

## CONFLICT SENSITIVE EDUCATION QUICK REFERENCE TOOL

This Quick Reference Tool complements the INEE Guidance Note on Conflict Sensitive Education, the INEE Diagnostic Program Tool for Conflict Sensitive Education and the INEE Guiding Principles for Donors on Conflict Sensitive Education, available on the INEE Toolkit at [www.ineesite.org/toolkit](http://www.ineesite.org/toolkit).

### INEE MINIMUM STANDARDS DOMAIN 1: FOUNDATIONAL STANDARDS

#### ANALYSIS STANDARD 1: ASSESSMENT

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

#### Conflict Analysis

- Any education activity begins with a conflict analysis to explore and analyse the dynamics, stakeholders and relationships between the conflict and the education response strategy.
- The conflict analysis involves a broad group of actors (education and non) includes proximate, intermediate and root causes of conflict, and is sufficiently resourced to be a meaningful, inclusive activity.
- A comprehensive assessment of education needs and resources for the different levels and types of education is undertaken in a conflict sensitive way with the participation of key stakeholders and social groups.

#### Assessment

- Assessment education data are disaggregated and mapped by region, ethnic or religious group for all levels of education to show education discrepancies, barriers to access, and possible relationships with conflict.
- Information regarding knowledge, attitudes and perceptions of both beneficiary and non-beneficiary populations regarding the education activity and the conflict are collected.
- What would you add?

#### ANALYSIS STANDARD 2: RESPONSE STRATEGIES

Inclusive education response strategies include clear description of the context, barriers to the right to education and strategies to overcome those barriers.

- Response strategies (what, who, where, when) accurately reflect assessment findings, context and conflict analysis and are continually adapted to conflict context.
- Education responses progressively meet the needs of conflict-affected populations for inclusive and quality education in an equitable way that does not contribute to intergroup tensions.
- Response strategies are designed and implemented in ways that do not harm the beneficiaries or providers and do not contribute to the conflict.
- A transparent rationale, informed by the conflict analysis, for participatory selection of target beneficiaries is in place and monitoring mechanisms are clearly outlined.
- Conflict sensitive education responses complement and are harmonised with national education policies and programmes (where these do not exacerbate conflict).
- What would you add?

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**ANALYSIS  
STANDARD 3:  
MONITORING**

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

**What**

- Key data to map for conflict sensitivity may include: gross/net enrolment by level and type of education; transition rates to next levels of education; measures of learning rates; previous financial allocations to education; teachers adequately trained; student/teacher ratio; teacher demographics (ethnicity, religion or other); attacks on education; planned enrolments; future budget allocations; future teacher deployments; assistance distribution (Sigsgaard, 2012: 27 and 30) and risk factors for violence, opportunities for peace, both positive and negative effects of the activity on conflict (SDC, 2006) and knowledge, attitudes and perceptions regarding education activities.
- Education data (EMIS or other feasible data source) are disaggregated and mapped by region, ethnic or religious group for all levels of education to show education discrepancies.

**How**

- There are effective, participatory, continuous systems for regular, transparent monitoring of education response activities and their relationship with conflict, ensuring efficient use of resources, and equitable allocation to different population groups.
- A variety of community groups are regularly consulted, trained in data collection methodologies and involved in monitoring activities.
- Education data are analysed and shared at regular intervals with relevant stakeholders, especially conflict-affected groups from opposing sides of the conflict (only if it does not contribute to conflict).
- Non-government education providers support the Ministry of Education capacity to monitor and hold accountable the education sector in all regions.
- What would you add?

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**ANALYSIS  
STANDARD 4:  
EVALUATION**

Systematic and impartial evaluations improve education response activities and enhance accountability.

