
Module 90-minute: INEE Introduction to Conflict Sensitive Education

⌚Time: 90-minutes

📖Learning Objectives

At the end of this 90-minute training module participants will:

1. Understand why conflict sensitive education is important.
2. Know the three-part definition of conflict sensitive education.
3. Know when conflict sensitive education should be used or is applicable.
4. Be familiar with the INEE Conflict Sensitive Education Pack.

🎯Target Audience

This training module is applicable for actors who support education in contexts affected by conflict and who have had little exposure to the key concepts of conflict sensitive education. Specifically, the content is written for a target audience that is multi-agency, mid-level management, working at the national or sub-national level on issues related to education and/or peacebuilding. However, the modules are also flexible. Facilitators are encouraged to become familiar with the PowerPoint presentations (PPTs), Facilitator's Guide and Activity Handouts and adapt them to the target audience per workshop.

📄Materials

The materials needed for each session are listed in the outline table below. This module includes a PowerPoint, Activity Handout and Facilitator's Guide. The Facilitator's Guide includes key messages for each slide as well as information that should be drawn out of the discussion following the activities. Consistent with other INEE Facilitator's Guides, the key messages are in two forms: talking points and instructions, both are suggestions to be modified as appropriate. Please always cite the INEE CSE Training as a source for the content and include the INEE logo in your final training PowerPoint.

This module includes **supplementary materials**—PowerPoint slides and activities. These are optional resources to help you tailor the training to your unique audience and time constraints.

The documents in the **INEE Conflict Sensitive Education Pack** are referenced throughout this training. If you need less than 40 copies you may print the professional files at high resolution. The materials are available here: <http://www.ineesite.org/en/education-fragility/conflict-sensitive-education> or by emailing materials@ineesite.org. If you need more than 40 copies, the materials may be ordered online here: <http://www.ineesite.org/en/materials>. Printing and shipping can take up to 2 months. Please request permission from INEE before making any translations or edits to the materials.

The INEE CSE Pack three documents:

- INEE Guidance Note on Conflict Sensitive Education
- INEE Guiding Principles for Conflict Sensitive Education
- INEE Reflection Tool for Conflict Sensitive Education

📅Preparation for Facilitator

- The facilitator and host agency should discuss and agree on who is responsible for what.
- Review with the host agency the needs (content, language, roles in agencies) of the participants and the intergroup dynamics that may require specific facilitation efforts.
- Review with the host agency the political context of the training (e.g. is the Ministry of Education supportive and involved?) and ensure that key decision makers are informed about its objectives.
- Adapt the outline for the audience.
- Review the PowerPoint, Facilitator's Guide and Activity Handouts, and adapt as appropriate for your audience.
- Identify where supplementary slides or activities may be needed/appropriate.

- Prepare the agenda and send to the host agency for edit and send out to participants.
- Review relevant documents, this may include: conflict analyses, education and peacebuilding/conflict research, current education sector plan, OCHA situational reports (if emergency context), (in)equity reports or maps related to education, peace/reconstruction/reconciliation plans, or other.
- If using the activity #2, prepare the materials.

Preparation for Host Agency

- The facilitator and host agency should discuss and agree on who is responsible for what.
- Inform the facilitator of the needs (content, language, roles in agencies) of the participants and the intergroup dynamics that may require specific facilitation efforts.
- Inform the facilitator of the political context of the training (e.g. are the government ministries happy that it is happening?) and ensure that key decision makers are informed about its objectives.
- Send to facilitator any relevant documents, this may include: any recent conflict analyses, education and peacebuilding/conflict research, current education sector plan, OCHA situational reports (if emergency context), (in)equity reports or maps related to education, peace/reconstruction/reconciliation plans, or other.
- Arrange for any translation needs.
- Request, order or print any necessary hard copy materials from INEE Secretariat by emailing materials@ineesite.org (e.g. INEE Conflict Sensitive Education Pack materials and INEE Minimum Standards).
- Email invitation, agenda and any pre-reading material to participants.
- Arrange conference venue, lunch and coffee/tea service. Room should be set up in working group style with tables for 5-7 participants each.
- Procure supplies in the materials list, including computer and projector.
- Order USB drives or CDs (optional) and fill with the training materials to give to participants.
- Print the Activity Handouts and the Evaluation Form.

Handling Conflict

Due to the content, conflict may arise during this training. Generally, the facilitator should use common sense and address rising tensions in a culturally acceptable way. Here are a few strategies that could also be useful.

- Before the training discuss with host agency the expectations for the training and communicate clearly the training objectives and content.
- At the beginning of the training the facilitator can lead the group in brainstorming and agreeing to ground rules for the training, including how to deal with conflict in a peaceful way. Norms used in previous trainings have included: respect for others' opinions; listen well to others; and tolerance of views different than one's own.
- If the facilitator is not aware of the participant dynamics or conflict triggers, he or she may identify a local resource person who can inform the trainer if conflict is emerging during the sessions.
- The facilitator may also use emerging conflict in the training as an opportunity to practice conflict sensitivity by demonstrating, and encouraging, tolerance and respect of opinions different than one's own.

Evaluation

Evaluation helps the facilitator to assess if the pedagogy, or way of teaching, and the content meet the objectives of the training and the needs of the learners. These training materials include a short evaluation form that should be completed by each participant before the closing. To ensure this is done you may request an evaluation in exchange for the CD/USB drive of training materials. The evaluation results can be included in the training report and shared with INEE at csctraining@ineesite.org. The results will help to improve the training over time.

Outline

The outline below is a suggestion to be adapted to the unique needs of the workshop participants. (The 90-minute outline is a slightly modified version of module 1 in the 2-day outline.)

