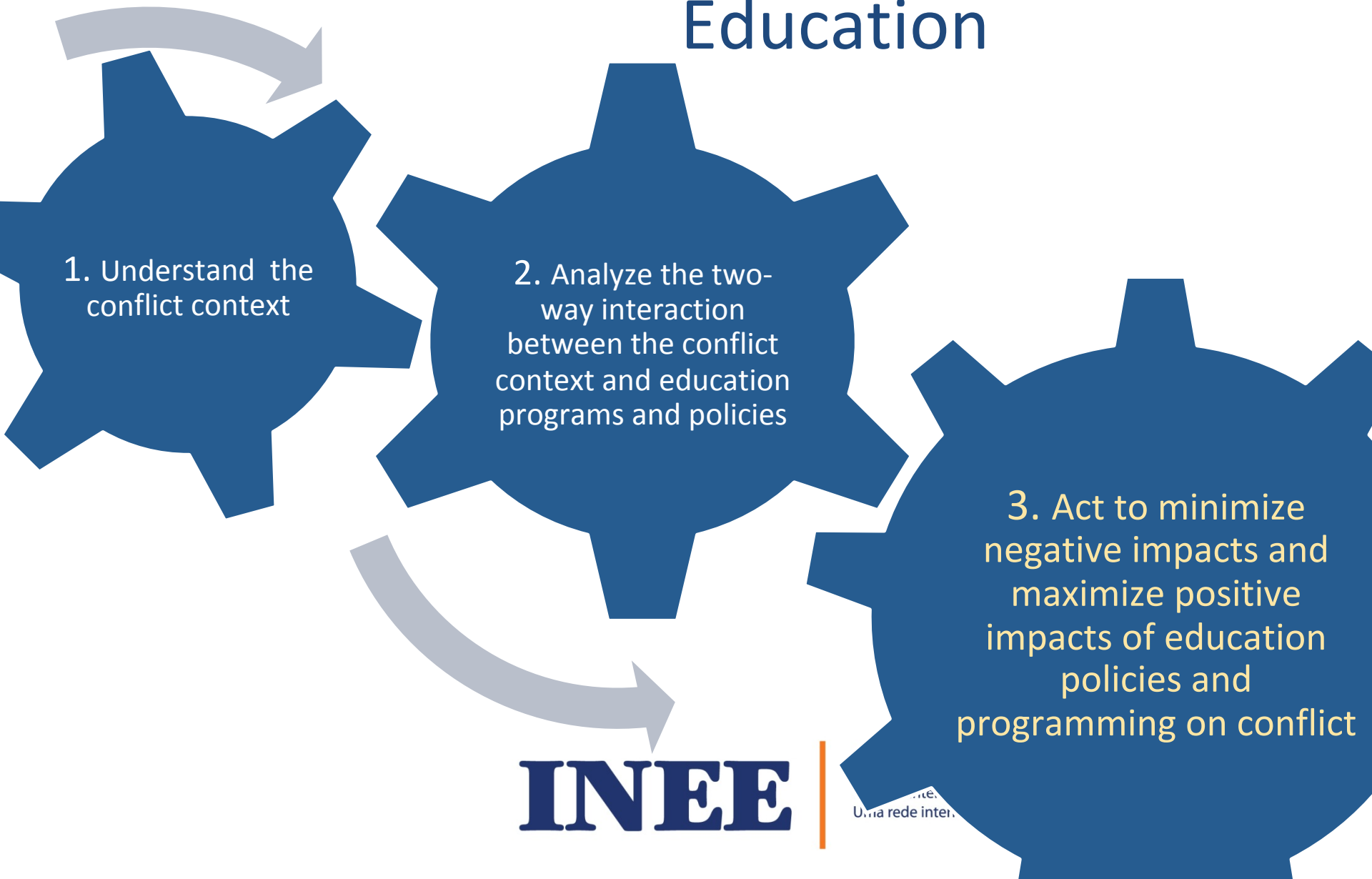
At the end of this module participants will:

1. Understand the interactions between access and learning environments and conflict.
2. Know relevant key concepts, including: conflict sensitive implementation, inequity and grievance.
3. Be able to apply conflict sensitive strategies for Domain 2: access and learning environments.

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Defining Conflict Sensitive Education



Foundational Standards

Community Participation Standards: Participation and Resources – **Coordination Standard:** Coordination – **Analysis Standards:** Assessment, Response Strategy, Monitoring and Evaluation

Access and Learning Environment

Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.

Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Teaching and Learning

Standard 1: Curricula – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.

Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.

Teachers and Other Education Personnel

Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.

Education Policy

Standard 1: Law and Policy Formulation – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

Standard 2: Planning and Implementation – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Domain 2: Access and Learning Environment Activity

DOMAIN 2

STRATEGIES FOR CONFLICT SENSITIVE ACCESS AND LEARNING ENVIRONMENT

INEE Minimum Standards Domain 2: Access and Learning Environment

- **Equal Access:** All individuals have access to quality and relevant education opportunities.
- **Protection and Well-being:** Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
- **Facilities and Services:** Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

ACCESS AND LEARNING ENVIRONMENT

With a partner, for 5 minutes, read the standards on page 25, then discuss the question below.

1. In your work context, what are the barriers (challenges) to achieving these standards?
2. How does not meeting the standards lead to conflict?

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Strategies for Conflict Sensitive Access and Learning Environment

For example, if the conflict analysis finds.....	Then consider....
<ul style="list-style-type: none">• Limited access to primary education by rural youth was a root cause of the initial conflict	

Strategies for Conflict Sensitive Access and Learning Environment

For example, if the conflict analysis finds.....	Then consider....
<ul style="list-style-type: none">• Limited access to primary education by rural youth was a root cause of the initial conflict	<ul style="list-style-type: none">• Include diverse members of the communities in the design of a youth centered program• Communicate continuously with the target area to ensure the program is reaching the agreed target population• Developing catch-up programs for youth to build basic skills and re-enter either education system or training programs, avoiding developing parallel education system

Access: opportunity not grievance

Education reform in conflict-affected contexts is an opportunity to correct historic barriers to access and the related grievances.



