

Conflict Sensitive Education (CSE) Workshop

KYIV, UKRAINE

Based on the official CSE Pack material

www.inee.org

NRC

NORWEGIAN
REFUGEE COUNCIL

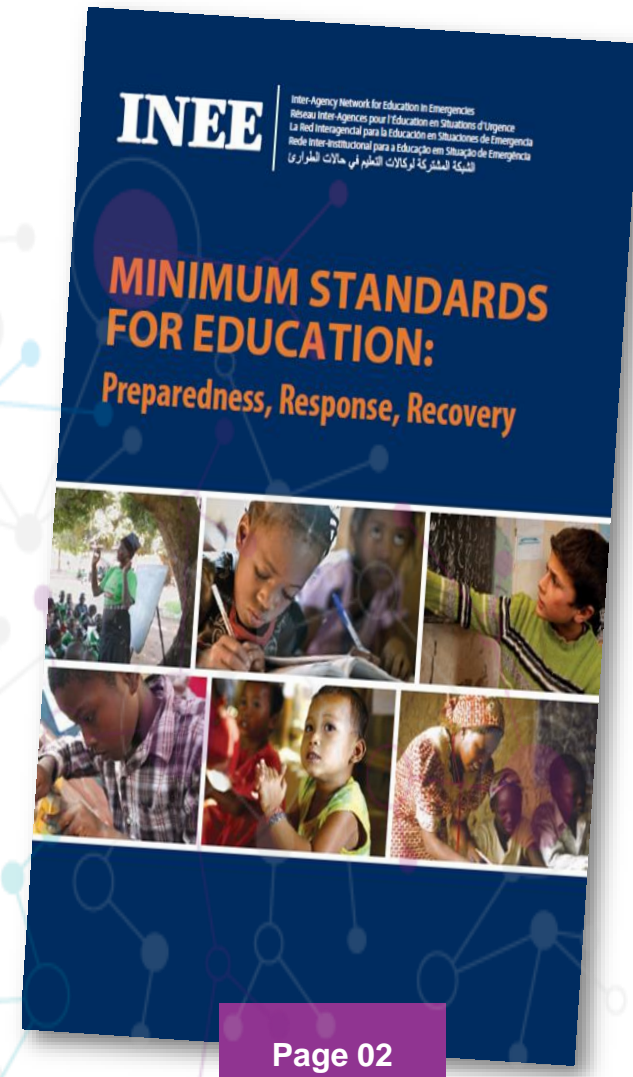


What is Education in Emergencies?

