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Dedicated To Increasing Equitable Access To
Education In Areas Affected By Crisis And Conflict

Adapting and Improving Education Programs in Conflict-Affected Environments, Northern Nigeria



A USAID ECCN Field Workshop

September 14-16, 2015
Abuja, Nigeria
Participant Handbook

The following participant handbook summarizes USAID ECCN's three-day field workshop in Abuja, Nigeria, titled *Adapting and Improving Education Programs in Conflict-Affected Environments, Northern Nigeria* and held September 14-16, 2015. In particular, the workshop covered topics such as: the relationship between conflict and education; conflict sensitivity; conflict assessment; and using data and feedback loops to drive collaborative consultation for decision-making.

The handbook outlines each day's sessions, providing a summary description of every session; the learning objective of each session; detailed expected participant learning outcomes; and a description of each activity. The handbook also contains all presentations, handouts and materials used for each session, with one exception: the role descriptions used in the simulation activity. These role descriptions are found in a separate document containing all simulation materials.

By including such detailed information, this participant handbook provides a comprehensive summary of the material covered during the workshop and will prove useful for those considering the development of similar workshops, as well as for those interested in learning the material itself.

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USAID ECCN FIELD WORKSHOP #1: NIGERIA

Abuja September 14-16, 2015

Workshop Title: *Adapting and Improving Education Programs in Conflict-Affected Environments—Northern Nigeria*

Purpose: Improve participants' knowledge about, use of, and collaboration around, initial and ongoing conflict analysis for education programming in conflict-affected environments.

Expected Workshop Outcomes: *Upon completion of these three days, participants will be able to:*

1. Identify the purpose and components of conflict sensitivity and conflict analysis for education programming
2. Identify the purpose and components of strong school and community level progress indicators for education programming in conflict affected areas
3. Articulate why feedback loops are important for quality program design and management; what the critical elements of feedback loops are; and, how a feedback loop would work from the perspective of their organization
4. Identify next steps for each of the organizations implementing education programming
5. Articulate how this Field Workshop, and its particular learning outcomes, relates to the broader work of USAID ECCN, and identify suggestions on how to improve the workshop methodology for future use

Creative Associate's Education Crisis Response (ECR) project will serve as the case study for the three days' learning activities.

Day 1: September 14, 2015

Conflict Sensitivity and Analysis

9:00-10:15: Workshop Opening—Prayers and Welcomes

- » Opening prayers
- » Participant introductions by categories
- » Official welcomes from:
 1. USAID Mission Director
 2. USAID Washington
 3. Education in Crisis and Conflict Network and Creative Associates International
 4. Brief Introductory Video 1

10:15-10:45: Tea Break

10:45-11:30: Workshop Overview and Introduction to the Education Crisis Response Project (ECR)

- » Workshop purpose, agenda, approach
- » Overview of the Education Crisis Response Project

11:30-12:30: Session 1: What do we know about the interaction between conflict and education and how do we know it?

12:30-1:45: Lunch

1:45-3:00: Session 2: The Importance of Conflict Sensitivity for Education Programs in Conflict Settings

3:00-3:30: Tea Break

3:30-4:30: Session 3: Understanding Conflict and Education: Conflict and Education Analysis and Lessons from the Community Education and Conflict Assessment

4:30-5:00: Summary of day's main points and closing prayer

Day 2: September 15, 2015

Obtaining Information for Better Feedback Loops: Program Implementation

8:30-9:00: Overview

- » Prayer and welcome to Day 2
- » Reflections from Day 1
- » Agenda for Day 2
- » ECR Video 2 – Community Engagement

- 9:00-10:15: Session 1: Feedback Loops for Results
- 10:15-10:45: Tea Break
- 10:45-12:00: Session 2: Introduction and Overview of a Contextualized Feedback Loop Simulation Exercise
- 12:00-1:30: Lunch and Prayers
- 1:30-3:00: Session 3: Feedback Loop simulation to Model Collaborative Consultation for Decision-making
- 3:00-3:30: Tea break
- 3:30-4:30: Session 4: Feedback Loop simulation to Model Collaborative Consultation for Decision-making (cont'd)
- 4:30-5:00: Brief summary of day's main points and Closing Prayer

Day 3: September 16, 2015

Utilizing Feedback Loops for Collaborative Problem Solving: Building Better Solutions

- 8:30-9:00: Opening Prayer/Overview
- 9:00-10:30: Session 1: Feedback Loop simulation to Model Collaborative Consultation for Decision-making (cont'd)
- 10:30-11:00: Tea Break
- 11:00-12:00: Session 2: Presentation and Synthesis of Community and State Level Reports (simulation cont'd)
- 12:00-1:30: Lunch & prayers
- 1:30-2:30: Session 3: Proposed Next Steps for Implementing Collaborative Learning within ECR
- 2:30-3:00: Tea break
- 3:00-4:30: Session 4: Identifying Key Take-Aways and Partners
- 4:30-4:45: Official closing, Closing prayers, and Thanks

Seven Norms of Collaboration

1. Promote a spirit of inquiry

“I would like to know more about your idea/ position.” “Tell me more about...” (Seek first to understand before advocating for your own idea.)

2. Pause

“I am waiting a minute to allow time to think first.” (Pausing before responding and/or asking a question allows for think time for yourself and others.)

3. Paraphrase

“So...” “As you are...” “You’re thinking...” “You’re wondering...” “The intention seems to be...” (Efficient paraphrases help all members hear and understand the ideas being presented.)

4. Probe for specificity

“Please say more...” “I’m curious about...” “I’d like to hear more about...” “Then, you are saying...” “Do you mean everyone?” “Specifically what...” (Asking questions to increase clarity and understanding as well as the precision of the group’s thinking.)

5. Put ideas on the table

Label the intention of your comments: “Here is one idea...” “One thought I have is...” “Here is a possible approach...” “Another consideration might be...”

6. Pay attention to self & others

How am I reacting to what is being said? How am I feeling? How are others reacting to what I am saying? Have I used possible charged language unintentionally? (Watch for body language and check perceptions by paraphrasing and probing for specificity.)

7. Presume positive intentions

“I know we are trying to learn more about all angles so let me share...” “Knowing that we would like to make a decision that works for all of us, let’s...” (Thinking in your head thoughts like: “I am sure she didn’t mean to sound charged when she said that.”)

Adapted from www.adaptiveschools.org

Day One: September 14, 2015

Official Opening, Introductions and Overview

The first two hours officially open the workshop with prayers, introductions and official welcomes. This is followed by an overview of the workshop agenda and a summary of the Education Crisis Response Project. Working sessions begin after the tea break.



ADAPTING AND IMPROVING EDUCATION PROGRAMS IN CONFLICT-AFFECTED ENVIRONMENTS—NORTHERN NIGERIA
A USAID ECCN FIELD WORKSHOP



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ECCN Field Workshops...

- Support locally-based networks among those working in crisis and conflict affected environments
- Build and share knowledge among local participants to address important challenges
- Share important outcomes with the global community of those who offer education in challenging environments


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Workshop Purpose:
Improve participants' knowledge about, use of and collaboration around initial and ongoing analysis for education programming in conflict-affected environments

Case Study:
The USAID Education Crisis Response Project

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DAILY BUILDING BLOCKS

Day 1: Conflict Sensitive Education and Conflict and Education Analysis

Day 2: Feedback Loops

Day 3: Putting Conflict Sensitivity, Conflict Analysis and Feedback Loops into practice

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EXPECTED WORKSHOP OUTCOMES

By the end of the workshop, participants will be able to...

1. Identify the purpose and components of conflict sensitivity and conflict analysis for education programming
2. Identify the purpose and components of strong school and community level progress indicators for education programming in conflict affected areas
3. Articulate why feedback loops are important for quality program design and management; what the critical elements of feedback loops are; and, how a feedback loop would work from the perspective of their organization

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EXPECTED WORKSHOP OUTCOMES

4. Identify next steps for each of the organizations implementing education programming
5. Articulate how this Field Workshop, and its particular learning outcomes, relates to the broader work of USAID ECCN, and identify suggestions on how to improve the workshop methodology for future use

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 **YOUR JOB: LEARN, SHARE
PRACTICE, REPEAT** 

During this Workshop...

- Add to what you know
- See what you know in a new way
- Share what you know with others
- Practice what you learn

When you return to home and work...



- Apply what you learned
- Share what you learned
- Add to what you learned



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Seven Norms of Collaboration

1. Promote a spirit of Inquiry
2. Pause
3. Paraphrase
4. Probe
5. Put ideas on the table
6. Pay attention to self & others
7. Presume positive intentions

Adapted from www.adaptiveschools.org

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 **WE KINDLY REQUEST THAT YOU...** 


- Arrive on time in the morning, after breaks and after lunch
- Actively participate
- Silence your cell phone
- Keep your remarks brief and on point

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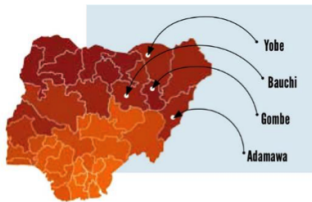


CREATIVE

NIGERIA EDUCATION CRISIS RESPONSE

OVERVIEW



Duration
October 2014 to October 2017


Coverage
4 states, with 11.4 million people

Value
\$20,571,317 U.S. dollars

Implemented by

- o Creative Associates – Prime
- o IRC
- o Florida State University
- o CSAFECA
- o FOMWAN

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NORTHEASTERN NIGERIA: SITUATION

Persistent insecurity due to **insurgency and attacks** on schools

Continuing **displacement**

High percentage of out-of-school **IDPs**


Adamawa	113,437
Bauchi	76,504
Gombe	16,984
Yobe	125,484
Total (with Borno)	1,258,593



Lost **livelihoods** results in inability to pay for school

System's inability to absorb new IDP students


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NORTHEASTERN NIGERIA: OPPORTUNITIES

Increased demand for an **integrated and tailored** approach for formal, non-formal and alternative learning options

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THEORY OF CHANGE




- o Increasing the availability of **safe & protective** learning spaces
- o Integrating core academic subjects and life skills
- o Providing **social emotional learning** competencies & **psychosocial** support services

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THEORY OF CHANGE



- o Increasing the quality of teaching & **learning materials**
- o Enhancing community, state and local government & civil society **support for non-formal education**
- o Expand **access** to quality, relevant non-formal and alternative education opportunities for IDPs and other vulnerable children

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PROJECT OBJECTIVE

Expanding access to quality and protective, non-formal education (NFE) and alternative education opportunities for internally displaced out-of-school children ages 6 to 17



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BASIC APPROACHES


- Provision of quality and safe NFE and alternative education opportunities
- Engaging communities to support schooling
- Engaging state and local governments, as well as civil society, to support NFE and alternative education options
- Working with conflict sensitive awareness



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ACHIEVEMENTS TO DATE



- Conducted CECA to map location, scale, characteristics of education, learning environments; IDP learning needs and effects of conflict & other issues influencing IDP education
- Set up 296 NFLCs
- Provided education to 11,840 internally displaced children

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ACHIEVEMENTS TO DATE



- Hired and trained 294 LFs and 42 mentor teachers
- Set up 42 community structures
- Identified and partnered with 16 local NGOs to support these initiatives

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EXPECTED RESULTS


- Better **education**
- Improved **economic** prospects
- Better protection, psycho-social **healing** & stability
- Local ownership** & sustainability



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ROLE OF NON-GOVERNMENTAL ORGS



- Collaborating with initial **assessment**
- Conducting outreach within communities to increase **access** to safe learning environment
- Setting up **community** structures to support education initiatives
- **Establishing & running** Non-Formal Learning Centers, Adolescent Girls Learning Centers and Youth Learning Centers

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ROLE OF LOCAL GOVERNMENTS

- Partnering in all endeavors
- Part of **Steering Committees** and Technical Working Groups
- Providing educational **resources** to IDP children



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ROLE OF LOCAL GOVERNMENTS

- Providing **venues** of workshops
- **Facilitating** interaction with local communities
- Engaged in **monitoring** of project activities
- Part of **review** exercises



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WHAT IDP CHILDREN ARE SAYING

“ I had started forgetting how to read but with my enrollment in this center, I have started remembering how to read and write ”

Zainab Adams, age 10
Originally from Wukari Taraba State

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WHAT IDP CHILDREN ARE SAYING

“ This program has helped us not to stay idle at home and will assist us not to forget what we were taught in our previous school. At least all hope is not lost. ”

Zahra Musa, age 13
Originally from Yobe State

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Day One: September 14, 2015

Introduction

Session 1: What do we know about the interaction between conflict and education and how do we know it?



Learning Objective: Articulate the ways that conflict and education interact, and the importance of evidence.

Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:

- » Articulate the ways in which conflict and education can influence each other
- » Express the rationale for using objective information to understand context

Activity


In small groups, participants discuss the following four questions: (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?* The facilitator notes main themes that recur from the small-group discussions and in follow-up large group-discussion, identifies and defines key themes around conflict and education, including conflict sensitivity and analysis.



 

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UNDERSTANDING CONFLICT AND EDUCATION



QUESTIONS FOR GROUPS

How do education and conflict interact in Northern Nigeria?

How does conflict affect education and vice versa?

How do we know this?

What more do we need to know?

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Day One: September 14, 2015

Introduction

Session 2: The Importance of Conflict Sensitivity for Education Programs in Conflict Settings

Learning Objective: Articulate ways that conflict sensitivity is important for education outcomes in conflict settings

Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:

- » Define conflict sensitivity, its importance, and some key strategies and approaches around conflict sensitivity
- » Articulate ideas for making education activities more conflict sensitive
- » Identify immediate steps to improve conflict sensitivity of their daily work

Activity

Participants will work in teams and each team will be given a scenario to analyze for conflict sensitivity. Teams will share findings and discuss.

Presentation

This brief presentation will present rationales, strategies and tools for applying conflict sensitivity concepts to education settings. It will be followed by a brief question and answer period.

Personal Reflection

Use the space below to write down your main take-aways from this session. What did you learn? What do you understand in a new way? How can you use these ideas in your daily work?

Conflict Sensitivity Scenario 1

A refugee camp has been set up to house people from identity group A, fleeing violence over the border. The camp is located in a community populated largely by people from identity group B. Teachers are in high demand in the refugee camp. Both countries are poor and have limited education budgets and challenges to access. An international NGO that recently arrived in the country advertises well-paid, temporary teaching positions serving the camp in the surrounding communities. The NGO receives many applications from teachers in local communities, and hires them to teach in the camp. The NGO offers a one-week training course to the teachers and provides new teaching materials to be used in the camps.

Conflict Sensitivity Scenario 2

Intercommunal violence between three main ethnic groups (X, Y, and Z) has plagued Country A for 20 years. Today, the country has limited infrastructure, poorly functioning state institutions, limited basic services and massive internal displacement. However, an interim government led by group Z promises a new transition to peace and stability. In an effort to increase the reach of state services and build confidence in the new government, a donor has chosen to focus a major investment into school construction in a region populated by groups X and Y, and where conflict and population exchanges among all three groups have been dramatic.

The donor tenders the project, and a competent company from the donor country wins the bid based upon experience in massive school construction projects in other countries. The company brings its successful staff and management team from the last country it worked to ensure impartiality and neutrality. The company also maintains its procurement relationships with the other country. The company involves the government in the planning and management of the project. The company and government jointly plan and decide to locate each school in areas under the control of group X as group X historically had higher education rates and more experience in school management than group Y. However each school would serve both group X and Y.

Conflict Sensitivity Scenario 3

An international NGO arrives in a conflict-affected country that has just suffered a major earthquake in the capital. The government, led by group G, has called for massive international assistance and wants to be able to open schools in one month. However, the government has legitimacy issues as it came to power by a coup d'état and has been under pressure to hold elections and reform the constitution. Before the earthquake, fighting between groups F and G was intensifying around the capital. Post-earthquake humanitarian needs are massive, but due to destroyed infrastructure, rubble, and increasing violence, logistics are nearly impossible. The NGO hires mixed staff from groups F and G, and plans to set up temporary learning spaces for children throughout the capital, but insecurity is a major challenge to staff safety. Under time pressure, the NGO hires a security firm with staff mainly from group G, as they are highly trained and experienced from working with state security forces and know the capital well.


