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EMERGING PRACTICES

in Design, Monitoring,
and Evaluation for
**EDUCATION FOR
PEACEBUILDING
PROGRAMMING**

PRACTICE GUIDE

OCTOBER 2015

A practical guide to contribute to learning and growth of education for peacebuilding by focusing on key elements of program design, monitoring, and evaluation (DM&E) for education interventions with peacebuilding aims in fragile and conflict-affected environments. Presenting critical information, practical tips, resources and tools for all stages in program cycles, and emerging practices and lessons learned from the field, including those arising from the UNICEF Learning for Peace program.

Rebecca Herrington

Design, Monitoring, and Evaluation Specialist
Search for Common Ground

1601 Connecticut Ave NW
Washington, DC 20009 USA

+1 202 265 4300

rherrington@sfcg.org

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Vanessa Corlazzoli

Director of Design, Monitoring, and Evaluation, Search for Common Ground

Cynthia Koons

Consultant, Education in Conflict Contexts Specialist

Christopher Talbot

Consultant, Education in Emergencies

Patrick M. Gregoire

ILT Research Assistant, Search for Common Ground

Julie Younes

Director of Monitoring and Evaluation, PeacePlayers

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ACRONYMS

CPC	Child Protection in Crisis
DE	Developmental Evaluation
DFID	Department for International Development
DM&E	Design, Monitoring, and Evaluation
ECD	Early Childhood Development
ICT	Information and communication technology
INEE	Inter-agency Network for Education in Emergencies
KAP	Knowledge, Attitudes, and Perceptions/Practices
M&E	Monitoring and Evaluation
MSC	Most Significant Change
NGO	Non-governmental Organization
OECD	Organisation for Economic Co-operation and Development
PBEA	Peacebuilding, Education, and Advocacy program; Learning for Peace
PFGD	Participatory Focus Group Discussion
RCTs	Randomized Controlled Trials
SFCG	Search for Common Ground
UN	United Nations
UNESCO	United Nations Education, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

INTRODUCTION

Improving access to and quality of formal education has long been a development initiative, supported by the UN Children’s Fund, World Bank, the Millennium Development Goals, and many international nongovernmental organizations. Quality education is recognized as an essential part of improving livelihoods and the future of countries around the world. Likewise, peacebuilding efforts over the past few decades have worked to understand, manage, and prevent violent conflict.¹ By utilizing non-formal education of conflict resolution practices, engaging with youth to build tolerance and understanding of the ‘other’, as well as a multitude of efforts aimed at enhancing stability at various levels of society. Education and peacebuilding often interact and overlap unintentionally through operating in the same contexts and working with children and youth. **This has led to an increased focus by practitioners, academics, and institutions on the “two faces” of education, or the ways in which both conflict and education interact with and affect one another and the lives of direct and indirect beneficiaries.**²

The “two faces” of education interact at three levels of society: macro (policy) level, meso (community) level, and micro (individual) level. At the meso and micro levels, for example, the positive face of education rests in its ability to help people critically assess historical narratives and the dynamics behind the groups that shape them. Education can be used to foster dialogue and tolerance along ethnic, linguistic, and other identity lines. Education that emphasizes these practices helps to address grievances and strengthen the values, attitudes and beliefs that support peace. However, at the macro level education can also be a driver of conflict when delivered without consideration of conflict dynamics, equity of services, or peacebuilding dimensions.³ This can exacerbate systematic exclusionary practices such as manipulating curriculum or textbooks for political gain, unequal distribution of education resources, segregating certain groups from accessing quality education, and enforcing discriminatory stereotypes and beliefs among children and youth. These harmful practices are culturally repressive and engender prejudiced attitudes and oppressive systems.⁴ The understanding of these two faces of education has led to a more intentional approach between education and peacebuilding.

In their 2009 joint report, the United Nations General Assembly and Security Council laid the foundations for the application of education for peacebuilding programming by highlighting education as one of the five priorities for peacebuilding in the immediate aftermath of violent conflict.⁵ Thereafter, a number of other initiatives emphasized the role of education in conflict-affected contexts: the Secretary-General’s Global Education First Initiative; the World Bank’s Global Center on Conflict, Security and Development; the Global Partnership for Education’s Strategic Plan, culminating with the pilot launch of the New Deal for Engagement in Fragile States in the Democratic Republic of the Congo, Liberia, Sierra Leone, and South Sudan.⁶ Since then, various organizations have developed conflict-sensitive education programming and begun incorporating peacebuilding aims and methodology in their programs. This has primarily involved non-formal education programs, although there has been a more recent shift to incorporating peacebuilding into the formal education systems, as well as the entire education cycle: early childhood development

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- 1 The overall objectives of peacebuilding programming are to address the underlying dynamics and drivers of conflict and promote reconciliation
 - 2 D. Bush, K. and Saltarelli, D. (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. [ebook] Florence, Italy: UNICEF. Available at: <http://www.unicef-irc.org/publications/pdf/insight4.pdf>.
 - 3 Peacebuilding, Education and Advocacy in Conflict-Affected Contexts. (2013). [ebook] UNICEF. Available at: <http://www.educationandtransition.org/wp-content/uploads/2013/07/PBEA-2012-Consolidated-Report-Final-Submitted-to-PARMO-17-June-20132.pdf>.
 - 4 D. Bush, K. and Saltarelli, D. (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. [ebook] Florence, Italy: UNICEF. Available at: <http://www.unicef-irc.org/publications/pdf/insight4.pdf>.
 - 5 Report of the Secretary-General on peacebuilding in the immediate aftermath of conflict. (2009). [ebook] UNGA & UNSC. Available at: http://www.unrol.org/files/pbf_090611_sg.pdf
 - 6 Peacebuilding, Education and Advocacy in Conflict-Affected Contexts. (2013). [ebook] UNICEF. Available at: <http://www.educationandtransition.org/wp-content/uploads/2013/07/PBEA-2012-Consolidated-Report-Final-Submitted-to-PARMO-17-June-20132.pdf>.

(ECD), primary education, secondary education, and tertiary education. The new Sustainable Development Goal (SDG) 16 calls for transformational means of sustaining humanitarian and development investments.⁷ SDG 16 is a prerequisite for sustainable development, but it also supports the achievement of most other SDG goals, including SDG 4, “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The cross-section between education and peacebuilding programs remains a largely uncharted territory. From the perspective of peacebuilding programming, peacebuilding is the primary intended outcome, while education outcomes, such as enhanced learning, might comprise secondary outcomes. Similarly, from the perspective of education programming, while peacebuilding does not always appear as an explicit priority, it should be seen as an approach to achieving enhanced learning outcomes and educational objectives. The nexus between the two sectors requires both new knowledge and evidence about the ways in which education and peacebuilding can contribute to one another, and intentional discussion and dissemination of lessons learned and tools used between the two fields. ***The Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming is a step forward in bridging that gap by helping identify how best to design education for peacebuilding programming. It also serves to capture and assess its potential impact and contribution to sustainable, transformative change.***

Key questions this document addresses for education for peacebuilding practitioners include:

- ✓ What should practitioners consider when designing programs and accompanying M&E systems that contribute to education for peacebuilding programming?
- ✓ What are unique and specific considerations for conducting outcome-oriented M&E planning within complex, conflict-sensitive contexts?
- ✓ What are some relevant M&E tools and resources for education for peacebuilding programming?

In response to those questions, this Guide presents DM&E tested practices, considerations, and lessons learned that have emerged over the course of the past five years as they apply to education for peacebuilding programming. Education for peacebuilding programming requires special considerations and specific adaptations of monitoring and evaluation practices that currently exist in the education and peacebuilding sectors. As such, many of the highlighted practices and tools are not necessarily new or wholly unique to education for peacebuilding programming. Rather, this paper helps pinpoint aspects of monitoring and evaluation that may not be familiar to one sector or the other. Additionally, it examines unique aspects to common approaches that need to be applied when doing this type of cross-sectoral programming.

The paper begins with working definitions of key terms and concepts used in education for peacebuilding programming and throughout the Guide (**Chapter 1**). The following chapters highlight important considerations and lessons learned specific to designing and planning for an education for peacebuilding program, including design, conflict analysis, and theories of change (**Chapter 2**), monitoring considerations and tools (**Chapter 3**), and evaluation approaches (**Chapter 4**). Each chapter offers concrete examples from previous or ongoing education for peacebuilding programs, vetted resources, and a convenient list of Do’s and Don’ts for practitioners. The Guide finishes with a summary of the guidance provided and how practitioners can move forward with implementing rigorous and well-thought-out education for peacebuilding programming (**Chapter 5**).

The paper draws on experiences and expertise of education for peacebuilding programming, mainly from UNICEF’s

⁷ “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.”

Learning for Peace program, Search for Common Grounds work in education, USAID's ECCN organizations, and INEE member expertise, as well as research on existing tools and conversations currently unfolding. The document does not represent any of the featured organizations' official positions; it is simply a contribution to the growing field of education for peacebuilding programming. In that light, the resources and highlighted tools in this document should be used by program managers, implementers, and DM&E staff as an aid to inform and support the design, implementation, monitoring and evaluation of programs with education for peacebuilding aims. The material presented in this document assumes basic knowledge of design, monitoring, and evaluation, and as such, is geared towards an intermediate level.

CHAPTER 1: KEY TERMS AND DEFINITIONS

Given the cross-sectoral dimension of education for peacebuilding programming, it is important to introduce *working definitions* of concepts that are commonly used in education for peacebuilding programs and whose definitions have impacts on design and measurement of programming. Common working definitions allow teams and practitioners from different projects or organizations to design better indicators, clearer theories of change, similar interpretation of project activities and their objectives, and readily share information that is more likely to be understood the same way it was designed.

Peacebuilding has been defined as “a multidimensional range of [actions, approaches, and methods] to reduce the risk of a lapse or relapse into violent conflict by addressing both the causes and consequences of conflict.”⁸ Peacebuilding aims to transform or change harmful relationships and institutions and strengthen capacities at all levels to better manage conflict dynamics and support the cohesiveness of society in ways that foster sustainable peace and development.⁹ Its implementation engages people at the political, socioeconomic, and cultural level. Effective peacebuilding demands a cross-sectoral approach; intersecting within education, water and sanitation, health, nutrition, child protection, and gender programming. It should occur at the local and national level, and include the participation of governments, civil society, the UN system, as well as an array of international and national actors.¹⁰

Quality Education consists of “processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools” along with strategic assessment to encourage learning.¹¹ “Knowledge, attitudes and skills (KAS) development forms the basis of quality education”, and is often linked to building a positive understanding of peacebuilding competencies, citizenry participation, and other responsibilities.¹² “Quality education includes: learners who are healthy, well-nourished and ready to participate and learn, [as well as] supported in learning by their families and communities; environments that are healthy, safe, protective, gender-sensitive, and provide adequate resources and facilities.” For the purpose of this Guide, discussions on quality education will encompass formal and non-formal education, Technical and Vocational Education and Training, early childhood development, basic, secondary, and tertiary schooling.

Monitoring and Evaluation of Peacebuilding has been defined as the systematic gathering and analysis of information on specific questions to provide useful feedback for a program, organization or individual to serve the purpose of learning and accountability.¹³

Conflict Sensitivity is “the capacity of an organization to understand its operating context, understand the interaction between its interventions and the context, and act upon this understanding to avoid negative impacts (“do no harm”) and maximize positive impacts on conflict factors.”¹⁴

8 Key Peacebuilding Concepts and Terminology. (2014). [ebook] UNICEF. Available at: <http://learningforpeace.unicef.org/wp-content/uploads/2014/04/Key-Concepts-Final.pdf>

9 Ibid.

10 Ibid.

11 Colby, J. (2000). *Defining Quality in Education*. [ebook] New York: UNICEF. Available at: <http://www.unicef.org/education/files/QualityEducation.PDF>.

12 Reilly, E. (2013). *Peacebuilding knowledge, Attitudes and Skills*. [ebook] UNICEF & Learning For Peace. Available at: <http://learningforpeace.unicef.org/wp-content/uploads/2013/08/Peacebuilding-Knowledge-Attitudes-and-Skills-Desk-Review-and-Recommendations.pdf>

13 Church, C. and M. Rogers, M. (2006). *Integrating Monitoring and Evaluation in Conflict Transformation Programs*. [ebook] Washington DC: Search For Common Ground, USIP & AFP. Available at: <http://www.sfcg.org/Documents/manualpart1.pdf>

14 Key Peacebuilding Concepts and Terminology. (2014). [ebook] UNICEF. Available at: <http://learningforpeace.unicef.org/wp-content/uploads/2014/04/Key-Concepts-Final.pdf>

Conflict-sensitive Education is referred to as education programming that reflects an understanding of the context in which it is implemented, taking into account the two-way interaction between the programming and the context, such that its activities minimize negative impacts and maximize positive impacts of education policies and programming on conflict.¹⁵

Gender sensitivity refers to the ability to recognize existing gender differences, issues, and inequalities and incorporate these into strategies and actions.¹⁶

Gender transformative programming refers to transforming unequal gender relations to promote shared power, control of resources and decision-making.¹⁷

Social Cohesion is the degree to which vertical (a responsive state to its citizenry) and horizontal (cross-cutting, networked relations among diverse communal groups) social capital intersects. The more social capital that exists and is leveraged in a mutually beneficial manner, the more likely a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating/managing conflict.¹⁸

Resilience is the ability of an individual, community, society or system exposed to a threat to resist, absorb, adapt and recover from its effects in a timely and effective manner. It also includes the preservation and recovery of their structures and functions.¹⁹ Resilience is pertinent in education contexts, as education provides the knowledge, tools, and skills necessary for societies to persevere and effectively manage shocks.²⁰

Education and Peacebuilding

Education can be either a driver of conflict or positive transformation, and thus plays a core role in building sustainable peace. Education can contribute to conflict prevention, social transformation, civic engagement, and economic progress.²¹ It can help improve governance, provide employment opportunities to disenfranchised youth, empower adolescent girls and women as actors of constructive change, engage youth in the civic and political sphere. Education also models inclusive participation and decision-making by uncovering, analyzing, and addressing underlying conflict drivers. To see this potential realized requires a long-term view that includes building and strengthening education sector systems. “Practices of good governance, conflict-sensitive education policy, transparent collection and use of information and equitable distribution of education resources and materials are important signals of strengthened institutional capacity and are crucial to the peacebuilding process.”²²

15 Koons, C. (2013). INEE Guidance Note On Conflict Sensitive Education [ebook] New York: Inter-Agency Network for Education in Emergencies. Available at: http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_GN_on_Conflict_Sensitive_Education%5B1%5D.pdf.

16 Gender Mainstreaming: A Training Manual. (2007). [ebook] New York: UNDP. Available at: http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/Sustainable%20Energy/Gender_Mainstreaming_Training_Manual_2007.pdf.

17 Trainingcentre.unwomen.org, *Glossary*. [online] Available at: <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>

18 J. Colletta, N. and L. Cullen, M. (2000). *The Nexus Between Violent Conflict, Social Capital and Social Cohesion: Case Studies from Cambodia and Rwanda*. [ebook] Washington DC: Social Capital Initiative, p.4. Available at: <http://siteresources.worldbank.org/INTSOCIALCAPITAL/Resources/Social-Capital-Initiative-Working-Paper-Series/SCI-WPS-23.pdf>

19 UNICEF. *Fostering Resilience, Protecting Children: UNICEF in Humanitarian Action*. [online] UNICEF. Available at: http://www.unicef.org/hac2011/hac_lead.html

20 Actions for Children and Youth Resilience: Guide for Governments. (2013). 1st ed. [ebook] Panama City: UNICEF. Available at: http://www.unicef.org/lac/Guia_gobiernos_acciones_resiliencia_ninez_juventud_EN.pdf.

21 Smith, A. (2011). *The influence of education on conflict and peace building*. [ebook] UNESCO. Available at: <http://unesdoc.unesco.org/images/0019/001913/191341e.pdf>

22 Key Peacebuilding Concepts and Terminology. (2014). [ebook] UNICEF. Available at: <http://learningforpeace.unicef.org/wp-content/uploads/2014/04/Key-Concepts-Final.pdf>

Peace Education

Peace education²³ has been defined as “the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth, and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national, or international level.²⁴” This typically consists of formal education and curriculum initiatives that incorporate training in topics such as theories of peace, conflict resolution, and tolerance.

Education for Peacebuilding

Both peace education and education for peacebuilding aim to impart theoretical understanding, conflict management techniques, and the values of cultural tolerance and non-violence to learners.

- ✓ Education for peacebuilding utilizes quality education and peacebuilding programming (whether formal, non-formal, or extracurricular) **as a medium** to engage children, youth, Ministry officials, school administrators, teachers, and parents in activities that build social cohesion and applied learning of peacebuilding competencies.²⁵
- ✓ Education for peacebuilding is a systems approach. It looks at how the beneficiaries of the entire education system interact at the macro, meso, and micro levels, including;
 - Upstream interventions through education sector plans, curriculum framework, teacher recruitment policies, governance and distribution of education resources, and peacebuilding policies;
 - Systems strengthening through capacity development of ministries, education agencies, religious leaders, community members, and education personnel; and
 - Individual development through refined teaching methods, extracurricular activities, facilitated community discussions, and interacting with “others” through cultural and social events.
- ✓ Education for peacebuilding supports the development of the **knowledge, attitudes, and skills and enabling environment needed for children and youth to become peacebuilders** in their society.
- ✓ And, Education for peacebuilding programming works towards **addressing conflict drivers** caused, influenced, or that can be impacted by the larger education system. As such, it is essential for education for peacebuilding to be driven and informed by current conflict-affected contexts and based on input from partners and beneficiaries on the ground.²⁶

23 Castro, L. and Galace, J. (2008). *Peace Education: A Pathway To A Culture Of Peace*. Philippines: Centre for Peace Education.