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Access: challenging cultural norms

If we are to challenge cultural norms,
how do we do this in a way that
doesn't contribute to tensions or
violence?

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Standard 1: Equal Access

EQUALITY



EQUITY



REMOVING SYSTEMIC BARRIERS



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World Inequality Database on Education

[Home](#)[Indicators ▾](#)[Countries ▾](#)[Popular](#)[About](#)[Export](#)  [Share](#) 

Out-of-school children

Percentage of children of primary school age who are not in school.



<http://www.education-inequalities.org>


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Standard 2: Protection and Well-being



Schools can be protective.

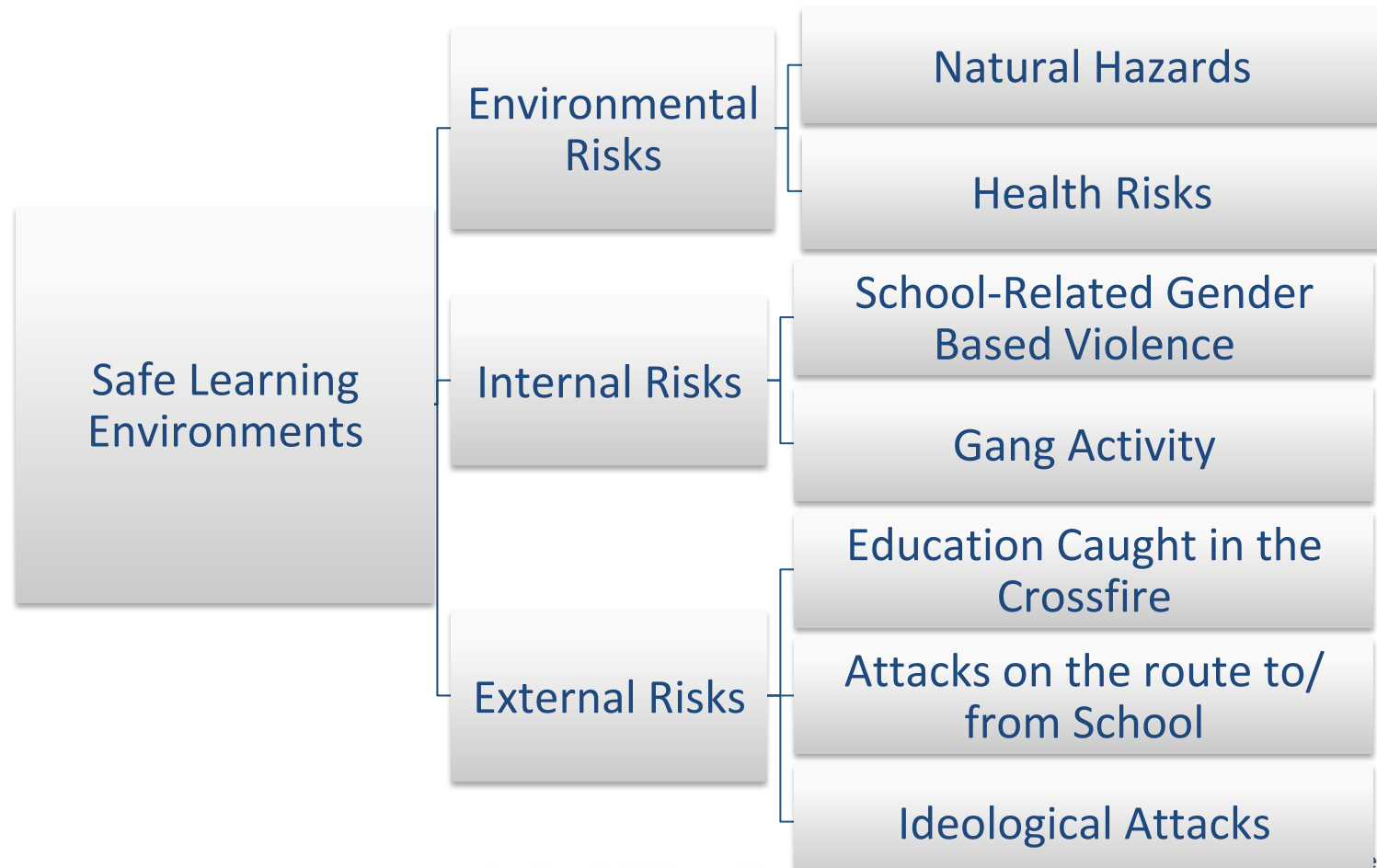


Schools can increase child protection risks.

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Standard 2: Protection and Well-being



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Protection from 3 types of violence

- Direct violence – children are killed
- Structural violence – children die through poverty
- Cultural violence – whatever blinds us to their death through poverty, or ways we seek to justify it

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Standard 3: Facilities and Services



Any resource transfer in a resource scarce environment may be perceived as biased and therefore lead to conflict.

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CSE Strategies

Domain 1: Access

- Equal Access: Community-based Education in Afghanistan
- Protection and Well-being: Non-formal education in Nigeria
- Facilities and Services: Community mapping in Tanzania



Ckoons/2008/Baglung, Nepal

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Activity

Handout #4 Implementation of Conflict Sensitive Access and Learning Environment

Timing: 30 min. group work, 20 min discussion

Instructions:

At each table is an envelope of strips of paper with conflict sensitive education strategies on them.

1. Working with your group, read each strategy.
2. Write on flip chart paper the INEE Minimum Standards headings: Equal Access, Protection and Well-being, and Facilities and Services, one heading per paper.
3. Then in discussion with your group, review the strategy, decide which standard it relates to and why.
4. Tape each strategy under the appropriate heading on the flip chart paper.
5. On the blank strips of paper write additional conflict sensitive strategies that support access and the learning environment. Then add them to the flip chart.

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Review

1. What are the three aspects of access and learning environments that you need to consider in order to be conflict sensitive?
2. What are some important considerations to keep in mind when seeking to increase access in a conflict setting?
3. What is one resource for additional ideas on conflict sensitive strategies for access and learning environments?