90-minute Outline	Time	Instructional Method/Activity	Materials
Introduction to Conflict Sensitive Education	50 40	Presentation Activity and discussion	Handout #1, pens, INEE CSE Pack
Total time:	1 hr 30		
Optional supplementary activities			
Conflict Sensitive Strategies for Domain 2: Access and Learning Environment	50	Activity and discussion	Handout #2, CSE Strategy Strips (note: requires preparation), INEE Guidance Note on CSE, flip chart, markers, tape.
Conflict Sensitive Strategies for Domain 3: Teaching and Learning	1hr 20	Activity and discussion	Handout #3, flip charts, markers, INEE Guidance Note on Conflict Sensitive Education

Acronyms

ALP	Accelerated Learning Program
CAF	Conflict Affected and Fragile
CSE	Conflict Sensitive Education
DFID	Department of International Development, United Kingdom
IDB	International Development Bank
INEE	Inter-Agency Network for Education in Emergencies
MOE	Ministry of Education
NGO	Non-Governmental Organization
PPT	PowerPoint

Authors & Contributors

Managed by Tzvetomira Laub and Arianna Sloat, this training was developed by Cynthia Koons, with substantial input from Rachel Goldwyn. Nina Sawhney and Claire Nerenhausen provided support on the global pilot.

The draft materials were made available for piloting and comment to an open advisory group and INEE Members. During the 3-month revision process in early 2014, the materials benefitted from the input of many experts, including: Jennifer Hofmann (UNICEF-WCARO), Caroline Keenan (UNICEF-Headquarters), Morten Sigsgaard (UNESCO-IIEP), Lyndsay Bird (UNESCO-IIEP), Jessica Oliver (Canada Department of Foreign Affairs, Trade and Development), Jonathan Penson (War Child), Peter Hyll-Larsen (ActionAid), Francesca Bonomo (UNICEF-Ethiopia), Naoko Arakawa (INEE-Secretariat), Ratiba Taouti Cherif (UNICEF-WCARO), Sara Skovgaard (IBIS/Education NGO Forum), C. Howard Williams (AIR/USAID/GOAL Plus), Christine De Agostini (UNICEF-Liberia), Dweh Miller (Ministry of Education of Liberia), Ally Krupar (INEE Adolescent Youth Task Team), Silje Sjovaag Skeie (Norwegian Refugee Council), Martha Hewison (Save the Children UK), Mary Mendenhall (Columbia University), John Lewis UNICEF-Headquarters and Angela Wyche (I Have A Dream New York). Additionally over 50 pilots took place in more than 20 countries. The feedback shared from these experiences greatly strengthened the process and content of the training materials.

For further information and/or to provide feedback on how you have used the INEE Conflict Sensitive Education Training Materials or examples of CSE, please contact: csetraining@ineesite.org

	<p>Instructions to the facilitators are in regular font. <i>Talking Points are in italics. These can be used verbatim or can be adapted by the facilitators as needed.</i> Bold indicates points to be emphasized.</p>
 <p>INEE Conflict Sensitive Education Training</p> <p><small>An international network for education in emergencies Le réseau international pour l'éducation en situations d'urgence Una red internacional para la educación en situaciones de emergencia شبكة العالمية للتعليم في حالات الطوارئ</small></p>	
<p>At the end of this module participants will:</p> <ol style="list-style-type: none"> 1. Understand why conflict sensitive education is important. 2. Know the three-part definition of conflict sensitive education. 3. Know when conflict sensitive education should be used or is applicable. 4. Be familiar with the INEE Conflict Sensitive Education Pack. 	<ol style="list-style-type: none"> 1. Read, or ask participants to read, the objectives of the session.
<p>Why focus on conflict sensitive education?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>1. Access to quality education is a human right</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>2. The right to education is not being fully realized</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: 45%;"> <p>3. Education can contribute to conflict and peace</p> </div> <p><small>INEE</small></p>	<ol style="list-style-type: none"> 1. Education is a human right. <i>The right to education is documented by the international political commitment in both the Millennium Development Goal and the Education for All Goals, as well as many other international binding documents such as the Universal Declaration of Human Rights.</i> 2. Facilitator's Note: For a complete list of relevant documents, see page 7 of the INEE Guidance Note on Conflict Sensitive Education. http://www.ineesite.org/en/resources/inee-guidance-note-on-conflict-sensitive-education 3. Ask Participants: <i>Yet, we know this right is not being realized. What percentage of the world's total (57 million) out-of-school primary children live in conflict affected states? Answer: 50% (28.5 million), according to UNESCO EFA Global Monitoring Report. (2013). Children Battling to Go To School. http://eudevdays.eu/sites/default/files/221668E.pdf</i> 4. <i>And third, education can contribute to conflict and peace. We will explore this a little more in the next 2 slides.</i>
<p>Two-faces of Education</p> <p>When given in conflict affected contexts education can both:</p> <ul style="list-style-type: none"> • reinforce and prolong the conflict, and • reduce tensions and strengthen people's capacities to disengage from conflict. <p><small>INEE</small></p>	<ol style="list-style-type: none"> 1. Read the slide. Then ask participants to work in pairs and, reflecting on their specific education context, discuss and write down: <div style="text-align: center; margin: 10px 0;"> <p>1 way education aid/programs can contribute to conflict; and 1 way education aid/programs can contribute to peace.</p> </div> 2. After 5 minutes, ask for 3-4 volunteers to share what they wrote, not repeating what has already been shared. Discuss the "two faces" of education, that is, how education can contribute to both peace and conflict. 3. Facilitator's Note: This term "two faces" was coined by K. Bush and

D. Salterelli in 2000 to describe how education can contribute to both peace and conflict. To read more, go to:
<http://people.umass.edu/educ870/PostConflict/resources/Ethnic Conflict-Peacebuilding-UNICEF.pdf>

How Education Can Affect Conflict	
The distribution of education resources...	affects intergroup relationships
	affects markets and supply chains
	legitimizes actors and agendas
	incentivizes continuation of the context in which it is given
Resources in addition to the classroom	affects knowledge, attitudes and values