24 TeachUNICEF. *Peace Education*. [online] Available at: <http://teachunicef.org/explore/topic/peace-education>

25 Reilly, E. (2013). *Peacebuilding knowledge, Attitudes and Skills*. [ebook] UNICEF & Learning For Peace. Available at: <http://learningforpeace.unicef.org/wp-content/uploads/2013/08/Peacebuilding-Knowledge-Attitudes-and-Skills-Desk-Review-and-Recommendations.pdf>

26 D. Bush, K. and Saltarelli, D. (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. [ebook] Florence, Italy: UNICEF. Available at: <http://www.unicef-irc.org/publications/pdf/insight4.pdf>

CHAPTER 2: DESIGN AND PLANNING

Through program design, an organization builds their objectives, desired outputs, and necessary activities to achieve identified changes over a project's lifespan. It helps build stakeholder buy-in through a participatory approach, creates plans for resource management, and provides scope and clarity for activities with targeted impact. Strong program design can also facilitate conscientious implementation that connects one project to larger change mechanisms, networks of organizations working on similar issues, and systems thinking awareness no matter the size of your project.

What are some considerations when designing education for peacebuilding programs?

1. Ensure inclusive, diverse, and conflict-sensitive participation of stakeholders, including specialists in both education and peacebuilding programming.
2. Analyze the conflict context, including underlying causes, dynamics, opportunities for peacebuilding, barriers to implementation, potential impacts on programming, and entry points should be included in the program design.
3. Develop theories of change that are relevant to both sectors: education and peacebuilding.
4. Consider complexity. Education for peacebuilding programming may require more complex programming, incorporating systems thinking, careful consideration of sequencing of interventions, and flexibility of programming to remain beneficial in shifting contexts.
5. Revisit the design systematically through support from strong feedback loops, to ensure it is “doing no harm” and responsive to the context.²⁷
6. Take time into consideration concerning preparations, adjustments, and expectations around desired changes. Even if a curriculum is more conflict-sensitive today, progress in students' results may not be observable before a few years; often well after the program has ended. Hence the importance of progress indicators at intermediate milestones and building in the sustainability of action.
7. Prepare for your evaluation from the design stage. What type of change do you want to measure and what implications does that have for monitoring throughout the project cycle, as well as preparations necessary for a successful end-of-project evaluation.

Entry Points

The first place to start when building an education for peacebuilding program is to consider the entry points for peacebuilding. Entry points may only be clear after a conflict analysis and needs assessment. However, if you are modifying existing programming, you may already have identifiable entry points to incorporate secondary peacebuilding objectives into a project. Ongoing interventions can adjust in this way to work towards the primary or long-term peacebuilding objectives of education work and vice versa. For example, if you are currently organizing after school clubs for children and youth that focus on life skills, this poses a great opportunity to incorporate peace education, alternative dispute resolution training, and broader conversations that address identified community tensions with the participants. Especially if the clubs have already proved of interest to the members and are seen as beneficial by the school administration, teachers, and parents.

²⁷ Conflictsensitivity.org. *Do No Harm/Local Capacities for Peace Project | Conflict Sensitivity*. [online] Available at: <http://www.conflictsensitivity.org/node/103>.

EXAMPLE 1: Identifying Entry Points to Peacebuilding in Cote d'Ivoire²⁸

The UNICEF Cote d'Ivoire Country Office presents a strong example of identifying an entry point for incorporation of peacebuilding into their education work by going from 'business as usual' Early Childhood Development (ECD) interventions in fragile communities of the Cote d'Ivoire-Liberia border region to using these ECD community-level interventions for peacebuilding in the broader community.

UNICEF Côte d'Ivoire and CARITAS are investing in ECD in regions where cyclical conflict and structural inequality remain, focusing on addressing the "inequitable service delivery" driver of the conflict and allowing more children between the ages of 3 and 5 to access ECD services. The ECD interventions also empower women as independent economic agents capable of running the centers in a sustainable manner, through skills building, literacy, numeracy and income generation activities. Seventeen ECD centers were supported by Learning for Peace in Cote d'Ivoire, allowing over 1,255 children to access ECD services in volatile communities that border Liberia.

Through the conflict analysis, the UNICEF Country Office was also able to determine that the conflict has damaged the social fabric already weakened by the protracted crises in many communities, exacerbating existing divisions. Such divisions are present at many levels including in women's groups and associations, which are largely non-inclusive and mono-ethnic. Moreover, sociocultural norms and limited platforms are barriers for women to become agents of peace and actively contribute to reconciliation and social cohesion efforts in their community. The project has therefore re-designed 'standard' ECD programming at the community level to facilitate the creation of spaces in which social transformation, led by women, can take place. Learning for Peace promotes the establishment, capacity building, and coaching of inclusive, multi-ethnic mothers' clubs in ECD centers that now unite women from different ethnic groups around the common goal of child well-being, stability, and peace within their communities. Women were trained in non-violent conflict resolution, and in 2015, a selected number of members will be able to further their efforts at peace consolidation by joining existing village peace committees. This project turns ECD centers into platforms for social interaction, dialogue, joint learning, and constructive action for peace, touching not only the women but also their families and the larger community. ECD centres thereby become entry points for strengthening community social cohesion

Entry points for peacebuilding exist in many of the 'business as usual' education interventions that are being implemented worldwide. Oftentimes these require a new lens and conflict analysis to integrate peacebuilding outcomes into existent programming for more sustainable and crucial impacts from programming. The following example provides a breakdown comparing typical Child-friendly School programming to Child-friendly School programming through a peacebuilding lens. These are a few quick examples that align with the key principles and show how one type of commonly employed education programming can contribute to peacebuilding when transformed to education for peacebuilding programming.

28 Peace building, Education and Advocacy in Conflict-Affected Context Programme. (2014). [ebook] UNICEF. Available at: <http://learningforpeace.unicef.org/wp-content/uploads/2014/12/2013-Consolidated-Report-16-June-Final-Submitted.pdf>.

EXAMPLE 2: Differences in Design between Education and Education for Peacebuilding

CHILD-FRIENDLY SCHOOLS KEY PRINCIPLES

1. Child-centered
2. Inclusive
3. Democratic participation
4. Protection

TYPICAL CHILD-FRIENDLY SCHOOL PROGRAM	EDUCATION FOR PEACEBUILDING CHILD-FRIENDLY SCHOOL PROGRAM
Providing for the health, safety and protection of children.	<ul style="list-style-type: none"> ✓ Peer monitoring of violence in the school ✓ Peer mediation of interpersonal conflicts ✓ Provision of support systems to identify and address other issues; safe latrines for both sexes, trauma specialists if needed, etc.
Seeking to understand the development, progression, and needs of the whole child in the broader context of the home, school, and community.	<ul style="list-style-type: none"> ✓ Actively engaging and advocating with parents for their child's learning in school and the home ✓ Providing safe and inclusive play activities, such as sports, music, drama, etc.
Fostering child participation, creativity, confidence, and self-esteem as well as psychosocial well-being.	<ul style="list-style-type: none"> ✓ Giving students structured opportunities to express and share post-conflict emotions, hopes, and fears
Providing a child-relevant curriculum and child-centered pedagogy so that learning accords with the child's reality and learning needs.	<ul style="list-style-type: none"> ✓ Ensuring all cultures feature in school life and the curriculum ✓ Students are given some degree of determination over curriculum content ✓ Students join in self-assessment and planning

Fumiyo Kagawa and David Selby's paper, *Child-Friendly Schooling for Peacebuilding*, provides additional highlights from peacebuilding-oriented Child-friendly School programming in twelve countries, including discussions of change effected and specific peacebuilding initiatives within the project.²⁹

Participatory Design and Stakeholder Engagement

It is rarely sufficient for program managers to brainstorm by themselves and determine an informed course of action for reaching a goal or desired change. **Solid program design requires planning, leveraging information gained from a needs assessment and a conflict analysis, a collaborative process, and reflective practice.** A participatory process may help to build a common understanding of concepts, goals, and how activities should be implemented, as well as enhance ownership and buy-in. This allows for consistency in communication and comparable results later on in the project cycle. Clear communication about the agreed goals is especially important if there are multiple implementing partners and various levels of programming within a project.

²⁹ Kagawa, F. and Selby, D. (2014). *Child-Friendly Schooling for Peacebuilding*. [ebook] New York: UNICEF. Available at: http://learningforpeace.unicef.org/wp-content/uploads/2014/11/CFS-Full-Report_FINAL_web11.20.14.pdf.

Participation in design, monitoring, and evaluation exists on a spectrum and needs to be conflict-sensitive, inclusive, and feasible for the project context. At times, this can mean simply involving high-level stakeholders, such as the Ministry of Education, council leaders, and perhaps school administrators, in design meetings to refine intervention strategies and inform implementation. Other times, a participatory approach is carried out through designing and implementation of M&E tools with the direct beneficiaries, such as training youth participants to be enumerators and conduct surveys and preliminary data analysis themselves. While it is important to involve multiple voices and informative viewpoints in program design and implementation, the level of participation chosen for a project or aspect of a project needs to be appropriate in scope. It should also be sensitive to the context, and facilitate the best possible outcomes.

One example of participation needed in education for peacebuilding programming is seen in the importance of inviting both education specialists and peacebuilding specialists into the design phase of a project, regardless of who is the main implementer. It also requires an understanding of the approach and foundational frameworks behind each sector, what is similar, what is different, etc. This may require additional training, capacity building, supportive technical assistance, and more frequent collaboration between specialists from both disciplines.

This participation and differences between education and peacebuilding are also relevant when determining engagement with various stakeholders. Education programming often works with the Ministry of Education and needs to be respectful of different governing bodies and committees that deal with school management, curriculum development, testing, etc. Peacebuilding programming tries to establish neutrality, which can mean limiting interactions or direct partnership with government agencies. This makes it especially important to determine buy-in, necessary stakeholders to reach out to, and how best to involve different parties in the project through a collaborative process built on understanding the rationale behind both sectors' common practices in order to design an effective education for peacebuilding program.

EXAMPLE 3: Participatory Design in South Sudan

“In South Sudan, Save the Children International began an education in emergency program aimed to support equal access for internally displaced and returnee children. To inform the program rollout, the initial community assessment included focus group questions about the perceptions of the conflict. For example, parents were asked how the terms “internally displaced” and “returnee” were understood in the village. Knowing how the local community understood these terms, Save the Children education staff were better able to distribute education activities and deliverables to the intended beneficiaries in a way that minimized contribution to intergroup tension.”³⁰

Beyond engagement, it is crucial to consider how necessary stakeholder relations will play out throughout programming and influence the implementation timeline. It may take significantly longer to accomplish objectives, work through logistics, and build a relationship with the Ministry of Education than in working with a civil society organization, but it cannot be rushed. It may also require a reexamining of the roles and responsibilities of the project, as the Ministry may take a backseat, regularly engaged, or lead role in the process of programming. These types of

30 Koons, C. (2013). INEE Guidance Note On Conflict-sensitive Education [ebook] New York: Inter-Agency Network for Education in Emergencies. Available at: http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_GN_on_Conflict_Sensitive_Education%5B1%5D.pdf.

implementation adjustments may also impact buy-in needed on the conflict and needs assessments in order to proceed with programming. **It is important to incorporate flexibility into the timeline for cultivating stakeholder engagement and buy-in.**

Systems Thinking around Design

The intervention should address the complexity of the conflict context. This may involve **sequencing of intervention elements, and working on multi-layered projects with a wide range of stakeholders and other implementing partners.** In the education and peacebuilding sectors, you often have multiple actors working in one context. Around a child, there are friends, parents, teachers, community elders, religious figures, etc. who influence the perception and behavior of that child. Interventions targeting children need to be designed with sensitivity to the wider system in which they operate, recognizing the social norms and agents affecting their decisions.

This has implications for development partners. While they may be working on different aspects of the education system or levels of peacebuilding (structural vs. individual change), there is often no collaboration necessary in order to determine potential overlap or to synchronize efforts in order to achieve a more coordinated and systems approach to addressing the interconnected issues at hand. To the extent each development organization seeks to assess, design and plan its own projects rather than working in collaboration, is the degree to which their activities may fragment efforts, undermining the restoration or emergence of public governance in fragile contexts. Achieving consensus around priorities and strategy for education plans by multiple, often conflictual, local and international actors continues to pose a significant challenge. And yet that consensus, that unity, is perhaps the most important outcome of an education assessment and design process that will contribute to peacebuilding.

This is especially apropos in education for peacebuilding as the desired changes are not relegated to one aspect of society or one beneficiary group, but rather must address and tackle issues in the security sector, institutions, government management, community relations, individual behavior change, etc. Likewise, despite the assumed focus on children and youth, education for peacebuilding programming looks at the broader environment in which education reaches and impacts people; including the spectrum from individual children to communities to the Ministry of Education. **In design, you must be aware of where your organization, intended project, and interventions fit within this system. Consider how you can best coordinate efforts with other organizations and efforts to maximize the overall positive impact on that system.** Without this systems thinking, problems can arise during implementation, barriers to change pathways, and harm can even be done unintentionally by not having the whole picture in mind.

For example, in the UNICEF program in Cote d'Ivoire program staff realized during implementation that there were actors outside schools involved in violence in the schools where they were working. Some students were working in an organized manner with non-students to cause violence in the schools. Some of these non-student youths were former gang leaders, who had left school but still maintained their influence. Once this became apparent, the project was adjusted to also work with the non-student youths in their respective communities and engage with them in peace education initiatives, to use their leadership roles to build peace in the schools instead of contribute to violence.

In practical terms, a systems-thinking, conflict-sensitive education assessment would answer questions such as:

1. Who else (international multilateral and bilateral agencies, international and local NGOs, CSOs, philanthropies, religious groups, etc.) is engaged in education/social service projects in the target areas?
2. What is their process of assessment, design, planning and implementation?
3. What are their strategic and operational plans?

4. With what local organizations do they work?
5. What are their relationships with the government (local or national) – is that conflictual or collaborative? What agreements, protocols, and financing are at play?
6. To what extent do they collaborate among the agencies and implementing partners? What shape does that take? Is it effective?
7. Can your agency leverage increased unity of purpose and operations among these actors? How can the assessment process itself contribute to a better sharing of information, perspectives, strategies and operations?

Unique Opportunities for Gender Transformation

It is important to note that **education for peacebuilding programming also poses a unique and critical opportunity to redress gender inequalities** and set new related precedents. Education can play a role in legitimizing potentially harmful gender stereotypes, which can pose a challenge to education access and quality, undermine boys' and girls' ability to contribute to peacebuilding, and fuel violence. Education for peacebuilding programming, supported by the factors identifies in the conflict analysis, can draw attention to the damage done by harmful gender stereotypes. By focusing on peace, education can work to develop programming that progressively asks questions and sensitively addresses these stereotypes and how they might be transformed to bring stability and great social cohesion to the community.

Any education intervention aiming to provide access to education for girls who are marginalized must be done in an incredibly culturally sensitive way so as not to endanger anyone and create an enabling environment for success. At times, gender sensitivity and conflict sensitivity may be at odds, which requires careful consideration of the local context to reconcile these two aspects. It is necessary to reflect on the gender components of your monitoring systems, just like any other aspect of inequality and conflict sensitivity. This requires a combination of forethought on both tool selection and identification of possible logistical challenges and barriers to implementation.

RESOURCES 1: Designing education for peacebuilding programs

- ✓ Church, C., & Rogers, M. M. (2006). *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*³¹
- ✓ Corlazzoli, V., & White, J. (2013, March). *Back to Basics: A Compilation of Best Practices in Design, Monitoring & Evaluation in Fragile and Conflict-affected Environments*³²
- ✓ INEE. *Reflection Tool for Designing and Implementing Conflict-sensitive Education Programs in Conflict-Affected and Fragile Contexts*³³
- ✓ USAID *Checklist for Conflict Sensitivity in Education Programs*³⁴
- ✓ IANYD's *Guiding Principles on Young People's Participation in Peacebuilding*³⁵

- 31 Dmeforpeace.org. Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Activities | DME for Peace. [online] Available at: <http://www.dmeforpeace.org/learn/designing-results-integrating-monitoring-and-evaluation-conflict-transformation-activities>
- 32 Corlazzoli, V. and White, J. (2013). A Compilation of Best Practices in Design, Monitoring & Evaluation in Fragile and Conflict-affected Environments. [ebook] UKAid & Search for Common Ground. Available at: <http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-DFID-Back-to-Basics.pdf>
- 33 toolkit.ineesite.org. Reflection Tool For Designing and Implementing Conflict-sensitive Education Programmes. [online] Available at: http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Reflection_Tool_English_interactive [1]. pdf.
- 34 Haugen, V. and Papadopoulos, N. (2013). CHECKLIST FOR CONFLICT SENSITIVITY IN EDUCATION PROGRAMS. [online] Available at: https://www.usaid.gov/sites/default/files/documents/1865/USAID_Checklist_Conflict_Sensitivity_14FEB27_cm.pdf [Accessed 7 Sep. 2015].
- 35 Guiding Principles on Young People's Participation in Peacebuilding. (2015). [online] Available at: <https://www.sfcg.org/wp-content/>

CONFLICT ANALYSIS

“Conflict analysis is the deliberate study of the causes, actors, and dynamics of conflict,” as well as trends and future scenarios. In fragile contexts it is crucial to conduct a conflict analysis to:

- ✓ Fully understand the environment, dynamics, and system in which a project is being implemented;
- ✓ Determine how the project might address dynamics, underlying causes, and potential avenues for peace of the given conflict (even if that is not the main purpose of programming);
- ✓ Identify how the project will interact with and impact the context, and how conflict dynamics may impact the intended programming; and
- ✓ Ensure that project activities do not contribute to increased tensions or conflict dynamics.³⁶

Conflict analysis can also help highlight opportunities for peacebuilding. This means programming can be specifically shaped to try to positively influence targeted conflict factors, and be guided by relevant information on geographical, temporal, and demographic implications to the conflict. For example, adjusting intervention timing and strategy to cope with heightened conflict due to pastoralist migration impacts on educational services during dry seasons. Conflict analysis helps identify better entry points for programming, assist in identifying key actors and initiates building of community relations and common understandings. It also serves to highlight considerations for interacting with participants from different identities and backgrounds, and inform proactive planning towards addressing potential challenges the project might face.

