
Do No Harm Policy

Girls' Education Challenge

If you have a concern that do no harm principles have not been followed contact the relevant GEC Portfolio Manager. You can also report anonymously to the GEC whistleblowing email address gecpmo@uk.pwc.com

Table of contents

1. Introduction	3
2. Understanding Do No Harm	4
2.1 What is Do No Harm?	4
2.2 How to apply Do No Harm	5
2.3 Do No Harm on the GEC	6
3. Policy Guidelines	8
3.1 Responsibilities of GEC Recipients	8
3.2 Responsibilities of the Fund Manager	9
3.3 Education and training	9
4. Annexes	11
Annex A: Reporting procedures	11
Annex B: Reference material on Do No Harm	12
Annex C: 7 step approach for applying Do No Harm	13

1. Introduction

The Girls Education Challenge is a £300 million DFID programme with the aim of enabling up to a million marginalised girls to access and stay in education to increase their learning. The programme currently operates across 18 countries in Africa and Asia through three windows:

- **“Step Change” projects:** Projects of up to £30 million ready to deliver significant and sustainable results to scale (at least 14,000 beneficiary girls each) using previously tried and tested models and approaches, in Afghanistan, DR Congo, Ethiopia, Kenya, Mozambique, Sierra Leone, Somalia, Tanzania and Zimbabwe.
- **“Innovation” projects:** smaller scale projects of up to £2m that test innovative approaches with a view to demonstrating scalability in Afghanistan, Burma, DR Congo, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nepal, Nigeria, Rwanda, Sierra Leone, Somalia, South Sudan, Tanzania, Uganda, Zambia and Zimbabwe.
- **Strategic Partnerships:** Partnerships brokered with and co-founded by private sector partners, with up to £15m DFID funding, exploring new ways of improving learning opportunities for marginalised girls in Kenya, Ghana, Nigeria and Myanmar.

With further funding recently approved by DFID, the programme will be extended in 2017 and two new windows will replace the above:

- **Girls’ Transition projects** – to support existing GEC beneficiaries to achieve functional literacy and numeracy by completing their current cycle of education and transitioning to the next phase, including employment.
- **‘Leave No Girl Behind’ projects** – to fund a new cohort of highly marginalised adolescent girls to gain functional literacy, numeracy and other relevant skills to enable them to transition into or back to education, training or employment.

The GEC Fund Manager (FM) is led by PwC who hold the head contract with DFID, in alliance with FHI 360, Nathan Associates, and Social Development Direct. The fund Manager is responsible for administering, monitoring and documenting the results and learning from the projects during the time that they receive GEC funding. Projects are organised into geographical or thematic ‘Hubs’.

The FM is responsible for the day-to-day operation of the GEC, including establishing the bidding process, supporting bidders, sifting and scoring proposals, evaluating value for money, making recipient funding recommendations for DFID approval, and putting in place Accountable Grant Arrangements (AGAs) with successful applicants. Once funding has been allocated the FM is responsible for monitoring recipient progress against the AGA and managing the relationship with recipients.

This policy covers 1) all personnel employed or engaged by the GEC Fund Manager; and 2) GEC fund recipients.

2. Understanding Do No Harm

Do No Harm (DNH) is a framework which was devised to help development personnel apply conflict sensitivity to their programming, developed in the 1990s by a collective of international and local NGOs working in conflict and post-conflict settings. However, DNH approaches are helpful in any context in which development programmes are being implemented by outside agencies, to assist in preventing harm and increasing positive impact on those they are trying to benefit, as well as their families, communities and wider society.

Before considering how to apply DNH to the GEC, it is important that we understand its meaning in the context of the GEC's mandate and countries of operation, and in light of the particular responsibilities of both the FM and fund recipients.¹

2.1 What is Do No Harm?

When we intervene somewhere we become a part of the dynamics and relationships in that place, whether through investing resources or simply through being there.

