



Year 3 Work
Plan Revised

Building Evidence and Capacity to Increase Equitable Access to Education in Crisis and Conflict-Affected Environments

Year 3 Work Plan
December 22, 2016
Revised Submission: February 17, 2017
Final Revised Submission: March 24, 2017
Submitted to USAID / Agreement No.: GS-10F-0406P/AID 0AA-M-14-00007

EDC, Inc. 43 Foundry Ave, Waltham, MA 02453-8313

This document was produced for review by the United States Agency for International Development by Education Development Center, Inc.



Table of Contents

Acronyms	3
Section One: Project Description	4
Section Two: Outcomes and Outputs by Priority Area	6
Section Three: Output Summary By Objective	12
Section Four: Year 3 Work Plan Detail	15
Priority Area 1: Learning Environments are Safer	15
Priority Area 2: EiCC Programming has Improved	22
Priority Area 3: Equity is Enhanced	36
Priority Area 4: Local Institutions are Stronger	45
Cross-Cutting and Management Activities	48
Annex 1: USAID ECCN Year 3 Implementation Plan	58
Annex II: USAID ECCN Communications Schedule	73

Acronyms

Acronym	Full Name
ABE-ACCESS	Advancing Basic Education: Access for All
AEPs	Alternative Education Programs
AEWG	the Inter Agency Accelerated Education Working Group
CoP	Community of Practice
E3/ED	Bureau of Economic Growth, Education and Environment, Office of Education
EDC	Education Development Center, Inc.
EiCC	Education in Conflict and Crisis
ECCN	Education in Crisis and Conflict Network
EiE	Education in Emergencies
IDIQ	Indefinite Delivery, Indefinite Quantity
MOU	Memorandum of Understanding
NGOs	Non-Governmental Organization
PMP	Performance Management Plan
TOR	Terms of Reference
USAID	U.S. Agency for International Development
USAID ECCN	U.S. Agency for International Development Education in Crisis and Conflict Network

Work Plan Overview

This work plan document is organized into four sections. **Section One** provides a brief overview of USAID ECCN's parameters as a USAID-funded initiative, and describes its objectives. Sections Two and Three provide overviews of ECCN's proposed work for the given year, with **Section Two** summarizing ECCN's work by content or Priority Area (Make Learning Safer, Improve EiCC Programming, Understand and Strive for Equity, Strengthen Local Institutions, and Cross-Cutting Activities) and **Section Three** summarizing ECCN's work according to its five objectives (Community of Practice, Evidence, Theory of Change and Metrics, Developing/Applying Tools and Guidance, Professional Development). Finally, **Section Four** provides detailed descriptions of all proposed activities. These sections are followed by an **annex** that contains an implementation plan/deliverables timetable.

Section One: Project Description

USAID's E3/ED Building Evidence and Capacity to Increase Equitable Access to Education in Crisis and Conflict-Affected Environments contract is designed to build USAID and its partners' capacity to achieve Goal 3 of the USAID Education Strategy: *Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.*

The contract allows for a team of nine experienced professionals in the area of education in crisis and conflict (the Support Team) to both provide direct technical support to USAID, and to work with USAID and its partners to convene and collaboratively structure a program of work for a community of practice (called the USAID Education in Crisis and Conflict Network or USAID ECCN), then support that program through evidence-gathering, documentation, research, tool production and dissemination, and training. As the USAID ECCN takes shape, these activities will continue and the Support Team will work with the USAID ECCN to determine research and document additional interventions including core interventions and promising practices that may increase the impact of education programs in crisis and conflict environments. Successful completion of these activities will support the acceleration of the impact and scale of core and supplementary education programs in crisis and conflict environments.

The specific objectives of the project include:

1. Develop and support the Education in Crisis and Conflict Community of Practice:

A thriving informal EiCC community of practice already exists, and is composed of USAID Education Goal 3 leadership (DC, Missions); Goal 3 implementing partners; and EiCC networks and working groups. This objective is intended to nurture and grow an intentional USAID-focused sub-community (the USAID Education in Crisis and Conflict Network) through which members can engage in a rich exchange of knowledge and share it with the larger EiCC community of practice. The community of practice will also draw from the USAID ECCN Support Team's work in Objectives 2-5.

2. Gather, build and consolidate evidence for the Field:

This objective will synthesize existing research, and engage in new research as suggested by USAID and by the USAID ECCN, in the area of education in crisis and conflict. Research findings will be disseminated through documents, training and other forums (as supported by the other objectives).

3. Test, disseminate and use: guidance, tools, metrics, and Theories of Change:

This objective focuses on developing tools and guidance that concentrate on the most effective approaches to increasing equitable access to education in crisis and conflict environments. Specifically, it will develop operational guidance and tools; develop and test theories of change, indicators and log frames; and costing methodologies and templates related to Goal 3 programming.

4. Develop and apply guidance/tools:

Over the last number of years, the USAID Office of Education developed tools that aid in better contextualizing and adapting education programming for crisis and conflict-affected environments. Activities in this objective will refine, add to and implement these tools to promote more conflict sensitive and context appropriate education programming in these challenging environments.

5. Develop, implement and assess professional development:

The project will develop, deliver and assess a range of professional development opportunities designed to build the capacity of USAID, Goal 3 implementers and local and regional institutions to use evidence-based research and resources in project design, implementation, and monitoring.

Section Two: Outcomes and Outputs by Priority Area

The USAID ECCN project, and hence the work plan, is structured along 5 objectives, which generally describe generic categories of work (COP development; evidence gathering and development; developing and sharing program metrics and theories of change; developing and sharing tools and guidance; professional development). While these objectives are useful to track ECCN's work according to how the project was originally structured, we believe a complementary perspective is offered through PRIORITY AREAS. The ECCN Steering Group has identified these as the main, high level interest areas for the community of practice. Within each priority area, we identify a number of themes, meant to further cluster our activities. A summary of ECCN's proposed Year 3 activities, organized by Priority Area, outcomes and outputs is presented below, with a more complete description located in the Work Plan Detail section. Each activity notes also which of ECCN's original objectives it relates to. An alternate listing of proposed activities by ECCN objectives is presented in the following section.

This year USAID ECCN is pleased to present a new approach to work planning, in which ECCN partner-led activities are included in the work plan. Called Partner Initiatives, these activities are intended to offer a win-win in which the broader network benefits from shared knowledge related to relevant and substantive research, technical insights, tools and thought leaders, and individual partners benefit from a wider recognition and sharing of their expertise. Partner Initiatives will be led by partners, who assume primary responsibility for organizing and delivering the proposed activity. Partners will be supported by the ECCN Support Team both through the assignment of at least one Support Team technical liaison who may provide guidance and ideas, and also through support for communications, or logistics as jointly agreed and budgeted between ECCN and the Partner. Further detail on Partner Initiatives is provided in the Work Plan Detail section.

Priority Area 1: Learning Environments are Safer

Outcome 1.1: ECCN members access and apply evidence and tools for understanding, monitoring, and improving safety of learning environments

Output 1.1.1: Final standalone Safer Learning Environments Rapid Qualitative Assessment Tool 2.0 **finalized and published**

Output 1.1.2: Draft 2 of Safer Learning Environments Quantitative M&E Tool **submitted to USAID**

Output 1.1.3: Safer Learning Environments Training Course **developed, delivered (as pilot), and report submitted**

Output 1.1.4: Safer Learning Environments Evidence Gap Maps and Environmental Threat Maps **developed, updated, and shared**

Outcome 1.2: ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs

Output 1.2.1: Pre-conference SEL workshop for CIES 2017 **planned and implemented (Partner Initiative: PEIC)**

Output 1.2.2: 4 to 5 Webcasts in series "Social & Emotional Learning in Crisis & Conflict"

delivered (Partner Initiative: multiple partners)

Priority Area 2: EiCC Programming has Improved

Outcome 2.1: ECCN members access and apply validated tools for analysis of Conflict and Crisis Contexts (to inform initial program design and ongoing adaptation)

Output 2.1.1: Summary brief of Rapid Education and Risk Analysis (RERA) 1.0 (2015) Field Pilot Research **finalized, presented, and disseminated**

Output 2.1.2: RERA 2.0 **developed and presented**

Output 2.1.3: Online RERA 2.0 Guide and Toolkit **developed and accessible on website**

Output 2.1.4: RERA Tool Training Course **developed, delivered, and reported**

Output 2.1.5: Field-level Conflict Sensitivity training **delivered and externally evaluated (Partner Initiative: INEE)**

Outcome 2.2: ECCN members access and apply appropriate Theories of Change and Adaptive Management guidance to EiCC programs

Output 2.2.1: Evidence-based Theories of Change for EiCC programming **developed**, and evidence gaps **identified**

Output 2.2.2: Adaptive Management Guide for EiCC **completed, disseminated, and presented**

Output 2.2.3: CIES Presentation on Adaptive Management **delivered**

Outcome 2.3: ECCN members access and apply approved Program and Activity Costing Guidance within EiCC programs

Output 2.3.1: Communication of USAID Evidence Team's proposed cost tracking methodology **supported**

Outcome 2.4: ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools

Output 2.4.1: Phase 1 of USAID EiCC Project and Indicator Database **launched and updated**

Output 2.4.2: List of recommended EiCC indicators, with PIRS, **developed, refined, and integrated into Phase 2 database**

Sub-Output 2.4.2.1: List of Recommended Indicators Related to Safe Learning Environments, with PIRS, **developed and vetted. Q3**

Sub-Output 2.4.2.2: Indicators, PIRS, and tools for measuring *Project Adaptability*, and plan for piloting them, **developed and shared with COP, (Partner Initiative: Social Impact)**

Sub-Output 2.4.2.3: Indicators to measure **equity** in EiCC contexts, with PIRS, **developed** and **shared with COP** Q3

Sub-Output 2.4.2.4: Indicators to measure conflict sensitivity (CS) in education, with PIRS **developed and shared with COP**. Q3

Output 2.4.3: Webcast on “Best Practices in Data Collection in Crisis and Conflict Settings” **delivered (Partner Initiative: School-to-School International)**

Output 2.4.4: Intro to Co-Design for EiCC session **designed and implemented (Partner Initiative: Search for Common Ground)**

Outcome 2.5: ECCN members share, access and apply [Cross-Cutting] Research for EiCC