What are some considerations regarding conflict analyzes for education for peacebuilding programs?

1. Education programming in conflict and fragile contexts will need to budget for a conflict analysis. All education programming operating in conflict and fragile contexts should be informed by an analysis of the context.
2. The scope of the conflict analysis needs to be determined based on organizational capacity and intended impact within a systems thinking approach. The scope should include relevant, broader conflict dynamics and learning environments that encompass households, schools, extracurricular activities, religious events, the Ministries, etc.
3. The conflict analysis should explore whether education is perpetuating, mitigating, diminishing or transforming conflict. The inquiry should also explore how the conflict specifically impacts the educational services and institutions.
4. The program design should use the conflict analysis to be both conflict-sensitive and directly aim to affect identified conflict drivers through education, while being cognizant of the larger system affecting the conflict dynamics.
5. Conflict analysis should examine the nature and precipitating factors underlying conflict, and how education can be designed (ideology, values, skills building, processes, accessibility, national focus, etc.) to appropriately address conflict factors.

36 uploads/2014/04/Guiding-Principles_EN.pdf [Accessed 7 Sep. 2015].
 Reflecting on Peace Practice Project/CDA Collaborative Learning Projects Global Partnership for the Prevention of Armed Conflict. (2012). [ebook] Collaborative Learning Projects. Available at: <http://www.cdacollaborative.org/publications/reflecting-on-peace-practice/rpp-guidance-materials/conflict-analysis-framework/>

Select the Scope

Scope can be defined in a variety of ways: geographic area, number and type of respondents, levels of the education system (macro, meso, and micro) including both formal and non-formal entry points. A conflict analysis can be done at a variety of levels, for example: school community, province/district, national; or international. Prioritize the level that best matches your target programming area. For example, if you have identified the need for a peace education teacher-training program in a region and have organizational capacity for one province, focus your conflict analysis of the provincial level to determine where your organization can make the most positive impact. Clarify entry points for peacebuilding and informs a more detailed design of the actual project. Complement your analysis by reviewing third-party conflict analyzes. This external information can provide broader contextualization, allowing for implementation of lightweight, targeted research on the influence of education variables on the conflict without losing sight of the larger elements at play and national level conflict dynamics. Limiting the scope of your conflict analysis ensures that the information you get will speak directly to informing the design of your program and enhance understanding of the potential challenges in implementation.

EXAMPLE 4: Responsive Conflict Analyzes

Three country offices within the Learning for Peace program - Pakistan, Somalia and the State of Palestine – chose to conduct regionally focused conflict analyzes. The country offices chose this approach because they recognize that many conflict drivers within a country are specific to regions or provinces and may require localized solutions. Meanwhile, Burundi and Liberia have chosen a life-cycle approach to conflict analysis designed to focus on conflict drivers and mitigation strategies at various stages during the life cycle of children, from early childhood development (ECD) through adolescence.³⁷ All of these countries utilized some form of specified conflict analysis that recognized and narrowed in on particular scopes or aspects of the broader conflict, strategically utilizing time and resources to create responsive programming, while using alternative sources of information to help paint the larger picture of the conflict overall.

Plan for the Process

It is necessary to make sure you allow enough time to complete a conflict analysis and disseminate the findings *before* beginning program design. Time allotment also needs to be balanced with the urgency of implementation and the scope of the conflict analysis. An analysis that takes two years to complete is not likely to be relevant upon its completion nor targeted enough to help programmers in designing activities. This does not mean that a conflict analysis can be dismissed. It means that adjustments can be made to provide a ‘good enough’ conflict analysis to ensure no harm is done and enhance program contextualization even with limited resources.

Be innovative within your time and budget constraints. If you are coming to this Guide during proposal development, it is crucial to include a conflict analysis in your budget, timeline, and when considering staffing resources. If you are designing a program for which no funding exists for conflict analysis, incorporate analysis of the conflict context into your needs assessment or education assessment through targeted questioning and

37 Peacebuilding, Education and Advocacy in Conflict-Affected Contexts. (2013). [ebook] UNICEF. Available at: <http://www.educationandtransition.org/wp-content/uploads/2013/07/PBEA-2012-Consolidated-Report-Final-Submitted-to-PARMO-17-June-20132.pdf>.

adjusted sampling if necessary. Limit new data collection by simply doing a strong literature review, or using existing knowledge of conflict dynamics and narrow the scope to the interaction between education and peacebuilding. While always keeping time constraints in mind, you may want to check for potential partnerships to undertake a joint conflict analysis. This can alleviate budget constraints, help coordinate intervention efforts in the larger education and development system, and often strengthen buy-in among partners.

EXAMPLE 5: Good Enough Conflict Analysis and INEE Conflict-sensitive Education Research Questions³⁸

In a critical education in emergency response, there may not be time to do a comprehensive conflict analysis. However, this does not mean the conflict analysis should be skipped. Begin with a snapshot good enough analysis and build on that knowledge over time as resources allow. ‘Good enough’ conflict analysis is developing a targeted understanding of the conflict among all program partners, enough to ensure that your intervention is conflict-sensitive and addresses identified problems within an understanding of conflict dynamics of the implementing context when budget, time, or context restraints already in place prevent a more thorough analysis. This can be done through a limited desk review of intervention specific research questions related to the intervention, complimented with a synthesis of recent third-party conflict analyzes and a few interviews with key stakeholders. You can also integrate conflict analysis questions into other assessment processes, such as needs assessment and/or stakeholder analysis through adding some additional questions and paying special attention to highlighting conflict dynamics that arise through the assessment process.³⁹ A ‘good enough’ conflict analysis is a good first step alternative to ensure the bare minimum conflict-sensitivity is being reached. The Inter-agency Network for Education in Emergencies has provided a series of questions to utilize in research and preparation for ‘good enough’ conflict analyzes in their Conflict-sensitive Education training.

1. What is the history of the conflict in the area being assessed?
2. What is the conflict about? (Probably more than one thing)
3. What groups are involved in the conflict and the program?
4. What divides these groups
5. What connects these groups?
6. Are there identifiable ‘spoilers’ or ‘champions of peace’?
7. Where are the conflict-affected areas and the program areas geographically located?
8. Does conflict get worse at any particular time or period?

The Conflict Sensitivity Consortium also developed an explanatory framework for implementing ‘good enough’ conflict analysis that has been provided below.

38 Koons, C. and Goldwyn, R. (2015). INEE Toolkit - Training and Capacity Development Tools - Conflict-sensitive Education Training Materials. [online] Available at: http://toolkit.ineesite.org/training_and_capacity_development_tools/conflict_sensitive_education_training_materials.

39 Bayne, S. and Vaux, T. (2013). Integrated development and peacebuilding programming. [ebook] UKAid. Available at: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&cad=rja&uact=8&ved=0CDcQFjAE&url=http%3A%2F%2Fwww.alnap.org%2Fpool%2Ffiles%2Fintegrated-development-and-peacebuilding->

EXAMPLE 6: Conflict Sensitivity Consortium - Good Enough Approach to Conflict Analysis⁴⁰

WHEN	Concept Note	Full Proposal	Project Start-up	Monitoring	Evaluation
WHAT	First stage conflict analysis (not in much depth) plus initial consideration of areas of concern/ areas of opportunity where project and conflict areas/issues overlap.	Revisit the questions from the concept note stage and enrich the analysis by drawing on other resources.	Full conflict analysis applying a specific tool. Analyze areas of concern/areas of opportunity. Develop and implement adaptations to project design to minimize concern/ maximize opportunities.	Review of indicators, regular informal updates of the analysis.	Review of conflict baseline, indicators, and project adjustments.
HOW	Reflection/desk study.	A small number of interviews and a focus group discussion among project participants.	Refer to the chosen tool.	Keeping discussion live within project team (for instance within regular team meetings). Informal discussions with communities and relevant other external actors familiar with the project area.	Evaluation methodology.
WHO	Person/people developing concept note.	If you have existing operations in/near proposed project area, then draw on existing staff knowledge. If you are not operational in the area, then interview others who are working there.	Refer to the chosen tool, but should include staff, partners, and involve community participation.	Staff, partners, communities, relevant other actors in the area.	Evaluation team, staff, partners, communities.
WHERE	Desk based.	In community and in office.	Refer to chosen tool, but likely to be in workshop setting.	In community and in office.	In community and in office.

40 How to guide to conflict sensitivity. (2012). [ebook] UKAid. Available at: http://www.conflictsensitivity.org/sites/default/files/1/6602_HowToGuide_CSF_WEB_3.pdf.

Determine Methodology

There are many different models and approaches to conflict analysis, which have been implemented in education for peacebuilding programming thus far. Choosing a methodology, requires reflection on:

- What is the purpose of the exercise?
- Is it conflict sensitive?
- Is it peacebuilding interventions as a means to better achieve education outcomes?
- Or is it education for peacebuilding outcomes?

Some organizations have relied on external partners to provide a more in-depth conflict analysis or utilized a modified version of an implementing partner's conflict analysis. While the methodology of your conflict analysis should be tailored to your approach and purpose, here are some helpful examples and further guidelines for reference.

EXAMPLE 7: External Partnerships in Uganda

In 2014, the UNICEF Uganda Country Office updated their 2012 conflict analysis that had informed the design of the Peacebuilding, Education, and Advocacy program there. The Country Office utilized a local research partner - the University of Gulu's Institute for Peace and Strategic Studies (IPSS) who implemented the field study over a two months period, followed by analysis of data and validation workshops at the regional level with key central counterparts. Participants in the study included central and local level education sector officials, teachers, learners, civil society, parents/community leaders who consistently acknowledged that conflict continues to undermine access and enjoyment of education services, while recognizing the distinct role of education in both fuelling and addressing conflict.

The study completed expanded the understanding of the District-level dynamics of previously identified drivers of conflict from the original conflict analysis. The study also investigated the relationship between education and conflict in the 28 Learning for Peace focus-Districts. This allowed for District-specific conflict drivers to be engaged in all aspects of program delivery, while enabling identification of strategic areas of 'education for peacebuilding' investment.

The field study was also leveraged for advocacy, including a policy discussion with the Ministry of Education Advisory Committee that validated the identified conflict drivers around education and led to a commitment by a number of key Ministry Departments to engage in the planning process scheduled for 2015 (e.g. Education and Sports Sector Strategic Plan 2016-2020, 2015 Education and Sports Sector Review). The findings of the updated conflict analysis have also informed the Learning for Peace's Team review of the Uganda National Development Plan II (2015-2020).

EXAMPLE 8: Conflict Analysis Approach in Chad

The UNICEF Chad's Peacebuilding, Education, and Advocacy program team started their conflict analysis with a review of key relevant documents, including UN development frameworks, government planning documents, and independent analysis of conflict and fragility in Chad. The Chad Country Office then undertook capacity building of selected individuals who would serve as interviewers and enumerators, followed by

identification of key informants from regions, and selection of areas to visit. UNICEF and Search for Common Ground (SFCG) proceeded to carry out a study, combining the desk review and active field studies, based on a socio-political-economic approach to identify key conflict drivers and gain a better understanding of the root causes, dynamics and forces involved in conflicts and following disasters throughout the various regions of Chad.

The field-based studies were completed in 7 conflict-affected regions - N'Djamena (capital), Borkou-Ennedi-Tibesti (Faya Largeau, Fada), Guera (Mongo, Bitkine), Sila (Goz-Beïda, Koukou An Gara), Wade fire (Baltic, Guereda), Mandoul (Koumra, Penni) and Logone-Orientale (Doba, Gore). Regions were selected based on geographic (the sub-tropical zone, the Sahelian zone, and the Saharan zone), cultural, ethnic, and linguistic diversity. Information was gathered through participatory workshops and interviews with key stakeholders, such as government representatives, traditional chiefs, civil society, teachers, women's organizations, refugees and internally displaced, and children and youth (both in and out of school).

The comprehensive analysis examined the broader social, political, economic, demographic, and environmental context and dynamics in which the Chad education system exists, analyzing the impacts of the multiple risks of conflict, natural disaster, and fragility. Using a matrix, key tensions and sources of conflict were mapped, allowing for identification of entry points for education and peacebuilding programming.

It is important to remember that the conflict analysis process and ensuring its conflict sensitivity is as important as the findings and results gathered. There is a falsely implicit assumption that conducting a conflict analysis is automatically conflict-sensitive, and just like with any other aspect of programming or monitoring and evaluation, it is crucial to review your chosen conflict analysis methodology, tools, participant lists, etc. to ensure they are selected and carried out in a way that at least does no harm to the communities you are engaged with, and at most serves as a peacebuilding intervention in and of itself.

RESOURCES 2: Conflict Analysis Methodologies

- ✓ Saferworld produced an overview of some of the most used models and tools in the second chapter of *Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding*, entitled *Conflict Analysis*.⁴¹
- ✓ CDA Collaborative Learning Projects lays out an overview of useful conflict analysis tools and practical application advice in their 2012 Conflict Analysis Framework field guide.⁴²
- ✓ The Department for International Development also provides a reliable conflict assessment framework.⁴³
- ✓ UNDP's Conflict-related Development Analysis tool is another resource when considering applicable conflict analysis approaches and models.⁴⁴
- ✓ PBSO's Conflict Analysis for UN Peacebuilding Fund support Note⁴⁵

41 Saferworld.org.uk. Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding - View resource -. [online] Available at: <http://www.saferworld.org.uk/resources/view-resource/148-conflict-sensitive-approaches-to-development-humanitarian-assistance-and-peacebuilding>

42 Reflecting on Peace Practice Project/CDA Collaborative Learning Projects Global Partnership for the Prevention of Armed Conflict. (2012). [ebook] Collaborative Learning Projects. Available at: <http://www.cdacollaborative.org/publications/reflecting-on-peace-practice/rpp-guidance-materials/conflict-analysis-framework/>.

43 Conducting Conflict Assessments: Guidance Notes. (2002). [ebook] Department for International Development. Available at: http://www.conflictsensitivity.org/sites/default/files/Conducting_Conflict_Assessment_Guidance.pdf.

44 Conflict Related Development Analysis. (2003). [ebook] UNDP. Available at: http://www.undp.org/content/dam/undp/documents/cpr/documents/prevention/CDA_complete.pdf.

45 Conflict analysis for UN Peacebuilding Fund support. (2013). PBF Knowledge Management Note, [online] (Issue 1). Available at: <http://>

Lines of Inquiry

When building your conflict analysis, and in considering the necessity of implementing conflict scans (discussed further under *Conflict Scans* on pg. 23) throughout the project cycle, it is important to determine lines of inquiry that will continually inform how best to positively influence the implementing context with the capacities and resources available to the organization. Lines of inquiry will have to be reflective both of larger education for peacebuilding core objectives, as well as information needed that is organization-specific. USAID provides some specific possible **lines of inquiry** in their Rapid Needs Assessment Guide (2014) focusing on education in conflict and fragile contexts, which have been modified and extended below for education for peacebuilding programming.⁴⁶ These types of questions will enhance the usefulness of a conflict analysis meant to be specifically for education for peacebuilding programming.

- What are the dividers and sources of tension among the education community?
- What are the education capacities and gaps?
- What were the supply and demand characteristics of the education system before the crisis? Now?
- What are the barriers to education access and whom do they affect?
- What are the infrastructure, learning materials, and information needs?
- What kinds of teachers are needed, and where? What support do they need?
- What local education capacities, resiliencies, and resources exist?
- Who designs the curriculum, and does this impact groups of varying identities differently?
- How is the voice of children and youth treated in the community?
- Do current materials enforce any negative stereotypes or encourage discriminatory treatment of particular groups?
- What are the gender dynamics, what opportunities and challenges do these pose?

Project Impacts and Conflict Sensitivity from the Start

Based on the findings from the conflict analysis, **it is also important to determine what impacts the project itself might have on the conflict.** For example, imagine your project funds aim at providing an accelerated learning program in a displaced persons camp. Your conflict analysis revealed that tensions already exist between the nearby communities and the camp residents. The nearby community members are angry because they too have education needs, but all jobs and support are targeted towards camp residents only. This conflict analysis finding should inform the program design. More community participation may be needed to determine an appropriate design that will not trigger inter-group violence. This information can provide the foresight needed to determine how best to interact with both populations without contributing to feelings of unequal treatment or resentment while still addressing the needs. The nearby community may allow use of their school building for the classes in exchange for allowing some of their children attend.

