

Introduction to Conflict Sensitivity

Activity 2 Conflict Sensitive Education Strategy Strips

Print single sided and cut each strategy into its own strip. One set per group/table.

Facilitator's Note: Conflict Sensitive Strategies for Equal Access (do not include this in the envelope)

Analyze who is not accessing education? Where? Why? How could this relate to conflict?

Take into account and remove barriers to access that are administrative or financial, such as: school fees, lack of documentation, or lack of recognition of certificates or exams earned in other countries.

Consider education strategies that address barriers to access due to a generalized culture of violence, such as gender based and sexual violence against girls to, from and within schools.

Monitor the access activities and their interaction with conflict dynamics, especially when supporting education for groups previously excluded.

Communicate continuously (with beneficiaries and non-beneficiaries) and share information on access activities and their interaction with conflict dynamics, especially when supporting previously excluded groups.

Providing accelerated learning programs for former youth combatants and other youth in the affected communities.

Analyze the local job market and conflict dynamics to identify appropriate topics for youth life skills programming.

Facilitator's Note: Conflict Sensitive Strategies for Protection and Well-being (do not include this in the envelope)

Ask local and diverse community members to provide input regarding how to implement education activities in a way that is protective of teachers, learners and the school environment.

Support school community development of codes of conduct that establish social norms to keep schools—and the routes to them—free from violence.

Link the education site to providers of other social services (e.g. health, psychosocial and legal) through referral mechanisms. (A referral mechanism is an established communication protocol by which teachers may refer children with needs to appropriate professionals of other social services.)

Establish a complaint process through which school community members may report threats to their safety and receive adequate response.

Support community dialogue with conflict actors to establish “schools as zones of peace” agreements that prohibit the use of schools as army barracks, bases.

Provide psychosocial support to teachers affected by conflict through mechanisms like peer support groups and professional networks.

Train teachers in socio-emotional learning and how to support children affected by violence.

Identify community strengths and resiliencies and find ways education can maximize these.

Analyze who is receiving psychosocial support and who is not, consider how this will affect conflict.

Facilitator's Note: Conflict Sensitive Strategies for Facilities and Services (do not include this in the envelope)

Involve diverse community members, and use the conflict analysis findings to inform decisions on learning site location, construction or restoration that will ensure safe access to education for all.

Analyze local land rights issues and ethnic maps to understand the geography and inform school site selection.

When selecting a catchment area for a new school, look at the conflict map and make sure the area does not match current conflict divisions.

If providing a school building that will serve students on both sides of the conflict, support community meetings and agreements on how they will work together to share the space and protect their children's right for education.

Monitor continually community perceptions regarding decision-making, planning and implementation of school construction to avoid unintended triggering of violence or conflict. Ensure that restoration and construction is not perceived as favoring one group over another.

Identify the learning site as a protected environment through strategies such as school codes of conduct, agreements with armed groups, protective barriers and routine maintenance.

Participant's strategy:

Participant's strategy:

Participant's strategy:

Participant's strategy:

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