Output 2.5.1: Learning Agenda (including identification of Research Agenda) **finalized**

Output 2.5.2: Resource repository **launched and updated**

Output 2.5.3: Education within the Humanitarian to Development Nexus – White Paper—**Written and Shared with USAID**

Output 2.5.4: Education and CVE – White Paper—**Written and Shared with USAID**

Priority Area 3: Equity is Enhanced

Outcome 3.1: ECCN members access and apply Guidance on Accelerated/Alternative Education Programming

Output 3.1.1: Accelerated Education Working Group "Guide to AEP Principles" including checklist **tested, finalized, presented and disseminated (Partner Initiative: AEWG)**

Output 3.1.2: Webcast of Alternative Education in DRC and French version of report **completed and shared**

Outcome 3.2: ECCN members access and apply research and guidance to inform EiCC program design for Equity

Output 3.2.1 Landscape Review brief report **published and presented (Partner Initiative: Equity Initiative/Conflict and Fragility Working Group, FHI360)**

Output 3.2.2: Webcast and Engagement on Education of the Forcibly Displaced / Integrating Refugee and Displaced Populations Research **conducted (Partner Initiative: Plan International)**

Output 3.2.3: Webcast on situational assessment findings from a Syria Education Study **presented (Partner Initiative: USAID Middle East Bureau and RTI)**

Outcome 3.3: ECCN members access and apply knowledge related to ICT applications in EiCC

- Output 3.3.1: ECCN member priorities related to ICT4EiCC topics **identified**
- Output 3.3.2: Two webcasts on priority ICT4EiCC applications **delivered**
- Output 3.3.3: CIES 2017 Panel on “Conflict Sensitivity in ICT for EiCC” **facilitated**
- Output 3.3.4: Co-host an event and member engagement in UNESCO mLearning week 2017 **delivered**
- Output 3.3.5: Conflict Sensitivity Checklist for ICT **delivered**

Outcome 3.4: CoP members access and apply effective Teaching and Learning Strategies adapted to EiCC

- Output 3.4.1: Field Training Workshop **developed and delivered**, (**Partner Initiative: Teachers College, Columbia University**)
- Output 3.4.2: Literacy Boost Approach Webcast **delivered**, (**Partner Initiative: Save the Children**)

Priority Area 4: Local Institutions are Stronger

Outcome 4.1. CoP members access and apply research and tools for Local Education Institutional Capacity Development in Crisis and Conflict Contexts

- Output 4.1.1: Case Studies documenting ECCN members’ effective practices for building local capacity are **developed and shared**
- Output 4.1.2: Higher Education in fragile contexts, webcast **delivered** (**Partner Initiative: FHI 360**)
- Output 4.1.3 Affordable non-state schools literature review, case studies, and stakeholder meeting **completed and shared with stakeholders**

Cross-Cutting and Management Activities

Cross-Cutting Outcome 1: ECCN members access ECCN communications products, events and platforms

- CC Output 1.1: New ECCN website launched
- CC Output 1.2: CIES reception and exhibition table hosted; EiCC content guide produced
- CC Output 1.3: Development of the USAID Education Summit Supported
- CC Output 1.4: Newsletters, blogs, twitter activity and web-based announcements and materials regularly disseminated

Cross-Cutting Outcome 2: ECCN members access and apply Professional Development Activities

CC Output 2.1: Essentials for Education in Crisis & Conflict Course designed and Implemented for the LAC region

CC Output 2.2: Conflict Sensitivity Online Learning Experience created

Cross-Cutting Outcome 3: Steering and Advisory Groups actively engage with and guide ECCN

CC Output 3.1: Steering Group Meetings held (2 face to face, 2 virtual)

CC Output 3.2: New Steering Group Members selected

CC Output 3.3: Steering Group Task Teams Guide PIs and related member engagement

Cross-Cutting Management Activities

CC Output 4.1: Performance Management Plan Updated

CC Output 4.2: Quarterly Technical and Financial Reports Submitted to USAID

CC Output 4.3: Year 4 work plan submitted to USAID

CC Output 4.4: Quarterly all-team meetings occur

CC Output 4.5: Project Director and COR status update meetings occur

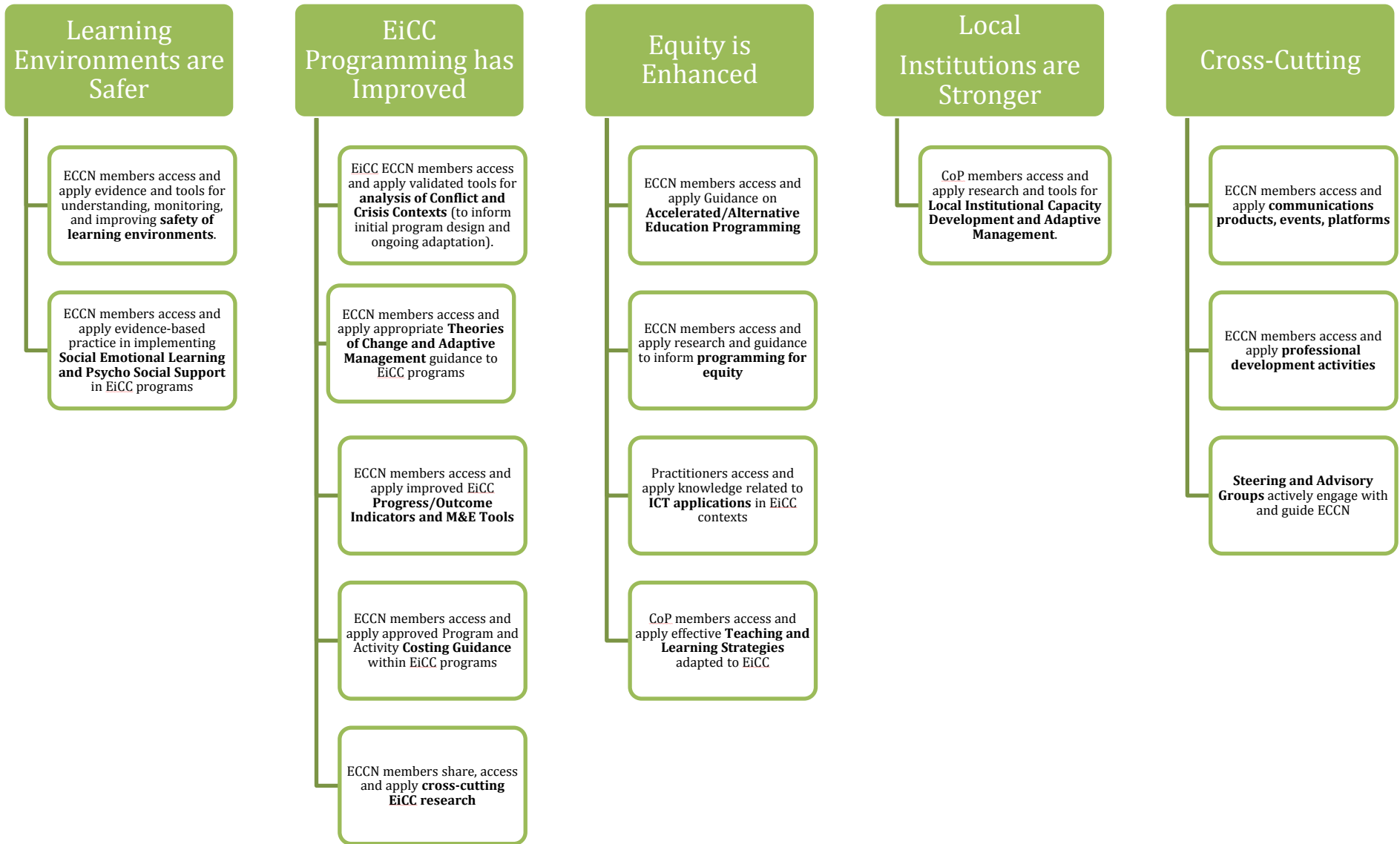
CC Output 4.6: Occasional internal team face to face meetings

CC Output 4.7: Support Team members represent ECCN at important events and meetings

CC Output 4.8: ECCN provides ad-hoc technical support activities for USAID

CC Output 4.9: Regular and ad-hoc staff meetings further ECCN work

USAID ECCN Year 3 Results Framework



Section Three: Output Summary By Objective

Objective 1: Develop and support USAID ECCN Community of Practice

CC Output 1.1: New ECCN website launched

CC Output 1.2: CIES reception and exhibition table hosted; EiCC content guide produced

CC Output 1.3: Development of the USAID Education Summit Supported

CC Output 1.4: Newsletters, blogs, twitter activity and web-based announcements and materials regularly disseminated

CC Output 3.1: Steering Group Meetings held (2 face to face, 2 virtual)

CC Output 3.2: New Steering Group Members selected

CC Outcome 3.3: Steering Group Task Teams Guide PIs and related member engagement

Objective 2: Gather, build, consolidate evidence for the field

Output 1.1.4: Safer Learning Environments Evidence Gap Maps and Environmental Threat Maps **developed, updated, and shared**

Output 1.2.1: Pre-conference SEL workshop for CIES 2017 planned and **implemented (Partner Initiative: PEIC)**

Output 1.2.2: 4 to 5 Webcasts in series “Social & Emotional Learning in Crisis & Conflict” **delivered (Partner Initiative: multiple partners)**

Output 2.3.1: Communication of USAID Evidence Team’s proposed cost tracking methodology **supported**

Output 2.5.1: Learning Agenda (including identification of Research Agenda) **finalized**

Output 2.5.2: Resource repository **launched and updated**

Output 3.1.2: Webcast of Alternative Education in DRC and French version of report **completed and shared**

Output 3.3.1: ECCN member priorities related to ICT4EiCC topics **identified**

Output 3.3.2: Two webcasts on priority ICT4EiCC applications **delivered**

Output 3.3.4: Co-host an event and member engagement in UNESCO mLearning week 2017 **delivered**

Output 3.3.5: Conflict Sensitivity Checklist for ICT **delivered**

Output 3.4.2: Literacy Boost Approach Webcast **delivered**, (**Partner Initiative: Save the Children**)

Output 3.2.2: Webcast and Engagement on Education of the Forcibly Displaced / Integrating Refugee and Displaced Populations Research **conducted** (**Partner Initiative: Plan International**)