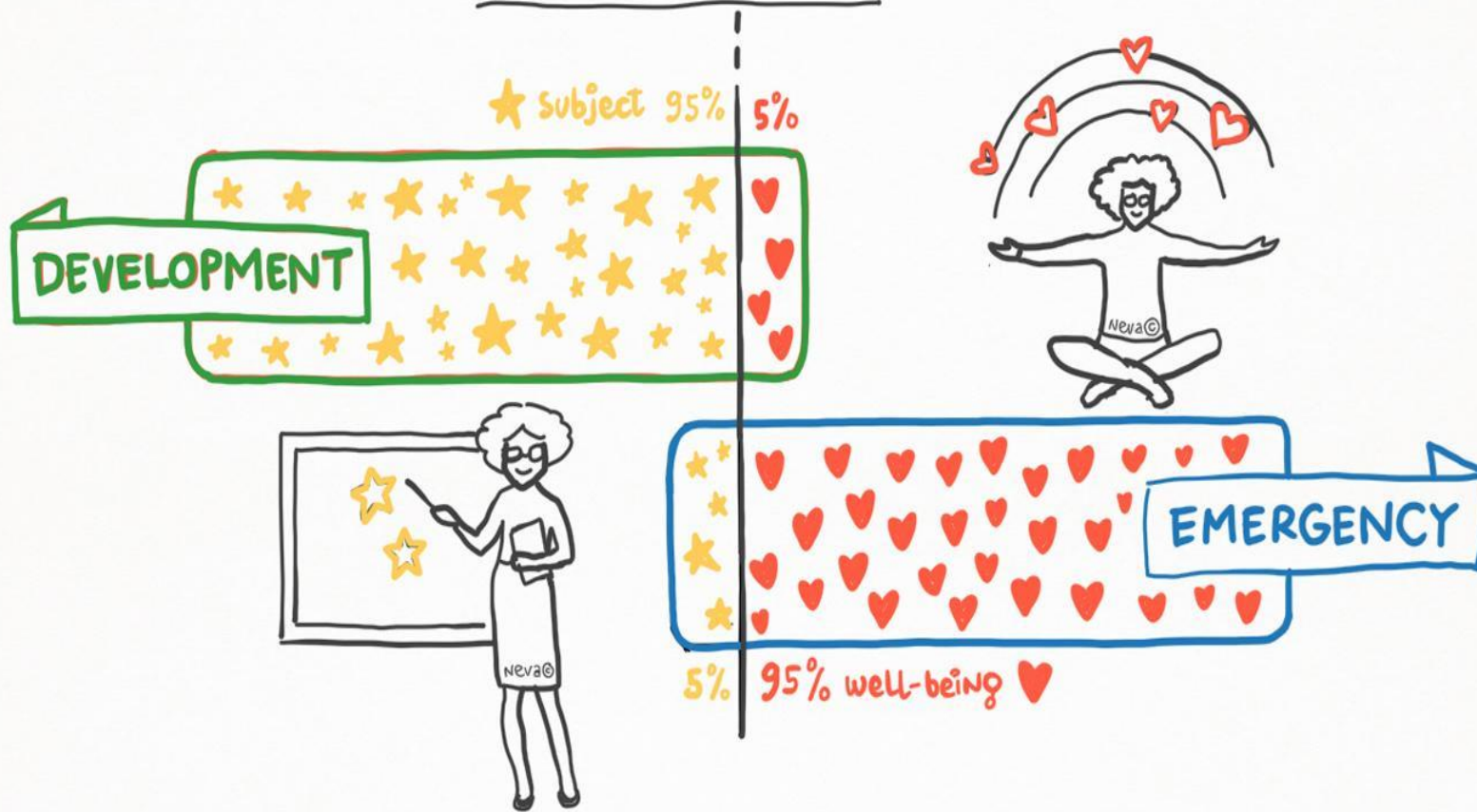
Refers to **quality learning opportunities for all ages in situations of crisis**, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education.

Common situations of crisis in which education in emergencies is essential include **conflicts**, situations of **violence**, **forced displacement**, **disasters**, and **public health emergencies**

Education is critical in times of emergencies as it provides physical, psychosocial and cognitive protection that can sustain and save lives!



teacher's rôle



Education in Development vs. Education in Emergencies

Development

1. Development response
2. Long-term deprivations
3. Broad target population
4. Permanent schools
5. Infrastructure strengthening
6. Teacher recruitment systems
7. Long term contracts
8. Regular complete curriculum
9. Less psychosocial support

Emergencies:

1. Humanitarian response
2. Acute crisis
3. Specific target population
4. Temporary learning spaces
5. Rapid supply disbursement
6. Rapid teacher/volunteer training
7. Short term contracts
8. Life saving messages
9. Psychosocial support

Objectives of the session

1. Explain **why conflict sensitive education** matters.
2. **Define and contextualize** conflict sensitive education.
3. Begin **applying the “CSE lens”** across the program cycle
4. Familiarize with the **INEE Conflict Sensitive Education Pack**.



NORWEGIAN
REFUGEE COUNCIL



WAR vs. CONFLICT

Difference between War and Conflict, and WHY?