1. *When you were thinking of ways education contributes to conflict, did you consider both the **content** (curriculum, learning materials, teacher training courses) and the **process** (hiring staff, purchasing and delivering resources, renting or constructing offices)?*
2. *Take a look at the interactions on this slide, can you think of examples from your work where the **process of distributing education resources** has had one of these impacts?*
3. Facilitator's Note: If you have more time this discussion could be conducted in small groups to encourage greater participation. When the small groups are finished, the facilitator can ask for examples and share those below.
4. If participants have trouble thinking of examples, draw from your own experience or 2-3 of the below can be shared. These examples lead to exclusion, social service gap or inequities, all of which can be drivers of conflict.
 - a. Intergroup relationships: Hiring teachers away from the local public school to run a temporary learning space in a refugee camp can create conflict with 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 conflict between the groups.
 - b. Markets and supply chains: When supplying furniture for newly constructed schools, if it is procured from factories in the neighboring country rather than from local suppliers this could cause tensions with local producers. When aid agencies do not coordinate teacher compensation rates this can unintentionally cause tension between groups of teachers employed by different agencies.
 - c. Legitimization of actors and agendas. Hiring a security firm aligned with a faction of the conflict for the 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 do the same. Conducting emergency response planning meetings in a non-local language can cause the perception that the local language speakers' opinions are not as valued.
 - d. Continuation of context: When actors benefit financially from the increase in market value of housing, water, petrol due to the influx of humanitarian agencies, they may want to perpetuate the status quo and be wary of change.
 - e. Affects knowledge, attitudes, and values: When a teacher ignores the students from marginalized groups and gives preferential treatment to students from the group in power. When the history curriculum refers to certain groups with derogatory or biased language.

<p style="text-align: center;">So....</p> <p>How do we ensure the education programs and policies we deliver do not make conflict worse?</p> <p style="text-align: center;">INEE <small>Inter-Agency Network for Education in Emergencies</small></p>	<ol style="list-style-type: none"> 1. <i>If we agree that education is a right for all children, including those in conflict affected contexts and we are going to work to make that happen, but we also know that education can perpetuate conflict, what do we do? How can we know for sure that the programs we are supporting are not causing conflict?</i> 2. <i>What do we need to know about our context to ensure our education programs and policies do not contribute to tensions? What strategies can we use to ensure our education programs and policies do not make conflict worse? How can we monitor the conflict sensitivity of our programs?</i>
<p>INEE CONFLICT SENSITIVE EDUCATION PACK</p> <p>Guiding Principles To raise awareness and adopt as standards of practice.</p> <p>Guidance Note To build capacity on key concepts and strategies.</p> <p>Reflection Tool To assess, monitor or evaluate a programme.</p>	<ol style="list-style-type: none"> 1. <i>To support education practitioners in answering these questions INEE, the Inter-Agency Network for Education in Emergencies has developed the INEE Conflict Sensitive Education Pack. http://www.ineesite.org/en/education-fragility/conflict-sensitive-education</i> 2. <i>Facilitator's Note: Depending on your group you may want to spend a minute explaining who and what is INEE, use your own description or see the paragraph below. You can ask for INEE members to raise their hands and have a volunteer describe what INEE is. Supplement with the description below.</i> <p>The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 10,000 practitioners, students, teachers, and staff from UN agencies, non-governmental organizations, donors, governments and universities who work in 180 countries together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.</p> 3. <i>Over the past year, INEE, through a highly consultative, collaborative process, developed a definition and guidance on what CSE is and how it can be achieved. This is captured in the INEE CSE Pack three tools: The Guiding Principles, The Guidance Note, and The Reflection Tool.</i> 4. <i>Show the participants a copy of the INEE Guidance Note for Conflict Sensitive Education. Ask them to open it to page 12. http://www.ineesite.org/en/resources/inee-guidance-note-on-conflict-sensitive-education</i>
<p>Defining Conflict Sensitive Education</p>	<ol style="list-style-type: none"> 1. <i>There is a 3-step process to ensure education programs and policies do not contribute to conflict. We call this conflict sensitive education. Can someone please read aloud the definition* on page 12?</i> 2. Understand the conflict context means to collect and assess information on the conflict environment. This may include who is in

	<p>conflict and why, as well as things like the economic and political environment.</p> <ol style="list-style-type: none"> 3. Analyze the interaction between the conflict context and education means looking at the parameters, or details, of the education program and policy and examining how each activity may influence the conflict actors and dynamics. 4. Act to minimize the negative impacts and maximize the positive impacts of education policies and programming on conflict means to design, deliver, monitor and evaluate education programs and policies in a way that will not contribute to conflict. 5. This diagram of gears interlocking illustrates a process. Conflict sensitive education is an approach or process of delivering education in a way that does no harm. Conflict sensitivity is not a new program or package of interventions, it is a new way of doing. <p>* This definition is adapted from conflictsensitivity.org.</p>				
<p>Step 1: Understand the context</p> <p>What do we need to know about the conflict context?</p> 	<ol style="list-style-type: none"> 1. Explain to participants that you will now review each step of conflict sensitive education in detail. Later you will discuss when and where CSE is applicable. 2. Ask participants: <i>What types of questions might we ask if we wanted to gather information about our conflict context?</i> Prompt answers towards actors, dynamics, profile and causes. 3. EXTRA TIME: Facilitator’s Note: If you have time, you may want to make it more interactive and write the answers on flip chart paper and organize them according to actors, dynamics, profile and causes. 4. These types of questions are called a conflict analysis. Ask participants if anyone has been involved in a conflict analysis. 				
<p>What is conflict analysis?</p> <table border="1" data-bbox="256 1388 451 1507"> <tr> <td>Actors</td> <td>Causes</td> </tr> <tr> <td>Dynamics</td> <td>Profile</td> </tr> </table>	Actors	Causes	Dynamics	Profile	<ol style="list-style-type: none"> 5. <i>The critical first step in delivering conflict sensitive education programming is the conflict analysis. Please turn to page 54-55 in the INEE Guidance Note on Conflict Sensitive Education. Here you can see a brief description of a conflict analysis.</i> http://www.ineesite.org/en/resources/inee-guidance-note-on-conflict-sensitive-education <ol style="list-style-type: none"> a. Actors are those engaged in or affected by a conflict. b. Causes are the issues over which people are in conflict. c. Dynamics are the trends and phases of conflict evolving over time. d. Profile/background is the history and the context (political, economic, socio-cultural, environmental, security).
Actors	Causes				
Dynamics	Profile				

Why do a conflict analysis?



