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INTEGRATING CONFLICT AND FRAGILITY ANALYSIS INTO THE EDUCATION SYSTEM ANALYSIS GUIDELINES: A PROPOSED COMPANION GUIDE

Cynthia Koons, representing JBS International for
USAID and Global Partnership for Education
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Aisling Falconer, UNICEF-HQ

Alan Smith, University of Ulster and UNICEF

Anna Azaryeva, UNICEF-HQ

Blandine Ledoux, Global Partnership for Education

Christy Olenik, JBS International

Friedrich Affolter, UNICEF-HQ

Jennifer Hofmann, UNICEF-WCARO

Jo Kelcey, The World Bank

Joris van Bommel, Global Partnership for Education

Kerstin Tebbe, INEE

Lene Leonhardsen, UNICEF-HQ

Lyndsay Bird, UNESCO-IIEP

Magali Chelapi-den Hamer, Independent Researcher

Marc Sommers,

Morten Sigsgaard, UNESCO-IIEP

Naoko Arakawa, INEE

Ronja Hoelzer, GIZ

Sharika Bhattacharya, JBS International

Yolande Miller-Grandvaux, USAID

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ACRONYMS

CSR	Country Status Reports
DFID	Department for International Development
DHS	Demographic and Health Surveys
ESA	Education Sector Analysis
ESD	Education Sector Diagnosis
ESP	Education Sector Plan
GPE	Global Partnership for Education
INEE	Inter-Agency Network for Education in Emergencies
JAM	Joint Assessment Matrix
LEG	Local Education Group
MICS4	Multiple Indicator Cluster Survey
MDGs	Millennium Development Goals
MDTF	Multi-Donor Trust Fund
MTR	Mid-Term Review
NCP	National Contingency Plan
OECD-DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
PCNA	Post Conflict Needs Assessment
PBC	Peacebuilding Commission
PBF	Peacebuilding Fund
PBSO	Peacebuilding Support Office
PRDP	Poverty Recovery and Development Plan
PRSP	Poverty Reduction Strategy Papers
RESEN	Rapport d'état du système éducatif national (National survey on the education sector)
SWAP	Sector Wide Approach
UNDAF	United Nations Development Action Framework
UNDAP	United Nations Development Action Plan
USAID	United States Agency for International Development
UNICEF	United Nations Children's Fund
UNICEF-WCARO	UNICEF Western Central Africa Regional Office
UNESCO	United Nations Educational and Scientific and Cultural Organization
UNESCO-BREDA	UNESCO Dakar Regional Office
UNESCO-IIEP	UNESCO International Institute for Educational Planning

ABSTRACT

Research has shown that education can contribute to conflict and fragility. How can we ensure education is delivered in a way that does no harm? What do we need to know about the context, the drivers of conflict, the actors and the dynamics before designing education programs and policies? How can we integrate these factors into the existing processes of education analysis? These are a few of the questions explored by this paper commissioned by USAID and the Global Partnership for Education. We will learn from several experiences of education-specific conflict and fragility analyses by development partners such as INEE, UNICEF, and UNESCO-IIEP, and we will make an original attempt to map these lessons onto a newly revised guidance document on education system analysis. The final product will offer guidance to governments who develop education sector plans to ensure that national education planning and development are conflict sensitive.

I. INTRODUCTION

With more than half of out of school children living in fragile contexts, and more than 40% in conflict-affected areas, providing education in these particular environments has become a key issue for the international education community.¹ Research has highlighted the bi-directional relationship between conflict/fragility and education.² This issue is now a priority at the international level as illustrated by the new initiative of the UN Secretary General, Global Education First Initiative³, which puts education in humanitarian situations as a key priority, and by the Global Partnership for Education, which considers the support to education in fragile and conflict-affected contexts as one of its five core priorities.⁴ DFID's Education Strategy for 2010-2015 dedicated 50% of their education bilateral programme aid to fragile and conflict-affected states⁵ and USAID's current strategic plan includes Goal 3: increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.⁶

In light of the advancing agenda on education's relationship with conflict and fragility, development partners are not only compelled to avoid doing harm through their support to education programs but are also seeking to incorporate conflict and fragility mitigating interventions into education.⁷ A number of collaborative efforts have been undertaken to encourage education sector plans and programs to reflect a conflict sensitive understanding of the context in which education services are provided.⁸ Despite efforts made, many of the Education Sector Plans (ESPs) minimally address these themes. A recent assessment of 75 ESPs from the last five years found that only 17 included mention of conflict.⁹ One cause is that education sector analyses, which are key in the development of ESPs, pay little attention to fragility and conflict issues. Thus, there is a real need to identify the fragility and conflict analyses applicable for education, and then to assess how relevant analyses could feed into standard education sector analysis. It is in response to this need that USAID and the Global Partnership for Education have commissioned this paper to explore the question: "How do we integrate conflict and fragility analysis into existing education system analysis guidance?"

II. PURPOSE

This paper proposes a Conflict and Fragility Analysis Companion Guide to the Education System Analysis Methodological Guidelines Volume I (2013), which begins on page 15 in Section 2 .

Specifically, the objectives of this report are to:

- Review existing approaches, methodologies and tools for analyzing conflict and fragility in the social sectors;
- Analyze a select sample of approaches, methodologies and tools for examining conflict and fragility in the education sector; and
- Propose a methodology to integrate conflict and fragility analysis (both content and process) into Education System Analysis Methodological Guidelines Volume I by The World Bank, UNESCO-BREDA, UNICEF, Global Partnership for Education and Pole de Dakar.

¹ (UNESCO, 2013, p.1)

² For examples see: INEE and UNESCO IIEP. (2011). Understanding education's role in fragility: Synthesis of four situational analyses of education and fragility: Afghanistan, Bosnia-Herzegovina, Cambodia, Liberia; and UNICEF. (2011). The Role of Education in Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone.

³ For greater detail on the UN Secretary-General's Global Initiative on Education see www.globaleducationfirst.org

⁴ (GPE, 2013b, p. 3)

⁵ (DFID, 2010, p.23; DFID, 2013) Also see the 2013 education policy paper wherein education in fragile contexts is 1 of 3 priorities for education but does not include a financial threshold.

⁶ (USAID, 2011)

⁷ For example: Save the Children International's programme Rewrite the Future, UNICEF's programme Peacebuilding, Education and Advocacy, USAID's programme Education in Crisis/Conflict-Affected and Fragile Environments (ECAFE), European Commission's programme Guidance on Political Economy Analysis I in the Education Sector in Fragile Situations, and GPE's strategic plan for 2012-2015 includes work in fragile states is one of five key objectives.

⁸ For examples see: INEE. (2013). Guidance Note for Conflict Sensitive Education; and UNESCO-IIEP & UNICEF-WCARO. (2011). Guidance Notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning.

⁹ For greater detail on this sampling and analysis see Winthrop, R. and Matsui, E. (2013). A New Agenda for Education in Fragile States. Washington D.C.: Center for Universal Education at Brookings.

III. KEY CONCEPTS

Much has been written regarding the variety of interpretations of the concepts below. It is beyond the scope of this paper to document the evolution of understandings. The following definitions are provided to clarify the meanings utilized throughout this paper.

Conflict ¹⁰	“Armed or other violent conflict in or between countries or population groups.”
Conflict analysis for education ¹¹	<p>“The systematic study of the profile, causes, actors and dynamics of conflict. Conflict analysis should capture the multidimensionality (political, social, economic, security, etc.) of a conflict, and can be tailored to any geographic area or programmatic level. The essence of a conflict analysis therefore provides:</p> <ul style="list-style-type: none"> • a better understanding of the causes (proximate, intermediate and root), dynamics and forces promoting either violent conflict and/or peace; and • an opportunity to identify and prioritize key underlying causes (e.g. root causes) of conflicts as well as factors that can contribute to promoting peace as the basis to inform programming (development, humanitarian, peacebuilding and at all levels—project, programme, and sectoral). <p>Depending on context and stakeholders, a conflict analysis may also serve as a platform for:</p> <ul style="list-style-type: none"> • different stakeholders at different levels to participate and develop a shared understanding of peacebuilding priorities and interests; and • reviewing and improving [education] interventions.”
Fragility ¹²	<p>“Fragile contexts are distinguished from non-fragile contexts principally by instability – political, economic, social – often coupled with the presence (or risk) of violent conflict. Any number or combination of the dynamics of fragility may characterize such contexts, including poor governance, repression, corruption, inequality and exclusion, and low levels of social cohesion.”</p>
Fragility analysis for education ¹³	<p>Analysis that helps to identify links between education and fragility in countries at risk for conflict. A fragility assessment for education answers three key questions: How does fragility affect education? How does education contribute to fragility? How can education mitigate the sources of fragility and support resiliency?</p> <p>The underlying principles that help define fragility include:</p> <ul style="list-style-type: none"> • the quality of relationships between those with the power to govern and key actors and groups in society; • the outcomes produced by those relationships; and • public perception of the effectiveness and legitimacy of the state.
Education	<p>This term is used in its most comprehensive sense, including: early childhood development, primary and secondary general education, higher education, non-formal education, and technical and vocational education and training. It includes thematic areas such as: context, access, cost and financing, quality and management, external efficiency and equity.</p>

¹⁰ UNESCO-IIEP & UNICEF-WCARO. (2011). Guidance Notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning Draft. Paris: UNESCO-IIEP, p. 10.

¹¹ UNICEF. (2012b). Conflict Sensitivity and Peacebuilding Technical Note June 2012 updated.

¹² (Davies & Bentrovato. 2011. p. 11)

¹³ Adapted from USAID. (2006). Education and Fragility: An Assessment Tool. Washington, DC. p. 2.

IV. KEY DEVELOPMENTS IN THE INTEGRATION OF CONFLICT AND FRAGILITY ANALYSIS INTO EDUCATION

Conflict analysis as a field of study was catalyzed in the late 1990s by Anderson's Do No Harm approach¹⁴ and the lessons learned by the international community in Sri Lanka, Somalia and Rwanda, where humanitarian assistance contributed to conflicts.¹⁵ During the same time period, the literature focused attention on the “two faces of education”, meaning education can both exacerbate tensions leading to conflict, as well as ameliorate tensions and foster peace.¹⁶ Therefore, the need to conduct conflict and fragility analyses in order to inform education delivery and ensure it did not contribute to existing tensions was increasingly recognized. However, in spite of the proliferation of general conflict analysis methodology guidance documents¹⁷ few resources included sector-specific guidance and fewer still addressed education.¹⁸ (See Annex 3 for an annotated table of 40+ documents on non-education specific conflict and fragility analysis.)

Building on the foundation of general conflict analysis guidance, a number of efforts were undertaken to ensure that education sector-specific analysis and plans reflected a conflict sensitive understanding of the context in which education services were delivered. A few of these “milestone” documents are listed here. USAID's Education and Fragility Assessment Tool (2006) and Save the Children's Education and Fragility Barometer (2007) provided guidance to analyze the relationship between education and factors that mitigate or exacerbate fragility and conflict. Out of the work of the OECD-DAC Working Group¹⁹ on Service Delivery in Fragile States emerged and the Education for All-Fast Track Initiative's Progressive Framework, which included a conflict analysis (2008). The Inter-agency Network for Education in Emergencies' (INEE) Working Group on Education and Fragility²⁰ produced a wide range of materials on the topic,²¹ which included the Annotated List of Research Questions on Education and Fragility (2008) and the Analytic Framework of Education and Fragility (2009-2010).

More recently, in 2011, two documents fundamental to the progress of conflict analysis for education were published. UNESCO-IIEP—in collaboration with UNICEF-WCARO and the Global Education Cluster—published *The Guidance Notes for Educational Planners: Integrating Conflict and Disaster Risk Reduction into Education Sector Planning*. This document includes a chapter regarding conflict and vulnerability analysis for education planning. In the same year, the European Commission and CfBT Education Fund commissioned a comprehensive literature review on political economy and conflict analysis for education sectors in fragile situations. In this review, Boak revealed “that frameworks which incorporate political economy and conflict analysis approaches into assessments of the education sector, or into assessments of particular issues within the education sector, are lacking. It is clear that donor approaches to political economy and conflict analysis respectively are better developed at macro-levels [as opposed to social sector-levels].”²² The author concluded, “there is a need for a single approach which brings together simplified tools with the same theoretical underpinning that allows analysis to be undertaken across the three levels: i.) macro political economy drivers at country level; ii.) sector analysis; and iii.) analysis of implementation problems in relation to particular policies.”

¹⁴ (Boak, 2011)

¹⁵ For specifics on these examples as well as a comprehensive table on development partners' commitments to conflict prevention in the 90s see Gaigals & Leonhardt. (2001). *Conflict Sensitive Approaches to Development Practices*. p. 4-14.

¹⁶ For example: (Bush & Salterelli, 2000; Machel, 2001; The World Bank, 2005)

¹⁷ For example: The World Bank's Conflict Analysis Framework, 2005; FEWER's Peace and Conflict Impact Assessment Handbook, 2005 & DFID's Conducting Conflict Assessments: Guidance Notes, 2002.

¹⁸ (Bayne, 2005)

¹⁹ Although it did not include a conflict or fragility analysis tool, it is important to mention the paper produced for this working group by authors P. Rose and M. Greeley (2006) that discussed how development assistance in fragile states can enhance access to education for the poor and vulnerable, improve governance and increase aid effectiveness. Available on the website: <http://www.gsdr.org/go/display&type=Document&id=2599>

²⁰ The Inter-Agency Network for Education in Emergencies' Working Group on Education and Fragility is an open global network of practitioners and policy makers that was established in 2008 to coordinate diverse initiatives and catalyze collaborative action on issues relating to education and fragility. <http://www.ineesite.org/en/education-fragility/working-group>

²¹ For example: The Multiple Faces of Education in Conflict-Affected and Fragile Contexts; Appropriate and Effective Financing Modalities and Channels for Education in Fragile Situations; Situational Analyses on Education and Fragility using the Analytic Framework on Education and Fragility (2009 - 2010) and Capacity Development for Education Systems in Fragile Contexts (2009). All available on the website: <http://www.ineesite.org/en/education-fragility/resources>

²² (Boak, 2011, p. 21)

With support from the Government of the Netherlands, in 2012 UNICEF began the Peacebuilding, Education and Advocacy Program (PBEA). For more than a dozen participating countries, an analysis of the interaction between education and the conflict or fragile context was the first step. To inform this process, in 2012 UNICEF issued the Technical Guidance Note on Peacebuilding and Conflict Sensitivity²³ which will be followed by an eponymous practitioners guide. The local UNICEF teams, representatives from the Ministries of Education and partners determined the scope, scale and methods of the analyses and synergies with broader conflict analyses ongoing/existing at country level; for instance analyses conducted in the process of UN Development Assistance Framework or Post Conflict Needs Assessment.²⁴ In addition to country-specific conflict analyses, in 2013 UNICEF headquarters began to explore types of conflict sensitive indicators that could be considered for addition to the Multiple Indicator Cluster Survey,²⁵ a common data source for education sector analysis and planning, which in its current form contains minimal content on these issues.²⁶

In early 2013, the Inter-Agency Network for Education in Emergencies' launched the Conflict Sensitive Education Pack, comprised of guiding principles, a guidance note and a reflection tool. The pack explores key principles, concepts and indicators regarding the delivery of education programs and policies in conflict-affected and fragile contexts in a way that does not harm. Specific to conflict analysis, the INEE Guidance Note on Conflict Sensitive Education emphasizes the need to assess the interaction between education and the conflict-affected or fragile context. Building on the UNICEF Technical Note, the Guidance Note provides a list of questions that should be explored in a conflict analysis. The document emphasizes the importance of conflict analysis, but remains agnostic on which model should be used. As such, a specific conflict analysis methodology is not included in the pack, however relevant references are listed.

