

INEE Conflict Sensitive Education Training



Washington, DC
September 27-28, 2018

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Introduction to Conflict Sensitive Education

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At the end of module one participants will:

1. Have a basic understanding of the INEE Minimum Standards for Education in Emergencies
2. Understand why conflict sensitive education is important.
3. Know the three-part definition of conflict sensitive education.
4. Know when conflict sensitive education should be used or is applicable.
5. Be familiar with the INEE Conflict Sensitive Education Pack.

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INEE QUIZ

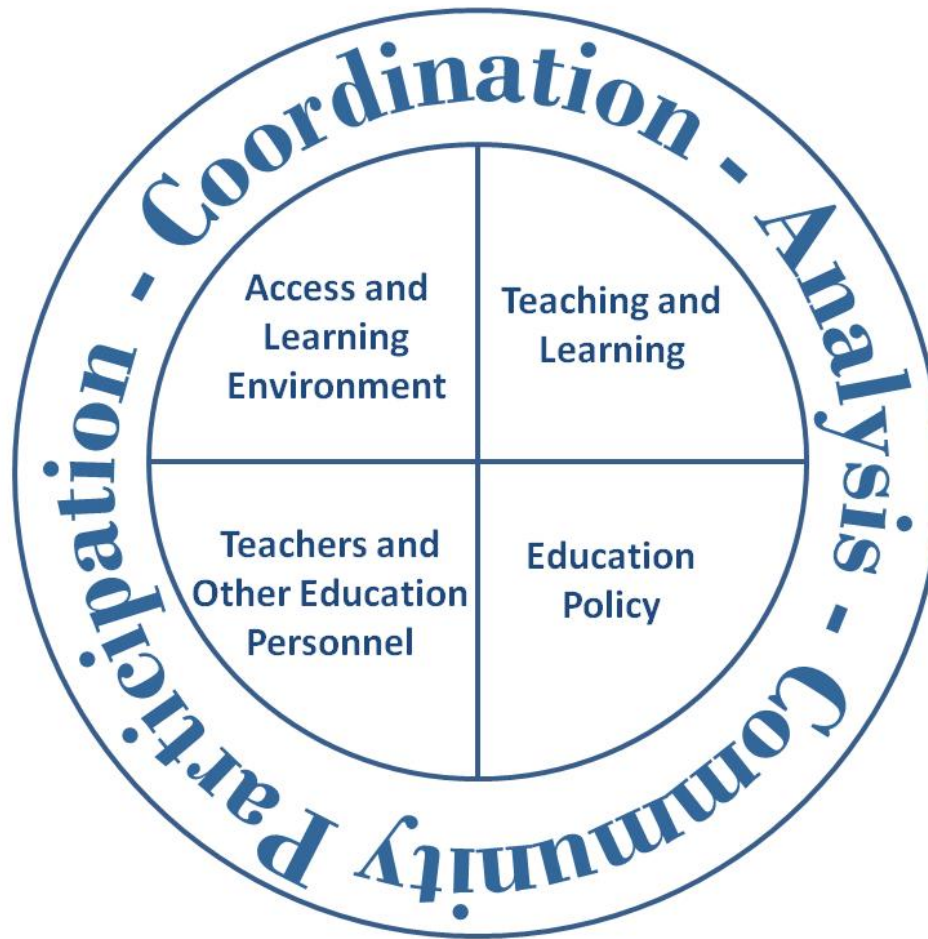
Rules:

- Tables will each be a team
- The question will be asked to one team at a time
- You have 60 seconds to confer with your team and answer the question
- One point will be awarded for each correct answer
- If the team gets the answer wrong, another table can 'steal' the point by raising their hand

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The 5 Domains



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Standards, Key Actions, Guidance Notes

- **Standards** - are what you want to reach. They are qualitative and universal, applicable in any environment.
- **Key Actions** - are suggested actions to be taken in order to reach/meet the standard.
- **Guidance Notes** – cover points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.

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Why focus on conflict sensitive education?

1. Access to quality education is a human right

2. The right to education is not being fully realized

3. Education can contribute to conflict and peace

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Two Faces of Education

When given in conflict affected contexts education can:

- reinforce and prolong the conflict, and
- reduce tensions and strengthen people's capacities to disengage from conflict.

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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 status quo

affects knowledge, attitudes and values

Adapted from
M. Anderson's book
Do No Harm

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So...

How do we ensure the education programs
and policies we deliver do not make
conflict worse?

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INEE CONFLICT SENSITIVE EDUCATION PACK



Guiding Principles

To raise awareness and adopt as standards of practice.



Guidance Note

To build capacity on key concepts and strategies.



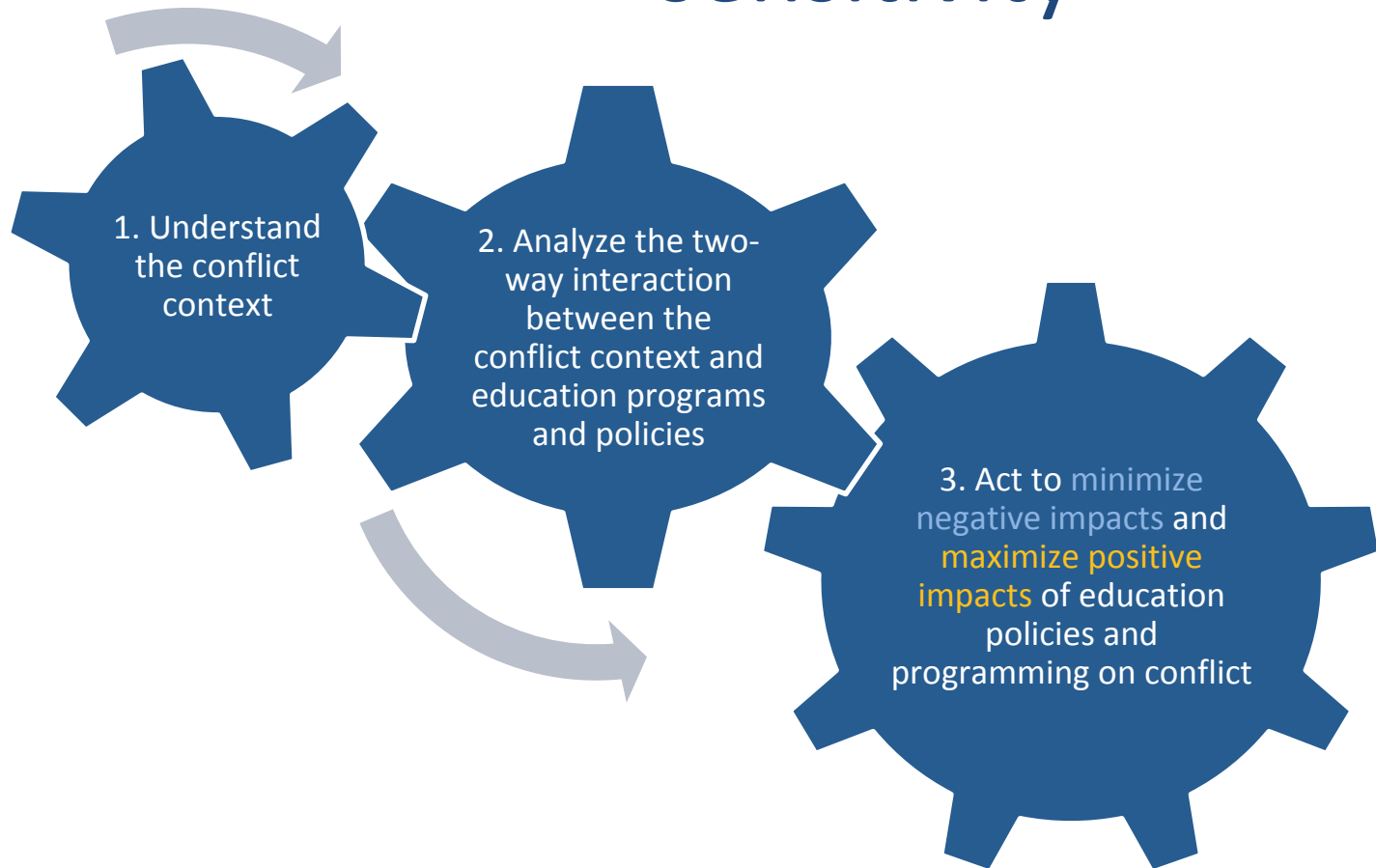
Reflection Tool

To assess, monitor or evaluate a programme.

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Three steps to conflict sensitivity

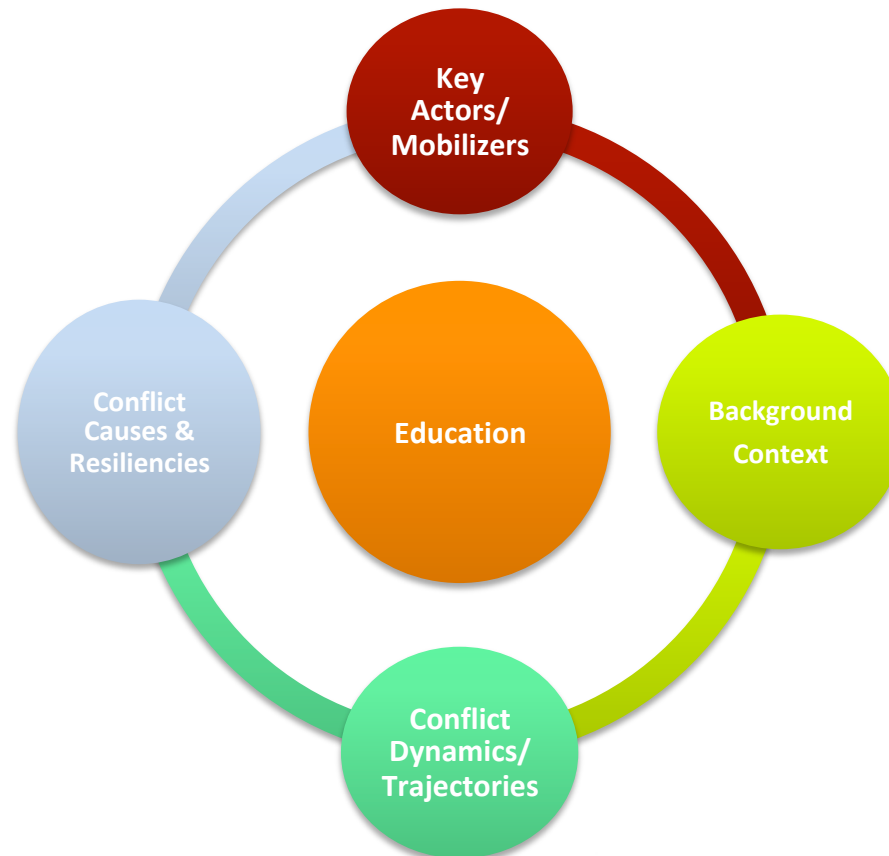


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Step 1: Understand the Context

What do we need to know about the conflict context?