A conflict analysis is key to ensuring that a project is conflict-sensitive in its overall approach, lays the groundwork for dialogue on theories of change, and informs participant selection and engagement. This includes considerations for activities, for example, ensuring a neutral and equally accessible meeting space or identifying a time for after school activities that don't interfere with specific religious practices. A reflective conflict analysis evaluates perceptions of your organization as well as other organizations in the area. It can also identify possible barriers to engaging with the

46 www.unpbf.org/wp-content/uploads/PBF-Note-on-conflict-analysis-FINAL.pdf [Accessed 7 Sep. 2015].
 A Rapid Needs Assessment Guide: For Education in Countries Affected by Crisis and Conflict. (2014). [ebook] USAID. Available at: <http://www.usaid.gov/sites/default/files/documents/2155/USAID%20RNAG%20FINAL.pdf>. Miller-Grandvaux, Y. (2006). *Education and Fragility: an Assessment Tool*. [online] Available at: http://pdf.usaid.gov/pdf_docs/Pnadh913.pdf [Accessed 8 Sep. 2015].

community, false perceptions that need to be addressed, or ways in which NGOs have enforced or worsened existing tension within the community before that should be paid special attention in your own implementation. A strong conflict analysis at the start of programming can also be checked during monitoring, midterm and final evaluation to see if any progress has been made towards lasting change.

Additional tools besides the conflict analysis may be necessary to ensure conflict sensitivity of the intervention. The UNICEF Learning for Peace Burundi program developed a series of rubrics to assess various aspects of education for peacebuilding programming, such as: child-centered peacebuilding, education sector planning, conflict sensitivity and peacebuilding mainstreaming, and general conflict sensitivity. The example below highlights the Education Sector Planning Rubric as a useful tool to help monitor conflict-sensitivity of education sector planning related activities in education for peacebuilding programming.

EXAMPLE 9: UNICEF Learning for Peace Education Rubric for Conflict Sensitivity⁴⁷

The “Education Sector Planning Rubric” offers a framework for analyzing the extent to which education sector planning documents are conflict-sensitive and contribute to peacebuilding.

How to use the rubric

The rubric is organized into three categories, each corresponding to a specific area of the education sector planning strategy under review:

Analysis/Problem Statement: Analysis of the conflict or issue to be addressed by the strategy; this can typically be found in the beginning section(s) of the document.

Objectives: Outlines specific objectives that the strategy aims to achieve.

Principles/Process: Process by which the strategy was developed and principles meant to guide its implementation; information on this can typically be found throughout the strategy, or in background/supporting documentation.”

⁴⁷ Peace building Education and Advocacy in Conflict Affected Contexts Program. (n.d.). UNICEF Burundi.

UNICEF Learning for Peace Education Sector Planning Rubric for Conflict Sensitivity

CATEGORY	CRITERIA	RATING*	SCORE
ANALYSIS/ PROBLEM STATEMENT	1. The analysis/problem statement addresses the <i>potential of the education sector to either promote or mitigate conflict</i> . Specifically, it analyzes issues of:		
	a. Inequity and inclusion (e.g. gender, marginalized groups, etc.)		
	b. Tension/frustration arising out of inability to achieve quality education and/or inability to translate that education into productive livelihoods		
	c. Perceptions that the education system is politicized and/or not a protective environment		
	d. How education services and resource allocation may unintentionally exacerbate or mitigate conflict		
	e. The theory of change is clear about the potential effects of programming on social cohesion		
OBJECTIVES	1. The strategy contains a distinct objective calling for <i>capacity building of education sector professionals</i> in the delivery of conflict-sensitive education services that contributes to a culture of peace		
	2. The strategy contains a distinct objective calling for a <i>review of existing education material</i> (e.g. curriculum, manuals, etc.) to ensure incorporation of peacebuilding and conflict sensitivity principles		
	3. The strategy contains a distinct objective relevant to <i>promotion of equity</i>		
	4. The strategy contains a distinct objective relevant to <i>politicization of the education environment</i> (e.g. ensuring equitable and meritocratic performance assessment of students, equitable and meritocratic appointments of teachers and administrators, ensuring school grounds are apolitical spaces, etc.)		
	5. The strategy contains a distinct objective relevant to the reduction of violence in schools		
	6. The strategy contains a distinct objective relevant to the <i>promotion of life skills</i> , including peacebuilding competencies		
	7. The strategy calls for promotion of the <i>child-friendly schools (CFS) model</i>		
PRINCIPLES/ PROCESS	8. A variety of <i>stakeholder groups</i> (specifically children and youth, but also relevant groups such as parents, teachers, etc.) were <i>consulted</i> during the development of the strategy, including analysis and setting of objectives		
	9. The strategy includes provisions for a <i>governance structure that is inclusive</i> of children and youth, and/or of relevant stakeholder groups (e.g. parents, teachers, etc.)		
	10. The strategy is designed to be <i>flexible and responsive to feedback</i> from a variety of stakeholder groups, particularly children and youth		
SCORE	ASSESSMENT		
	The strategy is conflict-sensitive and contributes to peacebuilding		
	The strategy is conflict-sensitive but does not contribute to peacebuilding		
	The strategy is neither conflict-sensitive nor does it contribute to peacebuilding		

Conflict Scans

In order to operate and make evidence-based decisions, information needs to flow from often remote and isolated communities to key decision-makers in real-time, and programming needs to remain reflective of the context in which it operates. Conflict Analyzes help build the preliminary evidence base and understanding of the operating context, and while rigorous in process and methodology, often take a long time and can quickly become outdated in chaotic environments. Therefore, in addition to full-fledged conflict analyzes at the start of a program, **it may be necessary to conduct conflict scans throughout the project cycle, depending on the volatility of the implementing contexts and in response to any significant shifts that occur (such as violence around elections, a natural disaster, etc.).** As a result, Search for Common Ground has developed a quick and action-oriented methodology called **Conflict Scans**.⁴⁸ The conflict scans are built from the original conflict analysis and serve as regular checks, making sure programming is reflective of the context, able to effectively reach the intended outcomes, and able to adjust as necessary to remain responsive and conflict-sensitive. Other methodologies have been employed outside of Search for Common Ground, such as expanded quarterly reporting at the Pakistan Country Office in UNICEF. The conflict scan questions are incorporated into the regular quarterly reports, including a reflection section which allows UNICEF to monitor incidents and key changes in the areas of implementation.

EXAMPLE 10: Conflict Scan in Burundi

The Burundi Conflict Scan report for the Impore Iwacu project used a fast and lightweight methodology with the aim of improving Conflict Sensitivity and Do No Harm principles for Search for Common Ground (SFCG), United Nations Children's Fund (UNICEF), and partner program interventions across seven provinces in Burundi. The Conflict Scan used a Survey and Focus Group Discussions (FGDs) to collect feedback from 561 participants over a three-week period. The Scan focuses on qualitative data and monitoring the evolution of responses, in target regions, to several questions from larger national-level surveys. The FGD format has also provided value and depth of understanding where conflict scans have started to be implemented in South Sudan and other countries. Some key findings were that education services are perceived as improving students' abilities to resolve disputes without violence according to 67% of respondents.⁴⁹ Qualitative data also revealed the most common resource within the education system for improving skills in conflict resolution is the Civics class that occurs once weekly.

The FGDs also revealed that both adults and youth, particularly youth, are lacking in both opportunities to promote peace, as well as, opportunities for constructive dialogue. It was similarly found that Bashingantahe are viewed as the community members with the greatest amount of influence. Bashingantahe are often the most influential and respected party working on conflict at the community level and are most likely to play the role of mediator in a conflict. Other influential community members that play a significant role during conflicts are local authorities, parents, associations, police, religious leaders, neighbors, peers, and families.

These findings resulted in recommendations to increase Bashingantahe engagement at the community level, involving them in trainings and possibly a youth mentorship program, among many others.

48 Conflict Scans: A Quick and Actionable Approach to Conflict Analysis. (2015). [ebook] Search For Common Ground. Available at: http://dmeformpeace.org/sites/default/files/Conflict%20Scan%20Guidance%20_%20March%202015%20%281%29.pdf.

49 67% of those who responded; 30% of Survey participants refused to answer this question

RESOURCES 3: Conflict Analysis

- ✓ USIP Conflict Analysis Course⁵⁰
- ✓ INEE's Towards Education Sector-Level Conflict Analysis⁵¹
- ✓ USAID's Integrating Conflict and Fragility Analysis into the Education System⁵²
- ✓ CDA Collaborative Learning Projects' Conflict Analysis Framework: Field Guidelines & Procedures⁵³

THEORIES OF CHANGE

A major component of project design is determining the theory of change. A theory of change can be summarized visually or through **a logical statement that connects program activities and assumptions to the desired change or goal of the project**. Strong theories of change are testable hypotheses that are demonstrative of learnings from the conflict analysis and establish a foundation for project M&E. General assumptions and proven education theories of change may not be relevant or appropriate in conflict contexts and complex environments where additional variables can upset the traditional change pathways.

Developing a theory of change is about clarifying purpose, intervention scope, and desired change. The process of writing a theory of change can help programs to identify gaps in program logic and clarify reasonable assumptions about how a particular change will happen, especially in light of particular conflict dynamics. Projects are not limited to one elongated theory of change, but rather should have a few brief theories of change related to the different levels of change expected from project interventions.

The following are a few examples of theories of change summary statements across program sectors, in peacebuilding, education, and at the nexus between education and peacebuilding, demonstrating the differences in each. The examples given are not the only ways to approach theories of change but represent concise narrative examples expressed in the typical “If”- “then” formula.

50 United States Institute of Peace. Introduction to Conflict Analysis. [online] Available at: <http://www.usip.org/events/introduction-conflict-analysis>

51 Tebbe, K. and Seeger, A. (2011). Towards Education Sector-level Conflict Analysis: A Review of the INEE Workshop Methodology. [ebook] Journal of Peace, Conflict & Development. Available at: http://www.ineesite.org/uploads/files/resources/7_Practitioners_Persp-Education.pdf

52 Integrating Conflict and Fragility Analysis into the Education System Analysis Guidelines: A Proposed Companion Guide. (2013). [ebook] USAID. Available at: http://pdf.usaid.gov/pdf_docs/pa00jw1z.pdf

53 Reflecting on Peace Practice Project/CDA Collaborative Learning Projects Global Partnership for the Prevention of Armed Conflict. (2012). [ebook] Collaborative Learning Projects. Available at: <http://www.cdacollaborative.org/publications/reflecting-on-peace-practice/rpp-guidance-materials/conflict-analysis-framework/>.

EXAMPLE 11: Theories of change

Peacebuilding program theory of change

“If media is used to break down negative stereotypes, present more positive images of women, and empower women around issues of participation, rights and justice, then this will create more positive attitudes towards women as leaders and decision-makers and encourage greater participation by women in the political process.”

Search for Common Ground Indonesia program⁵⁴

Education program theory of change

“Room to Read will focus on literacy as the foundation of all other learning by developing reading skills and the habit of reading among primary school children. To achieve this goal, Room to Read will work to increase access to culturally-relevant, age-appropriate and gender-sensitive reading materials; increase the effectiveness of teachers and librarians to teach literacy skills and develop the habit of reading among children; and improve the school environment to be more conducive to learning. As a result, more primary school children will become independent readers.”

Room to Read, Envisioning our Future⁵⁵

Education for peacebuilding program theories of change:

“If we include peacebuilding content into pedagogical materials and training in relevant pedagogical techniques than education service providers will increase their capacity to supply peace and conflict-sensitive education, which will increase the capacity of children to manage conflict peacefully, which in turn will make children more resilient to conflict and stymie the cycles of violence in children and adults.”

UNICEF Learning for Peace Burundi Program

“Our programs foster behavior change: a complex process involving skill development, helping children build and maintain self-esteem, resist peer pressure, problem solve and communicate. Our innovative methodology ensures that children can put the skills and attitudes learned into practice. It is founded on a unique understanding of social learning theory and child development needs. Through repetitive play—playing sports and games—we help children transition through critical stages, from an unaware state and the adoption of new behaviors to the active use of these new behaviors.”

Right to Play 2013 Annual Report

“If education policies, plans, and strategies are not conflict-sensitive and instigate tension between groups then they can contribute to and fuel conflict. If policies, plans and strategies promote cultures of non-discrimination, non-violence and social cohesion through textbooks, teaching methods, inclusive education environments and community engagement through School Management Committees, Parent-Teacher Committees, Parent-Teacher Associations, and Taleemi Islahi Jirga (local education councils), then there will be increased contribution of the education system to building positive social relations between children, youth and teachers in schools, and community members.”

UNICEF Learning for Peace Pakistan Program

- 54 Woodrow, P. and Oatley, N. (2013). Practical Approaches to Theories of Change in Conflict, Security & Justice Programmes. Part I: What they are, different types, how to develop and use them. [ebook] UKAID & CDA. Available at: <http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-theories-of-change-part-1.pdf>. Corlazzoli, V. and White, J. (2013). Part II: Using Theories of Change in Monitoring and Evaluation. [ebook] UKAID & Search for Common Ground. Available at: <https://www.sfcg.org/wp-content/uploads/2014/04/PartII-Theories-of-Change-for-Monitoring-and-Evaluation-With-Annexes-SFCG.pdf>
- 55 Roomtoread.org. Envisioning Our Future: A Roadmap for Learning. [online] Available at: <http://www.roomtoread.org/document.doc?id=220>

EXAMPLE 12: Working through a Theory of Change

Ideal theories of change should illustrate the “causal pathways” from activities to inputs, to assumptions. This is ideally captured through the following statement format:

“**If**” planned activity, “**then**” expected change, “**because**” how we expect the activity actually to cause the expected change.



If the conflict analysis has identified unrepresentative media and its lack of transparency as instigating social tensions and local school curriculum is being adjusted to foster proactive learning and increased student participation, a possible program could be to develop a youth radio program where they learn to report and reflect on current events. Your theory of change then needs to clarify how a youth-led radio program will lead to increased representation and transparency in media, as well as more interactive learning, through the because clause. This clause helps address organizational assumptions, allowing opportunities to revisit and test those assumptions in programming, leading to refined and validated theories of change.

Since education for peacebuilding is a relatively new intersection of fields, resulting in untested theories of change, as well as operating in complex environments, it may often be necessary to view preliminary theories of change as evolving. Shifting and unknown variables make it hard to pinpoint how a particular activity will contribute to affecting change. Therefore, it is all the more important to incorporate regular, reliable feedback loops and reflective learning into programming in order to refine and adjust theories of change over time. Documenting program decisions and changes over time is essential in this process to provide evidence for program outcomes, as well as validate emerging theories of change.

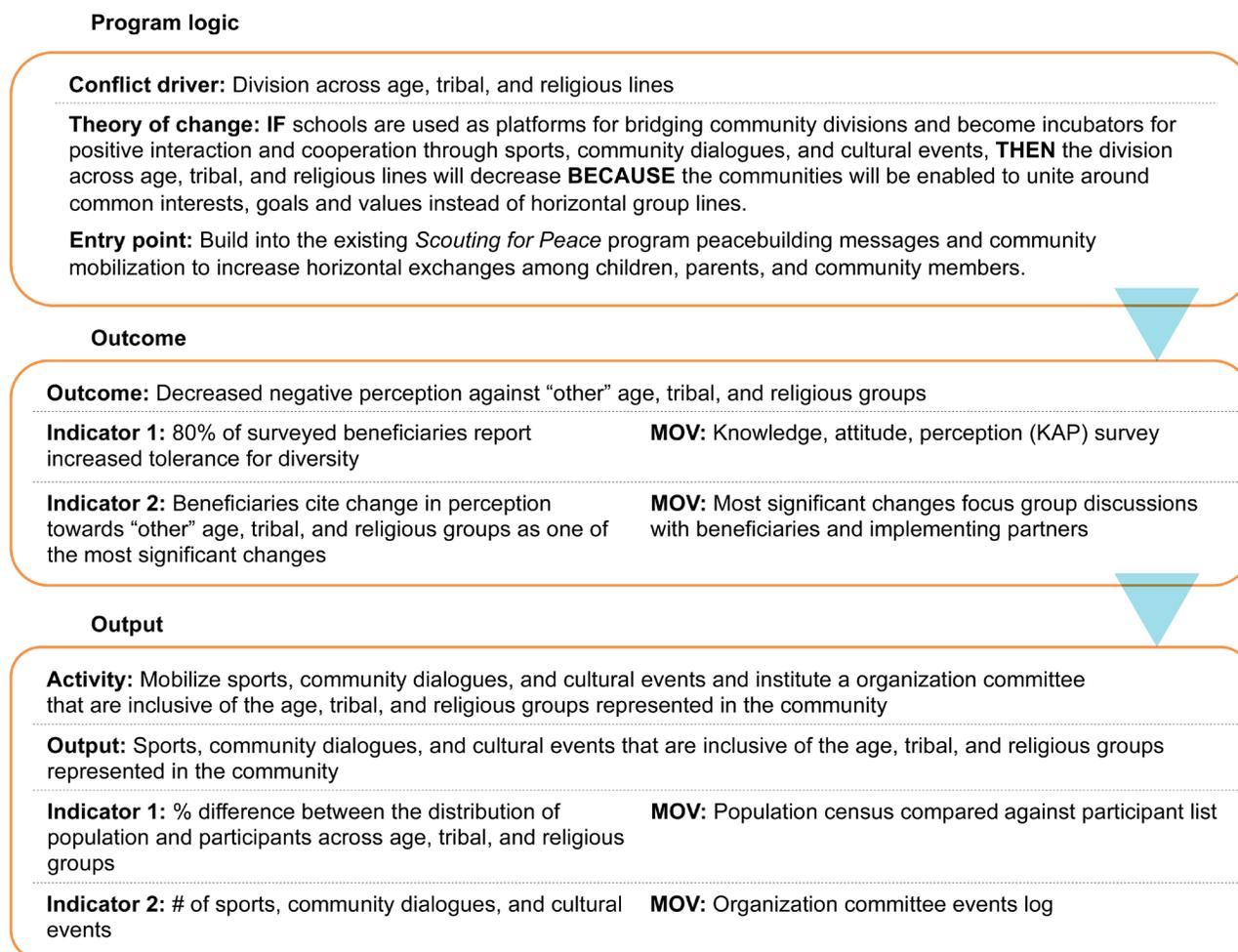
Logical or Results Frameworks

Another type of project logic is **Logical Frameworks**, alternatively known as log-frames, logic models, or results frameworks. Log-frames graphically illustrate program components, such as; indicators, inputs, activities, outputs, and outcomes. Log-frames help further clarify program logic and move towards what type of results will be captured for an intervention. Since they are required in both education and peacebuilding programming, and there are no real changes to the frameworks implementation for education for peacebuilding programming, we will not delve into the ‘how to’ here, but have included additional resources below.