1. War is intentional, disclosed, widespread and long duration armed conflict between countries.
2. War requires mobilization of troops and use of arms and ammunition to destroy enemy targets.
3. Conflict is disagreement between parties where parties perceive threat to their interests and needs
4. Conflict can be between individuals, communities, or even countries
5. There are mechanisms to resolve conflicts but when they fail, conflicts can give rise to full scale wars (when involving countries)

What is War & Conflict?

- **A conflict is a fight between armed troops.**
- **War is the hostility towards other parties issued officially by governments/states.**
 - Conflicts are part of war, though not every war sees actual conflict, nor is every conflict connected to war.

“The Two Faces of Education”

When delivered in conflict-affected context, education and the way it is implemented, can:



- ✓ reinforce and prolong the conflict, **(contribute to conflict/crisis)**
- ✓ reduce tensions and disengage from conflict **(contribute to peace)**

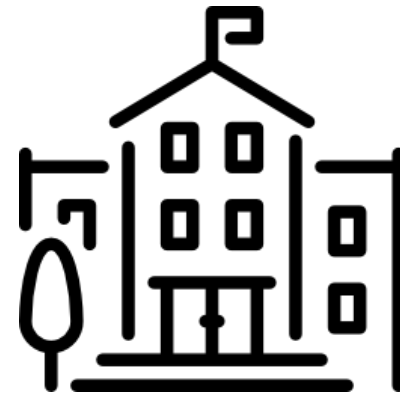
“The Two Faces of Education”

CONTENT
“what”



curriculum, learning materials, teacher training courses

PROCESS
“how/the way”