1. **Why? Because a conflict analysis...**

- a. **provides critical information about the context in which we work;**
 - b. **informs our decisions on program content and process to ensure that we minimize our contribution to conflict; and**
 - c. **if conducted in a participatory way, provides a shared understanding of the conflict context and education strategies across diverse stakeholders.**
2. *Specifically, a conflict analysis gives us the information we need to decide our program parameters/ details: where, when whom, by whom, how and what we do to deliver education.*
3. *Ask Participants: Thinking of your work context, can anyone think of a situation where knowing the causes and actors of conflict influenced your decision of whom to target for an education program?*

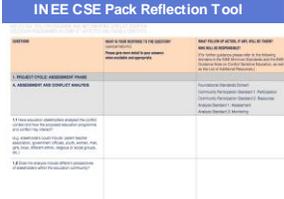
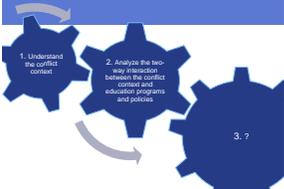
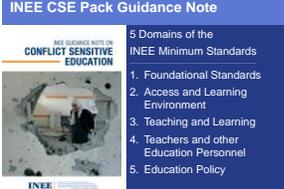
Share an example from your own experience or you may use the following. **Suppose that before a conflict analysis**, you selected to establish temporary learning spaces based on low enrolment numbers and stability of an area. This resulted in a strategy that would target rural agricultural areas of a country. **But after the conflict analysis** you realized that agricultural areas are inhabited by one tribe that is a major party to conflict. Ask participants: *What would be the impact of your program on conflict?* That strategy could lead to: exclusion of children from the other tribe, resulting in grievances; inequity of provision across tribes leading to intergroup tension; and implication that your agency was taking sides in the conflict, making your staff vulnerable to attack.

Step 2: Analyze the Interaction between education and context

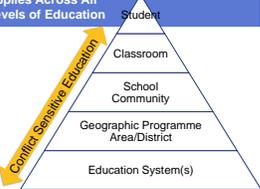
What do we need to analyze?



1. *After we understand the actors, causes, dynamics and profile of the context, step two of conflict sensitive education is to analyze the two-way interaction between the context and education.*
2. *Now, think back to the ways we identified that education can affect conflict. Ask participants: If you want to identify and avoid this type of interaction, what kind of questions might we want to ask about how the education program is interacting with the conflict context?*
3. *After participants share, you may want to supplement with the below, time permitting.*
- a. *Who? What were the criteria for choosing some people and not others? Did the selection process bring people together or divide people?*
 - b. *What? How did our education strategies affect the local human resource and education supply markets? Did what we deliver contribute to connecting people across faction lines, or further dividing people?*
 - c. *How? What was our process and criteria for hiring? How do the different conflict parties perceive our staff? What was our process for procurement, from whom did we purchase*

	<p>construction materials or school furniture? Which teachers were trained, which were not?</p>
	<p>TIME CHECK: You are half way through the presentation.</p> <ol style="list-style-type: none"> 1. <i>The INEE CSE Pack Reflection Tool can be used to analyze a program's interaction with the conflict context. The tool applies at all stages of the programme cycle: assessment, design, implementation/management, monitoring and evaluation.</i> Hold up your copy of the Reflection Tool and ask participants to find their own copy. In the 2-day version of this training we practice applying the Reflection Tool during the module on monitoring and evaluation (see module 8). 2. <i>The Reflection Tool was developed by INEE Members and tested in 5 countries and with 6 organisations.</i> 3. <i>The Reflection Tool has three columns. This first column lists the project cycle phases, such as assessment, design, implementation etc.</i> 4. <i>The second column is space to fill in the answers, or identify where not enough information exists to answer the question.</i> 5. <i>The third column is space to plan follow up actions. This section also includes references to the relevant section in the INEE Guidance Note on CSE.</i>
	<ol style="list-style-type: none"> 1. Ask participants what the third step of conflict sensitive education is. 2. <i>The third step in conflict sensitive education is to take action to minimize the negative impacts and maximize the positive impacts of the education program or policy on conflict.</i> 3. <i>To do this, we build upon the conflict analysis. We consider the context and our intervention and choose to implement education strategies that will limit the contribution to tensions or conflict.</i> 4. <i>Where can you find strategies for conflict sensitive education? The INEE CSE Guidance Note!</i>
	<ol style="list-style-type: none"> 1. Explain that building upon the INEE Minimum Standards, the INEE Guidance Note on Conflict Sensitive Education provides a series of conflict sensitive education strategies for education practitioners and policy makers who work in conflict-affected contexts. 2. <i>The Guidance Note contains conflict sensitive education strategies for each of the 5 domains of the INEE Minimum Standards.</i>
	<ol style="list-style-type: none"> 1. <i>Let's look at conflict sensitive strategies for a specific INEE Minimum Standard Domain.</i> 2. <i>Here are a few examples of strategies for teacher training, professional development and support relevant to Domain 3: Standard 2, which can be found on page 29 of the INEE Guidance Note on Conflict Sensitive Education.</i> http://www.ineesite.org/en/resources/inee-guidance-note-on-conflict-

	<p><u>sensitive-education</u></p> <p>3. <i>Like the INEE MS, the strategies point us in the right direction and then actors in each unique context may determine their own path towards conflict sensitivity.</i></p>
<p>Where and when is CSE applicable?</p> 	<ol style="list-style-type: none"> 1. Explain that now that we have reviewed some of the key actions at each of the three-steps of the conflict sensitive education process, we will move on to where and when conflict sensitive education is applicable. 2. Participants always request more real examples, so make the most of the next three slides to elicit examples from participants as well as offer examples, either your own or those mentioned.
<p>Applies Across All Phases of Conflict</p> 	<ol style="list-style-type: none"> 1. <i>In the INEE Conflict Sensitive Education Pack, conflict context refers to any situation impacted (or expected to be) by violence or armed conflict, regardless of the severity, frequency, or type(s) of violence.</i> 2. <i>Many people feel that conflict can be healthy and for important purposes. In this training, when we use the word conflict, we are referring to the negative, destructive and often violent interactions between groups. (See the INEE Guidance Note on Conflict Sensitive Education page 12 for description of conflict affected and fragile contexts. This understanding is consistent with that used by Mary Anderson in Do No Harm, see page 7.)</i> 3. EXTRA TIME: If you have time you may want to ask participants how this definition relates to their own working context. This is also the opportunity to address resistance to use of the term conflict. To do so you may explain that as this curve illustrates <i>Conflict sensitivity (like peacebuilding) can be done during all phases of conflict</i> through supporting peace-promoting factors like social cohesion, tolerance, relevant education and equitable services through education. 4. Ask participants if these phases are familiar to them. If not, briefly describe each phase using the definitions below. Remind participants that conflict is often cyclical (thus the black arrow at the bottom of the slide). <ol style="list-style-type: none"> a. Latent conflict is when parties' interests are incompatible but this has not yet been acknowledged. b. Escalating conflict occurs when the parties' incompatible interests are recognized, acknowledged and voiced. c. Acute conflict occurs when parties act with violence to destroy the other party's ability to pursue their own interests. d. De-escalation occurs when violent and destructive conflict has subsided yet political tension remains. e. Post conflict reconstruction occurs when conflict has subsided and societal structures are developed. 5. Ask participants if they can think of a conflict sensitive way to approach temporary learning space delivery for a humanitarian