In conflict-affected and fragile settings or places undergoing rapid social change, societal relationships are more fluid, social norms are contested, and competition within society can be heightened and violent. If we do not understand how our presence interacts with the wider environment in which we are working in such circumstances, and seek to avoid or mitigate negative impacts, our efforts can end up harming more than benefitting those we are trying to help. The basis of DNH is to ensure careful consideration is given so no harm is done intentionally or unintentionally.

DNH does not mean avoiding all kinds of conflict or harm at all costs. If we are engaged in development work, our work will inherently create some kinds of conflict as existing power relations and structures are challenged and, perhaps, modified. There are situations in which there is a balance of benefits and harms, and while it may be possible to mitigate some of the harm it cannot be eliminated entirely. The challenge set by DNH is that we understand the potential benefits and harms that our interventions may cause, and take steps to mitigate those.

2.1.1 How we can do harm

The most obvious ways development actors may do harm is if their actions increase conflict or tension, or the potential for conflict, or undermine peace activities and positive social changes. The DNH framework identifies four basic ways in which this might happen:

1. Assistance can **undermine the structures and relationships** in society that enable people to live together peacefully, or conversely it can enhance the factors that push people apart;

¹ There is a separate Child Protection Policy for the GEC which gives detailed guidance and sets out the minimum standards which FM staff and fund recipient are required to adhere to in their conduct on GEC. The FM also sets out 12 minimum Child Safeguarding standards that all projects need to fulfil. The Do No Harm policy has been designed to complement the Child Protection Policy and should be read and followed alongside it.

2. Assistance can **provide resources** which are redirected for conflict or corrupt/illegitimate practices, or which free up other resources for such practices, or which increase inequalities – or **divert resources** away from productive activities;
3. Assistance can **legitimise** the **values of conflict** or negative/harmful social norms, and the protagonists of such values² for example community consultations that continuously exclude certain groups can serve to entrench power inequality within a community; and
4. Assistance can encourage desirable behaviours and outcomes which **generate new risks**, for example challenging negative gender norms resulting in negative backlash towards women and girls within their homes and communities.³

Development actors may also undermine statebuilding processes. Education is a basic service, and so the development and delivery of education services will often be an explicit aspect of a government's statebuilding agenda. Being aware of, and sensitive to, how an development actors fits within such agendas is therefore also an important part of DNH. The GEC took this into account when assessing proposals and awarding funds.

Finally, DNH is not just about the factual reality – it also about **perception**. To those outside an international development actor it makes little difference whether or not corruption is really going on, or whether one group really is benefitting more than another – the very perception of this happening can do as much harm among and between communities as the reality.

2.2 How to apply Do No Harm

DNH is to be applied at all stages of the project lifecycle, right from needs assessment and scoping through to design, inception, implementation and monitoring and evaluation. At each stage its application needs to be considered in terms of three simple steps:

1. Understand the **context** in which you operate, including drivers of conflict, political dynamics, social norms adhered to by communities and the services available there;
2. Understand the **interaction** between your intervention and the context; and
3. Use this understanding to **avoid** negative impacts and **maximise** positive impacts of your intervention.⁴

Since the GEC operates across multiple countries, and is a fund as opposed to a direct delivery programme, applying DNH is more complicated compared to a country focused or local-level programme. The FM gives support and may propose suggestions to funded recipients and has responsibility for technical and financial monitoring, but it is the recipients themselves who are designing and delivering their interventions on the ground. Therefore the FM needs to ensure it has confidence that fund recipients understand and adhere to DNH principles.

² DFID Briefing, "Working Effectively in Conflict-affected and Fragile Situations: Briefing Paper B, Do No Harm", March 2010, p3. Taken from the Collaborative Development Associates (CDA) DNH framework by Mary B Anderson and associates.

³ This point is not within the core DNH literature but is well-documented within best practice approaches to human rights programming.

