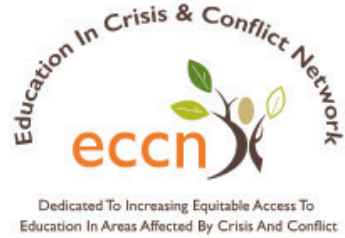




USAID
FROM THE AMERICAN PEOPLE



Agenda: Adapting and Improving Education Programs in Conflict-Affected Environments, Northern Nigeria A USAID ECCN Field Workshop

Day I

9:00 - 10:15am	<p>Workshop Opening: Prayers and Welcomes</p> <ul style="list-style-type: none"> • Opening prayers • Participant introductions by categories <p>Official welcomes from:</p> <ul style="list-style-type: none"> • USAID Mission representative • USAID DC • Creative Associates • ECCN
10:15-10:45am	<p>Tea break</p>
10:45 - 11:30am	<p>Overview, Agenda, ECR Project</p> <ul style="list-style-type: none"> • Workshop purpose, agenda, approach • Overview of ECR project goals, objective, target areas, populations, strategy and approach <p>Summary</p> <p>Cornelia Janke (ECCN Support Team) presents the workshop purpose and agenda; its focus on collaborative learning and the characteristics of collaborative learning; and notes the underlying knowledge building and community development theme highlighted by Eileen St. George.</p> <p>Collaboration is critical to establishing relationships and trust. Through collaboration participants develop a shared vocabulary and common perspectives; and reliable ongoing connections. This is ECCN's overarching purpose and we hope to model that during this workshop.</p> <p>Semere Solomon (Creative Associates International) presents USAID's <i>Education Crisis Response</i> project</p>

11:30am-12:30pm	<p>Session 1: What do we know about the interaction between conflict and education (and how do we know it)?</p> <p>Learning Objective: Articulate the key ways that conflict and education interact, and the importance of evidence.</p> <p>Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Articulate the ways in which conflict and education can influence each other • Express the rationale for objective information and information gathering about conflict <p>Summary</p> <p>Jim Rogan (ECCN Support Team) facilitates small group discussions at each table using the following questions:</p> <ol style="list-style-type: none"> 1. How do education and conflict interact in Northern Nigeria? 2. How does conflict affect education and vice versa? 3. How do we know this? 4. What more do we need to know? <p>Together, tables of heterogeneous groupings discuss the questions and report back or write main ideas on chart paper and post. Following this sharing out, the facilitator progressively aggregates and synthesizes ideas, and helps to lay out the importance of a formal approach to understanding conflict and education.</p>
12:30-1:45pm	<p>Lunch</p>
1:45 - 3:00pm	<p>Session 2: The Importance of Conflict Sensitivity for Education Programs in Conflict Settings</p> <p>Learning Objective: Articulate ways that conflict sensitivity is important for education outcomes in conflict settings</p> <p>Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Define conflict sensitivity, its importance, and some key strategies and approaches • Articulate some ideas for making education activities more conflict sensitive. • Identify immediate steps to improve conflict sensitivity of their daily work. <p>Summary</p> <p>Participants work in teams of 5. Each team is given one scenario to analyze for its degree of conflict sensitivity. Participants discuss their analysis and suggest steps to make each scenario more conflict sensitive. They post their analysis on chart paper and share with the group.</p> <p>Before the small-group work begins, Jim Rogan provides a brief presentation on conflict sensitivity: rationale, strategies, tools, followed by Questions and Answers.</p> <p>Following the activity, participants write down in handbooks what steps they are taking or can take to improve the conflict sensitivity of their daily work</p>
3:00-3:30 pm	<p>Tea break</p>

<p>3:30-4:30pm</p>	<p>Session 3: Understanding Conflict and Education: Conflict and Education Analysis and Lessons from the Community Education and Conflict Assessment</p> <p>Learning Objective: Present the rationale for and key elements of conflict and education analysis.</p> <p>Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Articulate the rationale for and key components of conflict and education analysis • Identify the relevance of and key lessons from key data collection and analysis methodologies to the situation in Northern Nigeria. • Demonstrate understanding of the application of analysis methodologies through familiarity with the objectives and processes of the CECA. <p>Summary</p> <p>Jim Rogan presents key rationale and elements of conflict and education analysis. This is followed by local partners who share lessons and challenges from implementing Community Education and Conflict Assessment. Wendy Wheaton (Creative Associates International) summarizes these presentations with a presentation, “Lessons and challenges in implementing the CECA as an analysis methodology.” This is followed by questions/discussion.</p>
<p>4:30pm 5:00pm</p>	<p>Brief summary of day’s main points and Closing Prayer</p> <p>The day concludes with a summary of the day’s main take-aways focusing on the community-building theme.</p>