During the summer of 2013, UNICEF-WCARO and UNESCO-IIEP co-hosted a workshop on integrating conflict and risk analysis into education sector analysis. The workshop was attended by representatives from the host agencies as well as Pole de Dakar, UNICEF Headquarters, and Ministry of Education representatives from Niger and Chad. The participants analyzed the similarities and differences in process and content between risk analysis (as conducted by UNICEF-WCARO and UNESCO-IIEP in Chad and Burkina Faso in 2011), and conflict analysis (as conducted by UNICEF in several countries in 2012/13). The result of the workshop was a draft outline for a chapter or section on conflict and risk analysis within the broader education sector analysis.²⁷ In 2013 UNESCO-IIEP, UNICEF-WCARO and Pole de Dakar in Chad and DRC committed to integrate these aspects into the national survey on education (RESEN). In Chapter 1 of the RESEN there will be a sub-section on the risks faced in the country and chapter 8 will look at the impact of crisis on the education system, which is a more quantitative analysis.²⁸ A similar process of integration of conflict and fragility analysis into national sector analysis will be conducted in Niger in 2013-14.²⁹

UNICEF Headquarters and UNESCO are currently reviewing the existing draft guidance on integrating disaster risk reduction into the Education Curricula (which initially referred to natural hazards only) for opportunities to integrate conflict risk reduction into specific agreed-upon chapters. This will be finalized by the end of 2014 as part of a multi-risk informed approach. UNICEF is enhancing its new Strategic Plan (2014-2017) to include resilience in development programs in fragile and risk prone settings through programming informed by risk and a wider context analysis. To support the analysis of the wider education context, UNICEF will be developing specific criteria and approaches for country offices to review their education sector plans to measure how risk-

²³ (UNICEF, 2012b)

²⁴ "The UNDAF is the strategic programme framework that describes the collective response of the UN system to national development priorities. PCNAs are increasingly used by national and international actors as an entry point for conceptualizing, negotiating and financing a common shared strategy for recovery and development in fragile, post-conflict settings." www.undg.org

²⁵ MICS survey tools are developed by UNICEF, in consultation with experts and other household survey programs (DHS), and carried out by government organizations on a periodic basis. For greater detail see: http://www.unicef.org/statistics/index_24302.html

²⁶ (A. Smith, correspondence, 13 December 2013)

²⁷ (UNESCO-IIEP & UNICEF-WCARO, 2013a; J. Hofmann interview, 22 August 2013)

²⁸ (M. Brossard, correspondence, 23 August 2013 and L. Bird, correspondence, 13 November 2013)

²⁹ (L. Bird, correspondence, 30 September 2013)

informed they are and to what extent risk management strategies are included. These will take into account disaster, conflict, and climate change. This will be followed by an education sector specific, “Basic Package for Risk Informed Programming.”³⁰

Also in July 2013, USAID launched The Checklist for Conflict Sensitivity in Education Programs,³¹ in support of the third goal of the USAID education strategy, which is to “increase equitable access to education in crisis and conflict environments for 15 million learners by 2015”. The Checklist is similar to the INEE Conflict Sensitive Education Pack but is more focused on specific needs of USAID’s development and implementation of education programs.

The World Bank, Global Partnership for Education, Pole de Dakar, UNESCO and UNICEF have updated the guidelines for the Country Status Report, an analysis document of the status and trends of education systems that informs education sector planning. The new detailed guidance is titled, Education System Analysis Methodological Guidelines Volumes 1 and 2. Content was finalized in 2013 and printing is expected in early 2014. More on this document will be discussed in the following sections; however it is worth noting under key developments that, for the first time, this multi-donor guiding document on education system analysis includes explicit mention of conflict and fragility.

V. COMPARATIVE REVIEW OF EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSES

As the previous section has shown, recently a number of efforts have been undertaken to ensure that education sector-specific analysis and plans reflect a conflict sensitive understanding of the context. This section examines the content and process of 11 education-specific conflict and/or fragility analysis models. Nine of the 11 models include a report of in-country application. Five commonalities and five variations are highlighted. (See Annex 1 for a detailed table and descriptions of the 11 analysis models.)

Five Commonalities	Five Variations
1. Macro vs. micro	1. Lens: conflict, fragility, vulnerability, resilience
2. Issue vs. indicator	2. Participants: analysts
3. Process steps	3. Participants: respondents
4. Stand-alone vs. integrated	4. Levels
5. Type of information	5. Specifics of education, conflict and fragility

COMMONALITIES

I. Macro/structural analysis. In his definitive paper on Peace and Conflict Impact Assessment, Bush explains the objective of macro-analysis: “At the most elemental level, the peace and conflict impact assessment . . . may be distilled down to a single — but far from simple — question: Will/did the project foster or support sustainable structures and processes which strengthen the prospects for peaceful coexistence and decrease the likelihood of the outbreak, reoccurrence, or continuation of violent conflict?”³² The structures and processes, or “areas of potential impact,” to which he is referring are: institutional capacity, military and human security, political, economic and social reconstruction and empowerment. The majority of models reviewed employ this macro-lens of examining not only education, but also the relationship of education with other societal structures and their

³⁰ (A. Falconer, correspondence, 20 September 2013)

³¹ Further detail on the Checklist can be found here <http://www.ineesite.org/en/blog/interview-with-yolande-miller-grandvaux-September-2013>

³² (Bush, 1998, p.8)

capacity to mitigate or exacerbate fragility. Some of the tools do this explicitly, such as the USAID and INEE models, which categorize the issue-questions according to the macro structures. Others cover these broader structures implicitly, such as UNICEF’s analysis survey in Cote d’Ivoire. One study makes a deliberate departure from the structural analysis: the desk review and youth study for UNICEF-Burundi. This analysis employs a child-centered lens at the micro level of individuals, within the environment of macro structures.

	Micro: Education-only focused	Macro: Education related to other domains
Issue-based Indicator-based	-	<ul style="list-style-type: none"> • INEE’s Analytic Framework for Education and Fragility • International Alert’s Conflict Analysis Framework for Education For All in Nepal • UNESCO-IIEP’s, Analyzing Vulnerability to Disaster and Conflict in an Education Sector Diagnosis • UNICEF-Uganda’s Conflict Analysis Framework • UNICEF-Burundi’s Analysis of Cyclical and Multilevel Violence • USAID’s Education and Fragility Assessment Tool
	<ul style="list-style-type: none"> • Save the Children UK’s Education and Fragility Barometer • CPRN & CIDA’s Education, Conflict and Peacebuilding Diagnostic Tool 	-
Both Issue and Indicator	<ul style="list-style-type: none"> • UNICEF-Cote d’Ivoire’s “When War Enters the School” 	<ul style="list-style-type: none"> • FTI’s Progressive Framework Fragility Analysis • The World Bank’s Resilience in Education Systems Tools

2. Issues vs. indicators. Gaigals and Leonhardt³³ describe two typologies of conflict analysis design: indicator or issue. An indicator tool is “premised on the identification of structural conflict factors” most commonly in the form of “checklists, whereby a rating score is attached.”³⁴ Indicator-based tools include a list of prescriptive measures. In the simplest form, such as the Save the Children Education and Fragility Barometer, the tool is a checklist of items that are ranked or rated. The majority of the models reviewed are issue-based, meaning the open-ended questions are meant to explore themes rather than indicate prescriptive measures or rate a programme. An example of an issue-based model is the UNESCO-IIEP Analyzing Vulnerability to Disaster and Conflict in an Education Sector Diagnosis, which outlines potentially useful methodologies to address highlighted issues, without going so far as to present a specific and operational list of measures. The literature highlights several benefits of the issue-based tool: a) it can be contextualized and translated into indicators at the local level; b) it emphasizes a process of analysis, versus application of a one-off tool; and c) the items/questions can be triaged for relevance to the specific situation. This is underscored by Knutzen and Smith who emphasize that, “The literature warns against generic approaches to conflict analysis and recommends that methodologies be adapted to the local context.”³⁵ Gaigals and Leonhardt recommend that conflict analyses should be tailored and diverse.³⁶ However, it is worth noting that contextualizing global issue-based fragility frameworks to each specific context can present challenges as well. This was revealed in the application in four countries of INEE’s Analytical Framework for Education and Fragility.

³³ (Gaigals and Leonhardt, 2001, p. 21-30)

³⁴ (Gaigals & Leonhardt, 2001, p. 21)

“Using the analytic framework as a methodological basis for the research proved challenging. . . Complex and abstract definitions of fragility, which proved difficult to operationalize, compounded the problem. Furthermore, the issue of discriminating the interlinking and cross-cutting dynamics between the five fragility domains made it difficult to develop measurable indicators, and thus, methodologies and questionnaires. This led to differences in data collection between the countries, and complicated the cross-case analysis.”³⁷

The review of these II models highlights the need for balance between broad issue-based methodologies that take more resources and specific indicator-based tools that may be quicker. Smith points out, “The challenge is what is a reasonable compromise in terms of time, resources, and quality of analysis that emerges.”³⁸ This is particularly true if there is interest in cross-case comparison, or multi-country program information aggregation at the global level, wherein standardization of approach is beneficial. Whatever the balance between indicator and issue-based tools, it is important to remember that “[the conflict analysis] main value lies in guiding the systematic search for this information and providing a framework for analyzing it, thus prompting critical questions and offering new perspectives.”³⁹

3. Process. In their guidance notes for conducting strategic conflict assessments, DFID⁴⁰ recommends the following process: pre-field work consultation (literature review, mapping of context, stakeholder analysis); field consultations (internal and external to agency); and a workshop for validation. To the DFID process, the Conflict Sensitivity Consortium⁴¹ adds three steps: building capacity for conflict analysis, selection of participants (both those applying the analysis and those being consulted); and selecting the appropriate framework for conflict analysis. Of the models that include guidance on methodological process, all begin with a literature review—including data, reports and academic papers—which informs an initial context profile and stakeholder mapping. Most use the literature review to map the context and stakeholders. All of the models conduct consultations through a mix of workshops, interviews, and/ or surveys. Several analyses include a workshop either for data collection or for data validation. The final step of any analysis process is to use the information to inform the prioritization of appropriate education strategies; this step is stressed in several models, for example, International Alert, UNICEF-Uganda, and EFA-FTI’s Progressive Framework.

Common Analysis Process

1. Build capacity for conflict analysis
2. Select participants
3. Select framework
4. Pre-field work consultation
 - Literature review
 - Context mapping
 - Stakeholder analysis
5. Field consultations/validation
 - workshops
 - interviews
 - focus groups
6. Prioritization of education policies and programs

³⁵ (Knutzen and Smith 2012: 5)

³⁶ (Gaigals and Leonhardt, 2001, p.40)

³⁷ (Davies & Bentrovato, 2011, p. 12)

³⁸ (A. Smith, correspondence, 20 September 2013)

³⁹ (Conflict Sensitivity Consortium, 2004, p.8)

⁴⁰ (DFID, 2002, p. 44-47)

⁴¹ (Conflict Sensitivity Consortium 2004)

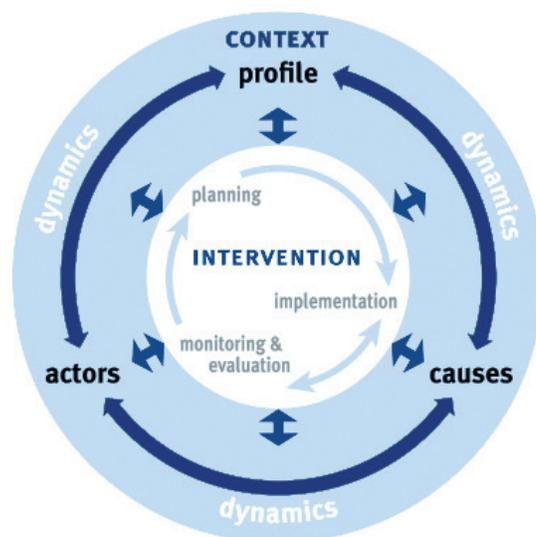
4. Stand-alone vs. integrated. The How to Guide to Conflict Sensitivity⁴² explains that a conflict analysis may be stand-alone or integrated into broader types of needs assessments, situational analysis, or vulnerability assessments. In this sample of II models and their applications, none were integrated into broader education sector diagnosis or analysis. Each application example was implemented as a stand-alone activity to inform a specific education program, rather than an entire sector. This trend may reflect the way that education-specific conflict and fragility analyses are currently being funded—by single agency or program (e.g. UNICEF). Alternatively, it may reflect, as was mentioned previously, the fact that until recently some major development partners did not include conflict or fragility analysis in sector guidelines. It is also worth noting that an integrated national approach to conflict/fragility analysis may not be appropriate in all contexts. Smith points out that multiple conflict analyses at the subnational levels may be more instructive than an integrated ‘one size fits all’, national education sector analysis and plan. Whether stand-alone or integrated into a national level process, the objective of conflict and fragility analyses remains the same: understanding the interaction between education and the dynamics of conflict and fragility.

5. Type of information. Drawing from a comprehensive literature review of resources from the North and South, the Conflict Sensitivity Consortium⁴³ identified four types of information in a conflict analysis.

1. Profile, a brief characterization of the context within which the intervention will be situated;
2. Causes of conflict, potential and existing conflict causes, as well as possible factors contributing to peace;
3. Actors, all those being affected (positively or negatively) by the conflict; and
4. Dynamics, the resulting interaction between the conflict profile, actors and causes.

The majority of the models reviewed include the four types of information, although some do so with variations and not always as distinct stages. The analyses of UNICEF-Uganda, EFA-FTI and International Alert include explicitly the four domains: the profile macro analysis (security, economic and social factors); examination of causes/drivers of conflict, stakeholder analysis; and the interaction between the above and education. In contrast, other models include the content implicitly but not as distinct stages. The models presented by Save the Children UK, USAID and INEE focus on the dynamics between education and conflict/fragility, thus giving less attention to historical causes (e.g. proximate, root, triggers) of conflict/fragility or the stakeholder/actor analysis. Uniquely, the UNESCO-IIEP analysis model includes the context analysis and the dynamics of education with conflict, but omits analysis of drivers of conflict and conflict stakeholder analysis.⁴⁴

Figure 1. Informational Domains of a Conflict Analysis. (Conflict Sensitivity Consortium, 2004, chapter 2 p. 2)



⁴² Conflict Sensitivity Consortium, 2012, p. 7. For greater detail on how to integrate conflict analysis into needs assessment as well as vulnerability and risks analysis see pages 7-11.

⁴³ (2004)

⁴⁴ This model is being updated in 2014 in order to include more of this type of content. (L. Bird, correspondence, 13 November 2013)

VARIATIONS

1. Lens: conflict, vulnerability, fragility, or resilience? Perhaps the most obvious distinction between the analyses is terminology: fragility (4 analyses), conflict (5 analyses), vulnerability (1 analysis) and resilience (1 analysis). What are the pros and cons of each term, and the implied paradigm, as found in this sample of analyses? Experience indicates that use of the term conflict can be counterproductive when working in a context that is transitioning to peace or in denial of the existing conflict and a more neutral term may be more effective.⁴⁵ Additionally, the definition of conflict may be constraining if it is defined as only armed conflict or declared war, as it would not include areas of persistent violence. However, there are also benefits to the use of the term because it is commonly understood and helps to immediately identify the focus of the analysis (as seen in the analyses of CPRN and CIDA, UNICEF-Uganda, and UNICEF-Cote d'Ivoire).

Fragility on the other hand is a term that may receive less resistance than conflict in contexts of transition, but is less commonly understood which can cause operational challenges as mentioned previously.⁴⁶ However, the term fragility may cause an increase in scope of the analysis beyond conflict-caused fragility to include many other issues such as relative strength of state structures, corruption, public disengagement—which has resource implications for application. Furthermore, Boak points out that focusing on fragility or conflict may risk exclusion of peace-enabling factors such as resilience.⁴⁷

Vulnerability is less negative than conflict and fragility and may be a more conflict sensitive way to begin an analysis. However the vulnerability lens⁴⁸ which focuses on risks and hazards, may not include important elements such as historical drivers and triggers of conflict or (critically) how the process of education delivery can itself contribute to tensions.⁴⁹ Broad in interpretation, like fragility and vulnerability, resiliency also widens the analysis scope beyond conflict dynamics.

Some benefits of the resiliency lens are that it addresses explicitly peace-enabling factors such as assets and school/community support, “supportive social ecologies,” and its positive orientation may be more acceptable to actors working in contexts transitioning out of conflict. Resilience theory moves beyond stabilization objectives towards transitional reforms,⁵⁰ which broadens the scope beyond a traditional conflict analysis, which focuses on drivers of conflict. Similar to Anderson’s Do No Harm model, the FTI Progressive Framework Fragility Analysis uses both conflict and resiliency,⁵¹ which ensures that conflict dynamics are addressed as well as peacebuilding assets. UNICEF-Cote d'Ivoire’s model uses an expanded definition of conflict to include cyclical and multi-level violence. Expansion of the term conflict to include violence is appropriate in some contexts—such as Honduras, where The World Bank piloted their RES360 model—but this could also lead to scope creep towards an unmanageable analysis.

2. Participants: analysts. “The quality and relevance of the analysis mainly depends on the people involved. These include the person or team conducting the analysis, on the one hand, and other conflict actors, on the other. Conflict analysis consists of eliciting the views of the different groups and placing them into a larger analytical framework.”⁵² In this sample of II models there is variation in both who conducts the analysis and from whom responses are elicited. Relatedly, few models discuss the selection process for who conducts the analysis or how their involvement may interact with information collected. The EFA-FTI design recommends

⁴⁵ (UNICEF, 2012)

⁴⁶ (Davies and Bentrovato, 2011)

⁴⁷ (Boak, 2011, p. 20)

⁴⁸ (UNESCO-IIEP, 2012)

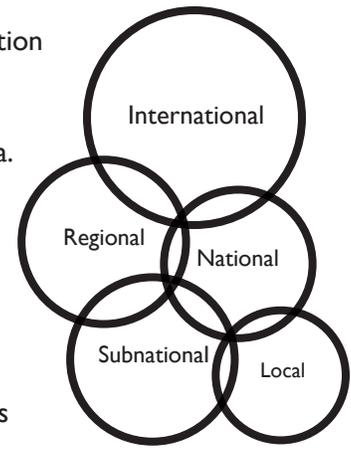
⁴⁹ In June 2013 representation of Ministries of Education, UNESCO-IIEP, Pole de Dakar and UNICEF-WCARO agreed on what should be included in a vulnerability and conflict analysis for the education sector. Broadly, the categories included: risks/hazards, relationships between risks and education, and prioritization of education strategy. In 2014 the vulnerability analysis is being updated to include more on this aspect and will be included in the IIEP Distance Course on C/DRR. (L. Bird, correspondence, 13 November 2013)

⁵⁰ (J. Kelcey, correspondence, 13 November 2013)

⁵¹ (EFA-FTI, 2008, p. 4)

⁵² (Conflict Sensitivity Consortium, 2004, chapter 2: p. 8)

the establishment of an in-country education sector working group led by an education authority (e.g. Ministry of Education) and supported by a coordinating agency, such as the IASC Education Cluster.⁵³ Other analyses were led by a team of external consultants, such as those for UNICEF-Uganda, UNICEF-Burundi and USAID-Liberia. A couple of analyses were co-implemented by external and local teams (e.g. UNICEF-Cote d'Ivoire). Rarely were the analyses in this sample demand driven, led and designed by local teams, pointing to the need for a capacity building approach to conflict and fragility analysis in order for government teams to take ownership of their own education processes. The approaches of both The World Bank resilience framework and UNESCO-IIEP's analysis are positive steps towards capacity building models, wherein initial guidance is provided externally but the tools are designed and applied by local teams.