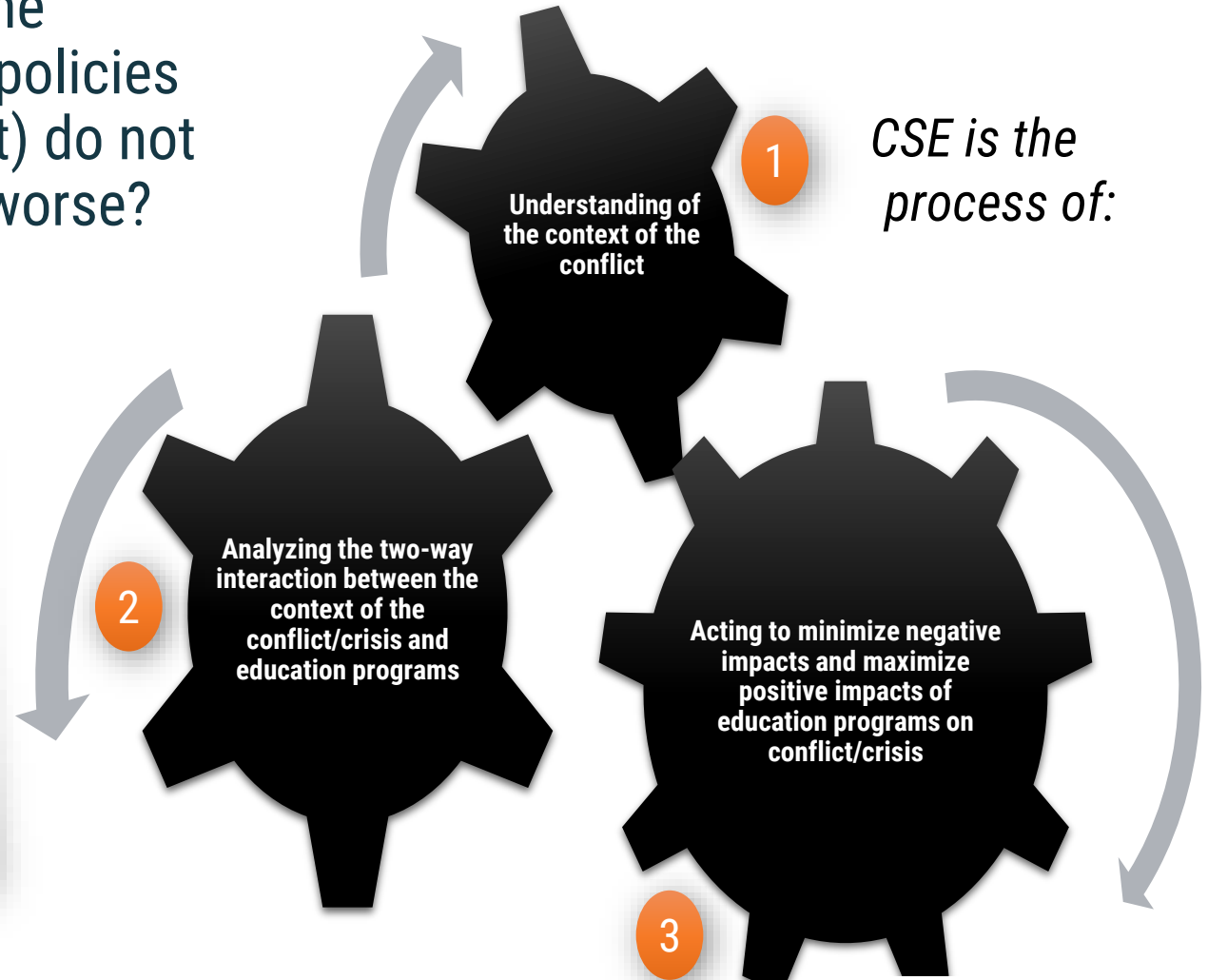


hiring staff, purchasing and delivering resources, renting or constructing offices

Defining Conflict Sensitive Education (CSE) 1/3

How can we ensure the education programs/policies we deliver (or support) do not make conflict/crisis worse?

CSE is the process of:



Page 12



Defining Conflict Sensitive Education (CSE) 2/3

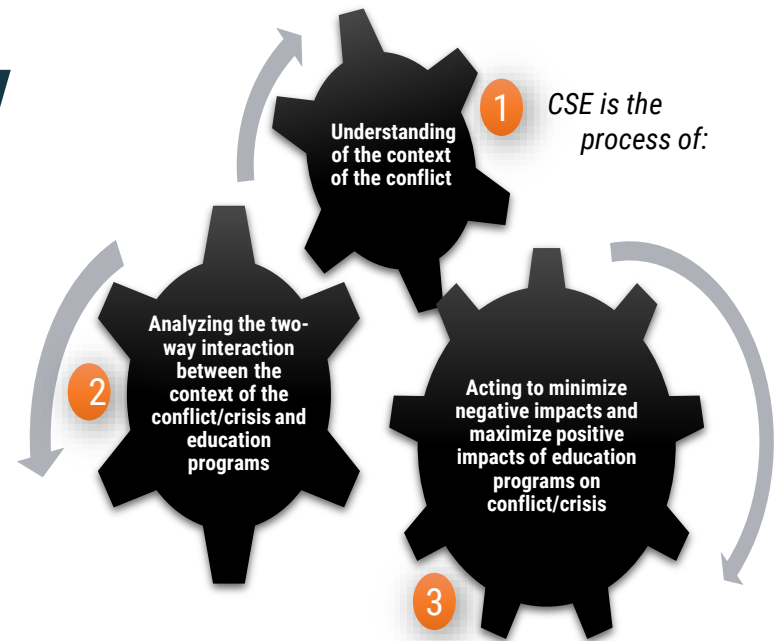
Understanding and assessing the **unintended consequences of the delivery of an educational program or policy**

and then

adapt/change the program or policy

in order to

to **minimize** its contribution to conflict/crisis and **maximize** its contribution to peace