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Questions ?

Conflict Sensitive Strategies for Domain 3: *Teaching and Learning*

Julia Finder Johna, *Save the Children*

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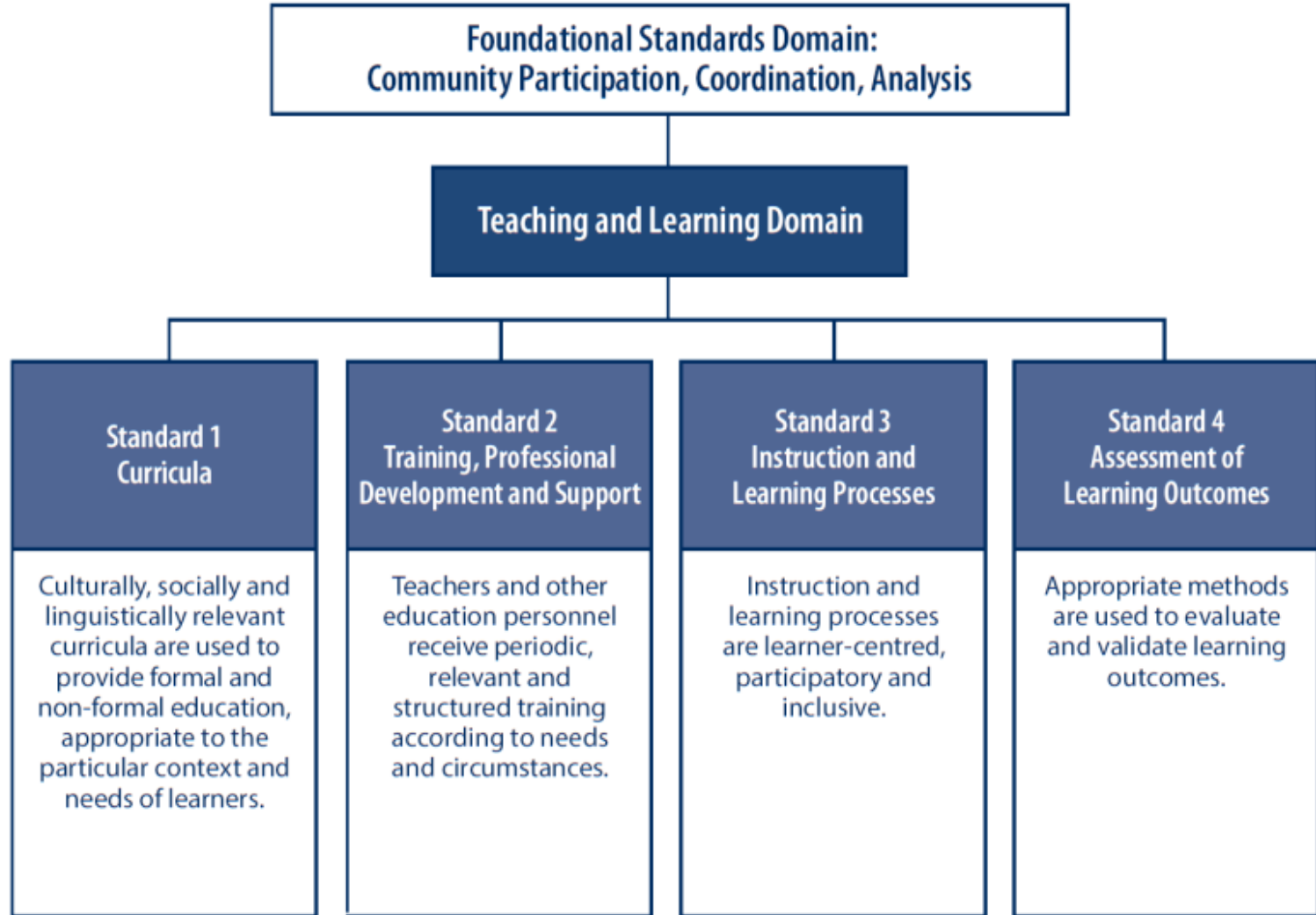
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At the end of this module participants will:

1. Understand the interactions between conflict and teaching and learning.
2. Be able to apply conflict sensitive strategies for Domain 3: Teaching and Learning based on conflict analysis findings.