	<p>response during an acute conflict phase.</p> <p><i>For example in the acute conflict phase we can include in our rapid assessment questions relating to intergroup relations to identify actors and possible triggers of conflict. This can inform our recruitment and training of teachers and selection of learning site.</i></p> <p>6. Then ask if they can think of the way a conflict analysis could inform an education policy in the de-escalation phase?</p> <p><i>For example, in the de-escalation phase conflict analysis at the subnational level could identify diverse perceptions of how education contributed to the conflict and how education could contribute to transform society towards peace. These consultations could inform the new education policies during post-conflict reconstruction.</i></p> <p><i>*http://www.beyondintractability.org/essay/conflict-stages</i></p>
<p>Applies across types of work</p> 	<ol style="list-style-type: none"> 1. All sectors—child protection, WASH, school health and nutrition etc.—include the delivery of knowledge, be it capacity building, training, formal or nonformal education. This delivery of knowledge should be done in a way that aims to minimize the contribution to the violence and conflict factors and maximized equity, inclusiveness and social cohesion. <p><i>For example, the location of school water points and latrines can be discussed with the community and informed by the findings of the conflict analysis regarding faction lines between groups.</i></p> <ol style="list-style-type: none"> 2. Whether we are responding to a humanitarian emergency with temporary learning spaces, or a development context to design an Education Management Information System, understanding the conflict context first is critical if we are to ensure that education will not contribute to future conflict. 3. It is imperative that education be part of any peacebuilding effort, if true transformational change is to occur in the society. The CSE Pack offers a framework to encourage this cross-sectoral coordination.
<p>Applies Across All Levels of Education</p> 	<ol style="list-style-type: none"> 1. Explain that to illustrate how conflict sensitivity applies at each level of education we will now look at specific examples. 2. EXTRA TIME: If you have additional time you can make this more interactive by assigning each group or triade a level and asking them to discuss their work contexts and write down CSE examples for that level. 3. Ask participants: <i>What examples of conflict sensitive education can you think for the classroom level?</i> If you need additional examples to share, see the below. <p><i>For example, at the classroom level, a teacher can model inclusive and tolerant behaviors and teach students from differing groups to do the same. A teacher could self-assess her own biases and be</i></p>

mindful to not act on those during her teaching. The teacher could use positive discipline instead of corporal, violent or humiliating punishment. The teacher could ensure equal level of attention and support to students from differing groups, girls and boys, and promote equal opportunities.

4. Ask participants: *What examples of conflict sensitive education can you think of at the **community level**? If you need additional examples to share, see the below.*

For example, at the community level, volunteer teachers can be recruited and selected in a transparent way with community participation. The Parent Teacher Association can ensure the school welcomes all children, regardless of sex, race, or language. Learning materials can be adapted to include images and narratives that reflect the diversity of the students. Communities can establish zones of peace agreements to protect schools from attack or occupation and students from recruitment into armed groups.

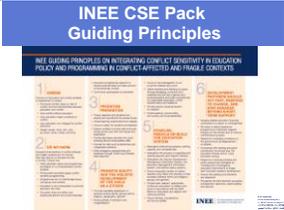
5. Ask participants: *What examples of conflict sensitive education can you think of at the **system level**? If you need additional examples to share, see the below.*

For example, at the education system level, the Ministry of Education can conduct mass communication campaigns to inform learners on education policy decision processes and invite participation and input. Education providers, including the MOE, can support equitable distribution of resources regardless of learner identify groups (such as race, ethnicity, income level etc.). Teachers' Code of Conduct can be developed in participatory ways and adopted as national policy. The MOE can ensure that non-discriminatory policies are in place, and ensure the promotion of such policies.

Real examples of Conflict Sensitive Education Strategies



1. Facilitator's Note: If the above was participatory and sufficient examples were given then you may want to skip this slide. In preparing for the training, you may choose more locally appropriate examples to illustrate the CSE activities at the different levels (classroom, school and geographic area) or share the real country examples below.
2. EXTRA TIME: If there is more time for this session, the facilitator could ask the participants to share examples from their past work and then fill in the gaps.
3. *In Quiche, Guatemala, some intergroup tensions between Latinos and Mayans were addressed when teachers allowed Mayan children to wear their traditional huipiles [ponchos/dresses] to school, rather than the standard navy blue school uniform. Not only did this address a grievance of the Mayan students, but also it allowed children the opportunity to learn tolerance of and respect for difference at school.*
4. *In Baglung, Nepal, the local armed groups used schools as recruiting grounds. To address this problem, the community began a*