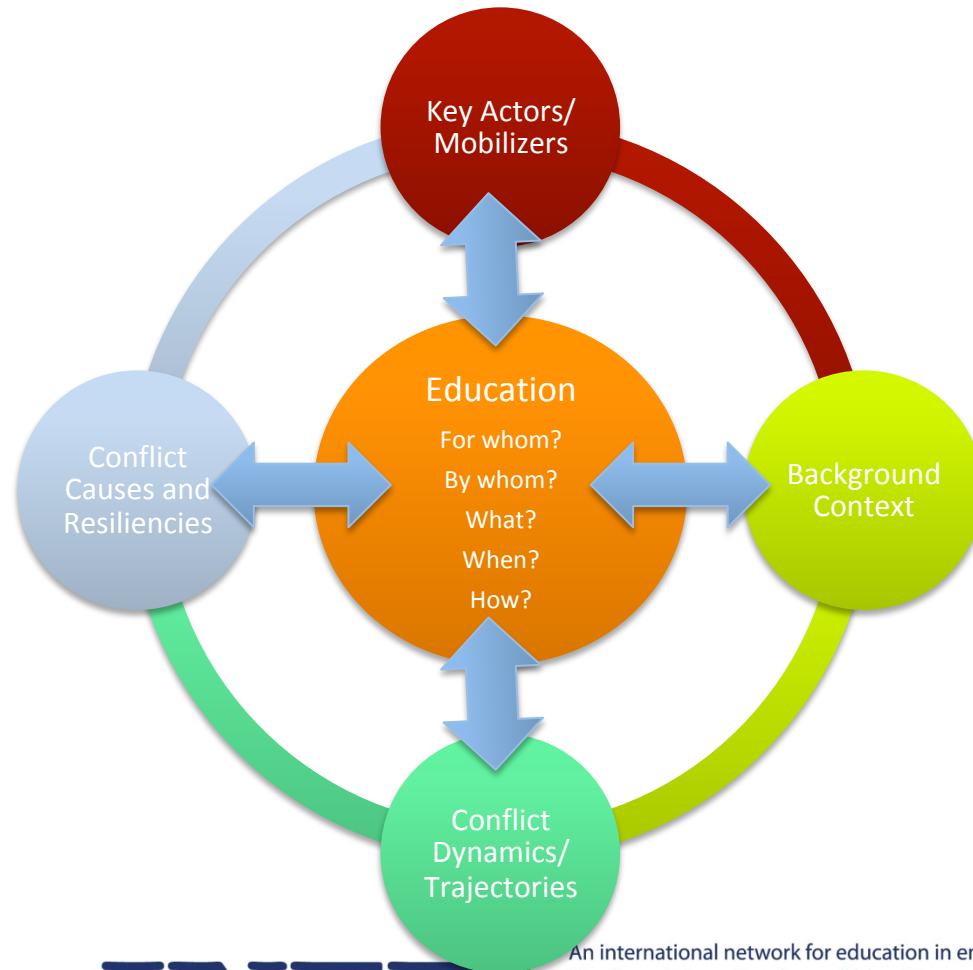


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Step 2: Analyze the interaction between education and context

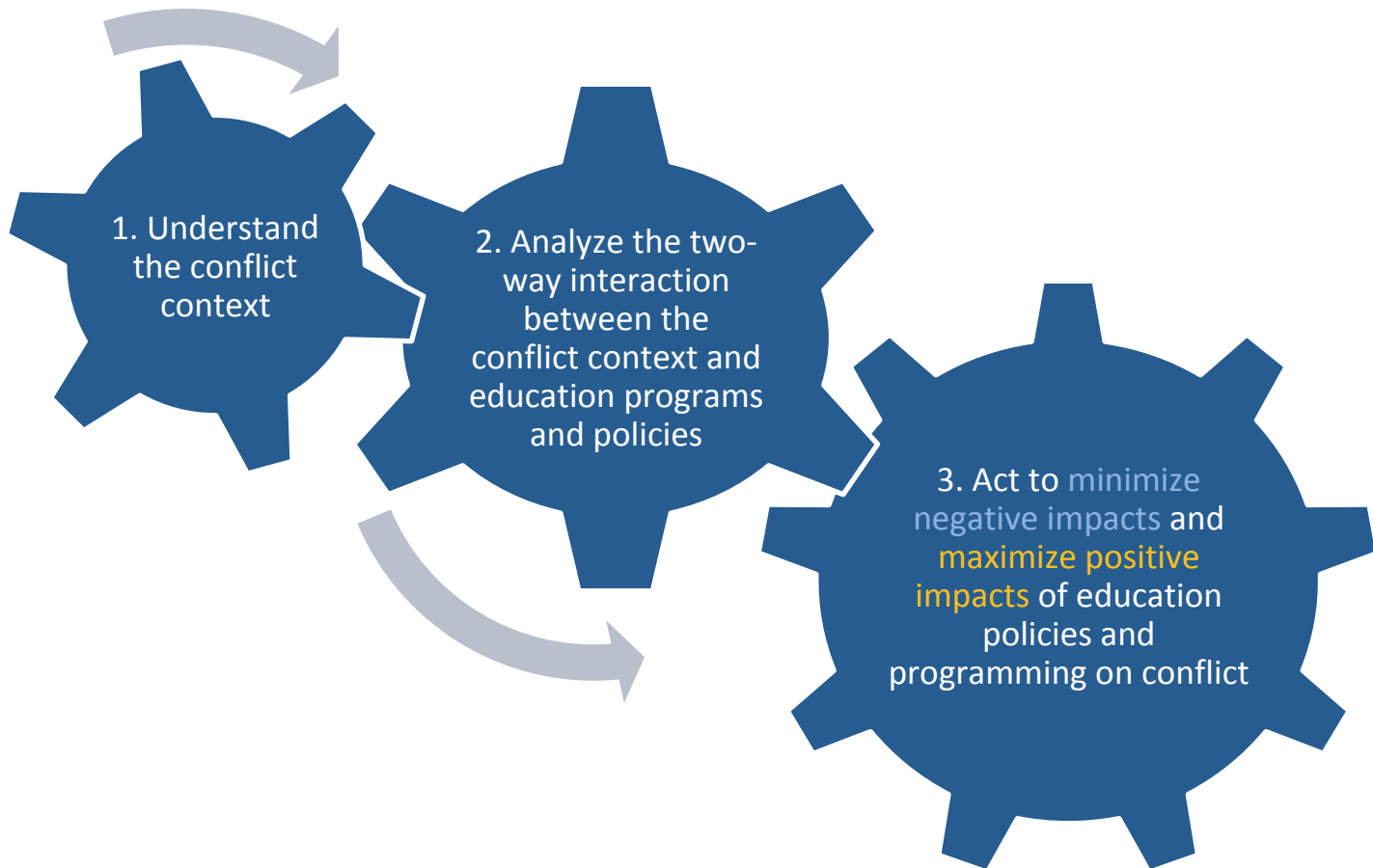
What do we need to analyze?



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Step 3: ???????



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INEE CSE Pack Reflection Tool

REFLECTION TOOL FOR DESIGNING AND IMPLEMENTING CONFLICT SENSITIVE EDUCATION PROGRAMMES IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS

QUESTIONS	WHAT DO YOU THINK?	WHAT DO YOU THINK?
Questions	Your Responses	Follow-up and References
1. PROJECT CYCLE: ASSESSMENT PHASE		
A. ASSESSMENT AND CONFLICT ANALYSIS		Foundational Standards Domain Community Participation Standard 1: Participation Community Participation Standard 2: Resources Analysis Standard 1: Assessment Analysis Standard 3: Monitoring
1.1 Have education stakeholders analysed the conflict context and how the proposed education programme and conflict may interact? (e.g. stakeholders could include: parent teacher association, government officials, youth, women, men, girls, boys, different ethnic, religious or social groups, etc.)		
1.2 Does the analysis include different perspectives of stakeholders within the education community?		

INEE Guidance Note on Conflict Sensitive Education

INEE GUIDANCE NOTE ON **CONFLICT SENSITIVE EDUCATION**



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5 Domains of the INEE Minimum Standards

1. Foundational Standards
2. Access and Learning Environment
3. Teaching and Learning
4. Teachers and other Education Personnel
5. Education Policy

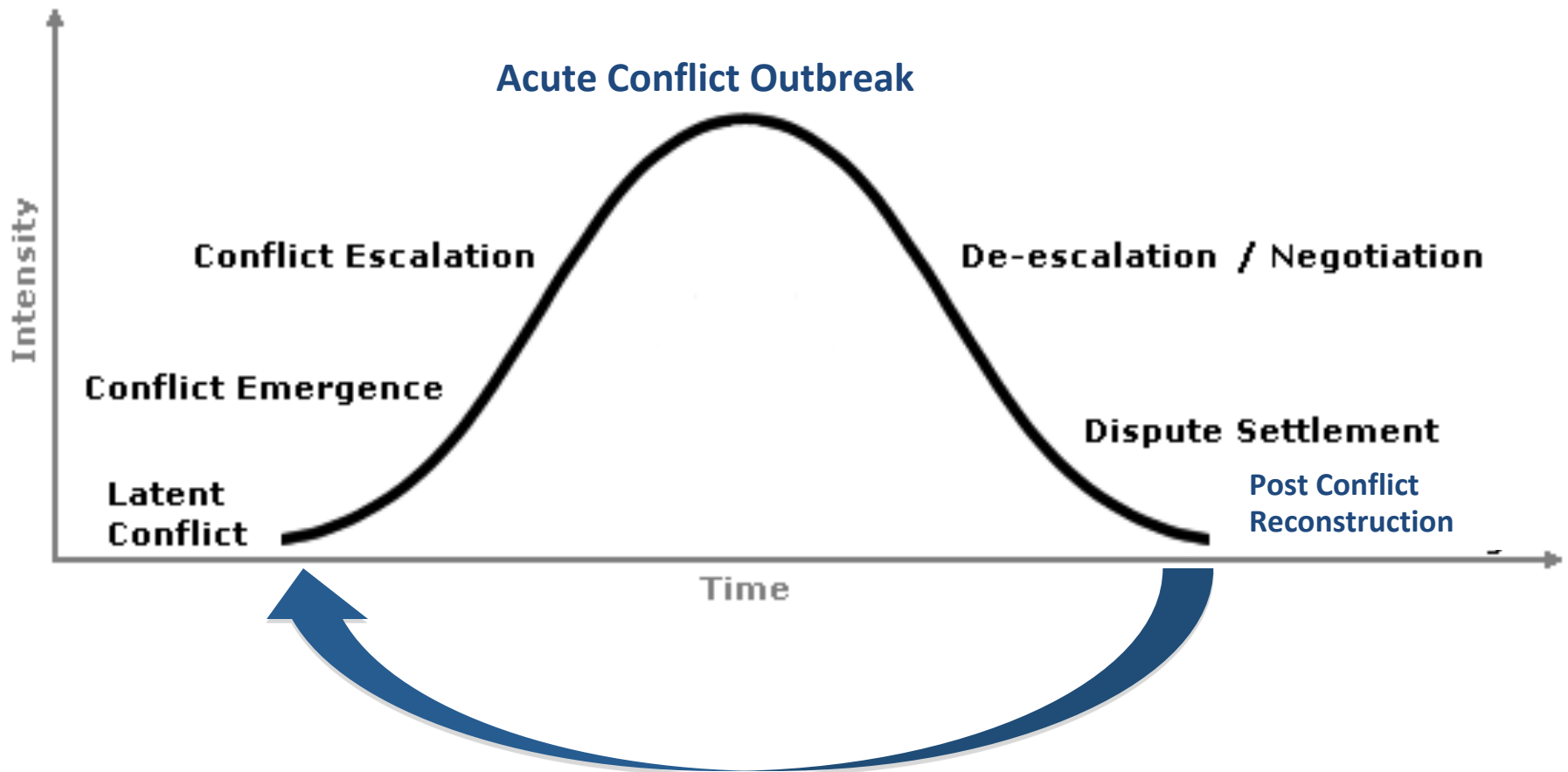
Where and when is CSE applicable?