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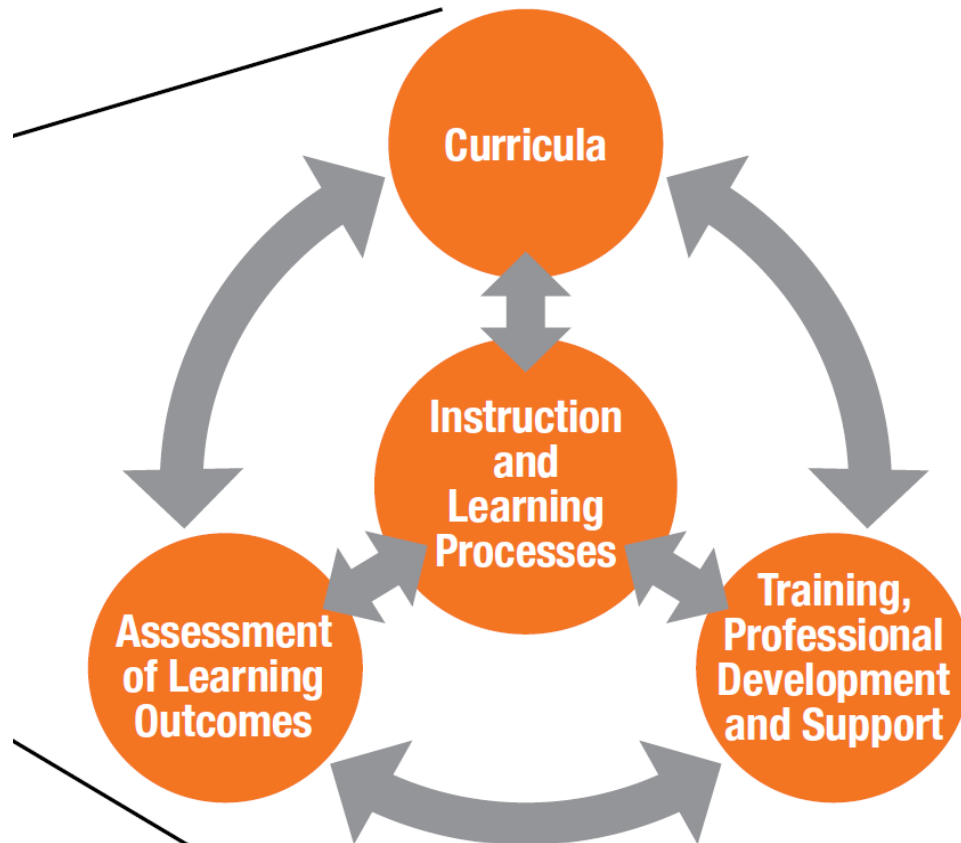
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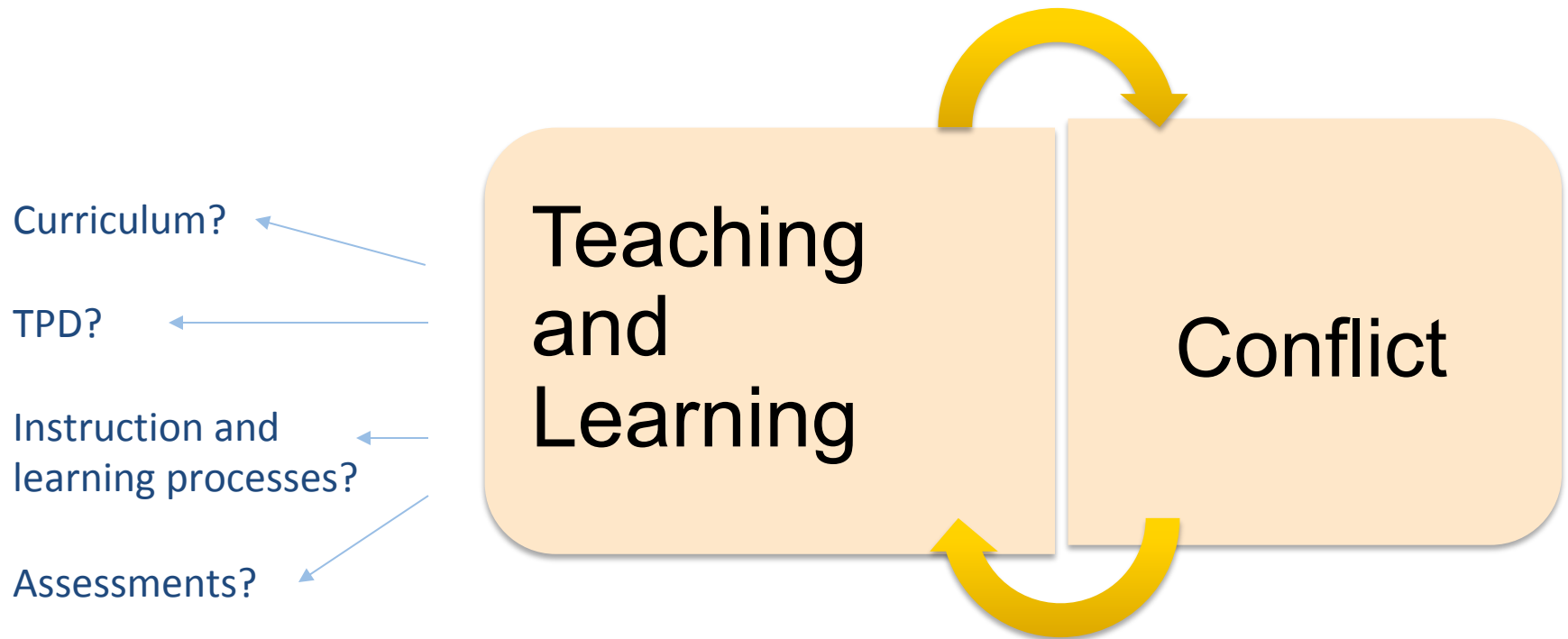
Teaching and Learning Domains



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Think, Pair, Share: How does conflict interact with teaching and learning?



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Real world example: Education and Conflict

In 2006 an analysis of education in Nepal revealed that eighty percent of private school students passed the School Leaving Certificate examination, compared to 20 percent of government school students. Government schools are instructed in Nepali language. Private schools are conducted in English. For the School Leaving Certificate Examination, if a student failed in one subject, such as English, they failed the entire exam.

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Implicit Ethical Messages

In every operating context, certain values are communicated through the education curricula, pedagogy and learning process.

Ex. If education donors require purchase of learning materials created in the donor country for delivery in the program country, this can imply that the imported goods are of greater value than the local learning materials.

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Conflict Sensitive Teaching and Learning- Reflection Questions

INEE MINIMUM STANDARDS DOMAIN 3: TEACHING AND LEARNING

CONFLICT SENSITIVE EDUCATION QUICK REFLECTION QUESTIONS

Standard 1: Curricula

Is there a process to ensure that curricula and teaching materials are free of biased content and accessible to the needs of all learners (regardless of their ethnic, religious, gender, linguistic or other group characteristic)?

Standard 2: Training, Professional Development and Support

Do pre- and in-service teacher trainings include conflict sensitive competencies, e.g. inter-cultural sensitivity? (See list of competencies on page 35.)

Standard 3: Instruction and Learning Process

Are teachers supported to adapt their lessons to be relevant to the variety of learners' needs and the conflict dynamics?