3. Participants: respondents. Of the sampled reports that included information on respondent selection, methods varied. While all models included mention of intentional selection for participants in consultations, few provided guidance on how this was done. The approaches varied from snowball sampling for individual interviews across multiple regions (e.g. UNICEF-Burundi), to urban stakeholder workshops (UNICEF-Uganda), to systematic stratified sampling for large surveys (e.g. UNICEF Cote d'Ivoire; USAID). Experience has shown that in cases where broad stratified sampling is not used, participants in consultations typically are biased towards well-educated, relatively wealthy urban elites.⁵⁴ UNESCO-IIEP's analysis with Burkina Faso was unique in emphasizing a participatory approach with the intent of building capacity through the analysis exercise. In terms of qualitative sampling methods, the World Bank's resilience model emphasizes purposeful sampling, for instance intentional selection of both host and displaced learners affected by violence and conflict, which allows comparative analysis of both populations.

4. Levels. Conflict and fragility occur at international, regional, national, subnational and local levels—all of which can have an effect on education. Therefore, conducting a conflict analysis requires prioritization of levels for information collection and analysis. The conflict and fragility models reviewed illustrate a variety of approaches to this challenge. For example, the UNICEF-Uganda model includes analysis at the national level as well as at the subnational level in four regions. This was found to be an extremely important feature of the analysis as it revealed many differences in context and conflict dynamics between the levels. In contrast, the UNICEF-Burundi model focuses on the national level for the analysis of macro structures and drivers of conflict and the local level for the analysis of dynamics between adolescents, violent conflict and peacebuilding. The UNESCO-IIEP model applied in Burkina Faso prioritizes the national level for analysis of context, hazards and capacities. Another approach is offered by Save the Children's model, which focuses on the education system at the national and school levels. Whichever level is prioritized, the Conflict Sensitivity Consortium points out that, "While linking the level of conflict analysis with the level of intervention, it is also important to establish systematic linkages with other interrelated levels of conflict dynamics."

5. Issues in education, conflict and fragility. As noted above, the majority of analyses agree on the types of information to collect, such as profile, actors and dynamics. However, there is wide variety in how each model addresses the specific issues of these dynamics. An example is the way the models address the bi-directional relationship between education and conflict/fragility. This relationship includes four dynamics: 1) conflict/fragility's negative effects on education; 2) education's contribution to conflict/fragility; 3) education's resilience or resistance

Relationships Between Education & Conflict/Fragility

- Conflict/Fragility → Education
- Education → Conflict/Fragility
- Education | Conflict/Fragility
- Education → Peacebuilding

⁵³ (EFA-FTI, 2008, annex II: p. 4)

⁵⁴ (Conflict Sensitivity Consortium, 2004, chapter 2: p. 8)

to conflict/fragility; and 4) education's contribution towards peacebuilding. Some of the models address both 1 and 2 equally, such as the USAID Education and Fragility Assessment Tool and INEE Analytic Framework for Education and Fragility. Other models emphasize conflict/fragility's effects on education, such as the UNESCO-IIEP model applied in Burkina Faso, which examines the impact of hazards, disasters, risks, conflicts and epidemics on education. A third approach acknowledges the effects of conflict/fragility on education and stresses the contribution of education towards peacebuilding—as illustrated by the EFA-FTI and Save the Children UK models. The World Bank's Risk and Asset Analysis, emphasizes assessment of assets, capacities and positive engagement of education for peace, thus de-emphasizing analysis of the negative interactions between education and conflict/fragility.

In summary, this review of commonalities and variations across a variety of conflict/fragility analyses for education has several implications for the future proposed methodology. First is the importance of understanding not only the dynamics internal to education, but also the dynamics between education and other societal domains, such as political, economic, and socio-cultural. Second, in spite of the appeal of a prescriptive checklist of indicators, the models indicate the comparative benefit of broader, issue-based questions that promote exploration of topics interpreted within the specific context. Third, the process of a conflict/fragility analysis should include at a minimum: capacity building, intentional selection of participants (both respondents and analysts), selection of a framework, pre-field work consultation, field-work consultation, and education policy and program prioritization. Fourth, there is a preference for flexible analysis models that can be integrated across a broader analysis or applied as a stand-alone activity. The decision should be made with the country team considering the time and budget constraints. Fifth, at a minimum the conflict/fragility analysis should include: context, causes, actors, and dynamics. However, the models illustrate a variety of means to achieve this end. There does seem to be some benefit to addressing each aspect explicitly and in separate steps (as opposed to implicitly through issue-based questions) in order to ensure the necessary and sufficient information is collected.

The variations across the analyses are equally instructive. First, the models illustrate the importance of understanding the costs, benefits and implications of each term: conflict, fragility, vulnerability, and resilience. For example, although there may be resistance to the term conflict, there is also utility in the common understanding and the focus it provides for an analysis. Therefore, the analysis team should select and define the term most appropriate to achieve the most robust analysis in the local context. Second, conflict analysis literature stresses that a conflict analysis is only as useful as the information collected. Thus the selection of who will conduct the analysis and who will respond must be given due consideration. Relatedly, the analysis report should include examination of the assumptions carried by the participants and how these may influence the process and content of the analysis. Fourth, the models demonstrate a variety of approaches to the different levels of analysis: national, subnational and local, and indicate that it is useful to look at not only several levels but also the relationship between the levels. Finally, as the models show, the dynamics of education with conflict and/or fragility are complex, multiple and analyzed in a variety of ways. It is important to at least consider, in a methodical way, how conflict affects education and the way education affects conflict; education strategies should be prioritized accordingly.

VI. APPROACH TO THE DEVELOPMENT OF THE CONFLICT AND FRAGILITY ANALYSIS COMPANION GUIDE

In consideration of the lessons learned from the above comparative analysis and in consultation with the advisory group, the following decisions were taken regarding the approach to the Companion Guide.

1. Provide practical, operational, accessible guidance. As noted in Annexes 1 and 2, there exists a wealth of literature on analysis of conflict/fragility and education. To make this information operational for government teams this information must be prioritized and made relevant to the framework of education system analysis. Towards this end, the common core content and process of the reviewed analysis models has been triaged and prioritized. This methodology proposes two to six questions relevant to each section in the education system analysis guidelines.

2. Be adaptable to the local context. There exists a tension between standardization of global tools and the uniqueness of local contexts. As the first section of this paper illustrates, approaches to this tension can be located along a spectrum between the two extremes: 1) provide little global guidance and allow each context to approach analysis in their own way, 2) provide prescriptive, measurable indicator checklists which every context is required to use. Costs and benefits exist for every approach. This methodology seeks a middle path: to provide enough structure to ensure content that is necessary and sufficient is addressed, while not going so far as to prescribe a rigid list of required indicators. For example, the suggested questions guide exploration of certain issues, for which local teams can assign contextualized measurable indicators. This approach of issue-level questions mimics that which is presented in the Education System Analysis Methodological Guidelines.

3. Align with development partners' existing strategies and systems for education system analysis. Many donors have explored themes of conflict/fragility analysis and developed guidelines to aid country teams. Repeatedly, coordination is listed as a critical need across the fields of security, disaster risk reduction, development and humanitarian aid. This methodology is based upon the Education Sector Analysis Guidelines, which represent the consensus of several major development partners (UNICEF, The World Bank, UNESCO, Pole de Dakar, and Global Partnership for Education).

4. Focus on the national sector level. The purpose of this paper is to inform the national sector-level analysis. Thus, the suggested questions reflect specifically and primarily on the national-level topics in the Guidelines. However, it is important to recognize the inherent opportunities and risks in a national-level approach, for example, national averages or summaries may mask discrepancies at lower levels, and lack of local-level constituency support could lead to instability.⁵⁵ The government analysis teams may address these risks in several ways: a) bear in mind the linkages with other levels; b) employ methods of data disaggregation to reveal subnational/subgroup variances; and c) where budget permits, conduct the analysis at sub-national and local levels.⁵⁶

5. Be accessible to government teams so they can apply the methodology themselves, with external guidance, when requested. Despite global recognition of the principle of capacity building for sustainability in fragile contexts, it remains true that many education sector analyses are led or conducted by external actors (e.g., independent contractors, multi-lateral organizations). Consistent with the goal of sustainability through local capacity building, this methodology aims to include only the information that is necessary and sufficient, so that the process is accessible to government teams. The number of suggested questions regarding conflict/fragility analysis for each section of the Guidelines is limited to five or less. The

⁵⁵ For a comprehensive table of the opportunities and risks associated with national-level sectoral approaches, see Conflict Sensitivity Consortium. (2004). Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding: tools for peace and conflict impact assessment: Chapter 4. p. 3-4.

⁵⁶ For example, the UNICEF-Uganda analysis found the analysis of subnational regions extremely important due to the differences revealed and the implications for program response.

majority of the questions are an adaptation of common issues/indicators drawn from the analyses reviewed in this paper, citations are provided in footnotes. Analysts may go to the cited document or to any of the documents listed in the reference table for additional or alternative questions on a specific issue.

6. Be flexible enough to be a stand-alone chapter or integrated across the 6 chapters of the education system analysis. Reality imposes certain budgetary and time constraints on education sector analyses, and as such requires prioritization of both process and content. This methodology is presented within the framework of the six chapters of the Education System Analysis Guidelines. However, should the conduct of the analysis not be feasible as an integrated piece of the Analysis, the content can be excerpted and applied as a separate chapter on conflict/fragility. For example, the analyses in chapter 1 and the questions across all 6 chapters could be answered in a stand-alone chapter of the Education System Analysis Report.

7. Use and complement the existing administrative data available. Related to budget and time constraints within which education analyses must be conducted, is the prioritization of what data can be collected and when. Conflict analysis requires both quantitative and qualitative data collection and analysis. In other words, both numerical data (e.g. enrollment) as well as observed data (e.g. perceptions of enrollment equity) are necessary. Thus it is critical to make the most of existing data structures (MICS, DHS, EMIS), as well as identify areas where supplementary data collection is necessary. This methodology approaches the issue in two ways: 1) using the indicators already included in the formal Guidelines, suggesting ways to use the indicators to reveal conflict/fragility dynamics, 2) suggesting where supplemental data collection and analysis should be considered.

8. Limit the scope of the Companion Guide. As discussed in the limitations section of the paper, this Companion Guide prioritizes education's dynamics with conflict and fragility. Therefore, certain topics are intentionally limited, such as positive peace, structural conflict analysis and risk/hazard mapping. This limitation of scope ensures that the focus will remain on education, which is consistent with the mandate of the government teams who use the Education System Analysis Methodological Guidelines, and keeps the question list both manageable and directly relevant to the topics of the six chapters. However, this approach to limiting scope does not mean to imply that other analyses are of less import. In fact government analysis teams are encouraged to consider this Companion Guide as well as other analyses (e.g. hazard mapping or resilience analysis) in order to select that which is most appropriate for their particular context. For example, a DRC analysis may prioritize assessment of conflict, whereas analysis in Chad may include multiple hazards and conflict analysis in order to address education's relationship with the multiple complex emergencies of nutrition, conflict, displacement and flooding.

9. Adhere to the INEE Principles for Conflict Sensitive Education 2013.⁵⁷ 1) Assess: Conduct an education and conflict analysis; 2) Do no harm; 3) Prioritize prevention; 4) Promote equity and the holistic development of the child as a citizen; 5) Stabilize, rebuild or build the education system; and 6) Development partners should act fast, respond to change, and stay engaged beyond short-term support.

NB: The Companion Guide presented in the following section begins on page 15 and is designed in order to be a stand-alone print document. Therefore, the conclusion is offered here, before the Companion Guide.

⁵⁷ This is an abbreviation, for the full text see: [http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Guiding_principles_A3_English\[1\].pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Guiding_principles_A3_English[1].pdf) For other INEE conflict sensitive guiding materials see: <http://www.ineesite.org/en/education-fragility/conflict-sensitive-education>. These are consistent with the OECD DAC principles for international engagement in fragile states: 1. Take context as the starting point; 2. Ensure all activities do no harm; 3. Focus on state building as the central objective; 4. Prioritize prevention; 5. Recognize the links between political, security and development objectives; 6. Promote non-discrimination as a basis for inclusive and stable societies; 7. Align with local priorities in different ways and in different contexts; 8. Agree on practical coordination mechanisms between international actors; 9. Act fast ... but stay engaged long enough to give success a chance; and 10. Avoid creating pockets of exclusion.

VII. CONCLUSIONS AND NEXT STEPS

Intra-state conflict is on the rise and 28 million children remain out of school in conflict-affected fragile states. Now more than ever, development partners and government teams need to work together to ensure education contributes towards peaceful societies and avoids exacerbating divisive tensions. Understanding the conflict/fragile context is the crucial first step. Towards this end, a selection of education-specific conflict and fragility analysis models and identified commonalities and variations were examined in this paper. The lessons learned informed the development of the Conflict and Fragility Analysis Companion Guide to the Education System Analysis Guidelines Volume I 2013.

This proposal is an original attempt at mapping conflict/fragility analysis onto the 6 chapters of the Education System Analysis Methodological Guidelines Volume I (2013), and as such there is need for validation and continued development with actors – such as Ministry of Education, Pole de Dakar, and UNICEF-MICS – who implement education system analysis. Below are a few recommended next steps for this paper and the proposed Companion Guide.

Recommended Next Steps for the Education System Analysis Conflict and Fragility Analysis Companion Guide			
Activity	Objective	Who	Where
Roundtable	<ol style="list-style-type: none"> 1. To inform education system analysis managers and implementers on the development and key concepts of the Companion Guide. 2. To elicit expert feedback and edit the Companion Guide accordingly. 3. To design an action plan for integration of conflict/fragility analysis into the upcoming education system analyses in WCARO region. 	Education system analysis implementers and reviewers, including: UNESCO-Pole de Dakar, UNESCO-IIEP, UNICEF-WCARO, Ministry of Education (e.g. departments such as EMIS, finance, curriculum/exams), statisticians familiar with MICS or DHS and data available in WCARO countries, Global Partnership for Education, USAID and The World Bank education economists.	Western Central Africa Region Dakar, Senegal
Pilot	<ol style="list-style-type: none"> 1. To test the viability of the Companion Guide content and process within the broader education system analysis process. 	The education system analysis team for 1 country in WCARO.	Western Central Africa Region
Lessons Learned Document	<ol style="list-style-type: none"> 1. To document the lessons learned from Companion Guide's approach (integrated model) and the pilots in Chad and DRC (stand-alone chapter approach). 2. To update the Companion Guide according to lessons learned from this and the pilots in Chad and DRC in 2013. 	The education system analysis team for 1 country in UNICEF-WCARO, UNESCO-Pole De Dakar, UNESCO-IIEP.	Western Central Africa Region
Formal Launch	<ol style="list-style-type: none"> 1. To raise awareness of the Companion Guide. 2. To integrate the Companion Guide within in Donor's reviews of proposals, country status reports. 	Education system analysis implementers and reviewers.	Global

THE CONFLICT AND FRAGILITY ANALYSIS COMPANION GUIDE TO THE EDUCATION SYSTEM ANALYSIS GUIDELINES VOLUME I 2013

INTRODUCTION TO THE CONFLICT AND FRAGILITY ANALYSIS COMPANION GUIDE

It is unlikely that all education programs and policies would work directly ON the root causes of conflict. However, considering the need for, and global commitment to, delivery of education in conflict and fragile contexts, it is critical that education be designed to work IN these contexts without fueling conflict and undermining local coping strategies. Integrating conflict and fragility analysis into education system analysis is the critical first step. The Conflict and Fragility Analysis Companion Guide explains how.⁵⁸

Consistent with the principles of conflict sensitivity, the objectives of this Guide are to: 1) Understand the context in which education will be delivered; 2) Understand the interaction between education and the context; and 3) Inform education strategies that will minimize negative impacts and maximize positive impacts.⁵⁹

A. What are the Education System Analysis Methodological Guidelines Volume I 2013? This Companion Guide follows the framework and content of the Education Analysis Methodological Guidelines Volume I 2013 (Guidelines). Prepared by education economists and specialists from UNESCO, World Bank and UNICEF, the Guidelines provide detailed methodology to help build national analytical capacities and support the preparation of education system analysis.⁶⁰ The content is aligned with development partners' (e.g. Pole de Dakar, The World Bank, UNICEF, UNESCO) visions and strategies and aims towards harmonization and joint support to education sector plans.⁶¹ The process of implementing the Education System Analysis Methodological Guidelines takes 6-12 months and typically includes four phases: 1) identification of teams and existing sources of data; 2) data collection, identification of additional in-country sources; 3) additional data collection to fill gaps, data validation and analysis; 4) final validation and endorsement of the findings. The analysis teams include internal (e.g. Ministry of Education) and external (e.g. Pole de Dakar or UNICEF) representatives, who are divided into working groups according to the six chapters.⁶²

The Education System Analysis Methodological Guidelines Volume I consists of six chapters.