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Applies Across All Phases of Conflict

Conflict Sensitive Education



Applies across types of work



Cross-sectoral



Humanitarian



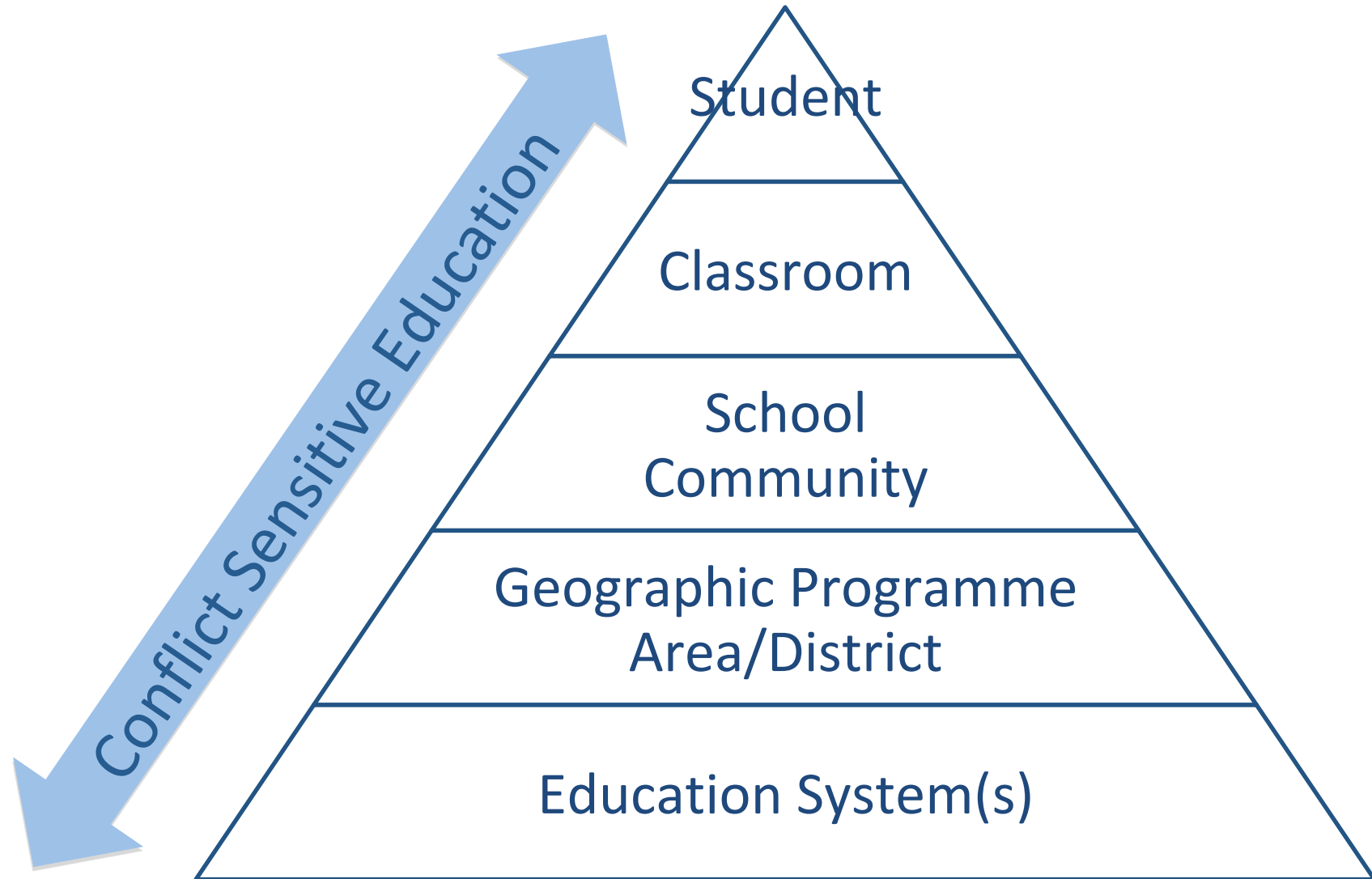
Development



Peacebuilding

Conflict Sensitive Education Programs and Policies

Applies Across All Levels of Education



Real examples of Conflict Sensitive Education Strategies



Classroom level

Training
teachers in
social-
emotional
learning



School level


School Safety
Plans for
environmental,
internal and
external risks

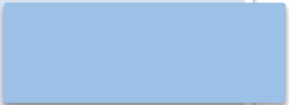


Policy level

Language
policies that
are sensitive to
conflict
dynamics

What conflict Sensitive Education is/is not

- 
- 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, tools and beyond
 - Quality education that proactively seeks to minimize contribution to conflict

- 
- 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

INEE CONFLICT SENSITIVE EDUCATION PACK



Guiding Principles

To raise awareness and adopt as standards of practice.



Reflection Tool

To assess, monitor or evaluate a programme.



Guidance Note

To build capacity on key concepts and strategies.

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

Conflict Sensitive Education Resources

- Find the INEE Conflict Sensitive Education Pack on
 - the INEE website at:
- <http://www.ineesite.org/en/education-fragility/conflict-sensitive-education>
- Find the INEE Conflict Sensitive Education Training Materials at:
- <http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1159>
- For more information on INEE and its working groups visit
 - www.ineesite.org

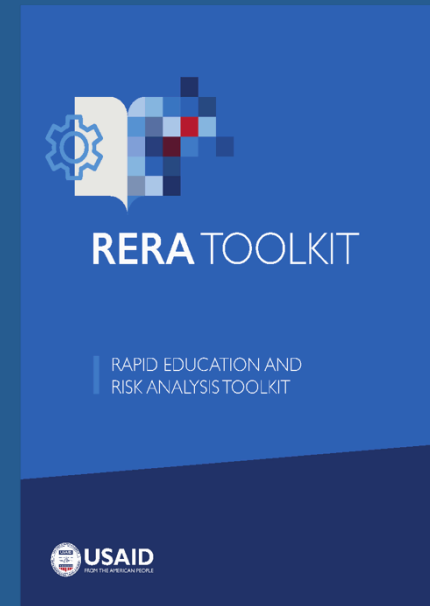


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Rapid Education and Risk Analysis Toolkit

Tracy Cordner, *Education in Crisis & Conflict Network*

Ashley Henderson, *USAID*



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Conflict Analysis and RERA



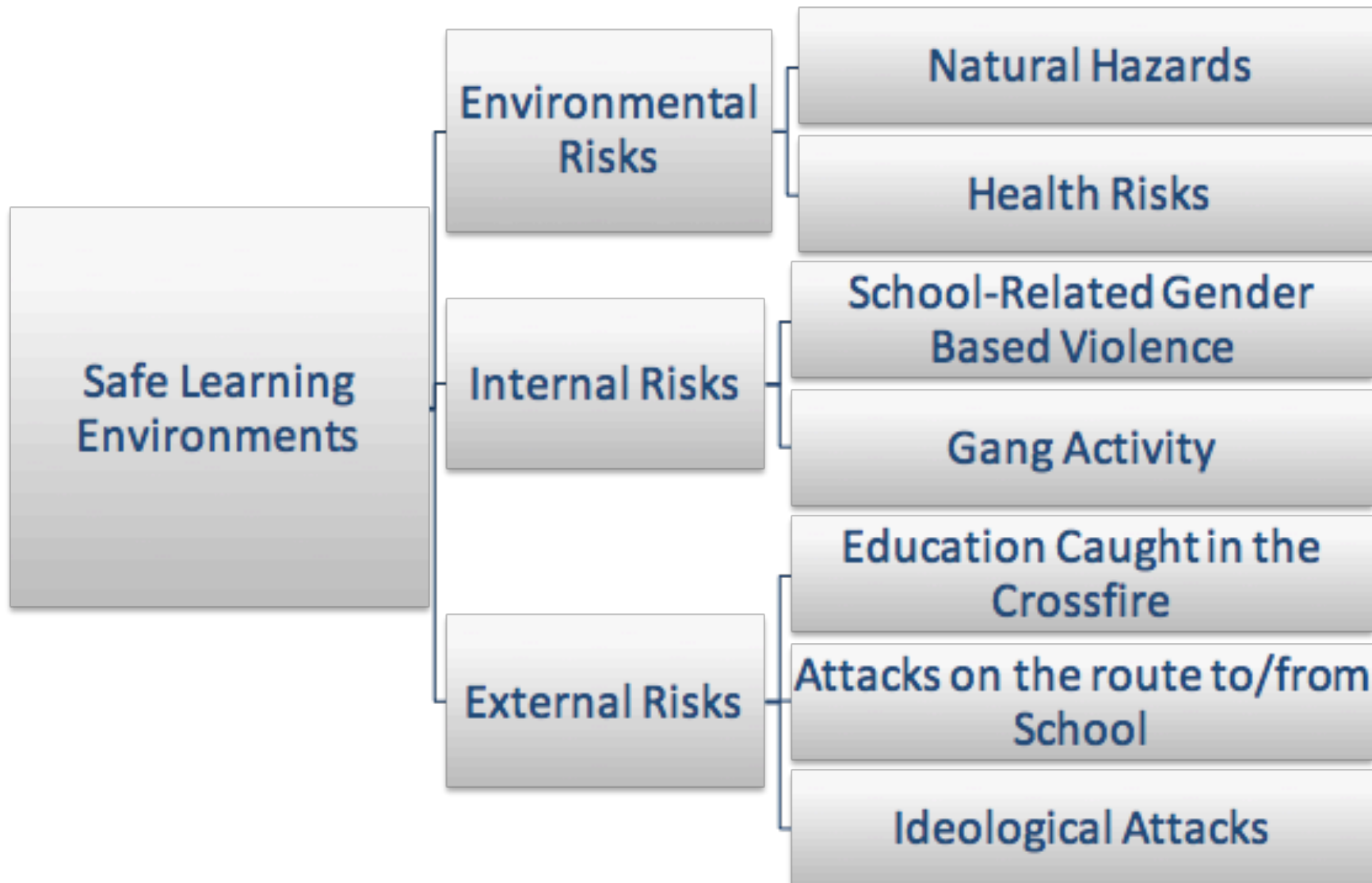
Motive + Means + Opportunity =
Violent Conflict

