Checklist for Information and Communications Technologies (ICT) Interventions to Support Education in Crisis and Conflict Settings

Checklist for Information and Communications Technologies (ICT) Interventions to Support Education in Crisis and Conflict Settings

OVERVIEW

A conflict-sensitive intervention avoids increasing the risk of (or aggravating the factors that drive) conflict and violence, and it maximizes its positive impact on the factors that reduce the risk of conflict or violence (IDRC, CIDA, Minbuza, GTZ, & SIDA 2004). This ICT in EiCC checklist focuses on the intersection of conflict sensitivity principles and ICT[1] design approaches to help ensure that an ICT-supported intervention designed to support education activities in a country or community is conflict sensitive.

USAGE GUIDELINES

This ICT in EiCC checklist guides users in making appropriate decisions about the use of technology to support educational interventions in a conflict-sensitive (CS) manner. It is intended to be user-friendly and guide reflection and action planning. Not all questions may be relevant to your project's particular design, but they all have value in highlighting critical CS principles. Please apply and adapt the checklist at your discretion. For a more comprehensive investigation of the issues surrounding conflict sensitivity and ICT design, you can also use the checklist in tandem with other more detailed tools from both disciplines, as listed below.

Possible companion tools include:

- The Principles for Digital Development
- INEE Conflict Sensitive Education Pack
- Rapid Education Risk Analysis (RERA)
- Technology for Evaluation in Fragile and Conflict Affected States
- ICTs for Monitoring and Evaluation of Peacebuilding Programme
- INEE Minimum Standards

ORGANIZATION

The ICT in EiCC checklist follows the phases of an intervention life cycle: ICT in conflict analysis, implementation and management, monitoring and evaluation, and close-out. It is advisable to review and reflect on the entire checklist during the planning phase to stay ahead of potential risks, and then return to the relevant checklist section during each implementation phase. For the purposes of this checklist, monitoring and evaluation (M&E) is considered an ongoing activity and requires continuous consideration.

---

1   ICT (information and communication technology) refers to the integration of telecommunication and computer technologies that allows users to better access, transmit, store, and process information. An illustrative list of ICT tools and devices includes mobile phones; storage devices, such as a USB memory sticks or external hard drives; voice over internet protocols (VoIP), such as Skype; tablets; pico or handheld projectors; laptops; interactive radio instruction; mobile or tablet applications for gaming and other educational activities; SMS; and digital cameras. For more information on the use of ICT for development, go to: https://en.wikipedia.org/wiki/Information_and_communication_technologies_for_development

The ICT in EiCC checklist questions are designed to elicit self-reflection and prompt thinking about additionally needed action. For each "yes" answer, explain how/why. For each "no" answer, note any follow-up action needed to improve the conflict sensitivity of your programming. Several of the questions in the ICT in EiCC checklist are compound questions. If a "no" answer is given for any part of the compound questions, a follow-up action is needed.

The ICT in EiCC checklist questions are structured around the following four "C" categories to provide a framework:

1. Community Context

The target beneficiaries (e.g., administrators, teachers, learners, community) and the social conditions around them

2. Content & Pedagogy

The knowledge and skills being taught and the methods used to teach them

3. Communication Devices (hardware & software)

The interfaces used as platforms for educational system strengthening and content collection, access, and delivery

4. Connections

The means of wired or wireless transmission of data and information

Phase 1: ICT in Conflict Analysis		
Category	**Question**	**Y/N**
	Has a specific conflict analysis[3] been conducted as part of (or have separate findings been factored into) your broader ICT and education situation analysis?	
	Does the analysis include information on the role of ICT in the conflict (e.g., how it may be used by different "dividers" and "connectors" in the community)?	
	Does the analysis include information on the availability and use of different ICT-leveraged content (e.g., what educational content is accessible/not accessible and why) for various or all relevant identity groups[4]?	
	Does the analysis include information on the availability and use of different ICT devices (e.g., what ICT devices are used/not used and why) for various or all identity groups?	
	Does the analysis include information on how the conflict has affected the support of educational systems and content delivery via various ICT platforms (e.g., mass and social media, mobile communications, Internet) and the availability of those connections for use by all identity groups?	
	Does the analysis include information on how the conflict affects the time or location of access to ICT-leveraged information for all identity groups?	

2   Conflict analysis is the systematic study of a conflict, including its profile, causes, actors, and dynamics, particularly "dividers" and "connectors" or factors that divide groups or bring them together (IDRC, CIDA, Minbuza, GTZ, & SIDA 2004).

3   *Identity group* refers to a group to which people affiliate, feel loyalty, and share a common identity, such as on the basis of ethnic, religious, or political affiliation. Identity groups are often key actors to a conflict. Tensions, grievances, and horizontal inequalities between identity groups can lead to conflict. *Conflict sensitivity* therefore means understanding the factors or grievances that drive tension between identity groups and seeking to avoid worsening those factors or grievances. Adapted from United States Agency for International Development Office of Conflict Management and Mitigation (2011) and Stewart (2009).