Output 3.2.3: Webcast situational assessment findings from a Syria Education Study **presented** (**Partner Initiative: USAID Middle East Bureau and RTI**)

Output 4.1.2: Higher Education in fragile contexts, webcast **delivered** (**Partner Initiative: FHI 360**)

Output 4.1.3: Affordable non-state schools literature review, case studies, and stakeholder meeting **completed and shared with stakeholders**

Objective 3: Test, disseminate, and use guidance, tools, metrics and Theories of Change

Output 1.1.2: Draft 2 of Safer Learning Environments Quantitative M&E Tool **submitted to USAID**

Output 2.2.1: Evidence-based Theories of Change for EiCC programming **developed**, and evidence gaps **identified**

Output 2.2.2: Adaptive Management Guide for EiCC **completed, disseminated, and presented**

Output 2.4.2: List of recommended EiCC indicators, with PIRS, **developed, refined, and integrated into Phase 2 database**

Sub-Output 2.4.2.1: List of Recommended Indicators Related to Safe Learning Environments, with PIRS, **developed and vetted**. Q3

Sub-Output 2.4.2.2: Indicators, PIRS, and tools for measuring *Project Adaptability*, and plan for piloting them, **developed and shared with COP**, (**Partner Initiative: Social Impact**)

Sub-Output 2.4.2.3: Indicators to measure **equity** in EiCC contexts, with PIRS, **developed** and **shared with COP** Q3

Sub-Output 2.4.2.4: Indicators to measure conflict sensitivity (CS) in education, with PIRS **developed and shared with COP**. Q3

Output 2.4.3: Webcast on “Best Practices in Data Collection in Crisis and Conflict Settings” **delivered** (**Partner Initiative: School-to-School International**)

Output 2.4.4: Intro to Co-Design for EiCC session **designed and implemented** (**Partner Initiative: Search for Common Ground**)

Output 3.2.1 Landscape Review brief report **published and presented (Partner Initiative: Equity Initiative/Conflict and Fragility Working Group, FHI360)**

Output 4.1.1: Case Studies documenting ECCN members' effective practices for building local capacity are **developed and shared**

Objective 4: Apply USAID tools designed for crisis and conflict contexts

Output 1.1.1: Final standalone Safer Learning Environments Rapid Qualitative Assessment Tool 2.0 **finalized and published**

Output 2.1.1: Summary brief of Rapid Education and Risk Analysis (RERA) 1.0 (2015) Field Pilot Research **finalized, presented, and disseminated**

Output 2.1.2: RERA 2.0 **developed and presented**

Output 2.1.3: Online RERA 2.0 Guide and Toolkit **developed and accessible on website**

Output 2.1.5: Field-level Conflict Sensitivity training **delivered and externally evaluated (Partner Initiative: INEE)**

Output 3.1.1: Accelerated Education Working Group "Guide to AEP Principles" including checklist **tested, finalized, presented and disseminated (Partner Initiative: AEWG)**

Objective 5: Training developed, implemented, assessed

Output 1.1.3: Safer Learning Environments Training Course **developed, delivered (as pilot), and report submitted**

Output 2.1.4: RERA Tool Training Course **developed, delivered, and reported**

Output 2.1.5: Field-level Conflict Sensitivity training **delivered and externally evaluated (Partner Initiative: INEE)**

Output 2.2.3: CIES Presentation on Adaptive Management **delivered**

Output 3.3.3: CIES 2017 Panel on "Conflict Sensitivity in ICT for EiCC" **facilitated**

Output 3.4.1: Field Training Workshop **developed and delivered, (Partner Initiative: Teachers College, Columbia University)**

CC Output 2.1: Essentials for Education in Crisis & Conflict Course designed and Implemented for the LAC region, and training report submitted

CC Output 2.2: Online Conflict Sensitivity Online Learning Experience created

Section Four: Year 3 Work Plan Detail

Priority Area 1: Learning Environments are Safer

Explicit in the USAID Goal 3 education strategy is that safer learning opportunities for children and youth are provided (Result 3.1):

Education in conflict and crisis environments is a function of providing security, services, infrastructure, and stability where the absence of such fundamental requirements will prevent effective learning. It is, first and foremost, a question of assuring access to safe spaces, to physical infrastructure, and to basic education services, primarily to children and youth. (USAID, 2011, p. 18)

However, ensuring safety in the context of Education in Emergencies (EiE) – whether it is a conflict or crisis situation – is complex. Students may experience a multitude of threats that emanate from both within and outside the learning environment and can include bullying, personal and gender-based violence perpetrated by fellow students, school personnel or outsiders who target schools or students, or broader threats, such as environmental disaster risk or ideological or politically-based threats that identify schools or education as a target. Given this complexity, there is no simple way to ensure safer learning environments. Instead, ensuring learner safety requires both knowledge of the context in which threats exist, and evidence-based responses that are appropriate for the given context. For these reasons, work under this priority area includes both research and practice.

The research component focuses on enhancing our understanding of what threat(s) to safer learning exist in any given context, so that those threats may be taken into account in any project design, implementation, or adaptation. USAID ECCN is developing both qualitative and quantitative assessment tools so that education implementers and researchers alike learn more about the threats in their environments. In addition to developing and sharing tools that can help build knowledge, we also share existing knowledge in a user-friendly format for implementers and researchers to utilize, where appropriate. Much of the research work for this priority area is being supported by an active and growing Safer Learning Environment Working Group, which as of December 2016 included 20 members, among them USAID DC and Mission staff, IPs based in the US and in conflict and crisis countries, academic institutions, and independent research consultants. The practice component is less around learning new information about threats to safety, but rather how to act upon those threats once they are identified. Evidence gap maps are one tool that can be used to improve practice – they provide evidence around how interventions led to outcomes, which may be useful for other programs seeking a theory of change to use in a similar context. Additional work under this theme will be to provide guidance around how to ensure learning is indeed safer, once threats are identified. Much work is being done already and USAID ECCN will remain active in supporting this work (via membership of the working group) and in disseminating various resources that are produced.

In addition to its ongoing work under the theme of enhancing evidence and tools for understanding safety in EiCC, we will add a new thematic area on Social Emotional Learning, and Psychosocial support in Year 3, in response to member interest.

Outcome 1.1: ECCN members *access and apply* evidence and tools for understanding, monitoring, and improving safety of learning environments

Output 1.1.1: Final standalone Safer Learning Environments Rapid Qualitative Assessment Tool 2.0 *finalized and published*

Delivery date: December 15, 2017

Corresponding ECCN Objective: Objective 4

Steps:

- Revised Tool 1.0 Q1
 - Incorporation of tool into RERA 2.0 first draft Q1
- Piloting of tool in at least two projects Q1
- Presentation of findings from pilots at CIES Q1
- Revised tool 2.0 based on findings from pilot for RERA 2.0 Final Draft Q2
- Final standalone tool 2.0 published Q4
- Education Summit Presentation of Toolkit Q4

Output Description:

The SLE Qualitative Assessment Toolkit, a product of the SLE Working Group (led by the Research Manager) is designed to assess the extent to which various threats to SLE are present in USAID project areas, and provide contextually specific information in order to ensure those threats are effectively understood and accounted for in USAID education in conflict and crisis programming. The toolkit can serve as a standalone qualitative data collection tool, but it will be designed primarily as a recommended field data collection tool for version 2.0 of USAID ECCN's Rapid Education and Risk Analysis (RERA 2.0). The SLE Qualitative Assessment Toolkit offers a) a simple checklist to summarize specific threats as identified in literature / existing research / virtual interviews, which will help guide which tools to use for the follow-up primary research and b) guidance for additional, in-depth qualitative field research that can take place as part of a RERA to refine program planning and implementation (based upon the checklist).

The methodology and tools for the in-depth qualitative research component of the toolkit relies upon objective and systematic collection of data that takes into account the specific context in which the research is being conducted; the presentation of the data will be in short and simple reports that are accessible and actionable by ECCN members and others, regardless of expertise in the subject / the research methodology.

A first draft of 1.0 was reviewed by USAID in Q4 2016 and refinements will be completed in early 2017. The revised Version 1.0 will be piloted in at least one country/region that has a USAID education project in a conflict and crisis environment (early 2017) in order to assess the extent to which the toolkit is both user-friendly, valid and reliable. Findings will be shared at CIES 2017 and also discussed in depth by the SLE WG and USAID. The SLE WG will then refine the SLE Toolkit to Version 2.0 to be incorporated into RERA 2.0. The toolkit will then undergo another pilot in 2017 as part of the RERA 2.0 pilot.

At the same time, the standalone 2.0 toolkit will be further developed and shared with the CoP for use without a RERA 2.0. To enhance field-based uptake we will work through ECCN members to disseminate the tool through local networks. The toolkit will be open-source, and all knowledge gained (reports, not raw data) from utilizing this toolkit will be made publicly available on the ECCN website for others to access in case they are implementing a similar project in a similar environment (to the degree that such reports are shared). Further thinking around whether reports should be required (a condition of downloading the toolkit) will continue into Year 3.

Staffing:

- Lead: Research Manager
- Team: Conflict Specialist, Senior Researcher, SLE Working Group

Output 1.1.2: Draft 2 of Safer Learning Environments Quantitative M&E Tool *submitted to USAID*

Delivery date: December 15, 2017

Corresponding ECCN Objective: Objective 3

Steps:

- Draft 1 of SLE M&E Tool 1.0 to USAID Q2
- Tool piloting Q3
- Draft 2 of Tool 2.0 based on pilot findings to USAID Q4
- Publication of tool (Year 4)

Output Description:

With the adoption of the new standard indicator related to Safer Learning comes the need for simple and validated M&E tools that can measure safer learning environments in different contexts. The first draft of the SLE Qualitative Assessment Tool (see above) was reviewed by USAID, and it was suggested that in addition to this qualitative tool, a quantitative M&E tool would be especially useful for IPs who will be required to track relative safety in their projects. As such, USAID ECCN will work on developing such an M&E tool, guided by existing work that has been done on school climate in the US. Tools that are considered to be valid and user-friendly in the US context will of course need to be adapted to the conflict and crisis context, and this will be the bulk of the work on this output in 2017.