1. Context of the Development of the Education Sector
2. Enrollment, Internal Efficiency and Out-of-School
3. Cost and Financing
4. Quality and Management
5. External Efficiency
6. Equity⁶³

⁵⁸ Although presented originally as part of a broader paper, "Integrating Conflict and Fragility Analysis into Education System Analysis: A Proposed Methodology," this Companion Guide is written to also function as a stand-alone piece. The analysis of existing tools as well as the approach and process for creation of this Companion Guide can be found in the original full paper.

⁵⁹ While this principle includes both avoiding conflict and contributing to peace, the Companion Guide prioritizes avoiding conflict, i.e. negative peace. The reasons for this are pragmatic—the target audience for the Guide is Government Teams working under tight budget and time constraints to deliver a general sectoral analysis of which conflict/fragility concerns are but one part, therefore we have tried to limit the scope and number of questions. Further detail is explained in the approach section of the paper.

⁶⁰ Education System Analysis Methodological Guidelines Volume I 2013 p. 26

⁶¹ For a detailed list on the development process and contributors see p. xvii, for background and rationale see p. 25.

⁶² (Interview, J. Hofmann, 18 December 2013) Any errors are the author's alone.

⁶³ The sixth chapter on equity was added in this 2013 edition of the Guidelines.

For each chapter, an introduction provides the issue, objective, methods and sources.⁶⁴ This is followed by detailed instruction, including suggested questions and indicators for each chapter's topic. An excerpt is shown below.

Chapter I Context of the Development of the Education

Objective: To analyze the socio-demographic, humanitarian and macroeconomic contexts affecting the education sector, including past trends and future prospects.

Section 2: The Macroeconomic Context

<i>Issue</i>	The evaluation of education systems' development perspectives require knowledge of the macroeconomic constraints a country faces and some understanding of its budgetary room for maneuver.
<i>Objective</i>	- Evaluate the current and projected levels of resources available for public expenditure, and education in particular.
<i>Methods</i>	- Study past trends in GDP, budget resources (as a % of GDP), and external resources; and compare the indicators to those of other countries of similar development levels; and - Project future scenarios for GDP, tax income, and public resources.
<i>Sources</i>	- National: National budget and macroeconomic data, from national statistical institutes and the ministries of planning, economy, development, finance, and/or the budget; education ministries' budgets; - Data on external funding of the education sector; from the relevant donor or technical partners' thematic group when available, or from OECD-DAC; and - International: Estimations and projections of GDP and GDP growth prepared by the World Bank and the IMF.

B. How does the Conflict and Fragility Analysis Companion Guide relate to the Guidelines? There is growing recognition of the need to look at how the education system is both impacted by crises *and* playing an active role in promoting peace or conflict. This is illustrated by the updated 2013 Guidelines that now include references to conflict and vulnerability analysis. For example, in Chapter I: Context of the Development of the Education Sector (p. 28), "Describe risks associated to natural disasters and to conflicts and their impact on the education system."

While these references are a step forward towards ensuring Education Sector Plans are conflict sensitive, analysis teams may find they need more specific guidance. To address this need, the Conflict and Fragility Analysis Companion Guide is proposed as a supplemental guide to the Guidelines and should be read in conjunction with them. For ease of use and consistency, effort has been made to: a) be consistent with the format, issues, and language of the Guidelines; b) be brief and limit repetition of content already in the Guidelines; and c) where possible link to the tools and definitions already recommended by the authors of the Guidelines.

⁶⁴ The sources listed in the 6 chapters of Education System Analysis Methodological Guidelines may or may not be relevant to answer the questions in the Companion Guide. Assessment of data sources and availability, as well as a plan to fill gaps, should be conducted in the first mission trip of the Analysis.

C. Who is this Companion Guide for? This Conflict and Fragility Analysis Companion Guide targets a similar audience to that of the Education System Analysis Methodological Guidelines: teams in charge of education system analysis. Teams may include the government ministries of education, finance, planning, social affairs and labor, national statistical institutes, civil society representatives (national education coalitions, teacher and student unions, parent associations), multi-lateral and non-governmental institutions.

D. How may a government team use this Companion Guide? A government team may review the Guidelines together with the Conflict and Fragility Analysis Companion Guide to understand what additional content should be integrated into each chapter of the system analysis report. For example, when reviewing chapter 3 of the education system analysis, a government team may reference the correlating section in this Guide to see the suggested questions related to the dynamics of education and conflict/fragility. This review should occur in the first mission trip of the Education Sector Analysis in order to identify and address data gaps.

E. What are the results of using this Companion Guide? If all of the proposed Conflict and Fragility Analysis Companion Guide is implemented, the concrete results will be: profile, conflict causal analysis, actors' analysis and analysis of dynamics of conflict/fragility with education. The results may be presented in a separate chapter, e.g. chapter 7, or integrated across the 6 chapters of the analysis report as indicated in the table below.

Conflict/ Fragility Analysis Results	Integrated into which chapter of the Analysis Report?	Examination of the....
Profile	1	macro-structural context surrounding education
Conflict causal analysis	1	drivers of conflict and factors for peace as they relate to education
Actors analysis	1	individuals, groups and organizations that influence or are influenced by education, conflict and peacebuilding
Dynamics of conflict/fragility and education	2	dynamics of conflict/fragility with enrollment, internal efficiency and out-of-school
	3	dynamics of conflict/fragility with cost and financing
	4	dynamics of conflict/fragility with quality and management
	5	dynamics of conflict/fragility with external efficiency of education
	6	dynamics of conflict/fragility education equity

WHERE TO START?

PREPARING TO INTEGRATE CONFLICT AND FRAGILITY ANALYSIS INTO THE EDUCATION SYSTEM ANALYSIS

STEP 1: When should you integrate conflict/fragility analysis into your education system analysis? Robust analysis is critical to any credible education sector plan. The Guidelines state, “Conflict drivers will be analyzed be they relating to political economic, social, or security factors. The extent to which the education system is influenced by these dynamics or is contributing to them will also be described.”⁶⁵ Ideally, the conflict/fragility analysis will be integrated across the broader education system analysis, or, as the Guidelines recommend, “When relevant, these analyses may feed into one specific chapter, in particular in high humanitarian risk and post-crisis contexts.”⁶⁶ If integration in a system analysis is not feasible, the conflict/fragility analysis may be conducted within a joint sector review, midterm review, or to inform an operational or transitional plan.

STEP 2: Who should conduct the analysis? Government teams in charge of education system analysis bear ultimate responsibility to include the examination of dynamics of conflict and fragility. These teams may include the government ministries of education, finance, planning, social affairs and labor, national statistical institutes, civil society representatives (teacher and student unions, parent associations), multi-lateral and non-governmental institutions. It is recognized that in a crisis context multi-lateral agencies or non-governmental institutions, rather than the government, may lead the education system analysis team. Consideration should be given to how the perspectives, assumptions, politics, and characteristics of those conducting the analysis may influence the type of information collected regarding conflict and fragility. For example, an anthropologist may focus more on the qualitative micro-dynamics of conflict, whereas an economist may focus more on quantitative macro-dynamics. A robust conflict/fragility analysis for education will incorporate a variety of perspectives and state up-front the assumptions of the team conducting the analysis and how these would influence the data.

STEP 3: What terminology is appropriate for your context and acceptable for your team?⁶⁷ If there is resistance to the terms conflict and fragility, analysis teams should discuss and agree on acceptable working terminology and definitions. The objective is to have a working definition around which the analysis team can build consensus and with which the team can respond to the suggested questions in the analysis. At a minimum the term needs to focus the team towards examination of societal structures, actors, and dynamics of conflict/fragility and their bi-directional relationship with education. If conflict/fragility is not acceptable, the team may want to select an alternative such as: situational analysis, violence analysis or social-cohesion analysis.

STEP 4: What methods will you use to collect the information? It is important to gather information from as wide a range of sources as possible and to listen to many different actors (state, community and individual), in order to broaden the understanding of the context and to include multiple perspectives.⁶⁸ To answer the “suggested questions” some information may be available through a literature review of data sources mentioned in the Guidelines, such as: official population data and projections; social indicators and linguistic information based on population census and household surveys; national contingency plan; as well as existing conflict analysis reports.⁶⁹ Indeed, using the information that already exists is important; the Guidelines recommend to first, “...build upon the findings of the most recent conflict and vulnerability analyses of the education system.” See the box for a list of potential sources for existing conflict/fragility analyses. The first phase of the analysis should include an assessment of data available and a plan for addressing data gaps, such as qualitative data on perceptions of marginalized groups.

⁶⁵ (p. 41)

⁶⁶ (p. 41)

⁶⁷ This is adapted from FEWER. (2003). *Developing Capacity for Conflict Analysis and Early Response: A Training Manual*. For greater detail on participatory guided activities for defining conflict see p. 10-11. The Manual was developed for UN Department of Economic and Social Affairs, Division for Public Administration and Development Management.

⁶⁸ Conflict Sensitivity Consortium, (2004), Chapter 2: p. 9

⁶⁹ See each chapter in the Guidelines for a complete list of sources for that chapter's indicators. In the first phase of the analysis the government team should review the listed sources with the Companion Guide questions to determine what additional sources should be included in order to address the perspectives and evidence of conflict and fragility related issues.

Other information—such as current perceptions of diverse groups⁷⁰—may need to be collected through additional field consultation methods, for example: key informant interviews, focus group discussion and stakeholder workshops (see table below). These methods can assist in gathering qualitative information such as description of beliefs and attitudes. When analyzing dynamics of fragility and conflict, qualitative information is equally as important as quantitative because perceptions, beliefs and attitudes are powerful drivers of violence or peace. Choose the method(s) appropriate for your context, time and budget constraints.

<p>Potential Sources for Existing Conflict/ Fragility Analyses</p> <p>Africa Development Bank Country Strategy Paper</p> <p>Asia Development Bank Country Assistance Plan</p> <p>Common Country Analysis</p> <p>Consolidated Appeals Process (CAP)</p> <p>INGOs Conflict Analyses</p> <p>Integrated Strategic Framework (ISF)</p>	<p>Interagency Conflict Assessment Framework (INCAF)</p> <p>Peacebuilding Priority Plan (PPP)</p> <p>Peace Recovery Development Plan (PRDP)</p> <p>Post Conflict Needs Assessment (PCNA)</p> <p>Poverty Reduction Strategy Paper (PRSP)</p> <p>Programme Based Approaches (PBAs)</p>
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Consultation methods	Diverse groups
<p>Key informant interviews Structured discussions with individuals identified as representative of a key stakeholder group in order to collect information on a particular topic.</p> <p>Focus groups Structured discussions with multiple individuals identified as representative of a key stakeholder group in order to collect information on a particular topic.</p> <p>Workshops Structured participatory activity with multiple individuals identified as representatives of key stakeholder groups in order to share and collect information on a particular topic.</p> <p>Survey List of specific questions administered in the same way to each individual in order to collect information on a particular topic.</p>	<p>People of different group characteristics: religious, ethnic, tribal, linguistic, refugee, displaced, caste, age, gender, health status, geographical region, urban, rural, orphans and vulnerable children, educators, peacebuilders, participants in parallel education systems, and other locally relevant characteristics.</p>

STEP 5: How do you analyze information? There are many ways to process and analyze the information collected in order to best inform the education system analysis and plan. Below are a few suggestions.

- **Triangulate** Given the difficulty of collecting reliable information when conducting a conflict or fragility analysis, it is critical to “triangulate” or, compare the information from a variety of sources (existing and new, micro and macro levels, literature and primary data) to identify consistencies and inconsistencies in data. Inconsistencies indicate areas needing further exploration before data are used to inform education sector plans.

⁷⁰ Perception of diverse groups is used here to refer to the beliefs and perspectives of people of different group characteristics (religious, ethnic, tribal, linguistic, refugee, displaced, caste, adults, age, gender, health status, regions, communities etc.), which may be independent from verifiable facts. These qualitative types of information are equally as important as quantitative types of information, when analyzing dynamics of fragility and conflict.

- **Validate** Present preliminary findings to stakeholder groups to elicit feedback on what is inaccurate to indicate where further investigation is necessary.
- **Disaggregate** Separate indicators by geographic areas and by group characteristic—e.g. religion, ethnicity, linguistic, displaced, refugee status, gender—in order to reveal discrepancies which may indicate the need for different and tailored education strategies.
- **Illustrate** Use visuals such as maps with GPS data, diagrams, and graphs to highlight how groups live differently throughout the context.
- **Do no harm** Collecting and sharing information in conflict or fragile contexts can be a politically charged activity that may lead to tensions. Above all, be aware of the dynamics caused by the collection and use of information and avoid contributing to tensions. This may mean that information should be kept confidential, managed carefully, and not shared widely; if that cannot be done then the information should not be collected.

NB: To be read in conjunction with the Education System Analysis Methodological Guidelines Volume I 2013

CHAPTER I: CONTEXT OF THE DEVELOPMENT OF THE EDUCATION SECTOR (PAGE 29 OF GUIDELINES)

Guidelines' Chapter I Objective: To analyze the socio-demographic, humanitarian and macroeconomic contexts affecting the education sector, including past trends and future prospects.⁷²

Conflict and Fragility Analysis Issue: What is the political, economic, socio-cultural structural profile surrounding education? What are the causes of conflict and the factors for peace? Who are the main education, conflict and peacebuilding actors and how do they relate to one another?

Section 1: The Social, Humanitarian/Security, Demographic, and Political Context

Section 2: The Macroeconomic Context

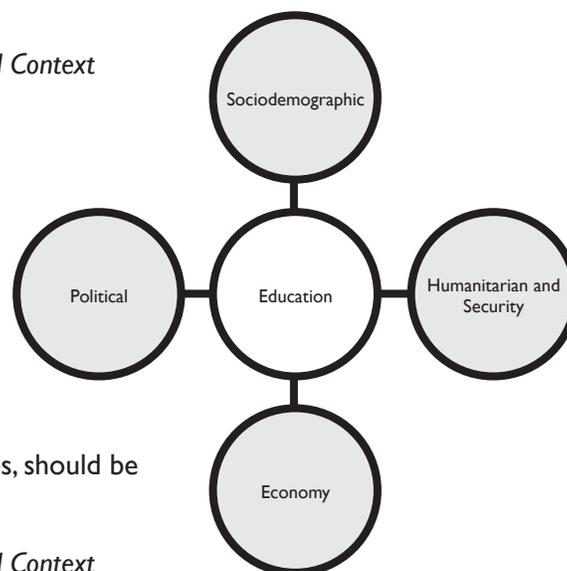
Section 3: Drivers of Conflict and Peace

Section 4: Stakeholder Analysis

Suggested Indicators (in addition to those in the Guidelines):

-  Number of attacks on schools
-  Number of schools occupied by armed forces
-  Number of attacks on education personnel

* Where feasible indicators, including those listed in the Guidelines, should be disaggregated by region and group characteristic



Section 1: The Social, Humanitarian/Security, Demographic, and Political Context

Suggested Questions

Social

What are the evidence⁷³ and perceptions of diverse groups⁷⁴ regarding...

1. The history of education in this context and its implications for current provision?⁷⁵
2. How the current educational policy and delivery structures reflect the socio-cultural context (religious, ethnic, linguistic, tribal, gender) of the country? Where are the gaps in service and why? Do the current arrangements give rise to tensions? Are there alternative policies or structures that could be introduced?⁷⁶
3. Education's role in fostering social norms of social cohesion, tolerance and peace promotion and education's role in inculcation of attitudes of superiority, prejudice, violence, and stereotypes?⁷⁷
4. Whether the curriculum, textbooks and language of instruction are contributing to peace or conflict? Who perceives they are contributing to conflict and why?⁷⁸

⁷² Italics indicate text quoted directly from the Education System Analysis Methodological Guidelines Volume I (2013)

⁷³ Evidence is used here to mean the available body of verifiable facts.

⁷⁴ Perception of diverse groups is used here to refer to the beliefs and perspectives of people of different group characteristics (religious, ethnic, tribal, linguistic, refugee, displaced, caste, adults, age, gender, health status, regions, communities etc.), which may be independent from verifiable facts. These qualitative types of information are equally as important as quantitative types of information, when analyzing dynamics of fragility and conflict.

