

# Conflict Sensitive Monitoring, Evaluation and Learning

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# INEE Conflict Sensitive Education Resource Pack

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

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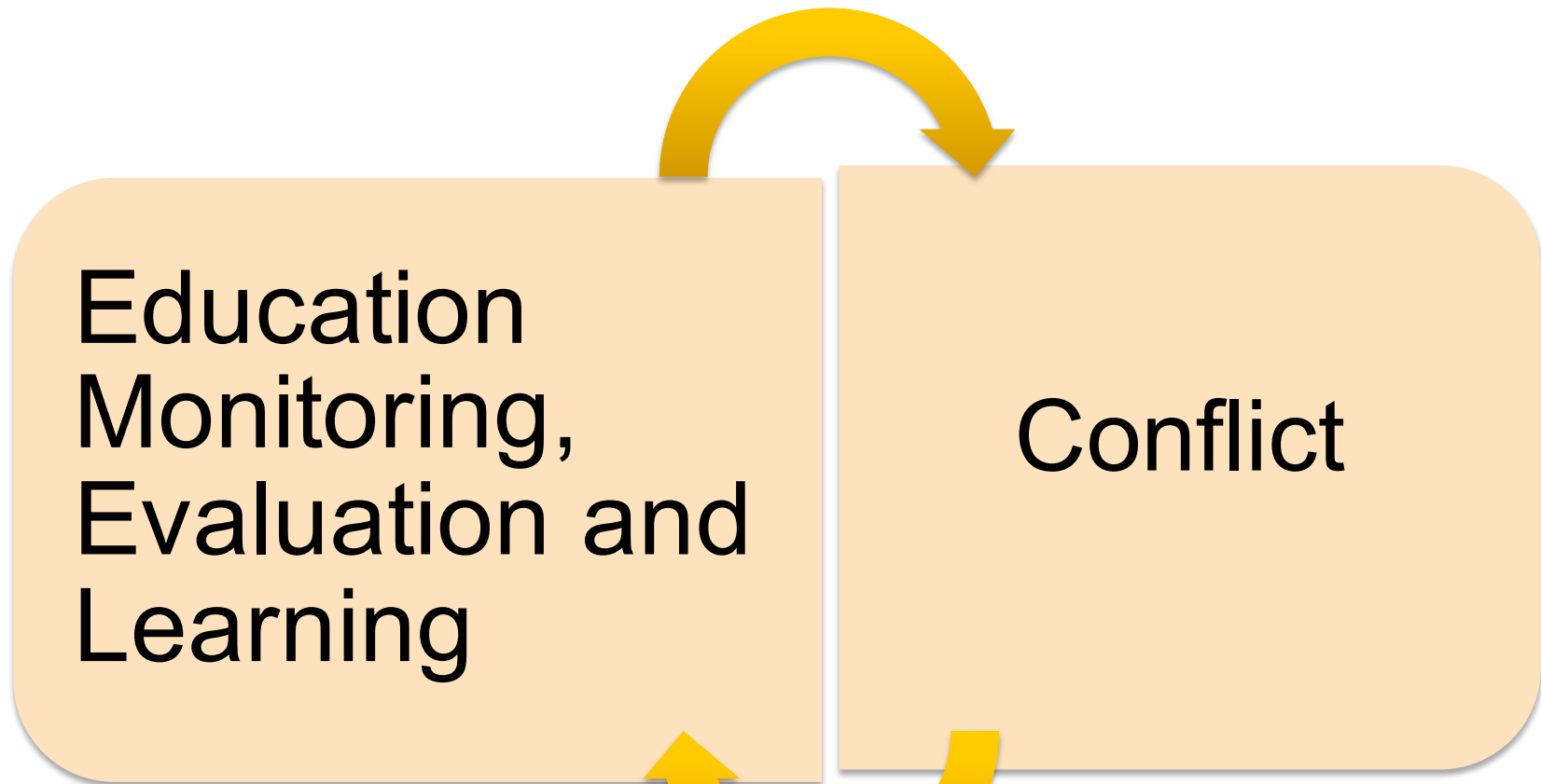
# At the end of this module participants will:

- Understand how monitoring, evaluation and learning and conflict interact.
- Know the 3 parts to conflict sensitive monitoring, evaluation and learning.