Conflict Sensitivity Scenario 4

After 10 years of civil war, the country's three ethnic groups have reached a peace agreement that includes a major overhaul of the constitution and governing bodies. Education policy, which had played a role in fueling discord and discrimination between ethnic groups due to inequitable access and a biased curriculum, has been reformed. With support from international partners and donors, and following a national consultation, the government agrees to modify the curriculum. From now on, primary and



secondary students will still be required to study history and political science, but references to the civil war and the politics that led up to the conflict will be omitted.

Conflict Sensitivity Scenario 5

After 5 years of civil war, the country's majority ethnic group and minority ethnic group reached a peace agreement that includes greater autonomy and decentralization of education for the restive region controlled by the minority group. Under the new decentralization plan, the language of the minority group will be treated as the official language, and the language of the majority group will be optional.



CONFLICT SENSITIVITY





WORKING GROUP QUESTIONS

Review the scenario for conflict sensitivity: is it conflict sensitive or not? Why?

How could the intervention be more conflict sensitive?

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DO NO HARM LESSONS*

- A program that enters a context is **part of that context**.
- All contexts involve **dividers and connectors**.
- Every program interacts with dividers and connectors, making them **better or worse**.
- Every program interacts with dividers and connectors through the **behavior of its organization and staff**.
- The **details** of an intervention matter.
- There are **always options** for working differently.

*Excerpted from Mary Anderson, CDA

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EDUCATION'S DUAL ROLE IN CONFLICT

Education either **improves or worsens** conflict factors:

- **High** levels of education: Societies are **more peaceful**.
- **Low** levels of education: Societies are **less peaceful**.
- **Schools are used** for division and cohesion.
- Education **inequalities** (intergroup) can drive conflict.
- **Discriminatory, biased** curricula, policies, practices, and materials feed grievances and division.

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CONFLICT-SENSITIVE EDUCATION (CSE)

Definition:

- Understand **context** (conflict analysis)
- Analyze the **two-way relationship** of context and education (factors that divide and bring together)
- Act to minimize the **negative impact** and maximize the **positive impact** of education on conflict
- Constantly **reflect...**

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CSE STRATEGIES*

Analysis, participation, and coordination:



- Use conflict analysis.
- Consult members from diverse social groups, including the most marginalized.

Access and learning environment:

- Consider safety to and from learning environments, gender, water points, and latrines.

*Inter Agency Network on Education in Emergencies (INEE) Guidance Note on CSE

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CSE STRATEGIES (2)

Teaching and learning

- Support teacher training on violence reduction, avoiding stereotypes and bias.



Practices for teachers, education personnel

- Ensure transparent, participatory teacher recruitment and selection that avoids group bias.

Education policy

- Coordinate with a wide range of stakeholders, including groups previously marginalized.

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CONFLICT SENSITIVITY: MANAGEMENT

Key issues to consider:

- Conflict analysis
- Theories of change
- Management and staffing
- Results frameworks
- Monitoring and evaluation (and feedback loops)
- Self-assessment

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EXAMPLE TOOLS AND GUIDANCE

- USAID Conflict Sensitivity Checklist
- INEE Guidance Note on Conflict Sensitive Education
- Conflict Sensitivity.org Training Pack

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Day One: September 14, 2015

Introduction

Session 3: Understanding Conflict and Education: Conflict and Education Analysis and Lessons from the Education Crisis Response Project

Learning Objective: This activity presents the rationale for and key elements of conflict and education analysis.

Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:

- » Articulate the rationale for and key components of conflict and education analysis
- » Identify the relevance of and key lessons from data collection and analysis methodologies used in Northern Nigeria
- » Demonstrate understanding of the application of conflict and education analysis through familiarity with the objectives and processes of the Community Education and Conflict Analysis (CECA)

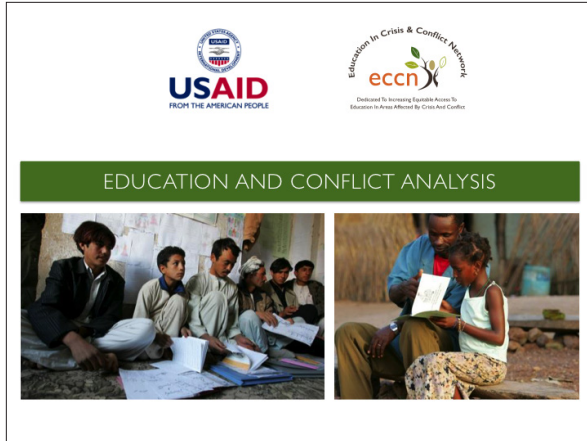
Presentation

An initial presentation puts forward the principal rationale and essential elements of conflict and education analysis. Next, two workshop participants who worked on the CECA share their experience with this activity. Experiences are then followed by a brief summary presentation of the lessons and challenges in implementing the CECA.

Activity and Personal Reflection

Group Question and Answer period

Personal Reflection: Use the space below to write down your main take-aways from this session. What did you learn? What do you understand in a new way? How can you use these ideas in your daily work?



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EDUCATION AND CONFLICT ANALYSIS



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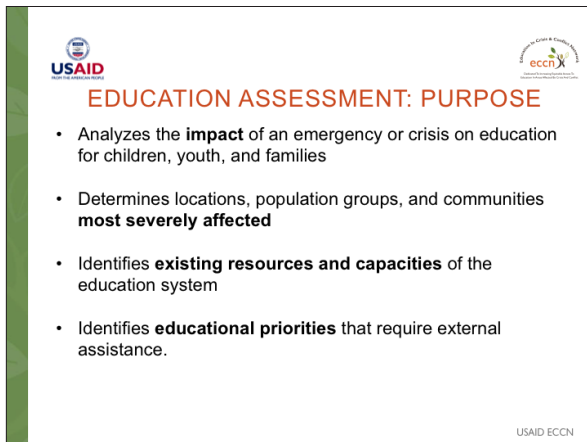
EDUCATION: NO BUSINESS AS USUAL

Education programs **must**:

- **Understand** their two-way interaction with conflict
- **Adapt** to the conflict context
- **Address** unique challenges
- **Avoid** worsening conflict factors

How can we do this?
Conflict Analysis

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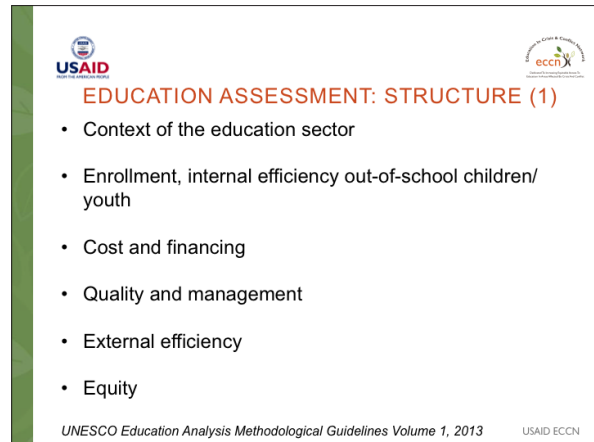
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EDUCATION ASSESSMENT: PURPOSE

- Analyzes the **impact** of an emergency or crisis on education for children, youth, and families
- Determines locations, population groups, and communities **most severely affected**
- Identifies **existing resources and capacities** of the education system
- Identifies **educational priorities** that require external assistance.

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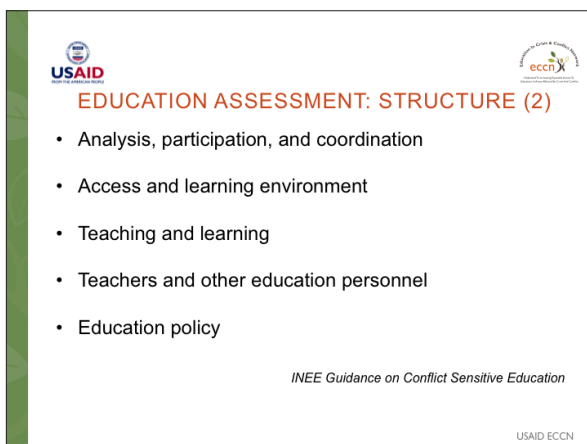
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EDUCATION ASSESSMENT: STRUCTURE (1)

- Context of the education sector
- Enrollment, internal efficiency out-of-school children/ youth
- Cost and financing
- Quality and management
- External efficiency
- Equity

UNESCO Education Analysis Methodological Guidelines Volume 1, 2013

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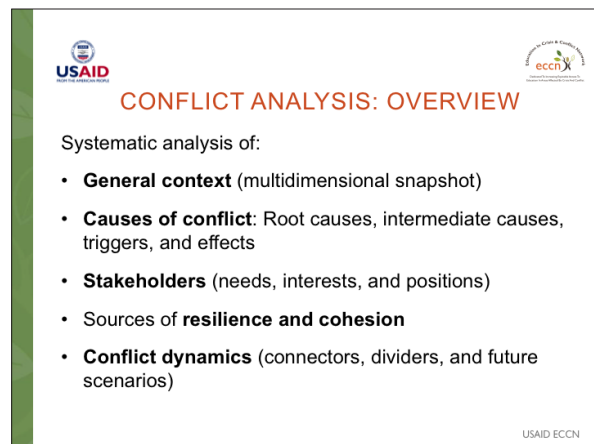
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EDUCATION ASSESSMENT: STRUCTURE (2)

- Analysis, participation, and coordination
- Access and learning environment
- Teaching and learning
- Teachers and other education personnel
- Education policy

INEE Guidance on Conflict Sensitive Education

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CONFLICT ANALYSIS: OVERVIEW

Systematic analysis of:



- **General context** (multidimensional snapshot)
- **Causes of conflict**: Root causes, intermediate causes, triggers, and effects
- **Stakeholders** (needs, interests, and positions)
- Sources of **resilience and cohesion**
- **Conflict dynamics** (connectors, dividers, and future scenarios)

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CONFLICT ANALYSIS PRINCIPLES

- It is **not neutral**, **not** an end in itself, **not** a one-off exercise.
- Aim for “**good enough**.”
- The **team** impacts reliability and credibility.
- **Local knowledge** and information is paramount.
- Engage the widest range of **stakeholders**.
- Integrate **gender** throughout.





CONFLICT ANALYSIS: CAUSAL ANALYSIS

- **Triggers:** Single key acts or events that set off or escalate violent conflict
- **Intermediate causes:** More current factors that aggravate grievance and tension
- **Root causes:** Pervasive factors built into policies, structures, and fabric of society that drive grievance




CONFLICT ANALYSIS: DYNAMICS

- **Dividers** and **connectors:** factors that separate or bring together people
- Sources of **resilience** and **cohesion**
- **Stakeholder** analysis: interests, needs, positions and relationships
- Conflict **trends** and **future scenarios**



CONFLICT ANALYSIS: METHODS

- Desk studies
- Key informant interviews
- Focus groups
- Public opinion surveys
- Crowd sourcing
- Validation workshop





EDUCATION AND CONFLICT ANALYSIS

General **snapshot of overall context**—political, economic, social, security, etc.

Analysis of overall **education system**

Analysis of **causes and dynamics of conflict**, and how education interacts with them


Identification of sources of **resilience and cohesion** in education system and communities




EDUCATION AND CONFLICT ANALYSIS

How **conflict affects education** systems, learners, households, and communities:

- Attacks on schools, teachers, staff, and learners
- Schools occupied by armed groups
- Death and injury to learners, teachers, staff, and families
- Displacement
- Inequitable access to education by groups and regions
- Discriminatory or biased curriculum
- Biased allocation of educational resources
- Violence in and around schools






EDUCATION AND CONFLICT ANALYSIS

How **education affects conflict causes, dynamics:**

- Inequitable access to education by groups and regions
- Discriminatory or biased curriculum and materials
- Biased allocation of educational resources
- No provision of education in minority languages
- Violence in schools

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EDUCATION AND CONFLICT ANALYSIS

Sources of **resilience and cohesion** in education systems, learners, and communities:

- Nondiscriminatory curriculum and materials
- Equitable access
- Provision of education in minority languages
- Teacher professional development for violence reduction and conflict resolution
- Reduction of violence around schools
- Active school-PTA and school-community mechanisms

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EXISTING GUIDANCE AND TOOLS

USAID - Global Partnership for Education *Integrating Conflict and Fragility Analysis into Education System Analysis Guidelines*

World Bank *Resilience in Education Systems (RES360)*

USAID *Rapid Education and Risk Analysis (draft)*

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ANALYZING EDUCATION & CONFLICT: PURPOSE AND PROCESS

When: January 19 – 31, 2015

What: Documents review; Interviews and Focus Group Discussions

- 16500 informants in
- 3 states and in
- 21 urban and rural settings.



We talked to IDP girls, boys; Host girls, boys; Parents, Teachers, Traditional Leaders, Religious Leaders, Women's Group Leaders etc.


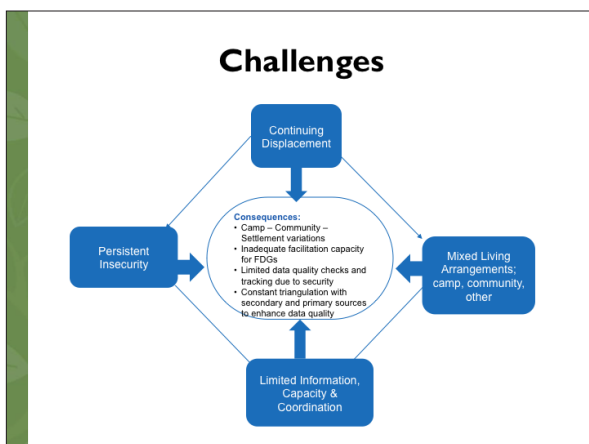
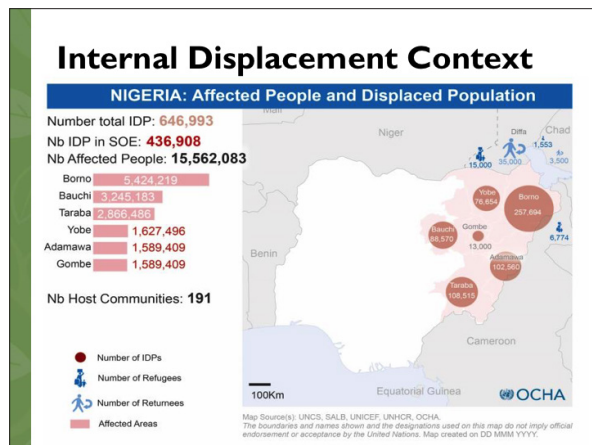
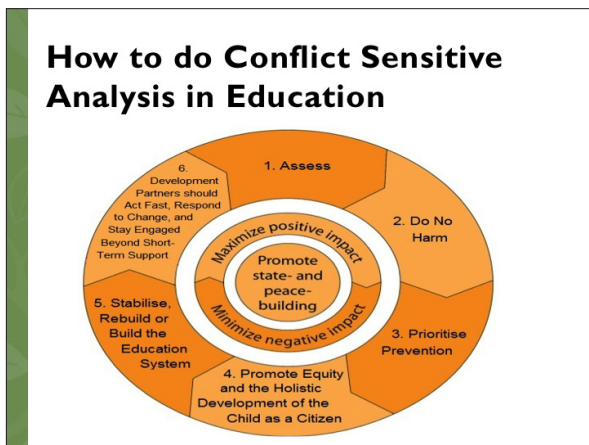
Who: ECR staff, MOE, CSOs, NGOs and others consulted, trained and supported

Purpose

Why Conduct Analysis of Education and Conflict?

