



Do No Harm and Conflict Sensitivity in educational setting



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Do No Harm and Conflict Sensitivity

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Do No Harm and Conflict Sensitivity in educational setting

Guidelines for educators to use these approaches and methodologies

The 7th edition of the Connector provided a space and context where people involved in learning became familiar with and practiced different non-formal learning methods for use in inclusion and diversity contexts. A special focus was placed on how these learning methods can be used for the integration of migrants and refugees, given the outcome of the Ukrainian displacement crisis that began on 24 February 2022.

CONNECTOR 2022 workshop

Even if we do not work in war areas, we often through our project work on and with the different problems and conflicts in our communities. Even when we mean only to do good, we might also harm with our actions. But in the recent times many of us were in direct contact with war, with war victims and violent conflicts. How can we approach and do our daily work in this context?

Coming mainly from the peacebuilding and conflict transformation fields Do No Harm and Conflict Sensitivity are approaches rather than a methods, ways of managing projects, activities and managing and understanding yourself. Conflict sensitivity is the practice of understanding how your actions interact with sensitive contexts, of mitigating negative effects and influencing outcomes in the best possible way. In any field, education, business, civil society, politics.

At Connector 7.0 we will explore context and conflict analysis, conflict sensitive project design and management and self-care from this Do No Harm approach. Concrete tools, concrete skills and life-long practices that can turn any action into an act that Does Good. If we want peace we need to prepare and act for peace.



Andra Tănase

Consultant on peacebuilding and conflict transformation, education and development cooperation, I was involved on strategic programme design, capacity building, intercultural intelligence, policymaking and organisational and civil society development from mainly the perspective of collaborative leadership, innovation and conflict transformation.

My passion is to create environments of personal, organisational and societal strategic and systemic learning and development, and this only sounds complicated. It is only complex and at the same time extremely feasible and magically rewarding when there is a will.

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What is it?