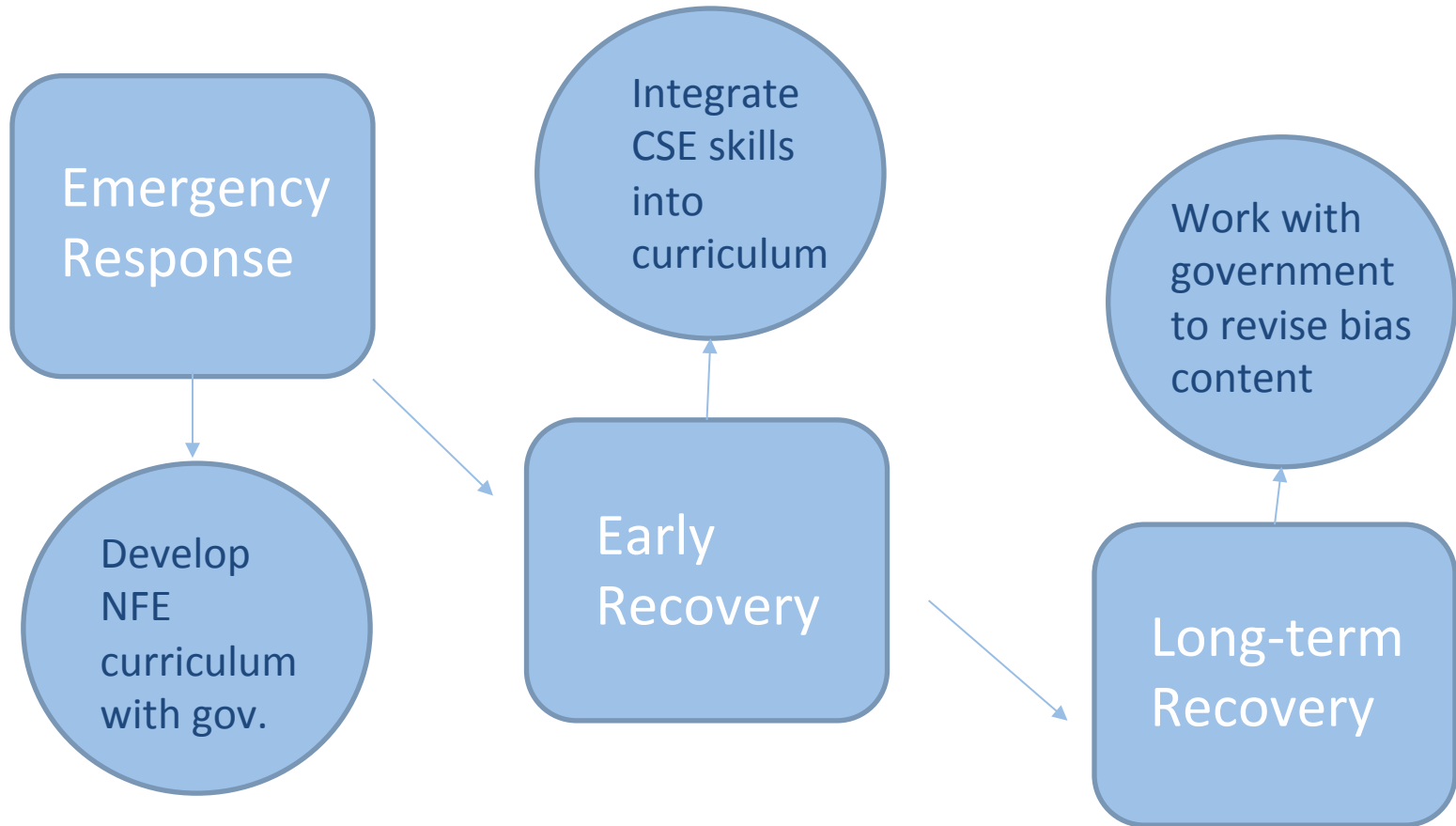
Standard 4: Assessment of Learning Outcomes

Are learning assessments unbiased in content and accessible to all learners, such as returnees speaking different languages, reintegrated child soldiers, over-age learners, etc.?

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Conflict Sensitive Strategies for Standard 1: Curricula



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Conflict Sensitive Strategies for Standard 2: Training, Professional Development and Support

For example, if the conflict analysis or RERA finds....	Then consider....
Teacher training centers are located in the south of the country which happens to favor a certain ethnic/language group	

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Conflict Sensitive Strategies for Standard 2: Training, Professional Development and Support

For example, if the conflict analysis or RERA finds....	Then consider....
Teacher training centers are located in the south of the country which happens to favor a certain ethnic/language group	<p>Working with the government to provide accredited in-service training options through distance learning</p> <p>If possible, offer incentives to underrepresented teachers in remote locations.</p>

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Conflict Sensitive Strategies for Standard 3: Instruction and Learning Processes

- Coordinate with parents and community leaders so they understand and accept learning content and teaching methods used and do not regard the approach as a challenge to their particular identity
- Based on results of the conflict analysis, consider mother-tongue for early grades, or multi-lingual instruction, and recruit and train teachers who speak the minority language
- Demonstrate an understanding of conflict dynamics and personal biases and adapt instruction accordingly
- Use methods that are appropriate and inclusive of all learners, including reintegrated child soldiers, IPDs, refugees, child with special needs, etc.
- Model and instruct on non-violence, critical thinking, peaceful conflict resolution and respect for different opinions

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Conflict Sensitive Example for Standard 3: Instruction and Learning Processes

In Rwanda, schooling plays a critical role in post-genocide reconciliation where peace education is an important part of the curriculum, and teachers make special efforts in their instruction to be nurturing and inclusive of all students. When teachers are aware of conflict dynamics and implement pedagogy of participation and inclusion, they are delivering conflict-sensitive education.



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Conflict Sensitive Strategies for Standard 4: Assessment of learning Outcomes

Assessments as barriers to equitable education

National exam is only provided in
the language of those in power

Content of exam is only culturally
relevant to a specific group

How can assessment of learning
outcomes be more conflict
sensitive?

- Make assessments accessible to all learners- ex. translation support, equitable distribution of tests across regions
- Disaggregate data by group characteristics to identify discrepancies and regions that need supplemental education investment
- Use assessment results to test the quality and relevancy of education- ex. testing vocational programs against the market environment

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Activity

Handout #5: Conflict Sensitive Teaching and Learning

Timing: 15 min. group work, 10 min. to share

Instructions:

1. In a small group, read the article you are assigned.
2. Answer the reflection questions.
3. We will discuss the answers in plenary.