⁷⁵ (Isaac, 1998, p. 4)

⁷⁶ (Isaac, 1998, p. 5)

⁷⁷ (UNESCO-IIEP, 2012, p. 16; INEE, 2009; Knutzen & Smith, 2012, p. 31; EFA-FTI, 2008, p. 2; Chelpi-den Hamer, 2012, p. 9)

⁷⁸ (Save the Children UK, 2007; EFA-FTI, 2008, p.2; Sommers, 2013, p. 18; Chelpi-den Hamer, 2012, 8.2)

5. How civil society, school management committees and community associations contribute to peacebuilding? This includes tribes with traditional tools and norms for conflict resolution, or community based schools during times of war.⁷⁹
6. The role of education in helping successive generations understand the dynamics, legacies and consequences of violence and conflict within their society and local communities?
7. Whether and how education is responding to the psychosocial impact of conflict, disaster, violence or fragility on students, teachers and school administrators? What are the different needs for females?⁸⁰

Humanitarian and Security

What are the evidence and perceptions of diverse groups regarding...

1. The risks and impacts of conflict/fragility on access to quality education? For who was education disrupted, why, how long, when? This includes refugees and displaced individuals, for children and youth who were recruited as combatants, for school-age populations who never entered because schools were destroyed or non-existent.⁸¹
2. Educations' role in reducing disaster related risks to enable education system to continue to provide education for all before, during and after emergencies. This includes elevating schools from floods, school construction that is resilient to earthquakes, teachers trained to withstand disaster, contingency plans for deployment and payment of relief teachers?⁸²
3. Whether and how measures are in place to protect education infrastructure and communities? This includes: child protection committees establishing schools as zones of peace; national policies prohibiting armed group occupation of schools; monitoring and reporting mechanisms to measure attacks on schools; and judicial measures to hold perpetrators accountable.⁸³

Demographic

What are the evidence and perceptions of diverse groups regarding...

1. The comparison of education statistics – such as intake, enrollment, promotion and graduation – across conflict and fragile areas and non-affected regions? This includes school enrollment changes due to migration and displacement; change in school-aged population; urban/rural school age population density; change in over-age and disabled school-aged population; language needs of school-aged population, and population trajectory) (INEE, 2009; Sommers, 2013, p.18)
2. How the demographic context affects education (religious, ethnic, tribal, linguistic, refugee, displaced, caste, adults, age, gender) and who identifies inequity that could lead to tensions and why? This includes the teaching force drawn from one ethnic or language group at the exclusion of others, or one region receiving qualified teachers while another does not. (Bayne, 2005; UNESCO-IIEP, 2012, p.5)
3. Whether and how conflict/fragility has marginalized certain groups from education? Who? What are their grievances? This includes: children orphaned by civil war deaths without resources for informal school fees and language or ethnic groups systematically denied quality education. (INEE, 2009; Sommers, 2013, p.22)
4. Whether and how the ability to meet the forecasted educational needs of the future youth population will impact conflict/fragility? (Knutzen & Smith, 2012)

⁷⁹ (INEE, 2009; Knutzen & Smith, 2012, p.30)

⁸⁰ (USAID, 2006, p. 6)

⁸¹ (Guidelines, 2013, p. 41; Sommers, 2013, p.18)

⁸² (UNESCO-IIEP, 2011, p. 43; Bayne, 2005)

⁸³ (INEE, 2009; Sommers, 2013, p.23; GCPEA, 2012)

Political

What are the evidence and perceptions of diverse groups regarding...

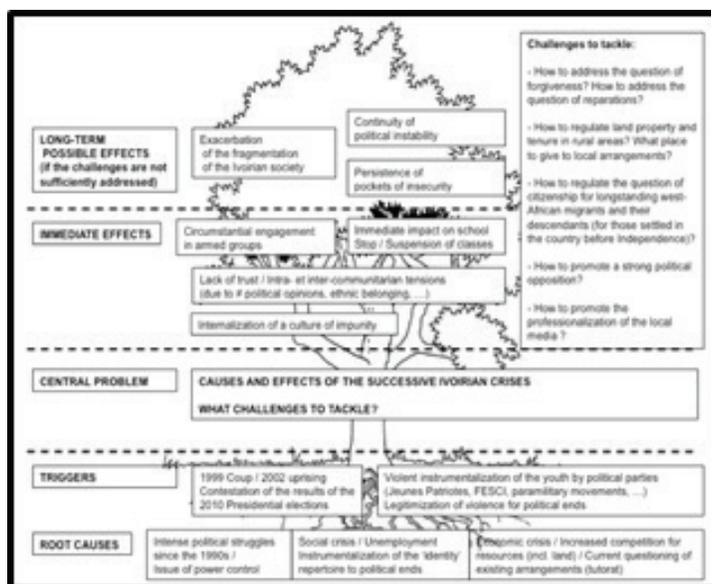
1. The political context (role of state and private sector; relationship with economy) and its impact on education? This includes politicization of student or teacher unions, number of teachers coerced to work polling stations at schools, and political volatility resulting in unstable education administrative directives.⁸⁴
2. The impact of conflict/fragility on education governance style, political rhetoric and legislation? This includes the type of government; current administration's length in office; degree of opposition; decentralization, and presence/visibility/reach at central, regional, lower levels.
3. Whether and how education is perceived as a positive benefit of maintaining peace, or frustration and anger arise when education is not delivered?⁸⁵
4. The patterns of elitism, factionalism, corruption, and public disengagement in education administration (across regions and at the central, regional, and lower levels) and their possible relationship with conflict/fragility?⁸⁶
5. Whether and how education is preparing all groups, including youth, for civil society and political engagement? What concept of citizenship is being promoted through the education system?⁸⁷

Section 2: The Macroeconomic Context

Suggested Questions

What are the evidence and perceptions of diverse groups regarding...

1. Whether and how the education spending from external donors impacts conflict/fragility, including: fluctuations in funding, lack of coordination/cohesion across agencies, differing mandates and target populations, and how donors may work with or "around" the government in ways that mitigate or exacerbate fragility?⁸⁸
2. Whether and how conflict caused by natural resource management and land disputes impacts education? This includes drought leading to conflict between pastoralists on grazing land, leading to limited education service delivery, or dam construction that has displaced a school population.⁸⁹



Section 3: Conflict Causal Analysis⁹⁰

A conflict causal analysis identifies and classifies existing and potential drivers of conflict, factors for peace and their relationships (with one another, and with education). This includes: structural/root causes, proximate causes and triggers of conflict. The 'Problem Tree' can be used for this analysis.⁹¹ Time and budget permitting, this analysis may be done at national, regional and local levels.

⁸⁴ (UNESCO-IIEP, 2012, 5)

⁸⁵ (INEE, 2009; EFA-FTI, 2008, p.1)

⁸⁶ (USAID, 2006, p. 1; EFA-FTI, 2008, p.1; Walker, Millar-Wood & Allemano, 2009, p.15; Chelphi-den Hamer, 2012)

⁸⁷ (Knutzen & Smith, 2012)

⁸⁸ (INEE, 2009; Isaac, 1998, p. 4)

⁸⁹ (Knutzen & Smith, 2012, p. 28)

⁹⁰ Adapted from UNICEF (2012b) Conflict Sensitivity and Peacebuilding Technical Note and Conflict Sensitivity Consortium. (2009). Conflict-sensitive approaches to development, humanitarian assistance and peace building: tools for peace and conflict impact assessment: Chapter 2 p. 3-4.

⁹¹ Chelphi-den Hamer, M. & ERNWACA Cote d'Ivoire. (2013). When war enters the school: Impact of the Ivorian crisis on the local educational system, government responses, Strategies to accompany the process of national reconciliation. Cote d'Ivoire: UNICEF-Cote d'Ivoire. P.33

Suggested Questions

1. Triggers: What component of education is more likely to act as a trigger? Or has acted as a trigger in the past? For instance the high levels of graduates who are unemployed.
2. Immediate effects: If the central problem continues what are the immediate effects and what is the relationship with education?
3. Consider if the immediate effects continue, what would the long-term effects and the relationship with education be?
4. Finally, at each level, identify the potential of education to be a factor for peace. That is, how could education: contribute to a safe and secure society, support civic participation in peaceful political processes, contribute to a stable economic future, and promote equitable and cooperative relations between diverse groups?⁹²

Section 4: Actor Analysis⁹³

An actor analysis identifies persons or organizations that influence or are influenced by the conflict, and analyzes their interests, capacities and relationships (with one another, and with education). This analysis informs how to engage with such actors. An actor mapping (see below) can be used for this analysis. Time and budget permitting, this analysis may be done at national, regional and local levels.

Suggested Questions

1. Who are the actors using education to serve non-education purposes? For instance human traffickers, gangs, politicians, armed groups.
2. Who are the actors in conflict/fragility? These include armed groups, child combatants, terrorists, military, police, politicians, victims, perpetrators of violence, arms dealers, regional forces.
3. Who are the formal and informal actors in peacebuilding/stability—those dealing with conflict management of differences of interest?⁹⁴ These include community-based organizations, women's groups, civil society, local peacebuilding organizations, UN Development Programme Bureau Crisis Prevention and Recovery, UN Peacebuilding Commission, UN Peacebuilding Fund, UN Peacekeeping Operations, Truth and Reconciliation Commissions?
4. For each actor, examine their capacities and interests—such as their underlying motivations, concerns, and goals—that affect schools, students and staff. Note where there is overlap and/or gaps and where actors fit into multiple categories; these will require special consideration.

Education and Conflict/Fragility Actor Mapping				
Actor	Interests ⁹⁵	Capacities	Relationship with other actors	Relationship with education
1. Education actors				
2. Conflict/fragility actors				
3. Peacebuilding actors				
4. Others?				

⁹² Adapted from (Smith, correspondence, 2 Oct, 2013), and OECD. (2010). Peacebuilding and Statebuilding Priorities and Challenges; A synthesis of Findings From Seven Multi-Stakeholder Consultations. Paris: OECD.

⁹³ Adapted from UNICEF (2012b) Conflict Sensitivity and Peacebuilding Technical Note and Conflict Sensitivity Consortium. (2009). Conflict-sensitive approaches to development, humanitarian assistance and peace building: tools for peace and conflict impact assessment: Chapter 2 p. 4-5.

⁹⁴ For a comprehensive table of stakeholders across the development, humanitarian, security/peacebuilding, and disaster risk reduction spectrum, see Winthrop, R. and Matsui, E. (2013). A New Agenda for Education in Fragile States. Washington D.C.: Center for Universal Education at Brookings. P.24

⁹⁵ Both official/explicit and unofficial/implicit.

CHAPTER 2: ENROLLMENT, INTERNAL EFFICIENCY AND OUT OF SCHOOL (PAGE 51 OF GUIDELINES)

Guidelines' Chapter 2 Objective: To understand the quantitative performance of the education system, for all levels and types of teaching, in terms of enrollment capacity, coverage of different age groups, obstacles to access and completion of cycles, efficiency and exclusion.

Conflict and Fragility Analysis Issue: When considering the performance of the education system—in terms of enrollment, coverage, obstacles to access, completion, efficiency and exclusion—what is the relationship between this performance and dynamics of conflict/fragility?

Section 1: The Evolution of Enrollment and Education System Enrollment Capacity

Section 2: School Coverage: Schooling Profiles, School Life Expectancy and Education Pyramids

Section 3: The Supply and Demand Issues on Access and Retention

Section 4: Internal Efficiency

Section 5: Out of School Children

Suggestion for indicators mentioned in the Guidelines:

 Disaggregate all indicators for group characteristics and geographic areas

Section 1: The Evolution of Enrollment and Education System Enrollment Capacity

Suggested Questions

What are the evidence and perceptions of diverse identity regarding...

1. When comparing enrollment data from school (public, private, community, etc.) lists over time, are schools in conflict/fragility areas missing? Do these schools have comparatively higher or lower enrollment level, or teacher to pupil ratios, pupil to classroom ratios, than non-conflict areas? Why?⁹⁶
2. The current information about enrollment by level? This includes schools in conflict areas missing from data and high over-age enrollment rates due to returnee population, lack of teachers.⁹⁷
3. The impact of conflict/fragility on shifts in enrollment data between the public education system, private schools, religious schools, and community schools? Which identity groups of students are shifting, why?
4. The national education system's capacity (infrastructure and teachers) to supply teachers and enroll the school-aged population displaced from conflict/fragility affected areas?
5. System-level interventions that have promoted enrollment capacity in conflict/fragility affected areas, including back to school campaigns, shift schedules in areas where other schools were destroyed by conflict, exam reciprocity for refugees of students from diverse identity groups?

Section 2: School Coverage: Schooling Profiles, School Life Expectancy and Education Pyramids

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding...

1. How conflict/fragility inhibits the steady progression of different student groups through the education cycle? How are girls affected differently than boys?
2. How conflict/fragility affects the ability of students to enter on time into first grade and complete an education cycle such as primary, secondary and tertiary? Whose entry is disrupted by conflict/fragility? Why?

⁹⁶ (Bayne, 2005)

⁹⁷ (USAID, 2006, p.6)

Section 3: The Supply and Demand Issues on Access and Retention

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding...

1. How conflict/fragility have affected the education system supply, including: infrastructure destroyed, number of schools reduced, number of teachers kidnapped/killed/left profession, number of schools occupied by armed groups, number of days schools were closed due to conflict or occupation/use by armed groups?⁹⁸
2. How conflict/fragility has generated inequality in the supply of teachers (male and female), infrastructure, and support to schools? Have the impacts reinforced existing divisions/tensions/grievances in the population?⁹⁹
3. How the lack of education services has been used as a weapon against certain identity groups? How is this contributing to conflict/fragility? This includes service delivery deliberately neglecting a certain geographic region where a marginalized ethnic group dominates, or providing only male teachers in communities that believe girls may only be taught by women.¹⁰⁰
4. How demand for education has been affected by a lack of safety such as route to school is unsafe, fear of gender based violence, politicization of school curriculum, biased teacher pedagogy, landmines, transactional sex, armed forces recruitment, missing documents or other requirements.¹⁰¹
5. Where education supply has been adjusted to adequately meet demand in conflict/fragility affected regions (e.g. accelerated learning programs for returned child combatants, multi-lingual instruction for displaced or refugee students, learning across borders schools)?

Section 4: Internal Efficiency

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding...

1. The impact of conflict/fragility on completion and repetition rates of diverse identity groups, such as refugee/displaced students who do not speak language of instruction or do not have certificate of exam and thus are not promoted?
2. Whether and how experience with lack of promotion and failure contributes to conflict/fragility, such as youth frustration and possible motivation for violence?

Section 5: Out-of-School Children

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding...

1. How conflict/fragility has caused children to never enroll in, drop out of, or consider dropping out of school, such as: children kept out of school due to discrimination or sectarianism, insecurity of route to school; or children kept home due to fear of recruitment from school to armed forces; or children dropping out to pursue income generating activities?¹⁰²
2. How the number/identity groups of out of school children relates to dynamics of conflict/fragility. This includes disproportional out of school population in one ethnic group, or increase in out of school populations in crisis-affected areas where temporary learning spaces have not been provided?¹⁰³
3. How the education system has adapted to reach out of school children, including skills programs for youth, accelerated learning programs for returnees? How does this contribute to security and stability?

⁹⁸ (Bayne, 2005)

⁹⁹ (Bayne, 2005)

¹⁰⁰ (INEE, 2009, p. 11)

¹⁰¹ (INEE, 2009, p. 12) (UNESCO-IIEP, 2012, p. 15; EFA-FTI, 2008, p.2; Knutzen & Smith, 2012, 32; EFA-FTI, 2008, p.1; Chelipi-den Hamer, 2012, 8.1)

¹⁰² (Knutzen & Smith, 2012, p. 61)

¹⁰³ (INEE, 2009, p. 11)

CHAPTER 3: COST AND FINANCING (PAGE 92 OF GUIDELINES)

Guidelines' Chapter 3 Objective: To offer approaches to the analysis of: (i) the structure of education financing (including by the government, donors and households), its distribution (by item, education level and type of school) and evolution over time, and (ii) the breakdown of spending, through unit costs, household contributions, and capital costs.

Conflict and Fragility Analysis Issue: When considering the structure, distribution, evolution and breakdown of education financing, what is the relationship between these elements and the dynamics of conflict/fragility?

Section 1: Evolution of Education Expenditure and its Composition

Section 2: Estimation of Unit Costs and Analysis of their Composition

Section 3: Estimation of Household Contributions

Section 4: Comparison for the Cost of Different Types of School Construction and other Equipment

Suggestion for indicators mentioned in the Guidelines:

 Disaggregate all indicators for group characteristics and geographic areas

Section 1: Evolution of Education Expenditure and its Composition

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding...

1. Whether the past 10 years of education spending patterns have contributed to conflict/fragility through greater resources being spent for certain identity groups or geographical areas?¹⁰⁴ If financial data are missing, is this intentional to hide inequity?
2. Currently, is conflict or fragility affecting education expenditure? For example, is war reducing the tax base, causing a shift of funds from social sector to defense spending, increasing costs of materials and the supply chain, causing a shift from internal to external education financing?¹⁰⁵
3. Whether and how education expenditure is managed in a transparent, accountable, non-corrupt way?¹⁰⁶
4. How education-financing mechanisms, such as privatization, public, loans, multi-donor trust funds, single donor project-funds, decentralization, are contributing to intergroup tensions or state fragility?¹⁰⁷
5. Whether and how free public education is contributing to peace or violence, including: the relationship of free secondary education with youth violence, or the impact of free primary education perceived as a benefit of peace?