- Diverse stakeholders, including representatives of the affected populations and education authorities are involved in evaluation activities and developing an evidence base for conflict sensitive education.
  - Evaluations of education response activities include conflict dynamics in their frameworks and evaluate specifically the impact the education activity had on the conflict dynamics.
  - Evaluations are integrated with coordination mechanisms (e.g. Education Cluster) and longer-term national evaluation frameworks, in order to reduce duplication/reporting burdens.
  - The evaluation implementation is informed by the conflict analysis and collects data that can be disaggregated by group characteristic and region to reveal education discrepancies.
  - Lessons and good practices regarding conflict sensitive education are widely shared in a way that builds capacity of national/regional institutions and informs future advocacy, programmes and policies.
  - What would you add?
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**COMMUNITY PARTICIPATION STANDARD 1: PARTICIPATION**

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

- A representative group of community members (including girls/boys, youth, women/men and other group characteristics) participate actively in the conflict analysis, response strategy, implementation, monitoring and evaluation of education activities.
- Community education committees are inclusive in representation regardless of group characteristic.
- Education activities build on the community's existing resilience and capacity—regardless of group characteristics.
- Links between host/displaced/refugee communities are fostered through community participation mechanisms.
- Methods and timing of training and participatory activities are accessible to groups previously marginalized from power structures.
- Community and conflict dynamics and their interaction with the education activity are continuously monitored.
- What would you add?

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**COMMUNITY PARTICIPATION STANDARD 2: RESOURCES**

Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

- Resource mobilization is informed by the conflict analysis and the answers to the following questions:
    - Who is donating the resource, and how are they perceived by other groups in the community?
    - What was the original source of the goods? Is it associated with a particular side of the conflict?
    - How will this resource affect the relationship between the education activity and the conflict dynamics?
    - Will use of this resource affect negatively equal access to education for any particular type of student?
  - Informed by the conflict analysis, communities, education actors and learners identify and mobilize local resources to strengthen equitable access to quality conflict sensitive education.
  - Education authorities, the local community and humanitarian stakeholders recognise existing skills and knowledge in all groups of the community and design education programmes to maximise the use of these capacities to deliver conflict sensitive education.
  - Education authorities, donors, UN agencies, NGOs, communities and other stakeholders use timely, transparent, equitable and coordinated financing structures to support education activities.
  - Sufficient resources are available to ensure continuity, equity and quality of education activities to all groups without discrimination.
  - What would you add?
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**COORDINATION  
STANDARD 1:  
COORDINATION**

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

- Education authorities, who are responsible for fulfilling the right to education, assume a leadership role in the conflict sensitive education response.
- Education authorities and actors convene and participate in coordination mechanisms (education and peacebuilding).
- A representative coordination mechanism, informed by the conflict analysis, promotes transparent, accountable, comprehensive and adaptive education programmes and policies.
- Coordination strategy is clear and inclusive of all groups and supports the legitimacy of the Ministry of Education authority and new education sector plan.
- What would you add?

**INEE MINIMUM STANDARDS DOMAIN 2:  
ACCESS AND LEARNING ENVIRONMENT****STANDARD 1:  
EQUAL ACCESS**

All individuals have access to quality and relevant education opportunities.

- No individual or social group is denied access to education and learning opportunities because of discriminatory policies or practices. (This may include establishing and meeting quotas for under-represented or underserved groups.)
  - Suitable learning structures and sites are accessible to all, including: former child soldiers, internally displaced and refugees, speakers of the non-dominant languages.
  - Barriers to enrolment, such as lack of documents, denial of certificate recognition, school fees or other requirements, are removed.
  - A process for validating academic achievements (certificates, exams, graduation) gained in another country is in place.
  - Learners have the opportunity to enter or re-enter the formal education system as soon as possible after the disruption caused by the conflict.
  - The education programme in refugee contexts is recognised by the relevant local education authorities and the country of origin.
  - Education services for conflict-affected population support displaced/ refugee and host populations.
  - Grievances of any group related to access to education are considered in the conflict analysis and response strategy process.
  - Programmes for demobilization, disarmament and reintegration prioritize education and psychosocial support for ex-combatants.
  - Education is relevant to the needs of the community; in particular, it provides students with employable skills to enter the job market.
  - What would you add?
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**STANDARD 2:  
PROTECTION AND  
WELL-BEING**

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

- The learning environment is free from sources of harm to learners, teachers and other education personnel.
- Teachers and other education personnel are aware of the conflict dynamics and their own biases and possess the skills and knowledge needed to create a protective learning environment.
- Access routes to the learning environment, water point and latrines are safe, secure and accessible for all.
- Learning environments are free from military occupation and attack or political purposes.
- The community gives input into activities and policies to ensure that learners, teachers and other education personnel are safe and protected from attack. This may include negotiations with armed forces to avoid attacking or targeting learning sites.
- Complaint mechanisms allow learners, parents, community members, teachers and other education personnel to report threatened physical safety, psychosocial well-being and teacher non-compliance with any codes of conduct.
- The education response includes training for staff and students on safety and security.
- What would you add?