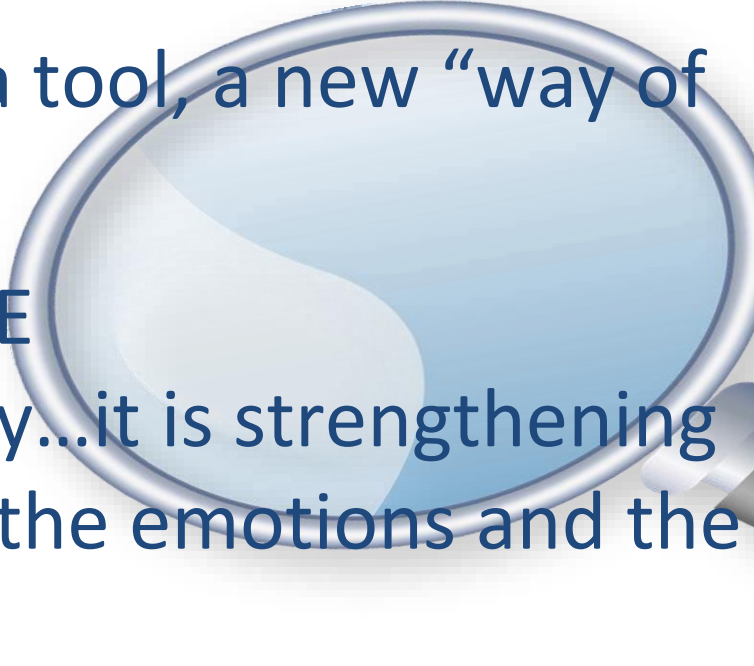


Defining Conflict Sensitive Education (CSE) 3/3

- CSE **is not** doing a new program or new package of interventions
- CSE **is not** a tool (a checklist)
- CSE **is** a process (hence the interlocking gears); a new “way of doing”
- **is** more like “a lens”, to make you understand the “nuances”



CSE - Definition

- ❑ **CSE is not** doing a new program or new package of interventions
 - ❑ **CSE is** a process, a tool, a new “way of doing”
 - ❑ Or my favorite CSE metaphor/analogy...it is strengthening the thinking, and the emotions and the feelings ...
- 

SO with the examples we just presented:

How can we ensure the curriculum and policies we deliver do not make conflict/crisis worse?

In Ukraine, what national, state, and local education laws, regulations, policies, frameworks, and plans are in place to support the education of vulnerable populations, especially displaced children and youth?

Step 1: Conflict Sensitive Education (CSE)

Collect and consider information from a broad and diverse group on these four components of conflict analysis.

1. PROFILE:
2. **ACTORS:**
3. CAUSES:
4. DYNAMICS:

- What groups are involved in the conflict?
- What are the relationships between the groups?
- What is the relationship between these groups and organization?
 - What divides these groups?
 - What connects these groups?
 - What are their positions, interests and needs?

Крок 1. Освіта з Урахуванням Конфлікту

Актори/Групи

Які групи беруть участь у конфлікті?

Які стосунки між групами?

Що розділяє ці групи?

Що об'єднує ці групи?

Які їхні позиції, інтереси та потреби?

Step 2: Conflict Sensitive Education (CSE)

Analyze the two-way interaction between the conflict context
and
the education programmes

1. **WHEN** will the education programme be delivered?
1. **WHO** will deliver the education strategies?
1. **WHERE** will the education programme be delivered?
1. **WHAT** will be delivered?
1. **WITH WHOM** will you partner?
1. **WHOM** will the education strategies target?

Крок 2. Освіта з Урахуванням Конфлікту

З огляду на контекст конфлікту, проаналізуйте двосторонній взаємозв'язок між освітою і конфліктом

Коли буде впроваджуватись програма заходів в сфері освіти?

Хто (яка група акторів) буде впроваджувати програму заходів?

Де ця програма заходів буде виконуватись?

Яким буде зміст цієї програми?

З ким ви будете партнувати для втілення програми заходів?

Хто буде бенефіціарами Вашої програми заходів?

Step 3: Act to minimize negative impacts and maximize positive impacts of education policies and programmes on conflict Conflict Sensitive Education

There are many conflict sensitive education strategies; you should select those that are most appropriate considering the findings of your conflict analysis. Here are a few examples drawn from INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programmes.