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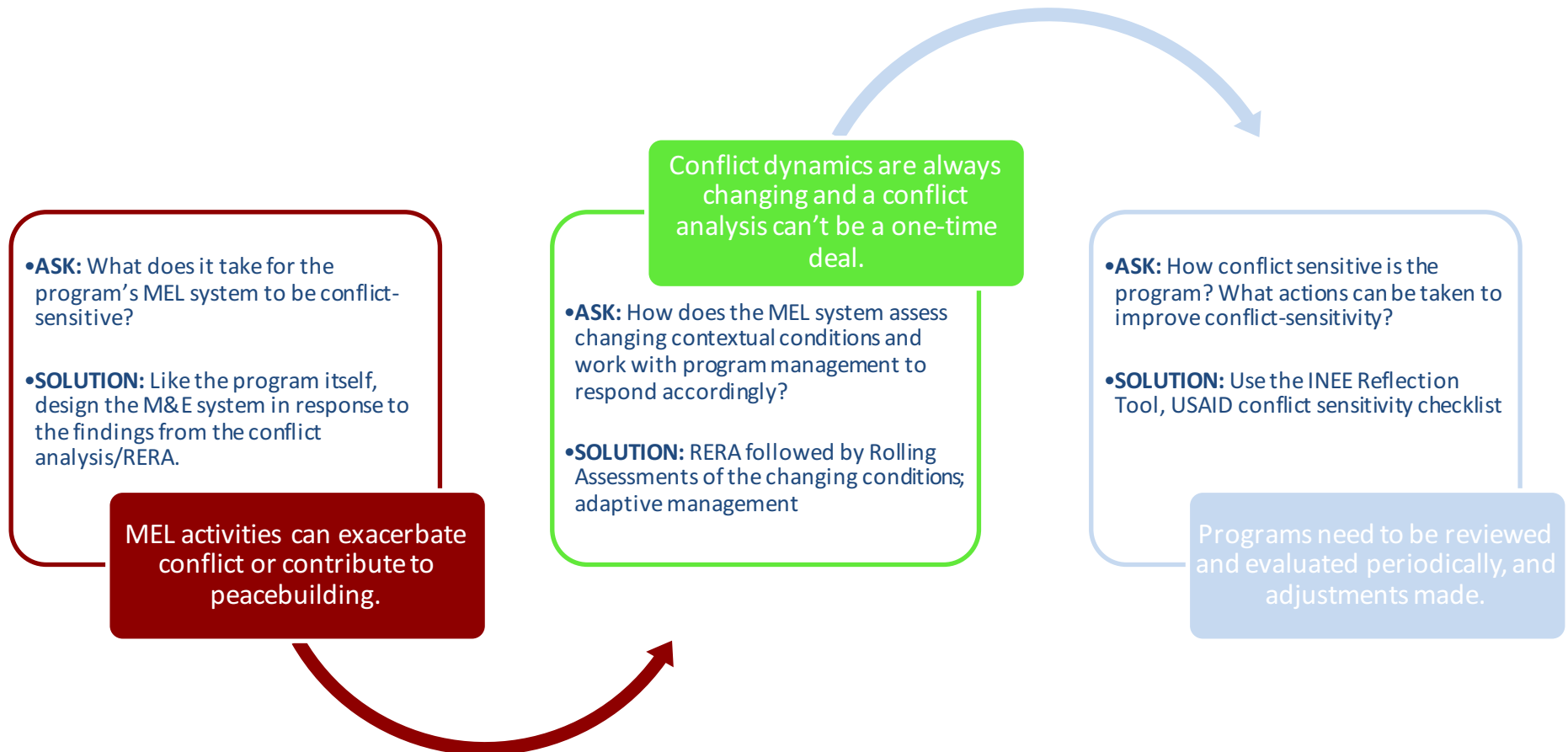
# How does conflict interact with monitoring, evaluation and learning activities?



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# 3 Parts to Conflict Sensitive MEL



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# 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 or not we are doing harm
- To the extent possible and relevant, measure:
  - Safety of learning environments
  - Equitable access to educational services
  - Conflict-sensitivity of the program
  - Adaptive management
  - And more???
- Use the learning to constantly improve the program

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# Conflict Sensitive M&E Resources

## ECCN INDICATOR LISTS

## Measuring Progress Appropriately CIES 2018 PPTs

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# Being conflict sensitive when we collect data

- 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
- Outliers

## Disaggregation

- separating information according to different characteristics

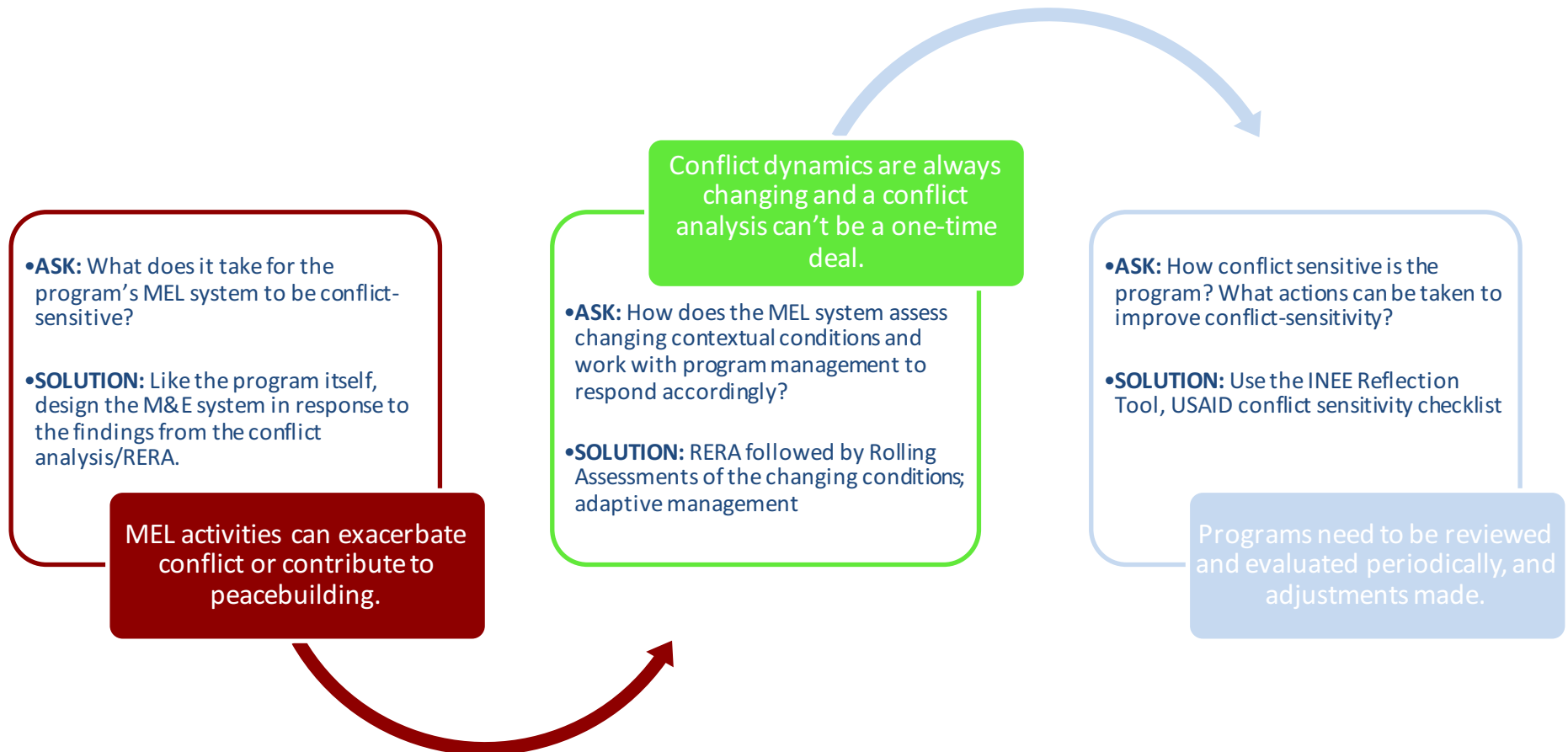
## Validation

- presentation of information to people familiar with the issues in order to elicit their feedback on accuracy

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# 3 Parts to Conflict Sensitive MEL



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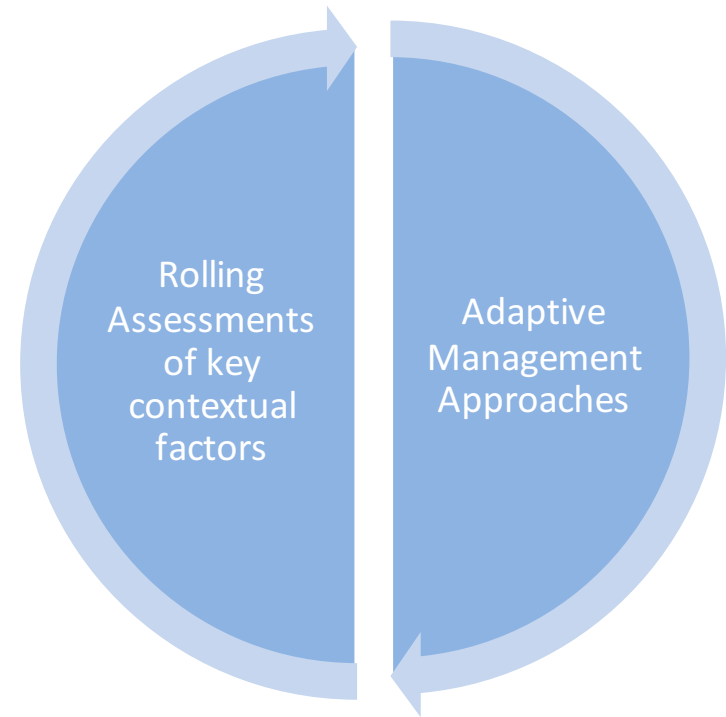
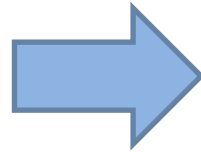
How does the MEL system  
assess changing contextual  
conditions and work with  
program management to  
respond accordingly?

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# Keeping the conflict analysis live through rolling assessments

Conflict  
Analysis



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# Rolling Assessments

- Build on the conflict analysis (i.e. RERA) findings to monitor key contextual factors
- 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



