

CHECKLIST FOR CONFLICT-SENSITIVITY IN EDUCATION PROGRAMS

I. COMMITMENT AND ACCOUNTABILITY			
	Yes	Partly Yes	No
A. My organization is well-informed about the dynamics and effects of conflicts and crises at the:			
1. National level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. State or provincial level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Local level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cross-border level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. My organization undertakes or collaborates on periodic assessments of conflict and crisis and education.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Implementing partners regularly analyze and report on the following aspects of the implementation context:			
1. The causes of conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The dynamics of conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The actors involved in conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How the conflict affects a current or planned intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Documents produced by consultants and implementing partners are vetted by the education unit to ensure that analysis and reports reflect:			
1. Understanding of the context in which the program is operating, particularly inter-group relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Understanding of the interactions between the program and the context/group relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Action upon the understanding of these interactions, in order to minimize negative impacts and maximize positive impacts of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section Total			

Note: Each Yes carries a point while each Partly Yes carries half a point.

Table 1. Rating Matrix for Conflict-Sensitivity in Commitment and Accountability

Tally (number of Yes checks)	Assessment	Action
9 – 12	Excellent in conflict-sensitivity	Keep up the good work
6 – 8	Good in conflict-sensitivity	Action required to formulate a plan for tackling remaining gaps in order to move to the 'Excellent' category
3 – 5	Emerging in conflict-sensitivity	Immediate action required to formulate a plan for tackling gaps
0 – 2	No or little conflict-sensitivity	Immediate action required to identify and address the most pressing areas

II. STRATEGY

	Yes	Partly Yes	No
A. The education strategy incorporates the findings of country conflict assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The education strategy or program demonstrates an understanding of:			
1. Issues that drive conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Actual or potential actors who drive conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Actual or potential actors who can build peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Socio-cultural elements that connect people in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Opportunities for transforming conflict in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How education services and resource allocation may unintentionally exacerbate conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How education services and resource allocation may have positive effects on a conflict-affected context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The theory of change or development hypothesis is clear about:			
1. The expected effects of programming on conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The expected effects of conflict on education programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Procurement documents and contracts include specific expectations about how and when to review the interaction between conflict and the program throughout the program cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section Total			

Note: Each Yes carries a point while each Partly Yes carries half a point.

Table 2. Rating Matrix for Conflict-Sensitivity in Strategy

Tally (number of Yes checks)	Assessment	Action
9 – 11	Excellent in conflict-sensitivity	Keep up the good work
6 – 8	Good in conflict-sensitivity	Action required to formulate a plan for tackling remaining gaps in order to move to the 'Excellent' category
3 – 5	Emerging in conflict-sensitivity	Immediate action required to formulate a plan for tackling gaps
0 – 2	No or little conflict-sensitivity	Immediate action required to identify and address the most pressing areas

VI. COMMUNITY ENGAGEMENT

	Yes	Partly Yes	No
A. Community engagement programs/interventions incorporate the following:			
1. Identification and strengthening of non-violent, conflict resolution mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Inclusion of diverse community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Community monitoring of issues and actors driving conflicts that affect education services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Definition of the role of youth (in and out of school), students, girls, and women as positive change agents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The education community is responsive to emergencies in the following ways:			
1. Hosting displaced populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Addressing the education needs of displaced children and youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Other (list and describe) _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section Total			

Note: Each Yes carries a point while each Partly Yes carries half a point.

Table 6. Rating Matrix for Conflict-Sensitivity in Community Engagement

Tally (number of Yes checks)	Assessment	Action
5 – 7	Excellent in conflict-sensitivity	Keep up the good work
2 – 4	Good in conflict-sensitivity	Action required to formulate a plan for tackling remaining gaps in order to move to the 'Excellent' category
0 – 3	Emerging in conflict-sensitivity	Immediate action required to formulate a plan for tackling gaps