Key Findings

- Pervasive fear among host, IDP and agency actors*
- Existing sense of disempowerment financial and psychological*
- Strong community acceptance of IDPs, welcoming in homes and communities*
- Strong desire for education among host and IDP learners*

Opportunities

Understanding the Conflict Drivers

Manipulation of education
Inequitable level of investment between north and south

Giving Voice to those Affected

IDP & Host community girls and boys; leaders

Government actors within and beyond Education

Agencies working on education or response to crisis

Building Capacity, Collaboration and Knowledge Sharing

Capacity built on how to conduct conflict sensitive education analyses

Critical information gathered creates knowledge that informs decision making

Capacity built (over time) on ethics, use and purpose of research

Actors, partners, collaborators are now better known to the project



Lessons Learned

- ❖ *Use existing, peer reviewed Interagency and USAID guidance to serve as an important foundation*
- ❖ *The potential for robust analysis during crises is essential and possible!*
- ❖ *Without initial conflict assessment as part of a funded project to inform project design, harm may be done*
- ❖ *Outpouring of support by conflict-affected populations is a key feature and important to recognize and build on*
- ❖ *Strong desire for education on behalf of parents and students in times of crisis was pronounced*



Day 1, Session 3: Conflict and Education Analysis

Handout I

Conflict Causes: “Iceberg”



- » One way to think about triggers, intermediate, and root causes is to see them as constituting an iceberg. Above the water, we have the most notable causes—triggers—which are immediately seen, experienced, and reported to others, such as by the media (examples: coup d'état, street protests, assassinations).
- » But just below the surface, we have more intermediate causes—factors less noticeable, but influencing the pre-conditions for violent conflict over the medium-term, and aggravating pre-existing root causes (examples: controversial changes in legislation or constitutions).
- » Root causes are the deepest, most structural drivers and, as such, are the furthest under the water and hardest to identify. They influence violent conflict by structuring over-long periods of time, inequities, injustice, and grievances that can be further aggravated by intermediate causes and triggers (examples: inequitable access to resources and services, long-term history of discrimination, marginalization, deprivation).

Day 1, Session 3: Conflict and Education Analysis

Handout 2

Stakeholder Analysis Matrix

Characteristics	Interest/Needs	Positions	Capacities
<ul style="list-style-type: none"> • SIZE: About 30,000 militias and 100,000 direct supporters. • LOCATION: Rolpa and other Western districts in the hilly regions. • ALLIES: Linkages with Indian Maoist groups • SCOPE: National • MEMBERSHIP: Mixed (voluntary enrolment and targeted abductions) 	<p>INTERESTS: Mainly political</p> <ul style="list-style-type: none"> • Control of state power • Socialist revolution through violent regime change <p>NEEDS:</p> <ul style="list-style-type: none"> • security - control of the army • Political legitimacy and acceptance by traditional parties • Constituent assembly 	<p>OFFICIAL POSITIONS:</p> <ul style="list-style-type: none"> • Replacement of current political elite • Removal of Monarchy • Establishment of socialist state • Protection of ethnic minorities <p>INFORMAL POSITIONS:</p> <ul style="list-style-type: none"> • Tactical alliance possible with either the Monarchy or traditional political parties • Acceptance of democratic republic if transition process is guaranteed and accepted by India 	<ul style="list-style-type: none"> • MILITARY: Weapon supply by Indian Maoists • ECONOMIC: resources from informal tax revenues in areas under control • SOCIO-POLITICAL: Capacity to influence political debate in the capital and capacity to disrupt ordinary life through general strikes (<i>Bandha</i>) • MEDIA: Extensive use of web and informal media to support their action and for proselytism.

Purpose

- » To understand the main stakeholders and their relationships to the conflict.
- » To develop a deeper understanding of the motivations of each actor.
- » To identify the power dynamics among the parties.

Columns

- » **Characteristics:** Typology or nature of the actor/organization.
- » **Interests:** The preferred (and often unstated) way to meet needs—or concerns and fears that drive a position. The tribal group has an interest in protecting open grazing rights.
- » **Needs:** Also often unstated, these are the basic human needs that are required for the stakeholder to live and develop. When basic needs are threatened, people often react violently. The nomadic group might be fearful that settled farming will deprive them of their traditional livelihood and culture, which, in the extreme case, might be associated with actual survival.

- » **Positions:** The stated demand(s) or public declaration by the party or stakeholder. A nomadic tribal group might state, “This has been our grazing land for thousands of years. You have no right to take it for settled farming.”
- » **Capacities:** Resources by which a stakeholder influences their context and the conflict. Note that capacities can drive division, and foster cohesion. Understanding the capacities of a stakeholder helps articulate how much power this party has.

Day 1, Session 3: Conflict and Education Analysis

Handout 3

Stakeholder Analysis: Map



Stakeholder map

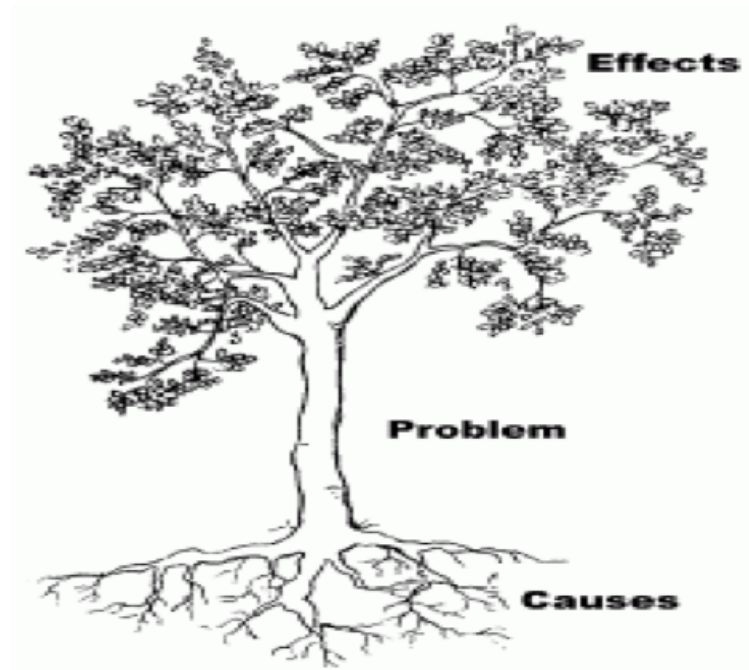
- » The map is a visual representation to understand the relations between different stakeholders involved in a conflict.
- » Circles around stakeholders can be made large or small to denote influence and power in the conflict.
- » Lines between actors can signify the nature of the relationship between stakeholders (for example, in conflict, in alliance, neutral, formal, informal).

The map does not need to be comprehensive, but should capture the main stakeholders.

Day 1, Session 3: Conflict and Education Analysis

Handout 4

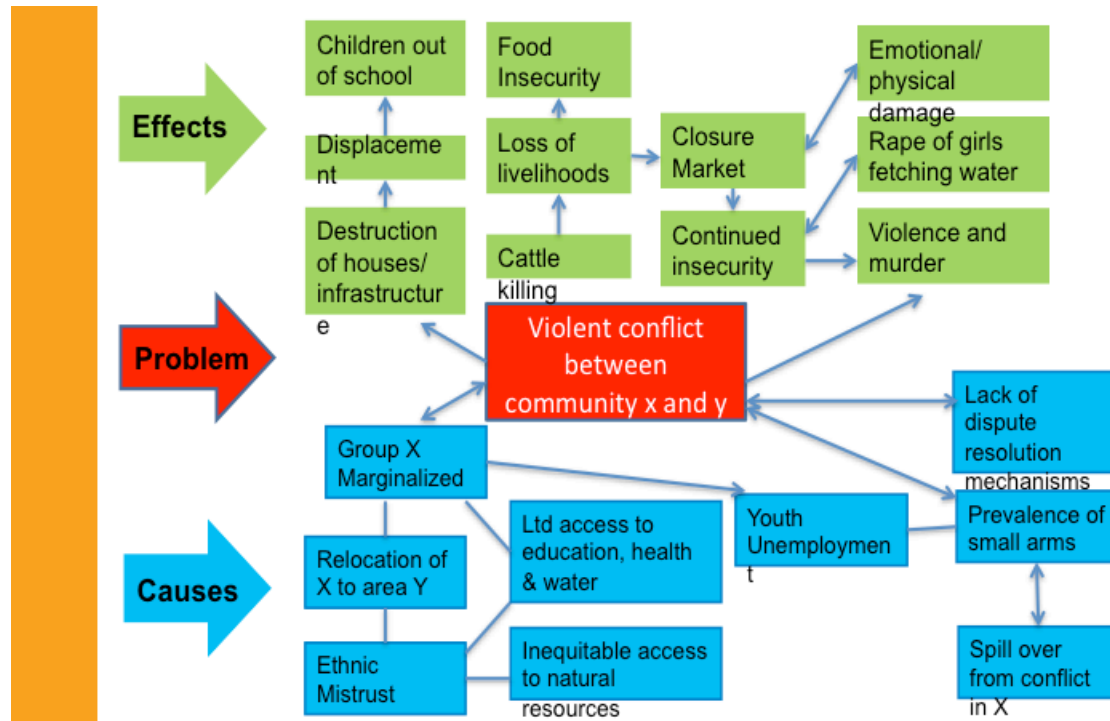
Conflict Tree



Day 1, Session 3: Conflict and Education Analysis

Handout 5

Conflict Tree: Example



Source: UNDP Kenya, National Accord, and the Kenyan National Steering Committee on Peace Building and Conflict Management: Community Peace Recovery and Reconciliation.

**Day Two:
September 15, 2015**

Day Two: September 15, 2015

Introduction

Session 1: Feedback Loops for Results

Learning Objective: Introduce the concept of, need for, use of, feedback loops in program design and implementation

Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:


- » Describe what feedback loops are, and why and how they are used to promote systemic, collaborative, and organizational learning that improves results for education in conflict and crisis (EiCC), specifically in the ECR project

Presentation


This presentation describes what feedback loops are and why they are important—and different from—typical activity monitoring activities, and gives examples of feedback loops that exist within the Education Crisis Response project.

Personal Reflection

Use the space below to write down your main take-aways from this session. What did you learn? What do you understand in a new way? How can you use these ideas in your daily work?




INFORMATION & FEEDBACK LOOPS FOR EDUCATION IN CONFLICT-AFFECTED ENVIRONMENTS




Workshop: Adapting and Improving Education Programs in Conflict-Affected Environments—Northern Nigeria [September 14–16, 2015]

Information & Feedback Loops for Education in Conflict-Affected Environments

Beyond the simple generation of information through assessments and monitoring.

Organizations need systems that use that information quickly and effectively—to translate that analysis into **DECISIONS & ACTION**.

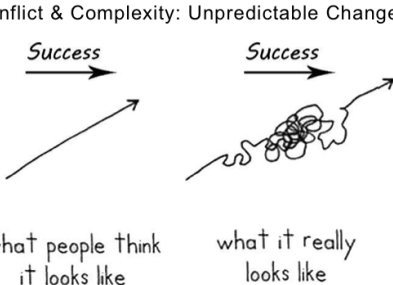



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Information & Feedback Loops for Education in Conflict-Affected Environments

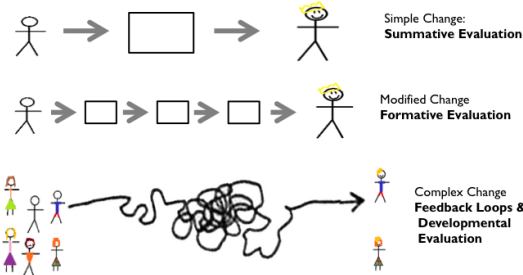
Conflict & Complexity: Unpredictable Change

Success → Success

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Information & Feedback Loops for Education in Conflict-Affected Areas



Simple Change: **Summative Evaluation**

Modified Change: **Formative Evaluation**

Complex Change: **Feedback Loops & Developmental Evaluation**



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Information & Feedback Loops for Education in Conflict-Affected Environments



Collaboration and Feedback

Simply collecting data and information are not enough. **Consultation using the data is what matters.**

Collaboration with Feedback Loops requires five steps:

1. Embrace the Goal
2. Assess: get data and information
3. Analyze: making sense of data
4. Explore Options
5. Take action

REPEAT





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Objectives of the Education Crisis Response Project

- Increasing access to learning centers for out-of-school IDPs and host-community children and youth;
- Assuring increased safety and the reduction of threat to the children and youth;
- Increased learning – literacy, mathematics and socio-emotional competency.

How can we do this?



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Feedback Loops for Creating Safe Learning Spaces

Teacher's Interaction with Pupils

Information & Data on Pupil Safety & Learning

Pupil Engagement & Learning

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Feedback Loops for Creating Safe Learning Spaces in Community Learning Centers

Community & ECR Resources & Support

Information on IDPs & Others: Population, Enrollments, Attendance, Security, Learning

Increased Access, Safety & Learning

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An Example of how Feedback Loops Change Behavior- Another Country, Another Sector

Calcutta Kids Trust

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Fakir Bagan

- Fakir Bagan is a slum in Calcutta which has a migratory/transient community of 20,000 persons.
- Residents are mostly sweepers, domestic workers, daily laborers and rickshaw pullers by trade.

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Calcutta Kids Trust

Why We Work Where We Work

The findings of our survey of 500 women in 2005 showed:

- Over 22% of those who had been pregnant within the past 3 years had had a child who died.

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Our Mission

- Calcutta Kids is committed to providing the **crucial health and nutrition services during the first 1000 days of life to prevent irreversible damage** to children's long-term health.
- This is achieved by empowering pregnant women and mothers in the slums of Kolkata (India) **to be the primary agents** responsible for that outcome.
- Our goal is to provide services which **positively impact children's growth and development which in turn will help them to break out of the cycle of poverty**

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How We Do It

The major components of our Maternal and Young Child Health Initiative (MYCHI) include

- Monthly Home Visits (for both pregnant women and mothers)
- **Growth Monitoring Promotion every month**
- Daily access to a curative health clinic which includes free doctors check ups and medicines
- **Daily community meetings for pregnant women and mothers.**
- Access to a nutritious meal for severely malnourished children.



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Our Community Center



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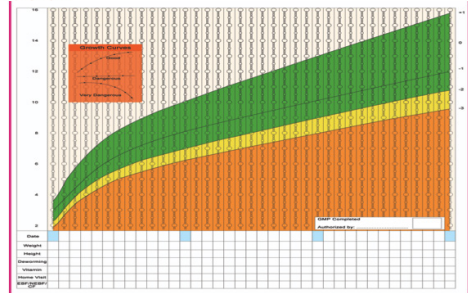


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Our Monthly Growth Monitoring Promotion

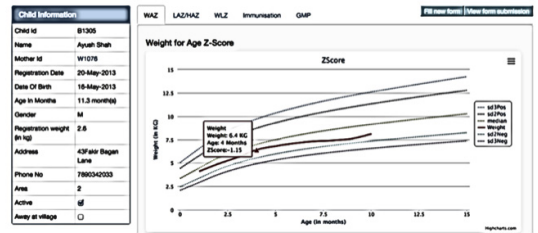


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Our continuous monitoring and evaluation system that helps achieve our results and enables us to innovate and improve to ensure kids don't fall through the cracks



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Our Nutrition Corner



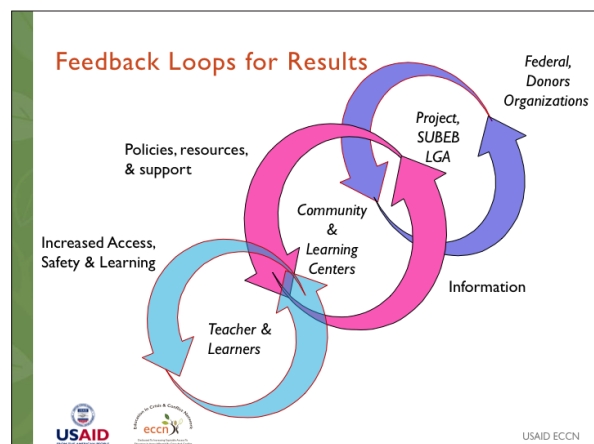
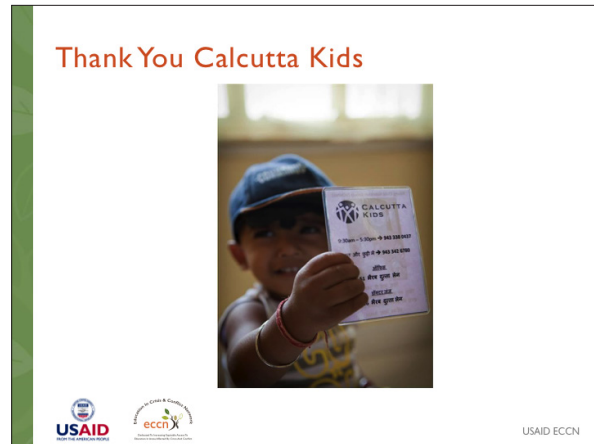
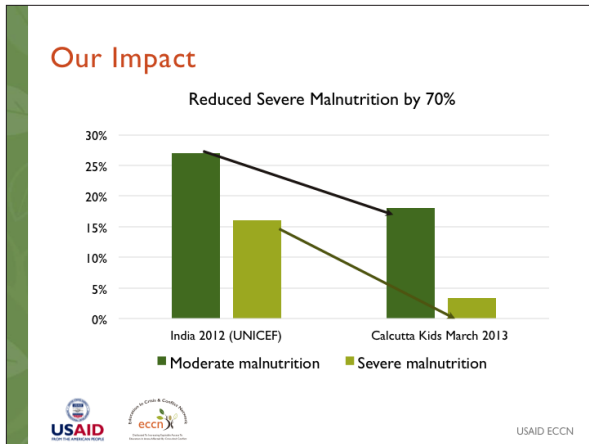
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Using Feedback Loops for Calcutta Kids-STEPS

1. **GOAL** —Healthy infants/kids from 1 to 3 yrs
2. **Obtain indicator values** and record the information on a regular schedule (weighing the child every month/noting growth—height on a graph)
3. **Share that information** each month with providers (mothers) and help them to understand its meaning and purpose
4. **Consult—individually and groups**—on the cause of problems and steps forward
5. **Provide support** to mother and child to receive treatment, help as needed
6. **Repeat this process** every month for 36 months.