Section 2: Estimation of Unit Costs and Analysis of their Composition

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding...

1. How public per pupil expenditure variations across regions/identity groups affects conflict/fragility? This includes increased tensions caused by inequitable expenditure across: rural and urban schools, or primary and secondary levels, host community students and displaced/refugee students, dominant language group and non-dominant language groups?

¹⁰⁴ (INEE, 2009, p. 20)

¹⁰⁵ (USAID, 2006, p. 3)

¹⁰⁶ (Isaac, 1998, p.8; INEE, 2009, p. 20)

¹⁰⁷ (Isaac, 1998, p.4)

2. The impact of the variance in public expenditure across levels of education on inequities or intergroup tensions. For instance, public expenditure on secondary level benefitting primarily the wealthy at the cost of primary level spending which would benefit the greatest number of children.¹⁰⁸
3. Whether and how conflict/fragility have impacted factors of public per pupil expenditure costs including, high rotation of teachers in hardship conflict-affected posts, increased need for language training to meet needs of displaced/refugee students, or increased security costs to protect schools from attack?

Section 3: Estimation of Household Contributions

Suggested Question

What are the evidence and perceptions of diverse identity groups regarding...

1. The impacts of conflict/fragility on the costs of education per pupil supported by families/households (private expenditure)? This includes: increase in cost of school supplies due to market changes; induced cost of tutoring for students new to the language of instruction; increased transportation costs due to insecurity; increased dropout rates of girls due to families prioritizing boys' education. Is there variance across socio-economic groups?¹⁰⁹
2. The investments of families/households into establishing learning environments to fill gaps where conflict and fragility have disrupted the public system?¹¹⁰ What is the ratio of community schools and students to government schools and students? Does the ratio vary across conflict or fragility affected areas? Why?

Section 4: Comparison of the Cost of Different Types of School Construction and other Equipment

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding...

1. Whether the contracting and procurement processes for school rehabilitation and construction are contributing to inequities or corruption? Such as procuring supplies or contracting from only one faction of a conflict, or the modality of school construction chosen – community led, NGO-led, private enterprise.
2. The impact of site selection process for new school construction on inequities that could lead to conflict?
3. The impact of conflict/fragility on school construction, including increased costs of school reconstruction or repairs due to conflict, increased costs due to preparing for conflict, or costs of new school construction for populations that have been displaced?

¹⁰⁸ (Guidelines, 2013, p. 124)

¹⁰⁹ (Isaac, 1998, p. 6)

¹¹⁰ (Chelipi-den Hamer, 2012)

CHAPTER 4: QUALITY AND MANAGEMENT (PAGE 128 OF GUIDELINES)

Guidelines Chapter Objective: To offer approaches to the analysis of: (i) learning outcomes and achievements and their evolution, offering a selection of measurement indicators; (ii) how resources are converted into results, and of institutional arrangements and monitoring tools for results-based management; (iii) the management of teacher recruitment, training and posting; and (iv) the management of other educational resources and of teaching time.

Conflict and Fragility Issue: When considering learning outcome assessments, results based management, and management of teachers and other educational resources, how do they relate to the dynamics of conflict/fragility?

Section 1: Assessment of Student Learning

Section 2: Management of the Conversion of Resources into Results

Section 3: Management of Teachers

Section 4: Management of other Resources and of Teaching Time

Suggestion for indicators mentioned in the Guidelines:

 Disaggregate all indicators for group characteristics and geographic areas

Section 1: Assessment of Student Learning

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding....

1. The effect of conflict/fragility on children's learning ability, such as causing psycho-social trauma, physical injury, poor health? How might this explain assessment outcomes for different identity groups?¹¹¹
2. Who is excluded from exams? Why? Does exclusion from exams lead to tensions and violence?
3. The impact of curricula content on conflict/fragility? Do schools with curricula on peace-education, civic education, life skills, and human rights correlate with areas less affected by violence? Does the national curriculum include biases against ethnic, language, or gender or other identity groups that promote intergroup tension? (Isaac, 1998, p.7; UNESCO-IIEP, 2012, p.15; Bayne, 2005)
4. Is the national exam process managed in a transparent, non-corruptible, way that promotes national unity and trust in the government to provide education? (UNESCO-IIEP)

Section 2: Management of the Conversion of Resources into Results

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding....

1. The increase in unit-cost per learning outcomes in non-conflict vs. conflict-affected areas? How can this information be used as motivation for stability and peace?
2. Whether and how national education management information system (EMIS) enables assessment and planning for conflict/fragility impacts, such as when education services are interrupted?¹¹²
3. Are certain educational strategies more efficient for certain identity groups in conflict/fragility situations? For instance investment in technical training for over-school-age youth resulting in greater efficiency than mainstreaming over-school-age youth in formal education, or home-based community schools for girls in areas where there is violent resistance to girls education?

¹¹¹ (Bayne, 2005; INEE, 2009, p. 17, USAID, 2006, p. 6)

¹¹² (UNESCO-IIEP, 2012, p. 16)

Section 3: Management of Teachers

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding....

1. Whether the history of teacher training and selection has impacted conflict/fragility? This includes colonial or post-colonial governments' preference for training only teachers from specific identity groups; training on biased pedagogy or curriculum; or more consistent compensation of teachers in peaceful areas than conflict-affected areas?¹¹³
2. How the recruitment and management of teachers are affected by patterns of inequalities, including: corruption, elite capture and patronage, distribution bias, exclusionary decision making processes, teacher payment patterns.¹¹⁴
3. Whether and how current teacher in-service or pre-service training prepares teachers to promote social cohesion and avoid social division. For example, is training entrance exclusionary? Do teacher training programs include: peace education/conflict prevention, school disaster and emergency management, and psychosocial support for children affected by emergencies?¹¹⁵
4. The impact of the nature and actions of teacher unions on violence, politicization, corruption? For instance are teacher unions perceived as politicized and corrupt? Alternatively, do they support teachers in curriculum revision, unbiased pedagogy, peer support for hardship posts?¹¹⁶
5. The impact of social and identity-based level of salaries of teachers from different identity groups? Are primary or elementary schools comparable to teachers in secondary schools? Do females receive equal compensation to males? Who perceives inequity? Why?¹¹⁷

Section 4: Management of Other Resources and of Teaching Time

Suggested Questions

What are the evidence and perceptions of diverse identity groups regarding....

1. Whether and how the management, production and distribution of textbooks and other learning materials impacts conflict/fragility? Is textbook production managed by one faction of the conflict? Is textbook distribution consistently late to the same geographic areas of country?¹¹⁸
2. The impact of conflict/fragility on the management, production and distribution of textbooks and other learning materials? Does corruption impact the supply chain? Do armed/politicized groups charge tariffs to allow education materials to pass through checkpoints? Are teachers and school administrators charging fees for public materials or out of school hours tutoring?
3. Whether and how loss of learning time across identity groups and regions impacts conflict/fragility? Who has grievances? Why? Are teachers absent from classrooms or schools because of detention by armed groups or checkpoints? Is there an increase in student teacher ratio due to influx of displaced/refugees or mass rural to urban migration?

¹¹³ (Isaac, 1998, p.5-6)

¹¹⁴ (Bayne, 2005; Isaac, 1998, p.7; INEE, 2009)

¹¹⁵ (UNESCO-IIEP, 2012, p. 15; Isaac, 1998, p.7)

¹¹⁶ (Isaac, 1998, p.7)

¹¹⁷ (Isaac, 1998, p.8)

¹¹⁸ (INEE, 2009; Isaac, 1998, p. 6)

CHAPTER 5: EXTERNAL EFFICIENCY (PAGE 173 OF GUIDELINES)

Guidelines' Chapter Objective: Analyze the extent to which education, and each level of education or training in particular, contributes to the achievement of national economic and human development goals.

Conflict and Fragility Issue: How does education's contribution or lack thereof, to the productivity and employability of youth, relate with dynamics of conflict/fragility?

Section 1: Economic impact of Education

Section 2: Social Impact of Education

Suggestion for indicators mentioned in the Guidelines:

 Disaggregate all indicators for group characteristics and geographic areas

Section 1: Economic Impact of Education

What are the evidence and perceptions of diverse identity groups regarding....

1. The impact of the education system's alignment, or lack thereof (in quantity and quality), with labor market requirements on dynamics of conflict/fragility? To what extent do workers possess skills required by employers and has this changed over time?¹¹⁹
2. Whether and how tension or conflict is caused when education leavers are confronted by barriers, such as nepotism, commissions, payments or sex required to secure employment. Who is most affected? Why?¹²⁰
3. How conflict/fragility disrupts education for different youth and girls? For example, disruption caused by school destruction, school leavers motivated by salaries or in-kind pay from armed groups, pregnancy from rape by armed groups, youths focused on survival instead of advancement.¹²¹
4. How can education focus on the most relevant skill sets via market analysis to ensure that trained youths and adults do not remain unemployed?¹²²
5. Whether and how increased resources for secondary or tertiary education impact stability via contributions to economic growth through a larger labor force?¹²³

Section 2: Social Impact of Education

What are the evidence and perceptions of diverse identity groups regarding....

1. Whether and how education provides skills necessary to participate in political life, including: critical consciousness, social and civic behavior, awareness of social/political inequalities.¹²⁴
2. Whether and how education encourages social cohesion, national unity and democratic processes?¹²⁵
3. Whether and how educational institutions as a forum for open debate or legitimization of one political or religious agenda impact conflict/fragility?¹²⁶

¹¹⁹ (INEE, 2009)

¹²⁰ (Sommers, 2013; Bayne 2005; INEE, 2009)

¹²¹ (Sommers, 2013)

¹²² (INEE, 2009, p. 18)

¹²³ (INEE, 2009)

¹²⁴ (USAID, 2006, p. 7)

¹²⁵ (USAID, 2006, p. 7)

¹²⁶ (USAID, 2006, p. 7)

4. Whether and how schools are serving as recruiting grounds for organized violence or violent extremism?¹²⁷
5. How does the recognition of community and religious schools by the public education system impact fragility or conflict?¹²⁸
6. How does gender based exclusion or inclusion in schools relate to intergroup tensions?

¹²⁷ (USAID, 2006, p. 10)

¹²⁸ (INEE, 2009, p. 14)

CHAPTER 6: EQUITY (PAGE 203 OF GUIDELINES)

Chapter Objective: To analyze: (i) the extent to which enrollment patterns and school results vary according to key socio-demographic factors, and (ii) how policy choices in terms of public resource distribution affect equity.

Conflict and Fragility Issue: How does equity or lack thereof, in enrollment, learning achievements and distribution of public education resources relate to dynamics of conflict and fragility?

Section 1: Equity in Enrollment and Learning Achievements

Section 2: Equity in the Distribution of Public Education Resources

Suggestion for indicators mentioned in the Guidelines:

 Disaggregate all indicators for group characteristics and geographic areas

NB: Equity is addressed throughout all chapters as it is a key dynamic of conflict/fragility analysis. While some topics may seem repetitive, focus is varied according to the chapter's title, such as quality and management, or external efficiency.

Section 1: Equity in Enrollment and Learning Achievements

What are the evidence and perceptions of diverse identity groups regarding....

1. Whether and how disruption due to violence or conflict is contributing to increased/decreased enrollment for students of different identity groups? Are girls being kept out of school due to insecurity en route to school, speakers of minority languages unable to be mainstreamed?¹²⁹
2. What percentage of school-age children are enrolled in parallel education systems, including: segregated schools, non-government schools or religious schools?¹³⁰
3. Whether enrollment policies in the public education system are intentionally or unintentionally excluding some identity groups and how this relates to conflict/fragility? This includes cost-prohibitive direct/indirect fees that exclude the poorest children, exam requirements that cannot be met by returnee students, birth certificates that certain identity groups cannot acquire.¹³¹

Section 2: Equity in the Distribution of Public Education Resources

What are the evidence and perceptions of diverse identity groups regarding....

1. Whether educational policies and practice seek to address social and economic disparities, including targeting specific identity groups or poorest areas? Who perceives inequity? Why?¹³²
2. Does inequitable distribution of primary, elementary and secondary education throughout the country cause grievances, leading to conflict or fragility?¹³³
3. The impact of inequities in the education system delivery on political and governance structures, such as one identity group having access to government positions over another?¹³⁴
4. Does school management encourage or discourage certain identity groups from being targeted, recruited or abducted?¹³⁵
5. Is school management promoting exclusion, factionalism or inclusion and social cohesion? How?¹³⁶

¹²⁹ (Bayne, 2005)

¹³⁰ (USAID, 2007, p.7)

¹³¹ (USAID, 2006, p. 12)

¹³² (Bayne, 2005; Isaac, 1998, p.8; Save the Children, 2007; USAID, 2006, p. 12)

¹³³ (Isaac, 1998, p.8; Save the Children, 2007; UNESCO-IIEP, 2012, p.5)

¹³⁴ (INEE, 2009)

¹³⁵ (USAID, 2006, p. 12)

¹³⁶ (USAID, 2006, p. 12)

ANNEXES

1. Reviewed Education-specific Conflict and Fragility Analysis Models and Reports
2. Description of Education-specific Conflict and Fragility Analysis Models and Reports
3. Reference list of non-education conflict analysis approaches, methodologies and tools
4. Paper Methodology
5. Reference list

ANNEX I. REVIEWED EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS

A. Tool B. Report on Field Application	Year	Levels of Application	A. Process steps B. Tools	Issues and Indicators Addressed	Author/ Implementer	Commissioned by
<p>A. Education and Peacebuilding and Operational Framework (conflict analysis is entire tool)</p> <p>B. No field application example.</p>	~ 1998	Individual Community District Regional National	<p>Tool: A list of questions regarding indicators of education's relationship with of conflict and risks.</p>	<ul style="list-style-type: none"> -Macro-analysis of context -Conflict and education policy determination -Conflict and quality assurance in the education system -Conflict and basic education implementation 	Annette Isaac	CIDA and Conflict Prevention and Post-Conflict Reconstruction Network (CPRN)
<p>A. Background paper and analytical framework for a conflict assessment of the Education for All Programme in Nepal (conflict analysis on p. 17-23)</p> <p>B. Education For All in Nepal: Review from a conflict perspective (2006)</p>	2005 - 2006	National	<p>Methodology and Tool: Proposes an analytical framework for conflict analysis for the Education for All programs via questions at each stage of programme cycle.</p>	<ul style="list-style-type: none"> -Macro-analysis structures, actors, dynamics -Impact of conflict on education, e.g. attendance, health, infrastructure, quality -Impact of education on conflict (negative), e.g. reflecting inequities, dissatisfied youth, corruption, militarization -Impact of education on conflict (positive), e.g. social transformation, inclusivity, tolerance -Education program's relationship to conflict 	Sarah Bayne Tony Vaux, Alan Smith and S. Subba	International Alert
<p>A. Education and Fragility Assessment Tool (conflict analysis is entire tool)</p> <p>B. Liberia Youth Fragility Assessment 2009 (analysis p. 1-12)</p>	2006	National Sub-national	<p>Tool: List of reflection questions on relationship between education and fragility across education domains (access, quality, relevance, equity and management).</p>	<ul style="list-style-type: none"> -Macro-analysis of key drivers of fragility and their relationship with education -Patterns of fragility: corruption/ rent-seeking, elitism/exclusion/ factionalism, insufficient capacity, transitional dynamics, organized violence, and public disengagement -Patterns of fragility in education, e.g. weak management, discrimination, and attacks on schools 	USAID	USAID

ANNEX I. REVIEWED EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

A. Tool B. Report on Field Application	Year	Levels of Application	A. Process steps B. Tools	Issues and Indicators Addressed	Author/ Implementer	Commissioned by
<p>A. The Education and Fragility Barometer: An early warning tool to aid conflict prevention.</p> <p>B. No field application example.</p>	2007	National School	<p>Tool: A set of practical indicators for assessment of fragility's effect on education across 3 domains: culture, policy and practice to inform school or national level.</p>	<ul style="list-style-type: none"> - Education's role in creating a culture of peace, e.g. integration of former combatants, dual language instruction, - Education's role in conflict sensitive policy, e.g. training on inclusion and root causes of protection issues - Education's role in practice, e.g. teachers avoid using stereotype examples, curriculum is relevance 	Save the Children UK	Save the Children UK
<p>A. Fast Track Initiative Support to Fragile Situations: Progressive Framework Discussion Document and Guidelines (Conflict analysis on Annex II p. 4-7)</p> <p>B. No field application example.</p>	2008	National	<p>Methodology: How to conduct an education and fragility situation analysis. Tool: Education Resilience and Fragility Monitoring Checklist</p>	<ul style="list-style-type: none"> - Macro-analysis of delivery of education - Commitment, resiliency and capacity to implement education policies - Actors/Agencies' strengths, locations and technical expertise - Positive and negative forces in bidirectional relationship between education and fragility (checklist), e.g. schools attacked, inequitable delivery, school occupation, collapse in human resource management and payment, biased curriculum, lack of psychosocial support. 	Fast Track Initiative (AKA: Global Partnership for Education)	Fast Track Initiative (AKA: Global Partnership for Education)