⁴ Conflict Sensitivity Consortium <http://www.conflictsensitivity.org/content/how-approach-conflict-sensitivity>

2.3 Do No Harm on the GEC

The GEC is a multi-country education programme which seeks to improve the life chances of marginalised girls through investing in locally or nationally-run education recipients. There are a number of DNH issues that could and have come up on the GEC and reflect the range of potential issues that we should be watching out for:

Example issue	Why this is harmful
Social norms that are harmful to girls are discouraged without consideration or mitigation of potential backlash, or unintended negative consequences	<p>Community mobilisers or project staff may be discouraging norms such as early marriage or favouring of boy children by families to attend school. Whilst such activities are needed and can be beneficial they can be harmful if done insensitively, with insufficient community engagement or without a strong understanding of social norms and dynamics.</p> <p>For example, promoting gender equality with no consultation or support from community leaders could result in communities rejecting the intervention as “foreign” and inappropriate.</p>
Inadequate consideration of support and referral mechanisms for girls when reporting violence in and around school	Project encourages girls to report incidents of violence (in the classroom, on the way to school, in the home). However, the project has limited or no capacity to respond and provide support, or referral mechanisms in place for that girl. The girl is therefore made more vulnerable through reporting something which cannot be adequately addressed and is potentially put at risk of additional harm in the form of backlash or punishment from her family, peers or others.
Mentor teachers encourage students to speak to them about issues affecting them, but then do not keep this private / share with others	<p>This could happen where there are no clear rules or guiding principles in relation to anonymity / how girls can disclose personal information to adults and how this is dealt with.</p> <p>Linked to the above risk regarding violence, a girl may confide that she is facing some form of violence (e.g. beating or female genital mutilation/cutting) – if the adult being confided in shares this with the girl’s family without the support mechanisms to help her, she could be made more vulnerable and “punished” because of what she has shared.</p>
Construction of improved school facilities is targeted at particular areas dominated by one ethnic group, which is a party to an ongoing or historic conflict	This is a real risk in many conflict-affected locations, and could involve – at its worst – project resources being diverted or hijacked by a particular interest group in a way that fuels conflict and tension or leads to a perception of favouring by that organisation or community. This is often a risk in contexts where the government has a remit in directing where aid investments are spent but is an active party to conflicts.
Students are sent home from school because the payment of agreed scholarships or provision of these has been delayed	This could be damaging because a girl (and her family) may have made significant sacrifices to send her to school on the assumption of a paid scholarship (for example, winning support of family or community members who were previously not supportive of her to attending, or making financial and time sacrifices for her to travel to school). If she then does not receive the bursary promised and is sent home it could risk losing the positive momentum built up by the offer and creating resentment / resistance.
Meetings places for students are unsafe or far from home	Project is running a girls’ club, training session or workshop involving students in a location which is either unsafe (there is risk of attack by armed groups or where there is active fighting) or is in a location which is far from home or considered inappropriate by families and communities. The worst

	<p>case scenario could involve direct attack of girl or boy students; other harm could include students or families not participating in activities due to concerns regarding safety, or reputational damage to the implementing organisation.</p>
<p>Project vehicles, school materials or buildings are branded with the UK AID or GEC logos in contexts in which girls' education is a target for violence</p>	<p>How the GEC is branded and communicated across programme locations can have a direct impact on recipients' relationships with local communities and other stakeholders. Branding of materials with education or aid logos can also make them a target for violence in contexts where education, or girls' education, is violently contested. This can put girls and others involved in GEC projects at risk of physical harm or threat of harm. The FM has taken a number of steps to be conflict-sensitive when branding in fragile or conflict-affected locations, such as agreeing with certain recipients that they do not use any logo – either GEC or UK AID – in their locations of operations.</p>

3. Policy Guidelines

3.1 Responsibilities of GEC Recipients

This section provides specific guidance on how GEC fund recipients and the FM team must apply DNH to their work. It also considers some additional policy issues such as what to do if a DNH issue is identified, and the education and training needs of staff. The FM is committed to considering DNH principles across its activities. Staff and contractors must immediately report concerns if a GEC action is not in line with DNH principles outlined in the policy according to the process outlined below.