Phase 1: Explanations/Actions to Take

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Phase 2: Design & Planning		
Category	**Question**	**Y/N**
	Are the key identity groups in the community and the education stakeholders, equitably and meaningfully participating in the design process?	
	Will identity groups benefit equitably from the ICT intervention, and, if not, does your design mitigate the potential for conflict due to inequitable ICT resource distribution?	
	Does the design take into account and mitigate potential risks to targeted ICT users?	
	Does the planned usage protect the privacy of administrative and learner data, particularly data that could exacerbate conflict or put individuals or groups at risk?	
	Is the content and modes of interaction promoted by ICT culturally appropriate and equitably accessible to all?	
	Is the content producer perceived as neutral to the conflict? Is it unlikely that this will change during or after the life of the intervention?	
	Has the plan for content design made every possible effort to avoid conflict-insensitive messages and representations and, where appropriate, to promote conflict prevention and resolution?	
	Can the digitally accessible content be changed from the original source material, or is it "locked" from further adaptation?	
	Will the provider of the device be perceived as neutral to the conflict?	
	Has the potential for co-opting and misusing the device been minimized?	
	Is there a contingency plan for an alternate device and data storage if needed?	
	Will those managing the devices within the community be representative of local identities and be perceived as legitimate and appropriate for the role?	
	Will the provider of the connection/transmission be perceived as neutral to the conflict? Is it unlikely that this will change during or after the life of the intervention?	
	Is there a plan for maintaining equitable access to and/or securing the connection?	
	Is there a contingency plan for an alternate connection or an offline delivery mode if needed?	

Phase 2: Explanations/Actions to Take

Phase 3: Implementation & Management[5]		
Category	**Question**	**Y/N**
	Are ICT trainers and technical support staff representative of and appropriately matched with the diverse identity groups(s) they are supporting?	
	Are technical support mechanisms transparent and responsive to community concerns?	
	Is the capacity of local partners (i.e., community, government, civil society groups) to design, implement, maintain, evaluate, modify, and sustain ICT interventions being built?	
	Are appropriate community feedback mechanisms in place and functioning?	
	Is content (e.g., user manuals, related materials, and content on ICT devices) equally accessible to all identity groups (i.e., culturally appropriate and in appropriate language(s) and user-friendly formats)?	
	Is the content perceived as neutral and/or trusted?	
	Do all targeted educational groups have equitable and adequate access to device maintenance and/or replacements?	
	Is the distribution of devices perceived as fair and equitable by all targeted educational group beneficiaries?	
	Are the devices stored securely, or do they hold no perceived value that might cause conflict?	
	Are the technology platforms being used openly deployed and equally accessible to all targeted education groups?	

---

4   INEE Minimum Standards, Foundational Standards and Domain One guidance offer useful tips for this section: http://toolkit.
ineesite.org/toolkit/INEEcms/uploads/1012/INEE_Minimum_Standards_Handbook_2010(HSP)-English_LoRes.pdf

Phase 3: Explanations/Actions to Take

Phase 4: Monitoring & Evaluation[6]

Category	Question	Y/N
	Is there regular and systematic monitoring of issues identified in the ICT in conflict analysis (conducted in Phase 1) as having the potential to cause or exacerbate conflict?	
	Does the M&E system include appropriate community feedback mechanisms?	
	Does the M&E system adequately protect the privacy of users, particularly data that could be used to exacerbate conflict or put individuals or groups at risk?	
	Have any risks associated with data collection via ICT or concerning the ICT intervention been appropriately communicated to the targeted beneficiary populations, and do they have the ability to opt out of participating in data collection?	
	If relevant, are data collectors following good practice procedures for an institutional review board (IRB) and/or informed consent?	
	If ICT is used to collect M&E data, does the data collection method allow for rapport and trust between data collectors and the targeted educational beneficiaries?	
	Are indicators measuring the ICT intervention disaggregated by key identity groups?	
	Do data analysis and reporting take into account and mitigate any risks to individuals or education identity groups associated with the public dissemination of information on ICT usage?	
	If devices are used to collect M&E data, is the confidentiality of data (particularly data that could exacerbate conflict or put individuals or groups at risk) protected while it is on the device?	
	Is the physical safety of data collectors protected when they use devices that are perceived as valuable?	
	Is the M&E data collected on digital devices secure enough to protect data from being used to exacerbate conflict or put individuals or groups at risk?	