ANNEX I. REVIEWED EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

A. Tool B. Report on Field Application	Year	Levels of Application	A. Process steps B. Tools	Issues and Indicators Addressed	Author/ Implementer	Commissioned by
<p>A. Education and Fragility: Common Research Questions for Situational Analyses.</p> <p>b. Understanding education's role in fragility: Synthesis of four situational analyses of education and fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia 2011 (p. 1-20)</p>	2009	National Subnational	<p>Tool: List of reflection questions on relationship between education and conflict/fragility across fragility domains (governance, security, social, environmental and economic) and education processes (planning, delivery, resource mobilization, monitoring).</p>	<ul style="list-style-type: none"> -Macro-analysis of key drivers of fragility and their relationship with education -Current and historical education relationships to the fragility context—at national, program and community levels—in the areas of: <ul style="list-style-type: none"> -Education systems, education policy and education coordination, e.g. corruption, accountability, barriers to learning, capacity, refugee teachers and students, comparable pay scales; -Service delivery, e.g. education as a weapon, psychosocial well-being, community participation in schools, violence prevention in schools, peace education, equitable teacher distribution; -Education financing, e.g. inequitable budgets across areas, spending ratio military to education, -Monitoring systems, e.g. data transparency, indicators on inclusion, disaggregation of data, budget tracking mechanisms, violations of legal frameworks, and impacts of insecurity. Capacity development, and approaches of international community. 	INEE Education and Fragility Working Group	INEE

ANNEX I. REVIEWED EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

A. Tool B. Report on Field Application	Year	Levels of Application	A. Process steps B. Tools	Issues and Indicators Addressed	Author/ Implementer	Commissioned by
<p>A. Conflict Analysis for Peacebuilding, Education and Advocacy Program Uganda (methods on p. 19, tools on p.75-80)</p> <p>B. Tools and application are in the same report above.</p>	2012	National Subnational	<p>Methodology: literature review, Consultations, validation workshop to inform national and programme level.</p> <p>Tools: 2 focus group guides (primary and secondary students), analysis framework based on OECD (2009) categories/ conflict drivers.</p>	<ul style="list-style-type: none"> -Macro-analysis of key drivers of conflict at national level (lit, review), e.g. security, concerns about political inclusion, shrinking space for civil society, uneven infrastructure development, inequitable resource management, land disputes, inequitable social services, norms of violence -Social and cultural capacities for reconciliation and peacebuilding -Sub-national key stakeholders and regional dynamics -Sub-national drivers of conflict, e.g. environmental, poverty, poor social service provision, youth unemployment, marital/family issues, violence against children, gender based violence. Sub-national conflict's effect on education and education's potential for social transformation -Opportunities for conflict management and peacebuilding opportunities 	Anna Knutzen Alan Smith	UNICEF CO with input from UNICEF-HQ

ANNEX I. REVIEWED EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

A. Tool B. Report on Field Application	Year	Levels of Application	A. Process steps B. Tools	Issues and Indicators Addressed	Author/ Implementer	Commissioned by
<p>A. Analysis model in online training module 2: Analyzing vulnerability to disaster and conflict in an education sector diagnosis (p. 12-22). Complemented by Guidance notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning 2011 (Conflict analysis on p. 35-49)</p> <p>B. Integrating Conflict and Disaster Risk Reduction into Education Sector planning: Burkina Faso Case Study (forthcoming)</p>	2012	National	<p>Methodology: 3-step process to integrating C/DRR into ESP: analysis of vulnerability, risk reduction strategy for education sector; integration of the strategy into the ESP. Tool: vulnerability analysis</p>	<ul style="list-style-type: none"> -Macro-analysis -Hazards, disasters, risks, conflicts, epidemics -Legal frameworks, disaster management mechanisms, education in emergency mechanisms -Impacts of hazards and risks in general and on education -Capacity of government to reduce risks 	UNESCO-IIEP and UNICEF-WCARO	UNICEF-WCARO and UNESCO-IIEP

ANNEX I. REVIEWED EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

A. Tool B. Report on Field Application	Year	Levels of Application	A. Process steps B. Tools	Issues and Indicators Addressed	Author/ Implementer	Commissioned by
<p>A. Conflict Analysis for Peacebuilding, Education and Advocacy Program Côte d'Ivoire (methods on p. 19-21, tools in French version of report)</p> <p>B. Tools and application are in the same report above.</p>	2013	National Individual	<p>Methodology: literature review, interviews, focus groups and survey.</p> <p>Tool: 6 interview protocols, survey, focus group guide for children.</p>	<ul style="list-style-type: none"> -Historical drivers of conflict and risk factors for renewed violence -Drivers of cyclical violence, e.g. fear of attack, defensive attack, repression, frustration, ethnic/religious inspired violence, non-engagement of international actors in previous violence. -Effects of conflict, e.g. displacement, land disputes and scarcity, property and livelihood devastation, decline in human resources and education, crisis of morality, gender discrimination and domestic violence, sexual violence against children, youth unemployment and adulthood crisis. 	Magali Chelipiden Hamer and ERNWACA-Côte d'Ivoire	UNICEF Cote d'Ivoire with input from UNICEF-HQ
<p>A. Conflict Analysis for Peacebuilding, Education and Advocacy Program Burundi: Desk Review (methods on p. 2-6):</p> <p>B. Low Horizons Adolescents and Violence in Burundi: Field Study 2013</p>	2013	National Individual	<p>Methodology: literature review, interviews of key informants (officials at 4 levels of government, and public youth and adults), snowball sampling, on topics e.g.: domestic violence, education, ed-employment, and child protection committees.</p>	<ul style="list-style-type: none"> -Conflict root causes, triggers, effects -Effects of conflict and post-electoral crises, and variation of effects across regions -Effects of crises on education and in schools, e.g. disruption, insecurity, double shifts, parallel system, politicization and attacks on schools. -Impacts of education on conflict, e.g. perceptions, curriculum, negative student unionism, insecurity. -Role of education in peacebuilding, e.g. including Muslim schools, peace ed. 	<p>A. Lldewyde H. Berckmoes and Ria Reis</p> <p>B. Marc Sommers</p>	UNICEF Burundi with input from UNICEF-HQ

ANNEX I. REVIEWED EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

A. Tool B. Report on Field Application	Year	Levels of Application	A. Process steps B. Tools	Issues and Indicators Addressed	Author/ Implementer	Commissioned by
A. RES-360 Tool Kit: Resilience in Education Systems: Rapid Assessment Manual. Applied in Honduras. on p. 5-32) B. Honduras Education Resilience Case Report 2013	2013	National Subnational	Tool: Eleven tools for education risk and asset data collection (school reports, focus groups and workshops), analysis (SPSS) and reporting (school, national levels).	-Component 1: Risks and adversities on the street and in schools (critical and latent) -Component 2: Assets and positive engagement in education communities, e.g. competence, and socio-emotional well-being. -Component 3: Enabling School support, e.g. access and permanence, empowerment and community engagement	The World Bank	The World Bank
Education Conflict/ Fragility Analyses Forthcoming						
Conflict Analysis for Peacebuilding, Education and Advocacy Program: Myanmar, Yemen, Liberia, Ethiopia (Interpeace), Somalia (York University), Pakistan, OPT, Chad, South Sudan.			Conflict analysis and/ or report currently in process and will be shared as available.		UNICEF-COs	UNICEF CO with input from UNICEF-HQ
Chapter on Conflict in the RESEN Pôle de Dakar is undertaking in Chad			Conflict analysis and/ or report currently in process and will be shared as available.		IIEP and UNICEF	IIEP and UNICEF
Vulnerability and conflict analysis for Niger's education sector plan			Conflict analysis and/ or report currently in process and will be shared as available.		IIEP, UNICEF and MOE	MOE and GIZ

ANNEX 2: DESCRIPTION OF EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS

Commissioned by the Conflict Prevention and Post Conflict Reconstruction Network and the Canadian International Development Agency (CIDA), Isaac (2002) presents one of the first analysis frameworks that examines specifically the role and impact of the education system on conflict. Drawing on the Peace and Conflict Impact Assessment model (PCIA),¹³⁷ the **Education, Conflict, and Peacebuilding Diagnostic Tool** assumes that education has a bi-directional relationship with the conflict or fragile context. The content of the tool is a list of issues and indicators for each of the education categories: policy, quality and implementation. Under each education category the indicators address the areas of potential impact¹³⁸—political, economic, socio-cultural and institutional—that can mitigate or exacerbate conflict. For example, “Are there clear policy positions on education reforms—that address divisive elements in a country, such as ethnicity, gender, equality, religion and poverty?” (Isaac, 2002, p. 3). The recommended process for this Tool is: a macro analysis of potential sources of conflict followed by a micro examination of education’s role in conflict through indicators or triggers. This analysis model is general and emphasizes the need for contextualization to the local situation. It is aimed towards broad education sector analysis, as opposed to a single education programme or policy. The model was adapted and applied in Nepal in 2006. Tony Vaux, Alan Smith and S. Subba.¹³⁹

Commissioned by International Alert in 2005, Bayne proposed the **Conflict Analysis Framework for the Education for All Program** in Nepal. Similar to Isaac’s model, this analysis takes a structural lens, examining education and conflict relationship with other societal domains. The process includes 5 steps: 1) macro-analysis 2) a deeper conflict analysis of the education sector; 3) the conflict assessment of the EFA programme itself; and 4) prioritizing and monitoring the sectoral approach; and 5) adjusting the program to enhance conflict sensitivity. Drawing on the conflict analysis methodology from the UK Department for International Development (DFID) and the PCIA “areas of potential impact”, this framework content begins with a macro analysis of the conflict’s structures (e.g. security, political), actors (e.g. incentives, capacities) and dynamics (e.g. triggers and mitigating capacities). Step 2 follows with a deeper conflict analysis of the education sector through 24 questions aimed at assessing the bidirectional relationships—both positive and negative—between education and conflict. Step 3 comprises a list questions regarding conflict sensitivity for each stage of the programme cycle of a specific Education for All program in Nepal. Step 4 draws on the OECD DAC principles for international engagement in fragile states and focuses on applying the lessons from steps 1-3 to inform prioritization of education interventions and monitoring of their benefits and risks in terms of conflict sensitivity.

Exploring a new paradigm beyond *conflict*, in 2006 USAID published an **Education and Fragility Assessment Tool**, to help missions and bureaus analyze the bi-directional relationship between “the causes of fragility and the full spectrum of education services, including issues of access, quality, relevance, equity and management.” (p. 1) In her comprehensive review of political economy and conflict analysis tools, Boak found the USAID tool to be “the only formal, institutional framework developed by a donor to analyze education in fragile situations drawing on conflict analysis approaches” (Boak, 2011, p. 20). The Education and Fragility Assessment Tool is not specific to an education programme, instead it broadly applies to the education sector. The document consists of 10 tables of questions relating to education issues with 4 ‘fragility domains’ (economic, governance, security, social) and 6 patterns of fragility. It does not provide guidance on process or methods to apply the tool. The patterns of fragility examined include: corruption/rent-seeking, elitism/exclusion/factionalism, insufficient capacity, transitional dynamics, organized violence, and public disengagement. While not addressing root causes of conflict

¹³⁷ “Peace and Conflict Impact Assessment is a means of evaluating (ex post facto) and anticipating (ex ante, as far as possible) the impacts of proposed and completed development projects on: 1) those structures and processes which strengthen the prospects for peaceful coexistence and decrease the likelihood of the outbreak, reoccurrence, or continuation, of violent conflict, and; 2) those structures and processes that increase the likelihood that conflict will be dealt with through violent means.” (Bush, 1998, p. 7)

¹³⁸ The “areas of potential impact” were identified by Bush, 1998, p. 8. The author includes a fifth area, military and human security, and goes on to say that, “While there may be others, these five are judged to be the most immediate and important pieces of the peacebuilding puzzle.”

¹³⁹ ?????????????????

ANNEX 2: DESCRIPTION OF EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

explicitly, several of the questions address these issues. In 2009 a team of researchers designed a survey adapted partly from the USAID Education and Fragility Assessment Tool to investigate the perceptions of 600 youth via survey and focus groups regarding themes such as: performance of government and corruption, personal safety, employment opportunities, equality, civic engagement. The fragility domains were found to be a useful framework to analyze the resulting survey data to reveal perceptions regarding the link of education to fragility. For example, 90% of respondents stated education and training were very important to earning money, however, 82% said jobs were still very hard to get and 26% noted the importance of who you know; a few respondents said that a bribe was necessary (Walker, Millar Wood, & Allemano, 2009, p. 14-15).

Aiming to complement the USAID and CIDA models with a shorter, immediately operational tool, Save the Children developed the **Education and Fragility Barometer** (2007), a set of practical indicators to address issues of conflict within the education assessment processes. The introduction encourages a participatory, inclusive process for application as well as contextualization to local realities but does not provide guidance on the process of application. This “working tool” is a list of indicators for school and national levels across three domains: culture, policy and practice to assess the role education plays in promoting or mitigating conflict. Questions are posed in the positive, which indicate how education should be implemented to best contribute to peace. For example, “school management committees understand and address potential/actual root causes of protection issues, potential for conflict in schools and communities: rank 0-4.” A ranking point system allows respondents to self-assess the education policy or programme and informs prioritization of education strategies for the particular context. Comparatively small, the tool’s 48 indicators lightly address a variety education elements related to fragility, including: teacher deployment, inclusion, resource allocation, curriculum development, security and teaching methods. Similar to the Do No Harm methods, this tool focuses on the relationship of an education programme with its context of conflict; it does not explore history and root causes of conflict.

The **Progressive Framework Fragility Analysis Guidelines** were developed in 2008 by the Education for All-Fast Track Initiative (FTI, now the Global Partnership for Education). The Guidelines aim to facilitate development of an interim education strategy in contexts that are in the midst of the “fragility continuum”—that is, transitioning from emergency to development. Highlighted as the first step in developing an education strategy is “the collective understanding of the nature of the forces driving fragility and the means by which support for education can mitigate those forces and contribute to the resilience and capacity of the state to provide education” (FTI, 2008, p.3). The fragility analysis recommends a process of 3 steps: 1) organization of an in-country multi-agency education sector working group; 2) assessment of the security, economic and social factors that interact with the provision of basic education; 3) prioritization of education strategies (FTI, 2008, p. 4-7). Step 2 examines the following issues: political, security, economic and social factors that interact with the provision of basic education at local, regional, and national levels. This is followed by an analysis of resiliency for—and commitment, capacity and constraints to— deliver education services. Step 3 instructs that prioritization should be given to interventions that meet the following criteria: expanding quality basic education, contributing to the reduction of conflict and building capacity of public institutions to deliver education. A checklist of indicators is provided by which the education strategy can be evaluated to reveal whether it is reducing sources of conflict and fragility.

Informed by the USAID Education and Fragility Assessment Tool and the Fast Track Initiative’s (FTI) Progressive Framework, in 2009 the Inter-Agency Network for Education in Emergencies’ created the **Analytic Framework for Education and Fragility** (INEE, 2009). The tool begins with a list of questions to establish the macro (beyond education) fragility context across the “fragility domains”: security, governance, economy, social, and environmental. For example, “How is marginalization of at-risk groups evident on the part of government

¹⁴⁰ These categories are drawn from the Fast Track Initiative Progressive Framework.

ANNEX 2: DESCRIPTION OF EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

(central, regional, local levels)?” (INEE, 2009, p. 4) Although not a traditional analysis of conflict drivers the questions do address some of these issues. Part 2 of the Framework includes more than 100 questions aimed at assessing the interaction between education and fragility across the education subcategories¹⁴⁰: planning, service delivery, resource mobilization and monitoring systems and across the fragility domains. This Framework was applied in Afghanistan, Bosnia-Herzegovina, Cambodia and Liberia as part of a project titled ‘Situational Analyses of Education and Fragility’, carried out by the INEE Working Group on Education and Fragility. As detailed in the multi-country report, the Education and Fragility Assessment Tool was useful in identifying the following themes: education’s mitigating and contributing impacts on ‘fragility domains’, the spectrum of 5 types of impacts of education on fragility¹⁴¹, and challenges and dilemmas in prioritizing education programs and policies (Davies & Bentrovato, 2011).

Commissioned by the UNICEF-Uganda office, researchers Knutzen and Smith (2012) developed a **Uganda Conflict Analysis Framework** to inform the design of the Peacebuilding, Education and Advocacy Programme (PBEA). In this document the methodology and report are in one document. The process of the conflict analysis includes the following steps: identification of drivers of conflict (national, subnational and community levels), focus groups (teachers, secondary and primary students), key informant interviews and stakeholder validation workshops, and a strategy prioritization workshop at the national level. To identify drivers of conflict the researchers used the analysis framework of OECD (2010, p. 27-28) ‘Statebuilding and Peacebuilding Priorities and Challenges’¹⁴², selected because of their relevance to the Ugandan context.