Connectors and Dividers

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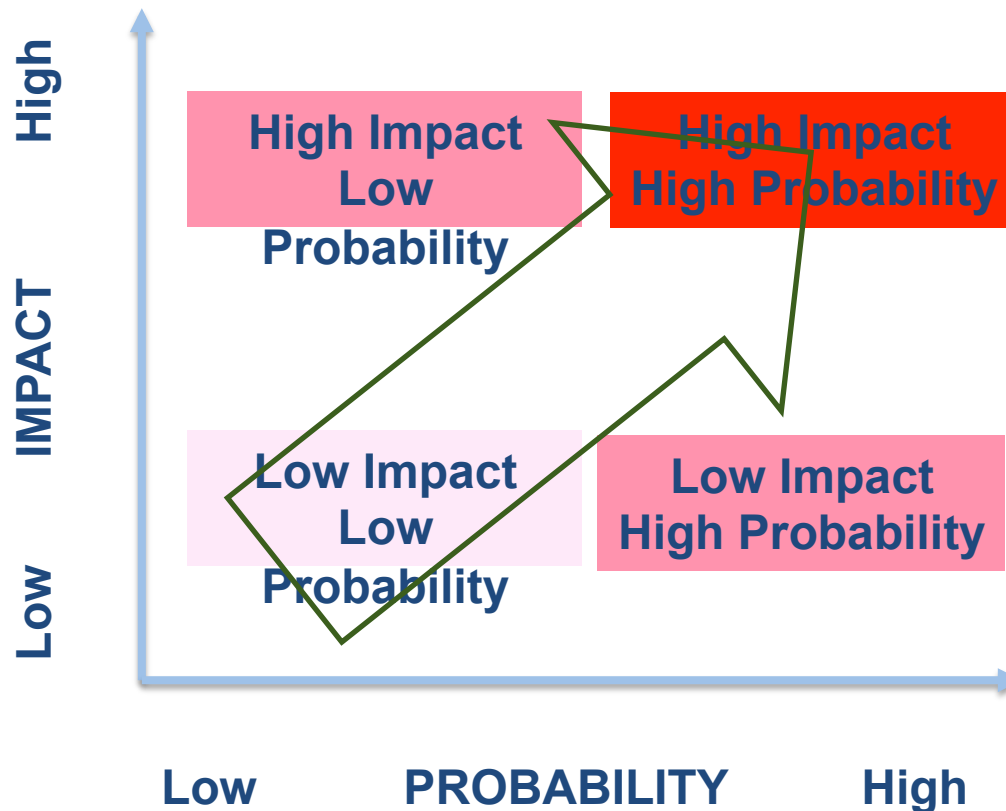
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Risks to Safe Learning



Risk

Risk Definition: The possibility of something harmful or undesirable will happen.



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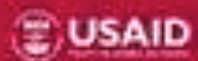
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RERA Conceptual Framework



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What is a RERA?

Rapid, “good enough” **situation analysis**

Integrates elements of education assessment, conflict analysis, disaster risk assessment, resilience analysis

Analyzes interaction between education sector, learners, communities and contextual risks

Conceives school community as a **dynamic system of interactions and relationships**

Highly adaptable to purpose and context

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Why RERA?

Rapid, flexible feedback loop for volatile contexts

Quality, effective sustainable education programming

Conflict sensitivity - Do no harm!

Safeguard education investments

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Who is involved in a RERA?

Who procures it?

USAID (or other agency)

Who implements it?

USAID Implementing Partners

Who are key stakeholders?

- USAID, Implementing Partners, Host Country Governments, International Partners, other USG entities

Who is the audience for the RERA Final Report?

- USAID and other USG staff
- USAID Implementing Partners
- National partners (MoE, LNGOs, etc.)
- International partners (UN, World Bank, INGOs, etc.)

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11 November 2017

USAID/ECN

When to do a RERA?

CDCS Level

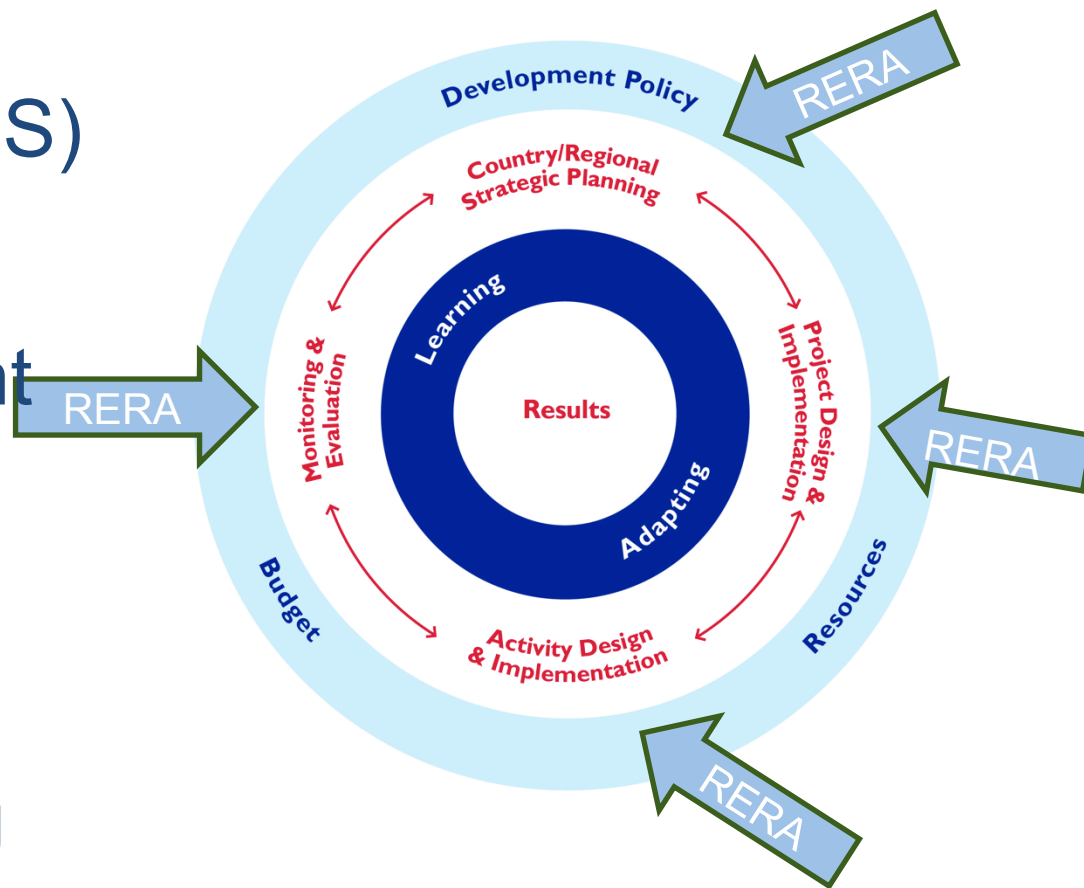
- Pre-design (CDCS)

Project Level

- PAD development

Activity Level

- Post-award
- Mid-activity, evaluation, rolling



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Where to do a RERA?

Any development setting

Any conflict- or crisis-affected setting

Ongoing, chronic crisis

Any development setting

RERAs have been conducted in:

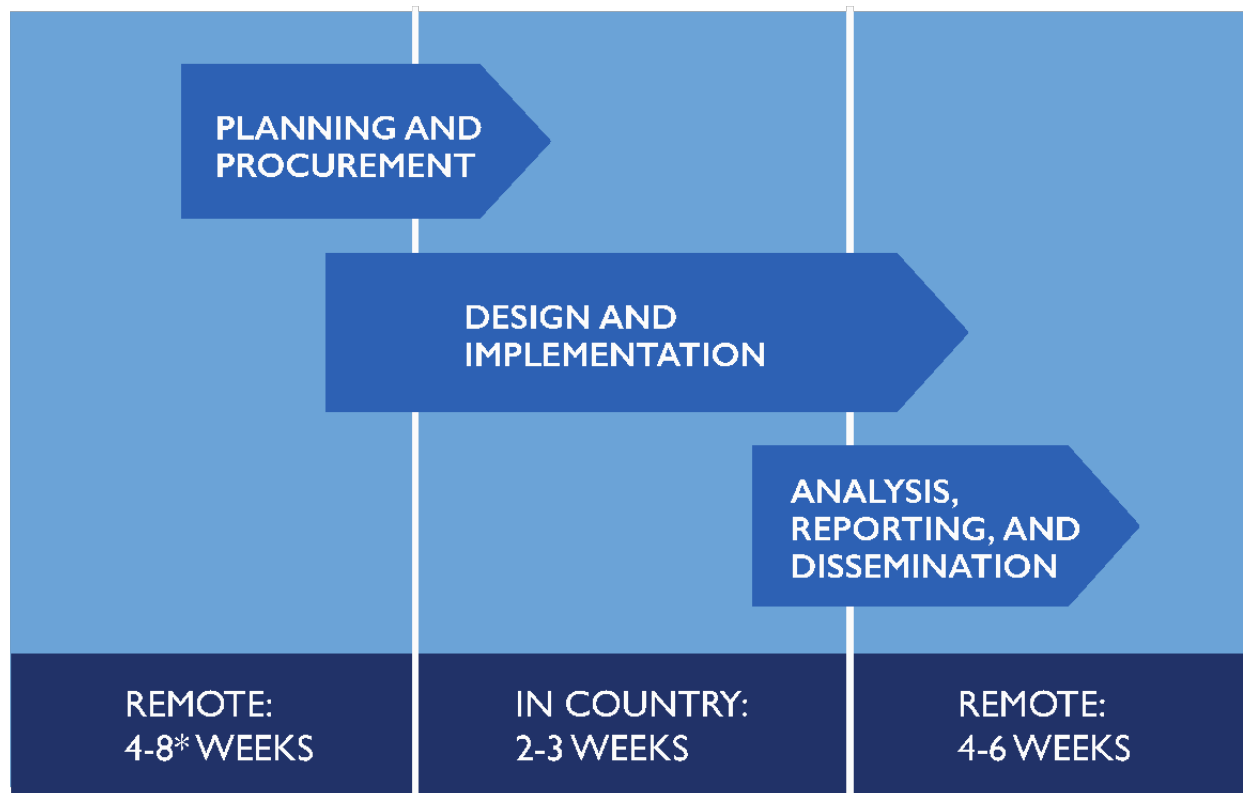
- Mali (2)
- Afghanistan
- El Salvador
- South Sudan
- Liberia
- Nicaragua (in process)
- Bangladesh (in process)
- DRC (in process)
- Senegal (planned)



