

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

This Reflection Tool is designed to help you reflect on the impact of conflict dynamics on education programmes and how these education programmes can help either mitigate or exacerbate the conflict dynamics.

This Reflection Tool is for education programme staff and other stakeholders concerned with education in conflict-affected and fragile contexts. It can be used to integrate conflict sensitivity at all stages of the project cycle: assessment, design, implementation/management, monitoring and evaluation. Principles of community participation, equity, access, quality, relevance and protection are included across the tool and are based on the INEE Minimum Standards for Education: Preparedness, Response and Recovery.

This Reflection Tool can be used in the following ways:

1. For an assessment of a new education programme
2. In the design of a new education programme
3. In the implementation / management of an education programme
4. In monitoring and evaluating an education programme
5. In the review of an education programme

It is recommended that the Reflection Tool be used by people who have a sound understanding of the project cycle and a basic understanding of conflict sensitivity. With this background you can use the Reflection Tool individually to design or 'check' the conflict sensitivity of a programme at all stages of the project cycle, or facilitate sessions with technical staff or country based teams to review programmes.

The questions in the Reflection Tool are grouped according to the project cycle. You may select different questions at different times according to what stage of the project cycle you are in. Some of the questions may not be relevant. Further, you may not be able to answer all of the questions; in this case you can leave a blank space and refer to them at a later stage, if appropriate. When using this Reflection Tool with teams that may not be familiar with conflict sensitivity or taking a conflict sensitive approach to education, it is recommended that you refer to and utilise the other resources in the INEE Conflict Sensitive Education Pack before using this tool.

For a general overview of conflict sensitive education, please refer to the **INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming in Conflict-Affected and Fragile Contexts**; for examples and further information, please refer to the **INEE Guidance Note on Conflict Sensitive Education** as well as the **List of Additional Resources**. This Reflection Tool can also be adapted or used in conjunction with other tools you have access to in your organisation.

HOW TO USE THIS TOOL

1. Decide which part of the project cycle you are using the tool for.
2. Consider each question relevant to that part of the cycle and reflect on how it is relevant to your context. (Not all may be relevant to your context or programme. Don't worry, just miss these questions out!)
3. Write down your responses, provide details to your responses if appropriate, and identify follow up actions.
4. Use the INEE Guidance Note on Conflict Sensitive Education to find more detailed information about possible education strategies that can be used as follow up actions.
5. Refer to the List of Additional Resources for additional guidance and information.
6. Periodically, come back to the tool and review your responses and follow up actions.
7. Adjust your education programme as necessary to make it more conflict sensitive.

Find this Reflection Tool and the complete INEE Conflict Sensitive Education Pack on the INEE website at ineesite.org/education-fragility/conflict-sensitive-education, and on the INEE Toolkit at toolkit.ineesite.org/conflict_sensitive_education.

INEE

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QUESTIONS	WHAT IS YOUR RESPONSE TO THE QUESTION? (yes/partially/no) Please give more detail to your answers when available and appropriate.	WHAT FOLLOW UP ACTION, IF ANY, WILL BE TAKEN? WHO WILL BE RESPONSIBLE? (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.)
1. PROJECT CYCLE: ASSESSMENT PHASE		
A. ASSESSMENT AND CONFLICT ANALYSIS		
<p>1.1 Have education stakeholders analysed the conflict context and how the proposed education programme and conflict may interact?</p> <p>(e.g. stakeholders could include: parent teacher association, government officials, youth, women, men, girls, boys, different ethnic, religious or social groups, etc.)</p>		Foundational Standards Domain Community Participation Standard 1: Participation Community Participation Standard 2: Resources Analysis Standard 1: Assessment Analysis Standard 3: Monitoring
<p>1.2 Does the analysis include different perspectives of stakeholders within the education community?</p>		
<p>1.3 Does the analysis include an understanding of how different stakeholders are both affected by and also drive conflict?</p>		

1.4 Has education data been disaggregated?
 (e.g. data can be disaggregated by region, ethnic, religious, language, gender or other relevant group characteristics to reveal education discrepancies and inform the education programme)

1.5 Has education resource data (budget allocation, human, intellectual, linguistic, monetary and material resources, etc.) been disaggregated?
 (e.g. number of teachers from each ethnic or linguistic group, availability of teaching materials in each language, etc.)

1.6 Does the programme’s method of resource mobilisation have any effect on the conflict dynamics?

2. PROJECT CYCLE: DESIGN PHASE

A. RESPONSE STRATEGY

Foundational Standards Domain
 Analysis Standard 2: Response Strategies

2.1 Do the programme objectives take into consideration the conflict actors and dynamics?
 (as revealed in the conflict analysis)

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2.2 Do the programme's outcomes increase and/or lessen any of the conflict dynamics?		
2.3 Do capacity building activities for programme staff and implementing partners try to build awareness about and skills to address conflict in education?		
2.4 Have implementing partners and programme staff been selected with consideration of the conflict dynamics? (e.g. have they been chosen with regard to region, ethnicity, religion, etc.)		
B. CONTINGENCY PLAN		Foundational Standards Domain Analysis Standard 1: Assessment
2.5 Has the possible risk of an increase in conflict been taken into consideration? Is there a contingency plan in place if this happens?		