5   INEE Minimum Standards Foundational and Analysis standards offer useful tips for this section: http://toolkit.ineesite.org/inee_minimum_standards

Phase 4: Explanations/Actions to Take

Phase 5: Close-Out		
Category	**Question**	**Y/N**
	Has any potential harm to beneficiaries due to the withdrawal of ICT devices and content at close-out been considered and mitigated?	
	Have key identity groups participated in the planning for close-out, in particular in the plan for disposition of ICT devices and access to content?	
	Has the close-out plan been communicated to communities and all identity groups in advance and in such a way that it appropriately manages expectations?	
	Has the potential for co-opting and misusing the digital content after close-out been minimized?	
	Is the final disposition of ICT devices perceived to be fair and appropriate?	
	Upon close-out, will the technologies deployed during the intervention be discontinued or secured against manipulation?	

Phase 5: Explanations/Actions to Take

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

REFERENCES

American Institute for Research. (2015). *First principles: Designing effective education programs using information and communication technology.* Retrieved from https://www.usaid.gov/sites/default/files/documents/1865/E1-FP_ICT_Compendium.pdf

Barry, B., & Newby, L. (2012). Use of technology in emergency and post-crisis situations. Retrieved from https://educationcluster.net/?get=000388%7C2013/12/Technology-in-Emergencies-_-Post-Crises.pdf

Bush, K., & Saltarelli, D. (2000). The two faces of education in ethnic conflict: Towards a peacebuilding education for children. Florence, IT: UNICEF Innocenti Research Center.

Carlson, S. (2013). *Using technology to deliver educational services to children and youth in environments affected by crisis and/or conflict.* Retrieved from https://www.usaid.gov/sites/default/files/documents/2155/ICTs%20in%20Conflict%20Compendium%20FINAL.pdf

Conflict Sensitive Consortium. (2012). *How to guide to conflict sensitivity.* Retrieved from http://local.conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf

Davies, L. (2004). *Education and conflict: Complexity and chaos.* London, UK: Routledge.

Davies, L. (2011). Can education interrupt fragility? In K. Mundy & S. Dryden-Peterson (Eds.), *Educating children in conflict zones: Research, policy, and practice for systemic change*, *A tribute to Jackie Kirk.* New York, NY: Teachers College Press.

Davies, L., & Talbot, C. (2008). Learning in conflict and post conflict contexts. *Comparative Education Review, 52*(4), 509–518.

Dayha, N. (2016). *Education in conflict and crisis: How can technology make a difference? A landscape review.* Retrieved from https://allchildrenreading.org/wordpress/wp-content/uploads/2017/12/How-Can-Technology-Make-a-Difference.pdf

Inter-Agency Network for Education in Emergencies. (2013). INEE guidance note on conflict sensitive education. Retrieved from http://www.ineesite.org/en/resources/inee-guidance-note-on-conflict-sensitive-education

Inter-Agency Network for Education in Emergencies. (2013). *Reflection tool for designing and implementing conflict sensitive education programmes in conflict-affected and fragile contexts.* Retrieved from http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Reflection_Tool_English_interactive[1].pdf

IDRC, CIDA, Minbuza, GTZ, SIDA (2004). *Conflict-sensitive approaches to development, humanitarian assistance and peace building: Tools for peace and conflict impact assessment.* Retrieved from: http://local.conflictsensitivity.org/wp-content/uploads/2015/05/Conflict-Sensitive-Approaches-to-Development-Humanitarian-Assistance-and-Peacebuilding-Resource-Pack.pdf.

Scharbatke-Church, C., & Patel, A. (2016). *Technology for evaluation in fragile and conflict affected states: An introduction for the digital immigrant evaluator.* Retrieved from https://sites.tufts.edu/ihs/files/2018/02/Technology-and-Evaluation-Hitachi-Paper.pdf

Search for Common Ground. (2014). *ICTs for monitoring and evaluation of peacebuilding programmes.* Retrieved from https://www.sfcg.org/wp-content/uploads/2014/05/CCVRI-SSP-_ICT-and-ME-_Final.pdf

Stewart, F. (2009). *Horizontal inequalities as a cause of conflict.* Retrieved from https://www.bradford.ac.uk/social-sciences/media/socialsciences/BDLStewart.pdf

United Nations Children's Fund. (2016). *Education cannot wait: A fund for education in emergencies.* New York, NY: Author.

United Nations General Assembly. (2008). Promotion and the protection of all human rights, civil, political, economic, social and cultural rights, including the right to development: Right to education in emergency situations. Retrieved from http://s3.amazonaws.com/inee-assets/resources/doc_1_Special_Rap_Report_2008.pdf

United States Agency for International Development. (2013). Checklist for conflict sensitivity in education programs. Retrieved from https://www.usaid.gov/sites/default/files/documents/1865/USAID_Checklist_Conflict_Sensitivity_14FEB27_cm.pdf

United States Agency for International Development, Office of Conflict Management and Mitigation. (2011). *People-to-people peacebuilding: A program guide.* Retrieved from https://www.usaid.gov/sites/default/files/documents/1866/CMMP2PGuidelines2010-01-19.pdf