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Objectives of the Education Crisis Response Project

- Increasing access to learning centers for out-of-school IDPs and host-community children and youth;
- Assuring increased safety and the reduction of threat to the children and youth;
- Increased learning – literacy, mathematics and socio-emotional competency.

How can we do this?

Develop Feedback Loops and a Learning Cycle



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Developing Feedback Loops and a Learning Cycle in Complex and Conflicted Environments: A REVIEW

Five Key Steps


1. Embrace the Goal
2. Assess: get data and information
3. Analyze: make sense of data
4. Explore options
5. Take action

REPEAT




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FEEDBACK LOOPS IN EDUCATION CRISIS RESPONSE




- Type, value & purpose of feedback loops in the Education Crisis Response project
- Key parts of feedback loops being used
- Best practices and examples in setting up feedback loops



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Overview



What are feedback loops in the Education Crisis Response ?

How are they used to promote systemic, collaborative, organizational learning that improves results?

What examples of informal and formal feedback loops are used to improve the project outcomes ?



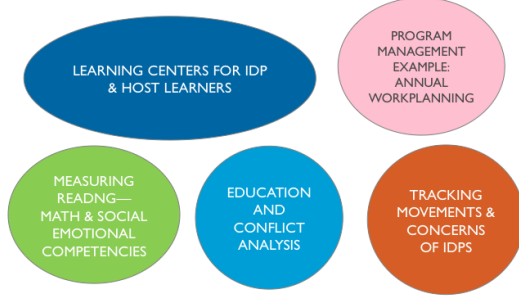

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ECR Feedback Loops









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What are ECR Feedback Loops?

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Types of Feedback Loops

Formal consistent and predictable process	Informal Dialogue, spontaneous and/or continuous
 <p>Written feedback after trainings or to on drafts of ECR Reports</p>  <p>Annual Workplan & State Exchange Visits</p>  <p>Verbal feedback from learning facilitators in class, community leaders or state team leaders</p>	 <p>Focus group discussions with IDP boys</p>  <p>Conversation with colleagues, partners and ECR staff members during meetings/trainings</p>



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Example of Feedback Loops

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Feedback Loop—INFORMAL RESPONSE

Adolescent girls during social-emotional learning game at Adolescent Girls Learning Centers



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Feedback Loop—WORKPLANNING



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Feedback Loop—MEETING OF MOTHERS DISCUSS GIRLS SAFETY ISSUES



Mothers of IDPs gather



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Feedback Loop—Focus Group with GIRLS



ECR Listens to the Northern Nigerian populations and responds to their concerns



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Feedback Loop—VISIT of EMIR

Palace-based advocacy visit by emir of Udubo Palace of Gamawa



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How are FEEDBACK LOOPS used in ECR?




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FEEDBACK LOOP is Analyzed with Tools


ECR has Data Collection Tools developed to capture IDP & host perceptions safety concerns

		1. Yes	2. No
Safety to and from school	Is it safe for children and teachers to travel to and from the schools/ non formal learning centers in this community ?	<input type="checkbox"/> -	<input type="checkbox"/> -
	A. Boy students	<input type="checkbox"/> -	<input type="checkbox"/> -
	B. Girl students	<input type="checkbox"/> -	<input type="checkbox"/> -
	C. Female teachers	<input type="checkbox"/> -	<input type="checkbox"/> -
	D. Male teachers	<input type="checkbox"/> -	<input type="checkbox"/> -




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FEEDBACK LOOPS — Information Viewed against Indicators



“ % Change in Parental Perceptions of safety so, their children attend school more/less often”



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FEEDBACK LOOP Learning Assessment Outcomes

Math Scores Improve

Reading Scores Improve

Social Emotional Competency Increases

- Emotional Distress
- Peer Relationships
- Hyperactivity
- Pro-social Behavior
- Conduct Problems

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Then What? What do we do Next...




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We Redesign Learning Centers to Make Them Safer




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We Make Project Decisions based on What We Learn




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Using Feedback Loops for Outcomes

1. *Reading and Math Scores for learners improve* for IDP/Host children and youth 6 to 17 years old.
2. *Improved indicators of SEL* - the values of Social Emotional Status of boys and girls at start and 1 year later – measuring change.
3. *Shared information* on security and displacement numbers each month with Learning Facilitators and community to help them understand why/ if IDPs move or may have problems.
4. *Continuous Consultation* – individually and in groups – on the cause and impact of the conflict on education and how to adapt the learning content in response keeps the project nimble and able to adapt to unexpected changes in access to education.
5. *Provide information and support to state, community and classroom project staff and supporters* to plan and accomplish activities to increase legitimacy of MOE, donors and other collaborators
6. *Repeated analysis, assessment and planning* every few months helps to keep learning options flexible, relevant and protective



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What did we Learn about FEEDBACK LOOPS?

- There is **value and purpose to using feedback loops**
- **Examples from ECR are both** informal and formal processes
- How **feedback loop** information is treated in ECR, is by using tools, indicators and outcomes
- What then? It helps **make project decisions**, adjust activities and inform next steps



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Day Two: September 15, 2015

Introduction

Session 2: Introduction and Overview of a Contextualized Feedback Loop Simulation Exercise

Learning Objective: Apply the concept and practice of feedback loops within a simulation exercise

Expected Learning Outcome: Upon conclusion of this session, participants will be able to:

- » Understand the rationale for, and steps of, the simulation activity

Presentation and Discussion

This session will walk participants through the planned feedback loop simulation activity. The activity itself will begin after lunch.

Day Two: September 15, 2015

Introduction

Sessions 3 and 4: Feedback Loop Simulation to Model Collaborative Consultation for Decision Making

Learning Objective: Practice the development and application of feedback loops for program management and improvement in conflict-affected settings


- » Focus on program goals and evidence of progress toward those goals
- » Analyze the evidence: what are the reasons for the trends in the evidence

Expected Learning Outcome: Upon conclusion of these sessions, participants will be able to:

Apply good practices and guidelines for effective use of feedback loops for problem solving and innovative solutions

Activity


Participants form fictitious “State Education in Conflict Response Working Groups” and three fictitious “Community Working Groups”. In their Working Groups, they select roles, review description of context (community or State), analyze data and information, identify priority issues/problems/opportunities; and identify the causes/drivers of the problems.




FEEDBACK LOOPS FOR RESULTS:

A simulation to model collaborative consultation for decision making


Adapting and Improving Education Programs in Conflict-Affected Environments—Northern Nigeria




UNGUWAR MURNA




JIHAR GARKUWA




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IDP Children




Education in Conflict Response Working Group



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Feedback Loops for Results


A simulation to model collaborative consultation for decision making



SCOPE OF WORK
GARKUWA EDUCATION SECTOR WORKING GROUP ON EDUCATION CONFLICT RESPONSE

APPOINTMENT: The Education Sector Working Group on Education Conflict Response (WGECR) is appointed to guide the State Education Sector program to provide opportunities for relevant, safe, and effective education for girls, boys and youth who are affected by the conflict in Garkuwa State, in particular those children and youth who have been displaced by the terrorist insurgency.

MEMBERSHIP: The members of the WGECR are appointed as representatives from the following:



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Feedback Loops for Results

A simulation to model collaborative consultation for decision making

MEMBERSHIP: The members of the WGECR are appointed as representatives from the following:

- State Universal Basic Education Board (SUBEB)
- Multilateral donor/UNICEF
- Community coalition on EFA
- State Emergency Management Agency (SEMA)
- State Agency for Mass Education (SAME)
- International bilateral donor (current chairperson for the WGECR)
- International NGO implementing agency
- Facilitator at a community learning center


*The chairmanship of the Working Group will rotate on a two-month schedule



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Feedback Loops for Results


A simulation to model collaborative consultation for decision making



TERMS OF REFERENCE
MURNA EDUCATION CONFLICT RESPONSE WORKING GROUP

APPOINTMENT: The Murna Education Conflict Response Working Group (MECRWG) is appointed to guide the program to provide opportunities for relevant, safe, and effective education for girls, boys, and youth who are affected by the conflict in Unguwar (community) Murna Unguwar, in particular those children and youth who have been displaced by the terrorist insurgency.

MEMBERSHIP: The members of the MECRWG



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Feedback Loops for Results

A simulation to model collaborative consultation for decision making

MEMBERSHIP: The members of the MECRWG

- Murna Education Secretary
- Traditional Leader; Community Coalition
- LGA Ministry of Education supervisor
- NGO (grantee) Learning Center (current Chairperson)*
- Interfaith Center representative
- IDP Parent representative
- Learning Center facilitator
- Youth, Learning Center Student Leader

*The chairmanship of the Working Group will rotate on a two-month schedule.



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MEMBERSHIP MECRWG

(Role descriptor)

Sarah Namase, **NGO Learning Center**
(Chairperson for the monthly WG meeting)

Before joining the NGO (ECR Grantee), which works on community development and non-formal education, you were a teacher educator. Currently you work with ten local communities, including Murna. You track IDP enrolments, security and learning progress, and you coordinate with community leadership, and government agencies. You organize facilitator training, regular supervision, and the provision of learning center instructional materials and supplies.



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Feedback Loops for Results

A simulation to model collaborative consultation for decision making

UNGUWAR MURNA PROFILE AND EDUCATION DATA

Ungwar Murna (Community of Joy) is a town of 13,350 people in Jihar Garkuwa (State of Protection). Murna, a predominantly Hausa Fulani and Muslim community, was settled around a hill about 300 years ago, and today it is semi-urban, with a sizable Christian population of mostly non-indigenous people. There are a few churches, but every location has a mosque.

Most families are generally poor as they practice seasonal farming with little subsistence animal rearing. It has a reputation for harmonious relationships, and is the location for a regional Interfaith Mediation Center, which provides peacebuilding counseling to towns in northeastern Nigeria.



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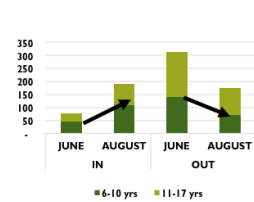
Feedback Loops for Results

A simulation to model collaborative consultation for decision making

IDP (and Host Community)
Enrolment in Learning Centers

IDP	Total		Girls	
	June	August	June	August
6-10 yrs.	44	110	14	64
11-17 yrs.	34	80	6	38
Total	78	190	20	102
Percent of IDPs Access to Learning Centers				
6-10 yrs.	24%	61%	15%	68%
11-17 yrs.	17%	43%	6%	37%
Total	20%	52%	10%	52%

IDPs IN and OUT of Learning Centers: June - August 2015



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Feedback Loops for Results

A simulation to model collaborative consultation for decision making

TIME FRAME	WORKING GROUP ACTIVITY
DAY 1	Open the monthly meeting with blessings
2:00—2:30pm	Have each member of the WG briefly introduce themselves by name, organization and a brief statement about themselves
2:30—3:00pm	Review the SOW with the WG and review the project objectives: a) Increasing access to learning centers for out-of-school IDPs and host-community children and youth; b) Assuring increased safety and the reduction of threat to the children and youth; c) Increased learning – literacy, mathematics and socio-emotional competency. Review the data and information about the outcomes linked to objectives, examine significant findings and trends
3:00—3:30pm	Identify and reach consensus on three priority issues that the WG will address
4:00—4:30pm	Analyze the causes behind the priority issues/problems: what are the most important reasons for this result (encourage members to share their information and views).
DAY 2	Open the meeting with blessings
9:00—9:15am	Review the priority issues and their causes
9:15—10:30am	Explore and reach consensus on actions to be taken to improve performance: a) Actions that can be taken by organizations on the WG b) Actions at a policy or program level to be recommended Identify indicators/information needed to track the implementation of the actions Prepare a report/presentation as described in the TOR Report Template
11:00—12 noon	Working Groups present reports



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DESCRIPTION AND DIRECTIONS FOR THE SIMULATION EXERCISE:

Collaborative Consultation: Garkuwa State and Murna Community

A social simulation is a simplified model of a real-life process that allows participants to analyze opportunities and problems and to develop solutions. This simulation is based on the context of the current crisis in northern Nigeria, challenged by IDP children and youth seeking education opportunity. Participants will assume organizational roles and experience the use of feedback loops, informed by data and information, to accomplish the following:

1. Focus on program objectives for Education Conflict Response: to provide opportunities for relevant, safe, and effective education for girls, boys and youth who are affected by conflict, in particular those children and youth who have been displaced by the insurgency.
2. Analyze the evidence on trends in access, safety, and learning: What are key factors both supporting and blocking progress—including drivers of conflict?
3. Explore innovative and practical opportunities and solutions based on shared information.
4. Apply good practices and guidelines for effective use of feedback loops for collaborative problem solving.

The success of the Education Conflict Response program will largely be determined by its ability to adjust to changing contextual factors, including local political, religious, and ethnic conflicts that directly impact project activities and objectives. Another critical factor will be obtaining meaningful participation from key stakeholders, using information and data to inform collaborative decision making and to assure transparency and accountability. The simulation will model this process by establishing working groups at:

- » the community level: Ungawar *Murna* (Community of Joy)
- » the State level: Jihar *Garkuwa* (State of Protection)

Garkuwa State and *Murna* community have appointed Working Groups, each with Terms of Reference (TOR) describing the process of review, analysis, problem-solving and reporting. Each group will have a *Garkuwa State* or a *Murna* community profile with background data and graphics. Participants will assume roles of key stakeholders and, drawing on data and information in the profiles and in their roles, they will:

1. Analyze key strengths and problems in the simulated program
2. Identify key explanations and causes of the problems
3. Identify steps forward for themselves as stakeholders, as well as policy and program actions for government and donors
4. Produce an action plan using the template in the TOR

For the exercise, participants will be divided into Working Groups with eight stakeholder roles, with (three) groups at the state level and (three) groups at the community level. At the end of the planning stage, these groups will share their findings and proposed actions, and this work will be summarized for *Murna* and *Garkuwa*.

The exercise will be followed by a debriefing, which will (1) review the process and the plans and (2) examine the use of the information provided and the effectiveness of the collaborative, consultative process. The actions that are proposed by the groups are intended to be useful for actual community- and state-level education authorities, the ECR project, and donors.