It is important in education for peacebuilding context, however, to remember the complex environment in which programming operates in relation to logical frameworks. **Input from the Ministry of Education, adjustments made due to findings during initial implementation, or shifts made to programming in response to conflict scans call for education for peacebuilding programming to implement living logic models that can be revisited and updated through the project cycle.** While negotiating these updates may be difficult and may even carry financial implications for the project, they will ensure the program’s logical framework accurately holds programming accountable and more importantly lead to actual adjustments in programming that bring the project closer to positive outcomes and sustainable change.

The following, **Figure 1: Sample from a Results Framework**, provides us a glimpse at how conflict analysis, theories of change, and indicators fit together to help design strong education for peacebuilding programming:

FIGURE 1: Sample from a Results Framework



RESOURCES 4: Theories of Change

- ✓ CARE *Defining Theories of Change*⁵⁶
- ✓ *Designing for Results Chapter 2: Understanding Change*⁵⁷
- ✓ UNICEF’s *The Role of Education in Peacebuilding* pp. 33-35⁵⁸
- ✓ UNICEF’s *Theories (Assumptions) of Change For ‘Education for Peacebuilding’ Practitioners*⁵⁹
- ✓ Erin McCandless and Kristoffer Nilas-Tarp’s *Social Service Contributions to Resilience through Peacebuilding*⁶⁰

56 Peacebuilding With Impact: Defining Theories of Change. (2012). [ebook] Care International UK. Available at: http://dmeformpeace.org/sites/default/files/CAREUK_Defining%20Theories%20of%20Change.pdf.

57 Dmeformpeace.org. *Designing for Results: Understanding Change* | DME for Peace. [online] Available at: [http://dmeformpeace.org/sites/default/files/SFCG_Designing for Results_Ch2.pdf](http://dmeformpeace.org/sites/default/files/SFCG_Designing%20for%20Results_Ch2.pdf)

58 The Role Of Education in Peacebuilding. (2011). [ebook] New York: UNICEF. Available at: http://www.unicef.org/education/files/EEPCT_Peacebuilding_LiteratureReview.pdf.

59 <http://www.educationandtransition.org/wp-content/.../Theories-of-Change.pptx>

60 McCandless, E. and Nilas-Tarp, K. (2014). *Social Service Contributions to Resilience through Peacebuilding: Program Guidance Theories of Change and Indicators*. New York: UNICEF.

RESOURCES 5: Logical Framework Resources

- ✓ *Designing for Results Chapter 3: Program Design*⁶¹
- ✓ *British Overseas NGOs for Development Logical Framework Analysis*⁶²
- ✓ *SFCG Logframe Module*⁶³
- ✓ *The Rosetta Stone of Logical Frameworks*⁶⁴

INDICATORS

Indicators help to capture the different variables and aspects of desired changes that need to be measured in order to understand if the desired change is taking place and if implementation is on track. In education for peacebuilding work, the changes are typically less tangible and more long-term, because knowledge gain and perception changes are often incremental and must take hold to become behavior change. Because of this, indicators should often be more reflective of incremental steps within the progress towards reaching that change. For education for peacebuilding work, this means **indicators measure approximate change**. For example, a behavior change can be tracked through monitoring exposure to trainings (outputs), knowledge gained through pre/post tests (outcome), and then moving towards knowledge demonstrated as captured through self-reported (perception) and observational reports on changes in interactions and relations (which demonstrate more long-term application of the behavior change) (strategic objective).

S.M.A.R.T. Indicators

Because indicators are so crucial to understanding progress to results, it is essential that they are S.M.A.R.T. This means specific, measurable, actionable, relevant to the context, and time-bound. Failing to establish clear indicators that will measure the various aspects and progression of desired changes over time can lead to misperceptions of impact, non-responsive programming, and a lack of understanding of how the intervention impacts and is impacted by the context. In addition to this, indicators need to be *reliable, feasible, and able to inform decision-making*. This means indicators should:

1. Be derived from the objective of the planned activity or program, as well as the conflict analysis;
2. Yield the same results no matter who is conducting the monitoring;
3. Take into account the capacity and resources of the project;
4. Include both context-specific and global indicators for comparative learning purposes; and
5. Result in information that enhances understanding of how change is happening.

Both qualitative and quantitative indicators should be used as well in line with evaluation questions, to ensure a nuanced understanding of the desired change. For an illustrative example of how quantitative and qualitative indicators can be developed for peacebuilding programs, please see the example below.

61 dmeformpeace.org. First Steps in the Logical and Results Frameworks. [online] Available at: http://www.dmeformpeace.org/sites/default/files/SFCG_Designing%20for%20Results_Ch3.pdf

62 dmeformpeace.org. Logical Framework Analysis. [online] Available at: http://dmeformpeace.org/sites/default/files/BOND_Logical%20Framework%20Analysis.pdf

63 Logframe Module. (2015). [ebook] USAID & Search for Common Ground. Available at: <http://dmeformpeace.org/sites/default/files/3.4%20Logframe.pdf>.

64 Rugh, Jim. "The Rosetta Stone of Logical Frameworks." <http://www.mande.co.uk/docs/Rosettastone.doc>

EXAMPLE 13: Peacebuilding Quantitative and Qualitative Indicators

EXAMPLE	OUTCOME	INDICATOR TYPE	INDICATOR	WHAT IT MEASURES
EXAMPLE 1	Increase social cohesion between 450 former child soldiers and their communities in five municipalities in Chalatenango over three years	Quantitative	Percentage of the former child soldiers in five municipalities in Chalatenango who participate in community building activities or organizations at the end of year one	Measures one aspect of interaction between the community of former child soldiers
		Qualitative	Percentage of former child soldiers who, at the end of year one, routinely identify themselves as members of the larger community rather than belonging to one group or faction	Measures change in how they describe themselves and integration into communal identity
		Qualitative	Percent of community members that report positive interactions and feelings towards former child soldiers in their community	Measures change in perceptions from community to former child soldiers
EXAMPLE 2	Enhance capacity of regional and local government institutions and communities to monitor, report, and manage conflict in two years in three southern provinces	Quantitative	Percentage of conflicts reported through government system out of total incidents reported (in media, radio, and third-party data sources)	Measures the reliability of government reporting structures and monitoring
		Qualitative	Percentage of relevant government department staff at each level who believe that monitoring reports lead to a timely intervention and the prevention of escalation over the course of the project	Measures the authorities' opinion of the contribution of monitoring toward intervention and prevention ⁶⁵

What should be considered regarding indicators for education for peacebuilding programs?

1. Education for peacebuilding indicators will most likely help you approximate change, measuring incremental changes that lead to the overall desired behavior, knowledge change, or contribution to the mitigation of the conflict drivers that occurs over a longer timeframe that what can be encapsulated by the project cycle.
2. Indicators should reflect both education and peacebuilding, whether composite, separate, and/or bridging indicators, for each planned activity.
3. Triangulation and validation are critical to compare various sources of information and ensure accurate assessment of program impacts and progress in conflict contexts.

65 dmeformpeace.org. Indicator Module. [online] Available at: <http://dmeformpeace.org/sites/default/files/3.9%20Indicators.pdf>

4. Indicators should be disaggregated **as needed** by the program to ensure a comprehensive understanding of the changes taking place both around objectives, as well as the identified conflict factors. This may include disaggregation by sex, gender norms, age, origin, religion, nationality, and other context relevant aspects of identity (when this can be done without endangering or triggering conflict).

So we may compare possible indicators and trends at the nexus between education and peacebuilding, there are some examples of education indicators included in the box below. These are followed by examples from recent education for peacebuilding programming indicators.

EXAMPLE 14: Program Indicators

Education Program Indicators

- ✓ *Percentage change in proportion of students in primary grades who, after two years of schooling, demonstrate sufficient reading fluency and comprehension to “read to learn”*⁶⁶
- ✓ *Percentage change in Net Enrollment Rate*⁶⁷
- ✓ *Percentage of countries which have an explicit formula-based policy reallocating education resources to disadvantaged populations*⁶⁸

Education for Peacebuilding Program Indicators

- *Percent of targeted children (male/female) in local formal and non-formal schools participating in activities with other children [from various backgrounds], in school and out of school on a weekly basis in target districts.*⁶⁹
- *Number of education policies and plans developed/revised with peacebuilding as an integral part.*⁷⁰
- *Percent of schools (school days) protected from land-related conflicts.*
- *Percent of targeted children (B/G), teachers, and adult community members (male/female) reporting a positive change in their own ability to prevent, reduce, and cope with conflict and promote peace.*⁷¹
- *Percent of reported cases of children, who experience any form of violence, receiving an age and gender appropriate response (disaggregated by age and sex)*⁷²
- *Percent of schools/learning spaces offering psychosocial support for a) children and youth; and b) teachers*⁷³
- *Percentage of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance.*⁷⁴

66 Peacebuilding, Education and Advocacy in Conflict-Affected Contexts. (2013). [ebook] UNICEF. Available at: <http://www.educationandtransition.org/wp-content/uploads/2013/07/PBEA-2012-Consolidated-Report-Final-Submitted-to-PARMO-17-June-20132.pdf>.

67 Ibid

68 Proposed Thematic Indicators For The Post -2015 Education Agenda. (2015) <http://www.uis.unesco.org/Education/Documents/towards-indicators-for-post-2015-education-framework-april2015.pdf>.

69 W. Affolter, F. Indicators for Education for Peacebuilding in Fragile States: UNICEF’s Peacebuilding, Education and Advocacy Program. [ebook] UNICEF. Available at: http://www.clubmadrid.org/img/secciones/Friedrich_Affolter.pdf

70 Peacebuilding, Education and Advocacy in Conflict-Affected Contexts. (2013). [ebook] UNICEF. Available at: <http://www.educationandtransition.org/wp-content/uploads/2013/07/PBEA-2012-Consolidated-Report-Final-Submitted-to-PARMO-17-June-20132.pdf>.

71 Ibid

72 Child Protection: Outcome Indicators. (2012). [ebook] Save The Children. Available at: http://resourcecentre.savethechildren.se/sites/default/files/documents/130423_outcome_indicators_english1.pdf

73 Marion Johannessen, E. (2015). Guidelines for evaluation of education projects in emergency situations. [ebook] The Norwegian Refugee Council. Available at: http://toolkit.ineesite.org/resources/ineecms/uploads/1039/Guidelines_for_Evaluation_of_Educ_Projects.PDF.

74 Proposed Thematic Indicators For The Post -2015 Education Agenda. (2015) <http://www.uis.unesco.org/Education/Documents/towards-indicators-for-post-2015-education-framework-april2015.pdf>.

The Global versus Fit-to-Context Debate

There is an ongoing debate between reliance on global metrics and fit-to-context indicators. **Monitoring data that can be merged on some level with larger data systems adds to existing evidence, assists with validation and understanding of nuance within theories of change, as well as lays the groundwork for sustainability of data usage and sharing**, especially within a larger organization implementing similar projects in different contexts/countries. This speaks to the Sustainable Development Goals and global indicators that will be released in tandem, as well as working with Ministries of Education, and encouraging them to implement conflict-sensitive indicators by working with them and refining what is already in place. **Fit-to-context indicators, however, can provide much-needed nuance and understanding about context-specific variables.** This is especially relevant for education for peacebuilding programming due to the types of changes being sought (increase in social cohesion beyond just increased enrollment). As well as programming that specifically addresses specific conflict dynamics, which may even be regionally specific. Where possible, it is best to use a combination of global and fit-to-context indicators, making indicators more globally relevant where possible, without completely dropping nuanced indicators that are not typically used within a sector or are highly qualitative and hard to aggregate.

Developing Reflective and Manageable Indicators

It is important to note that **a single indicator cannot measure all project objectives.** International education indicators typically include: intake, enrollment, attendance, promotion, completion, transition, access to materials, learning outcomes, and number of teachers or students trained. Education programs that incorporate peacebuilding into the designed intervention will still measure policy development, quality, and access to education, but they also measure and emphasize conflict sensitivity, incorporation of peacebuilding into curriculum or teacher training, effectiveness of teacher training in non-violent dispute resolution, and changes in children's attitudes and behaviors regarding trust, tolerance, and ability to cope with conflict on an interpersonal level. There may be an emphasis towards education or peacebuilding changes depending on the contextual circumstances, donor orientation, organizational structure and capacities, and needs of the direct beneficiaries. **Education for peacebuilding programs should incorporate qualitative and quantitative indicators on both education and peacebuilding fronts, as well as how the two approaches intersect.**

Another important consideration in developing indicators is the different lenses needed to understand change from the vantage point of various stakeholders. **It is important to understand how change and the project's interventions affect people differently.** Indicators should be disaggregated according to gender, age, origin, religion, nationality, and other context relevant aspects of identity (when this can be done without endangering or triggering conflict). This is important when specifying indicators. For example, in thinking about event or activity attendance, the change measured should not

FIGURE 2: Learning for Peace Common Indicators

MEASURING CHANGE: MOST COMMON INDICATORS

- Percent stakeholders who report strengthened capacity (Burundi, DRC, Cote d'Ivoire, South Sudan & Yemen)
- Percent stakeholders indicating applying conflict resolution strategies & mechanisms (Burundi, Chad, & Cote d'Ivoire)
- Percent community members reporting knowledge & attitude change (social cohesion & peace promotion) (DRC & Cote d'Ivoire)
- Percent change in knowledge & application of conflict transformation skills (DRC & Cote d'Ivoire)

focus on strictly consistency or growth in overall attendance, but should track inclusive growth in attendance, maintaining balanced participation from all target groups. This means you should measure not just the number of participants and percent growth (if desired) over time, but rather the number of participants from each group or identity and the percent change in participation from each group over the course of the project.

Most important for education for peacebuilding programming, you must **determine the magnitude of change that can be addressed within your project** or separate out steps within an overall process of change. Both education and peacebuilding oriented changes take substantial passage of time to take hold and see results, in most cases meaning full realization of impact will come after the project has already completed. For example, an education project that wants to enhance a child's ability to *cope* with inter-tribal conflict where children do not naturally have a voice in the given society must realize this is a significant change. Think about all the steps it takes for children to learn conflict resolution skills, as well as gain confidence, learn about public speaking, build trust and respect in their community. Is one organization equipped to contribute to every part of that larger process? Perhaps the first project cycle focuses on raising children and youth voices in the community, and the second project cycle pursues a follow-up project with after school programs teaching conflict resolution skills through sports and theater. In this case, indicators should be reflective of the component of the larger goal project activities are directly addressing.

Finally, **it is important not to be indicator-driven**, or convolute your M&E framework with too many indicators. The indicators should adequately address all aspects of the program— implementation, outputs, outcomes, and impact, but you will want to distribute the indicators more heavily on the results (outcome areas) while not neglecting the implementation and the outputs, as they serve as early signs of failure or success. A few indicators measured well are far better than many indicators haphazardly measured, yielding poor quality evidence. For example, eighteen indicators all disaggregated by six variables are not likely to be regularly managed by monitoring that *follows through* to analysis and can provide learnings to feed back into programming. Make sure every indicator will provide information that will help you understand the impact and desired changes of the project better and is disaggregated by variables that will help create a clearer idea of how direct and indirect beneficiaries experience change related to your intervention. Check indicators regularly to ensure they accurately reflect original contextual and theory of change assumptions, as well as contexts/conflict shifts. And make sure to consolidate indicators where they can be slightly adjusted so as to fit a global standard and, therefore, assist with triangulation and comparison with other projects.