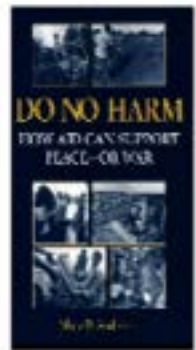
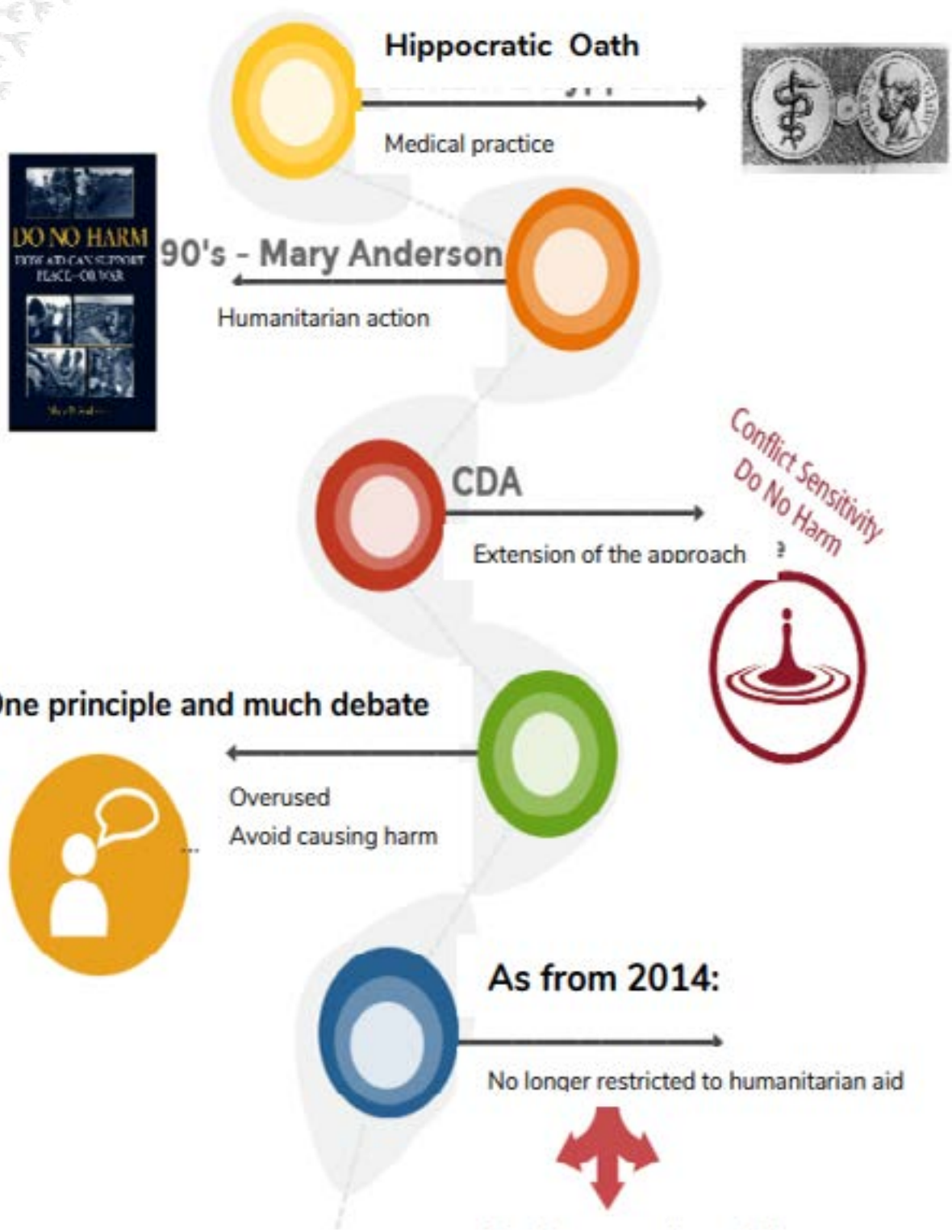
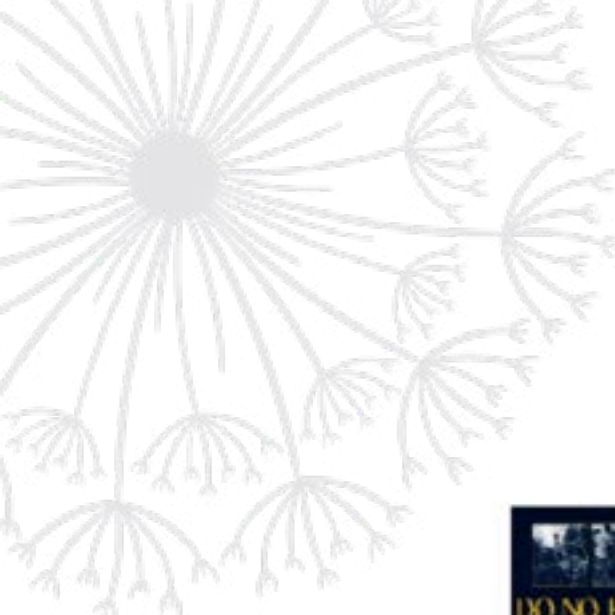
*“beyond ideas of wrongdoing
and rightdoing, there
is a field. I’ll meet you there”
– Rumi–*

Even if we do not work in war areas, we often through our project work on and with the different problems and conflicts in our communities. Even when we mean only to do good, we might also harm with our actions. But in the recent times many of us were in direct contact with war, with war victims and violent conflicts.

How can we approach and do our daily work in this context?

Do No Harm is a methodology coming from the conflict transformation field for planning, implementing and analysing the quality of an intervention from a **conflict sensitivity** point of view. In turn conflict sensitivity is a quality of the intervention, a quality of action with full awareness and consideration for the context in which you are, a quality of action with intention to do good and definitely not increase conflicts or problems. In short and applied to the context of non-formal education Do No Harm means approaching education with a full awareness of the possible conflicts that exist, with a toolbox suitable for addressing inequality, injustice, prejudice and violence in the classroom and most of all, with a deep commitment to educating for peace, human rights and sustainability in all senses of these words.

Building upon and borrowing from the Latin principle applied in medicine, **Primum non nocere**, Do No Harm is a leading methodology for applying conflict sensitivity and developed significantly through the work of an organisation called CDA (Collaborative for Development Action).