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RERA Phases



**Timelines may vary depending on parameters, particularly for RERA Team recruitment.*

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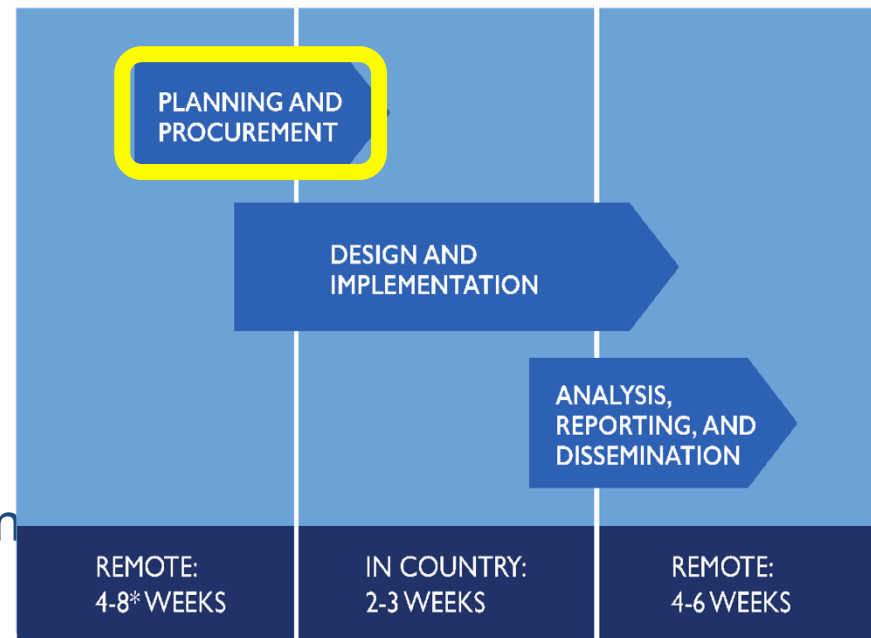
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USAID ECCN

PHASE 1:

Planning & Procurement

1. Develop a Scope of Work to procure a RERA
2. Recruit the RERA Team
3. Conduct a conflict sensitivity self-assessment
4. Set RERA parameters
5. Develop the RERA design plan
6. Agree on RERA Final Report outline
7. Engage key stakeholders



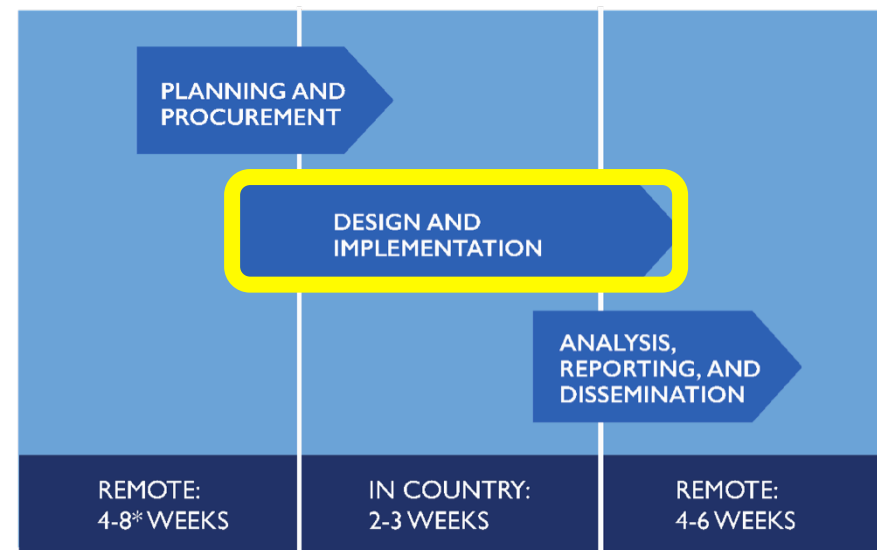
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PHASE 2:

Design & Implementation

1. Select desk review research questions and undertake steps for IRB approval or exemption
2. Identify data sources, informants, and key stakeholders
3. Conduct the desk review
4. Plan primary data collection
5. Decide on and adapt questions for primary data collection
6. Decide on the school community sample for primary data collection
7. Prepare for fieldwork and collect primary data



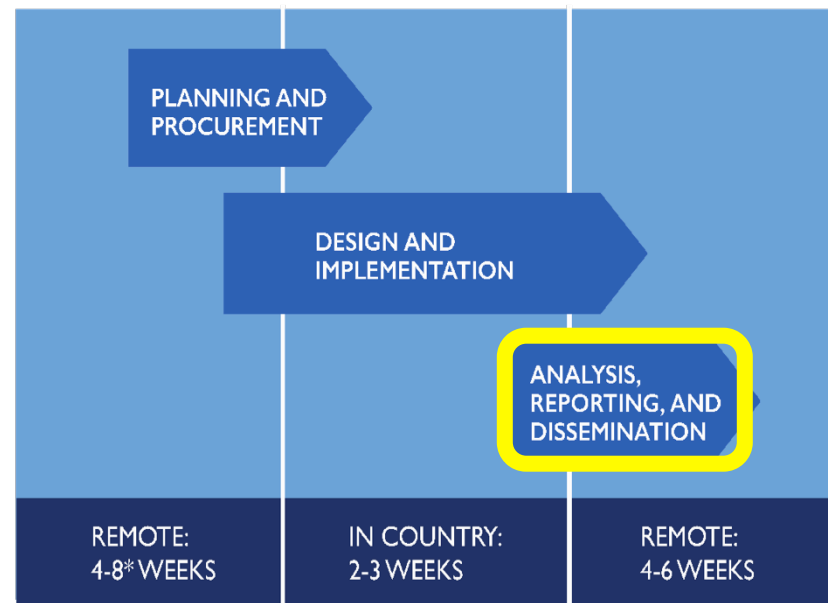
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PHASE 3:

Analysis, Reporting & Dissemination

1. Organize and analyze both primary and secondary sources of data to develop findings aligned with the research questions
2. Use findings to develop conclusions and actionable recommendations
3. Hold validation/consultation meetings with USAID and partners
4. Write Final Report
5. Disseminate Final Report



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RERA Tools

TOOL 1 Sample RERA Scope of Work 29	TOOL 2 Sample RERA Consultant Terms of Reference 35	TOOL 3 RERA Conflict Sensitivity Checklist 39	TOOL 4 RERA Parameters Checklist 43
TOOL 5 RERA Design Plan Template 47	TOOL 6 Key Informants and Focus Group Participants Matrix 49	TOOL 7 Key Documents and Resources Matrix 53	TOOL 8 RERA Research Questions 57
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RERA Team

- RERA investigates **education** and **risk**.
 - At minimum, you need one expert in each.
- RERA team usually consists of 3-5 consultants
 - Team lead
 - Local consultants
 - Experts
 - Sector/thematic
 - Functional

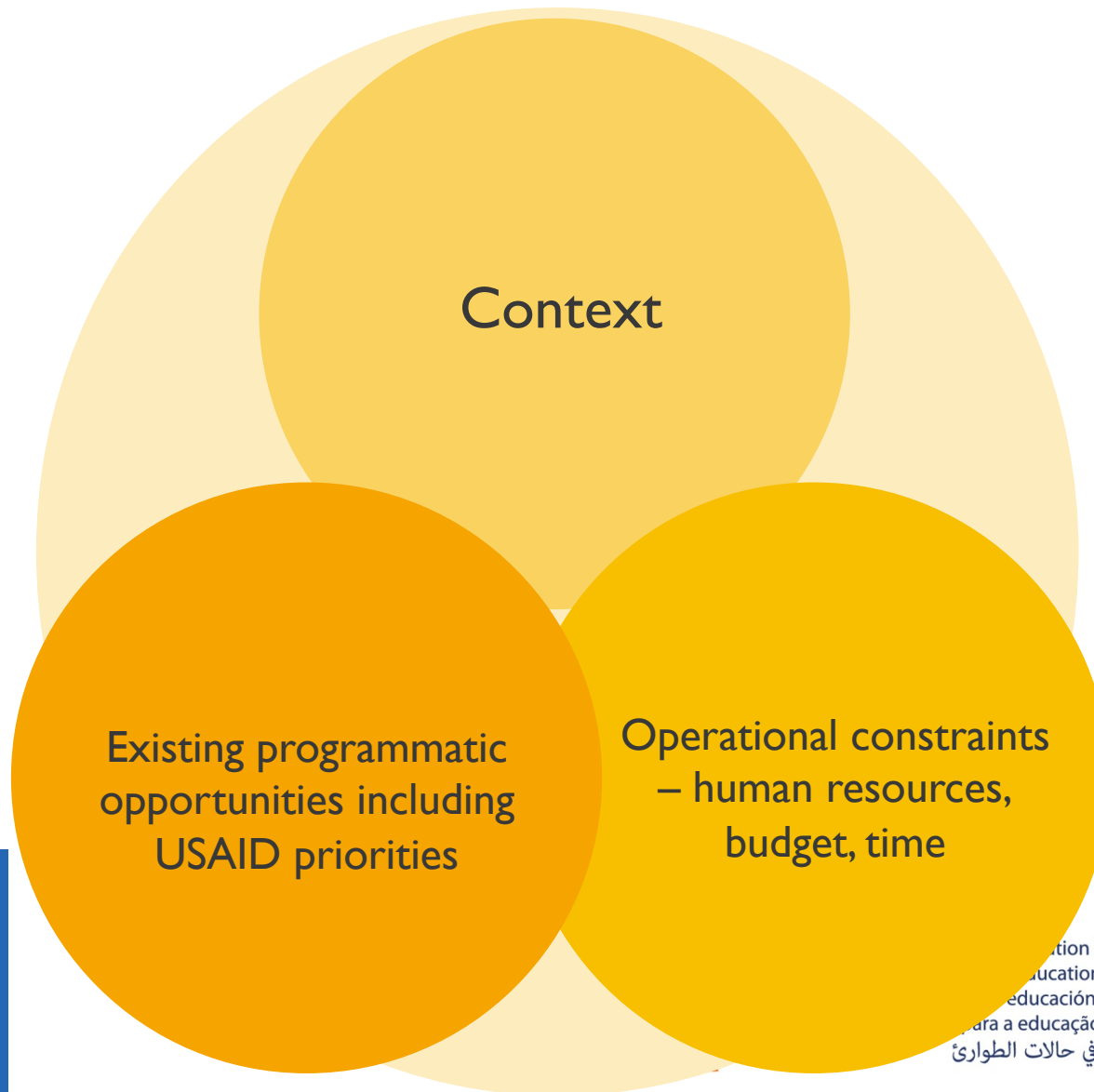
TOOL 2
Sample RERA
Consultant Terms of
Reference

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Setting RERA Parameters



RERA Design Plan

RERA Purpose
Background
Methodology and Limitations
Work Plan
Data Collection Plan
Data Analysis Plan
Final Report

TOOL 5

RERA Design
Plan Template

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RERA Desk Review

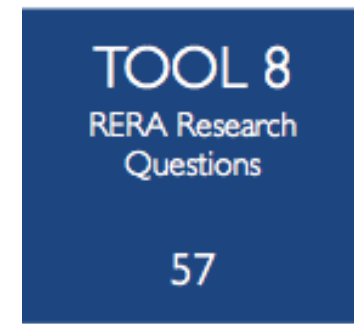


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Selecting Desk Review Questions

Select and adapt questions from **Tool 8**



- **Align** with RERA purpose, context
 - **Collaborate** with USAID Mission, MoE, partners
 - **Macro** questions and **sub-questions**
- * **Broad**, country context, multidimensional perspective

Refine as desk review progresses

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School Community Review Scoring Rubric

TOOL 9
School Community
Review Scoring
Rubric
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Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1 = low; 2 = medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
A. Internal: School-related gender-based violence (SRGBV)	Students face risk of physical, sexual, or emotional abuse from teachers.				
	Students face risk of physical, sexual, or emotional abuse (including bullying) from other students.				
	Students face risk of or teachers use corporal punish- ment (hitting, hard labor, standing in sun, etc.).				
B. Internal: Gang or armed group violence	Students face risk of violence from gang members or armed groups in schools.				
	Students face risk of recruitment by gang members or armed groups in schools.				
	Teachers/staff face risk of violence from gang members or armed groups in schools.				