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Questions ?

Conflict Sensitive Strategies for Teachers and Education Personnel

Julia Finder Johna, *Save the Children*

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At the end of this module participants will

1. Understand what bias is and know how to avoid it in teacher recruitment.
2. Understand how conflict interacts with teacher recruitment, conditions of work and support.
3. Know conflict sensitive strategies for teacher recruitment, conditions of work and support.

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What is bias?

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Defining Bias

1. Is learned through the socialization process of direct and indirect experiences of others
2. Develops into assumptions about the “other”
3. Inhibits our ability to be neutral
4. Affects the way we work with others
5. Can cause or contribute to existing tensions and conflict

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Implicit bias in the classroom

- Forming bias opinions about students can lead to underestimating their potential
- Ignoring bias can further inequity
- Lead to disproportionality in discipline
- Disproportionality in referrals for special support-learning and emotional support
- In crisis, teachers may be bias due to their own status (refugee/IDP/returnee/host community) as compared to that of their students

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Anti-bias education

Requirements for anti-bias education:

- All children and families have a sense of belonging and experience affirmation of their identities
- All children have access to participate in the education they need to become successful members of society
- Education engages all members of the school community in ways that display respect for diversity

Note: This aligns with the UN Declaration of the Rights of the Child (1989) which declares the right to 1) survival, 2) develop to the fullest potential, 3) protection from harmful influences, 4) abuse and/or exploitation and 5) the right to participate fully in family, cultural and social life

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Assessing your own bias

Handout #6: Conflict Sensitive Practices for Teachers and Other Education Personnel

Timing: 15 min individual and pair work, 5 min. discussion

Instructions:

1. Working on your own, explore how effective you are at promoting a bias free education environment by taking the survey.
2. When you are finished, find a partner and discuss your results. You may use the following guiding questions as a guide during your discussion.
 - a. How did your perception of your own bias change after finishing the activity?
 - b. How could a tool like this be useful in your work when working with government to support teacher recruitment, selection or supervision policies?
 - c. Why is it important for both recruiters and those being recruited to be aware of bias?
 - d. What changes would you make to the tool to adapt it to your own context?

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Conflict Sensitive Strategies for

Standard 1: Recruitment and Selection

Challenge	Strategy
Aid agencies are perpetuating historic discrimination in teacher hiring, causing grievances among locals	Select teachers and personnel based on job descriptions and account for community acceptance, gender, diversity, and when possible be mindful of ethnic clan or tribal identity
Youth in a far eastern province are protesting because of the low quality teachers sent to their schools	Provide incentive schemes, provide in-service training, establish coaching and mentoring systems with government officials
The humanitarian response has raised educational expectations of teachers in previously marginalized groups since they have benefitted from NGO support provided to schools	Coordinate with MoE, donors, partners to develop HR & payroll system to provide unbiased recruitment, selection and professional development of teachers

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Additional Conflict Sensitive Strategies for Recruitment and Selection

Teachers and education personnel should...

- Understand the conflict, root causes and dynamics and the need for conflict transformation
- Know education for all is a human right
- Self-awareness of own biases and of how their own actions in/ around learning environment may be perceived by different groups in different contexts
- Possess good inter-cultural sensitivity and understanding of learners and families
- Able to see the link between equal access to quality education and prevention and mitigation of conflicts
- Able to gather and analyze information in various ways and challenge assumptions

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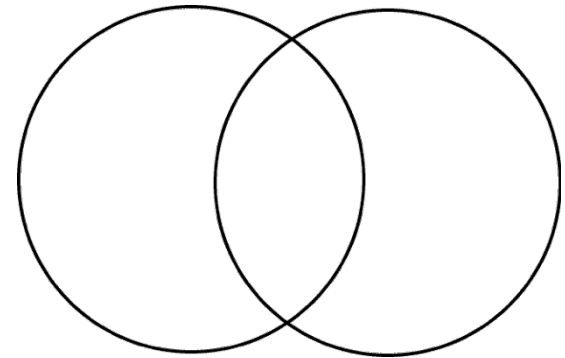
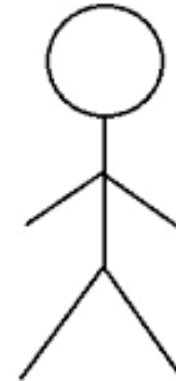
Table Activity: Recruitment/ Selection and Conditions of work

Drawing Time!

Tables 1-3: What does a good teacher look like? What additional skills do teachers in a conflict setting need? What must they:

- Know?
- Understand?
- Be able to do?

Tables 4-5: Venn diagram- What are conditions of work often like for teachers in conflict-affected areas vs. teachers in stable areas? In both?



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Standard 2: Compensation and working conditions

Importance of compensation

According to Sommers (2005), when education systems ensure teacher pay is done in full and on time, this leads to positive results such as:

- Recruitment of high quality teachers
- Retention
- Satisfaction and morale

In fragile contexts, this is extremely important given that teachers often put themselves at risk while educating other's children. Thus, ineffective teacher payment is often a major barrier to rebuilding the education system.

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Conflict Sensitive Strategies for Standard 2: Compensation and Conditions of Work

Challenge	Strategy
Inequitable teacher compensation for teachers in conflict-affected posts	In-kind compensation, accommodation, food, access to health care, access to child care
Aid agencies have caused inequities in teacher compensation resulting in government school teachers leaving to teach in NGO supported schools	Provide transparent compensation aligned to the local labor market, coordinate with cluster, gov., UN, teachers unions to agree on unified rate
There is no access to health care for teachers	Layer education interventions with a health intervention- cross sectoral collaboration and integration

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Standard 3: Support and Supervision

Positive	Negative
Greater technical support is provided to teachers	Access to teacher training is restricted for certain groups- ex. only refugee teachers, not IDP/host community
Additional technical support (observation tools/transportation) provided to MoE to complete supervisory visits/inspections	?
?	?