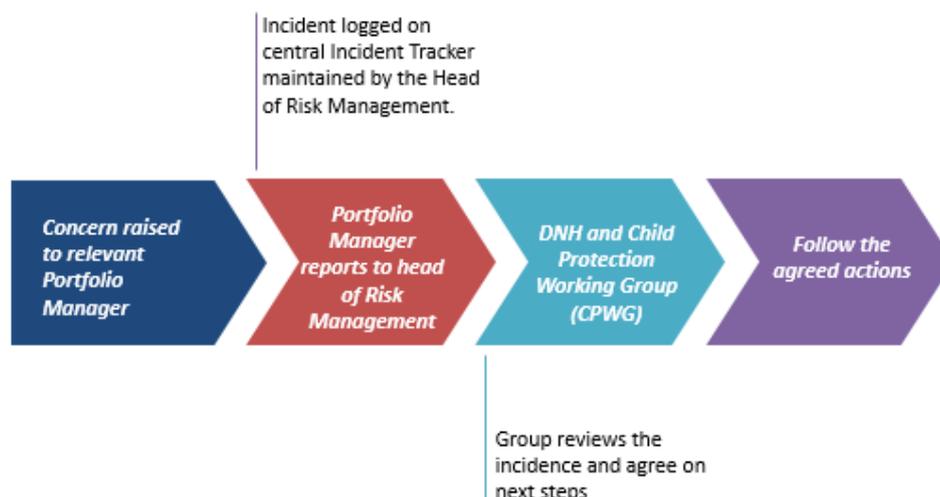
Role of the Fund Recipients

GEC fund recipients are responsible for carrying out context analysis and assessing how their interventions interact with that context, taking steps to prevent harm and maximise positive impact. They are responsible for:

- Continuously reflecting on how their interventions may cause unintended negative effects and take immediate steps to mitigate these;
- Engaging communities in every stage of the programme, and building their capacity as decision-makers through specific activities;
- Implementing accountability and complaints mechanisms throughout project and organisational structures, creating a safe space for feedback from beneficiaries and stakeholders.

If a fund recipient becomes aware of a possible DNH incident they must immediately alert their Portfolio Manager. The Portfolio Manager will then report the concern or incident to the GEC Head of Risk Management. All complaints related to DNH, Child Protection (CP) and other risks are logged on a central Incident Tracker maintained by the Head of Risk Management. The incident will be reviewed as soon as it comes to the attention of the FM by the DNH and CP Working Group which meets quarterly as well as when an urgent incident arises. The Working Group will make the decision as to what the next steps are and will inform the recipient.

Reporting Process for GEC Fund recipient



3.2 Responsibilities of the Fund Manager

The limited role of the FM in DNH must be clearly understood. DNH risks and opportunities are usually most evident at a local level, and will be context-specific. Fund recipients are therefore responsible for carrying out context analysis and assessing how their interventions interact with that context, taking steps to prevent harm wherever possible and maximise positive impact. The FM is responsible for managing material risks across the portfolio and for managing the fund in a way that maximises the positive impact of DFID's investment and minimises any potential harm.

In practice this means (1) understanding DNH risks (2) escalating appropriately when issues arise, and (3) following-up on concerns at a project level through and outside of our quarterly reporting cycles. This will primarily be done by the FM in-country staff through regular monitoring, with the support of Hub advisers and the Child Protection and DNH Working Group. The Evaluation Manager will also review GEC adherence to this policy. The FM will provide guidance to projects to clarify our expectations regarding adherence to DNH standards as part of the GEC-Transition Window proposal guidance, and DNH considerations will be included within the review and scoring of project proposals for GEC-Transition by the FM.

Hubs (primarily Social Development Advisers or Portfolio Managers) are expected to report DNH incidents to the Head of Risk Management as they become aware of them. All complaints related to DNH, CP and other risks are logged on a central Incident Tracker maintained by the Head of Risk Management. The Working Group meets quarterly or more if needed.

3.3 Education and training

The FM team will raise awareness of this revised policy with its staff in-country and within the central UK-based team. This will be done via webinars and follow-up literature. The FM will consider specific training for individuals by experts on a case-by-case basis dependent on needs and the types of DNH issues that staff may be likely to experience. Helpful tools are provided as annexes to this policy and fund recipient and key hub staff are required to review these.