1. **ASSESS** Conduct an education and conflict analysis to review:
 1. **DEVELOPMENT PARTNERS** Should Act Fast, Respond to Change, and Stay Engaged Beyond Short-term Support:
 1. **DO NO HARM** Education interventions in conflict-affected and fragile contexts are not neutral; they may reduce or increase the risk of conflict
 1. **PRIORITIZE PREVENTION**
 1. **PROMOTE EQUITY** and the Holistic Development Of the Child as a Citizen:
 1. **STABILIZE**, Rebuild or Build the Education System

Do No Harm

Education interventions in conflict-affected and fragile contexts are not neutral; they may reduce or increase the risk of conflict.

How can we ensure that the following points are contextualized:

- Policy priorities, plans and programmes are based on a comprehensive conflict analysis
- 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 prioritize community participation

WHY Conflict Sensitive Education (CSE)

**EDUCATION IS A RIGHT,
THIS RIGHT TO EDUCATION IS NOT BEING REALIZED IN CONFLICT-AFFECTED
COUNTRIES**

EDUCATION AID CAN CONTRIBUTE TO CONFLICT, example:

- 1. Hiring teachers**
- 1. Constructing a school**
- 1. Procuring school furniture**
- 1. Hiring a security firm**
- 1. Promoting a language**
- 1. Using a history curriculum**

THEREFORE WE MUST WORK TOGETHER TO ENSURE THAT
EDUCATION IS CONFLICT SENSITIVE!



NORWEGIAN
REFUGEE COUNCIL



Why focus on teacher wellbeing?

Humanitarian emergencies stop millions of children from going to school and threaten students' and teachers' wellbeing, HOW?

We often support teachers to improve students' wellbeing and learning, but rarely focus on teacher wellbeing for its own sake, WHY?

Many teachers in emergency settings are extremely resilient, but some need help to support their own wellbeing. Without it, they may feel isolated, angry, lost, and stressed, as the COVID-19 pandemic has made very clear.



Why focus on teacher wellbeing?

“Teacher mental health and wellbeing is a strong predictor of children’s mental health and wellbeing.” (1)

“Teachers contribute more to children’s learning and well-being than any other school-level factor.” (2)

“Teacher wellbeing is often conceptualized as a means to achieve student wellbeing, rather than as a valued outcome in and of itself.” (3)

“I started becoming calmer and my anger gradually faded away. I feel I’m a better teacher and person today. I have the knowledge and tools to change the way these children, and myself, view life. The students I work with continuously give me the motivation and encouragement to deal with my own problems.” (4)



Why focus on student wellbeing?

In emergency situations, parents, children and teachers may be exposed to violence, loss and displacement.

Unaddressed, the psychological and emotional distress caused by this experience **can impede the process of recovery and resumption of healthy development and learning.**



It is therefore essential that EiE programmes incorporate activities to actively tackle the potential psychological distress experienced by teachers and students.

This can be done through **integrating interventions which aim to provide psychosocial support (PSS) and develop social and emotional learning (SEL).**

Why focus on parent & caregiver well-being?

Parent/carer engagement is important because working together (with mothers, fathers and carers) has been shown to have a promising impact on the

- *wellbeing, attendance, behaviour, sense of school belonging, intellectual development and attainment of children across a range of social and economic backgrounds. (1)*



Parents and caregivers play a critical role in fostering children's wellbeing, and it is important to consider necessary and available supports for the adults in children's lives. Support to adults may take the form of professional development, training and coaching materials, resources, or other forms of support related to PSS and/or SEL. (2)