The SLE Working Group will take on much of this work in terms of a) sharing existing tools; b) adapting tools to their own environments, depending on the specific threats that they most often face. A draft tool will be shared with USAID and, upon revision, will be piloted in at least one country (likely by a member organization that is part of the Working Group). Version 2.0 of the tool will be developed by the Working Group, taking into account the findings from the pilot, and published during Year 4.

Staffing:

- Lead: Research Manager

- Team: Protocols and Metrics Specialist, M&E Specialist, Conflict Specialist, SLE Working Group

Output 1.1.3: Safer Learning Environments Training Course *developed, delivered (as pilot), and report submitted*

Delivery Date: November 1, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Course Description, Goals, Outline Q3
- Facilitator and Participant Guides Q4
- One, 3-day training pilot Q4
- Training Report Q4

Output Description:

To create the Safer Learning Environment Training, the training team will identify the content and structure for the course, develop course goals and description, create comprehensive facilitator and participant guides, give the course itself, document and report on the proceedings with implications for revisions to the course. A subject matter expert will have to be identified and hired to work on this.

Staffing:

- Lead: Training Specialist
- Team: Subject Matter Expert (consultant), Research Manager

Output 1.1.4: Safer Learning Environments Evidence Gap Maps and Environmental Threat Maps *developed, updated, and shared*

Delivery date: Environment Map: June 16; ongoing updates take place by the end of the second month of quarters 2, 3, 4

Corresponding ECCN Objective: Objective 2

Steps:

- CIES Presentation on Gap Maps Q1
- Development and Release of Environmental Threats Map Q2
- Ongoing update of existing gap maps (throughout year)

Output Description:

SLE Gap Maps related to Internal and External Threats were released in 2016; work in 2017 will involve presenting on those maps at CIES 2017, and also updating those maps with new

resources as they are shared / published. The updates will be done roughly every quarter through the year (and following years). Also, an Environmental Threats Map will be developed and released in Q2.

Staffing:

- Lead: Research Manager
- Team: Communications Specialist, Senior Researcher

Outcome 1.2: ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs

Output 1.2.1: Pre-conference Social Emotional Learning (SEL) workshop for CIES 2017 planned and implemented (Partner Initiative: PEIC)

ECCN result: ECCN members increase awareness and skill related to incorporating SEL content and concepts into early grade reading curricula

Delivery date: Workshop March 5 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Develop workshop "Education in fragile and post-conflict situations: creating conflict-sensitive and peace-promoting education materials for Early Grade Reading and beyond" Q1
- Present workshop at CIES Pre-Conference meeting Q1

Output Description:

There is growing recognition both of the crucial role that pro-social skills and behaviors contribute to more peaceful classrooms, schools and communities, and of the importance of developing these skills as early in life as possible. For this reason, and at the request of ECCN Advisory Group member Margaret Sinclair, ECCN will implement a 6-hour workshop directly before the CIES conference in early March, which will offer up to 40 participants hands-on experience in creating conflict sensitive and peace promoting materials for early grade reading and beyond. Following the workshop, products from the workshop will be featured as one or more webcasts (see below) and we will develop an action plan for continuing this work through ECCN.

Workshop planning has included coordination with two existing SEL working groups, including sharing draft agendas and the workshop proposal. The first group is an SEL COP formed after a pre-conference workshop at CIES 2016. They will present a follow-up workshop at CIES 2017 on the broad topic of SEL in humanitarian and development settings. ECCN coordinated with CIES so that our workshop will follow the COP workshop. Moreover, presenters in the ECCN workshop are being encouraged to participate in the COP workshop and vice versa; and

we have invited the organizers to propose one or more presentations as subjects for an ECCN webcast. Second, ECCN has spoken with one of the co-chairs the Reference Group for INEEs Background Note on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings about areas of common interests. Both groups agreed that the focus of the ECCN workshop—working with Ministries of Education in post-conflict settings on formal curricula and materials—has not been a major focus for them to date. We have also offered to organize an early morning meet up for all the presenters on SEL and conflict during the CIES 2017 meetings to help facilitate coordination for future SEL activities.

Staffing:

- Lead: Margaret Sinclair, Protecting Education in Crisis Program, Education Above All, Dubai, UAE
- Team: Nina Weisenhorn, Senior Advisor, USAID Education in Crisis and Conflict Team
- Marcia Davidson, Acting Team Lead, USAID Reading Team
- ECCN Senior Researcher

Output 1.2.2: 4 to 5 Webcasts in series “Social & Emotional Learning in Crisis & Conflict” delivered (Partner Initiatives: multiple partners)

ECCN result: ECCN members have access to research and skills related to SEL programming in crisis & conflict settings

Delivery date: see below

Corresponding ECCN Objective: Objective 2

Steps: develop and implement webcasts detailed below, approximately one per quarter:

Output description:

A recent call to our Steering Group for Partner Initiatives yielded more than a dozen proposals, of which at least four addressed issues of Social and Emotional Learning (SEL) in various age groups. All of these SEL proposals requested help with some sort of webcast. In response, ECCN will launch a Webcast series in 2017 featuring some or all of the topics/organizations listed below. This is something that the INEE does not have the staff necessary to implement.

1.2.2.1: Mercy Corps: study to understand effect of youth educational programming on stability in Somalia Q1

Delivery date: 14 March 2017

Description: Building on December 2016 launch at CSIS, two field staff present findings and implications of recent study of effects of civic engagement on youth participation in and support of violence in Somalia. PowerPoint plus significant

time for discussions

ECCN Result: Increased knowledge about and interest in using

Staffing:

- o Lead: Karen Scriven, Mercy Corps

1.2.2.2 EAA/PEIC: Themes or excerpts from CIES 2017 workshop on writing SEL into formal early literacy curricula Q2

Delivery date: 30 June 2017

Description: PowerPoint, video clips from workshop, live discussion

ECCN Result: ECCN members have access to information related to SEL good practice post-conflict, working with formal schools and Ministries of Education

Staffing:

- o Lead: EAA/PEIC: Margaret Sinclair

1.2.2.3: Presentation drawn from the other CIES 2017 SEL workshop and two CIES panels on SEL in crisis and conflict

Delivery date: 15 July 2017

Description: TBD

ECCN Result: Members have access to information related to SEL practices for acute emergencies

Staffing:

- o Lead: Possible: SEL-COP, INEE, SC, IRC, NYU/TIES, Room to Read, others

1.2.2.4 Introduction to survey course on integrating safe schools concepts into EGR in Afghanistan

Delivery date: 14 September 2017

Description: Speakers, PowerPoints, on-site video

ECCN Result: Members have access to information on good practices for integrating SEL in non-formal and alternative education through the establishment of protective and safe learning spaces and the delivery of explicit SEL skills.

Staffing:

- o Lead: Susan Hirsch-Ayari, Creative Associates & perhaps IRC-Pakistan

1.2.2.5: Measuring resilience and promoting SEL – Northern Mali webcast

Delivery date: 30 November 2017

Description: On site video with speaker, PowerPoint and discussion period

ECCN Result: Members have access to information and examples of measuring resilience and promoting SEL in Northern Mali

Staffing:

- o Lead: Susan Ross, EDC

Staffing (all 1.2.2 activities):

- Support: Senior Researcher, Communications Team

Priority Area 2: EiCC Programming has Improved

This priority area is dedicated to the improvement of program design, management, monitoring and evaluation. Outcomes focus on these different aspects of the program cycle, from the earliest phase of program inception—situational and context analysis—through development of program theories of change and logic models, ongoing and adaptive program management and monitoring, and finally, program evaluation.

Outcome 2.1: ECCN members access and apply validated tools for analysis of Conflict and Crisis Contexts (to inform initial program design and ongoing adaptation)

Output 2.1.1: Summary brief of Rapid Education and Risk Analysis (RERA) 1.0 (2015) Field Pilot Research *finalized, presented, and disseminated*

Delivery date: Summary Brief April 15, 2017

Corresponding ECCN Objective: Objective 4

Steps:

- Pilot research summary brief based on all three pilots (Mali, El Salvador, Afghanistan) Q1
- Panel session at CIES with Creative, EDC, UNESCO Q1

Output Description:

This output is a continuation from 2016. The RERA 1.0 "retro" field pilot research is an integral part of the broader RERA development and field application effort. In 2016 field application or "pilots" were conducted to test the first RERA 1.0 guide, and the pilot research activity was begun. The pilot research activity is the methodology to capture the learning from these field pilots in order to improve and issue a new 2.0 version of the RERA in 2017. The pilot research addresses three field applications of the RERA 1.0 guide issued in 2015 (Mali, El Salvador, Afghanistan). The methodology will investigate the degree of quality, adaptability, and relevance of the RERA 1.0 Guide to achieve the objectives of a RERA. Specifically, the RERA applications will be assessed in terms of: a) utility of RERA 1.0 as assessed by RERA Field Team; b) utility of RERA 1.0 and RERA Final Report as assessed by RERA Final Report End-Users and c) utility of RERA Final Report as assessed by external peer reviewer(s). The methodology will involve a RERA Team Survey and optional follow-up phone conversation, a RERA End-User Survey and optional follow-up phone conversation, a Peer Reviewer Survey and optional follow-up phone conversation, and a USAID ECCN Ranking Evidence Scoring Rubric. The research will culminate in a Summary Brief of findings based upon all three pilots. The timing of this brief is dependent upon final completion of the Afghanistan pilot, being managed by Creative Associates.

The results from the field pilot research will be discussed at an ECCN-hosted panel at CIES in March that focuses on lessons from multi-risk and education analysis. ECCN will be joined by Creative Associates, EDC, and UNESCO.

Staffing:

- Lead: Research Manager
- Team: Conflict and Crisis Specialist, Team Director

Output 2.1.2: RERA 2.0 *developed and presented*

Delivery date: Final 2.0 RERA shared with USAID May 17, 2017

Corresponding ECCN Objective: Objective 4

Steps:

- First draft of RERA 2.0 for USAID input Q1
- Final draft of RERA 2.0 for USAID clearance Q1
- RERA 2.0 completed Q2
- Webcast Q2
- RERA 2.0 session at USAID SOTA Education Summit Q4

Output Description:

This output builds upon RERA 1.0 field pilots and lessons from researching those field pilots (Output 2.1.1). The RERA 1.0 guide issued in 2015 served as an initial draft which would be field tested and then improved. This output covers the development of the successor version of the RERA 1.0, which will be the RERA 2.0.