SCHEDULE FOR THE SIMULATION

Time Frame	Working Group Activity
DAY 1 Morning	<ul style="list-style-type: none"> Open the Working Group meeting with blessings Members introduce themselves Review TOC and background materials
1:30 – 3:00pm	<ul style="list-style-type: none"> Review data and information on the project objectives: <ul style="list-style-type: none"> a) Increasing access to learning centers for out-of-school IDPs and host-community children and youth; b) Assuring increased safety and the reduction of threat to the children and youth; c) Increased learning – literacy, mathematics and socio-emotional competency. • Identify significant findings and trends
3:00 – 3:30pm	<ul style="list-style-type: none"> • Reach consensus on three priority issues that the WG will address
3:30 – 4:30pm	<ul style="list-style-type: none"> • Analyze the key causes behind the priority issues/problems: what are the most important reasons for this result (members will share their information and views).
DAY 2 9:00 – 9:15am	<ul style="list-style-type: none"> • Open the meeting with blessings • Review the three priority issues and their causes
9:15 – 10:30am	<ul style="list-style-type: none"> • Explore and reach consensus on actions to be taken to improve performance: <ul style="list-style-type: none"> a) Actions that can be taken by organizations on the WG b) Actions at a policy or program level to be recommended • Identify indicators/information needed to track the implementation of the actions • Prepare a report/presentation as described in the TOR
11:00 – 12 noon	<ul style="list-style-type: none"> • Working Groups present reports
1:30 – 2:30pm	<ul style="list-style-type: none"> • Debriefing: Reflections and Recommendations



TERMS OF REFERENCE

MURNA EDUCATION CONFLICT RESPONSE WORKING GROUP

APPOINTMENT: The Murna Education Conflict Response Working Group (MECRWG) is appointed to guide the program to provide opportunities for relevant, safe, and effective education for girls, boys, and youth who are affected by the conflict in Unguwar (community) Murna Unguwar, in particular those children and youth who have been displaced by the terrorist insurgency.

1. MEMBERSHIP: The members of the MECRWG include the following:

- » Murna Education Secretary
- » Traditional Leader, Community Coalition
- » LGA Ministry of Education supervisor
- » NGO (grantee) Learning Center (current Chairperson)*
- » Interfaith Center representative
- » IDP Parent representative
- » Learning Center facilitator
- » Youth, Learning Center Student Leader

*The Chairmanship of the Working Group will rotate every two months.

- 2. MEETINGS:** The MECRWG will meet on a regular basis to review and critically examine information on program objectives and to determine steps to improve performance. The Working Group will be provided data related to program objectives on a monthly basis, and members will also bring to the consultations information that they have obtained in their roles.
- 3. AGENDA:** At each two-day session of the Working Group, the following agenda will be adopted:
- i. Open with blessings and introductions;
 - ii. Receive a briefing and review of program objectives from the current Chairperson;
 - iii. Review data and information on outcomes: identify key issues—positive and negative trends in program developments—and reach consensus on three priority issues (as opportunities or problems) that need to be addressed;
 - iv. Analyze, drawing on organizational and individual experience and information, the causes for the three priority issues;
 - v. Explore and reach consensus on actions to be taken to address these issues—actions for the Working Group organizations, and actions at a higher policy or program level—as well as the data and information needed to track the impact of these actions;
 - vi. Prepare a report and presentation to be made to the State/LGA Working Group on Education Conflict Response.

4. REPORTING AND PRESENTATION:

- i. The Working Group will prepare a report and make a presentation to the LGA/State Working Group. The presentation may include media (PPT slides) and creative visuals

TEMPLATE FOR THE REPORT

The report and presentation should include:

1. Three priority issues (these may be problems or opportunities):
Why has the WG selected those issues?
What data/information support these choices
2. Describe the key causes that help to explain these issues.
What data/information support your identification of these causes?
3. Actions to be taken by the WG to solve the problem or to seize the opportunity.
What actions can be taken by the WG representative organizations/actors?
What actions should be referred/recommended for policy and/or program decisions?

UNGUWAR MURNA PROFILE AND EDUCATION DATA

Unguwar Murna (Community of Joy) is a town of 13,350 people in Jihar Garkuwa (State of Protection). Murna, a predominantly Hausa Fulani and Muslim community, was settled around a hill about 300 years ago, and today it is semi-urban, with a sizable Christian population (estimated at 30%) of mostly non-indigenous people. There are a few churches, but every neighborhood has a mosque. Most families are generally poor as they practice seasonal farming with little subsistence animal rearing. It has a reputation for harmonious relationships, and is the location for a regional Interfaith Mediation Center, which provides peacebuilding counseling to towns in northeastern Nigeria.



At the outset of the IDP migration, many were housed in an IDP camp located in uncompleted government buildings and schools. Those temporary camps have now closed, and 80 percent of the internally displaced people (IDPs) are now staying with friends or relatives who are residents in the community, while others have found or rented a shelter. However, many displaced children and youth are poorly fed, clothed, and accommodated, and almost half of the IDP children and youth are still not in either schools or learning centers. As many as 40 children and youth are living on the street without family protection. Among the IDPs arriving in this community, some have witnessed direct violence (e.g., the killing of a family member), and others have experienced attacks on their own schools or nearby schools, creating the fear that led to their flight.



It is noted that the great majority of displaced families and individuals would prefer to return to their homes and rebuild their communities, and this had led recently to a reduction in the number of IDPs, as some families believe it is now safer to return to their home communities.

EDUCATION IN MURNA

Murna has a school-age (6 to 15 years) of about 3,800 children. It has one public primary school with two blocks and 14 classrooms with an enrolment of 1,012 pupils; one Islamiyya school at primary level with 716 pupils, and one junior secondary school with 195 pupils.

A number of classes in the public school, particularly in the lower standards, have more than 75 pupils, far beyond the recommended ratio of 50:1. This situation helps to explain



why 1,120 primary-age children (40% of all school-age children) in Murna are still out of school.



In addition to the 195 pupils in Murna's Junior Secondary School, 120 attend a junior secondary school in a nearby community. Thus, of those youth who are 13 to 15 years old, almost 70% are out of public school, many of these youth are tutored in Almajiri classes.

LEARNING CENTERS

A slight majority (just over 50%) of children and youth within the IDP population were attending school in their home communities (data from an education assessment, January 2015). The goal of the program is to provide IDP children and youth with access to education opportunity in learning centers (LCs). This experience is intended to assist them in coping with their traumatic experiences and the disruption



in their growth and development, thereby contributing to long-term stability and peace. The latest estimate for Murna is that of the 196 IDP children and youth, ages 6–17 years, 102 (52%) are in two rapidly growing learning centers. The LCs provide lessons three days a week in primary school classrooms after formal school hours. Classes are offered for both boys and girls, ages 6–10 years, with separate classes for 11–17 year-old adolescent girls and boys. Reading, writing, math, and social-emotional competencies are taught to the students who come to class for three hours each day. Children also receive school meals.

Given the desire for an education that provides literacy, numeracy and other knowledge and skills, and the shortage and costs of public schools, Murna is experiencing an increasing demand from out-of-school children and youth in Murna to attend the afternoon learning center classes. Many of these children and youth attend Almajiri classes in the morning. It is estimated that about 10 to 15 percent of those attending learning centers are actually Murna residents.

The State Education Sector Working Group for Education Conflict Response (WGECR) has recommended that each community with a significant number of IDP children and youth establish a local Working Group to meet on a regular basis. The town has established the Murna Education Conflict Response Working Group (MECRWG) with the following members:

- » Murna Education Secretary
- » Traditional Leader, Community Coalition
- » LGA Ministry of Education supervisor
- » NGO (grantee) Learning Center (current Chairperson)
- » Interfaith Center representative
- » IDP Parent representative
- » Learning Center facilitator
- » Youth, Learning Center Student Leader

ANNEX STATISTICS

Murna Education Sector Working Group on Education in Conflict Response (MECRWG) September 2015

The data provided to the MECRWG includes:

POPULATION

- » The total population of the town and of the school-age population for nine-year basic education (6–15 years) in the town.
- » The population of internally displaced people (IDPs), and within that population, the child and youth population (6–17 years). These data are provided by the Garkuwa State Emergency Management Agency (SEMA) and Organization for Migration's (IOM) Displacement Tracking Matrix every three months.

ACCESS

- » The enrolment and enrolment rate for all basic school-age children (ages 6–15 years).
- » The enrolment and enrolment rate for IDP children and youth (boys and girls) by age groups (6 to 10 years, 10+ to 17 years) for June and August 2015.

SAFETY AND PROTECTION

- » Safety: Children's (boys and girls) and parents' beliefs about the level of safety and the kinds of threats they face—data reported every three months.

LEARNING

- » Learning: Percentage of those enrolled in learning centers who are meeting the learning standards for reading, mathematics, and social-emotional competence—data reported every three months.

POPULATION

Table 1: Murna Population by Age Group

Age Group	Population #
6 to 10 Yrs.	1,920
10 + to 12 Yrs.	928
12+ to 15 Yrs.	992
Total School Age (6 to 15 Yrs.)	3,840
Total Town	13,550

Table 2: Murna IDP Population: Totals by Month, Age Group, Gender

	IDPs					
	Total		Male		Female	
	June	August	June	August	June	August
All Ages	1,400	1,250	672	600	728	650
6 to 10 Yrs.	185	180	89	86	96	94
10+ to 17 Yrs.	205	185	99	83	106	102

Source: Data from SEMA/OIM-DTM

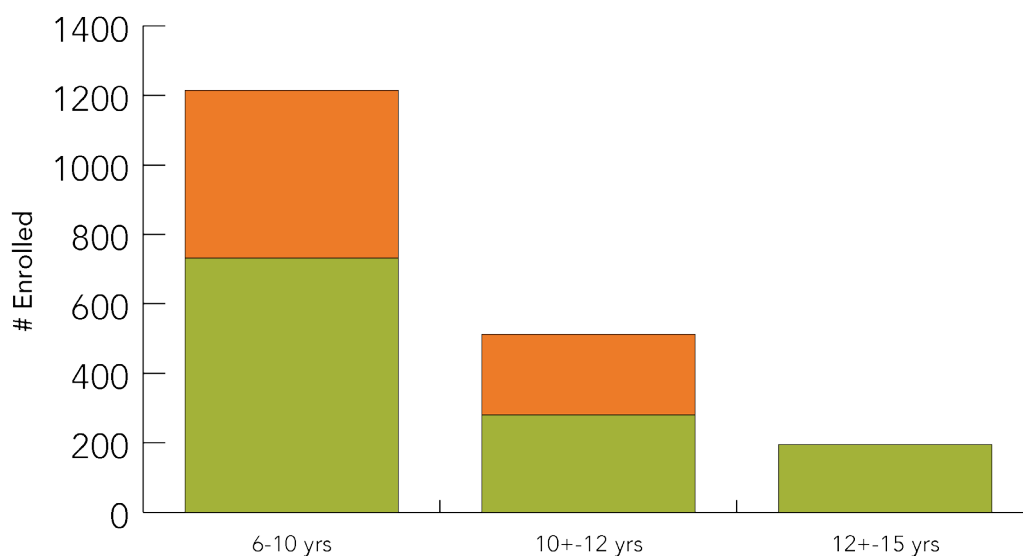
ACCESS

Table 3: Enrollment Numbers and Rate in Primary and Junior Secondary Schools

	Population	Total Enrolment	Total Enrolment Rate	Girls' Enrolment Rate
6 to 10 yrs.	1,920	1,215	63%	55%
10+ to 12 yrs.	928	513	55%	44%
12+ to 15 yrs.	992	348	35%	30%
All school-aged	3,840	2,076	54%	43%

Note: 6 to 10 years for primary 1 to 4, 10 to 12 years for standards 5 to 6, and 13 to 15 for junior primary (standards 7 to 9).
Source: Data from NEMIS

Figure 1: # Enrolled by Age, School Type



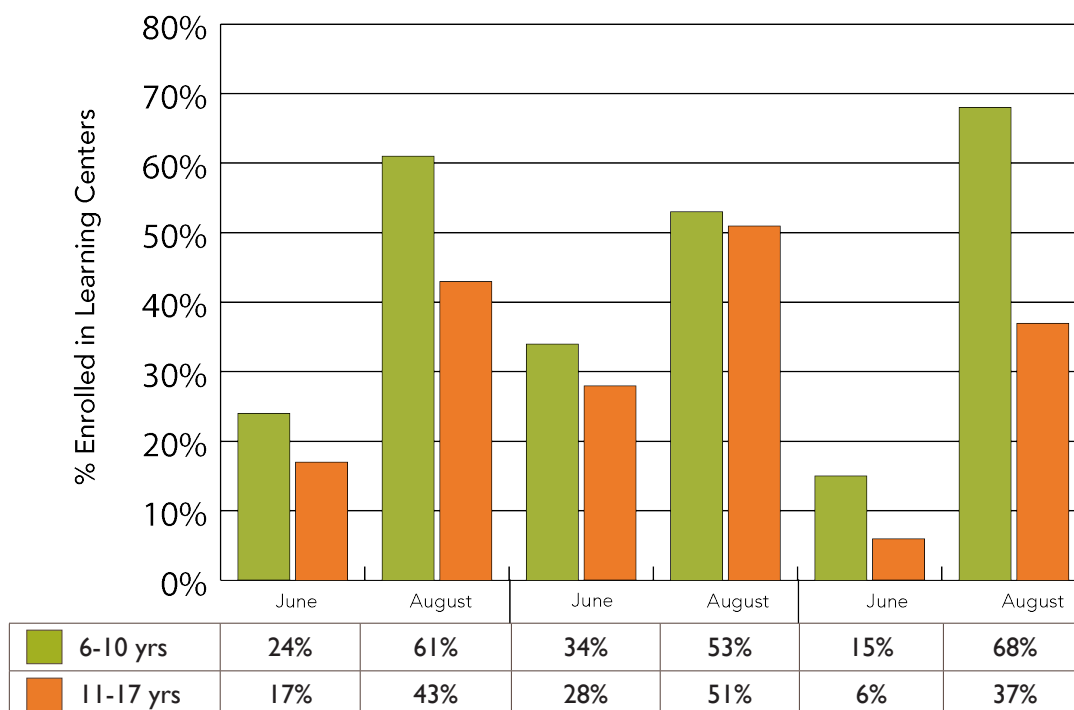
■ Islamiyya Schools	483	233	–
■ Public Schools	732	280	195

Table 4: # IDP (and Host Community) Children and Youth Enrolled in Learning Centers

	Total		Boys		Girls	
	June	August	June	August	June	August
6-10 Yrs.	44	110	30	46	14	64
11-17 Yrs.	34	80	28	42	6	38
Total	78	190	58	88	20	102

Note: It is estimated that at least 10% of those enrolled in learning centers are residents of Murna, many of whom are Almajiri youth. Source: Data from NGO reports

Figure 2: Access of IDP and Host Community Children and Youth* (6-17 years) to Learning Centers



* Percentages are based on total population of IDP youth only, as the total number of host community youth in each month is not known for ages 6 – 15 only. Rates are based on changing total IDP population