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**STANDARD 3:  
FACILITIES AND  
SERVICES**

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

- Learning sites and structures are appropriate, safe and safely accessible for all learners from all groups, teachers and other education personnel.
  - Temporary and permanent learning environments are repaired, retrofitted or constructed as needed with equitable coverage of all population groups.
  - Perceptions of construction patterns and related grievances are monitored to avoid conflict.
  - Diverse community members participate in the identification of location, construction and maintenance of the learning environment.
  - Learning spaces are clearly identified and protected by the community as zones of peace, i.e. free from military occupation or violence.
  - Class space and seating arrangements meet agreed ratios of space per learner and teacher in order to promote participatory methodologies and learner-centred approaches, for all population groups.
  - Adequate quantities of safe water and appropriate sanitation facilities are safely accessible for all, taking into account sex, age and people with disabilities, and other groups.
  - Schools and learning spaces are linked to child protection, health, nutrition, social and psychosocial services, with especial attention to previously neglected areas and groups.
  - What would you add?
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## INEE MINIMUM STANDARDS DOMAIN 3: TEACHING AND LEARNING

### STANDARD 1: CURRICULA

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

#### Curricula Reform

- Education authorities lead a committee inclusive of multiple sides of a conflict and marginalised groups that reviews all curriculum and textbooks before publication.
- Curricula, textbooks and supplementary materials are cleaned of biased material and appropriate to the context, age, developmental level, language, culture, capacities and needs of learners.

#### Content

- Curricula, textbooks and supplementary materials cover the core competencies of basic education together with conflict sensitive competencies: psychosocial, human rights, critical thinking, conflict prevention and conflict transformation skills.
- Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners. They are sensitive to the history, culture, language traditions, and religion of different social groups.
- Curricula are relevant for ex-combatants, ex-child-soldiers and their communities, through activities such as livelihood and vocational training, alternative education, and reintegration into formal schooling. To avoid the perception of rewarding those involved in the violence, education assistance should target entire communities.

#### Language

- Language policy is informed by the conflict analysis and the needs of diverse learners, possibly using mother-tongue instruction for early grades, multi-lingual instruction for displaced/host communities, and new language instruction for youth entering an economic market of another language.

#### Congruency

- Non-government and government education providers coordinate on curriculum issues such as: using government curriculum and exams, ensuring accreditation and certification of alternative programs and agreeing on education curriculum for ex-child soldiers.

#### Materials

- Sufficient, locally procured, teaching and learning materials are provided in a timely manner including equitable coverage of all geographic locations and social groups.
- What would you add?

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**STANDARD 2:  
TRAINING,  
PROFESSIONAL  
DEVELOPMENT  
AND SUPPORT**

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

**Training Process**

- Training opportunities are available to male and female teachers and other educational personnel, according to needs, without discrimination against any group.
- Attention is given to the special needs of refugee teachers, including recognition of their teaching qualifications, ensuring their right to employment, and meeting their professional development needs.
- Qualified trainers, who are aware of conflict dynamics and their own biases, conduct training courses that are accessible to all teachers, reinforce themes of conflict transformation, non-violence, participation, and provide ongoing support during the changing conflict dynamics.
- Through training and ongoing support, teachers are able to model conflict sensitive methods, e.g. using participatory and inclusive instruction, and non-discriminatory, non-violent behaviour and acceptance of diversity.
- Training is recognised and approved by relevant education authorities without discrimination.

**Training Content**

- Training content includes competencies on human rights, responsible citizenship, reconciliation, conflict dynamics and transformation, identity issues, non-violent alternatives, addressing historical memory so that teachers can lead discussions and activities on these topics.

**Support**

- Training programmes promote professional peer support structures amongst teachers to increase coping skills, share good practices, and reduce psychosocial stress.
- What would you add?