The FM will make its staff aware of the policy and provide support to implement and work in accordance with it, as well as creating a management culture that encourages awareness of DNH. Managers at all levels have a responsibility to support and develop a culture that maintains this environment. The GEC Senior Management Team has the overall responsibility for ensuring the policy is implemented. This includes creating a conducive working environment within the FM that supports adherence to DNH principles and dedicating sufficient resources for the implementation of the policy.

The FM will work with fund recipients to procure their commitment to comply with this policy. Levels of compliance will be measured as part of the grant award process and will be monitored throughout the course of the grant period.

3.3.1 Recipients requiring additional support

The FM may provide appropriate additional support from a capacity building perspective to fund recipients that are identified, or identify themselves, as requiring support on DNH. Examples where support may be required are:

1. Fund recipients whom the FM or DFID believe to have shown consistent weaknesses in relation to meeting DNH best practices, or for whom concerns have been raised through a whistleblowing complaint or serious incident;
2. Fund recipients operating in particularly insecure environments; and
3. Fund recipients operating in fragile and conflict-affected settings with no experience of DNH or conflict sensitivity practice.

Portfolio Managers can support fund recipients in situations such as these to access and understand relevant material. Fund recipients may be asked to nominate a member of staff responsible for monitoring and reporting any DNH issues that arise. The FM may arrange for remote coaching, extra reporting, discussions and training for these recipients.

4. Annexes

Annex A: Reporting procedures

Reporting procedure within the FM:

Do No Harm concerns may be raised by project staff or other stakeholders, or become apparent, through:

- Quarterly or other regular project reports;
- Monitoring visits;
- Evaluation or research reports (including base, mid and endline);
- Other ad hoc communication with the fund recipient;
- Whistleblowing report to the Fund Manager.

Concerns should be reported via email or telephone, in person to the relevant GEC Portfolio Manager. If the concern is of a serious and urgent nature it may be reported anonymously to the GEC Whistleblowing email address gecpmo@uk.pwc.com. This e-mail account is accessible only by a small number of individuals who have been trained on the requirement to keep the information confidential. We will follow up matters on a sensitive and confidential basis and are committed to investigate reports thoroughly and fairly.

Escalation procedure within the FM:

Once a complaint/concern has been received by a Portfolio Manager, s/he is responsible for notifying Head of Risk Management directly. All complaints related to DNH, child protection and other risks are logged on a central Incident Tracker held by the Fund Manager and maintained by the Head of Risk Management. Hubs are expected to report DNH incidents to the Head of Risk Management as soon as they become aware of them. Incidents arising that involve FM or Fund Recipient personnel or have the potential to generate significant publicity or reputational impact on the programme will also be placed on the general GEC Incident Tracker but will be referred urgently to the FM's Senior Management Team (SMT) and/or the PwC Risk & Quality team for review and appropriate action.

A DNH and Child Protection Working Group (CPWG) has been formed and meet quarterly. These are attended as a minimum by a) the Portfolio Managers with open DNH and CP concerns b) GEC Head of Risk Management c) CP focal point d) DNH focal point e) one SMT member. The Group will primarily review the progress on incidents on the tracker and decide whether a) more information is needed b) whether it requires further attention from the Hub and if so agree on follow up actions c) whether the issue/problem require senior level decision-making and if so escalate it to SMT (d) whether an existing incident can be closed out.

Annex B: Reference material on Do No Harm

A range of toolkits, methodologies and international standards have been developed over the past few decades which fit within DNH and conflict sensitive programming, including specifically in education programming. If you want to learn more, the following resources may be helpful to you:

Theme	Resource
Definitions and principles of Do No Harm	and CDA Collaborative Learning Recipients, Do No Harm Handbook, 2007 (various versions)
	DFID Briefing, "Working Effectively in Conflict-affected and Fragile Situations: Briefing Paper B, Do No Harm", 2010
	OECD DAC Principle 2
	OECD DAC, "Do No Harm: International Support for Statebuilding", especially chapter on assistance to service delivery (pp.111-118), 2010
Do No Harm in education programmes	INEE Minimum Standards for Education: Preparedness, Response, Recovery - A Commitment to Access, Quality and Accountability, 2010 http://www.ineesite.org/en/minimum-standards
	INEE Guidance Note on Conflict Sensitive Education, 2013 http://www.ineesite.org/en/resources/inee-guidance-note-on-conflict-sensitive-education
Results in fragile and conflict-affected settings	DFID How To Note, Feb 2012, "Results in Fragile and Conflict-Affected States and Situations" http://reliefweb.int/report/world/results-fragile-and-conflict-affected-states-and-situations
Conflict sensitivity	Interpeace, "What is Peacebuilding? Do No Harm, Conflict Sensitivity and Peacebuilding", 2010
	Conflict Sensitivity Consortium http://www.conflictsensitivity.org/content/introduction-0
How projects can have unintended negative outcomes and how good design can overcome them	Fancy, K and Fraser, E, "DFID Guidance Note: Addressing Violence against Women and Girls in Education Programming", 2014 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/318899/Education-guidance-note-partA.pdf
	Barrett, C, "Food Aid's Intended and Unintended Consequences", 2006 http://www.fao.org/3/a-aq301t.pdf
	Riddell, A, "The Introduction of Free Primary Education in Sub-Saharan Africa", 2003, http://unesdoc.unesco.org/images/0014/001469/146914e.pdf

Annex C: 7 step approach for applying Do No Harm⁵

Step 1: Understanding the Context

Step one involves identifying which conflicts are dangerous in terms of their destructiveness or violence. Every society has groups with different interests and identities that contend with other groups. However, many – even most – of these differences do not erupt into violence and, therefore, are not relevant for DNH analysis.

DNH is useful for understanding the impacts of assistance programmes on the socio/political schisms that cause, or have the potential to cause, destruction or violence between groups.

Step 2: Analysing dividers and tensions

Once the important schisms in society have been identified, the next step is to analyse what divides the groups. Some DIVIDERS or sources of TENSION between groups may be rooted in deep-seated, historical injustice (root causes) while others may be recent, short-lived or manipulated by subgroup leaders (proximate causes). They may arise from many sources including economic relations, geography, demography, politics or religion. Some may be entirely internal to a society; others may be promoted by outside powers. Understanding what divides people is critical to understanding, subsequently, how our assistance programmes feed into, or lessen, these forces.

Step 3: Analysing connectors and local capacities for peace

The third step is analysis of how people, although they are divided by conflict, remain also connected across sub-group lines. The DO NO HARM RECIPIENT (DNH) found that in every society in conflict, people who are divided by some things remain connected by others. Markets, infrastructure, common experiences, historical events, symbols, shared attitudes, formal and informal associations; all of these continue to provide continuity with non-war life and with former colleagues and co-workers now alienated through conflict. Similarly, DNH found that all societies have individuals and institutions whose task it is to maintain intergroup peace. These include justice systems (when they work!), police forces, elders groups, school teachers or clergy and other respected and trusted figures. In warfare, these “LOCAL CAPACITIES FOR PEACE” are not adequate to prevent violence. Yet, in conflict-prone, active conflict and post-conflict situations they continue to exist and offer one avenue for rebuilding non-war relations. To assess the impacts of assistance programmes on conflict, it is important to identify and understand CONNECTORS and LCPs.

Step 4: Analysing the Assistance Programme

Step four of the DO NO HARM Framework involves a thorough review of all aspects of the assistance programme. Where and why is assistance offered, who are the staff (external and internal), how were they hired, who are the intended recipients of assistance, by what criteria are they included, what is provided, who decides, how is assistance delivered, warehoused, distributed?

Step 5: Analysing the Assistance Programme's Impact on dividers and connectors (using the concepts of resource transfers and implicit ethical messages)

Step five is analysis of the interactions of each aspect of the assistance programme with the existing DIVIDERS/TENSIONS and CONNECTORS/LCPs.