Conflict sensitivity

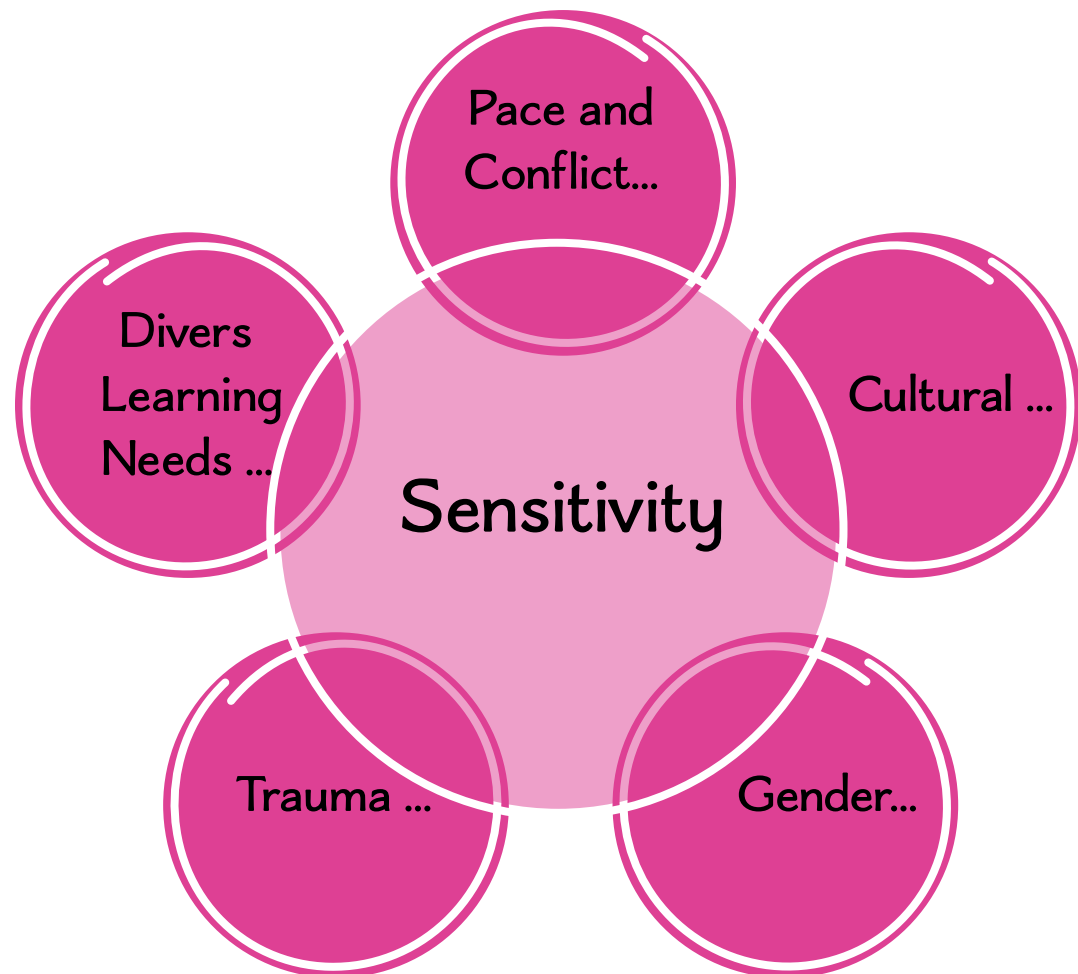
Conflict sensitivity is the practice of understanding how your actions interact with sensitive contexts, of mitigating negative effects and influencing outcomes in the best possible way. In any field, education, business, civil society, politics. Basically, conflict sensitivity implies:

- A full understanding of the context in which one is working/living
- Understanding the full range of interactions between the intervention one has and the context
- Acting upon that intervention in order to minimize negative impact and maximize positive effects.