The output begins with the formation of a limited reference group composed of specialists in education and risk analysis from the ECCN community and beyond to help provide expert advice to the ECCN Conflict and Crisis Specialist in the drafting of the new RERA 2.0 tool. The development of the tool will draw upon three other related ECCN work streams. First, it will be based upon the RERA 1.0 design and substantively begin by drawing upon findings from the RERA 1.0 field pilot research in order to identify the priority adjustments and additions to be made. Second, the RERA 2.0 will integrate elements of the ECCN Safe Learning Environments (SLE) Assessment Tool into a new primary data sample analysis tool. Third, the RERA 2.0 development will also profit from an ECCN Partner Initiatives that relate to measuring safe learning spaces and aspects of school community resilience (Mercy Corps).

The ECCN Support Team will contract instructional design consultant(s) to optimize the format of the RERA 2.0 tool. The ECCN Support Team will organize a webcast or web stream to introduce the new RERA 2.0, and the new tool and its development process will form a session at the USAID State of The Art (SOTA)/Education Summit.

Staffing:

- Conflict and Crisis Specialist
- Team: Project Director, Research Manager, Instructional design consultant(s)

Output 2.1.3: Online RERA Guidance Tool *developed and accessible on website*

Delivery date: December 18, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- RERA Guide 2.0 developed and approved Q2
- Online layout for RERA guide completed Q2
- Online RERA guide and tools developed and approved Q3
- Online RERA guide and tools posted on ECCN website Q4

Output Description:

In addition to developing a downloadable RERA guide and toolkit, we will develop an online version of the guide and toolkit, which will allow interested users to access the same information in different ways, so that users can drill down into particular tools and guidance in a less linear way. We will explore the possibility of downloading particular tools and making them writeable online.

Staffing:

- Lead: Conflict Specialist
- Team: Training Specialist, Online Document Editor, Web Designer

Output 2.1.4: RERA Tool Training Course *developed, delivered, and reported*

Delivery date: Half-Day RERA training at SOTA November 2, 2017; 2-day training after SOTA December 15, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Course Description, Goals, Outline Q1
- Facilitator and Participant Guides Q2-3
- One, 2-day training pilot Q2-3
- One 2-day training course for USAID and Implementing Partners Q4
- Training Report Q3

Output Description:

To create the RERA Tool Training, the training team will identify the content and structure for the course, develop course goals and description, create comprehensive facilitator and participant guides, give the course itself, document and report on the proceedings with implications for revisions to the course.

Staffing:

- Lead: Training Specialist
- Team: Conflict Specialist, Training Specialist

**Output 2.1.5: Field-level Conflict Sensitivity training *delivered and externally evaluated*
(Partner Initiative: INEE)**

ECCN Result: ECCN's field-based members in targeted countries or regions have access to CSE training; ECCN Support Team members gain CSE knowledge to incorporate into future ECCN guidance and tools; ECCN gathers information regarding the efficacy of the chosen PD dissemination model, for future reference.

Delivery date: August 24, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Financing of one field level training CSE event in a location TBD Q2
- Support for one researcher who will document and study the CSE training process and outcomes Q2-3

Output Description:

In 2014 INEE launched the Conflict Sensitive Education Pack and rolled out the [INEE CSE Training Materials](#). The CSE Pack includes a Guidance Note, Reflection Tool, and Guiding Principles, all of which are available in English, Arabic, Spanish and French. In addition to that, the Guidance Note is available in Dari and Pashto. The CSE Training Materials include a 90-min CSE training module for the EiE training package, and a two-day CSE training package of 8 modules complete with Facilitator's Guide, Power Point presentations and Activity Handouts. In an effort to build on this work, the INEE Conflict-Sensitive Education Sub-Working Group is working to increasing the accessibility of the CSE pack among partners working in emergency contexts, to increase the relevance of the pack for users, to increase involvement of government representatives in CSE training and planning, and Improve sustainability of CSE pack use and training. ECCN will support INEE in this initiative by a) paying the travel expenses for up to 6 ECCN member organizations to attend the CSE training in return for their commitment to further offer a 2-day CSE training in their country or region, for multiple stakeholders; and b) supporting one researcher who will document and study the CSE training process and outcomes. ECCN will send up to 2 Support Team members (Training Specialist and one other) to attend these trainings, so that information can be further incorporated into ECCN professional development, guidance and tools related to CSE.

Staffing:

- Lead: ECCN Director
- Team: Training Specialist, CSE evaluation consultant, Program Assistant

Outcome 2.2: ECCN members access and apply appropriate Theories of Change and Adaptive Management guidance to EiCC programs

Output 2.2.1: Evidence-based Theories of Change for EiCC programming *developed*, and evidence gaps *identified*

Delivery date: May 30, 2107

Corresponding ECCN Objective: Objective 3

Steps:

- Identify EiCC programming categories for which evidence-based theories of change will be identified Q1
- Identify evidence-based theories of change by consulting existing literature; note programming categories for which there is little or no evidence Q2
- Share initial evidence-based TOC map as part of LAC training Q2
- Finalize evidence-based TOC map Q2

Output Description:

There is a need to collect, organize and share evidence-based theories of change related to EiCC programming. With USAID, we will establish programming categories for which TOCs will be identified, then present existing evidence related to these. Because most studies focus primarily on interventions and secondarily (if at all) on implementation approach (intervention delivery agents, systems, and dosages), we expect that most of the evidence-based TOCs that we identify will be in the category “intervention”.

Staffing:

- Lead: M&E Specialist
- Team: Research Team

Output 2.2.2: Adaptive Management Guide for EiCC *completed, disseminated, and presented*

Delivery date: Final draft of Guide submitted to USAID October 30, 2017

Corresponding ECCN Objective: Objective 3

Steps:

- Gather additional cases, evidence and examples for the Guide. Examples will include instances of successful use of AM at the local level, gathered through a brief survey of existing literature Q2
- Gather feedback from COP/IPs and field staff on the TOC/AM Guidance Notes; Internal analysis/report on feedback and input from IPs and USAID/PPL-CLA on the Beta Guide Q3
- Finalize Adaptive Management Guide for EiCC, based on input Q4
- Blogs and webcasts to assist in dissemination Q4
- Workshop and/or Panel on the Guide Education Summit. Preparations for the Education Summit will include multiple communications with members of the Community of Practice around the TOC/AM theme Q4

Output Description:

The Guide is based on an overview of the literature on theory and research on the Theory of Change and Adaptive Management (Obj. 2 and 3) that was provided as an Annotated Bibliography in Year 2 and incorporated into the ECCN Repository. It will be finalized as a

deliverable in year 3. Its application will include tools for drawing on the ECCN Repository and other sources (such as IRC) for evidence supporting Theories of Change in project design; and designing feedback loops related to EiCC (Ob. 4). It will further be used to inform professional development training and workshops, specifically for the proposed May course in Washington, DC (see Cross Cutting Professional Development, Output 1).

ECCN Implementing Partners who have expressed interest in the application of an emergent theory of change and CLA to project design, management and M&E (e.g. Creative Associates, Search for Common Ground, Mercy Corps, EDC, IRC) will be asked to review the draft Guide. We will, through a series of interviews, solicit their feedback and seek further cases, particularly those highlighting CLA to build local education capacity. With input from COP Implementing Partners, USAID, including the PPL/CLA Office, feedback from the CIES Panel, and the May professional development course, the Guide will be revised and finalized.

One area that we will strengthen in the Guide is the linkage between Adaptive Management/CLA and local institutional strengthening. The use of regular feedback loops requires increased local engagement with relevant and robust data collection, analysis and usage linked to outputs and outcomes for ongoing management decision making. This process is central to organizational learning and capacity development. The Guide will include examples of this process and its effects drawn from Partner field experience.

Staffing:

- Lead: M&E Specialist
- Team: EDC/Creative Associates on Northern Nigeria case

Output 2.2.3: CIES Presentation on Adaptive Management *delivered*

Delivery date: March 6, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Develop panel presentation: "Learning to Use Evidence for Adaptive Management in Crisis and Conflict Settings"

Output Description:

This panel will explore the theory, the practice, and challenges in supporting a development agency institutional shift towards an adaptive management framework, using USAID's approach to education in conflict and crisis affected environments (EiCC) as a case study. The panel will be introduced by USAID/EiCC, and then USAID/PPL will present USAID's CLA framework and experience. The second presentation will demonstrate a methodology for analyzing institutional change, drawing on the baseline 'Analysis of Theories of Change in USAID Solicitations for EiCC', and using the tool of an institutional change simulation, to assess the factors influencing the Agency's implementation of CLA. The final presentation will describe the training strategy, in which key actors use a simulation and case studies to apply the principles of adaptive management in the assessment, design and management of education programs in crisis and conflict-affected environments. USAID-ECCN has designed and implemented three field-based

trainings using simulated conflict and crisis contexts and will present evidence and feedback on the effectiveness of this approach.

Staffing:

- Lead: M&E Specialist
- Team: USAID/EiCC, USAID/PPL, ECCN/UMass, ECCN/ Training Specialist

Outcome 2.3: ECCN members access and apply approved Program and Output Costing Guidance within EiCC programs

Output 2.3.1: Communication of USAID Evidence Team’s proposed cost tracking methodology *supported*

Delivery date: February 24, 2017

Corresponding ECCN Objective: Objective 3

Deliverables/Outputs:

- Consultation between USAID Evidence Team and ECCN members Q1

Output Description:

USAID recently released guidance for implementing partners regarding how they should track costs. This consultation, requested by the USAID Evidence Team, will provide members with more detailed information regarding USAID’s proposed approach to cost tracking.

Staffing:

- Lead: Project Director
- Team: Communications Specialist, Project Assistant

Outcome 2.4: ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools

Output 2.4.1: Phase 1 of USAID EiCC Project and Indicator Database *launched and updated*

Delivery date: April 30, 2017

Corresponding ECCN Objective: Objective 3

Steps:

- MBC fixes programming glitches Q1
- Input of existing project data completed Q2
- User test findings addressed Q2
- Phase 1 of data base made public Q2

Output Description:

In Year 3 we will finalize phase 1 of the USAID EiCC Project and Indicator Database (phase 1 includes project information only; phase 2 includes indicators), based upon findings from user testing of the Beta version in Q4 2016. We will work with our subcontractor MBC to revise the interface for the database.