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**STANDARD 3:  
INSTRUCTION  
AND LEARNING  
PROCESSES**

Instruction and learning processes are learner-centred, participatory and inclusive.

- Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners, including internally displaced, refugees, or children and youth of other nationalities.
  - Teachers demonstrate an understanding of conflict dynamics, their own biases, and adapting their instruction accordingly.
  - Teachers model non-violence and do not use corporal punishment.
  - Parents and community leaders understand and accept the learning content and teaching methods used, and do not regard it as a challenge to their particular identity group.
  - Teachers employ instruction methods that are participatory, inclusive, foster critical thinking, peaceful conflict resolution and respect for different opinions.
  - What would you add?
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**STANDARD 4:  
ASSESSMENT  
OF LEARNING  
OUTCOMES**

Appropriate methods are used to evaluate and validate learning outcomes.

- Assessment and evaluation methods are considered fair, reliable and non-threatening to all learners.
- Learners' achievement is recognised and credits or course completion documents are provided accordingly without discriminatory barriers to any group.
- Learning assessments continuously test the relevance of the education, e.g. relevance of technical and vocational programmes against the changing market environment.
- Learners' understanding of responsible citizenship, reconciliation, conflict dynamics and transformation, identity issues, and non-violent alternatives—already taught in the classroom—are assessed appropriately. Where possible, this includes self-assessment methodologies that encourage learners to evaluate their own changes, perceptions, values, behaviour and skills.
- Formal curricula and examinations used in the education of refugees and internally displaced people are recognised by home and host governments.
- What would you add?

**INEE MINIMUM STANDARDS DOMAIN 4:  
TEACHERS AND OTHER EDUCATION PERSONNEL****STANDARD 1:  
RECRUITMENT  
AND SELECTION**

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

- Clear, appropriate, non-discriminatory job descriptions and selection guidelines are developed before the recruitment process.
  - A representative selection committee selects teachers and other education personnel based on transparent criteria and an assessment of competencies, taking into account community acceptance, gender and diversity.
  - Future teacher deployments avoid bias towards one group (ethnic, caste, class, language or gender) through activities such as in-service training, local hiring and certification recognition for returnees, or teacher mentor programmes.
  - Education actors support the Ministry of Education to develop long term, equitable, human resource and payroll systems.
  - Teachers unions and professional associations of diverse groups are included in developing recruitment and selection processes.
  - Teacher deployment policies are fair and transparent, respect teachers' needs and preferences, and are based on positive incentives rather than negative sanctions; e.g. married teachers are not sent to different sites; teachers are incentivized to relocate voluntarily to areas of need, rather than sent as a punishment.
  - What would you add?
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## **STANDARD 2: CONDITIONS OF WORK**

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

### **Terms and conditions**

- Fair compensation and conditions of work are described in contracts and provided consistently.
- Non-national refugee teachers are given at least the same levels of job opportunity and protection, and terms and conditions, as national teachers.
- Teachers and other education personnel, regardless of group characteristic, are allowed to organise to negotiate terms and conditions.
- Compensation systems and conditions of work are coordinated across education actors to avoid intergroup grievances. Where possible, payscale is on a par with salaries of workers in comparable sectors (for national population and internally displaced peoples).
- Complementary incentive schemes are established (accommodation, bonus pay, term limits, quota systems) for hardship positions for teachers.

### **Payment**

- Payment is equitable, sustainable, regular and not discriminatory between different regions or groups.

### **Other**

- Prioritize early support to the government for the payment of teacher salaries, and take measures to transform community support to a state paid service.
- What would you add?

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## **STANDARD 3: SUPPORT AND SUPERVISION**

Support and supervision mechanisms for teachers and other education personnel function effectively.

### **Support**

- Teachers and other education personnel are involved in professional development that contributes to their motivation and builds their skills in conflict sensitive classroom methodologies and practices.
- Appropriate, accessible and practical psychosocial support is available to students, teachers and other education personnel, in all regions and without discrimination.