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Conflict Sensitive Strategies for Standard 3: Support and Supervision

Technical support to teachers in hardship posts

- Apply best practice for teacher support such as teacher learning circles, coaching and mentoring, recruitment of female teachers
- Alternative paths to teacher certification
- PSS/SEL for teachers to support their well-being
- Providing language assistance for teachers

Community accountability mechanisms

- Training up PTA and SBMC to be accountable
- Remote supervision

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Questions ?

Conflict Sensitive Strategies for Domain 5: Education Policy

Nina Weisenhorn, *USAID*

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At the end of this module participants will:

1. Understand how conflict interacts with education policy and law.
2. Be familiar with the international documents that support the right to education and the INEE CSE Guiding Principles.
3. Know conflict sensitive strategies for Domain 5: Education Policy based on findings of a conflict analysis.

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Foundational Standards

Community Participation Standards: Participation and Resources – **Coordination Standard:** Coordination – **Analysis Standards:** Assessment, Response Strategy, Monitoring and Evaluation

Access and Learning Environment

Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.

Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Teaching and Learning

Standard 1: Curricula – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.

Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.

Teachers and Other Education Personnel

Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

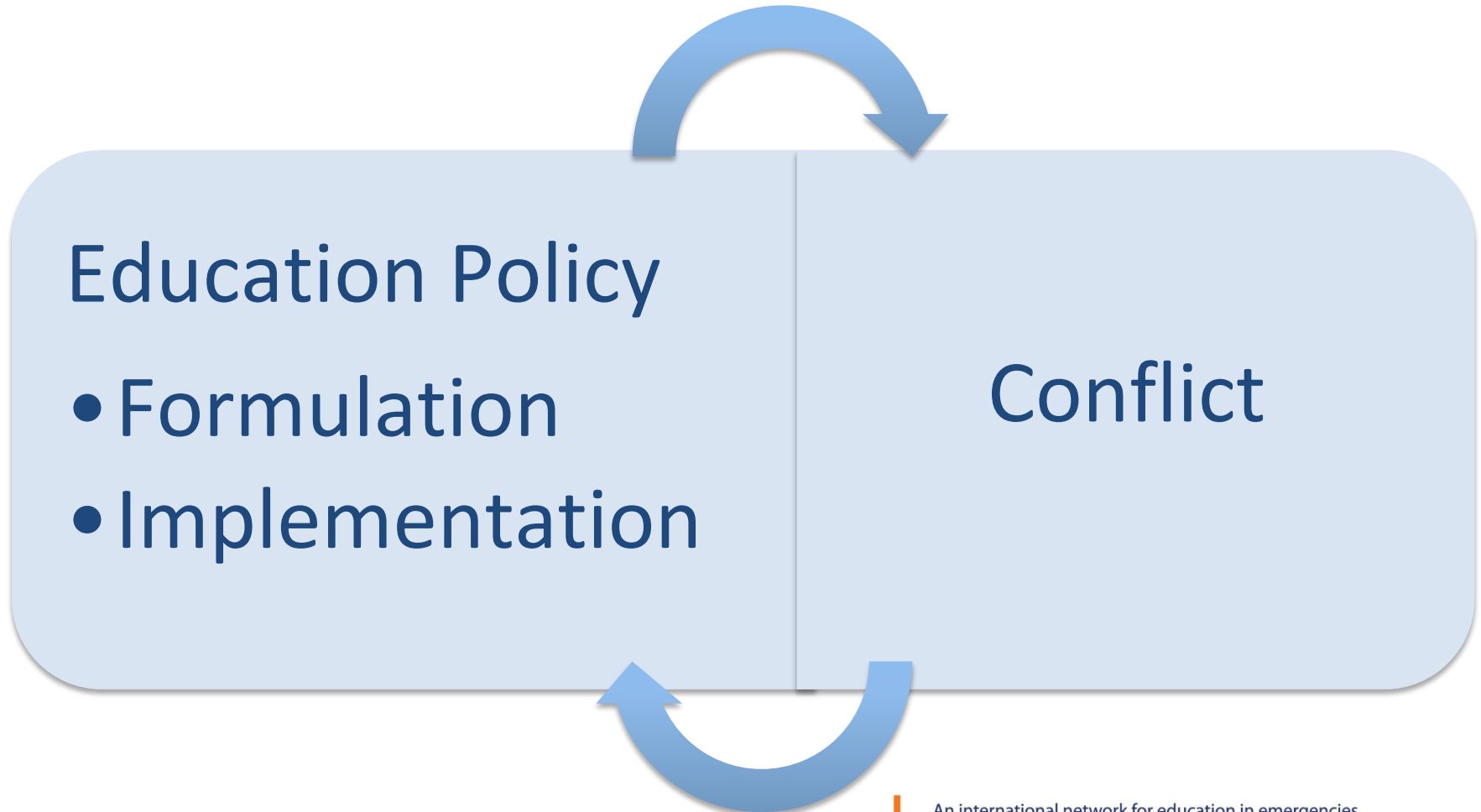
Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.

Education Policy

Standard 1: Law and Policy Formulation – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

Standard 2: Planning and Implementation – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Interaction between teachers/ personnel and conflict



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Domain 1: Law and Policy Formulation

If the conflict analysis finds...

- Decentralization of education led marginalized populations to perceive they have received less power and resource than the others
- During the conflict a variety of non-formal learning centers were set up by non-state actors with varying degrees of quality. This has lead to frustration by community groups and the government who has no oversight of them.
- Displaced populations want to be taught in their home curriculum, but neither the host government nor their home government will certify their learning
- After the civil war, which was largely divided along ethnic lines, the Ministry of Education has instituted a policy on the use of English as the language of instruction so as to avoid exacerberating inter-ethnic tensions

Activity

Time: 5 minutes

Instructions:

- Below are some acronyms of the legal documents that protect or support the right to education for all including in contexts of conflict. UNDHR, ICCPR, CEDAW, ICESCR, CRSR, UNSCR 1998, CRRF, Global Compacts GCPEA, others?
- Write down as many of the document titles as you can think of.

(Hint: you may find some answers in the INEE Guidance Note on Conflict Sensitive Education.)

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Acronym Quiz!