CHAPTER 3: MONITORING CHANGES

Monitoring is “a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an on-going development intervention with indications of the extent of progress, achievement of objectives, and progress in the use of allocated funds.”⁷⁵ **Monitoring helps inform day-to-day program decisions as a management necessity during implementation, as well as supporting accountability, learning, and reporting.** It is an essential part of ensuring project interventions are achieving impacts towards desired changes, that they are indeed doing no harm, and that results are captured to leverage learnings from the project.

Every project in conflict and fragile contexts should **monitor three things**:

1. The context, including the interaction between programming and the conflict dynamics;
2. The project’s progress towards results; and,
3. The conflict sensitivity of regular program M&E.

Monitoring of the context means maintaining an updated awareness of the conflict dynamics. “Monitoring the context helps [...] practitioners anticipate changes, make proactive programmatic shifts, and ensure the safety of participants, partners, and staff.”⁷⁶ This can be done by:

1. Developing indicators and a monitoring framework to track factors identified through the conflict analysis as likely to influence the conflict cycle;
2. Engaging in relational monitoring (alliances, group interests, and power sharing between actors); and
3. Monitoring conflict dynamics and factors that are specific to a particular identity group, geographical location, sector, etc. within the implementing context (such as how a conflict may impact women differently from men).

Logistically this can be implemented through weekly context updates including recent news, highlights from various provinces/villages/communities, tracking of identified social media sources, and debriefs on any larger changes in the country that may have an impact later on. Making time for these types of updates at weekly meetings, or where applicable, through email blasts can create better awareness of shifting contexts. If your program has more funding for conflict analysis or M&E, it is worthwhile to engage in conflict scans at regular intervals throughout the project cycle, as mentioned earlier.

Monitoring progress towards results is what is typically thought of when people mention monitoring. Monitoring includes measuring outputs, such as number of trainees, or number of student attendees; outcomes, such as number of teachers demonstrating inclusive pedagogy or role modeling peaceful conflict resolution; and outcomes, such as students demonstrating inclusive play or peaceful conflict resolution. This quantitative information may be complemented by qualitative inquiry into why and how the change in knowledge, attitudes skills or behaviors happened.

75 Glossary of Key Terms in Evaluation and Results Based Management. (2015). [ebook] OECD. Available at: <http://www.oecd.org/development/peer-reviews/2754804.pdf>.

76 Church, C. and M. Rogers, M. (2006). *Designing For Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. [ebook] Search For Common Ground. Available at: <http://www.sfcg.org/Documents/manualpart1.pdf>

What are some considerations concerning monitoring for education for peacebuilding programs?

1. Typically, program staff refer back to the log-frame, indicators, and M&E plan when implementing monitoring throughout a project cycle, but in a fragile context it is essential to ensure **these documents are updated and reflective of the shifting situation on the ground if the monitoring strategies pulled from them are to be useful.**⁷⁷
2. When outcomes focus on the long term knowledge gain and behavior, then monitor incremental change. Overall, results should include outputs, proximal, intermediate, and distal outcomes, and impact.
3. Monitoring must be flexible and adjust to barriers and limitations posed by the context and maintaining conflict sensitivity. In conflict and fragile contexts, there may be travel restrictions, delays in some activities, changes in participation of particular groups, high staff turnover, and many other unpredictable variables that influence the implementation of continuous monitoring as planned.
4. Although ethical guidelines are common for education programming, those that are geared specifically to children and youth are newer to the peacebuilding field. It is imperative that all monitoring activities follow an international ethical standard, such as available from UNICEF or Save the Children, for protecting children during participation in activities and in monitoring efforts. This includes informed consent from the children and determination of safety of consent from the parents, safe spaces for conversations so that children will not get into trouble for their candid responses, and clarifying the purpose of the monitoring with children, among other best practices. A good guide for ethical engagement with children and youth is the Ethical Research Involving Children Compendium.⁷⁸
5. Tools used must be conflict-sensitive, adaptable to quickly changing environments, child-friendly, and accountable to those from whom you collect information.

CONFLICT-SENSITIVE MONITORING

Conflict-sensitive monitoring is about the design and implementation of an M&E framework, the types of monitoring tools used, and how the tools themselves are utilized in the field. Conflict-sensitive monitoring ensures the “who, what, where, when, and how”, of the monitoring process takes into account the conflict dynamics. It ensures that the enumerators, tool language, interview process, and other details do not increase tensions or further conflict in any way.

Participatory Monitoring

A participatory approach to developing an M&E framework and carrying out monitoring exercises will help ensure that multiple views and perspectives of the conflict are accounted for and tools identified to collect data are appropriate for the context and needs of beneficiaries. However, coordinating multiple stakeholders and beneficiary groups requires substantial logistical planning and time. Determining the level of participation that will enhance the buy-in, ownership, and context reflectiveness of the program, yet remains capable within the allotted resources and project timeline is essential.

77 Corlazzoli, V. and White, J. (2013). *Back To Basics: A Compilation of Best Practices in Design, Monitoring & Evaluation in Fragile and Conflict-affected Environments*. [ebook] Search For Common Ground & UKAID. Available at: http://dme4peace.org/sites/default/files/DFID%20Back%20to%20Basics_0.pdf

78 Child Protection: Outcome Indicators. (2012). [ebook] Save The Children. Available at: http://resourcecentre.savethechildren.se/sites/default/files/documents/130423_outcome_indicators_english1.pdf.

In line with this, it is important to consider collection processes and dissemination of data, findings, and research as an accountability measure to partners and beneficiaries. These aspects of research and monitoring should ensure that participants feel empowered to provide solutions and recommendations – not just revisit and focus on problems and painful, difficult issues they face– and have realistic expectations from interventions. For example, the UNICEF Learning for Peace literature review in South Sudan informed implementing staff that youth often do not have space to discuss social issues. Therefore, the monitoring exercises involving focus groups discussions were tailored to both gain necessary information, but also ask questions about the youths’ recommendations, further asking them to brainstorm about how they would solve conflicts. This utilized the monitoring system to provide a space where youth participants could actively contribute, resulting in conflict-sensitive monitoring.

The following Yemen Learning for Peace approach is one case that demonstrates how to promote a beneficial and conflict-sensitive development of an M&E framework. Granted, this example shows high-level participation between a multilateral organization and implementing partner. Further participation could have been incorporated into the M&E framework design through consultations with a broader range of stakeholders, including the Ministry of Education, school administration, and local representation from communities where the project was to be implemented. The level of participation a project undertakes in its design, monitoring and evaluation needs to be considered through a conflict-sensitive and capabilities lens, ensuring maximum representation of partners and beneficiaries, without making the process and project overly cumbersome and unwieldy.

EXAMPLE 15: UNICEF Learning for Peace Yemen Participatory Monitoring

The Yemen Learning for Peace program--implemented by both SFCG and UNICEF--developed a participatory M&E framework design prior to roll-out of the intervention. Over the course of three days, Learning for Peace program and UNICEF staff met together with the implementing partners to create a collaborative M&E framework, reflecting all partners’ capacities and interests, instead of handing them a ready-made, prescribed M&E model to follow. Partners had an increased sense of ownership of the M&E process due to their involvement in its development. The Learning for Peace monitoring framework outlined the entire Yemen Learning for Peace monitoring system and identified which partner handled data collection of each indicator, providing a means to ensure accountability within the M&E system. The information represented in the UNICEF Learning for Peace monitoring framework matched indicator information in partner monitoring frameworks, which increased the ease of aggregating indicators.⁷⁹ This process also allowed local partners to identify how best to conduct monitoring exercises in a conflict-sensitive manner in relation to the context with which they were familiar. This combined with Yemen’s regionally representative conflict analysis supports a conflict-responsive implementation of all activities for the project.

Remaining Reflective of the Context

Tool language and methodology should be informed by the conflict analysis. It is important the questions asked and discussion forums are appropriate to the local contexts and dynamics. Some words may have political, cultural, or other connotations that can bias the respondent of a questionnaire or limit the openness of an interviewee. Additionally, **it is important to consider the identity group characteristics of enumerators or facilitators** to ensure the participants are comfortable and most likely to provide honest, open answers. Beyond ensuring participants comfort

79 Lessons Learned: M&E Plan Development. (n.d.) Search For Common Ground.

and openness with enumerators, it is necessary to review the safety and protection aspects of monitoring and evaluation in conflict settings. Those that share and collect information regarding government agencies, rebel groups, attacks on schools, and other sensitive issues may be put in harms way. A thorough review of the information being collected and repercussions it could have on those involved needs to be conducted **before every monitoring event** and acted upon with due diligence.

Tools should also take into account the environment and logistics required. In some communities, it may be inappropriate to do private interviews with women while in others there may be restricted access to children attending madrasa or religious schooling. If an implementing region is facing violent outbreaks and staff have limited mobility, phone interviews or utilization of information and communication technologies (ICTs) may enable monitoring to continue. On the other hand, if there is not a good private space to hold a focus group with children, it is not advisable to use focus groups that include any question that could get children in trouble at the school or at home.

RESOURCES 6: Conflict-Sensitive Monitoring

- ✓ DFID *Monitoring and Evaluating Conflict Sensitivity*⁸⁰
- ✓ Saferworld Chapter 3 Module 3: *Conflict-sensitive monitoring and evaluation*⁸¹
- ✓ USAID *Checklist for Conflict-sensitive Education Programming*⁸²

IMPROVED FEEDBACK LOOPS

The innovative nature of education for peacebuilding programming and the volatility of the implementing context make it crucial to ensure reflective learning processes throughout the project cycle. This can be accomplished through **intentional feedback loops** designed from monitoring data on outputs, outcomes, perceptions of programming from local stakeholders, and context updates. Intentionally collected and analyzed information and insights of those ‘on the ground’ – at the school, classroom, learning center level- will provide learnings to continually inform collaborative program strategy, management, and effective interventions.

Feedback loops help to find the best technical intervention to solve a problem, and **generate ongoing information and insights of those on the front line by uncovering emerging changing relationships and conditions that affect program performance, solutions, and resources.** Intentional feedback loops require a plan for ensuring regular analysis of data coming in from the field and application of learnings, as well as orientation for those unfamiliar with a learning culture, training around program shift implementation, and flexible resources.

For example, think of a program that is tracking participant attendance at after-school child-to-child clubs that teach life skills and alternative conflict resolution skills. A typical monitoring system may just report on attendance numbers throughout the lifespan of the project with the hopes of seeing an increase in attendance or at least consistent attendance over time. The same program with intentional feedback loops will look at who is attending when, who is not, and why, as well as shifts in the number of participants. Perhaps the analyzed monitoring data suggests that girls’

80 Goldwyn, R. and Chigas, D. Monitoring and evaluating conflict sensitivity: Methodological challenges and practical solutions. [ebook] Care, USAID & CDA. Available at: <http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-Monitoring-and-evaluating-conflict-sensitivity-challenges-and-solutions.pdf>

81 Conflictsensitivity.org. (2015). Chapter 3, Module 3: Conflict-sensitive monitoring and evaluation | Conflict Sensitivity. [online] Available at: <http://www.conflictsensitivity.org/node/91>

82 Usaid.gov. Checklist for Conflict Sensitivity in Education Programs | U.S. Agency for International Development. [online] Available at: <http://www.usaid.gov/what-we-do/education/conflict-sensitivity-checklist>

participation has dropped over the past three weeks while overall participation has continued to increase. Further research reveals that parents were uncomfortable with a community outreach event where their girls were encouraged to present and raised issues with the Ministry of Education's engagement with the schools. This was seen as culturally inappropriate to have young girls speak to a mix-gendered audience in the broader community and address authority figures in such a way. This information would allow the program to work on repairing the relationship with the parents and determine more culturally appropriate ways for the girl participants to participate in public speaking and other activities, resulting in their return to the child-to-child clubs and additional support from the parents because they felt their concerns were addressed.

With implementation of feedback loops it is essential to **examine the validity of feedback through triangulation efforts**, and most importantly, **build a learning culture** in the organization where there is capacity to understand and willingness to use feedback. **Documentation of decision points**, modifications, and adaptations is also crucial, allowing for reflection at the end of the project and development of lessons learned that apply to the larger field.

METHODS AND TOOLS

Developing a M&E framework, as well as setting aside specific time for M&E in the project design, can be hard enough, but you also have to make sure you find tools and methods that can help you capture the information you need. Tools should be reflective of the context and the specific indicators for your project, supported by helpful best practices and protocols that can be adapted to the needs of your project. Here is a list of standard methods used in the education for peacebuilding field to collect data on relevant measurements of change:⁸³

- Direct Observation
- Interviews
- Focus Groups
- Participant Diaries
- Photography/Video
- Project Document Review
- Questionnaire
- Secondary Data Review
- Survey
- Testing
- Participatory Learning and Action Techniques

When determining which tools will be the most accurate measure of your indicators, programming, and context consider these steps:

1. Identify, contextualize, and further develop as necessary the tools that will best capture the necessary information to monitor the project.
2. Incorporate data collection into program activities at regular, key points throughout the project cycle.
3. Plan how the tools will need to be implemented in advance to ensure that M&E is a routine component of the project that does not interfere, but rather complements the activities and the availability of project participants.

⁸³ Dmeforpeace.org. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Activities | DME for Peace*. [online] Available at: <http://www.dmeforpeace.org/learn/designing-results-integrating-monitoring-and-evaluation-conflict-transformation-activities>

4. Allocate the necessary resources for the M&E activities just like other intervention activities, including staffing (or hiring a consultant when necessary), timeline for training on tools, piloting, implementation, analysis, reflection and application of findings, and other more substantial mid-course corrections if necessary.

Remember, taking the time to collect and analyze data and write out findings, allows for validation of interpretation of the data, knowledge sharing between implementing partners to ensure coordinated learning adjustments to programming, cross-learning between different programs working on similar issues, and evidence gathering to communicate results of the intervention on achieving the desired change.

What are the appropriate considerations for developing and selecting monitoring tools and methods for education for peacebuilding programs?

1. Tools and methods must be conflict-sensitive in design and implementation strategies including, logistics of data collection, what data is collected and shared, disaggregation of results, and responsive to shifts in the context throughout the project cycle.
2. Innovative approaches and restructuring of commonly used tools will need to be adjusted for special considerations and requirements around interacting and collecting data from children and youth participants. This is especially important for peacebuilding specialists to remember because peacebuilding program does not always regularly interact with this beneficiary group the same way that education specialists and programming does.
3. Robust qualitative methods should be used in order to fully capture the behavior change and knowledge acquisition results that are key to education for peacebuilding programming.
4. Keeping limitations in mind, it is also possible to use participatory approaches for monitoring as interventions themselves through youth-led initiatives that can help create a voice for children and strengthen community engagement skills.

In education for peacebuilding programming, there are two main considerations when developing or adapting tools. First, **the tools must be conflict-sensitive**. How enumerators engage with survey participants, the composition of different focus groups, and the language in questionnaires, all have to be sensitive to the conflict drivers and relational information gained through the conflict analysis. Collecting data and its subsequent analysis should not do harm to participants, and this is especially important in fragile contexts where preventing harm can be more complex. This will be elaborated on further in this chapter.

Second, **tools developed for education for peacebuilding programming must be adjusted to engage with children and youth as participants**. This requires innovative approaches to:

1. Respond to limited attention spans;
2. Adjust based on children and youth's ability to understand the questions;
3. Simplify exercises;
4. Take caution and consideration for children-adult relations in the community; and
5. Understand the potential to utilize data collection methods as part of the intervention through youth-led initiatives.

Adapting tools for use with children and youth participants can be done in part through changing the wording of questions and shortening the number of questions asked with attention to the effect this will have on evidence collected. Necessary adaptations can also impact logistics (for example, who can be in the room for a focus group), or even

reducing access to participants in some communities. Working through these potential issues to ensure the best and accurate data collection to support comprehensive analysis at the beginning of the project design, will help save time and ensure smooth implementation of monitoring activities throughout the project cycle.

Participatory Application and Tools

Along with these tools, there are a few important aspects and cautions to think about when determining your methodology. First, **it is essential to consider the pros, cons, and level of participatory approaches utilized in M&E.** Participatory approaches are beneficial due to their ability to:

1. Ensure programming is meeting the needs of and fully engaging the local communities;
2. Create feelings of ownership and leadership;
3. Provide a dedicated space, where there has previously been none, for different groups to begin thinking critically on the dynamics and their role in them within their community; and
4. Understand the full impact of your planned intervention through local insight.

However, **there are still limitations with using participatory methods.** Often participatory methods are used *without considerations for inclusiveness of the participation.* For example, you would not want to have a focus group including individuals on both extremes of a power dynamic as it will impact the discourse and willingness of those not in power to speak freely. You would instead want to conduct several focus groups and then compare the findings. For pragmatic reasons, we often rely on local leaders to select focus group members ahead of our arrival to a school, which may not take into account targeted inclusive aspects, power dynamics, etc. Always examine: who is not represented in this focus group and why? What does this tell you? And, what additional efforts are needed to ensure your information collected is not biased?

Participatory methods can also result in relying too heavily on local strategic partners conducting data collection without providing **supportive capacity training related to the data collection tools.**⁸⁴ It is essential to build capacity of those involved with tool design and data collection. Offer technical support throughout any participatory monitoring endeavor to ensure:

1. Clear messaging;
2. Consistent program implementation;
3. Reliable measurement of indicators across regions;
4. Efficacy of efforts; and
5. Ownership of programming through direct collection of results.

This may mean coordinating with multiple types of implementing partners, and although it may take more effort upfront, it will result in more informative and well-rounded understanding of program results in the long run.