We ask: Who gains and who loses (or who does not gain) from our assistance? Do these groups overlap with the DIVISIONS we identified as potentially or actually destructive? Are

⁵ CDA Collaborative Learning Project, 2010, Do No Harm Handbook.

we supporting military activities or civilian structures? Are we missing or ignoring opportunities to reinforce CONNECTORS? Are we inadvertently undermining or weakening LCPs?

We ask: What resources are we bringing into the conflict? What impact are our RESOURCE TRANSFERS having?

We ask: What messages are we giving through the way in which we work? What impact are we having through our IMPLICIT ETHICAL MESSAGES?

Each aspect of programming should be reviewed for its actual and potential impacts on D/Ts and C/LCPs.

Step 6: Considering (and Generating) Programming Options

Finally, if our analysis of 1) the context of conflict; 2) DIVIDERS and TENSIONS; 3) CONNECTORS and LOCAL CAPACITIES FOR PEACE; and 4) our assistance programme shows that our assistance exacerbates intergroup DIVIDERS, then we must think about how to provide the same programme in a way that eliminates its negative, conflict-worsening impacts. If we find that we have overlooked local peace capacities or CONNECTORS, then we should redesign our programming not to miss this opportunity to support peace.

Step 7: Test Programming Options and Redesign Recipient

Once we have selected a better programming option is crucially important to re-check the impacts of our new approach on the DIVIDERS and CONNECTORS.

- Evidence shows that a key way to avoid harm through all these stages is to involve the target community and other communities in the local area in each stage of a recipient. How we engage local stakeholders is crucial as DNH goes beyond the analysis of contexts and has something profound to say about human relationships.
- Work cannot be done according to DNH principles without solid conflict analysis. Genuine attempts to work conflict-sensitively also draw attention beyond the approach of one's own agency to that of others in the same operating environment.

DNH is one of the major frameworks which help us to apply a conflict-sensitive approach to development programming, widely recognised as necessary when implementing any recipient in a fragile or conflict-affected setting. The Conflict Sensitivity Consortium defines this as:

A conflict-sensitive approach involves gaining a sound understanding of the two-way interaction between activities and context and acting to minimise negative impacts and maximise positive impacts of intervention on conflict, within an organisation's given priorities/objectives (mandate).⁶

Understanding DNH within the framework of conflict sensitivity helps us to understand why DNH is not just about minimising negative impacts, but also about maximising positive impacts. A conflict-sensitive approach must operate: "...within an organisation's given priorities/ objectives (mandate)". The GEC is not a peacebuilding programme, but **is** working in a significant number of fragile and conflict-affected environments. A useful distinction can be drawn here between working 'around', 'on', and 'in' conflict as explained below and it the final approach (in **green**) that is most appropriate for the GEC programme:

⁶ Conflict Sensitivity Consortium <http://www.conflictsensitivity.org/content/introduction-0>

- Working **around conflict** is when donors and agencies avoid the issue of conflict, or treat it as a negative externality – this is not good practice in fragile environments – **Not an appropriate for GEC**
- Working **on conflict** is when donors and agencies have a more explicit focus on conflict management and resolution, and deliberately seek to engage with drivers of conflict – this would count as a peacebuilding programme – **Not appropriate for GEC**
- Working **in conflict** is when donors and agencies recognise the need to be more sensitive to conflict dynamics and adapt policies and programmes accordingly, these are expected to be ‘**conflict sensitive**’ – **the appropriate approach for GEC.**⁷

⁷ Interpeace, “What is Peacebuilding? Do No Harm, Conflict Sensitivity and Peacebuilding”, 2010, p1.

The Girls' Education Challenge is a project funded by the UK's Department for International Development (“DFID”) and is led and administered by PricewaterhouseCoopers LLP, working with organisations including FHI360, Nathan Associates Ltd. and Social Development Direct Ltd. This document has been prepared only for DFID in accordance with the terms agreed with DFID and for no other purpose. PricewaterhouseCoopers LLP and the other entities managing the Girls' Education Challenge (as listed above) accept no liability to anyone else in connection with this document