Day 2

8:30 -9:00am	<p>Overview</p> <ul style="list-style-type: none"> • Prayer and welcome to Day 2 • Reflections from Day 1 • Overview of Agenda for Day 2 • Show ECR Video 2 – Community Engagement <p>Summary</p> <p>Jim Rogan invites participants to offer reflections on last session of Day 1, for example, selective examples of application of conflict sensitive actions (e.g. understanding conflict dynamics, ways of engaging stakeholders, respect for culture and gender, caring for wellbeing, etc.)</p>
9:00 -10:15am	<p>Session 1: Feedback Loops for Results</p> <p>Learning Objective: Introduce the concept of, need for, use of, feedback loops in program design and implementation.</p> <p>Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe what feedback loops are, and why and how they are used to promote systemic, collaborative, and organizational learning that improves results for EiCC, specifically in ECR. <p>Summary</p> <p>Ash Hartwell (ECCN Support Team) and Wendy Wheaton provide an informational session: <i>What is a feedback loop? Why is it important?</i> Their presentation describes the mechanism a feedback loop; discusses how and when feedback loops are used to inform programming; and shares how feedback loops are used in the ECR project.</p>
10:15 -10:30am	<p>Tea Break</p>
10:30am-12:00pm	<p>Session 2: Introduction and Overview of a Contextualized Feedback Loop Simulation Exercise</p> <p>Learning Objective: Apply the concept and practice of feedback loops within a simulation exercise</p> <p>Expected Learning Outcome: Upon conclusion of this session, participants will:</p> <ul style="list-style-type: none"> • Understand the rationale for, and steps of, the simulation activity <p>Summary</p> <p>This session will walk participants through the planned feedback loop simulation activity. The activity itself will begin after lunch.</p>
12:00 -1:30	<p>Lunch & Prayers</p>

1:30-3:00pm	<p>Session 3: A simulation to model collaborative consultation for decision making</p> <p>Learning Objective: Practice the development and application of feedback loops for program management and improvement in conflict-affected settings.</p> <ul style="list-style-type: none"> • Focus on program goals and evidence of progress toward those goals; • Analyze the evidence: what are the reasons for the trends in the evidence <p>Expected Learning Outcome: Upon conclusion of these sessions, participants will be able to:</p> <ul style="list-style-type: none"> • Apply good practices and guidelines for effective use of feedback loops for problem solving and innovative solutions <p>Summary</p> <p>Ash Hartwell (ECCN Support Team) and ECR staff (Creative Associates International) set up the simulation activity. They note that the purpose of the simulation is to practice the use of information in a collaborative, consultative process/cycle for improved project effectiveness. This collaborative consultation informed by data will focus on two fictional Nigerian locations: Garkuwa State and Murna community.</p> <p>Organization of Groups and Directions: “Garkuwa” state will have two Education in Conflict Response Working Groups with eight members (roles) each. The community of “Murna” Community will have three Working Groups with eight members each. Individuals in Working Groups select roles, review description of context (community or State), data and information. Each group has a chairperson who reviews their Scope of Work (SOW) and introduces members.</p> <p>After this introduction and review groups begin their work. They identify priority issues/problems/opportunities. They analyze the causes/drivers of the problems in their location.</p>
3:00-3:30	Tea break
3:30 - 4:30 pm	<p>Session 4: A simulation to model collaborative consultation for decision making (Part 2)</p> <p>A continuation of the previous session.</p>
4:30-5:00 pm	<p>Brief summary of day’s main points and Closing Prayer</p> <p>The day concludes with a summary of the main take-aways, again focusing on the community-building theme.</p>

