

Handout #1 Introduction to Conflict Sensitive Education: Synthetic Case Study**Instructions:**

1. Read the following text.
2. Working in groups, discuss the possible answers to the questions.
3. Request one participant to write down the answers on scratch paper.

Conflict

In the country of Sonoma public grievance against government oppression and exclusion gained momentum in 2010. Demonstrations broke out in March 2011, triggered by the arrest and torture of a group of teenagers who had spray-painted anti-government slogans on the central square. The conflict grew increasingly violent and militarized and in April the Sonoman army was deployed to control the uprising. The conflict went nationwide, with the most prolonged and devastating bouts of violence taking place in the two largest cities Oppela and Sucsamad. Across the region education actors responding to the crisis include UN actors (~4), international non-governmental organizations (~24), local non-governmental organizations (~7), and multiple Ministries of Education.

Conflict and Education Within Sonoma

A report released in March 2013 by an International Non-Governmental Organization estimated that 2 million children were in need of assistance in Sonoma. The NGO also stated that children, mainly boys, are being recruited as combatants by both government and opposition forces and that there have been reports of girls and boys as young as eight years old being used as human shields. According to a UNICEF statement issued in March 2013, one fifth of the country's schools had suffered direct physical damage or are being used to shelter displaced persons. Primary net enrollment in Sonoma pre-crisis was 93%, with girls being under-represented. UNICEF reported that some children had not received schooling since the conflict began and more than 110 teachers had been killed. Because of the high amount of displaced persons, 1,500 schools are being used as shelters.

Conflict and Education Outside of Sonoma

The UN estimated that as of June 2013 1,400,000 registered refugees (52% under the age of 18) were living in refugee camps in neighboring countries, primarily in Nadroj, Nonabel, and Yekrut. In addition there were 200,000 Sonomans awaiting registration as a refugee. The Yekrut government has offered Sonoman children free education in its public schools. So far, the host communities have been receptive of the refugees but as the numbers increase so does the stress on local resources. UNICEF has reported that many parents are reluctant for their children to be taught a new language (Yekruti) and curriculum that they believe will not be useful when they return to Sonoma, where the language of instruction is Arabic. Refugees also fear public school registration would put them at risk of removal by the Yekrut government. In response, UNICEF has opened an Arabic language school in Afru, Yekrut, staffed by Sonoman volunteers but its capacity of 500 students is relatively limited.

You work for an NGO that would like to expand the education program for Sonoman refugees in Afru, Yekrut.

1. What questions would you ask in your conflict analysis?
2. When designing your program, what questions would you ask to ensure your program does not contribute to the conflict?
3. 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.

Handout #2 Implementation of Conflict Sensitive for Domain 2: Access and Learning Environment

Because time for these activities varies by training, the timing is not listed here. Look on the activity slide or ask your facilitator if a time was not given.

Instructions:

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

1. Review the standards for Access and Learning in your INEE Guidance Note on Conflict Sensitive Education page 25.
2. Working with your group, read each strategy found in the envelope.
3. Write on flip chart paper the INEE Minimum Standards headings:
 - a. Equal Access
 - b. Protection and Well-being, and
 - c. Facilities and Services.
4. Then in discussion with your group, review each strategy and decide which standard it relates to and why.
5. Tape each strategy under the appropriate heading on the flip chart paper.
6. 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.

Handout #3: Conflict Sensitive Strategies for Domain 3: Teaching and Learning

Because time for these activities varies by training, the timing is not listed here. Look on the activity slide or ask your facilitator if a time was not given.

Instructions:

1. Count off 1 to 4 and move to the table with your corresponding number and standard.
2. Working in your groups, you have 35 minutes to prepare a 7-10-minute lesson that covers the following points. You may use any teaching methodology or materials available for your lesson. Be as creative as you can! For ideas, reference the relevant sections in the INEE Guidance Note on Conflict Sensitive Education pages 29 and 46.
 - 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?
3. Remember your presentation must end in 10 minutes, so plan accordingly.