SAFETY/PROTECTION

Figure 3: IDP Boys Sense of Safety and Threat

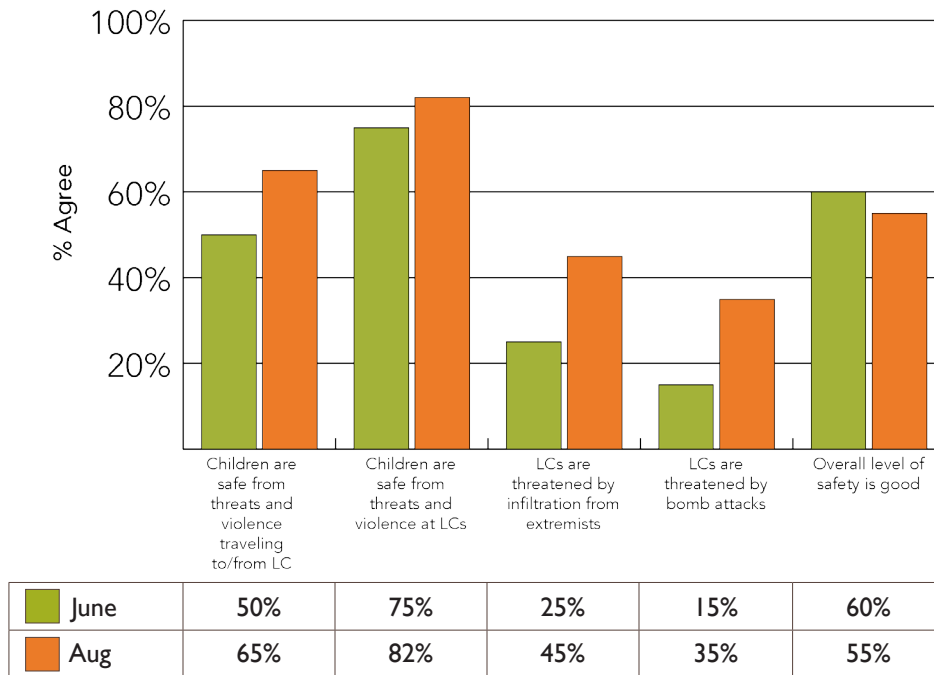


Figure 4: IDP Girls Sense of Safety and Threat

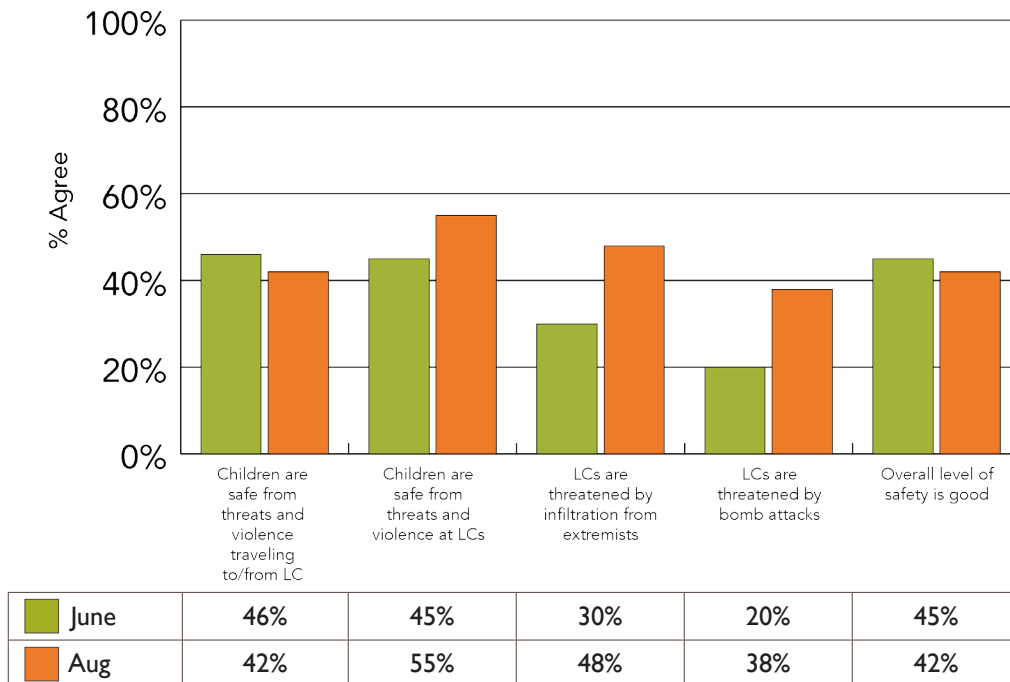
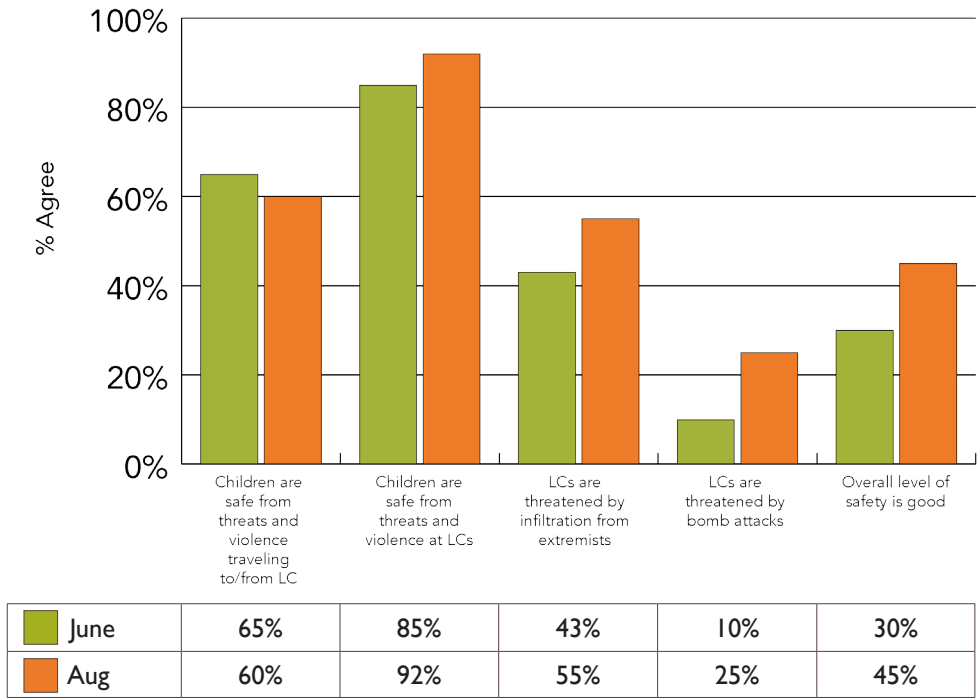


Figure 5: IDP Parents Sense of Safety and Threat



Source: Data from ECR Assessments

LEARNING

Figure 6: % Pupils 6-10 Yrs. Meeting Learning Standards

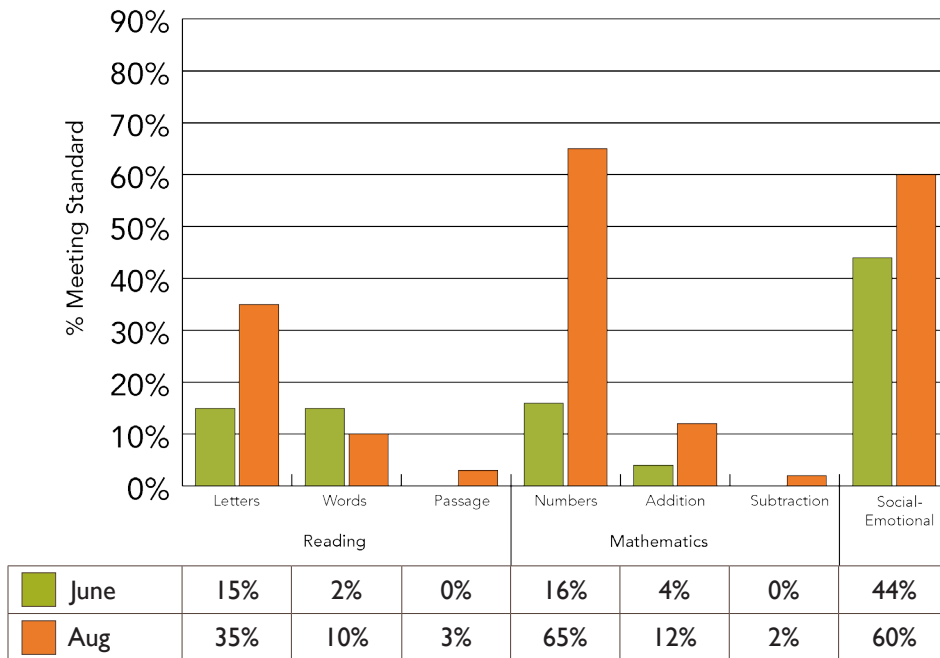
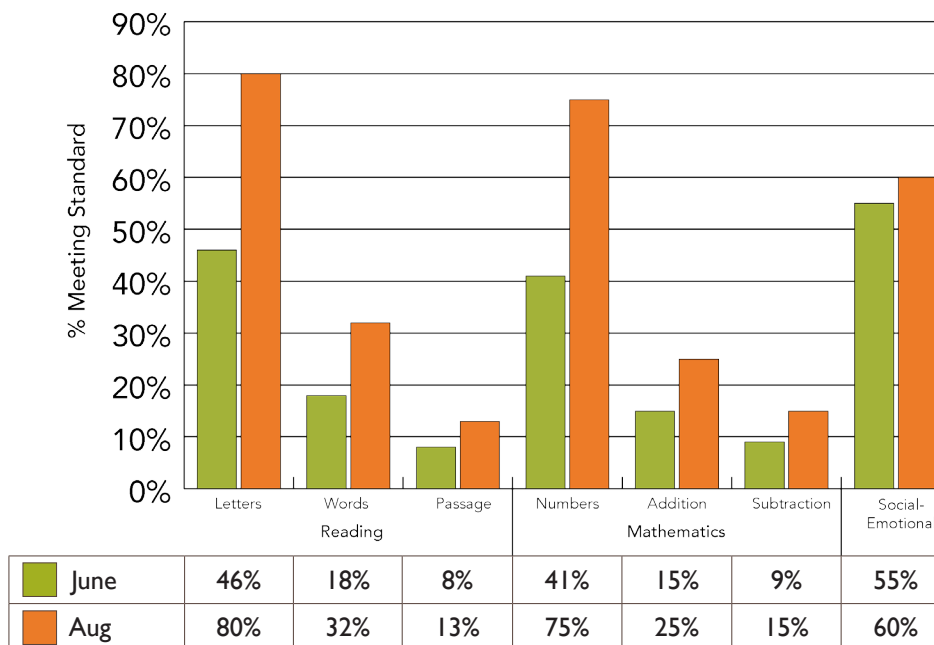


Figure 7: % Pupils 11-17 Yrs. Meeting Learning Standards



Standards for Social-Emotional Development (from Social Research Council)

Child has active engagement in activities (in class group exercises, games and play)

Child has friendly social relationships (lack of threats or violence, sharing, helping others)



GARKUWA STATE EDUCATION SECTOR COMMISSION

TERMS OF REFERENCE EDUCATION SECTOR WORKING GROUP ON EDUCATION CONFLICT RESPONSE

1. **APPOINTMENT:** The Education Sector Working Group on Education Conflict Response (WGECR) is appointed to guide the State Education Sector program to provide opportunities for relevant, safe, and effective education for girls, boys and youth who are affected by the conflict in Garkuwa State, in particular those children and youth who have been displaced by the terrorist insurgency.
2. **MEMBERSHIP:** The members of the WGECR are appointed as representatives from the following:
 - » State Universal Basic Education Board (SUBEB)
 - » Multilateral donor/UNICEF
 - » Community coalition on EFA
 - » State Emergency Management Agency (SEMA)
 - » State Agency for Mass Education (SAME)
 - » International bilateral donor (current chairperson for the WGECR)
 - » International NGO implementing agency
 - » Facilitator at a community learning center

*The chairmanship of the Working Group will rotate on a two-month schedule.
3. **MEETINGS:** The WGECR meets on a regular basis to review and critically examine information on program objectives and determine steps to improve performance. The Working Group will be provided data related to program objectives on a monthly basis, and members will also bring to the consultations information that they have obtained in their roles.
4. **AGENDA:** At each monthly two-day session of the Working Group, the following agenda will be adopted:
 - i. Open with prayer and introductions.
 - ii. Receive a briefing and review of program objectives from the current chairperson.
 - iii. Review data and information on outcomes: identify three issues—positive and negative trends in program developments—and reach consensus on three priority issues (as opportunities or problems) that need to be addressed.
 - iv. Analyze, drawing on both organizational and individual experiences and information, the causes for the three priority issues.
 - v. Explore and reach consensus on actions to be taken to address these issues—actions for the Working Group organizations, and actions at a higher policy or program level— as well as the data and information needed to track the impact of these actions.
 - vi. Prepare a report and presentation to be made to the State Education Sector Commission.

5. REPORTING AND PRESENTATION:

- i. The Working Group will prepare a report and make a presentation to the State Education Sector Commission. The presentation may include media (PPT slides) and creative visuals.

TEMPLATE FOR THE REPORT

The report and presentation should include:

1. Three priority issues (these may be problems or opportunities):
Why has the WG selected those issues?
What data/information support these choices
2. Identify the key causes that help explain these issues.
What data/information support your identification of these causes?
3. Actions to be taken by the WG to solve the problem or to seize the opportunity.
What actions can be taken by the WG representative organizations/actors?
What actions should be referred/recommended for policy and/or program decisions?

GARKUWA STATE PROFILE AND EDUCATION DATA

Jihar Garkuwa (State of Protection) was established in the northeastern part of Nigeria in the mid-1990s, with its capital at Gambe. It has a relatively small population of just over 225,000, located in seven local government areas (LGAs).



Market in Garkuwa Jihar Capital

Like other states in the region, Garkuwa has suffered from the crisis caused by the terrorist insurgency, which has displaced more than 20,000 people who have sought shelter and support from Garkuwa's communities, government, nongovernmental organizations (NGOs), and civil society organizations. In 2015, particularly since the election of a new president in Nigeria, the retreat of the insurgency forces and reduction in direct attacks on communities and schools has led to more random bombing attacks, especially in heavily populated centers, and this has increased general anxiety.

It is noted that the great majority of displaced families and individuals would prefer to return to their homes and rebuild their communities, and in some areas, this had led to a reduction in the number of internally displaced people (IDPs). Nonetheless, there is still a very large population of displaced families, children, and youth in the state.

The goal of the program providing IDP children and youth with access to education opportunity, through non-formal learning centers (NFLCs), is to assist them in coping with their traumatic experiences and the disruption in their growth and development, thereby contributing to long-term stability and peace. The latest estimate for the state is that there are just over 5,000 displaced children and youth, ages 6–17 years. However, as in other states, numbers vary, with some localities having a high number of displaced children and youth, such as Gambe with more than 1,400, while other localities have fewer than 60 displaced children and youth.

In pursuing the objective of providing displaced children and youth with education opportunities, it is important to note that almost 40 percent of Garkuwa's children are not enrolled in formal basic (primary and junior secondary) schools. Many of these children attend Almajiri lessons, taught by mallams, but they also seek opportunities to gain literacy and math skills as well as knowledge of other school subjects. Research has demonstrated that education that includes social-emotional learning and peacemaking can reduce the impact of violent behavior and has the potential to mitigate the drivers of conflict.



Garkuwa Education Sector Commission Meeting

The Garkuwa State Education Sector Commission has established an Education Sector Working Group to focus on the Education Conflict Response (ECR) program, which reaches these children and youth through learning centers, and which also provides both safe and effective learning environments, promoting skills in literacy, mathematics, and positive social-emotional relationships. Children also receive school meals. The Working Group meets on a regular basis to review and analyze data and information on program effectiveness, and to determine solutions to challenges that arise. It reports to the State Education Sector Commission.

The members of the Working Group are representatives of the following organizations:

- » State Universal Basic Education Board (SUBEB)
- » Multilateral donor/UNICEF
- » Community coalition on EFA
- » State Emergency Management Agency (SEMA)
- » State Agency for Mass Education (SAME)
- » International bilateral donor (current chairperson for the WGECR)
- » International NGO implementing agency
- » Facilitator at a community learning center

ANNEX STATISTICS

Garkuwa Education Sector Working Group on Education in Crisis Response (WGECR) September 2015

The data provided to the WGECR includes the following:

POPULATION

- » The total population of the state and of the school-age population for nine years of basic education (6–15 years) in the state.
- » The population of internally displaced people (IDP), and within that population, the child and youth population (6–17 years). These data are provided every three months by the Garkuwa State Emergency Management Agency (SEMA) and the International Organization for Migration's (IOM) Displacement Tracking Matrix.

ACCESS

- » The enrolment and enrolment rate for all basic school-age children by Local Government Area (LGA).
- » The enrolment and enrolment rate for IDP children and youth (boys and girls) in LGAs for June and August, 2015.