There are several perspectives or directions from which conflict sensitivity can be approached. The Horizon 2020 Peacetraining.eu project defined a number of those, creating the 5 sensitivities framework:

The 5-CPPB Sensitivities Framework

*Conflict Prevention and Peacebuilding (CPPB)



Peace & Conflict sensitivity involves respecting and understanding dynamics of a specific conflict enough to minimise any negative impact of one's intervention and maximise the positive impacts of an intervention (Conflict Sensitivity Consortium, 2012). In peace training, peace and conflict sensitivity means ensuring that participants develop awareness of dynamics of a conflict and learn how to cooperate with local stakeholders so they can intervene appropriately. It equally addresses training participants to understand the dynamics and drivers of peacebuilding and peace consolidation, what is being done to address the conflict, what has been done before, lessons identified and good and bad practices.

Cultural sensitivity means being aware of cultural differences and how they affect behaviour, and moving beyond cultural biases and preconceptions to interact effectively" (Snodderly, 2011).

Gender sensitivity is about being aware of the history of gender inequalities and the impact of those inequalities today (Australian Agency for International Development, 2006; Klot, 2007; OECD, 2013). This includes recognizing that women and men experience conflict (and CPPB) differently (Sudhakar, 2011), and that masculinities and feminine identities may be interlinked with conflict and violence. As such, men and women have equal responsibility in promoting gender equality in CPPB. Rather than simply adding a women's programme to peace work, gender sensitivity requires individuals to use gender as a lens of analysis.

Sensitivity for trauma requires trainers to reflect on the challenging nature of CPPB practice and its impact on personal psycho-social wellbeing, and be aware of participant traumas and how they can affect training experiences. This involves all stakeholders, trainers and course organizers, being aware of symptoms of trauma, how to avoid re-traumatising an individual, and how to respond to a person whose traumatic experience has been triggered. In addition to educating on trauma and self-care in training content, you should be sensitive to the potential of triggers within a training. You should speak about trauma sensitively and be mindful of possible histories of trauma. You can invite participants to speak to you privately, if they have any needs in this regard, and discuss together ways to address them. You can take extra care in the selection of images, media, and topics. Lastly, when introducing sensitive materials, advise participants on self-care if they experience a trigger.

Conflict sensitive education refers to the design and delivery of education programs and policies that take into account the conflict setting. The aim is to minimize the negative impact (a contribution to conflict) and maximize the positive impact (a contribution to peace).

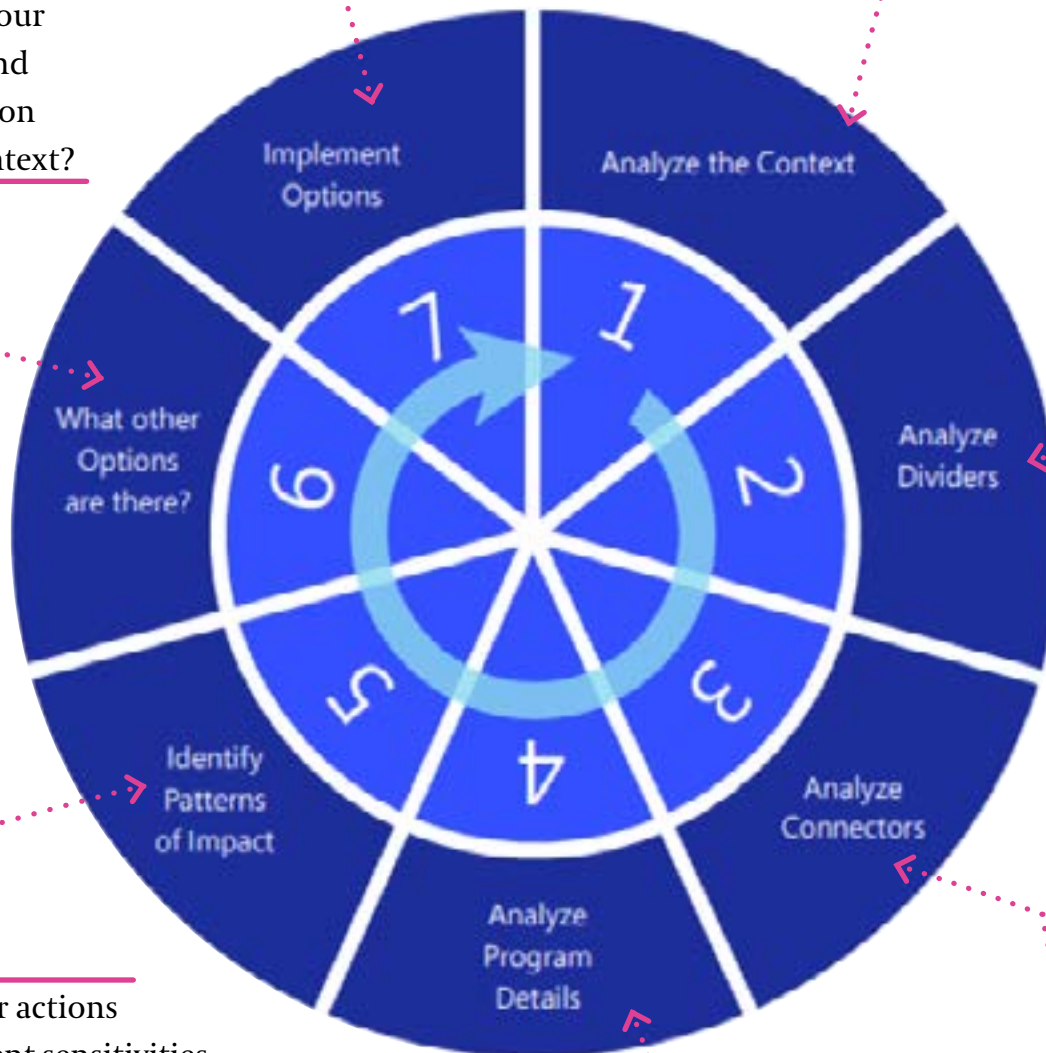
Having understood these notions, the **process of Do No Harm**, the steps to take when looking at an intervention (and by intervention we can imagine: a classroom, a training, a workshop or a project; where deep issues, conflict, or conflicting parties are) are represented below:

Test, implement with a constant eye for monitoring the impact on sensitivity topics.

Can you think about actions that you can implement so that the effect on your learners is sensitive and brings more connection and peace to your context?

Eg. Who are your students?
What background do they have?
What interactions do they have?
Were there past issues among them?
What are their needs? What do they value?

What divides them?
What are the spaces they can/cannot go together?
What are the activities they do not do together?



Think about how your actions can impact the different sensitivities. Also think about the symbolism of your own presence and behaviour, do you represent and implement a certain power structure?

Who are your students?
What background do they have in common? What activities they do together? What moments were that kept them together?

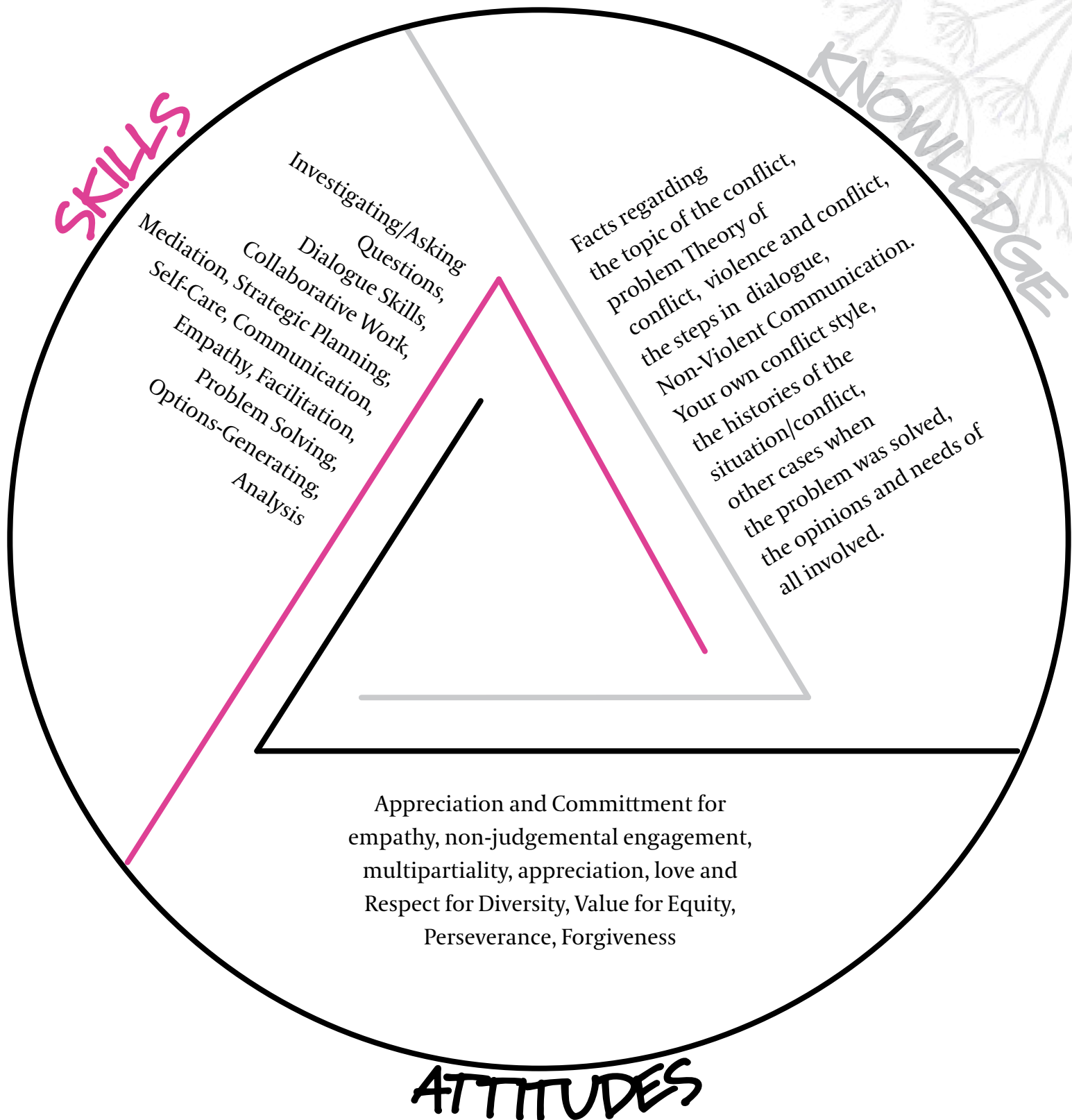
Look at how you normally plan your lesson/ class/training. Think about it especially in terms of different sensitivities you know of.

If we want peace, we need to prepare ... and act for peace.

learning objectives

The peace education palette from which a teacher/trainer/facilitator can customize specific learning objectives for their workshops, training programmes or class activity is presented below. Following the ASK model of non-formal education, it encompasses pieces of knowledge, skills and attitudes that fundament conflict-sensitive, peace and Do No Harm-oriented competences. These are not comprehensive; as a facilitator, you can add more depending on your specific task. Just keep in mind this competence needs to play a positive role in understanding the conflictual situation and acting upon it with consideration, respect and vision for a collaborative outcome.





Preparing and delivering the method

Depending on the age, type of educational setting you deliver to, there are many ways to deliver formal and non-formal educational programmes applying the methodology of Do No Harm and conflict sensitivity.

Bellow you can find a suggestion for a 1 hour lesson plan, and a 5-day training programme. But, of course you can customize, increase or decrease the complexity, intensity and approach or just one of the sub-topics always keeping in mind the needs, profile and sensitivities of the group of students/trainees/colleagues you work with.

1 Hour

*Conflict Sensitivity and
Do No Harm*

Workshop

TIME (60')	SUGGESTED METHOD	TOPIC
10	Welcome and Introductions	Questions Mixer - Presentation
40	Conflict – Violence – Options – Do No Harm – Conflict Sensitivity	Balloon Game Visual Presentations of Core Concepts
10	Conclusions and possibilities for further exploration	Dixit cards evaluation and Each Participant expresses an intention for the future