Staffing:

- Lead: Protocols and Metrics Specialist
- Team: Research Manager, Conflict Specialist, M&E Specialist, MBC

Output 2.4.2: List of recommended EiCC indicators, with PIRS, *developed, refined, and integrated into Phase 2 database*

Delivery date: see below by sub-output

Corresponding ECCN Objective: Objective 3

Steps:

- Finalize indicators Q3
- Enter indicators into database Q4

Sub-Output 2.4.2.1: List of Recommended Indicators Related to Safe Learning Environments, with PIRS, *developed and vetted*. Q3

Delivery Date: September 15, 2017

Description: The SLE Working group will develop and recommend indicators and PIRS related to measuring Safer Learning Environments in EiCC contexts. These recommended indicators will be vetted with USAID and/or a USAID-approved review panel before sharing with the wider COP.

Staffing: Lead: Research Manager

Team: Protocols and Metrics Specialist, SLE Working Group

Sub-Output 2.4.2.2: Indicators, PIRS, and tools for measuring *Project Adaptability*, and plan for piloting them, *developed and shared with COP*, (**Partner Initiative: Social Impact**).

Delivery date: September 15, 2017

Description: This PI will consist of the development and testing of a set of indicators and tools designed to evaluate institutional and project adaptability, as well as other emerging trends in complexity aware monitoring, advocacy, and non-sedentary forms of schooling in the context of educational institutions and education aid that serve communities prone to chronic crisis and conflict. It will result in indicators, PIRS and monitoring tools, as well as in a proposal to

collaboratively revise and pilot these with the COP.

ECCN Result: This PI will support ECCN's work to develop and test a broader array of appropriate progress indicators for education programming in crisis and conflict affected contexts. Before sharing as part of ECCN's broader indicator development work, these recommended indicators will be vetted with USAID and/or a USAID-approved review panel before sharing with the wider COP.

Staffing: Lead, Andrew Epstein Social Impact

Sub-Output 2.4.2.3: Indicators to measure *equity* in EiCC contexts, with PIRS, *developed and shared with COP. Q3*

Delivery date: September 1, 2017¹

Description: ECCN is a member / chair of the Conflict and Fragility Working Group within the Equity in Education Research Initiative (EERI), led by FHI360. This working group is presently conducting a landscape review to identify recommended indicators for measuring progress in education equity in conflict and fragile environments. ECCN will coordinate with this working group and potentially with EERI's Measurement and Metrics working group to finalize the relevant equity indicators. (Timely completion of this output will depend on the dynamics of FHI360's initiative.) Before sharing as part of ECCN's broader indicator development work, these recommended indicators will be vetted with USAID and/or a USAID-approved review panel before sharing with the wider COP.

Staffing: Protocol and Metrics Specialist

Sub-Output 2.4.2.4: Indicators to measure conflict sensitivity (CS) in education, with PIRS *developed and shared with COP. Q3* (in collaboration with INEE)

Delivery date: September 29, 2017

Description: A small set of Indicators that measure conflict sensitivity of education programming and materials will be developed, possibly within a new working group. For each of these recommended indicators a PIRS will be developed, an initial draft of which will be shared (on paper) with USAID in June 2017. Before sharing as part of ECCN's broader indicator development work, these recommended indicators will be vetted with USAID and/or a USAID-approved review panel before sharing with the wider COP.

Staffing:

- Lead: Protocols and Metrics Specialist

¹ As this output relies on collaboration with the FHI360-led Equity in Education Research Initiative, the delivery date may need to be modified.

- Team: Research Manager, Communications Specialist

Output 2.4.3: Webcast on “Best Practices in Data Collection in Crisis and Conflict Settings” *delivered* (Partner Initiative: School-to-School International)

ECCN Result: Webcast contributes to member knowledge related to EiCC data collection strategies

Delivery date: September 15, 2017

Corresponding ECCN Objective: Objective 3

Steps:

- Webcast in Q3

Output Description:

Conducting monitoring and evaluation (M&E) in complex humanitarian emergencies presents a difficult task for evaluators. We anticipate partnering with other ECCN members to present on M&E methodologies and tools that are currently being utilized in the field and those that are being newly introduced. We will also discuss barriers to conducting M&E that are posed by a lack of security and access, as well as best practices in addressing these challenges. As the humanitarian landscape changes, traditional M&E practices have evolved. We will also cover strategies for incorporating technology into data collection.

Staffing:

- Lead: Mark Lynd, Social Impact
- Team: Protocols and Metrics Specialist, Monitoring and Evaluation Specialist

Output 2.4.4: Intro to Co-Design for EiCC session *designed and implemented* (Partner Initiative: Search for Common Ground)

ECCN Result: ECCN members will have access to knowledge and skills for co-design in EiCC

Delivery date: November 3, 2017

Corresponding ECCN Objective: Objective 3

Steps:

- Develop session outline, learning objectives and presentation Q3
- Implement session as part of the SOTA Q4

Output Description:

Search will lead a session for ECCN members and those working on EiCC on co-design

principles and practice for the November USAID Global Education Conference in November 2017. Co-design principles are built on the belief that when development of programming and evaluation activities include a multitude of perspectives and practical engagement of key stakeholder groups, programming and evaluations better respond to the needs of a community, ensure ownership, and build capacities for adaptive problem solving. This approach holds particular relevance for crisis and conflict-affected contexts, where trust levels are low, complexity is high, and successful implementation relies heavily on the support of local stakeholders. In this 3-hour session we will introduce co-design principles and review cases of how and why they worked (or what went wrong) in crisis/conflict affected settings. Part of the session will involve active participant co-design around shared challenges in programming or evaluation, the focus of which will be aligned with other conference themes and ongoing ECCN PIs. In designing and implementing this session we will seek guidance and/or involvement from a USAID/OAA representative so that the session is tied to USAID's procurement mechanisms.

Staffing:

- Lead: Rebecca Herrington, Search for Common Ground
- Team: Protocols and Metrics Specialist, Monitoring and Evaluation Specialist

Outcome 2.5: ECCN members share, access and apply [Cross-Cutting] Research for EiCC

Output 2.5.1: Learning Agenda (including identification of Research Agenda) *finalized*

Delivery date:

Stage 1: May 15, 2017
Stage 2: August 14, 2017
Stage 3: October 15, 2017, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- USAID EiCC Learning Agenda Stage 1: Identify the long list of learning opportunities linked to the USAID E3/ED EiCC theories of change Q2
- USAID EiCC Learning Agenda Stage 2: Assemble Advisory Group plus several additional experts to establish priorities for EiCC strategic learning areas Q3 (NB: academics are often unavailable parts of May and June)
- USAID EiCC Learning Agenda: Stage 3: Plan for implementation of research in strategic learning areas, Q4
- Support research agenda Q4 ongoing

Output Description:

The purpose of the USAID EiCC Learning Agenda is to articulate high priority research questions related to the USAID/E3/ED results framework/theories of change. The EiCC

Learning Agenda will define and guide the scope and scale of ECCN's future research and other non-ECCN research that will improve the Agency's understanding of effective education interventions in crisis and conflict. The work to create the Learning Agenda will proceed in three stages.

Stage 1 will involve assembling a long list of potential learning opportunities linked to the USAID E3/ED EiCC theories of change. Based on an analysis of previous literature reviews and strategic interviews with lead researchers and other donors funding research in education in crisis and conflict, ECCN will develop a comprehensive evidence assessment to map existing evidence in various interventions areas and identify knowledge gaps. ECCN will also conduct consultations with ECCN members and the broader EiCC community to develop a long list of potential opportunities where it would be beneficial for USAID to partner with others or commission research/studies. ECCN will also consolidate current research activities being carried out or recently completed by the EiCC community and integrate those activities into the long list of opportunities.

At Stage 2 ECCN will assemble an expert panel constituted of several Advisory Board members and several respected researchers in the EiCC community to develop a set of criteria/principles to filter the long-list of potential learning opportunities identified. This expert group will achieve consensus on a short-list of areas for research that have the potential to advance the field. ECCN will then document this process and the main considerations which led to the final short list of learning areas that will constitute the basis of the USAID's EiCC Learning Agenda. ECCN will include in its vetting of learning opportunities a discussion of what can and should be considered evidence related to EiCC programming, given the unique challenges of these contexts. This discussion will be based on and take forward ECCN's Q1 work related to "evaluating evidence".

At Stage 3, in consultation with the Expert Group, ECCN will prepare for each of the agreed learning areas, high-level: (i) implementation plans including identifying the specific lines of inquiry, and potential activities required to deliver learning, potential partners/ implementers, timescales, and budgets; and (ii) plans for disseminating learning to target audiences using different methods/ channels.

Staffing:

- Lead: Senior Researcher
- Team: ECCN Research Team and other interested ECCN members

Output 2.5.2: Resource repository *launched and updated*

Delivery Date: 2.0 repository launched to COP, June 30, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- 1.0 Resource Repository Launched to CoP Q1

- 2.0 Resource Repository Q2
- Ongoing upload of resources (continuous through end of project)

Output Description:

The USAID ECCN curated Resource Repository houses a number of resources that the community of practice and ECCN Support team have identified, reviewed and decided are helpful resources around our priority content areas. An early version of this repository was shared with USAID in Year 2 and, will be revised based on USAID comments and user testing in early Year 3.

Staffing:

- Lead: Senior Researcher
- Team: Communications Specialist, Research Manager, Conflict Specialist, M&E Specialist, Knowledge Management Intern

Output 2.5.3: Education within the Humanitarian to Development Nexus – White Paper—*Written and Shared with USAID*

Delivery date: July 14, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Develop sow in collaboration with USAID Q1
- Identify consultant(s) and initiate work Q2
- Consultants complete work and share with ECCN and USAID Q3

Output Description:

Until the early 2000s, support for education in emergencies was seen as distinct from education support in more stable 'developing' contexts; programming in these contexts was funded, designed and implemented separately. However, as crises and conflict grow increasingly prolonged and complex within and across country borders, it is no longer effective to plan, fund and implement education-related programming using the old 'humanitarian' or 'development' paradigm. As a result, new conceptual, financing, design, implementation and evaluation models are needed that adequately capture the complex evolution of events in crisis and conflict affected environments, and offer educators better and more coherent tools to meet education needs appropriately. This white paper will be situated within the framework of the USG's international aid investments.