	<p><i>dialogue process with the local Maoist group to discuss a way to protect the school community. This resulted in a school code of conduct that was an agreement between the community members and Maoist group to not use the school for conflict purposes.</i></p> <p>5. <i>In Liberia, a recent conflict factors analysis revealed a system of central domination that prevents communities from participating in decision making processes was a conflict driver. So a coordinated group of education actors conducted consultations in 5 counties to listen to a wide range of voices regarding the relationship of education with peacebuilding. This informed the design of a 3-year peacebuilding and education program.</i></p> <p><i>Photo credits: Cynthia Koons/2007/Guatemala, Cynthia Koons/2008/Nepal, Gabriel Davis/2013/Liberia</i></p>
 <p>The image shows a poster titled 'INEE CSE Pack Guiding Principles'. It features a blue header with the title and a subtitle: 'INEE GUIDING PRINCIPLES ON INTEGRATING CONFLICT SENSITIVITY IN EDUCATION POLICY AND PROGRAMMING IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS'. Below the header, there are six numbered sections, each with a small icon and a brief description of a principle. The INEE logo is visible at the bottom right of the poster.</p>	<p>1. <i>Some colleagues have asked for a brief summary document on CSE to use in advocacy at the policy level. This is one use of the INEE CSE Pack Guiding Principles. Ask participants to take out the Guiding Principles from their Pack.</i></p> <p>2. <i>The Guiding Principles can be used to incorporate conflict sensitivity into:</i></p> <ol style="list-style-type: none"> <i>A checklist of advocacy points to make to donors,</i> <i>education requests for proposals,</i> <i>proposal development,</i> <i>national education policies,</i> <i>donor requirement and</i> <i>as a standard of practice.</i> <p>3. <i>Ask for volunteers to read each label aloud to the group. The first sentence of each description is listed here for easy reference.</i></p> <ol style="list-style-type: none"> Assess. <i>Make sure to develop an education and conflict analysis that informs the education intervention.</i> Do no harm. <i>Ensure that education does not favor one group over another, perpetuate gender or social inequities or is manipulated to promote hatred or exclusion.</i> Prioritize prevention. <i>Ensure the protection of students, education personnel, infrastructure, and learning environments from attacks.</i> Promote equity and the holistic development of the child. <i>Ensure that services are distributed equitably across identity groups to be able to reach those more marginalized.</i> Stabilize, rebuild and build the education system. <i>Focus on strengthening institutional capacities and the national and local levels.</i> Development partners should act fast, respond to change and stay engaged beyond short-term support. <i>Move from short-term to long-term approaches and shift the focus from projects to programs.</i>

<p style="text-align: center;">Activity</p> <ul style="list-style-type: none"> • Handout #1 Introduction to Conflict Sensitive Education • Time: 25 min. in group, 15 min. discussion • Instructions: <ol style="list-style-type: none"> 1. Read the text. 2. Then discuss with your group the possible answers to the questions. 3. Request one participant to write down the answers on scratch paper. 	<p>Activity: 40 minutes</p> <ol style="list-style-type: none"> 1. Divide participants into groups of 5-7 at each table. 2. Provide them with the Handout #1. Ask participants to read the short case study and discuss together the answers to the reflection questions. After 25 minutes bring the group back for discussion. Answers may vary, below are some examples. <ol style="list-style-type: none"> a. What are 2 questions you would ask in your conflict analysis? <ul style="list-style-type: none"> -Who are the conflict actors? Such as: The Sonoma Government and Army, the refugees, the host communities and governments, the aid agencies, the public school teachers, and others. -What are the causes of conflict? What could trigger conflict in the future? Such as: The perception of government oppression and exclusion, stress on local resources of the host communities and governments, unequal service provision to different groups of refugees. -What are the profile and/or dynamics of the conflict? Such as: it began in 2011, prolonged fighting has occurred in the cities, fighting continues, refugee numbers in neighbouring countries are increasing rapidly. b. When designing your program, what are 3 questions you would ask to ensure your program does not contribute to the conflict? <ul style="list-style-type: none"> -How is our agency perceived by different identity groups, e.g. local host community or government? If we hire from one identity group, e.g. the refugee population, how will other groups perceive us? If we target according to criteria x, who will be left out, how would this affect the conflict dynamics? Why did we select Afru over other areas, how does this affect local conflict dynamics? c. Using the Conflict Sensitive Education Quick Reference Tool on page 43 of the INEE Guidance Note on Conflict Sensitive Education, identify one conflict sensitive strategy that applies to this situation. <ul style="list-style-type: none"> -“A transparent rationale informed by conflict analysis of beneficiary selection.” 3. Facilitator’s Note: If you develop your own case studies for this activity, it is recommended to have all participants use the same case study, in order to save time during the report back and encourage peer learning. 		
<p style="text-align: center;">What Conflict Sensitive Education is/is not</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> -Context specific, reflecting findings of a participatory conflict analysis -An ongoing approach to both the “how” and “what” of education delivery -An approach at all levels of education, local and beyond -Quality education that proactively seeks to minimize contribution to conflict </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> -Generic, externally defined/ imposed -A prescriptive list of “what” -A one-time education activity/ or conflict analysis - (only) a peacebuilding classroom curriculum - (only) quality education in a conflict context - (only) a national level policy issue </td> </tr> </table>	<ul style="list-style-type: none"> -Context specific, reflecting findings of a participatory conflict analysis -An ongoing approach to both the “how” and “what” of education delivery -An approach at all levels of education, local and beyond -Quality education that proactively seeks to minimize contribution to conflict 	<ul style="list-style-type: none"> -Generic, externally defined/ imposed -A prescriptive list of “what” -A one-time education activity/ or conflict analysis - (only) a peacebuilding classroom curriculum - (only) quality education in a conflict context - (only) a national level policy issue 	<ol style="list-style-type: none"> 1. <i>In conclusion, Conflict Sensitive Education...</i> 2. <i>Does not require changing mandates/priorities/objectives, where technically sound quality, relevant and safe education is already being delivered.</i> 3. At its core, conflict sensitivity is about assessing education’s unintended contribution to structural conflict factors, and then changing the education program or policy to minimize its
<ul style="list-style-type: none"> -Context specific, reflecting findings of a participatory conflict analysis -An ongoing approach to both the “how” and “what” of education delivery -An approach at all levels of education, local and beyond -Quality education that proactively seeks to minimize contribution to conflict 	<ul style="list-style-type: none"> -Generic, externally defined/ imposed -A prescriptive list of “what” -A one-time education activity/ or conflict analysis - (only) a peacebuilding classroom curriculum - (only) quality education in a conflict context - (only) a national level policy issue 		