SDG

CRRF

GCPPEA

CEDAW

EFA

CRSR

CRC

UNDHR

UNSCR 1998

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Standard 1: Law and Policy Formulation

Educational law should...

- Be aligned with human rights and international law
- Ensure provision of and access to education without discrimination (including for refugees)
- Reflect international law regarding the right to, and protection of, education in times of conflict
- Be backed by accountability measures

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Conflict Sensitive Strategies for Policy Formulation

- Use equity as a guiding principle of formulation
 - Use a process that is inclusive and fosters social cohesion
 - Respond to multi-stakeholder demands
 - Inform policies by disaggregated data on budget allocations, enrolments, and teacher deployments
- Ensure smooth transitions from short to long term policies

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Standard 2: Planning and Implementation

- Enforce equitable implementation in all regions
- Continue participatory and inclusive dialogue
- Integrate with other national strategies

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Standard 2: Planning and Implementation

- Build state's capacity to monitor and regulate non-government education providers
- Plan education targets and resource inputs with consideration for equity
- Monitor continuously

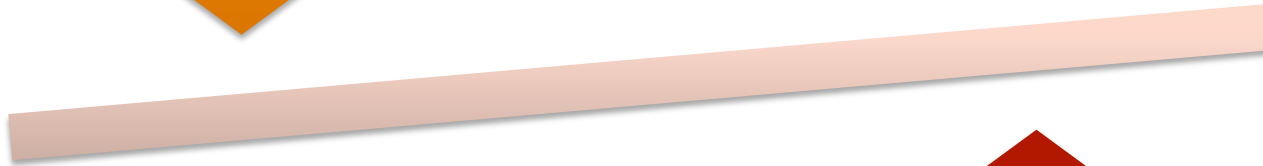
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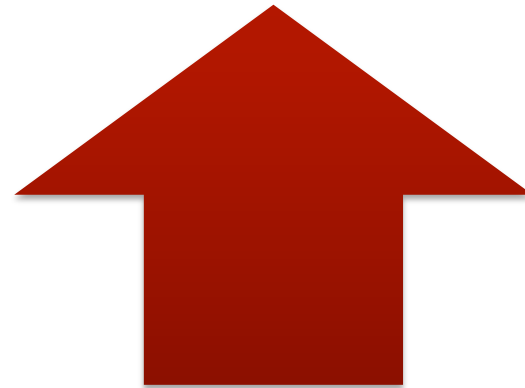
Policy Formulation, Planning and Implementation



Commitment



Capacity



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INEE CONFLICT SENSITIVE EDUCATION PACK



Reflection Tool

To assess, monitor or evaluate a programme.



Guidance Note

To build capacity on key concepts and strategies.



Guiding Principles

To raise awareness and adopt as standards of practice.

INEE CSE Pack

Guiding Principles

INEE GUIDING PRINCIPLES ON INTEGRATING CONFLICT SENSITIVITY IN EDUCATION POLICY AND PROGRAMMING IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS

1 ASSESS

Conduct an education and conflict analysis or assessment to review:

- The broad conflict status or risk of conflict and the historical links between education and conflict
- How conflict affects education
- How education might contribute to conflict
- How education can mitigate the conflict dynamics
- Details matter: what, why, who, by whom, when, where, and how

2 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
- All education providers apply conflict sensitive programming
- Programmes do not intentionally favour one group over another
- 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 take account of the particular context
- Community participation is prioritised

3 PRIORITISE PREVENTION

- Protect teachers and students from attacks and recruitment into armed forces
- Protect learning environments from attacks
- Focus on safety for students and teachers
- Support policies to protect girls and boys, young women and men from abuse and exploitation
- Provide alternative education for youth, including life and employability skills
- Educate on risks such as landmines and unexploded ordnance
- Build emergency preparedness and readiness through Conflict and Disaster Risk Reduction

4 PROMOTE EQUITY AND THE HOLISTIC DEVELOPMENT OF THE CHILD AS A CITIZEN

- Promote equitable distribution of services across identity groups (ethnic, religious, geographic, gender)
- Avoid pockets of exclusion and marginalisation

- Focus on the reintegration of out of school children and youth
- 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
- Provide psycho-social protection for children
- Involve parents, communities, civil society and local leadership

5 STABILISE, REBUILD OR BUILD THE EDUCATION SYSTEM

- Strengthen institutional systems; staffing capacity and competencies
- Strengthen the process of supplying and training teachers (and teacher trainers)
- Strengthen the *Teacher Development Management Information System*, the *Education Management Information System*, and teacher salary systems
- Ensure adequate number of trained teachers who reflect 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
- Favour fairness, transparency and accountability

6 DEVELOPMENT PARTNERS SHOULD ACT FAST, RESPOND TO CHANGE, AND STAY ENGAGED BEYOND SHORT-TERM SUPPORT

- Develop flexible education financing mechanisms to adjust to contingencies
- Be ready to adjust assistance programmes to eliminate negative impacts on the context and to improve contributions to peace
- Respond to changing conditions on the ground such as displacement or attacks
- Coordinate with existing education coordination structures (e.g. the Education Cluster and/or Local Education Group)
- Respond to national priorities and jointly prepare exit strategies for handing over of emergency education interventions to longer term education systems development
- Ensure that existing commitments are respected
- Recognise the links between education, development objectives, state-building and security

Activity

Handout #7B Conflict Sensitive Practices for Education Policy Formulation and Implementation

Time: 45 minutes activity, 15 minutes presentation and discussion

Instructions:

1. Role-play as members of the Local Education Group.
2. Choose one of the six INEE CSE Guiding Principles.
3. Write a 2-minute advocacy speech to give at your next LEG meeting about the Principle.
4. Include in your speech:
 - a) What the INEE Guiding Principles for Conflict Sensitive Education are;
 - b) Why the selected principle is important, and
 - c) How (specific actions) the MOE could implement this principle.

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Review

1. What is one international legal document that supports the right to education for all?
2. What is one conflict sensitive strategy to education policy formulation or implementation?
3. What is one way you could use the INEE Conflict Sensitive Education Guiding Principles?

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Questions ?