Staffing:

- Lead: Consultant TBD
- Team: Project Director, Conflict Specialist, Program Assistant

Output 2.5.4: Education and CVE – White Paper—*Written and Shared with USAID*

Delivery date: July 14, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Develop sow in collaboration with USAID Q1
- Identify consultant(s) and initiate work Q2
- Consultants complete work and share with ECCN and USAID Q3

Output Description:

Building off the work of the INEE EPWG, we would like to develop a more USG-specific guidance note on Education and CVE. The guidance note would provide guidance on the activities/interventions that seek to reduce propensity towards violent extremism as aligned with the USAID Education Strategy and relevant indicators or proxy indicators of reduction in CVE, etc. Ideally, this paper would be developed with support for an expert advisory/review panel.

Staffing:

- Lead: Consultant TBD
- Team: Project Director, Conflict Specialist, Program Assistant

Priority Area 3: Equity is Enhanced

With inequality on the rise globally, equity has taken center stage in the new global agendas, and particularly in the new Sustainable Development Goals (SDG). Despite progress toward education for all from 2000 to 2007, still the most vulnerable children and youth remain excluded from education. In 2012, nearly 58 million children of primary school age and about 63 million adolescents of lower secondary school age were still out of school, with many of them living in conflict and crisis affected regions and countries regions. Many are poor and live in rural areas, many also face discrimination because of ethnic origin, language, gender or disability. (FN: UNICEF Investment Case for Education and Equity).

Inequitable access to education is influenced by and, in turn, shapes conflict and crisis dynamics. In countries affected by conflict and crisis, education inequalities are the most pronounced (FHI360). Conflict widens education inequalities among groups and individuals, and the negative effects of conflict on inequality increase over time (FHI360). What is more, given the two-way relationship between education and conflict, the likelihood of violent conflict doubles in countries with high education inequality between ethnic and religious groups.²

ECCN has placed priority on supporting the USAID community to better understand the causes and dynamics of equity (and inequity) in the unique contexts of conflict and crisis. ECCN will contribute to the understanding of equity through pursuit of work the thematic areas of accelerated/alternative education programming; understanding and measuring equity in EiCC; ICT for EiCC; teaching and learning strategies in EiCC; displaced populations; and affordable private schools.

Outcome 3.1: ECCN members access and apply Guidance on Accelerated/ Alternative Education Programming

Output 3.1.1: Accelerated Education Working Group "Guide to AEP Principles" including checklist *tested, finalized, presented and disseminated*

ECCN Result: The ECCN-developed AEP checklist will be tested through collaboration with AEWG members

Delivery date: Case Studies, June 30, 2017; ECCN Dissemination Strategy November 3, 2017

Corresponding ECCN Objective: Objective 4

Steps:

- AEP Principles Checklist Survey Q1
- AEP Guide to Principles: Project Case Studies
 - CIES Presentation on findings from field study Q1
 - Five in-depth AEP case studies, and a meta-analysis of these cases Q2

² FHI360 (<https://www.fhi360.org/sites/default/files/media/documents/resource-epdc-brief-education-inequality-violent-conflict.pdf>)

- A revised and final version of the Guide to AEP Principles, with the Checklist as an annex Q3
- Support to a dissemination strategy for the Guide, including webcast, blogs, and a workshop and/or presentation at USAID's Education Summit Q3 / Q4
- A presentation and/or workshop at the Education Summit on the use of the AEP Principles Guide Q4

Output Description:

USAID-ECCN is a member of the Inter-Agency Accelerated Education Working Group and provides support for the research, products and activities of AEWG. In 2016 AEWG produced a draft Guide to Accelerated Education Program Principles, which provides ten evidence-based best practices (principles) and is intended to evolve as a standard. ECCN assisted in the development of the Guide, created a pilot survey checklist to assess the use of the of the 10 principles in field programs, and analyzed the results of a pilot test of the checklist with seven AEPs.

The pilot survey checklist will be sent to AEP's supported by the organizations represented on AEWG. ECCN will support this effort by carrying out the analysis of the AEP scores on the checklist, and prepare a summary report on these findings in Q1. The full draft Guide to AEP Principles was also submitted to a panel of international experts on accelerated education, with generally favorable feedback leading to adjustments to the current version of the draft Guide.

AEWG determined that in addition to the survey, the full draft Guide will be field tested through a limited number of focused AEP case studies for a deeper analysis as to how the Guide can be used in various contexts to strengthen AE programming over the stages of the program cycle. The purpose of the focused case studies is to provide an in-depth analysis of the use of the 10 AEP principles by AEPs in specific contexts, and to establish a preliminary assessment of the link between the application of the principles and program outcomes.

ECCN will support this work by providing (and managing) funding for travel costs, and for two Graduate Assistants who will each carry out two case studies. UNICEF is providing funding for a Lead Researcher, who has overall responsibility to synthesize the findings from the five case studies, including an analysis of the use of the AEP Guide principles, the contribution of the principles to program effectiveness and outcomes, an estimate of their relative importance to these outcomes, and the implications for program costs and value for money.

The AEWG will host a panel at CIES entitled "Reducing inequality by raising quality: what makes an effective AEP- evidence and results from the field?" The panel will present evidence and results from the checklist and field testing of the AEWG 10 Principles for Effective Practice. ECCN has helped prepare the proposal and will be represented on the panel. With input from the Checklist survey, the AEP case studies, feedback from the CIES panel, and the critical review of the Guide by international AEP experts, the AEWG Task Team will apply a rigorous process to produce the final AEP Principles Guide.

Once the Guide is finalized, it will be suggested for use as part of an ECCN-led research

initiative related to encouraging and tracking use and learning from ECCN tools within USAID programs. ECCN will consider a very targeted approach with USAID AEP programs.

Staffing:

- Lead: Partner Initiative: AEWG AEP Guide Task Team
- Team: Research Manager, M&E Specialist, USAID ECCN Graduate Assistants

Output 3.1.2: Webcast of Alternative Education in DRC and French version of report completed and shared

Delivery dates: Translation March 31, 2017; Webcast May 31, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Alternative Education in the DRC report and policy brief – French Translation Q1
- Alternative Education in the DRC / policy dialogue – Webcast Q2

Output Description:

The Alternative Education in DRC Report and Policy Brief was finalized at the end of 2016; in early 2017 we will hold a webcast in order to share the findings more broadly to the community of practice; we will also have the report and policy brief translated into French so that audiences in the DRC (and beyond) have access to the findings.

Staffing:

- Lead: M&E Specialist
- Team: Translator (consultant), DRC Kinshasa Consultant, ECCN Members/guests (for webcast)

Outcome 3.2: ECCN members access and apply research and guidance to inform EiCC program design for Equity

Output 3.2.1 Landscape Review brief report *published and presented* (Partner Initiative: Equity Initiative/Conflict and Fragility Working Group, FHI360)

ECCN Result: ECCN contributes conflict-related landscape entries to the broader report and uses these to further develop equity-related indicators for EiCC

Delivery date: June 28, 2017

Corresponding ECCN Objective: Objective 3

Steps:

- Landscape Review brief report and CIES presentation Q2
- Research Agenda blog on ECCN site Q2

Output Description:

The Equity Initiative Conflict and Fragility Working Group ("Working Group") is currently co-chaired by FHI360 and ECCN, and involves an array of ECCN Member Organizations. The Working Group has already launched in 2016 an in-depth landscape review to look into the relationship between conflict and fragility on one hand, and educational inequality. The review specifically considers what equity dimensions are currently being measured in areas of conflict and fragility and what do these measurements tell us about educational inequality in areas of fragility and conflict. Furthermore, the landscape will consider strategies being implemented by local governments, international donors, and NGOs to break down barriers to education inequality in these contexts. The review employs two research strategies: a systematic review of documents (including the academic literature, program evaluation reports, and case studies), and in-depth interviews with key stakeholders working to address inequality in areas of conflict and fragility. Interviews are being conducted with individuals representing UN agencies, internal donor agencies, and NGOs. Interns from ECCN and FHI360 are conducting the review, with guidance from Working Group members. Recommendations on equity-related indicators will be produced, as well as a research agenda blog on the ECN website.

Staffing:

- Lead: FHI360
- Team: Protocols and Metrics Specialist, Conflict and Crisis Specialist

Output 3.2.2: Webcast and Engagement on Education of the Forcibly Displaced / Integrating Refugee and Displaced Populations Research *conducted* (Partner Initiative: Plan International)

ECCN Result: ECCN members will have access to emerging evidence regarding promising practices related to offering education to displaced populations

Delivery date: November 16, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Webcast Q4

Output Description:

Documentation of good practice related to education of the forcibly displaced. Might include examples of successful Ed programs integrating refugee or other displaced populations into host community education systems; insights into re-integrating returnees into formal education system; addressing challenges of supporting education programs among dispersed/urban displaced populations. Could be presented in a way to support improved programming among ECCN members, other EiCC practitioners, and systems serving displaced populations. Possible

geographies include: Mali; Lake Chad Basin; Great Lakes (e.g., Tanzania, Uganda; Rwanda); Jordan, Lebanon, Egypt. South Sudan. We will explore linkages with the INEE Education Policy WG's sub group on displaced populations.

Staffing:

- Lead: Frank Manfredi, PLAN International
- Team: Conflict Specialist, Communications Specialist, Senior Researcher

Output 3.2.3: Webcast on situational assessment findings from a Syria Education Study presented (Partner Initiative USAID Middle East Bureau and RTI)

ECCN Result: ECCN members access timely information regarding education delivery challenges in Syria.

Corresponding ECCN Objective: Objective 2

Delivery date: March 29, 2017

Steps:

- Summary brief based on the larger (internal) report Q1
- RTI prepares PPT presentation Q1
- Webcast takes place Q2

Output Description:

The USAID/Ed Middle East Bureau commissioned a study in 2016 of the challenges facing the education sector in Syria. This output will present a summary of the most salient findings of this study for ECCN members.