1. Inclusive political settlements and processes;
2. Basic safety and security;
3. Justice and peaceful resolution of conflict;
4. Capacity to raise revenues and meet expectations through service delivery;
5. Effective management of resources and sustainable economic development;
6. Societal capacities for reconciliation and peace; and
7. Capacity to maintain constructive relations with neighbors in the region.

The report includes two focus group discussion guides, one for secondary school students and teachers, and another for primary school children. The guide for adults includes conflict profile, the issues relevant to youth and the role of education, and community adjustment post-conflict. The guide for children asks students to express their reflections on the theme of “conflict in your community” through art. Although designed to inform the specific PBEA programme of UNICEF, this model applies broadly to the national and regional level.

Developed in 2012, UNICEF/WCARO and UNESCO-IIEP’s **Analyzing Vulnerability to Disaster and Conflict in an Education Sector Diagnosis** applies the lens of vulnerability and capacity to assess the risks and map the hazards to education to the case of Burkina Faso. In this analysis vulnerability is defined as “the degree to which individuals may be exposed to harm, damage, loss or death. This risk depends on the physical, economic, political, technical, ideological, educational, ecological, and institutional conditions, which characterize the living context of these individuals. Vulnerability is closely linked to the capacities to face a given threat at a certain moment in time” (2012, p. 13). This methodology for analysis¹⁴³ at the national level includes two steps.

¹⁴³ The methodology selected for analysis in this paper and described here is detailed in UNESCO-IIEP. (2012). Distance Course. Module 2: Analysing vulnerability to disaster and conflict in an education sector diagnosis (ESD). Paris: UNESCO-IIEP. Additional detail on the UNESCO-IIEP approach is available in an older document UNESCO-IIEP & UNICEF-WCARO. (2011). Guidance Notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning. Paris: UNESCO-IIEP.

ANNEX 2: DESCRIPTION OF EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

Step 1 involves, “analyzing hazards and their probable impacts on populations and the education system”. Step 2 assesses “the strengths and weaknesses of the education system that contribute to conflict or disaster risk reduction” (2012, p. 13). Within step 2 is a mapping of relevant overarching policies and frameworks, such as peace agreements, reconciliation strategies, laws and the education cluster. This is followed by analytical questions for each aspect of the education system, including: school management policies for conflict risk reduction, infrastructure and equipment, teacher training, curricula for conflict risk reduction, contingency planning, resource mobilization for preparedness, monitoring and evaluation. For example, “Is there a strategy to ensure that the selection of school locations is conducted equitably?” (UNESCO-IIEP, 2012, p. 14). This approach emphasizes that there is no universal model to integrate vulnerability (and capacity) analysis into an education sector diagnosis and briefly mentions potentially useful analyses, such as: political economy, intergroup tensions, and cost/financing.

As the first step of their Peacebuilding, Education and Advocacy Programme (PBEA), UNICEF-Burundi developed an **Analysis of Cyclical and Multilevel Violence** methodology that included a comprehensive desk review (Berckmoes & Reis, 2013) and qualitative methods interviews of youth in Burundi (Sommers, 2013). Uniquely, the approach to the desk review was to combine ‘classical conflict analysis’ with a child-centered life-cycle analysis. That is, supplementing the common examination from the structural lens of government, economy, socio-cultural, security and environment with a view towards the child-centered, interpersonal and relational dynamics of conflict (Berckmoes & Reis, 2013, p. 9-10). This methodology makes explicit mention of ‘the situation of conflict and violence’ and recognizes the need to adapt analysis to the specific nature of Burundi’s cyclical conflict with macro and micro dimensions of violence. The analysis framework includes: drivers of conflict; lasting effects of civil war; politically inspired violence, gender-based violence, violence against children, early childhood development, youth and ex-child soldiers. Complementing the desk review is qualitative research in country (200 interviews of adolescents, youths, adults, government and non-government officials school administrators and members of child-protection committees) covering a plethora of social, economic, political, and gender issues. Themes explicitly related to education include: violence, and education-to-job transition, and factors contributing to social cohesion and peace.

The conflict analysis, “**When War Enters the School**” commissioned by UNICEF Cote d’Ivoire (Chelpi-den Hamer & ERNWACA, 2013) to inform PBEA, presents an example of a traditional conflict analysis approach focused on education. Little attention is given to the macro-analysis of wider societal structures. Similar to the Uganda model, this is a methodology and report in one document. The methodology encompasses both qualitative and quantitative methods to “clearly identify the effects of the crisis – observed, experienced and perceived” (Chelpi-den Hamer & ERNWACA, 2013, p. 16) from the points of view of a wide range of stakeholders (students, teachers, unions, school administrators at four educational levels). The process includes: a literature review focused on education and conflict, seven interview protocols for key informants, child focus group guide, and a survey of 1,450 children in 16/19 regions of the country. This example also provides many lessons learned regarding partnering with local research agencies. The content of the 34-page survey includes the following domains: “socio-demographic information, educational/professional trajectories, students’ own perceptions of the various crises, and personal reflections on conflict, violence, and possible ways to ease tension” (Chelpi-den Hamer & ERNWACA, 2013, p. 19). The framework for data analysis reveals themes such as: drivers of conflict, educational trajectories, geographic mobility, bidirectional relationship between schools and crisis, exclusion, violence and discrimination. While the depth and breadth of the qualitative tools and the survey helps to unveil a diversity of relationships between education and conflict across geographic areas and stakeholders, the budget and time requirements should not be underestimated.

ANNEX 2: DESCRIPTION OF EDUCATION-SPECIFIC CONFLICT AND FRAGILITY ANALYSIS MODELS AND REPORTS (CONTINUED)

The World Bank's **Resilience in Education Systems (RES360): Rapid Assessment Manual** (2013) is included in this paper because of its unique orientation towards “assets and positive engagements” that aim to make education programs more relevant to vulnerable learners, and to provide education systems with guidance on building institutional resilience and positive transformation in contexts of overwhelming adversity. (The World Bank, 2013a, p. 5). The framework considers four stages to promote resilience: 1) creating a collective understanding of education in adversity; 2) supporting a positive engagement and assets in education communities; 3) enabling relevant school level support; and 4) aligning the support from the education system. In contrast to the classical conflict analysis models that focus on negative conflict drivers, greed or grievances, this model employs a positive, “resilience lens to understand learning in contexts of adversity and identify the risks as well as assets present in education communities.” (The World Bank, 2013b, p. 8) The assessment method uses a sequential mixed methods design. Of note, the approach is grounded in the principle that local capacities and strengths should be fostered, including for analytical resources. Implementation is locally led by Ministry of Education officials, local researchers or higher education students and staff depending on the context. The RES360 tool was piloted in a community affected by high levels of gang violence in Honduras (one of the most violent countries in the world, with the exception of those in active war) in order to provide critical case insights into lived experiences of risks and those protective factors that could be better reflected in the education system. It has also been implemented in Mali to support to reconstruction and recovery of the education sector there.

ANNEX 3: REFERENCE LIST OF NON-EDUCATION CONFLICT ANALYSIS APPROACHES, METHODOLOGIES AND TOOLS (CONTINUED)

NB: Greater detail on many of these tools can be found on www.conflictsensitivity.org

Non-education Conflict/ Fragility Analyses	Year	What?	Author	Agency
How To Guide to Conflict Sensitivity (Conflict analysis on chapter 2 p. 4-7)	2012	Approach: Guidance and list of key questions for conflict analysis at programme level (profile, causes, actors, dynamics)	Conflict Sensitivity Consortium	Conflict Sensitivity Consortium
Civil Affairs Handbook: Conflict Analysis Framework (Chapter 8)	2011	Tool: List of questions in 3 step process (connectors, dividers, actors)	UN System Staff College	UN System Staff College
State building and Peacebuilding Priorities and Challenges	2010	Approach: Analysis framework of 7 peacebuilding priorities and indicators derived from consultations with fragile states.	OECD	OECD
Interagency Conflict Assessment Framework	2008	Methodology: Four-step process to identify: context, grievances/resilience, drivers/mitigating factors, and opportunities for increasing/decreasing conflict.	United States Government	United States Government
Evaluating Conflict Prevention and Peacebuilding Activities (conflict analysis on p. 28)	2008	Approach: points and questions to consider when selecting a conflict analysis	OECD	OECD
Checklist for root causes of conflict	2008	Tool: Reflection questions of root causes of conflict across the domains such as: legitimacy of the state, social and regional inequalities, rule of law, geopolitical situation & human rights.	European Commission	European Commission
Practical Guide to Multi-lateral Needs Assessment in Post-Conflict Situations (conflict analysis on p. 21-22 and annexes 12, 13)	2007	Methodology: Guidelines to integrate conflict analysis into the PCNA process. Tools:	GTZ and Uwe Kievelitz Thomas Schaeff Manuela Leonhardt Herwig Hahn Sonja Vorwerk	UNDG, UNDP, World Bank
Strategic Governance and Corruption Analysis (SGACA)	2007	Methodology and Tool: 4 step process (lit review, power and change analysis, workshop and strategic choices) and list of questions for each.	Sue Unsworth and Conflict Research Unit	Netherlands Institute of International Relations
Manual for Conflict Analysis	2006	Methodology and Tools: Guidelines how to implement at project, sector and strategic level. Tools: DNH framework, list of questions on dividers, connectors, actors, project's role.	SIDA	SIDA

ANNEX 3: REFERENCE LIST OF NON-EDUCATION CONFLICT ANALYSIS APPROACHES, METHODOLOGIES AND TOOLS (CONTINUED)

NB: Greater detail on many of these tools can be found on www.conflictsensitivity.org

Non-education Conflict/ Fragility Analyses	Year	What?	Author	Agency
Local Capacities for Peace	2006	Methodology: Based on Do No Harm the local capacities for peace model at the community level.	Michelle Gared, editor 17 authors and reviewers	World Vision
The Stability Assessment Framework	2005	Methodology: For stability analysis and strategic planning. Tools: 12 indicators of instability, institutional analysis, actors analysis and policy assessment.	Clingendael Institute Netherlands Institute of International Relations	Clingendael Institute Netherlands Institute of International Relations
Peace and Conflict Impact Assessment Handbook	2005	Tools: profile tools, impact tools and decision-making tools.	Conflict Prevention and Post-Conflict Reconstruction (CPR) Network (OECD Task Force)	Pearson Peacekeeping Center, SaferWorld, CRD Somalia, WSP International
The Conflict Analysis Framework	2005	Methodology: 5-step process (lit review, workshops, follow up study, focus groups, and integration into PRSP). Tools: lists of variables to consider across the fragility domains; and 9 conflict risk factors.	Shonali Sardesai and Per Wam	The World Bank
Conflict –sensitive approaches to development, humanitarian assistance and peacebuilding: A Resource Pack (chapter 2)	2004	Methodology: Guidance and list of questions at programme level (profile, actors, causes and dynamics).	APFO, CECORE, CHA, FEWER, International Alert, Saferworld.	IDRC, CIDA, Government of Netherlands MFA, GIZ, SIDA
Conducting a Conflict Assessment – A Framework for Strategy and Program Development	2004	Methodology and Tool: Guidance on Conflict Assessment and Checklist of Questions for national level across incentives for violence, access to conflict resources, institutional capacity, international factors, and windows of opportunity and vulnerability.	USAID	USAID
Interagency Framework for Conflict Analysis in Transition Situations	2004	Methodology: Three-step process of analyzing: conflict factors, actors, and capacities for peace across the domains (security, governance, economic, social). Tools: Conflict factors, actor analysis, capacities for peace.	UNDG/ECHA	UNDG/ECHA

ANNEX 3: REFERENCE LIST OF NON-EDUCATION CONFLICT ANALYSIS APPROACHES, METHODOLOGIES AND TOOLS (CONTINUED)

NB: Greater detail on many of these tools can be found on www.conflictsensitivity.org

Non-education Conflict/ Fragility Analyses	Year	What?	Author	Agency
Conflict Diagnostic Handbook	2003	Methodology: A framework on how to assess peace and conflict factors as well as stakeholders in order to inform program strategy. Tool: Guiding questions for a 7-step process.	Fewer-CIDA	CPR-CIDA
Making Sense of Turbulent Contexts	2003	Methodology: Macro-analysis of political, social and economic layers of conflict. Tools: historical analysis, symptoms of instability, actor analysis, economy analysis, inter-group relationship analysis, synthesis analysis and forecasting analysis.	Stephen Jackson with Siobhan Calthrop	World Vision
Conducting Conflict Assessments: Guidance Notes	2002	Methodology and Tool: Guidance and list of questions for conflict analysis at programme level through 3-steps: fragility domains, actors, and dynamics.	Tony Vaux, Jonathan Goodhand, R. Walker	DFID
Conflict Analysis for Project Planning and Implementation: A Practical Guideline (conflict analysis on p. 17-23)	2001	Methodology: Guidelines for a 3-step process (conflict profile, causal, stakeholder and causal) and list of questions.	Manuela Leonhardt	GTZ (GIZ)
Benefits Harms Handbook	2001	Methodology: A rights based approach to assessing the impact of aid. Tools: Profile, impact and decision tools across the security, economic, and political domains.	CARE	CARE
Fast Methodology	1999	Methodology: Guidance for qualitative and quantitative analysis of risk. Tool: list of questions across the domains: historic, political economic, socio-demographic, ecological, and international issues.	Swiss Peace	Swiss Peace
Participatory Conflict Vulnerability Analysis	unk	Methodology: Analysis of vulnerability for disasters at the community level.	Action Aid	Action Aid

ANNEX 4: PAPER METHODOLOGY

This section describes the methods used for the paper's two components: 1) a desk review of conflict/fragility analyses, and 2) a proposed companion guide to integrate conflict/fragility analysis into education system analysis.

A. Advisory group role and participants

The development of this work benefitted greatly from the input and guidance provided by the advisory group which included representatives of USAID, Global Partnership for Education, The World Bank, UNICEF WCARO and Headquarters, and UNESCO-IIEP (See the acknowledgements section for full list). The author alone bears responsibility for any errors.

B. Desk review and analysis

To inform the proposed methodology a sample of education-specific conflict and fragility analyses were reviewed and analyzed for commonalities and variations. These education-specific analyses were selected considering the following criteria:¹⁴⁴

- Sufficient documentation available to describe the methodology and tools
- Addresses education explicitly, i.e. not general social sector
- Addresses issues of fragility or conflict explicitly
- Preference for methodologies that had at least one report of actual application in country
- Representativeness of diverse approaches, across time and foci

C. Rationale for using the Education Analysis Methodological Guidelines Volume I

There exist a variety of analysis methodologies relevant to education, for example: the Education Cluster's Joint Education Needs Assessment; The World Bank's System Approach for Better Education Results (SABER) and education section of the Poverty Reduction Strategic Plan; and UNESCO's Education Sector Diagnosis. For the purpose of this paper, the Education Analysis Methodological Guidelines Volume I (Guidelines) was selected as the base methodology upon which this proposed methodology for conflict/fragility analysis builds. The Guidelines provide detailed methodology to help build national analytical capacities and enhance preparation for education system analysis. The rationale for this selection is based on two points: 1) They were prepared by more than 20 education economists and specialists from UNESCO, World Bank and UNICEF, and as such the content is aligned with development partners' visions and strategies and aims towards harmonization and joint support to education sector plans;¹⁴⁵ and 2) The 2013 updated Guidelines now explicitly mention conflict analysis as necessary in the assessment of the education context.¹⁴⁶

¹⁴⁴ These selection criteria are an adaptation of those employed by the Conflict Sensitivity Consortium for their comprehensive summary of non-sector specific conflict analysis tools (2004:12). While this paper's focus is on education, a light review of non-education specific conflict/fragility analyses was also conducted in order to inform the assessment. See annex 1 and 2 for the lists of conflict/fragility analyses.

¹⁴⁵ For a detailed list on the development process and contributors see p. xvii, for background and rationale see p. 25.

¹⁴⁶ For example, in the context section (p. 28), "Describe risks associated to natural disasters and to conflicts and their impact on their education system."

ANNEX 4: PAPER METHODOLOGY (CONTINUED)

D. Challenges and limitations

The methods of this paper have several limitations. First, sampling limitations—due to the sensitive nature of conflict and fragility analysis, few reports regarding process and content are made available to the public. The conflict and fragility analysis methodologies and tools included in this paper are those that were accessible through the author’s contacts with practicing organizations and those written in English (and a few in French). Therefore, some education-specific conflict or fragility analysis models created indigenously and/or used at the national level may have been unintentionally excluded. Second, to maintain a manageable scope and promote readability of the paper, several related topics were intentionally excluded, or minimally addressed, these include: political economy analysis, analysis capacity needs assessment, financial costing of conflict and fragility analysis, humanitarian response situational analysis, assessment of current education programs for conflict sensitivity. This paper focuses on conflict and fragility analysis for education. Third, by focusing on education system analysis, the paper focuses on the national level processes, and gives less attention to regional or sub-national dimensions. Fourth, the method of this paper was literature review and analysis, therefore lacking in participatory validation and piloting by national governments. These activities are recommended in the section on next steps.

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