C. TIMING

Foundational Standards Domain
Analysis Standard 2: Response Strategies

2.6 Have the strategies for programme entry, exit, or transition been considered based on the context and conflict dynamics?

2.7 Is the exit strategy reviewed and updated regularly?

D. BENEFICIARIES

Foundational Standards Domain
Analysis Standard 2: Response Strategies

2.8 Are beneficiaries selected in a way that does not increase existing tensions?

2.9 Is there a strategy to ensure equal access to education for individuals from marginalised groups?

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2.10 Is any beneficiary being harmed or discriminated as a result of his/her participation in the education programme?		
E. COMMUNITY PARTICIPATION		Foundational Standards Domain Community Participation Standard 1: Participation Community Participation Standard 2: Resources
2.11 Have community members been engaged in the project cycle?		
2.12 Are any community members excluded from participating in the project cycle?		
2.13 How is information about the education programme provided to community members?		

F. COORDINATION

Foundational Standards Domain
Coordination Standard

2.14 Are there coordination mechanisms or strategies in place among education actors? If so, how do you engage with them?

3. PROJECT CYCLE: IMPLEMENTATION AND MANAGEMENT PHASE

A. ACCESS AND LEARNING ENVIRONMENT

Access and Learning Environment Domain
Standard 1: Equal Access
Standard 2: Protection and Well-being
Standard 3: Facilities and Services

3.1 Do activities to improve education facilities and services take into consideration the historical and present conflict context?

3.2 Are the locations for the education programme accessible, safe and protected from possible violent attacks?

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3.3 Was a diverse group of community members consulted to identify local risks to teachers and learners (from all groups)?		
3.4 Does the programme provide more equitable access to education by different groups? (e.g. ethnic, religious, gender or other social groups)		
B. TEACHING AND LEARNING		Teaching and Learning Domain Standard 1: Curricula Standard 3: Instruction and Learning Processes Standard 4: Assessment of Learning Outcomes
3.5 Is there a process to ensure that curricula and teaching materials are free of biased content and accessible to the needs of all learners? (e.g. regardless of their ethnicity, religion, gender, language or other group characteristic)		

3.6 Do the curricula and materials include any peace education, conflict transformation or responsible citizenship?

3.7 Are learning assessments unbiased in content and accessible to all learners?

C. TEACHERS AND OTHER EDUCATION PERSONNEL

Teaching and Learning Domain
Standard 2: Training, Professional Development and Support
Standard 3: Instruction and Learning Processes
Teachers and Other Education Personnel Domain
Standard 1: Recruitment and Selection
Standard 2: Conditions of Work
Standard 3: Support and Supervision

3.8 Do pre- and in-service teacher trainings include any training in peace education, conflict sensitivity or conflict transformation?

3.9 Is there a system of supervision and support for all education personnel?

(e.g. those from less qualified groups and groups previously marginalised due to conflict)

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3.10 Is teacher compensation conducted in a transparent, accountable, and equitable way that does not increase tensions?		
3.11 Does the programme address the supply of current teachers as well as support the future supply of teachers?		
3.12 Is the teacher selection and recruitment transparent, participatory, and unbiased towards any one group?		
D. EDUCATION POLICY		Education Policy Domain Standard 1: Law and Policy Formulation Standard 2: Planning and Implementation
3.13 Does the education programme contribute to capacity building in government at the local or national levels?		

3.14 Does the education programme respond to a particular government policy that addresses conflict issues? If not, does it provide recommendations for policy development?

3.15 Does the government policy take lessons from a conflict analysis, and address education discrepancies?

4. PROJECT CYCLE: MONITORING AND EVALUATION PHASE

A. MONITORING

Foundational Standards Domain
Analysis Standard 3: Monitoring

4.1 Does the monitoring plan include indicators that measure how the conflict context affects the education programme?

4.2 Are the monitoring indicators disaggregated to show discrepancies? If so, do the discrepancies inform the programme?

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4.3 Is the conflict and education analysis reviewed and updated regularly, with adjustments made to programmes and budgets according to this analysis?		
4.4 Are both the programme design and funding mechanism flexible and responsive to the conflict context?		
4.5 Are the different stakeholders providing and receiving feedback on the indicators?		
B. EVALUATION		Foundational Standards Domain Analysis Standard 4: Evaluation
4.6 Have the intended and unintended consequences of the education programme been evaluated, or is there a plan to evaluate them?		