### **Supervision**

- A transparent, accountable and unbiased supervisory mechanism provides for regular assessment, monitoring and support for all teachers and other education personnel regardless of region or group characteristic.
  - Performance appraisals for teachers and other education personnel are conducted, documented and discussed regularly, with transparent steps to avoid bias.
  - School community members regularly have the opportunity to provide feedback on the performance of teachers and other education personnel, specifically their conflict sensitive practices in the classroom.
  - Job descriptions and teacher codes of conduct are agreed between teacher, employer and community and the education committee uses this framework to supervise teacher performance in an objective way.
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## INEE MINIMUM STANDARDS DOMAIN 5: EDUCATION POLICY

### STANDARD 1: LAW AND POLICY FORMULATION

Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.

#### How

- National education laws, regulations and policies uphold the protected status under international humanitarian and human rights law of education facilities, learners, teachers and other education personnel.
- National education laws, regulations and policies respect, protect and fulfil the right to education and ensure continuity of safe, quality education for all groups without discrimination.
- Laws, regulations and policies are based on an analysis of the context and drivers of conflict and fragility, carried out through participatory and inclusive processes.
- National education policies are supported with action plans, laws and budgets that allow a conflict sensitive education response to all groups without discrimination.
- Laws, regulations and policies allow non-state actors, such as NGOs and UN agencies, to establish education in conflict-affected and fragile contexts.
- National education sector policies and strategies ensure sector wide coordination (including with peacebuilding actors) taking note of the needs of different regions and population groups.
- National policy makers and partners prioritize education strategies to reach underserved and underperforming areas.
- National education policy is linked to broader national plans for social reconciliation/peacebuilding. Education goals and targets are included in the broader development/peacebuilding plans.

#### What (Adapted from Sigsgaard, 2012: 20-21).

- Political will and capacity are mobilized to make education conflict sensitive and address conflict drivers, which have emerged through the conflict analysis.
  - Equitable access to all levels of education is promoted.
  - Curriculum, teaching and language are conflict-sensitive.
  - Conflict emergency preparedness including protecting education from attack is addressed.
  - Address other key issues identified in the national conflict analysis process.
  - National education sector policies ensure medium/long term strategies (to avoid grievances due to gaps in service), e.g. human resource, payroll, financial management and teacher supervision.
  - What would you add?
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**STANDARD 2:  
PLANNING AND  
IMPLEMENTATION**

Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

- Formal and non-formal education policy implementation reflects international and national legal frameworks and policies regarding education for all without discrimination.
  - Analysis, planning and implementation of educational activities reflect the conflict analysis and are integrated with other plans, e.g. peacebuilding and poverty reduction, to ensure better coverage of neglected areas or groups.
  - National and local education plans respond to conflict dynamics and prepare for the short, medium and long-term.
  - Financial, technical, material and human resources are sufficient for effective and transparent implementation of conflict sensitive education programmes for all regardless of region or group characteristic.
  - Planning and implementation is informed by disaggregated data on budget allocations, enrolments, and teacher deployments.
  - Education sector's ability to coordinate, regulate and monitor non-governmental provision of is strengthened, to ensure equitable coverage across regions.
  - Supervision and enforcement mechanisms ensure that education national laws, regulations and policies are implemented equitably across regions.
  - What would you add?
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For more information and to share your experience with designing and implementing conflict sensitive education, please contact [minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org).

For tools and resources on conflict sensitive education and education in emergencies, please visit [www.ineesite.org/toolkit](http://www.ineesite.org/toolkit).

Foundational Standards			
Community Participation Standards: Participation and Resources – Coordination – Analysis Standards: Assessment, Response Strategies, Monitoring and Evaluation			
Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p><b>Standard 1: Equal Access</b> – All individuals have access to quality and relevant education opportunities.</p> <p><b>Standard 2: Protection and Well-being</b> – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p><b>Standard 3: Facilities and Services</b> – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p><b>Standard 1: Curricula</b> – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p><b>Standard 2: Training, Professional Development and Support</b> – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p><b>Standard 3: Instruction and Learning Processes</b> – Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p><b>Standard 4: Assessment of Learning Outcomes</b> – Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p><b>Standard 1: Recruitment and Selection</b> – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p><b>Standard 2: Conditions of Work</b> – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p><b>Standard 3: Support and Supervision</b> – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p><b>Standard 1: Law and Policy Formulation</b> – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p><b>Standard 2: Planning and Implementation</b> – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

**Key Thematic Issues:** Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth