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PEIC
PROTECT EDUCATION IN INSECURITY AND CONFLICT
حماية التعليم في ظروف النزاع وانعدام الأمن

Promoting safety, resilience and social cohesion through and in education: a capacity development process in support of ministries of education

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Policy: Where do we want to go?

Draft

ABOUT THE PROGRAMME

The basis for this series of booklets has arisen out of collaboration between the Protect Education in Insecurity and Conflict (PEIC) Programme, and UNESCO's International Institute for Educational Planning (IIEP) and International Bureau of Education (IBE). This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders.

The overall purpose of the planning process outlined in these booklets is to strengthen education systems to better withstand shocks from disasters, insecurity or conflicts should they occur and to help prevent such problems. The aim of this programme therefore is to support Ministries of Education (MoEs), at central, provincial and district levels, to promote education systems that are safe, resilient and encourage social cohesion within education sector policies, plans and curricula. As recognized by the Education Cannot Wait campaign (which is within the UN Secretary General's Education First Initiative : 'No matter where a country is in its planning cycle there are opportunities to determine its priorities for conflict and disaster risk reduction and to integrate them into annual or sector plans'[1].

More specifically, the programme objectives are:

1. For a core team to catalyse collaboration between partners to consolidate approaches, materials and terminology on the topics of planning and curriculum to promote safety, resilience and social cohesion.
2. To strengthen a cadre of a) planning, research and training specialists in planning for conflict and disaster risk reduction through education (from ministries of education as well as international experts) and b) curriculum developers experienced in integrating crosscutting issues into school programmes.
3. To strengthen national training capacities through institutional capacity development with selected training institutes and universities.

The programme offers the following materials and booklets for ministries to consult*:*

- **A. An online resource database/website** - this contains a consolidated set of resources on a range of related topics
- **B. Booklets and training materials on planning and curriculum to promote safety, resilience and social cohesion**
- **C. Policy briefs** for senior decision-makers
- **D. Case studies and practitioner examples** - these will be part of the online resource database
- **E. Development of monitoring tools and distance learning an innovative monitoring mechanism.** This is a self-monitoring questionnaire for MoEs to determine the level of integration of conflict and disaster risk reduction in their current planning processes.

The various booklets can be read independently, although for clarification of terminology and rationale for undertaking a process of promoting safety, resilience and social cohesion readers should refer to *Booklet 1: An overview of planning for safety, resilience and social cohesion*[2].

[1] http://www.ineesite.org/uploads/files/resources/201209_GPE-UNGA_call-to-action_EN.pdf

[2] Safety in these materials denotes ensuring the protection and safety of learners, school personnel and facilities; by resilience we are primarily referring to the ability of education systems and learners to withstand, adapt to, and recover from shocks and stresses; and social cohesion includes promoting a sense of belonging, being accepted by others and having a desire to contribute to the common good. See Policy Booklet 1 for the complete definitions used in these booklets.

Booklet 3 – Policy: where do we want to go?

Take away points

- Review national education policies to determine how they contribute to safety, resilience and social cohesion and address disaster- and conflict-related risks identified in the education sector diagnosis
- Review policies within international frameworks that promote safety, resilience and social cohesion
- Annual sector and policy reviews should determine how policies are implemented and demonstrate impact
- Policy dialogue, goals and priorities should include/address issues related to safety, resilience and social cohesion
- Policy dialogue to determine priorities should be inclusive and participatory

Introduction

While most education polices tend to be very broad and focus on issues related to access and quality, we still need to consider what specific policies can contribute towards an education system that promotes safety, resilience and social cohesion.

- How can ministries of education ensure that education systems are safe and protective of learners, education personnel and assets?
- How can education systems be made more resilient and provide continuous education despite challenges or crises that may occur?
- What mechanisms need to be in place for education systems to promote resilience and social cohesion through equitable access to relevant quality education?

Box 3.1: Understanding policy

Policy is "an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions" (Haddad 1995). Examples of what generally are referred to as policies are: introduction of mother tongue languages in the curriculum, free and equitable access to education, and decentralization of teacher management (See Table 3.1 for more examples). Such policies can sometimes implicitly contribute to safety, resilience and social cohesion, but explicit policies, such as a school safety policy, may also need to be considered.

These are some of the policy questions to be answered when an education ministry considers policies (existing or new) to address the risks identified in the Education Sector Diagnosis (see Booklet 2). "A clearly formulated policy can play an important "operational" role as a reference for action. It can help to guide decisions and future actions in educational development, including the interventions of international and bilateral cooperation agencies, in a coherent way." (Chang, 2008 p. 5)

International and national policy frameworks imply that schools and education systems everywhere in the world have an obligation to protect learners from harm and to put in place policies and procedures to do this. Education systems are also obligated to provide quality education that will equip learners to cope with life challenges, develop as persons, and improve livelihoods, and to provide access to education services in an equitable fashion. This obligation applies to keeping learners safe from expected hazards as well as from violence or conflict while at school or on the road to and from school. Therefore, it is paramount that every education system formulates its own context-specific vision that addresses these issues.

The following five steps indicate what ministries of education (MoEs) may need to consider when reviewing their existing policies or creating new ones in order to respond to the multi-dimensional risks that potentially could affect their education system.

Steps to identify policies for safety, resilience and social cohesion

- ✓ Review national policies
- ✓ Review policies against international instruments
- ✓ Verify if existing policies are being implemented
- ✓ Start or strengthen the policy dialogue on safety, resilience and social cohesion in and through education
- ✓ Identify policy priorities and goals1 related to safety, resilience and social cohesion

These five steps indicate the type of questions and considerations to be asked when reviewing policies regarding how to determine if they incorporate issues related to safety, resilience and social cohesion. Some examples of such policies are provided in Table 3.1.

Step One: Review national policies

The review of existing policies to determine whether new or revised policies are needed can be conducted as part of the overall educational planning process (e.g. in conjunction with the education sector diagnosis which is discussed in Booklet 2) or as a stand-alone initiative. The decision to revise an existing policy or develop a new policy can be made as a result of a variety of factors:

- the failure of an existing policy;
- a particular situation outside the education system that requires a change in the present policy;
- the ministry of education's willingness to either conform to or experiment with innovative ideas coming from other countries;
- the arrival of a new government or a new minister[3].

With regard to school safety and disaster risk reduction which helps to build system resilience, the review process will consider whether current policies adequately cover the risks noted in the sector diagnosis for:

- School safety
- Protecting against insecurity and external violence
- Protecting against disaster

Hopefully a hazard mapping will have been conducted during the education sector diagnosis phase to determine what and how different risks could potentially impact education. If not,

[3] IIEP, 2012: 6

do it now. The policy review process should ensure that such risks are mitigated under the current policies. For example, a safe school construction policy should be in place. This could include clauses to ensure that school buildings are not constructed on flood plains or are retro-fitted/constructed to be disaster resistant (depending on the nature of the risk, whether earthquake, tornado, floods, cyclones etc.). A school safety policy could also include ensuring that all staff and children are taught and practised in school safety drills, that measures to protect school data, textbooks and teaching materials are in place (such as underground, or in secure offices/containers and where possible backed up on USB drives or online) (IIEP-UNESCO, 2009).

With regard to conflict prevention or peacebuilding, a critical aspect of the policy review process will be to conduct a "conflict-sensitive" review of existing education policies and management practices. In general, policies that are conflict-sensitive revolve around notions of equity and respect of others including "do no harm". In essence, this would address issues of structural and cultural bias in educational opportunities and content that may affect certain groups within a country. Policies that can contribute to conflict should be revised. For example, policies that explicitly or implicitly endorse discrimination of learners or educational staff should be revised. This would also include ensuring that educational content and curriculum does not marginalize traditional or nomadic lifestyles.

Ensuring access for all learners and avoiding tensions due to discriminatory practices helps to promote social cohesion. Such policies provide the needed framework within which to develop programmes to reduce risks as part of the educational planning process (see Booklet 4); whether these are conflict related or caused by natural hazards. If planners and policy-makers are able to fit strategies that promote safety, resilience and social cohesion within the context of existing educational policies, then the process is simplified, as new policies do not need to be drafted and approved, although the details may be elaborated on the lines discussed in these booklets. A strong entry point for example could be policies related to inclusion and equity in education, which while broad, can provide the framework for more specific actions and advocacy related to promoting safety, resilience and social cohesion.

The review needs to assess the extent to which policies and plans are equipped to respond to the variety of risks that may impact on the education system. The following types of questions (these are not exhaustive) can help verify whether current policies address some of the key issues related to safety, resilience and social cohesion:

Do existing policies address safety? Do they …

- Reduce risks internal to schools and colleges (e.g. building safety, fire hazards, bullying, teacher misconduct)?
- Reduce risks from natural and man-made disasters and strengthen resilience of the system (e.g. ensure schools are not built on flood plains, or have storm drains, are protected from hurricanes, are built with seismic resistant materials in case of to earthquakes)?

- Reduce risks from insecurity and conflict (e.g. strategies in place to prevent attacks on schools or colleges, adhere to Lucens guidelines on the use of education institutions by military forces, have strategies to prevent child recruitment)?

Do existing policies address resilience? Do they ensure that …

- Education systems are resilient at all levels (e.g. records protection, effective school management committees, flexibility when access is disrupted)?
- Education infrastructure is resilient (e.g. disaster-resistant building standards and their enforcement, siting)?
- Education promotes personal resilience (e.g. psychosocial support for students and teachers, positive classroom management, student participation)? (see curriculum booklets)

Do existing policies address social cohesion? Do they provide …

- Access to all levels of education regardless of identity, gender, religion, or geographic location?
- Languages of instruction that respect cultural identity and are pedagogically sound?
- Curriculum and classroom practice that promote skills for responsible citizenship, the workplace, personal life and health, respect for all, teamwork and conflict resolution?

Step Two: Review policies against international instruments

Do national policies reflect international commitments to equal educational opportunities regardless of race, sex, ethnic group, religion or other social grouping, as required by the Universal Declaration of Human Rights, the Convention on the Rights of the Child and other international instruments? Do national policies reflect global frameworks such as the current Millennium Development Goals (MDGs) and their successor 'Sustainable Development Goals'[4], and the Education for All (EFA) targets, which deal with access and equity issues mentioned above? Do they reflect international frameworks related to risk reduction to which many governments have also agreed? Are they genuinely conflict-sensitive and linked to "conflict sensitive poverty reduction strategies, peacebuilding agreements, stabilization policies, economic recovery policies, youth employment policies, and social inclusion policies"[5] and as proposed in the INEE Conflict-sensitive Education Guiding Principles (see Annex A)?

The Hyogo Framework for Action is another international framework to which many countries are signatory. It specifies global disaster risk reduction objectives and along with the Rio+20 framework for sustainable development addresses issues of climate-related risks. The 'New Deal for Engagement in Fragile States' is another international framework for countries faced

[4] Expected to be adopted by the UN in 2016 http://sustainabledevelopment.un.org/index.php?menu=1561
[5] INEE, 2013. *Conflict Sensitive Education Guidance Notes*, p. 38.

with fragility, which was launched in Busan, South Korea in 2011. It aims to promote effective ways to support countries transitioning out of fragility and building peaceful states[6].

As part of the policy review in terms of relevant international frameworks the following questions among others could be asked:

What existing national policies or legislation …

- Relate and contribute to broad international frameworks to which the government is signatory?
- Are specifically framed within international frameworks that promote safety, resilience and social cohesion?
- Prohibit the occupation or use of schools by fighting forces?

Do such international frameworks …

- Support advocacy for greater safety, resilience and social cohesion in the education sector as well as leverage donor funds?

Kenya Policy on Peace Education

Guiding Principles

- Proactive and preventive
- Appreciation for diversity
- Cohesion and integration
- Respect for human rights
- Environmental sustainability
- Inclusiveness and participation
- Integrity
- Coordination, partnerships and collaboration
- Conflict sensitivity

Step Three: Verify if existing policies are being implemented

Existing policies that are consistent with priorities for safety, resilience and social cohesion should be reviewed to determine whether they are being implemented as intended. Many policies express good intentions, but the challenge is to determine the real impact that they are having on learners and their communities. This will require a planned initiative including analyses and consultations of various kinds, to generate quantitative, semi-quantitative and qualitative data to determine the reality on the ground. Some of this information will be available from the diagnosis exercise described in Booklet 2.

A recent UNESCO study, for example, found that 84% of sub-Saharan African countries have national education policies that include culture of peace values (UNESCO 2013 mapping exercise). Such policies provide an entry point for advocacy and for prioritizing conflict prevention and peacebuilding strategies, whether those activities relate to: curriculum reform focused on teaching skills for learning to live together (see accompanying curriculum booklets); changing school discipline procedures; or governance dynamics that fuel grievances among groups in society. However, there is frequently anecdotal evidence that policies can be ignored due to shortage of resources, political and community pressures, examination focus,

[6] Signatories committed to "…conduct a periodic country-led assessment on the causes and features of fragility and sources of resilience as a basis for one vision, one plan. The assessment will include key national stakeholders and non-state actors and will build upon a harmonised methodology, including **a fragility spectrum,** to be developed by the g7+ and supported by international partners." http://www.g7plus.org/

teacher under-qualification and absenteeism, and so on. Local consultations and small surveys may show that there is a big gap between policy and practice.

Some education systems may have policies specifically related to conflict or disaster risk reduction. For example, the Kenya Education Sector Policy on Peace Education (2014) establishes the education sector's policy within the overarching framework of *Kenya Vision 2030* which stipulates the importance of security, peacebuilding and conflict management for social, economic and political development of the country (MoEST 2014). The Kenya Policy on Peace Education recognises that "education in general and Peace Education in particular … has the responsibility to equip young people with requisite knowledge, skills and attitudes for building peace as well as values for constructive intrapersonal, interpersonal, intergroup relations at the national and international levels" and encourages all stakeholders to use the policy guidelines when implementing peace education initiatives. Anecdotal evidence suggests that in conflict-affected areas where there has been intensive teacher training and management support, this programme has had considerable impact; although other evidence suggests that the policy has yet to be effectively implemented in other areas (Lauritzen, 2013).

All governments need to consider whether their disaster risk reduction, citizenship, peacebuilding or peace education policies are implemented and have an impact in reducing disaster impact, violence and conflict within society, not just within a limited number of schools.

Another example is the "National Policy and a Comprehensive Framework of Actions on Education for Social Cohesion and Peace" which the National Education Commission in Sri Lanka approved in 2008. This policy incorporates the key strategic areas of curriculum, teacher education, second national language, co-curriculum, school culture and models of integrated schools that were identified by multiple stakeholders from differing ethnic and religious communities as critical in the Sri Lankan context.

The aim of the policy was to "bring together disparate peace-promoting activities into a coherent framework" (Davies, 2013: 255 in Sinclair, 2013). A recent review noted that one of the key achievements of the policy is that it provides "sustained legitimation for continued work in this area" (i.e. social cohesion and peace, Davies, 2012: 227 in Sinclair 2013). This included the creation of 200 pilot schools, where activities related to 'education for social cohesion' were consolidated. The schools were in disadvantaged areas and represented language groups (ibid).

Policy Statement and Guidelines for Disaster Preparedness and Education in Emergency Situations in the Solomon Islands 2012-2015

"All Solomon Islanders who are unfortunate to have encountered hardship in an event of disaster whether it be natural or man-made will have access to quality education during or after an emergency. However, we recognise that disasters caused by hazards can be prevented or minimised through better understanding of vulnerability issues and better preparedness and capacity building for stakeholders in the education system. In strengthening capacity to reduce the impact of disasters through understanding vulnerability, all means of and communication media will be used. We expect that every schools have emergency plans as part of the whole school development plan…

And, that

Education Authorities, School Boards and Committees, Teachers and parents will understand and appreciate that through better Disaster preparedness and Disaster Risk Reduction, the impact of disasters will be reduced, thus saving not only limited finances but lives lost in disasters and injuries caused by disaster".

Policies for disaster risk reduction often come under national disaster management bodies. The education sector therefore needs to develop specific disaster risk reduction policies based on the national framework that cover the education system. For example, Pakistan's National Disaster Risk Reduction Policy calls for mainstreaming DRR and school preparedness into curricula at all levels[7]. Accordingly, the education sector may develop a complementary policy for DRR specifically within the education sector or, at a minimum, will be responsible for incorporating the national DRR policy into education sector plans and activities.

Few countries have specific policies related to disaster risk reduction in education. As shown in the box, the Solomon Islands is one of the few countries that has developed a specific policy for education. The *Policy Statement and Guidelines for Disaster Preparedness and Education in Emergency Situations in Solomon Islands 2012-2015* dovetails with its National Education Action Plan (NEAP).

As mentioned above, while policies may be in place, they are not always fully implemented. A policy review must ensure that there are monitoring and evaluation strategies and initiatives in place to determine the level to which the policies have had an impact at all levels (see Booklets 4 and 6 for more information on developing strategies and M&E plans). Implementing effective disaster risk reduction policies such as school design, safe school construction and retrofitting require significant amounts of funding, as well as implementation capacity. Therefore monitoring the implementation of disaster risk reduction policies needs to be part of regular education management processes.

[7] http://www.ndma.gov.pk/Documents/drrpolicy2013.pdf

Some of the questions to help guide MoEs to determine whether their policies are being implemented and have impact could include:

Do policies that relate to safety, resilience and social cohesion explicitly have …

- Corresponding strategies and actions in the national education sector plan?
- Quantitative and qualitative planning and management indicators and feedback mechanisms that show the level of impact the policies have at different levels?
- Budgetary implications and are they included in annual education sector budgets?

Do annual sector reviews …

- Include analysis (based on previous sector diagnosis) of the impact of existing policies related to safety, resilience and social cohesion?
- Utilize the findings from existing indicators (such as access, retention and completion) to determine whether equitable access policies are functioning?
- Request additional data collection, surveys and analysis using quantitative and qualitative indicators to determine if policies relevant and/or specific to safety, resilience and social cohesion are being implemented and have an impact?

Step Four: Start or strengthen the policy dialogue on safety, resilience and social cohesion in and through education

The policy review and formulation process itself may show whether attention is being given to issues of safety, resilience and social cohesion. For example, if policies are developed in isolation in the capital city and the only stakeholders involved in the process are ministry officials, university professors, legislators and school representatives from capital city schools, then the policy formulation process is not inclusive and will likely not reflect the needs of learners and constituents from rural or marginalised areas, or the practicalities of nation-wide implementation.

Therefore it is imperative that the policy formulation process seeks input from a wide range of stakeholders, including people from different cultural, ethnic or religious groups and different geographical locations as well as educators, learners (older children, youth and adult learners), parents and community members, both women and men. See also Booklet 1 for guidance on making the education planning process participatory.

Some of the questions that could help MoEs to determine whether their policy dialogue process relating to safety, resilience and social cohesion is genuinely inclusive and participatory could include:

Does the policy dialogue …

- Include and respect all major stakeholders and end-users including the most marginalized groups and youth?
- Have representation and/or seek feedback by a variety of means from all geographic regions of the country?

- Include representation from the humanitarian, peacebuilding and disaster management sectors?
- Cover issues relating to safety of school facilities for girls, boys and male and female staff, dangers from insecurity, violence or disasters as well as system resilience, student resilience and social cohesion?

Step Five: Identify policy priorities and goals[8] related to safety, resilience and social cohesion

The policy goals for safety, resilience and social cohesion can often be identified within the broad policy goals of as seen in Figure 3.1:

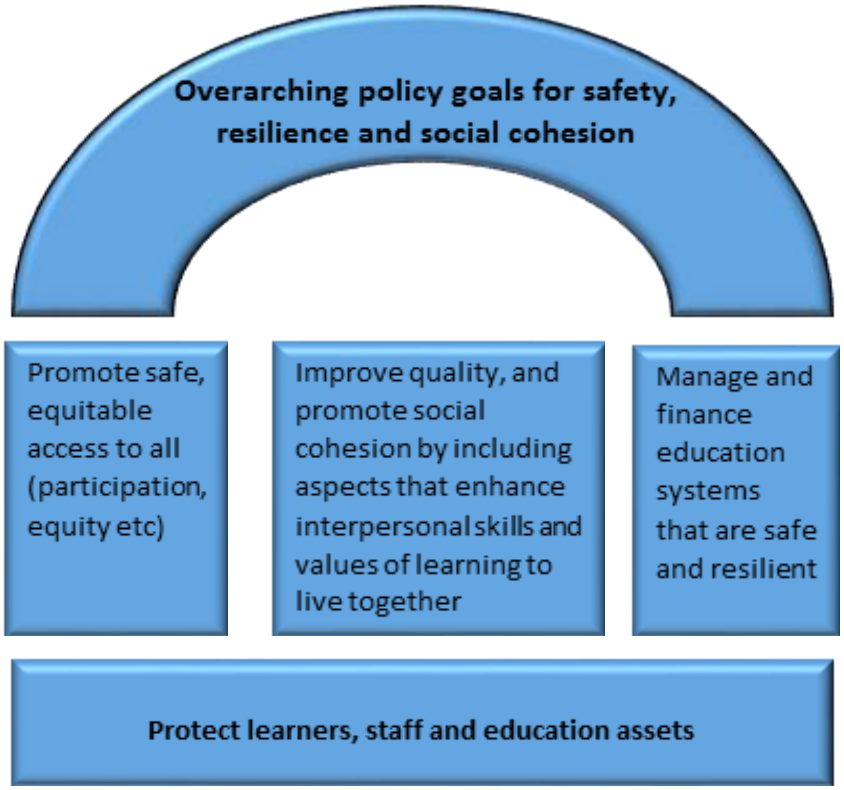
- **Access** (e.g. equitable access, participation, ensuring gender equity and safety issues are addressed, along with other equity issues such as disability, religion, geographic location, vulnerability to attacks on education and/or military use, and disaster risk reduction and response)
- **Quality** (e.g. relevance to the context, whether disaster or conflict prone, related internal efficiency[9] and how identified hazards impact this, and external effectiveness and how school to work transitions mitigate or exacerbate possible youth-related tensions)
- **Management** (e.g. risk informed governance, decentralization including strengthening of school management committees to be responsive in the face of danger, and ensuring that measures to promote safety, resilience and social cohesion are included in education sector budgets)[10].

[8] By policy goals, we mean the long-term goals that guide the future orientation of the sector which should be based on the overall and specific challenges identified in the education sector diagnosis. These are often framed within the broad international goals of equity, quality and access.

[9] To assess internal efficiency we need to know are students completing the primary cycle? How many repeat? How many drop out?

[10] UNESCO. 2006. *National Education Sector Development Plan: a result-based planning handbook. UNESCO Paris.* http://unesdoc.unesco.org/images/0014/001447/144783e.pdf, p. 32

Figure 3.1: Policy goals



All of these goals should contribute towards ensuring that the lives of learners and staff are protected and that educational assets are also safe from the impacts of risks (these can also be framed within the Comprehensive School Safety Framework endorsed by many agencies and countries in the context of disaster risk reduction – see Annex B).

For example: if an education sector diagnosis has revealed that there are significant biases against particular ethnic groups with regard to access to and quality of education, it will be useful to strengthen the policy of equal educational opportunities at all education levels regardless of race, ethnic group, sex or geographic location. Such a policy would be an integral part of an education policy on equity. It is also a policy that will contribute towards social cohesion efforts, as there will most likely be fewer grievances from minority or marginalised groups if they have a real opportunity to access and complete schooling and have the possibility of entering secondary, post-secondary and higher education, including the teacher training that will enable them to help their own communities.

Specific examples of policies that relate to promoting safety, resilience and social cohesion can be found in Table 3.1. These are not exhaustive but provide some illustrations of what policies for safety, resilience and social cohesion might be included that also relate to broader frameworks of access, quality and governance/management.

Table 3.1: Policy goals

Type of policies		Key components
Safety (relates also to issues of access)	Policy on schools as zones of peace[11]	• Schools only to be used for educational purposes not for military use and free from political or other forms of indoctrination • Protection of children from recruitment into armed forces • Advocacy by MoEs for use of Lucens Guidelines
	School safety policies	• Provides for limited use of schools as short-term shelters, while providing for protection of school assets, and educational continuity. • Establishes criteria for schools to be located in safe areas, and that they are constructed and maintained according to safe school construction codes[12] to be safe in the face of known hazards and risks. • Sets out standard operating procedures and priority responses in case of emergencies (e.g. building or area evacuation, safe assembly and supervision, shelter-in-place, lockdown, and safe family-reunification). • Access routes to school are safe and secure
	Teacher code of conduct	• Emphasis on child friendly, constructive classroom management techniques and prohibition of all forms of abuse of students including corporal punishment and sexual harassment or abuse.
	Anti-bullying/harassment policy	• Typically at the school level, although can be nationally driven. Often includes how to prevent, and respond to bullying or harassment

[11] http://www.protectingeducation.org/sites/default/files/documents/a_mapping_of_szop_programs_in_nepal.pdf
[12] See INEE Guidance Notes on Safe School Construction
http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1005

Type of policies		Key components
Resilience (relates also to issues of management)	Risk reduction management policy	• Includes maintenance of school facilities for safety, non-structural risk reduction, protection of school supplies and materials, adequate water, hygiene and sanitation facilities. • Covers such things as flexible school calendars or alternative time periods if schooling is disrupted, use of disaster-resistant construction standards and designs, interaction and cooperation with other national disaster management bodies, criteria for use of schools as emergency shelters, etc.
	Curriculum policy	• Includes knowledge, skills, values and competencies throughout the curriculum that foster skills of citizenship, Learning to Live Together etc. (see curriculum booklets)
	Capacity development policy	• Includes actions to develop capacities of authorities (including inspectors, district education officers and other ministry personnel) related to conflict and disaster risk reduction, including Learning to Live Together (see curriculum booklets). • Covers practices related to keeping children safe during disasters or in response to conflict and protection of national investments in education such as schools and equipment.
	Decentralization policy	• Includes devolution of responsibilities and decision making to local education authorities. This may contribute toward peace-building efforts if local areas have more autonomy and the capacity to implement objectives related to tackling issues that affect their region. • Could include specific risk reduction policies for the decentralised level

Type of policies		Key components
Social cohesion (relates also to issues of quality)	Policy to promote citizenship, peace and/or social cohesion, or peace education	• Could start with curriculum and textbook review process and link with curriculum policy (see above and curriculum booklets) • Includes system level review of whether safety, resilience and social cohesion has been included throughout the education system e.g. teacher development programmes, school inspection guidelines, etc.
	Equitable access for all/inclusive education policy	• Ensures that all children to have access to education, including children with disabilities as well as children from all socioeconomic and identity groups, IDPs and refugees
	Teacher recruitment and deployment	• Provides for the equitable recruitment and deployment of teachers in an open and transparent manner in all parts of the country.
	Peacebuilding or conflict management policies	• Sometimes have a focus on education as a central mechanisms for promoting peacebuilding or conflict management policies
	Inclusive language policy	• Ensures that one language group is not favoured over another and that minority groups are not disadvantaged • Promoted mother tongue instruction in primary grades to ensure that all identity groups have equal learning opportunities
	Equitable resource allocation	• Ensure that education finances and investments are equitably distributed throughout the country (including provision for teaching positions, schools, classrooms, and water and sanitation facilities) • Can include demonstration of how such a policy contributes to overall peace-building efforts by providing quality services to all areas of the country. This avoids conflicts that can arise if resource distribution benefits one group over another

When policies to promote safety, resilience and social cohesion are developed, a further critical step is to allocate dedicated resources to the implementation and subsequent monitoring and evaluation of the policies as part of the planning process (see Booklet 5 for a discussion of costing and financing of such initiatives).

The choice of which policies to implement will vary from country to country, depending upon the conflict and disaster risk analysis that was undertaken as an integral part of the Education Sector Diagnosis process or otherwise. As all contexts are different, and the type of challenges facing countries varies, then policies need to be adapted according to the specific context of the country and the different parts of the country. Once the broad policies have been defined, specific strategies and programmes can be developed to promote safety, resilience and social cohesion (see Booklet 4 for more information).

Some of the questions that could help identify policy goals and priorities that contribute towards safety, resilience and social cohesion could include the following:

Do the selected policy priorities ...

- Reflect the socio-cultural context (religious, ethnic, linguistic, tribal, gender, location) of the country?
- Contribute towards broader policy goals of access, equity and management?
- Ensure that learners, personnel and education assets are protected and can withstand identified risks, especially from disaster and insecurity?

If policy priorities are not addressing issues of safety, resilience and social cohesion, where are the gaps in service and why have they appeared? What policies will be needed to fill these gaps? [13]

Key actions

- Review existing policies against risks identified in the education sector diagnosis (see Booklet 2)
- Review existing policies to determine to what extent they promote safety, resilience and social cohesion
- Enter into a policy dialogue with key stakeholders to determine the degree to which existing policies need to be strengthened or new ones developed
- Select policy priorities and goals which will be reflected in the selection of priority programmes in the next phase of the planning cycle (see Booklet 4)

[13] From Koons, 2014 p.21

Key Resources

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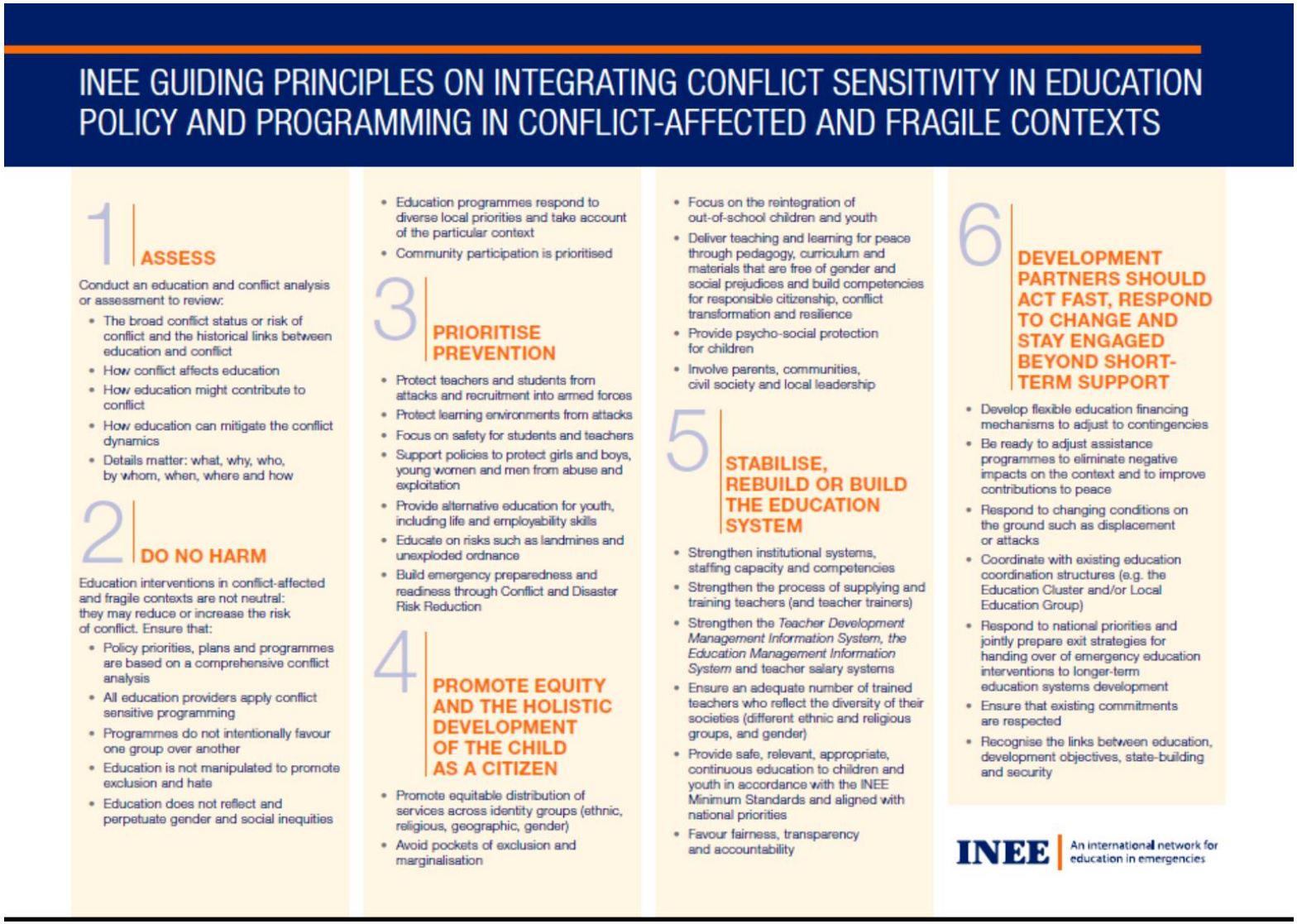
Annex A

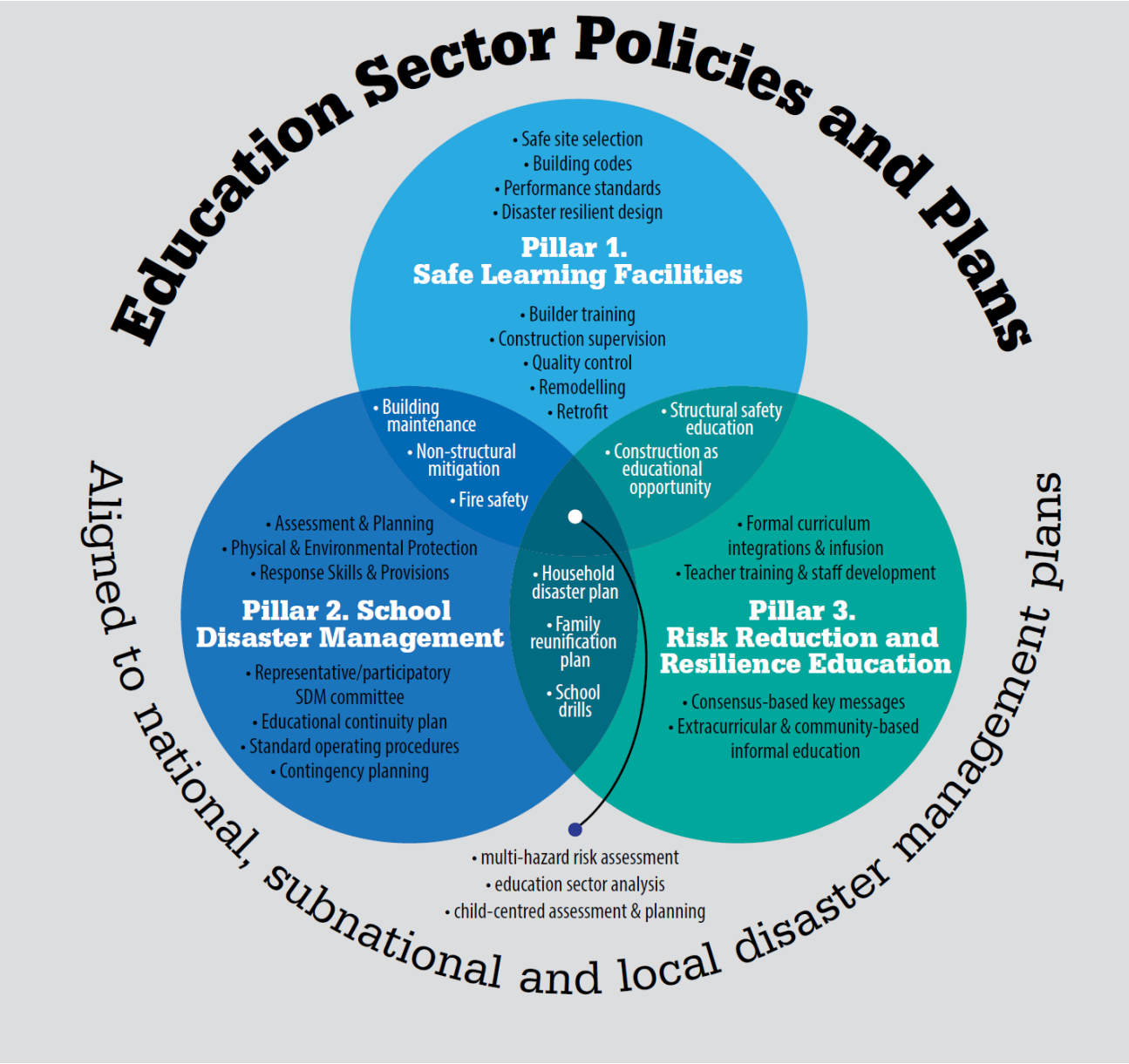
Guiding Principles for Conflict Sensitive Education[14]



[14] For the full Conflict Sensitive Education Pack see http://www.ineesite.org/uploads/files/resources/INEE_Intro_to_Pack_English.pdf

Annex B

Comprehensive School Safety Framework[15]



[15] For the full document see http://www.preventionweb.net/files/31059_31059comprehensiveschoolsafetyframe.pdf