School Community Review Scoring Rubric

Tool accompanies **desk review**

Prioritizes contextual risks within given geographic area(s)

RERA Team **scores risk categories** as low, medium, high

Helps **define primary data collection** sample, focus group questions

School communities receiving **high risk scores** should be considered for inclusion in primary data sample

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Activity: School Community Fieldwork Tool

1. Read the questions in your risk category.
2. Identify the questions relevant to your setting. Are there any questions you would add?
3. Select one question and contextualize it to your community. What changes did you need to make?

TOOL 10

School
Community
Fieldwork Tool

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Data Collection: Key Steps

- Select questions (Tool 10)
- Adapt and contextualize questions
- Train field team
- Pilot questions and protocol
- Develop or modify database
- Conduct advance site planning and scheduling
- Collect data
- Debrief daily

Preparing for Data Collection

- Defining data collection team:
 - Conflict sensitivity
 - Experience
 - Skillsets
- Ethical Considerations:
 - Informed consent
 - IRB considerations

Field Team Training

- One-day training provides:
 - Overview of the RERA purpose
 - Primary research questions
 - Methodology
 - Research ethics
 - Coding
 - Simulated focus groups and key informant interviews.
- Field Pilot
 - field team conducts interviews and/or focus groups with as similar a demographic as possible



Planning Your Site Visit

- Collaborative, advance site planning is vital!
 - In-person scouting visit
 - Foster a clear understanding of the RERA purpose
 - Consider including local government representatives
 - Identify referral pathways
 - Define safety and security protocols
 - Discuss informed consent and supervisory approval

Data Collection Methods

Key Informant Interviews (KIIs)

- One on one, in-depth
- Appropriate for experts or sensitive topics
- KIIs should be diverse and representative of different stakeholder groups

Focus Group Discussions (FGDs)

- Ideally groups of 6-8 people
- Structure should be sensitive to ethnic or gender concerns

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Daily Debriefs



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Data Analysis: Reflexive Research

The Daily Team Meeting:

What it is...

Emerging themes and variations

Challenges with questions

Recommended new questions/topics

Identifying potential biases

What it is *not*...

Consensus building

Test of validity and reliability



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Data Analysis: Identifying Findings

Question: What is the difference between a finding and a conclusion?

FINDING

- Fact-based
- Direct report of data
- Does not include an interpretation

CONCLUSION

- Developed from findings
- Interpretation of findings
- Typically bigger picture items

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RQ1: How does the education sector relate to the country's broader political, economic, social, security, and environmental situation?

Conclusion: There are political competitions over the type of educational reforms should be put in place and a lot of disagreement. There is a mismatch between the curriculum and the student needs that may be related to a large portion of unemployed youth. A decrease in access to education may be contributing to violence in local areas.

Supporting Findings:

- Documentation of national policy on education includes 10 significant changes in policy approach to education at the national level
- Variance in policies at state level. 5 states have required schools to implement safety policies. 8 are without such a policy.
- Of 15 MOE representatives interviewed, not one agreed upon the primary purpose of education in their country
- 80% of education resources going towards teacher training in information technology
- 75% of current employment needs in agriculture
- Key informants unanimously reported a link between a lack of access to school and participation in violence.
- Crime data show that crime rates are highest in areas with lower number of schools per capita than those with higher numbers of schools per capita

Headline Conclusions

Example: El Salvador

Safety

- Students in all schools judiciously adapt their behavior to be safe.
- Schools located on the “front lines” of gang territorial confrontation witnessed more insecurity than those located well within a particular gang’s territory.
- Some gang members—particularly those who are also parents in the school communities—want schools to function.

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Activity: Headline Conclusions

What are the qualities of a good **headline conclusion**?



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Headline Conclusions

Simple, short, declarative sentences

Rooted in data/findings

Resonate with wider audience

Limited in number and prioritized

Accessible by busy readers

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Recommendations

Specific

Concrete

Actionable



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RERA Final Report: Content

- Not a “data dump”
- Around 25 pages, excluding annexes (data)
- A true executive summary (2-4 pages)
- Explain methodology, challenges, limitations
- Tell the story for busy people

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RERA Final Report: Process

- Confirm Final Report expectations with USAID Mission
 - Validate preliminary conclusions and recommendations:
 - with MoE
 - partners and stakeholders
 - USAID Mission
- Hold end-of-fieldwork debrief with the USAID Mission
- Participate in VTC with USAID Mission and Washington
- Finalize Final Report remotely

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RERA Final Report: Dissemination Plan

- Include webinars and powerpoints summarizing findings, conclusions and recommendations
- In-country outbrief
- Link to broader RERA work on ECCN
- **A SUCCESSFUL RERA REVERBERATES!**

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Applying RERA Results

Country Examples

Mali - modified approach and curriculum

El Salvador - justification for cross-sectoral programming

South Sudan - galvanize government support

- Sentinel Indicators
- Rolling RERAs
- Inform MEL plan



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Analyze the Interaction Between Education Programs and Conflict

Tracy Cordner, *Education in Crisis & Conflict Network*

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At the end of this module participants will:

1. Understand why the details of programs matter in being conflict sensitive.
2. Understand how education and conflict interact in a specific context.
3. Be able to analyze the interaction between the program details and the conflict.

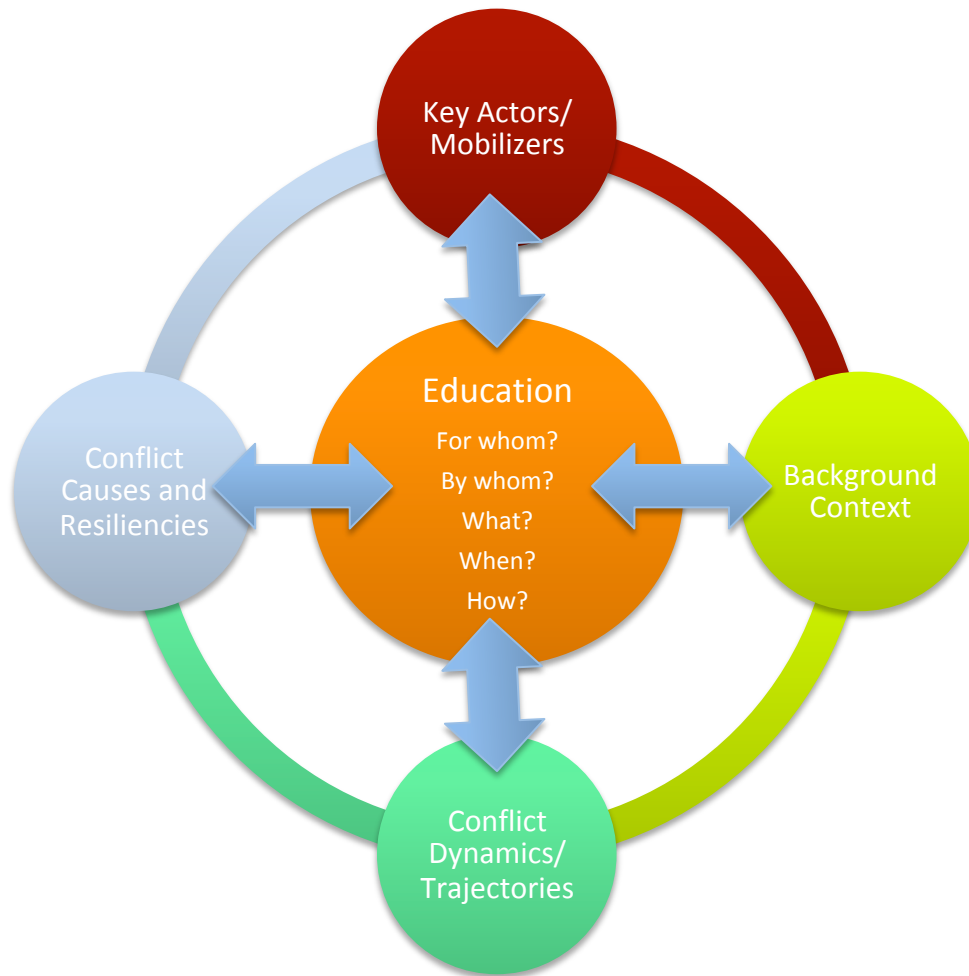
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Defining Conflict Sensitive Education



Interaction between conflict and education parameters



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Program Parameters: Why?

- What are the needs that led us to plan this program in the first place?
- To whose perception of needs are we responding?
- What do we hope to change through the intervention?
- Why us? What is the added value that our organisation brings to addressing this need?

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Program Parameters: Where?

- Why did we choose this location? What criteria did we use?
- Why these sites and not those sites?
- Why on one side of the front lines and not both?
- Is there any way our programming could become caught up in disputes over land claims?
- Does working with IDP communities in this location help legitimise and make permanent their dislocation?

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Program Parameters: For Whom?

- How did we chose the beneficiaries? What was the criteria for choosing some people and not others?
- Who did we leave out and why?
- If there are already tensions over targeting, what underlies these tensions?
- Are we targeting one faction of the conflict?
- Who else benefits from our program (those we rent buildings from, those who print our textbooks etc.)?

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Program Parameters: By Whom?

- Who are our staff (ethnicity, faction lines, nationality, gender)? What language(s) do they speak?
- What is the proportion of local/expatriate or one faction or the other?
- How were they selected – what were the hiring criteria, and do those criteria differ in different places?
- How are we, as an agency and as individuals perceived?

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Program Parameters: How?

- What is our mechanism of delivery?
- How exactly do we work?
- What forms of decision making do we promote with communities? Do those involved in decision making represent the communities?
- How exactly do we behave? Is there a difference between local staff and ex-pats?

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Program Parameters: When?

- What is it about the current situation that makes *right now* the right time for the intervention?
- How long is our intervention going to last? (How will we know when our intervention is finished? What are the criteria? Is there an exit strategy?)
- Have there been delays?
- Does the program harmonise with the national education system? Does the program observe holidays? Of which cultural group?

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Program parameters: What?

- What are the resources we will bring in? (money, training, vehicles, radios etc.) – be specific.
- What kinds of resources are appropriate to these circumstances?
- What language(s) are we planning to work in?

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Activity:

Handout #3A Education Program Parameters and the Conflict Analysis

Timing: 25 min. group work,

Instructions:

1. At your tables, review the Sierra Leone case study program description (final paragraph on Handout #2)
2. Review the findings from the conflict analysis in Handout #2.
3. Fill out the table on the worksheet 3A.