	<p>contributions to conflict and maximize its contribution to peace.</p>
<p>INEE CONFLICT SENSITIVE EDUCATION PACK</p> <p>Guiding Principles To raise awareness and adopt as standards of practice.</p> <p>Guidance Note To build capacity on key concepts and strategies.</p> <p>Reflection Tool To assess, monitor or evaluate a programme.</p>	<p>3. <i>Thank you for your attention, any questions?</i></p>
<p>Conflict Sensitive Education Resources</p> <p>Find the INEE conflict sensitive Education Pack on the INEE website at: http://www.ineesite.org/en/education-fragility/conflict-sensitive-education</p> <p>and on the INEE Toolkit at: http://toolkit.ineesite.org/toolkit/Home.php</p> <p>For more information on INEE and its working groups visit www.ineesite.org</p> <p>□</p>	<p>1. <i>All the INEE CSE Pack and INEE CSE Training Materials are available on the website of the INEE Toolkit.</i></p> <p>2. <i>In addition to the INEE CSE resources, you can find training materials on CSE (including this training package), Implementation Tools to support your education policy and program work around CSE, and further guidance and resources. The INEE Toolkit features vetted resources on CSE developed by INEE and its many partners.</i></p>
<p>Supplementary Slides</p>	<p>These slides are optional.</p>
<p>Analyze the interaction between education and context</p> <ul style="list-style-type: none"> • Implicit Ethical Messages • Resource Transfers <p></p>	<p>1. <i>When analyzing the interaction between education and the conflict context, it is important to keep two concepts in mind: implicit ethical messages and resource transfers.</i></p> <p>2. <i>Implicit ethical messages are values that we communicate by our way of working. The <u>content and way we deliver</u> education programs and policies implies certain values, which can interact with conflict dynamics. For each action, we must consider what implicit ethical message it sends and how that interacts with conflict dynamics. For example, if the primary teacher only calls on boys in her classroom, what value message might this send to girl students? Or when an education leadership group meeting is held but conducted in a language other than the national language, what value message does this send to participants?</i></p> <p>3. Ask participants to share a few examples. If appropriate for your participants (i.e. won't trigger conflict) you may share the examples below.</p> <ol style="list-style-type: none"> a. <i>For example, when conflict breaks out and some staff are evacuated while others are not, this implies value of one type of staff over another. In the real world, these decisions may be unavoidable, but how can they be best managed to avoid contributing to conflict?</i> b. <i>Another example: using official cars and scarce gasoline to drive expat staff to social events and not to drive local staff home sends an implicit message. There may be a rationale, but how can this be transparently discussed with the team so as to avoid causing intergroup tensions?</i> c. <i>For example, if the international aid agencies' focus for aid does not reflect the needs of the locals, this implies higher value of the external assessment of needs and devalues the</i>

local assessment.

4. *Resource transfer in resource scarce environment is always a decision with many consequences. The transfer of power and wealth through education programs and policies will legitimize actors and causes, and delegitimize others. For each resource transfer in our education program or policy, we must consider how this relates to the conflict dynamics.*

a. *Ask participants: What resources are transferred in the delivery of education programs and policies? (teachers, administrators, construction materials, teaching materials, etc.)*

b. *Ask participants: How might the transfer of these resources lead to conflict? For example: If education aid agencies bribe officials to get their new cars out of customs, they are supporting corruption and reinforcing a war economy. If the Ministry of Education hires teachers from only one ethnic group they are reinforcing intergroup tensions. If the MOE hires only one gender, the MOE promotes stereotypes*

c. *Facilitator Note: If there is time/interest, you may go into the types of resource transfer. There are five patterns of resource transfer. Complete definitions may be found here: <http://www.peacemakers.ca/education/RespondingIraq/GregHansen/PatternsofImpactofAidonConflict.html>*

i. *Market effects - Changing local markets with an influx of outside goods.*

ii. *Distributional effects - Distributing goods along the lines of the conflict*

iii. *Substitution effects - replacing existing functioning systems or structures*

iv. *Legitimization effects - giving legitimacy to a group or leader by working with them*

v. *Theft - fueling the conflict with stolen or diverted goods*

5. *Ask participants to turn to a partner at their table and discuss for a 5 minutes their answers to the question: What implicit messages do you send by your work in education? In your context, how could education resource transfers lead to conflict?*

**Anderson, M. (1999). Do No Harm: How Aid Can Support Peace- Or War. Boulder, Colorado: Lynne Rienner Publishers. P38. Mary's concepts of resource transfers and implicit ethical messages are the basis of these two slides.*

Peacebuilding vs. Conflict Sensitivity

Peacebuilding	Conflict Sensitive Education
<ul style="list-style-type: none"> • Working on conflict • Mandate is peace • Expansion of a program to work directly on peace • Promote peace • Specialized programs that address political transformation • Lays the foundation for education 	<ul style="list-style-type: none"> • Working in conflict • Mandate is education • Improving existing ed programs • Do no harm • Education programs that avoid unintended negative consequences • Lays the foundation for peacebuilding

1. *Peacebuilding and conflict sensitivity are interlinked and mutually supportive. Peace can allow for stronger education systems and education can support the political transformation needed for peace.*

2. *For the purpose of this training, conflict sensitivity and peacebuilding are considered distinct approaches.*

3. For this training, we are focused on assessing the unintended consequences of education and then changing the education program or policy to minimize its contributions to conflict. We refer to this as conflict sensitivity.

4. Conflict sensitivity does NOT imply education organizations must add a peace-building mandate. It DOES imply that education organizations should deliver their education mandate in a way that does not contribute to conflict.

5. Facilitator's Note: This concept is related to Johan Galtung's definition of positive and negative peace. Negative peace is the absence of collective, organized conflict, whereas positive peace is the pursuit of values such as cooperation, justice, equality, pluralism and freedom. More on this may be found here: http://www.transcend.org/files/Galtung_Book_unpub_Theories_of_P_eace_-_A_Synthetic_Approach_to_Peace_Thinking_1967.pdf

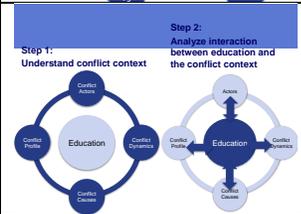
6. While we distinguish between the two (education strategies and peacebuilding strategies), we also recognize that they are interlinked. Can you think of a few examples of such inter-linkages?

7. For example: education strategies can be incorporated into peacebuilding strategies to support social cohesion and peaceful conflict resolution at the community level.

8. Sometimes conflict prevention and peacebuilding are used by the UN to highlight their work at different places in the conflict cycle but in essence the actual approach is similar: "a multidimensional range of measures to reduce the risk of a lapse or relapse into violent conflict by addressing both the underlying causes and consequences of conflict."