SAFETY AND PROTECTION

- » Safety: Children's (boys and girls) and parents beliefs about the level of safety and kinds of threats they face—data reported every three months.

LEARNING

- » Learning: Percentage of those enrolled in learning centers that are meeting the learning standards for reading, mathematics, and social-emotional competence—data reported every three months.

POPULATION

Table 4: Population of Garkuwa State, 2015 (est.), Population of IDPs, and Population of IDP Children and Youth (6–17 years), by LGA

	Total Population	IDPs**			
		All ages		Children & Youth 6 - 17 yrs.	
		June	August	June	August
LGA 1	52,500	5,100	4,600	1,428	1,288
LGA 2	32,300	2,500	2,300	700	644
LGA 3	30,100	3,300	4,100	924	1,148
LGA 4	22,500	3,100	3,100	868	868
LGA 5	29,400	1,700	200	476	56
LGA 6	21,000	550	350	154	98
LGA 7	40,800	4,080	1,880	1,142	1,214
TOTAL	228,600	20,330	16,530	5,692*	5,316*

* Note: 52 percent of the IDP children and youth population are girls.

** Note: The number of host community children / youth by age group is unknown, therefore comparisons with data below presenting ages 6 – 15 must be taken with caution

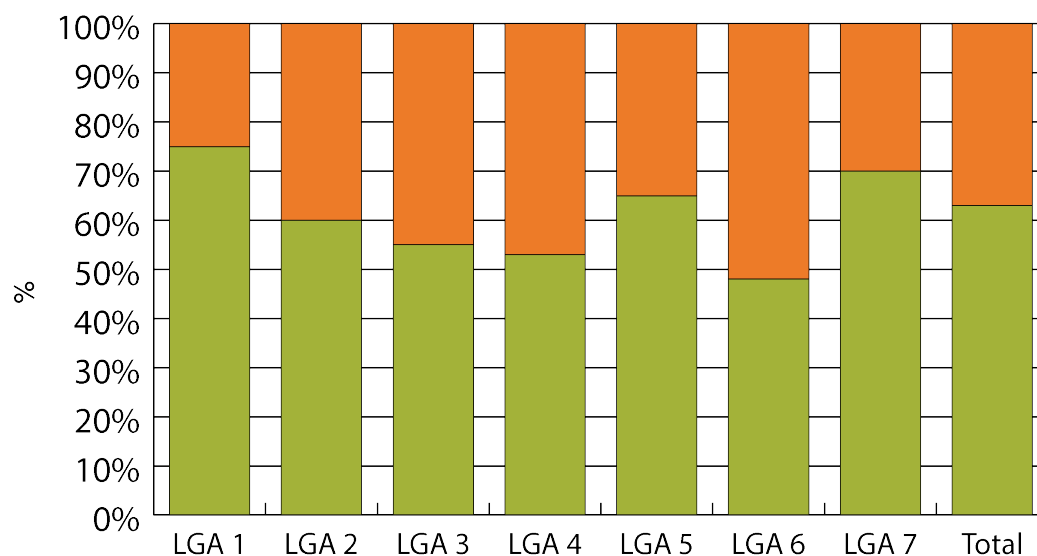
Sources: Data from Census projections and from SEMA-IOM/DTM for IDP population



ACCESS

Table 5: Enrollment Numbers in Primary Schools, 2014 – 2015, By LGA

	Basic School Population (6 - 15 yrs.)	# Enrolled of Basic School Population	Enrollment Rate
LGA 1	13,125	9,844	75%
LGA 2	8,075	4,845	60%
LGA 3	7,525	4,139	55%
LGA 4	5,625	2,981	53%
LGA 5	7,350	4,778	65%
LGA 6	5,250	2,520	48%
LGA 7	10,200	7,140	70%
TOTAL	57,150	36,247	63%

Figure 8: Enrollment Rates of Basic School Population (6 – 15 yrs.) in Primary Schools*, 2014 – 2015, By LGA



	% Out of School	25%	40%	45%	47%	35%	52%	30%	37%
	% In School	75%	60%	55%	53%	65%	48%	70%	63%

*Note: Enrollment includes those in Islamiyya schools, but not those in Almajiri classes.

Source: Data from Nigeria Education Management Information System (NEMIS)

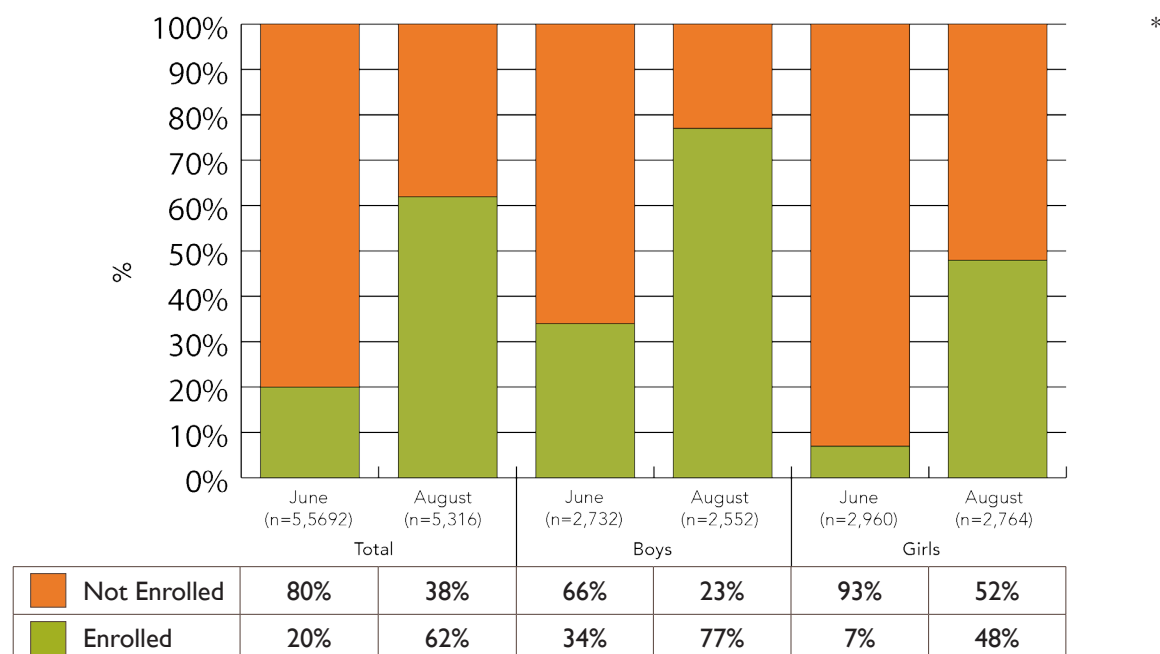
Table 6: IDP and Host Community Children/Youth Enrolled in Learning Centers, by LGA*

	IDP and Host Community Children / Youth					
	Total		Boys		Girls	
	June	August	June	August	June	August
LGA 1	286	902	231	541	54	361
LGA 2	140	322	113	193	27	129
LGA 3	185	689	150	413	35	276
LGA 4	174	694	141	417	33	278
LGA 5	95	22	77	13	18	9
LGA 6	31	49	25	29	6	20
LGA 7	228	607	185	364	43	243
Total # Enrolled	1,139	3,285	922	1,970	216	1,314

*In August, there were 58 learning centers. It is estimated that at least 10 percent of those enrolled in the learning centers are host-community children. Exact numbers are not known.

Source: Data from ECR Project records.

Figure 9: Access of IDP and Host Community Children and Youth* (6-17 years) to Learning Centers, All LGAs Combined



Percentages are based on total population of IDP youth only, as the total number of host community youth in each month is not known for ages 6 – 15 only. Rates are based on changing total IDP population

SAFETY AND PROTECTION

Figure 10: IDP Boys Sense of Safety and Threat

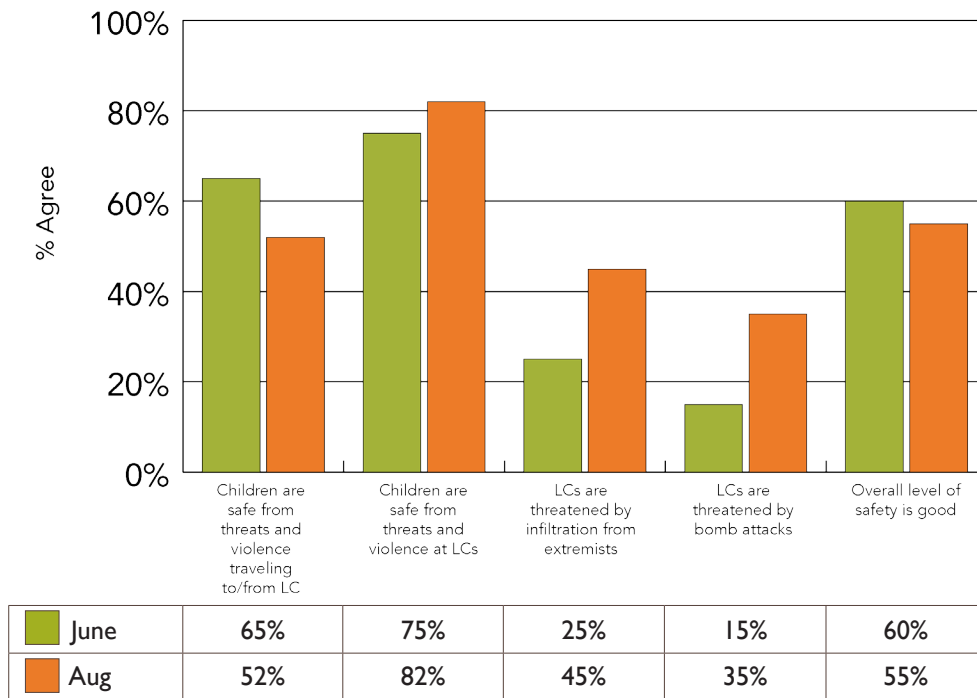


Figure 11: IDP Girls Sense of Safety and Threat

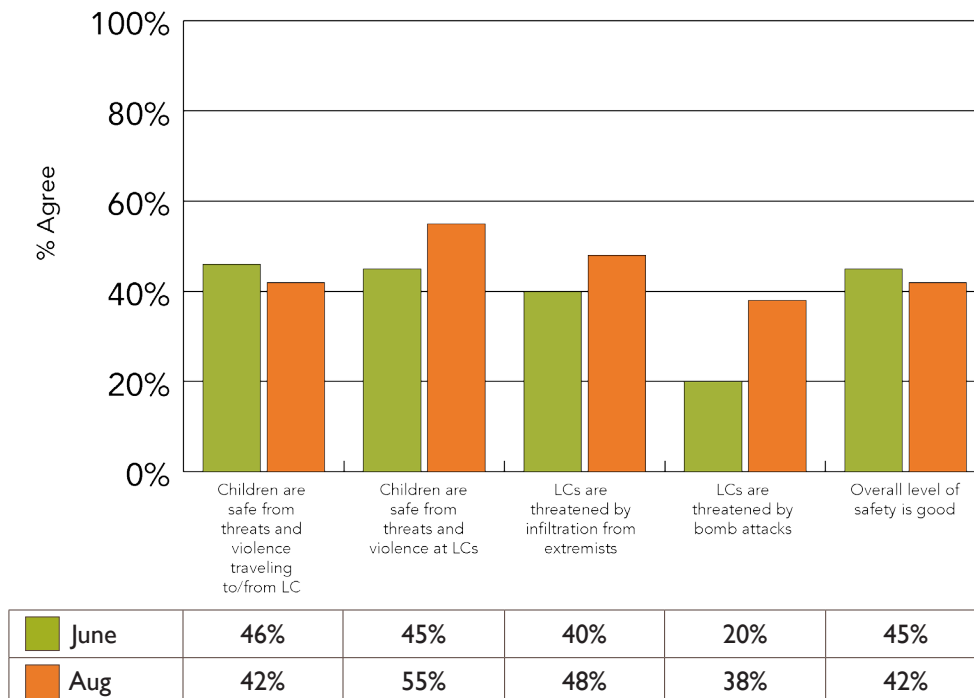
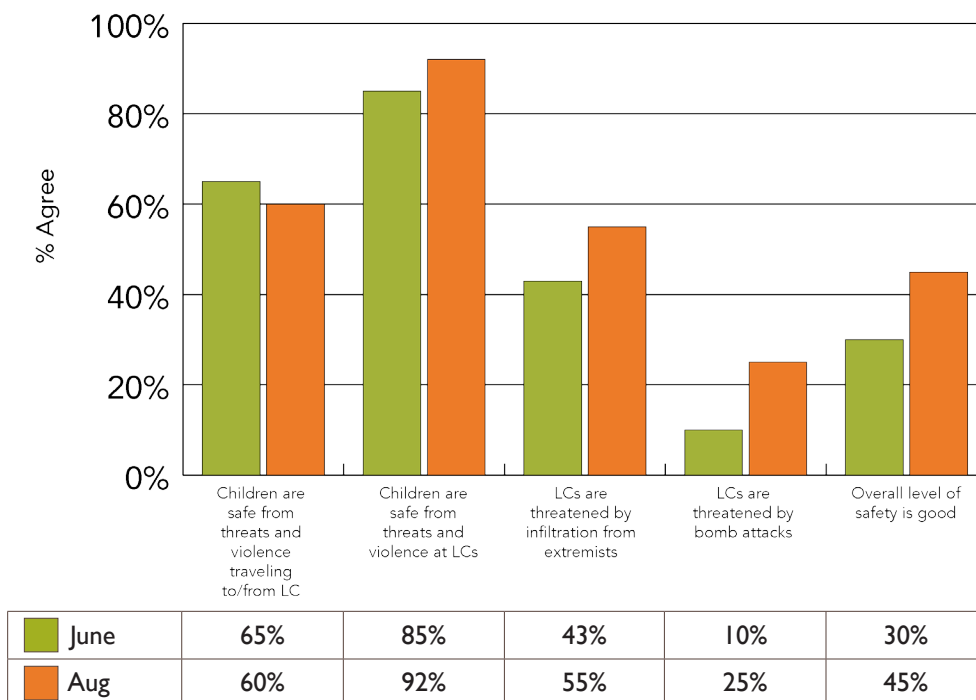