Day 3

8:30 -9:00am	<p>Opening Blessings/Overview</p> <p>Facilitated by Ash Hartwell, participants review their work thus far on the simulations.</p>
9:00-10:30 am	<p>Session 1: Feedback Loop simulation to Model Collaborative Consultation for Decision-making (cont'd)</p> <p>Learning Objective: Practice the development and application of feedback loops for program management and improvement in conflict affected settings.</p> <ul style="list-style-type: none"> • Focus on program goals and evidence of progress toward those goals; • Analyze the evidence: what are the reasons for the trends in the evidence <p>Expected Learning Outcome: Upon conclusion of this session, participants will be able</p> <ul style="list-style-type: none"> • Apply good practices and guidelines for effective use of feedback loops for problem solving and innovative solutions <p>Summary</p> <p>Session 1 is a continuation of the previous day's simulation. Groups continue their work. Each Working Group decides on solutions (their development hypothesis) to the priority or problems or opportunities they identified on the previous day. These development hypotheses will be assessed in subsequent meetings.</p> <p>Teams agree on a set of actions. These include (1) actions taken by the individuals and organizations represented by the roles, and (2) actions that will need program decisions at a higher level to implement (e.g. from community to Non-Governmental Organizations to implementing partner or from State to Civil Society Organizations, Donors, or the Federal Government). Teams identify information/data needed to assess the implementation and effectiveness of the solution.</p> <p>Upon deciding their actions, teams will prepare a presentation of analysis and proposals either using PowerPoints or poster paper.</p> <p>Community teams meet to share with each other their analysis and proposals. These are then summarized for the larger whole-group (across community) presentations.</p>
10:30 – 11:00am	<p>Tea Break</p>
11:00 am - 12:00 pm	<p>Session 2: Presentation and synthesis of Community and State Level Reports</p> <p>Learning Objective: Practice the development and application of feedback loops for program management and improvement in conflict-affected settings.</p> <p>Expected Learning Outcome: Upon conclusion of these sessions, participants will be able to:</p> <ul style="list-style-type: none"> • Understand and apply good practice and guidelines for effective use of feedback loops for problem solving and innovative solutions <p>Community and State Groups formalize their proposed activities and approaches in a powerpoint presentation, which they then present to a mock advisory board/selection committee, comprised of the Simulation Facilitators, Ash Hartwell (ECCN) and Ayo Oladini (ECR), and at the same time, to the rest of the workshop participants. The advisory board and workshop participants pose questions and each group responds.</p>
12:00 -1:30 pm	<p>Lunch & prayers</p>

1:30 -2:30 pm	<p>Session 3: Proposed next steps for implementing Collaborative Learning Approach within ECR</p> <p>Learning Objective: Transfer knowledge practiced in simulation to real life.</p> <p>Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Identify follow-up actions for actors and organizations working on and with ECR • Develop guidelines for application of the Collaborative Learning Approach for EiCC, drawing from the insights from ECR <p>Summary</p> <p>This session serves as a debrief in which participants share reflections and recommendations about the activity. They discuss how they established the process of regular collaborative, consultative reviews at the community and at state levels. They discuss the indicators/data needed to provide these reviews with useful evidence, the effectiveness of the consultative process, and the documentation of innovations and solutions arising from consultative process.</p>
2:30-3:00 pm	<p>Tea break</p>
3:00 - 4:30pm	<p>Session 4: Identifying Key Take-Aways and Partners</p> <p>Learning Objective: Review major concepts covered and knowledge gained throughout the workshop</p> <p>Expected Learning Outcomes: Upon conclusion of this session/workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Articulate their main take-aways for each day of the workshop • Note which learning outcomes they mastered and which need more work • Make linkages with key connector participants <p>Summary</p> <p>This session is organized into four activities.</p> <p>Activity 1 Take Aways: In small groups, participants discuss their main take-aways from each theme (day):</p> <ol style="list-style-type: none"> 1. Conflict and Education Analysis and Conflict Sensitivity in Education Planning and Program Design; 2. Feedback loops 3. Collaborative Problem Solving and Action Planning <p>They record their main take-aways in their handbooks.</p> <p>Activity 2 Review Learning Outcomes: Participants review expected learning outcomes for each day/session and check off which ones they feel they achieved and those they feel they did not.</p> <p>Activity 3 Connectors: Participants write down which other participants from the workshop they believe are important connectors for them to continue with one or more of the themes addressed during the workshop, and why those people are important.</p> <p>Activity 4 Next Step Mixer: Based on the names in their list, participants circulate and meet up with at 2-3 people on their list, and discuss how and when they can next connect to continue working on the key, shared theme.</p>
4:30-4:45	<p>Official closing, closing prayers, and thanks</p> <p>The workshop concludes with an evaluation, thanks from audience members, and photos.</p>