84 Corlazzoli, V. and White, J. (2013). *Back To Basics: A Compilation of Best Practices in Design, Monitoring & Evaluation in Fragile and Conflict-affected Environments.* [ebook] Search For Common Ground & UKAID. Available at: http://dmeforpeace.org/sites/default/files/DFID%20Back%20to%20Basics_0.pdf

EXAMPLE 16: Application of U-Report ⁸⁵

U-Report is a social platform that gives people access to information, participation in different levels of their society, and much-needed services like counseling and advice on sensitive issues. The tool allows participants to interact with decision makers in real-time even in places without internet connectivity due to the prevalence of mobile phones in many of the world's developing countries. The U-Report program works by allowing citizens to respond to polls asking for their opinion and feedback on a variety of social and governance issues. The data is mapped and analyzed rapidly, giving government and development partners insights into the needs of their citizens or participants. U-Report was initiated in Uganda in 2011, and the program is currently live in 15 countries with increasing application to UNICEF's work.

The Learning for Peace program took advantage of U-Report's innovative capabilities to gather information around public perceptions of peacebuilding in Uganda. In mid-December, U-reporters were asked two questions about peacebuilding. Throughout the course of the dialogue, more than 24,000 young people responded.⁸⁶

"The first question, 'Are you aware of any Peacebuilding efforts taking place in your community; Yes/No and what is the name of the project?' showed that almost one-quarter of young Ugandans were aware of a peacebuilding program in their community.

The second question was, 'Do you think this effort has been helpful to your community; Yes/No and why?' The vast majority (90 per cent) said that these programs had a positive impact in their area for reasons including; reductions in domestic violence, an improved understanding of forgiveness, and teachings of human rights. The minority that stated that the programs have not been beneficial cited political interference, corruption, and border disputes as problems."

Additional lessons learned from implementation in Chile,⁸⁷ as well as emerging information and case study highlights from implementation of U-Report can be found on UNICEF's Stories of Innovation website under the 'Youth Engagement' subsection.⁸⁸

Secondary Data Review

As with conflict analysis, monitoring is also a time when you can use locally, nationally, and internationally available research and third-party data for a **secondary data review**. This type of monitoring can help triangulate and validate findings, but cannot serve as a monitoring method on its own as it is not reflective of program output, outcome or impact particular to the project being implemented by your organization. Fragile contexts are typically data poor due to the ongoing instability, changes in leadership, and ongoing development of governing systems all of which contrib-

85 Zucker, D. UNICEF's U-Report Reaches 1 Million Registered Users Worldwide | Stories of UNICEF Innovation. [online] Unicefstories.org. Available at: <http://www.unicefstories.org/2015/07/10/unicefs-u-report-reaches-1-million-registered-users-worldwide/> Peacebuilding, Education and Advocacy in Conflict Affected Contexts Programme. (2012). [ebook] UNICEF Uganda. Available

86 Peacebuilding, Education and Advocacy in Conflict Affected Contexts Programme. (2012). [ebook] UNICEF Uganda. Available at: <http://www.educationandtransition.org/wp-content/uploads/2013/07/2012-Uganda-PBEA-Annual-Report-Final-Submitted1.pdf>.

87 Unicefstories.org. U-Report Chile: Top 10 lessons learned before launching | Stories of UNICEF Innovation. [online] Available at: <http://www.unicefstories.org/2015/07/07/u-report-chile-top-10-lessons-learned-before-launching/>

88 Zucker, D. and Innovations, U. Youth Engagement | Stories of UNICEF Innovation. [online] Unicefstories.org. Available at: <http://www.unicefstories.org/category/youth-engagement/>

ute to a lack of data that is inclusive, recent, reliable, or available at all. Where data is available and reliable in fragile contexts, it may be difficult to access, which can add to program costs and timeline instead of reducing them. In cases where you must rely on secondary data, use the following questions to help determine the validity and reliability of the data in question:

- ✓ Who is the author?
- ✓ Are you able to identify or rule out bias?
- ✓ Is the data representative? Inclusive?
- ✓ What methods were used to collect the information in the secondary data source?
- ✓ What are the data gaps?
- ✓ How was missing information or data gaps handled?
- ✓ Where might you need to validate, triangulate, or disaggregate?
- ✓ Will validating this secondary data require more time, budget, and human resources than collecting the information yourself?

Secondary data tools can also serve as an entry point for peacebuilding in education systems. If you are coordinating efforts with the Ministry of Education or other government departments in order to utilize their data sources, you may be able to help with refinement of the data collection systems to be conflict-sensitive, or even have the opportunity to add additional questions to what they are already collecting to further support your programming, while also bolstering the information the government uses to inform their policy and programming. The EduTrac system being utilized by the Ministry of Education in Uganda, in partnership with UNICEF, is a clear example of these types of beneficial partnerships.

EXAMPLE 17: Application of EduTrac System in Uganda⁸⁹

Secondary data review means monitoring can also go beyond program-induced information gathering, and can build in larger data sets, compare against other regions on global indicators, and be informed of shifting contexts earlier without relying on internally-led, intensive, and large scale context review. In Uganda, the UNICEF Country Office has been working with Ministries and education authorities to streamline conflict-sensitive monitoring into the education sector through an SMS-based, real-time education monitoring system called EduTrac.

EduTrac is a mobile phone-based data collection system being piloted by UNICEF Uganda in partnership with the Ministry of Education and Sports, (MoES). The system helps collect data more frequently at the primary school level than currently available with the paper based annual school census (EMIS database). The MoES is using EduTrac to monitor priority indicators, such as teacher absenteeism, pupil absenteeism, violence against children in schools, receipt of school funding, availability of school meals, management meetings, availability of water for hand washing etc., which directly informs policy and program planning for the education sector, as well as developmental programming. At school level, the head teacher is responsible for data sent in by teachers. School Management Committee (SMC) members and sub-county members of the Girls' Education Movement (GEM) send in reports about schools from the community. In this way, participation is encouraged amongst all education stakeholders. This brings relevant information not only to the program, but also adds value to the information flows in the education sector, and heightens awareness on prevalent issues to better inform policy transformation towards conflict-sensitive schooling.

⁸⁹ EduTrac.blogspot.com. EduTrac. [online] Available at: <http://edutracs.blogspot.com>

Mixed Methods

One of the most important practices for education for peacebuilding programming is to **utilize mixed methods**. Mixed methods will allow you to capture the nuance in behavior changes and attitude shifts that often are key objectives in education for peacebuilding programming. Mixed methods mean using both quantitative and qualitative measurements of data around the same indicators. Tools developed for a mixed methods approach should be complementary, utilizing the qualitative tool to expand on already identified trends or help explain why certain behaviors are changing or expected to change in the community.

EXAMPLE 18: Mixed Methods Approach in Pakistan

The UNICEF Learning for Peace Pakistan program utilized mixed methods of quantitative and qualitative research to gauge social cohesion amongst children and youth participants in. The *Social Cohesion Survey* and *Participatory Focus Group Discussion (PFGD) Toolkit* were developed to capture quantitatively a “social cohesion score,” followed up by a qualitative deep-dive to better understand the contexts and nuances behind the scoring for each social cohesion domain; belonging and inclusion, tolerance, participation, trust, and recognition and legitimacy. The tools focused on the global indicator- *percentage of targeted children reporting a positive change in their own ability to prevent, reduce and cope with conflict and promote peace*.

The *Social Cohesion Survey* was composed of one page of questions asked on a Likert Scale around the five domains of social cohesion that had been identified by the Pakistan Country Office; belonging and inclusion, trust, participation, tolerance, and recognition and legitimacy. The objective in limiting the survey to one-page was to be able to complete the survey within the attention span of the targeted age group of children. Furthermore, the survey was administered in local languages, and questions were asked out loud for illiterate participants. A snapshot of the survey with notes on its design can be found below.

The *PFGD Toolkit* was developed to best involve children and youth participants by creating a more engaging, participatory discussion with interactive activities. For example, instead of asking questions about the types of community activities that adults believe children and youth engage in, this toolkit asks children and youth to tell us what they feel are important community activities and create a chart of most common activities under a given set of categories. Participatory tools allow people to express their own ideas and beliefs and can help bring out unexpected results or impacts of the programming to light.

Excerpt from UNICEF Learning for Peace Pakistan Social Cohesion Survey

Knowledge, Attitudes, and Practices Surveys

Another tool of use for education for peacebuilding programming is the **Knowledge, Attitudes and Practices (KAP) survey**. While these surveys can be expensive and time-consuming, they offer significant insight into the key aspects of change in education and peacebuilding work. Especially as this cross-sectoral work aims to validate new theories of change, this type of evidence and perspective on behavior change is crucial. They can be used for monitoring when resources allow, and serve as strong pre/post test stages in an evaluation strategy. This survey example shown here was designed for the UNICEF Learning for Peace program and was adjusted to context for Somalia.

EXAMPLE 19: KAP Survey in Somalia

The structure of the KAP survey designed for all UNICEF Learning for Peace implementing countries is as follows:

- Section A: General Information (Questions 1 – 4)
- Section B: Demographics (Questions 5 – 12)
- Section C: Attitudes towards Violence (Questions 13 – 15)
- Section D: Belonging and Inclusion (Questions 16 – 19)
- Section E: Respect and Trust (Questions 20 – 24)
- Section F: Membership/Participation (Questions 25 and 26)
- Section G: Attitudes towards Social Services (Questions 27 – 30)
- Section H: Resilience (Questions 31 – 35)

The structure was based on the development of domains that helped capture aspects of social cohesion and resilience the Learning for Peace programs were trying to address. In order to determine effectiveness and impact of education for peacebuilding programming, methods of measuring social cohesion had to be defined. There is no agreed upon definition for “social cohesion” in academic literature, but it is recognized as a term with an intellectual basis and yet inherent flexibility for adaptation.⁹⁰ The preliminary domains were designed from a desk review of existent literature and tools trying to measure different aspects of social cohesion. The domains and questions were then adapted to context, using the conflict analyzes and local field knowledge.

In May 2014, the KAP survey was administered across the different regions of Somalia where Learning for Peace was implementing or about to start program activities. The domains for Somalia were adjusted to; trust and tolerance, civic and social participation, inclusion in governance processes, attitude towards social services, and constructive dispute resolution. Due to perceived challenges of conducting surveys in Somalia, the adapted survey incorporated a smaller number of variables compared to other countries, which limited the creation of robust composite indicators.⁹¹ And given the context, purposive sampling was used with randomized techniques, resulting in a high percentage (85%+) of direct program participants.

The survey was implemented by local Somali youth trained as enumerators to administer the survey properly, even if it was necessary to read the survey to the participant. Each question was reviewed with the enumerators in English and Somali to ensure intended understanding and validate translation. The enumerators used mobile technologies and paper-based surveys to collect data, which was then integrated into an online platform with pre-set analytics and filter options to allow users to conduct simple analysis of survey data.

See an excerpt from the Somalia KAP survey below on questions related to feelings of belonging and inclusion from participants.

90 Jenson, J. (2010). Defining and Measuring Social Cohesion. [ebook] Commonwealth Secretariat and United Nations Research Institute for Social Development. Available at: [http://www.unrisd.org/80256B3C005BCCF9/\(httpAuxPages\)/170C271B7168CC30C12577D-0004BA206/\\$file/Jenson%20ebook.pdf](http://www.unrisd.org/80256B3C005BCCF9/(httpAuxPages)/170C271B7168CC30C12577D-0004BA206/$file/Jenson%20ebook.pdf)

91 In an effort to develop comparable cross-country datasets, the KAP instrument was later aligned with surveys being conducted by the Harvard Humanitarian initiative in Uganda and Burundi where population-based surveys were launched in late 2014 to measure social cohesion.

UNICEF Somalia Learning for Peace KAP Survey Excerpt

SECTION D: SOCIAL COHESION (BELONGING AND INCLUSION)

Do you think it is okay to go a school that has children or youth from clans other than your own?

 Strongly disagree

 Disagree

 Neither agree nor disagree

 Agree

 Strongly agree

Do you think it is okay to go to a school that has teachers from clans other than your own?

 Strongly disagree

 Disagree

 Neither agree nor disagree

 Agree

 Strongly agree

Do you think that it is important for girls to attend school?

 Strongly disagree

 Disagree

 Neither agree nor disagree

 Agree

 Strongly agree

Do you think that schools should be equipped so that children with disabilities can study in the same school as children with no disabilities?

 Strongly disagree

 Disagree

 Neither agree nor disagree

 Agree

 Strongly agree

Most Significant Change

Most Significant Change (MSC) is also a tool commonly used in the peacebuilding field that has substantial application for education for peacebuilding work.⁹² Most Significant Change is a participatory tool that looks at the expected and unexpected significant outcomes of the project over a specified period. MSC can be summed up with the following question: “Looking back over the last month [or other time period], what do you think was the most significant change in... [particular domain of change]?”⁹³ Typically, stories are collected from (and sometimes by) participants and analyzed by stakeholders or the implementing organization to identify the most recurrent and significant changes mentioned within those stories. It is necessary to establish checks to ensure story validity, sometimes through additional interviews with community members and others with whom the participant regularly interacts. MSC can be conducted through a variety of mediums, through interviews, focus groups, or multimedia formats. The tools participatory and qualitative nature contribute to the ability to use it to *determine participant values to change along different identity lines*, in comparison with those from the implementing organization or donor’s perspective.⁹⁴ MSC also provides information about unintended results (both good and bad) and may reveal relationships between the educational programming and the conflict context.

92 Corlazzoli, V. and White, J. (2013). *Measuring the Un-Measurable: Solutions to Measurement Challenges in Fragile and Conflict-affected Environments*. [ebook] Search For Common Ground. Available at: <http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-DFID-Measuring-the-Unmeasurable.pdf>

93 Ramalingam, B. (2006). *Tools For Knowledge and Learning: A Guide for Development and Humanitarian Organisations*. [ebook] Overseas Development Institute. Available at: <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf>

94 Corlazzoli, V. and White, J. (2013). *Measuring the Un-Measurable: Solutions to Measurement Challenges in Fragile and Conflict-affected Environments*. [ebook] Search For Common Ground. Available at: <http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-DFID-Measuring-the-Unmeasurable.pdf>

EXAMPLE 20: InsightShare Most Significant Change for Peace Clubs and the Transitional Justice Youth Network in Cote D'Ivoire

During January 2015, InsightShare trained a team of 10 young people in Abidjan in order to conduct a participatory video and most significant change evaluation. The evaluation focused on two interventions: peace clubs with SFCG, and the *Youth and Transitional Justice Project* implemented with the International Centre for Transitional Justice (ICTJ). The *Youth & Transitional Justice* component aims to create communication channels that allow youth to share their experiences and their concerns related to the recent crises amongst their peers and with the authority figures in their lives; while aiming to prevent future mobilization of youth by engaging young people in a process of reflection on the past and learning about good citizenship and the role youth can play upholding social justice in times of crisis or transition.

Using story circles and participatory methods, the evaluation team listened to the stories of 60 youth participants from the Peace Clubs and the Transitional Justice Youth Network. Five stories were selected that represented the “most significant change” that the project had made in their lives. The stories all document courageous changes the students chose to make as a result of their involvement with the clubs or the youth network, some of who have left behind a history as child soldiers and entrenched gang warfare. The trainees carried out an analysis looking at how and why these changes have taken place, and what they mean for the students involved.

- The ‘*Clubs Messagers de Paix en Cote d’Ivoire*’ is a great example of one of the videos⁹⁵ and further information can be found through a final blog post on the Most Significant Change process as experienced by the UNICEF Cote d’Ivoire Country Office on DMEforPeace⁹⁶
- Additional guidelines on how to use Most Significant Change methods can be found on Rick Davies and Jess Dart’s *Most Significant Change Technique* guide

RESOURCES 7: Monitoring Tools

- ✓ SFCG *Measuring the Unmeasurable*⁹⁷
- ✓ SFCG Project *DME for Peace*⁹⁸
- ✓ Social Impact *Monitoring, Evaluation, and Learning for Fragile States and Peacebuilding Programs*⁹⁹
- ✓ UNESCO and IIEP *Education for Safety, Resilience and Social Cohesion Resource Library*¹⁰⁰
- ✓ CPC Learning Network *Mapping of Child Protection Monitoring and Evaluation Tools*¹⁰¹
- ✓ Rick Davies and Jess Dart’s *Most Significant Change Technique* guide¹⁰²

- 95 Insightshare.org. Justice Transitionnelle | InsightShare. [online] Available at: <http://www.insightshare.org/watch/video/justice-transitionnelle>
- 96 Dmeforpeace.org. When an Evaluation Becomes a Peacebuilding Intervention | DME for Peace. [online] Available at: <http://dmeforpeace.org/learn/when-evaluation-becomes-peacebuilding-intervention>
- 97 Corlazzoli, V. and White, J. (2013). *Measuring the Un-Measurable: Solutions to Measurement Challenges in Fragile and Conflict-affected Environments*. [ebook] Search For Common Ground. Available at: <http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-DFID-Measuring-the-Unmeasurable.pdf>
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CHAPTER 4: EVALUATION CONSIDERATIONS

Evaluation is the systematic and objective review of effective implementation, potential impact, and results from a project. Evaluations help develop lessons learned and evidence that informs future advocacy, programs, and understanding of change. They determine what is working and not working in the field, in different contexts, and in achieving different types of change. Evaluations also provide an accountability mechanism for the program and implementing organization.