Figure 12: IDP Parents (Male and Female) Sense of Safety and Threat



LEARNING

Figure 13: % Pupils 6-10 Yrs. Meeting Learning Standards

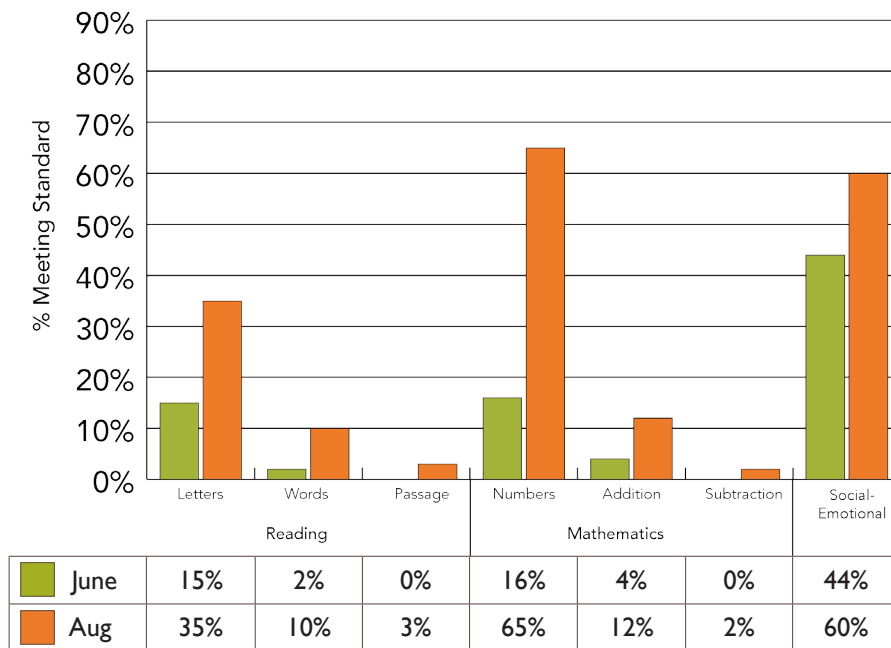
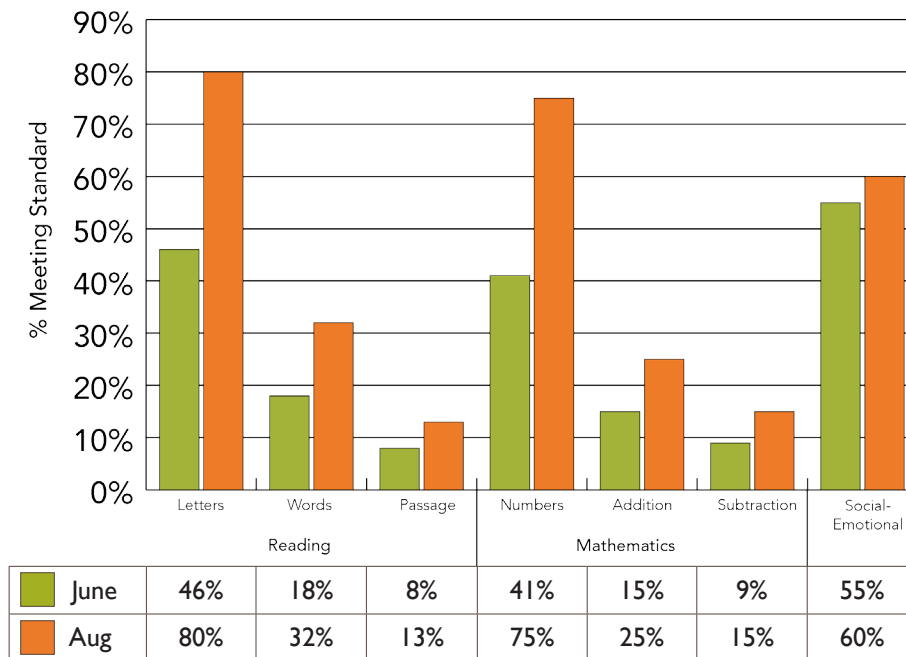


Figure 14: % Pupils 11-17 Yrs. Meeting Learning Standards



Standards for Social-Emotional Development (from Social Research Council)

Child has active engagement in activities (in class group exercises, games and play)

Child has friendly social relationships (lack of threats or violence, sharing, helping others)

**Day Three:
September 16, 2015**

Day Three, September 16, 2015

Introduction

Session 1: Feedback Loop Simulation to Model Collaborative Consultation for Decision-making (cont'd)

Learning Objective: Practice the development and application of feedback loops for program management and improvement in conflict-affected settings

- » Focus on program goals and evidence of progress toward those goals;
- » Analyze the evidence: what are the reasons for the trends in the evidence

Expected Learning Outcome: Upon conclusion of this session, participants will be able to:

- » Apply good practices and guidelines for effective use of feedback loops for problem solving and innovative solutions

Activity

Participants continue working in their teams from Day 2.

Day Three, September 16, 2015

Introduction

Session 2: Presentation and Synthesis of Community and State Level Reports (simulation cont'd)

Learning Objective: Practice the development and application of feedback loops for program management and improvement in conflict-affected settings.

Expected Learning Outcome: Upon conclusion of this session, participants will be able to:

Understand and apply good practice and guidelines for effective use of feedback loops for problem solving and innovative solutions

Activity

In this final part of the simulation, participant teams share their analysis and recommendations with one another using power point presentations or poster paper. This will be followed by a large-group discussion.

Day Three, September 16, 2015

Introduction

Session 3: Proposed Next Steps for Implementing Collaborative Learning Approach within ECR

Learning Objective: Participants will transfer knowledge practiced in simulation to real life.

Expected Learning Outcomes: Upon conclusion of this session, participants will be able to:

- » 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

Activity

Groups reflect on and answer the following questions: (write the group responses on poster paper)

1. What was your experience in playing a role and working through the process of the simulation?
2. What are the key challenging issues you identified? How do these reflect Day 1 discussion of issues of conflict sensitivity and education?
3. Do you believe that the analysis and actions your group developed could be helpful in your actual work, and for the actual Education Crisis Response (ECR) Project?
4. This simulated process sought to model the application of feedback loops using collaboration (multiple stakeholders), consultation (reflective and open search for solutions and unity of action) and information/data to improve decision-making for results.
 - a. How could you apply this feedback loop process in your work?
 - b. What would be the barriers to that? What support would be needed?
5. What recommendations would you make to improve the design and use of the simulation for education in crisis and conflict-affected environments?

Day Three, September 16, 2015

Introduction

Session 4: Concluding Session: Lessons Learned and Next Steps

Learning Objective: Participants will review major concepts covered and knowledge gained throughout the workshop

Expected Learning Outcomes: Upon conclusion of this session/workshop, participants will be able to:

- » 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

Activity

Part I (30 minutes): With other participants sitting at your table, discuss your main take-aways from each theme (day). For each theme/day, discuss and write on flip chart paper. When you are finished discussing as a group, write your own main take-aways in your handbook, below:

Day One Take-Aways: Conflict and Education Analysis and Conflict Sensitivity in Education Planning and Program Design

New Knowledge:

Why it's important for me:

How I'll use this knowledge in my life and work:

Day Two Take Aways: Feedback loops

New Knowledge:

Why it's important for me:

How I'll use this knowledge in my life and work:

Day Three Take Aways: Collaborative Problem Solving and Action Planning

New Knowledge:

Why it's important for me:

How I'll use this knowledge in my life and work:

Part 2 (20 min): Below you'll find a list of all the expected learning outcomes from this workshop. Please read through this list and check off which ones you believe you have achieved and which ones need more work.

Expected Learning Outcome: Participants will be able to...	Achieved	Not yet
Day One: Conflict and Education Assessment, and Conflict Sensitivity		
Session 1: Understanding conflict and education		
Articulate the ways in which conflict and education can influence each other		
Express the rationale for objective information and information gathering about conflict		
Session 2: The Importance of Conflict Sensitivity for Education Programs in Conflict Settings		
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.		
Session 3: Understanding Conflict and Education: Conflict and Education Analysis and Lessons from the Community Education and Conflict Assessment		
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		
Day 2: Obtaining Information for Better Feedback Loops: Program Implementation		
Session 1: Feedback Loops for Results		
Describe what feedback loops are, and why and how they are used to promote systemic, collaborative, organizational learning that improves results for EiCC, specifically in ECR		
Session 2: Introduction and Overview of a Contextualized Feedback Loop Simulation Exercise		
Understand the rationale for, and steps of, the simulation activity		
Session 3 and 4: Feedback Loop simulation to Model Collaborative Consultation for Decision-making		
Apply good practices and guidelines for effective use of feedback loops for problem solving and innovative solutions		
Day 3: Utilizing Feedback Loops for Collaborative Problem Solving: Building Better Solutions		
Session 1: Feedback Loop simulation to Model Collaborative Consultation for Decision-making and Presentation and synthesis of Community and State Level Reports		
Apply good practices and guidelines for effective use of feedback loops for problem solving and innovative solutions		
Session 2: Presentation and synthesis of Community and State Level Reports		
Understand and apply good practice and guidelines for effective use of feedback loops for problem solving and innovative solutions		
Session 3: Proposed next steps for implementing Collaborative Learning Approach within ECR		
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		
Session 4: Identifying Key Take-Aways and Partners		
Articulate main take-aways for each day of the workshop		
Note which learning outcomes they mastered and which need more work		

Part 3 (45 min): Step 1 (10 min): Think about the people you have met and worked with during the workshop. Which ones stood out to you as being important connections for continuing to work on topics covered during the workshop? Write down their names. Next to their names, write down why these individuals are important to stay connected with.

Name:

Why Important:

How can we connect?

Name:

Why Important:

How can we connect?

Name:

Why Important:

How can we connect?

Step two: (30 min): Based on the names in their list, go around the room and meet up with 2-3 people on your list. Discuss how and when you can next connect to continue working on the key, shared theme. Write down the 'how' in the above space.

Presenter Biographies

Ash Hartwell

M&E Specialist, USAID-ECCN Support Team
University of Massachusetts, Amherst

Ash Hartwell has forty years of field experience working at community, national and international levels on educational policy analysis, planning, evaluation, and research. Mr. Hartwell has conducted program and project evaluations in numerous crisis and post-conflict countries including Uganda, Egypt, and South Sudan. Mr. Hartwell worked as a Senior Education Advisor to the Africa Bureau, USAID (AFR/SD), assisting in the design and evaluation of education programs in 12 African countries. Over the past five years Mr. Hartwell completed numerous consultancies including developing the Progressive Framework for the FTI Fragile States Working Group; serving on the core Leader Team for EQUIP 2, focusing on an analysis of alternative education models for underserved populations; and consulting on the design of a national teacher management and training program in South Sudan. Mr. Hartwell is currently an Adjunct Professor at the Center for International Education, University of Massachusetts. He holds an Ed.D in International Education from the Center for International Education.

Cornelia Janke

Director, USAID ECCN Support Team
Education Development Center

Cornelia Janke is an education and management specialist who, for more than 20 years, has been helping to manage change in Sub-Saharan Africa, Asia, Eastern Europe, and Latin America and the Caribbean. She has designed and managed international education programs and mobilizing communities to become active participants in the education system. Through her work in places such as Afghanistan, Bosnia, Haiti, Kosovo, Rwanda, Timor Leste and South Sudan, Janke has demonstrated a commitment to creating effective linkages between policy and practice, particularly in conflict and crisis affected environments, using practical research and communication as tools. Ms. Janke served on the INEE Working Group for Education and Fragility from 2008-11. Ms. Janke was also Director of Institutional Learning at EDC from 2008 -2010. Ms. Janke has a Master of Public Administration with an emphasis in International Education and Monitoring and Evaluation from the Monterey Institute of International Studies. She speaks English, French and Spanish.

Ayo Oladini

Project Director, Education Crisis Response Program
Creative Associates International

Ayo Oladini is a professional teacher/education project administrator with over 30 years' experience working with Lagos state, the Federal Ministry of Education and on USAID and other implementing partners' projects. He holds a Master's Degree from the University of Lagos after graduating from the then University of Ife. He is also an alumnus of International Institute for Educational Planning and Administration, Paris.

Ayo was the Chief of Party of a successfully implemented Nigerian Northern Education Initiative (NEI)—a four and half year USAID funded project in Bauchi and Sokoto states (2009-2014). He has worked extensively on issues such as, educational system strengthening, policies, orphans and vulnerable children, girls' education, Integrated Qur'anic Education programs and internally displaced children. With over 20 years' experience working in the Federal Ministry of Education, Ayo is a very close associate of all the ministries, departments and agencies and development partners working in education in Nigeria.

Anita Reilly

Education Technical Advisor
International Rescue Committee

Anita Reilly is the Education Technical Advisor for the International Rescue Committee based in London. She had over twelve years of experience in the field of Education and has worked as a teacher and teacher trainer in countries such as the UK, Ireland and Ethiopia. Before her recent move to IRC, Anita worked at Plan for five years where she advised on programs, with a particular focus on girls' education. She has worked and advised on education programs in countries such as Cambodia, Pakistan, Kenya, Sierra Leone, Guinea-Bissau, Rwanda and Mali. Her interests and expertise are in teacher training, girls' education and accelerated learning.

James Rogan

Senior Advisor, USAID ECCN Support Team
Principal, Exterion LLC

James Rogan has over 20 years of experience in the area of peacebuilding, (including peace building and education), governance and social services, including a number of senior management roles. Jim is a Principal at Exterion, a consulting firm he founded this year after leaving UNICEF, where he was Chief of the Peacebuilding and Recovery Section in New York. There, he led UNICEF's global agenda on peacebuilding, transition, fragile states, integrated mission planning, resilience and disaster risk reduction, and provided technical leadership to UNICEF's 14-country Peacebuilding and Education Programme. He has previously served as General Manager of SIPU International's restructuring and interim leadership of a best-practice youth peacebuilding and education NGO in the Balkans, as a UN mayor and CEO of a multi-ethnic municipality in Kosovo, and as a US State Department secondee to the OSCE in Bosnia and Herzegovina, where he directed a governance and peacebuilding program and coordinated the development of the country's first post-war election law. He has worked in the Balkans, Latin America and Africa. He holds a BSFS from Georgetown University and an MA from the University of Chicago.

Rasheed Sanni

Senior M&E Advisor, Education Crisis Response (ECR) Project
Creative Associates International

Rasheed Sanni, Ph.D, is a professional teacher. He has a Bachelor's, Master's and Doctoral degrees in Mathematics Education. He is an internationally acknowledged researcher in Mathematics Education. He has over fifteen years' experience working on USAID education projects (LEAP, COMPASS and NEI) at different times as teacher trainer, manual developer, and conducting measurement and evaluation surveys, impact assessment as well as facilitating training of trainers. He has also consulted for DFID supported ESSPIN project on Monitoring of Learning Achievement (MLA) of learners and Teachers Development Needs Assessment in Lagos State. Currently he is the Senior Monitoring and Evaluation Advisor on the Education Crisis Response Project.

Semere Solomon

Project Director, Education Crisis Response (ECR) Project
Creative Associates International

Semere Solomon, a Senior Associate at Creative Associates International since 2003, has more than 25 years of experience in education and civil society programs, with an emphasis on education policy and systems development. He has been involved in different capacities in seven USAID-supported education projects (Nigeria, Iraq, Kyrgyzstan, Tajikistan and Turkmenistan). He currently oversees Creative's

education programs in Nigeria, Pakistan and Zambia. His experience in systems development includes more than seven years of successfully directing the formulation of education policy, human resource development, teacher training, research, planning and Education Management Information Systems as a Director General of Planning and Development in the Ministry of Education in his native Eritrea. He has also served as a Senior Education Planner for UNESCO-Iraq and the United Nations Office of the Humanitarian Coordinator in Iraq, where he led educational assessments, data collection/syntheses, and multi-sector policy formulation for vulnerable families.

Eileen St. George

Director, Education in Conflict Practice Area
Creative Associates International

Eileen St. George is a senior international educator, with extensive experience managing large, complex education projects. She has served in both long- and short-term technical advisory positions in over thirteen countries. She is appointed as Creative's Director of the Education in Conflict Practice area following her return from her most recent assignment of five years, where she served as COP of USAID's flagship program on education reform in Jordan. Her technical areas of specialization include national education system reform, education planning, teacher training and application of data in decision making. In her work, she has directly engaged education officials at multiple ministerial levels as well as school based educators and parents, focusing ultimately on issues of quality in the classroom and in Ethiopia building the capacity of regional government education bureaus to respond to a multi-faceted national education reform process. Dr. St. George was an instructional designer for Florida State University's distance education office. She served as the program manager for the U. S. Coalition for Education for All (USCEFA), a consortium of organizations advocating UNESCO's Education for All agenda. In Sierra Leone, she instructed teacher trainees at Milton Margai Teacher Training College. Earlier in her career, she was a primary school teacher specializing in learning disabilities and behavior disorders.

Wendy Wheaton

Senior Associate Education in Conflict
Creative Associates International

Wendy Wheaton has 20 years of experience leading education and protection standards, policies, guidance, programs and technical response modalities, specifically in conflict-affected and crisis settings. Her representational roles held include those at Inter-Agency level in the humanitarian and development community and within academic and technical groups focused on child protection, psychosocial and education fields of practice. She has worked for the UN, World Bank, USAID, Creative Associates and major INGOs and has particular expertise in program design, research, needs assessment, knowledge management, monitoring and evaluation in conflict and crisis affected environments including, Kosovo, Ethiopia, Republic of Congo, Sudan, Cote d'Ivoire, Uganda, Burundi, Chad, Nigeria, and DRC along with Asian and domestic disaster responses. She has held teaching roles at Georgetown University's Department of Justice and Peace and has fluency in spoken French.