1. This is an illustrative graphic of conflict analysis informing education parameters and selection of education strategies.



1. This is an illustrative graphic of the first two steps of conflict sensitive education. Navy blue indicates the focus of each step.

What is a conflict analysis?	
What	Systematic study of conflict background, conflict causes, actors and dynamics.
When	In design phase and reviewed systematically throughout life of programme or policy.
Who	Stakeholders within and outside the education sector, e.g. non-government, multilaterals, local NGOs, local authorities, peacebuilders.
How	Desk research, consultations, and analyses, e.g. situational, stakeholder, conflict causality, conflict dynamics, and education prioritisation.
Where	Tailored to the intended programme or policy area (national, subnational, district, catchment area, etc.)

1. The critical first step in delivering conflict sensitive education programming is the conflict analysis. Please turn to page 54-55 in the INEE Guidance Note on Conflict Sensitive Education. Here you can see a brief description of a conflict analysis.

2. What? Systematic study of conflict background, proximate causes, root causes, actors, and dynamics.

	<ol style="list-style-type: none"> 3. <i>When? In the design phase AND reviewed throughout the life of program or policy, due to the dynamic nature of conflict contexts.</i> 4. <i>Who? Participants should include stakeholders within and outside the education sector, e.g. non/government, multilaterals, local/intl. NGOs, local authorities, peacebuilders. Men and women should be equally represented.</i> 5. <i>How? A full conflict analysis includes the following steps: desk research, consultations, and analyses, e.g. situational, stakeholder, conflict causality, conflict dynamics, and education prioritization.</i> 6. <i>Where? In the area in which you plan on programming. For example, if the program targets rural, volatile areas, the conflict analysis should not be held in the capital city with an unrepresentative population, rather it should be held as close as is safe to the rural, volatile areas.</i>
<p style="text-align: center;">INEE CSE Pack and Training Development Process</p> <p>INEE</p> <ul style="list-style-type: none"> • Open, global network of 10,000+ members in 170 countries • 3 Working Groups (Minimum Standards, Education and Fragility, Education Cannot Wait Advocacy) <p>INEE CSE Pack</p> <ul style="list-style-type: none"> • 2013 • Led by the members of the Working Groups: Minimum Standards and Education and Fragility • Developed through consultative process including piloting of tools <p>INEE CSE Training</p> <ul style="list-style-type: none"> • 2014 • Led by members of INEE Minimum Standards Group • Developed through consultative process including pilot testing, 56 organizations, Local and National Graduate Council of Educators 	<ol style="list-style-type: none"> 1. This is a reference slide if you would like to describe the development process of the CSE Pack and Training.
<p>Supplementary Activities</p>	
<p style="text-align: center;">Activity</p> <p>Handout #2 Implementation of Conflict Sensitive Access and Learning Environment</p> <p>Timing: 35 min. group work, 10 min. discussion</p> <p>Instructions:</p> <p>All each table is an envelope of strips of paper with conflict sensitive education strategies on them.</p> <ol style="list-style-type: none"> 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. 	<p>Activity: 50 minutes</p> <ol style="list-style-type: none"> 1. Facilitator's Note: This activity requires preparation before the module. Using the "Module 4 CSE Strips Activity Word document", pre-prepare for each table/group an envelope with the strips of paper with strategies on them. 2. Provide the participants with Handout #2, which includes only the instructions. Ask the participants to work in groups for 35 min. to match the strips in the envelope with the three standards headings written on flip chart paper. The blank strips are for participants to write their own conflict sensitive strategies. 3. Remind participants that the sections on Access and Learning in the INEE Guidance Note on Conflict Sensitivity are on pages 25 and 46. 4. Bring the participants back together and ask for reflections. (15 minutes) Ask three groups to each share one standard and the corresponding strategies. 5. The following questions can serve as a guide for discussion in plenary (with all participants together). <ol style="list-style-type: none"> a. What strategies did you add? How do they avoid contributing to conflict? b. Can anyone describe the types of information from the conflict analysis that would be needed to implement one of these strategies?

Activity

Handout #3: Conflict Sensitive Teaching and Learning
Timing: 40 min. group work, 40 min. of presentations by groups

Instructions:

1. Review the relevant sections in the INEE Guidance Note on Conflict Sensitive Education pages, starting on pages 29 and 48.
2. Prepare a 10 minute lesson on conflict sensitive strategies for your assigned standard that covers the following points.
3. You may use any teaching methodology for your lesson. Be as creative as you can. You may use markers, flip charts or any other supplies available.
4. What would you need to know from the conflict analysis to ensure your education strategies are conflict sensitive?
5. What are some conflict sensitive education strategies for this standard?



Activity: 1 hr 20

1. Ask participants to turn to page 29 of the INEE Guidance Note on Conflict Sensitive Education. Explain that this is the chapter in the Guidance Note that includes conflict strategies for the Domain 3: teaching and learning standards. Ask participants to hold up the book when they have found the page.
2. Ask volunteers to read each standard aloud.
3. Ask participants: *Raise your hand if you have been a teacher.* Then mention that these colleagues will be good resources for the next activity.
4. Explain that since this module is labeled teaching and learning, we are going to teach and learn together. Say this very slowly and repeat twice: ***Each group is going to teach the conflict sensitive strategies for one standard to the rest of the participants.***
5. Provide each participant with Handout #3. Ask participants to count 1 to 4 and then move to the table with their corresponding number and standard. Working in the 4 groups, they have 40 minutes to prepare a 7-10-minute lesson on their standard that covers the following points. They may use any teaching methodology they like and any materials available. They may reference the relevant sections in the INEE Guidance Note on Conflict Sensitive Education pages 29 and 46. Encourage them to be creative.
 - a. What would you need to know from the conflict analysis to ensure your education strategies are conflict sensitive?
 - b. What are some conflict sensitive education strategies for this standard?
6. When the 35 minutes are up, bring the attention back to the front of the room and ask for a group to volunteer to go first. Tell them that you will be timing the mini-lessons and let them know when they have 3 minutes left. This should take about 40 minutes total.
7. **Have your Guidance Note open to pages 29 and 48. Following each presentation, mention additional strategies that weren't covered in the presentation.**