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Recap

1. Why is clarifying program parameters important for conflict sensitive education?
2. What are the program parameters?
3. What is one example from your work of an education parameter that interacts with conflict (positively or negatively)?

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Questions ?

Conflict Sensitive Monitoring, Evaluation and Learning

Anne Smiley, *FHI 360*

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At the end of this module participants will:

1. Understand how monitoring, evaluation and learning and conflict interact.
2. Know the 3 parts to conflict sensitive monitoring, evaluation and learning.
3. Be able to apply the INEE CSE Pack Reflection Tool.

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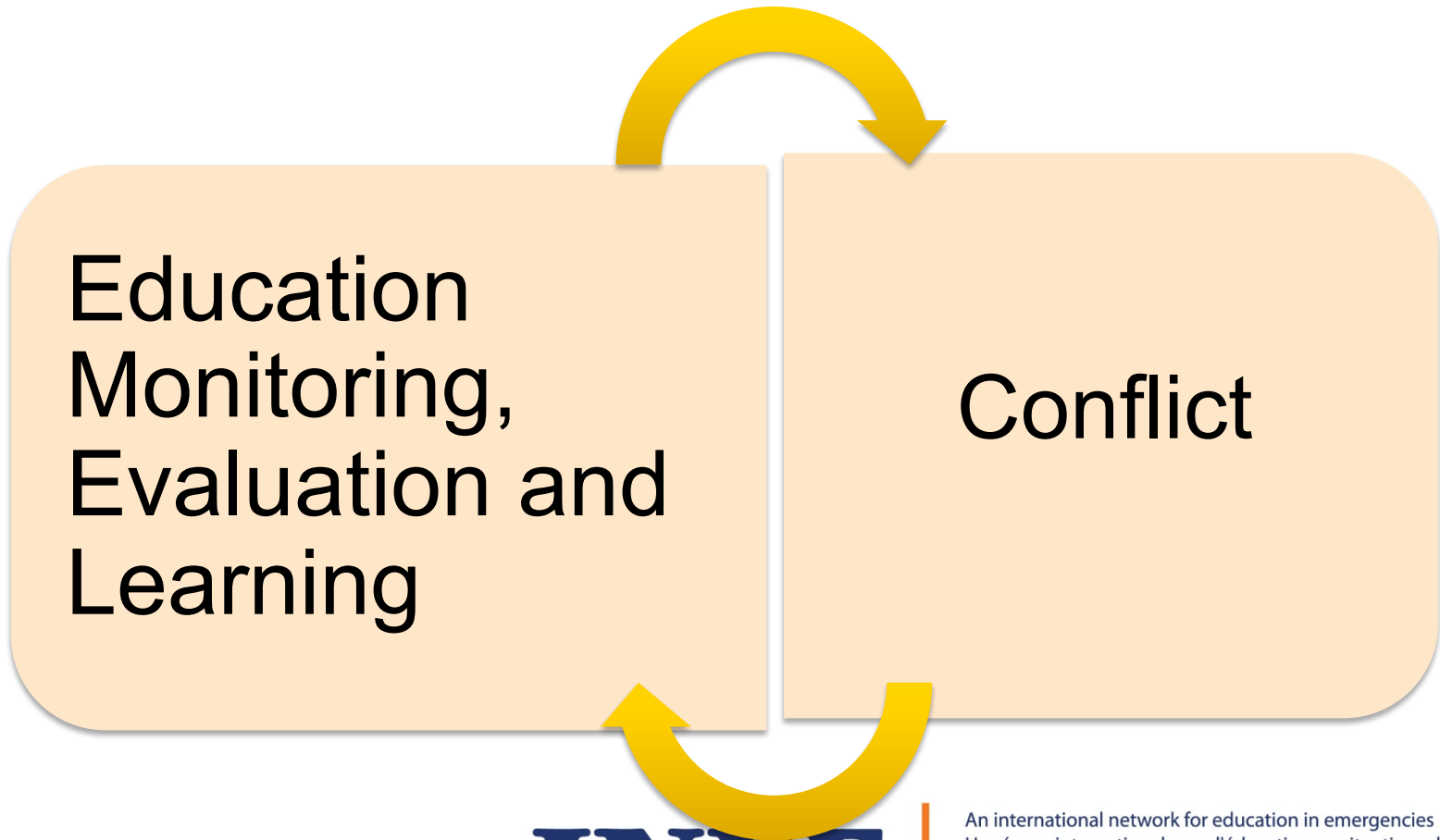


REMEMBER M&E INFORMATION IS USEFUL
ONLY IF IT IS USED!

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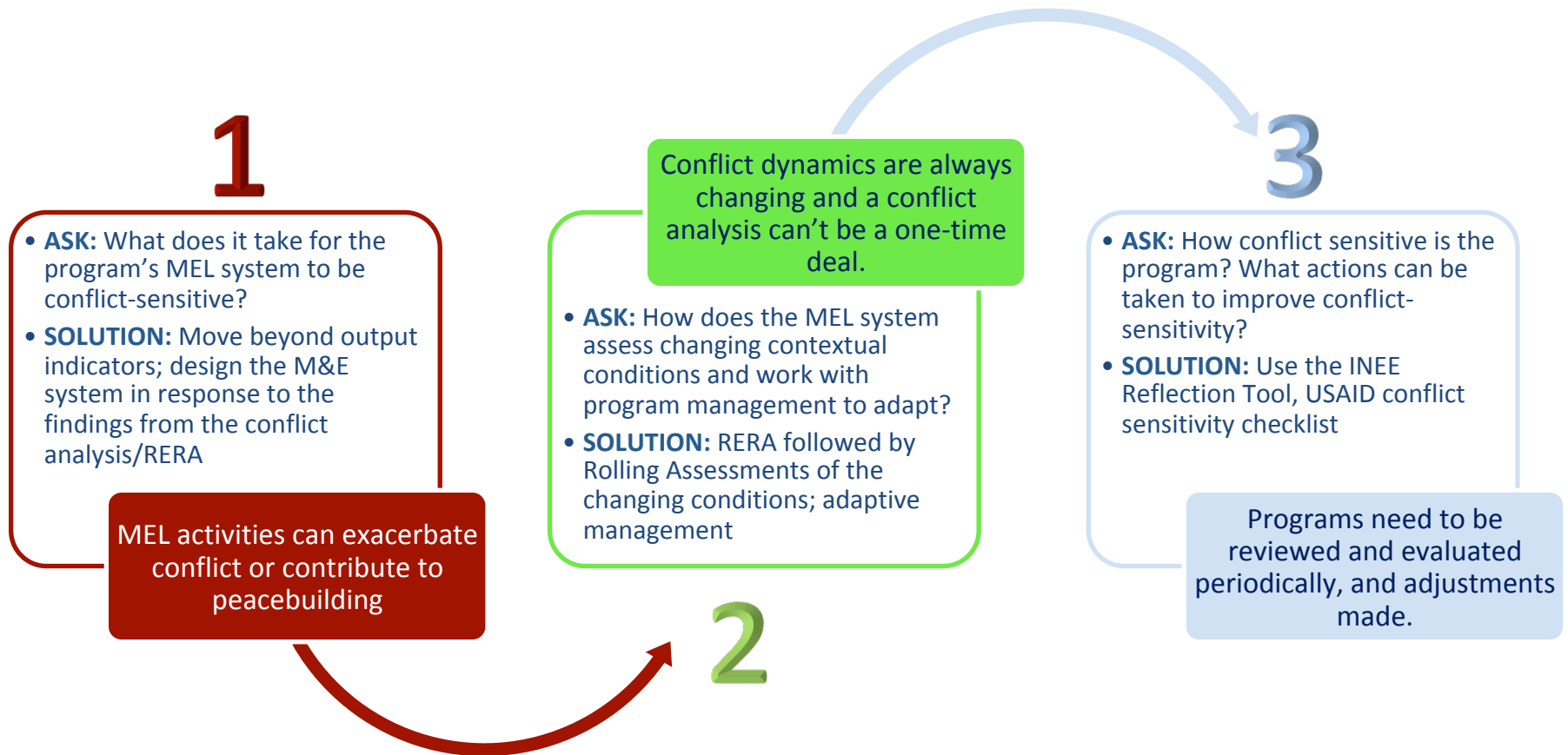
How does conflict interact with monitoring, evaluation and learning activities?



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3 Parts to Conflict Sensitive MEL



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Part 1: What does it take for the program's MEL system to be conflict-sensitive?

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Moving beyond output indicators

- Output data does not tell us much about whether we are doing harm or good
- To the extent possible and relevant, monitor:
 - Safety of learning environments (ECCN SLE quant & qual toolkits)
 - Equitable access to educational services (Equity Initiative indicator guidance)
 - Conflict-sensitivity of the program (ECCN CS indicators - forthcoming)
- Use the learning to constantly improve the program

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Being conflict sensitive when we collect data

Draw from Institutional Review Board Strategies and build ethics review into our M&E systems

- Whose perspectives do we need to hear?
- How should we reach those people?
- How will the data collectors be perceived by the people being consulted?
- Will people feel safe to speak?
- Will people become angry when reflecting on our questions?

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Being conflict sensitive when we analyze data

Triangulation

- Comparing information gathered across different sources; reducing bias from one source

Disaggregation

- Separating information according to different characteristics; understanding equity dimensions