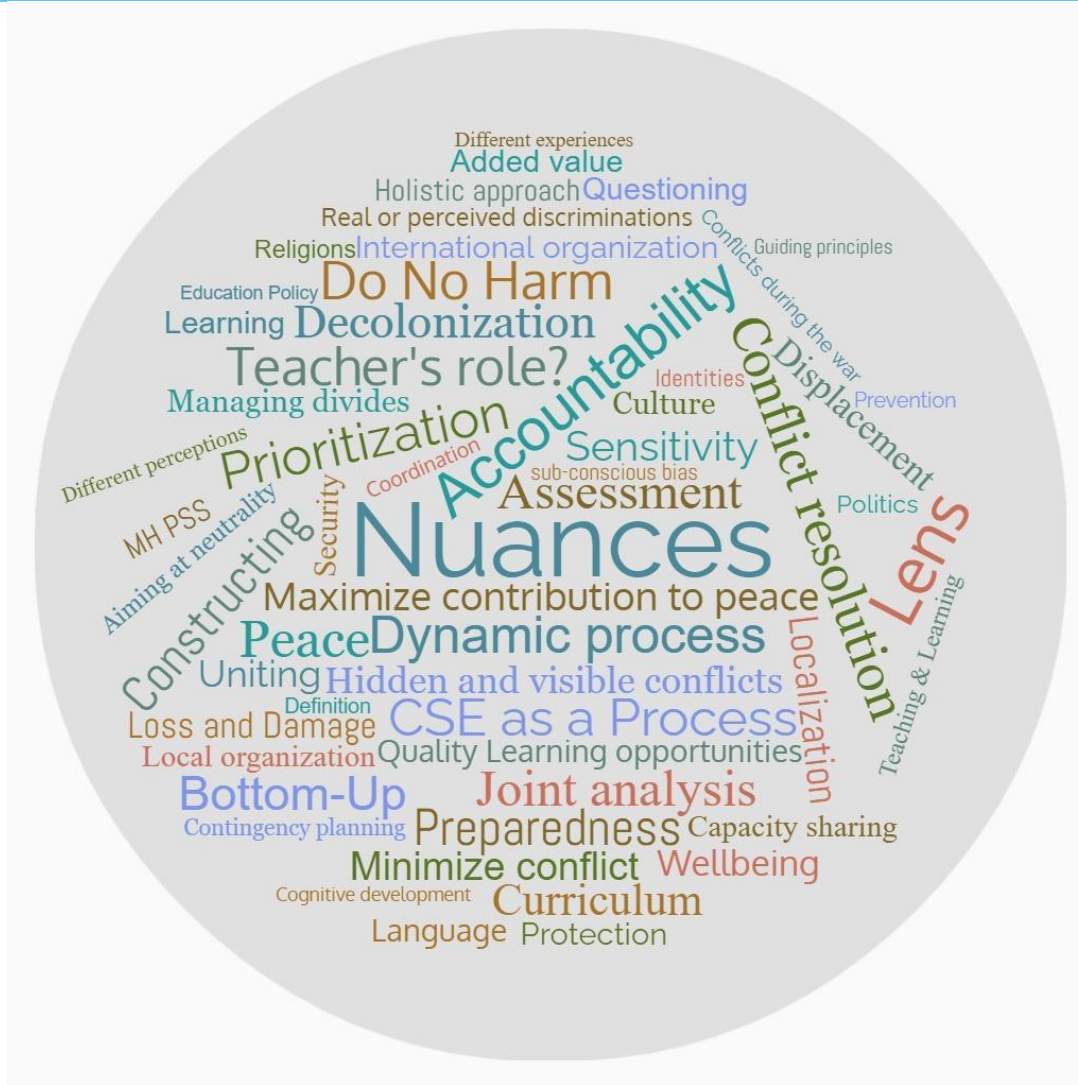
Questions/comments?



Key takeaways in Ukraine context

1. Education programs delivered in conflict-affected contexts are **never neutral**, how can you change it?
2. **Education, and the way it is implemented**, can either: **reinforce** and prolong the conflict, **reduce** tensions and disengage from **conflict**, **How and why is that important?**

CSE Ukraine Wrap-up



THE END