Education and peacebuilding sectors have advanced many different vetted evaluation methods and best practices for conducting evaluations. This Guide will highlight promising practices and evaluation approaches that are most relevant to education for peacebuilding programming.

What are evaluation considerations for education for peacebuilding programs?

1. Evaluators should involve both education specialists and peacebuilding specialists to ensure holistic and balanced assessment of both aspects of the program. This stands whether the evaluation team is hired externally or composed internally, even if this means hiring a consultant from the education or peacebuilding field to supplement the identified evaluation team.
2. The baseline may not always be reliable due to shifting contexts; security concerns in originally evaluated areas, and compounding program changes. However, alternatives exist for what we commonly understand to be baselines, such as multipurpose conflict scans and development evaluations, which are expanded upon in this chapter.
3. Both education and peacebuilding specific lines of inquiry will need to be developed and utilized.
4. Evaluation tools and approaches may be less useful due to the type of programming and context. For example, questions may be limited due to managing political relations or ensuring safety for participants where it is not possible to ask questions related to specific identities.

PREPARATION

If there is the opportunity to conduct an evaluability assessment, the assessment can ensure there is sufficient data and information available for a meaningful evaluation. An evaluability assessment can also inform the scope of the evaluation, most beneficial approach, and if done early in the project cycle, inform monitoring in order to correct any data insufficiencies and program tracking that might limit the effectiveness of an end-of-program evaluation. Where an evaluability assessment is not possible, preparing for evaluation of an education for peacebuilding program requires two important reflection points that need to be taken into consideration, beyond establishing clear, understandable evaluation questions during the design phase of the program.

Determining who will conduct the evaluation. Depending on the available budget, time constraints, and capacities of the implementing organization, it may or may not be possible to consider an internal evaluation. While the specific organization or firm that will conduct the evaluation may not be chosen until later in the project cycle, it is important to determine whether it will be an internal, external or joint evaluation during the design phase of the project. Whether you chose an external or internal evaluation, it is crucial to engage both education specialists and peacebuilding specialists on the evaluation team. For cross-sectoral programming, joint evaluation teams help capture the nuance and specific desired goals encompassed by each sector in a collaborative and comprehensive way. This will certainly mean a negotiation phase determining priority of questions, approaches, and tools to be utilized, but the lessons learned will then be reflective of both aspects of the program, providing stronger results and recommendations for the future.

Evaluating the usefulness of the baseline. Depending on the stability of the context in which you are implementing, there may have been substantial shifts in contexts from the project design to the evaluation phase at the end of the program. In responding to shifts, the project activities may have changed. An area in which you were implementing activities may no longer be accessible, or the type of participants with which you engage may have shifted due to identity conflicts. Any of the above can limit the applicability of the baseline conducted at the start of program implementation. It is necessary to find alternative comparison points for the information collected in the evaluation as much as possible. This can be from a midterm evaluation that perhaps more closely reflects programming at the end of the project cycle, or is from a region that is still accessible (when the baseline locations are not). You can also use data collected through conflict scans or compare to data from the conflict analysis as much as possible. If there are implementing organizations with similar projects or populations, you may be able to use data from their evaluations, although you will want to refer to the secondary data review questions mentioned earlier in vetting the quality and usefulness of data from third parties. Comparison points can be identified from a number of sources, and while they are not as ideal as a reliable baseline, they will help you better determine changes, results, and lessons learned from your project if a reliable baseline is not available. A developmental evaluation approach can also be used when there is a reasonable assumption that the context will substantially impact programming, or where the intervention strategy is still being evaluated. This approach is discussed further below in Execution.

Finally, it is important to **reflect on context again in preparation for the evaluation.** Specifically, this relates to understanding the different populations from which you need to collect information. In education for peacebuilding programming, this will involve children and youth in some aspect, which will impact the type of information you are able to collect in terms of complexity, level of detail, and particular questions that may not be acceptable or safe to ask young participants. You may also need to collect information from a politicized school management environment. This will require special attention in who you interview or survey, as well as how results are presented. And, it is important to remain cognizant that the results will most likely be shared with the government and relevant ministries (local, provincial, and/or national). As such, it is important to ensure that the evaluation lines of inquiry are respectful of the ongoing relationships the organization and participating schools may have with the government, again both in who is contacted to participate in the evaluation, what results are shared out, and how results are presented.

EXECUTION

Execution of evaluations for education for peacebuilding is dependent both on the planning/design stage when considering timeline and budget for an evaluation, as well as determining the evaluation approach that is the best fit for the information you want from the project, as well as the project's overall intent. Some evaluation approaches that work for education for peacebuilding programming have been included below, presenting both the advantages and disadvantages of choosing the highlighted approach.

Theory-based Evaluations evaluate the assumptions and underlying theories of change developed during program design. This type of evaluation focuses on “identifying the causal linkages between different variables: from inputs to expected results.” Theory-based evaluations will help education for peacebuilding programming better understand how the two aspects of behavior change and knowledge acquisition occur in different settings and further validate theories of change. This is important specifically for education for peacebuilding programming since it is a newer cross-sectoral type of programming and related expected changes from activities have faced limited validation. “This approach is particularly useful for learning and accountability as it allows for identifying whether the success, failure or mixed results of the intervention was due to program theories and assumptions, or implementation.” Theories of change to evaluation should be selected collaboratively with stakeholders and determined by the scope of the evaluation. If theories of change were not made clear at the start of the project or are too simplistic, this type of evaluation

may not yield the best results.

Developmental Evaluation (DE) is an evaluation approach that differs from traditional evaluation approaches in that it is driven by innovation and is centered on reaching an understanding of complex, adaptive systems to enhance programming. DE allows for programmers to change their program, project, or activity design, and also evolve their targeted outcomes and theories of change, and rethink the social systems in which their programs are operating. DE helps provide information on what is working, for whom, and under what conditions. For education for peacebuilding programming, DE can help programs respond to shifting context by providing information that determines whether or not the interventions are still relevant and effective in contributing to the desired change. “By comparing older models of change to newer ones within the same program, one can gain valuable information and insights about how theories and the environment have evolved.”¹⁰³ Additionally, DE is empirically driven, methodologically agnostic, and centers on a collaborative relationship between the evaluator, donor, implementing organizations, and both direct and indirect beneficiaries.

As a part of a Developmental Evaluation, an evaluator or evaluation team is embedded within the project to contribute to modifications in program design and targeted outcomes. DE facilitates real-time feedback to program staff, enabling a continuous development loop. DE does not prescribe a single methodological design, tool, or framework. Rather, its very essence is that the evaluation approach taken should be based on emerging need, such that a quantitative survey may be warranted, or a quasi-experiment with extant data, or qualitative rural score cards that drive focus group discussions. They may incorporate methods such as network mapping, outcome mapping, contribution analysis, or other approaches based on information needs. For example, an intervention operating in a conflict-affected environment may find that the context rapidly shifts, making planned sub-activities difficult or impossible to carry out. The DE would collect information regarding the context, outcomes achieved, and gaps to aid the intervention in re-defining its sub-activities, messaging, or target populations. The DE would then gather data on whether that shift is effective in achieving the outcomes despite the changing environment. Activities, projects, or programs are able to modify approaches to increase effectiveness, efficiency, and the likelihood of positive outcomes without waiting until the end of the implementation to do so.

Outcome Harvesting is an evaluation approach that identifies the project outcomes (intended, unintended, positive and negative) and works backward to determine how and why those outcomes were reached. Outcome harvesting looks at behaviors, relationships, actions, policies, and other practices that have emerged or changes since program implementation and aims to verify and explain the connection between these changes and the project activities. This approach gathers evidence on what happened versus what was hypothesized to happen. This method can help clarify unidentified theories of change if there are a series of unintended outcomes from project activities. For education for peacebuilding programming, this type of evaluation can benefit program learning where the intervention focus is skills building versus knowledge acquisition. Outcome Harvesting can also help focus and trace more far-reaching outcomes, or perceived observable behavior changes that have seemed to spread from direct participants. Through key information interviews, strategic observation, and other reports and documentation an evaluation team conducting an outcome harvesting evaluation can help clarify linkages between interventions and outcomes, even time providing new insight into the process through which intended and unintended behaviors or relationships emerge.

103 Corlazzoli, V. and White, J. (2013). *Practical Approaches to Theories of Change in Conflict, Security, and Justice Programmes*. [ebook] Search for Common Ground & UKAID. Available at: <https://www.sfcg.org/wp-content/uploads/2014/04/PartII-Theories-of-Change-for-Monitoring-and-Evaluation-With-Annexes-SFCG.pdf>

In cases where an organization has a more prolonged presence in a country, it will be important to conduct **Ex-post Evaluations**. These are evaluations that occur after the completion of the project. This can be a few months to years after the end of a particular project. If an education or peacebuilding organization still has access to the participants and partners from a previous project, an ex-post evaluation can help gather additional information regarding the sustainability of the observed changes, as well as the more long-term impacts. Although it will not be possible to prove attribution and changing dynamics may have had negative impacts, an ex-post evaluation can offer the opportunity to see whether trained concepts stayed with participants, whether they used mediation or life skills that had been taught, and how they perceive their interactions with the project's activities influenced their later decisions or behaviors in life. An ex-post evaluation may not often be a possibility, especially due to funding constraints so far removed from the original project end date, but the possibility of such an evaluation should not be dismissed completely.

There are a **few commonly used evaluation approaches and methods that may face additional difficulties** or complications related to their use for education for peacebuilding programming. Randomized control trials, participatory evaluation, and meta-evaluations all face limitations in relation to education for peacebuilding programming, but that does not mean they cannot or should not be utilized.

Randomized control trials (RCTs) require significant time, budget, and access to both the participants and non-participating community to be conducted properly. Depending upon the extent of the alternative experimental approach being recommended though, RCTs can prove to be an effective evaluation method when there are known variables and consistent access to participant groups, especially for internal validation of program impacts. RCTs may pose an ethical dilemma, due to the need for a control group, when in emergency situations where urgent response is required or the needs are excessively high. This can be mitigated with phased implementation across treatment and control groups in some cases and is dependent upon the implementing organization, its resources, and the intervention being implemented. In conflict and fragile environments that require a high level of flexibility and often limited access, it is necessary to vet the probability of successful execution before pursuing an RCT because they have been treated as the 'gold standard' for evaluation. It is also necessary to have a strong conflict analysis (and relevantly-timed conflict scans), as well as sufficient knowledge of other interventions and influencing factors among the treatment and control groups in order to narrow the focus of inquiry to the effectiveness of the intervention to be tested.

Finally, although **meta-evaluation** is useful in comparing results across regions and between different projects, it needs to be done with caution in education for peacebuilding programming. Since education for peacebuilding programming is commonly implemented in conflict and fragile contexts, it is especially crucial for programming to be fit-to-context. As discussed earlier in this paper, interventions should also be responsive to the particular conflict drivers of the implementing context, which can differ even between regions within the same country. This does not make meta-analysis impossible, but a careful balance needs to be managed between relying on global indicators or 'cookie-cutter' interventions that allow for easier meta-evaluation but may not address the real problems community-by-community, and context-driven programs that are too specific to provide comparisons and lessons learned around education for peacebuilding desired changes.

USE WHAT YOU LEARNED

Lastly, it is essential to use what you have learned from the evaluation. **It is important to incorporate feedback loops throughout the project cycle** in order to improve program effectiveness and responsiveness to the desired change and shifts in a conflict or fragile context. The evaluation may serve as a core program document, providing analysis of results and project achievements; however, it also serves as a learning tool for the project itself, as well as other similar ongoing and future programming in education for peacebuilding.

The results from evaluations can be used in policy advocacy and in continuing similar work in the same implementation context or those with limited differing variables if the evidence demonstrates effectiveness of the activities. Since programming at the nexus of education for peacebuilding is also newer, collection of evidence and sharing it out (when it is safe to do so) is crucial in better understanding the theories of change between these two sectors, how best to balance the different approaches, and further developing best practices. Learning is not just at the core of education and peacebuilding activities, but also at the core of best practices in M&E for these sectors.

RESOURCES 8: Evaluation

- ✓ OECD *Principles for Evaluation of Development Assistance*¹⁰⁴
- ✓ OECD *Guidance on Evaluating Conflict Prevention and Peacebuilding Activities*¹⁰⁵
- ✓ USAID *Evaluation Methods Bibliography*¹⁰⁶
- ✓ Bamberger, Rugh and Mabry *Real World Evaluation*¹⁰⁷
- ✓ UNICEF *PBEA Exploring Developmental Evaluation*¹⁰⁸

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- 104 Principles for evaluation of Development Assistance. (1991). [ebook] Paris: OECD. Available at: <http://www.oecd.org/dac/evaluation/50584880.pdf>.
- 105 Guidance on Evaluating Conflict Prevention and Peacebuilding Activities. (2008). [ebook] OECD. Available at: <http://www.oecd.org/dac/evaluation/dcdndep/39774573.pdf>.
- 106 Evaluation Methods: A selected bibliography from the USAID Knowledge Services Center. 1st ed. [ebook] USAID. Available at: http://pdf.usaid.gov/pdf_docs/pnaeb328.pdf
- 107 Bamberger, M., Rugh, J. and Mabry, L. (2012). *RealWorld evaluation*. Thousand Oaks, Calif.: SAGE.
- 108 Educate for Peace, (2015). *Exploring Developmental Evaluation in UNICEF's PBEA Program - Educate for Peace*. [online] Available at: <http://www.dmeformpeace.org/educateforpeace/exploring-developmental-evaluation-in-unicefs-pbea-program/>

CHAPTER 5: CONCLUSION

A lot of different aspects of DM&E for education for peacebuilding programming have been discussed in this paper. While this Practice Guide is not exhaustive, it has pulled lessons learned from both the education and peacebuilding fields, as well as the more recent programming and published results from the nexus of these two fields by organizations like Save the Children, USAID Education in Crisis and Conflict Network, and UNICEF through their Learning for Peace program. As a practical approach to applying DM&E that is conflict-sensitive and supports mechanisms for successful evidence gathering, this Guide has proposed specific considerations for implementing successful DM&E systems in education for peacebuilding programming. For instance, some of the overarching principles include:

1. The importance of participation in process, design, and even implementation to ensure reflective programming with opportunities for ownership leading to sustainability;
2. The need for conflict-sensitive processes, programming, implementation, and monitoring—really applying Do No Harm practically throughout all aspects of an intervention;
3. Remaining flexible in order to respond to fluctuating contexts and building relations;
4. Implementation of improved feedback loops to monitor incremental progress towards outcomes, effectiveness of the intervention at achieving change towards the outcomes, and for use in helping refine and evolve theories of change; and
5. The need for collaboration between education specialists, peacebuilding specialists, and the broader development field in a systems thinking approach to achieving sustainable, long-term change.

There are many other resources that support work in the education for peacebuilding field and specifically in conducting M&E exercises. The UNICEF Learning Portal and Education for Peacebuilding M&E on Search for Common Ground's DMEforPeace website both provide an excellent array of resources, available discussion forums, and space to engage and learn from other practitioners through various multimedia presentations. These tools also share case studies and stories of practical application of the emerging practices mentioned in this paper.

Spaces such as Education for Peacebuilding M&E and the UNICEF Learning Portal are essential to support collaboration and increase cross-learning as the education for peacebuilding field emerges and practitioners need new tools and approaches to accurately capture change happening on the ground. The discussion around the importance of addressing conflict drivers and promoting peaceful interactions at all levels of society is increasingly a key consideration mentioned by the World Bank, USAID, DFID, the UN, and NGOs around the world as an essential part of making sustainable changes.

As new conflicts continue to emerge, the peacebuilding space is expanding, as clearly demonstrated by proposed Sustainable Development Goal 16.¹⁰⁹ This heightened need for conflict-sensitive approaches and peace dividends from development programming requires two things; stronger organized data collection and analysis to inform a shift from reactive interventions to preventative, and coordinated collaboration through systems thinking between sectors. This Guide is a good first step at strengthening thinking around design, monitoring, and evaluation, but it will not lead to increased analysis and application of findings in and of itself. A culture of learning and evidence-based decision making needs to be fostered throughout sectors in order to ensure more rigorous data collection, its analysis, and timely application to programming. Such a culture would also enhance cross-learning, leveraging lessons learned and best practices not only from similar organizations but also across sectors — a necessary step toward collaborative action.

109 Sustainabledevelopment.un.org, (2015). Proposal for Sustainable Development Goals. Sustainable Development Knowledge Platform. [online] Available at: <https://sustainabledevelopment.un.org/focussdgs.html> [Accessed 31 Jul. 2015].

A systems approach requires reflection on how, and to what extent, programming is limited by encompassing only one sector. It means conflict-sensitive impact assessments need to look at potential direct harm from intervention implementation, but also farther-reaching harm that may be caused to sector not traditionally associated with education or beyond the scope of the project. While a singular organization cannot tackle the multitude of issues at hand, through coordinated efforts, organizations working in the same space can connect differing thematic and levels of programming in order to achieve a more harmonious and sustainable change. Whether you came to this Guide as a practitioner, DM&E specialist, academic, or reviewing for use at your organization, we all have a responsibility to encourage learning and collaboration in our sectors. This will not only benefit education for peacebuilding work, but will lead to more locally-led, integrated, preventative, and sustainable development change worldwide.

