

Institutionalizing Conflict Sensitivity in Education—Our Progress to Date (Roundtable)

April 16 @ 10:00 am - 11:30 am



In Event: [Roundtable B1](#)

Group Submission Type: Refereed Round-Table Session

As attention to education in crisis and conflict-affected environments has grown in the last two decades, so too has awareness that education activities do not, as was once assumed, offer equal and neutral benefits for all stakeholders. Instead, education activities are recognized as being subject to the same contextual dynamics and inequities as any other public ‘good’. In this sense, education can be understood to have “two faces” (Bush and Saltarelli 2000), one that supports equity, peacebuilding and public cohesion, and one that either intentionally or unintentionally undermines these. Given the now broadly accepted consensus in the humanitarian and development communities that above all, aid should “do no harm” (Uvin, 1998 and Anderson, 1999), the growing recognition of education’s ‘two faces’ has given rise to an increasing awareness of the need for conflict sensitivity in designing, implementing, evaluating and researching education activities in crisis and conflict-affected environments.

The Inter-agency Network for Education in Emergencies (INEE) made a significant contribution to the growing understanding of conflict sensitivity through its publication, in 2013, of the INEE Conflict Sensitive Education Pack. This resource, freely available in English, French, Arabic, Spanish and Portuguese includes Guiding Principles, a Reflection Tool, a Quick Reference Tool, and a Guidance Note. In addition, INEE developed a wide range of conflict sensitivity training materials, and encourages its members to access these to develop and implement further training and application of conflict sensitivity principles and practices.

Although these resources have significantly contributed to the knowledge base regarding conflict sensitive education, much work remains to be done in terms of further institutionalizing its core tenets and practices among the wide range of humanitarian, development and local actors working in education (Paffenholz; 2016, Causton 2009; Goddard 2014). The proposed panel will take a look at institutionalization progress to date, first the ECCN-sponsored researcher Kelsey Shanks will share a broad overview of CSE institutionalization literature and then describe her research to document the outcomes to date of INEE's 2016 CSE Training of Trainers, held in Amman Jordan and attended by some thirty organizations, which made commitments to further CSE training in their home environments. Next, this session will take a more narrow focus to look at what one organization, War Child Holland, has done to institutionalize CSE among its education staff world-wide. The panel will conclude with a description of ECCN and INEE's joint effort to develop a short, online introductory CSE Training Course. Course developer Nour Mounajed will describe her approach and give a brief tour of the course.

Speakers: Cornelia Janke, Kelsey Shanks, Tracy Cordner, Naomi Gerber, Mariko Gakiya, Catalina Laserna

Moving beyond trainings: A 'learning path' on Conflict Sensitive Education

CIES 2019 presentation by Noëmi Gerber, War Child Holland

CONTEXT: Conflict sensitive education

- Given the big push for Conflict Sensitive Education (CSE) in the Education in Emergencies (EiE) sector in the last years, War Child Holland has been prioritising the institutionalisation of CSE since 2018, given its mandate to work in conflict-affected contexts.
 - The organisation's education Community of Practice has developed and is implementing a comprehensive plan for CSE institutionalisation, including capacity building on CSE

CONTEXT: Learning within War Child Holland

- At the same time, the organisation has been prioritising the "institutionalisation" of learning within the organisation. This means...
 - Continuously learning (from our programmes, from each other, from others externally...)
 - Continuously transforming based on that learning (transforming ourselves, the way we work, the programmes – for greater impact in our work)
 - Eventually becoming a Learning Hub that supports and promotes the learning of others outside the organisation too

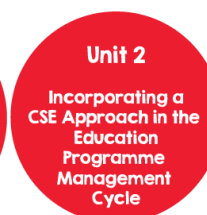


RESULTING APPROACH: New directions for capacity building within War Child Holland

- These two contextual developments have meant that the organisation has started trying to move beyond trainings. Why?
 - From the 70:20:10 model of learning (by McCall, Lombardo & Eichinger), we know that most learning takes place on the job (70%) and from others (20%). Only 10% takes place in formal learning such as trainings.
 - Looking for capacity building solutions with more sustainable impact
 - Looking for self-paced, self-directed solutions where learner is in control
- Resulting approach: Developing 'learning paths': trajectories of learning activities tailored for a certain topic, which build on each other to develop certain skills
- This is what the internal education community of practice began developing for CSE in 2018

THE CSE LEARNING PATH: What is it?

- 3 units that build on each other and each have a unique learning objective (see below)
- Units are composed of series of practical learning activities (e.g. developing an infographic; engaging in a debate; ...)
- Activities are self-paced! Only a few require interaction with a buddy (e.g. the debate; some reflection discussions)
- Heavily uses the INEE CSE Pack



(How) does it complement the INEE (online) training on CSE?

- It's very complementary!
- Trainings often focus on introducing key concepts and giving some opportunity for practice
- This learning path builds on such a foundation by focusing more on practice. The emphasis is on repeatedly applying new knowledge, and thus developing new skills
- It can easily be used after participation in (online) trainings, to further strengthen practical CSE skills

THE WAY FORWARD

- This new capacity building approach and the CSE learning path are both new in War Child Holland!
- The CSE learning path will be tested internally with education advisors in the coming months
- With the strong belief in the sharing of resources such as this learning path, our desire is to make this widely available for anyone in the sector once it has been tested. Watch this space!
- Want to know more? Get in touch with Noëmi at noemi.gerber@warchild.nl