5 day training programme

DAY 1 Introduction, Core concepts

DAY 2 Conflict Sensitivity Framework

SUGGESTED METHOD		TOPIC
Morning	Welcome and Introductions	<p>Questions Mixer</p> <p>Trust Circles – Trust Fall, Take a step forward</p> <p>Stories of Education that Does and Does Not Harm followed by identification of similar stories from the participants</p>
Afternoon	<p>Conflict – Violence – Options – Do No Harm – Conflict Sensitivity – Identity – Self Care</p>	<p>Balloon Game</p> <p>Presentations: Conflict and Violence Triangles, Peace Triangle, Do No Harm Definition and Conflict Sensitivity Definition</p> <p>Own Conflict Style – Exercise</p> <p>Discussion on Self Care and Exercise Guided Meditation</p>
Morning	<p>5 Sensitivities Framework</p> <ul style="list-style-type: none"> • Cultural Sensitivity • Gender Sensitivity 	<p>Presentation</p> <p>Conflict Sensitivity Checklist</p> <p>Identity Ponchos</p> <p>Male/Female Fork Knife – Run, Like a Girl’ short exercises</p>
Afternoon	<p>5 Sensitivities Framework</p> <ul style="list-style-type: none"> • Diverse Learning Needs Sensitivity • Trauma Sensitivity • Peace and Conflict 	<p>Observation Exercises: Looking at different pictures and trying to identify what issues are sensitive there</p>

DAY 3 Do No Harm process

	SUGGESTED METHOD	TOPIC
Morning	Conflict Analysis <ul style="list-style-type: none"> • Conflict Mapping • Dividers and Connectors 	Energiser: Princess, Prince, Dragon Game with the task to transform it to be conflict sensitive Presentation: Types of Dividers and Connectors (Systems and Institutions, Attitudes and Actions, Values and Interests, Experiences, Symbols and Occasions) Creating a Conflict Map with Dividers and Connectors for selected cases from participants (Small Group Work)
Afternoon	Intervention Design <ul style="list-style-type: none"> • Imagining Patterns of Impact • Generating Options 	Energiser: Orange exercise Presentation (Patterns of Actions, what we do- Behaviour, how we our staff behaves) Options for the cases analysed earlier
Morning	Presentations of Designed Interventions	Small workshops
Afternoon	Role/Play and Simulation	Simulation and Roleplay for a given situation (a class, a townhall meeting, etc.)
Morning	Modelling a Conflict Sensitive Institution	Checklist and Machete Building (using recycled materials or clay) Pitches for the Institution
Afternoon	Recap, Follow-up Planning and Evaluation	Mentimeter Dixit cards evaluation and Each Participant expresses an intention for the future

DAY 4 Practice

DAY 5 Closing and looking forward

Good luck! And for guidance and collaboration feel free to reach out to experienced facilitators to develop further your ideas!

evaluation

You can evaluate the acquirement of the competence spectrum during and after the educational activity delivered. Certainly, a short programme will not have immediate or complex effects, at the level of consolidating or even changing attitudes, so do not expect more than an „aha moment” or curiosity to learn more after a 1-hour workshop as attitude change. However, a powerful exercise will have this effect.

So, you can evaluate the knowledge gained through a quiz or a creative recap exercise from day to day and at the end of the workshop, you can see and evaluate the skills through role-plays and simulations and most of all, you can evaluate the effects of your educational activities through follow-up on the actions of your students/participants a few weeks to a few years after the programme. Definitely encouraging you to consider the Do No Harm methodology.

why

do we

use this

method?

Inclusion & diversity context.

How it can be used in E+/ESC context?

The conflict-sensitivity and Do No Harm can be used in any context that deals with inclusion, diversity, working with vulnerable contexts and groups, and this falls under one of the key priorities of the programme: diversity and inclusion. Furthermore, this addresses very well the priority of environment and fight against climate change, enabling a deeper and more comprehensive analysis and strategy towards sustainability. It is ever more evident that it is not sufficient to have a reactive attitude towards environmental problems and we need to act with foresight, analysis and planning of actions that tackle more of the causes of climate change and environmental damage, which in turn are sources of more and more societal conflicts.

Communities of practice and resources

1. [CDA Collaborative Learning Projects](#)
2. [Inter-agency Network for Education in Emergencies \(INEE\)](#)
3. [United Network of Young Peace builders \(UNOY\)](#)
4. [INEE Conflict Sensitive Education Pack](#)
5. [Center for Nonviolent Communication](#)
6. [Education in Emergencies Essential Resource Pack](#)







CONNECTOR

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