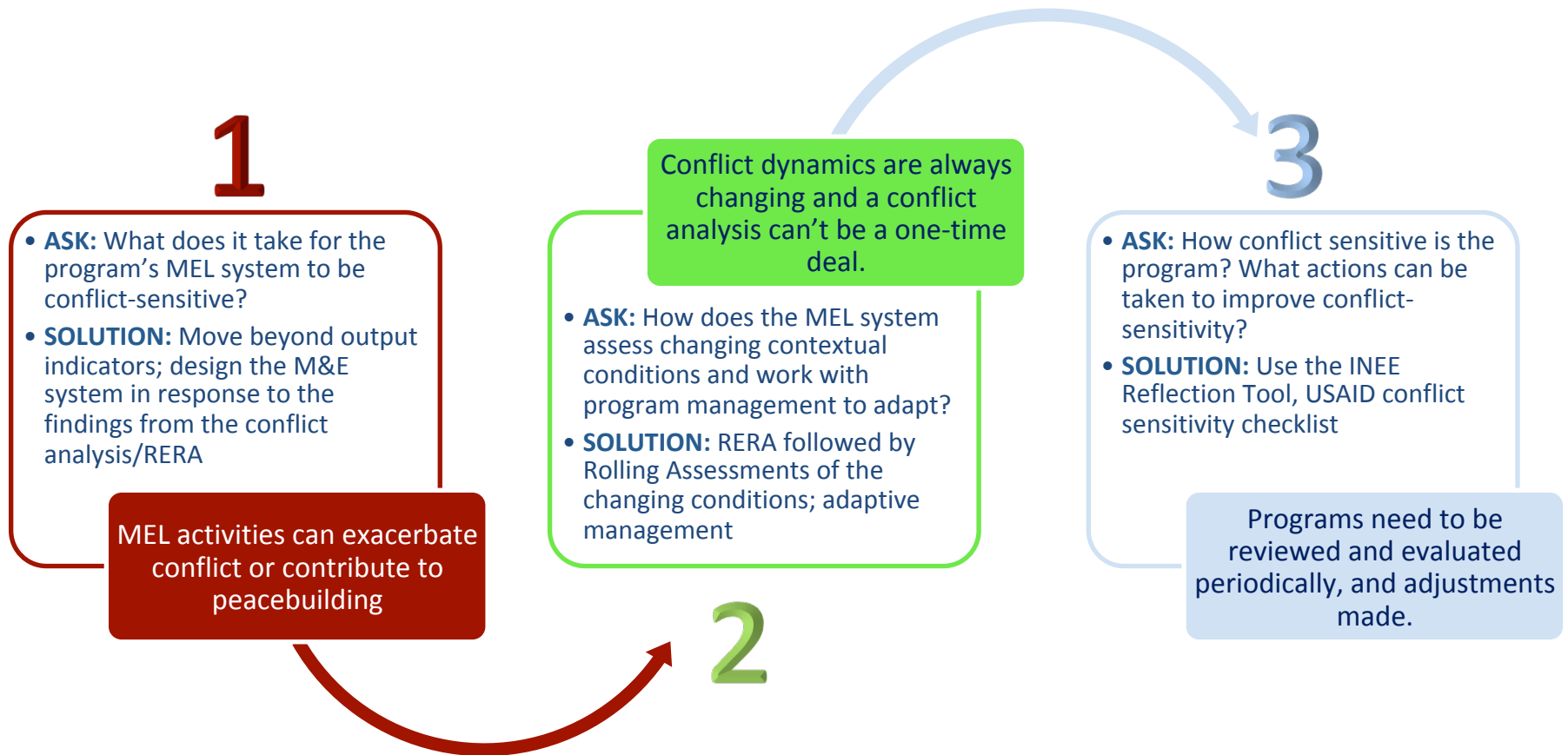
Validation

- Presentation of information to people familiar with the issues in order to elicit their feedback on accuracy
- Pilot testing tools and approaches

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3 Parts to Conflict Sensitive MEL



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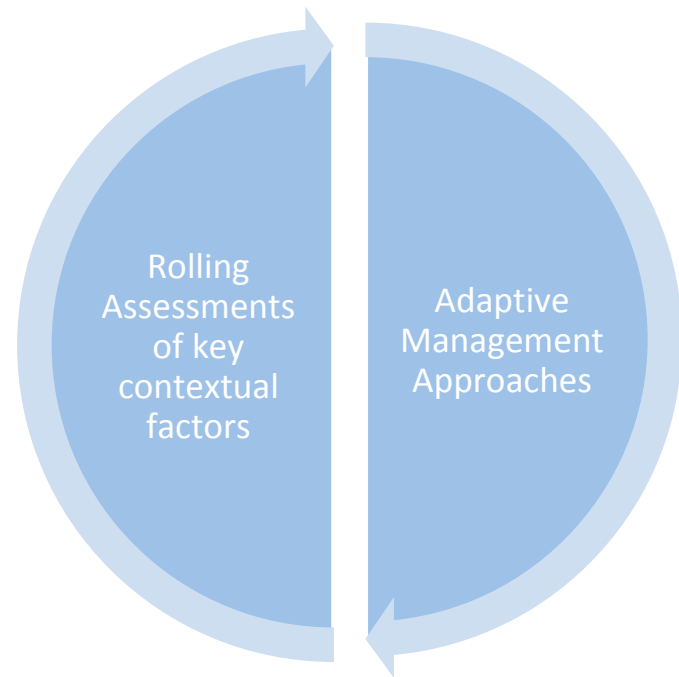
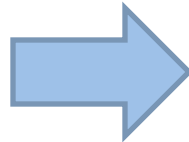
Part 2: How does the MEL system assess changing contextual conditions and work with program management to adapt?

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Keeping the conflict analysis live through rolling assessments

Conflict
Analysis
(RERA)



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Rolling Assessments

- Build on the conflict analysis (i.e. RERA) findings to monitor key contextual factors (i.e. sentinel indicators)
 - How often? Frequency of monitoring depends on the pace of change in any context
 - Coordinate/collaborate with other actors working in the area to share contextual data
 - Build monitoring tools into programmatic activities and
- Consider rapid feedback research/evaluation approaches
- Consider complexity-aware monitoring approaches (i.e. outcomes harvesting, Most Significant Change, stakeholder feedback, developmental evaluation)



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Adaptive Management



**“Uncertainty is an uncomfortable position.
But certainty is an absurd one.”**

- Voltaire

Adaptive Management

- Scenario mapping ahead of program implementation
- Feedback Loops drawing on the MEL System to test Theories of Change (TOC), Learn, and Adapt
 - Use dashboards, data visualizations to capture early outcomes and contextual changes
 - Analysis and discussion of data and learning, incorporating the insights of front-line workers
 - Form action plans on what needs to be done differently, including revised TOC and setting new targets
 - Implementing action plans and continuing to adapt as needed

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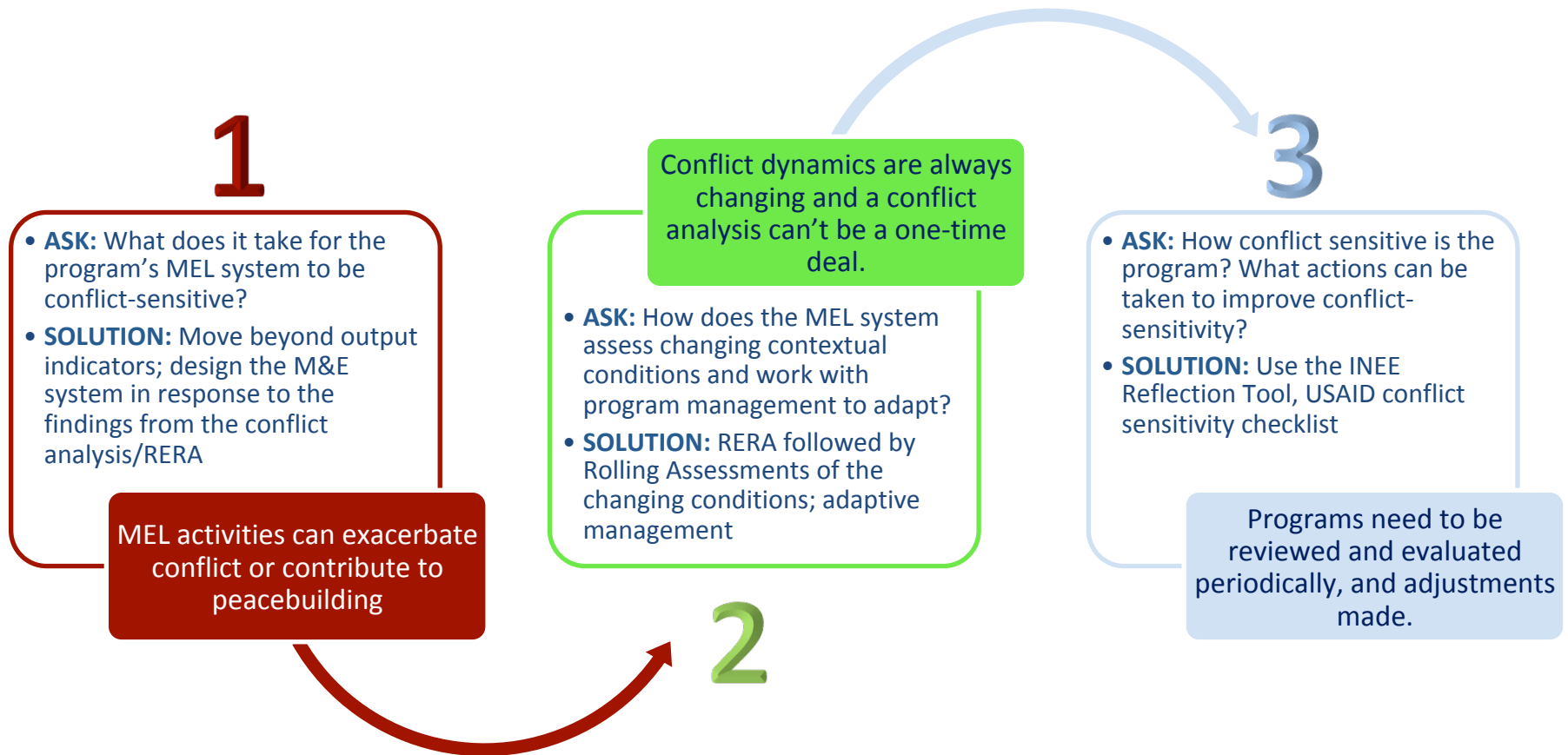
Discussion

1. What Adaptive Management strategies have you used before? What has worked, and what hasn't?
2. If data reveals that an education activity should change course, how might this change happen? What are the challenges?
 - a. From a donor's perspective?
 - b. From an implementer's perspective?
 - c. From a host government's perspective?

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الشبكة العالمية لوكالات التعليم في حالات الطوارئ

3 Parts to Conflict Sensitive MEL



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Part 3: How conflict sensitive is the program? What actions can be taken to improve conflict-sensitivity?

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INEE CSE Pack Reflection

Tool

REFLECTION TOOL FOR DESIGNING AND IMPLEMENTING CONFLICT SENSITIVE
EDUCATION PROGRAMMES IN CONFLICT-AFFECTED AND FRAGILE CONTEXTS

QUESTIONS	WHAT IS YOUR RESPONSE?	WHAT FOLLOW UP ACTIONS ARE TAKEN?
Questions	Your Responses	Follow-up and References
1. PROJECT CYCLE: ASSESSMENT PHASE		
A. ASSESSMENT AND CONFLICT ANALYSIS		Foundational Standards Domain Community Participation Standard 1: Participation Community Participation Standard 2: Resources Analysis Standard 1: Assessment Analysis Standard 3: Monitoring
1.1 Have education stakeholders analysed the conflict context and how the proposed education programme and conflict may interact? (e.g. stakeholders could include: parent teacher association, government officials, youth, women, men, girls, boys, different ethnic, religious or social groups, etc.)		
1.2 Does the analysis include different perspectives of stakeholders within the education community?		

Activity

Timing: 20 minutes

Instructions:

1. Take out the Reflection Tool from your participant packet and your Guidance Note.
2. Select one person at your table who currently works on an education program in a conflict-affected environment.
3. Review Steps 1-4 of “How to Use this Tool”
4. As a group, select one section of the Reflection tool and use it Reflection Tool to “interview” the person who knows the program; write down responses and consider recommended actions.

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Discussion

- For those who were being interviewed:
 - How did it feel to use this tool on a project you are familiar with?
 - How would you consider changing your project based on this exercise? What challenges might you encounter in trying to enact change?
- Did anything surprise you about this process?
- Did the questions cause you to challenge any implicit biases or assumptions?

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Review

- List the three parts of conflict sensitive monitoring and evaluation
 - What does it take for the program's MEL system to be conflict-sensitive?
 - How does the MEL system assess changing contextual conditions and work with program management to respond accordingly?
 - How conflict sensitive is the program? What actions can be taken to improve conflict-sensitivity?

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Questions ?