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# Adaptive Management



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

**- Voltaire**



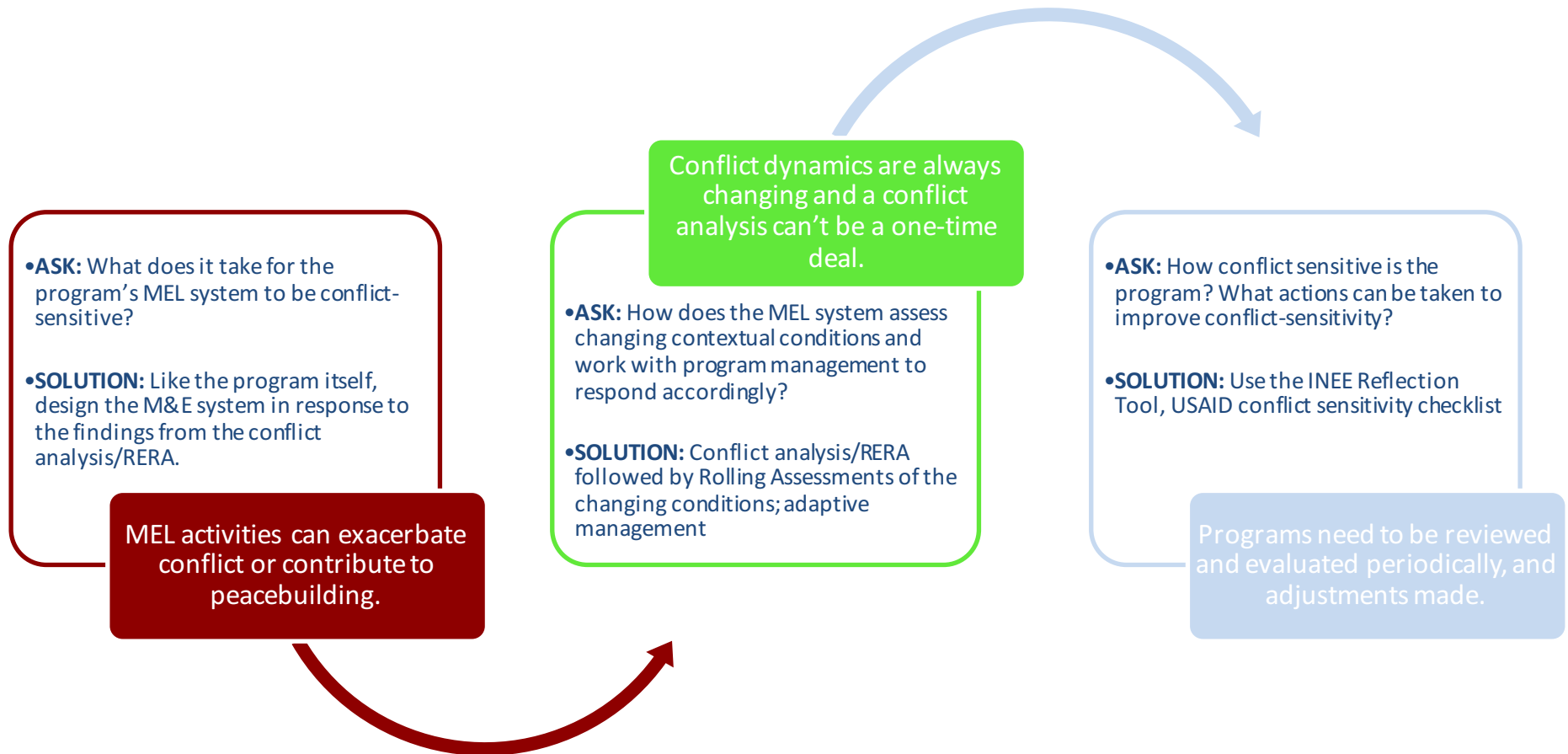
# Adaptive Management

- 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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# 3 Parts to Conflict Sensitive MEL



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

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# INEE Reflection Tool

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

<b>QUESTIONS</b>	<b>WHAT IS YOUR RESPONSE TO THE QUESTION?</b> (yes/partially/no)  <b>Please give more detail to your answers when available and appropriate.</b>	<b>WHAT FOLLOW UP ACTION, IF ANY, WILL BE TAKEN?</b> <b>WHO WILL BE RESPONSIBLE?</b>  (For further guidance please refer to the following domains in the INEE Minimum Standards and the INEE Guidance Note on Conflict Sensitive Education, as well as the List of Additional Resources.)
<b>1. PROJECT CYCLE: ASSESSMENT PHASE</b>		
<b>A. ASSESSMENT AND CONFLICT ANALYSIS</b>		
<b>1.1</b> 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.)		Foundational Standards Domain Community Participation Standard 1: Participation Community Participation Standard 2: Resources Analysis Standard 1: Assessment Analysis Standard 3: Monitoring
<b>1.2</b> Does the analysis include different perspectives of stakeholders within the education community?		
<b>1.3</b> Does the analysis include an understanding of how different stakeholders are both affected by and also drive conflict?		

# PMEP Review

- ❖ Does the project have any indicators to monitor changing context? If so, what are they? Does the project have plans/processes for reviewing and acting upon this data? If so, what are they?
- ❖ Does the project have any indicators, plans or processes to insure the conflict sensitivity of its activities? Of its operations? If so, please share one or two.
- ❖ How conflict-sensitive is the project's m&e system. In particular:
  - What information does the project collect about beneficiaries and non-beneficiaries? How are they collecting it? How and with whom are they sharing it? Can you imagine any unintended consequences of this approach?
  - How does the project track which resources are shared with whom? How is this information shared, and with whom? Can you imagine any unintended consequences of this approach.

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# Session 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 ?