Staffing:

- Lead: Chris Capacci-Carneal, USAID/Ed Middle East Bureau
- Team: RTI, Conflict Specialist, Project Director, Program Assistant

Outcome 3.3: ECCN Members access and apply knowledge related to ICT applications in EiCC

Output 3.3.1: ECCN member priorities related to ICT4EiCC topics *identified*

Delivery Date: March 30, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- An online survey sent to USAID ECCN membership, Q1

Output Description:

In order to better understand ECCN member priorities and work in the area of ICT4EiCC, the

ECCN Support Team will produce a member survey in the first quarter of 2017. The survey is intended to better understand how ICT is used, or could be used, by ECCN members to catalyze best practice methodology in education in crisis and conflict, especially focusing on ECCN's Priority Areas. The survey results will be used to inform the other ICT4EiCC activities that ECCN will take on, in particular, identifying the most salient topics and presenters for 2017 webcasts.

Staffing:

- Lead: ICT4EiCC Support Team lead
- Team: Project Assistant

Output 3.3.2: Two webcasts on priority ICT4EiCC applications *delivered*

Delivery date: August 30, 2017 and November 15, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Conduct two webcasts, Q3 and 4

Output Description:

Drawing on information gathered from Output 3.3.1, ECCN will produce two webcasts on topics that feature ICT-based interventions related to one of the four ECCN Priority Areas.

Staffing:

- Lead: ICT4EiCC Support Team lead
- Team: Project Assistant

Output 3.3.3: CIES 2017 Panel on 'Conflict Sensitivity in ICT for EiCC' *facilitated*

Delivery Date: March 8, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Facilitate a panel at CIES 2017 titled, *Conflict Sensitivity in ICT for Education in Crisis and Conflict Programming Q1*

Activity Description:

This USAID ECCN organized panel will feature lessons learned and best practice recommendations from Souktel, Mercy Corps, EDC, Creative Associates International and Build

Up programs on implementing conflict sensitive ICT solutions for education programming in crisis and conflict settings.

Staffing:

- Lead: ICT4EiCC Support Team lead
- Team: Project Assistant

Output 3.3.4: Co-host an event and member engagement at UNESCO mLearning week 2017 *delivered*

Delivery Date: March 24, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Co-Host an event with INEE's TecTT in the UNESCO mLearning week 2017 Q1
- Network and establish connections with UNESCO mLearning week participants to inform current and future ICT4EiCC work Q1

Activity Description:

UNESCO and UNHCR are joining forces this year to host the UNESCO mLearning week 2017 from March 20-24 and USAID ECCN plans to participate. This years' topics include a special focus on the continuity of learning in conflict and disaster contexts and enriching learning opportunities for refugees and displaced people, which have relevance for the ICT4EiCC work that USAID ECCN will take on in 2017 and subsequent years. ECCN Support Team members will use this opportunity to learn more about ICT interventions in EiCC contexts and network with participants working in the space. The learning and connections made at the mLearning event will inform current and future ICT4EiCC work.

ECCN will co-host a breakfast with INEE's TecTT at which ECCN will discuss potential synergies for ongoing work between ECCN and TecTT, including the Conflict Sensitivity Checklist for ICT.

Staffing:

- Lead: ICT4EiCC Support Team lead
- Team: Project Assistant

Output 3.3.5: Conflict Sensitivity Checklist for ICT delivered

Delivery Date: December 15, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Convene TecTT and ECCN members interested in working together to update the Conflict Sensitivity Checklist for ICT Q2
- Produce first draft of the Conflict Sensitivity Checklist Q3
- Solicit feedback from TecTT and ECCN members on the drafted Conflict Sensitivity Checklist Q3
- Finalize the Conflict Sensitivity Checklist Q4

Output Description:

ECCN will propose to TecTT at the mLearning event in March 2017 to lead work to develop a Conflict Sensitivity Checklist that will be included in INEE's Conflict Sensitivity Education Pack. The addition of this checklist was recommended by a recent USAID sponsored [landscape review](#) and is an important area of synergy between TecTT and ECCN.

Staffing:

- Lead: ICT4EiCC Support Team lead
- Team: Project Assistant

Outcome 3.4: CoP members access and apply effective Teaching and Learning Strategies adapted to EiCC

Output 3.4.1: Field Training Workshop *developed and delivered*, (Partner Initiative: Teachers College, Columbia University)

ECCN Result: Field-based ECCN members have access to a hands-on training on adapting and applying the Training Pack for Teachers in Crisis Contexts

Delivery date: Workshop June 9, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Produce training materials from existing content, including graphic design, printing and binding. Q2
- Conduct a field training with local ECCN members and others who would implement the teacher training in Africa or Middle East Q3
- Multimedia/Communications package Q3-4

Output Description:

A 4-person training team led by Teachers College, Columbia University will facilitate a regionally based workshop, currently planned for East Africa, for field-based trainers on how to adapt and apply INEE's newly developed Training Pack for Primary School Teachers in Crisis Contexts. The training will include a half-day overview of the materials, and ECCN, for donors and/or members of UNHCR, UNICEF, Education Cluster, with the remaining 3-4 days focused on

hands-on training for ECCN members and other local practitioners/partners to adapt, contextualize and implement the training with teachers in crisis contexts in the region. Pending the training location, it might be possible to engage MOE representatives with whom we could also talk about certification of the training pack. ECCN will provide funding for materials production, training venue, hotel and per diem for 4 trainers, and lunch and refreshment for up to 40 participants.

Staffing:

- Lead: Mary Mendenhall (in collaboration with the Teachers in Crisis Context Working Group, the INEE Standards and Practice Working Group (specifically the Teachers sub-working group), and TC graduate students)
- Team: Communications team, Training Specialist(s), others

Output 3.4.2: Literacy Boost Approach Webcast *delivered*, (Partner Initiative: Save the Children)

ECCN Result: ECCN members will gain knowledge related to considerations for applying literacy instruction techniques developed in non-conflict settings, to these more volatile, lower-capacity settings

Delivery date: September 12, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Webcast Q3

Output Description:

Save the Children's literacy boost approach has been implemented in development contexts, and Save has been piloting it in different emergency settings for past several years, including: refugee settings and as part of other responses or complete project (stand-alone). In the literacy boost approach, Save inserted social emotional learning content into reading exercises and activities as well as teacher training and community action. Currently and through 2017, Save is piloting the approach with UNHCR in Egypt and South Sudan to better understand the model's different implementation requirements and impacts in these contexts. Toward the end of year 3, Save will be able to share preliminary findings from the assessment through a webcast.

Staffing:

- Lead: Rachel McKinney, Save the Children
- Team: SEL working group; communications team

Priority Area 4: Local Institutions are Stronger

USAID ADS 220 (2013) provides policy guidance to “support partner governments taking the lead in designing and implementing defined development strategies and managing their own development.” This policy implements the goal of USAID Forward to “support long-term, sustained progress by partnering with governments to use and strengthen their internal systems, build their capacity, strengthen core institutions, maximize the impact of assistance they receive, and provide for their own people” (p. 3). USAID’s education project in countries affected by crisis and will require reform and strengthening of those institutions responsible for the delivery of basic education.

In Year 3, USAID-ECCN, responding to the initiatives proposed by members of the Community of Practice, intends to pursue research, and establish an evidence base, that will guide project design, management, monitoring and evaluation related to local institutional capacity building.

Outcome 4.1. CoP members access and apply research and tools for Local Education Institutional Capacity Development in Crisis and Conflict Contexts

Output 4.1.1: Case Studies documenting ECCN members’ effective practices for building local capacity are *developed* and *shared*

Delivery date: December 6, 2017

Corresponding ECCN Objective: Objective 3

Steps:

- Develop a call among ECCN members for case studies showcasing effective local institutional capacity development practices for EiCC Q2
- Select between 1-3 case studies; work with ECCN members to flesh these out according to a pre-developed template Q2
- Share case studies in written and/or webcast form Q3
- Potentially develop a LICD panel for the SOWA in November Q4

Output Description:

This output will document and share promising local institutional capacity development models/practices for EiCC, used by ECCN members. Cases may illustratively include using local feedback loops to improve education delivery; training local MOE representatives to use assessment tools; and others.

Staffing:

- Lead: Monitoring and Evaluation Specialist
- Team: Research team, LICD Steering Group Task Team

Output 4.1.2: Higher Education in fragile contexts, webcast *delivered* (Partner Initiative: **FHI 360**)

ECCN Result: ECCN members access emerging information related to the challenges of building the capacity of local higher education institutions to address

Delivery date: June 16, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Webcast Q2

Output Description:

Webcast—higher education in fragile contexts based on CIES panel presentation.

This webcast will present highlights from a CIES panel presentation focused efforts to build the capacity of higher education institutions in Afghanistan. It will review the critical role and potential for higher education in Afghanistan as well as the numerous challenges that confront capacity development in fragile contexts (Afghanistan, Colombia, Côte d'Ivoire, Kenya, and Haiti).

Staffing:

- Lead: Lis Wilson FHI 360
- Team: Monitoring and Evaluation Specialist, Communications Specialist

Output 4.1.3: Affordable non-state schools literature review, case studies, and stakeholder meeting *completed and shared with stakeholders*

Delivery date: All deliverables completed by July 25, 2017

Corresponding ECCN Objective: Objective 2

Steps:

- Contract Signed and initiated Q1
- Revised literature review Q1
- Half-day workshop with targeted donors, researchers and policy makers to review findings, build consensus and ownership, and identify next steps Q1
- Conduct two country case studies that will go into greater depth regarding the questions, issues, models and dynamics fleshed out by the first phase Q2
- Two country case study reports Q3

Output Description:

On behalf of USAID, this output is being managed as a separate consultancy through ECCN, based on a Request for Proposals that was issued by ECCN in November 2016. An objective of this research will be to examine the “trade-offs” of working supporting affordable non-state

schools (ANSS) in crisis and conflict affected contexts, and to develop a set of lessons learned and recommendations for USAID about how to best leverage and capitalize the development of the ANSS movement as governments in post-crisis and conflict countries rebuild their education system. Within these broad objectives, the study will seek to identify the key obstacles that non-state schools face in becoming a viable option for disadvantaged students in crisis and conflict countries. The output will include updating an existing literature review under taken by The Mitchell Group and JBS in 2013; interviewing key informants regarding their experience/recommendations regarding ANSS for crisis and conflict settings; convening a workshop with key stakeholders to discuss findings, build consensus and select case study countries; conducting 2 case studies; and sharing the results of the case studies through a written document and an in-person presentation.

Staffing:

- Lead: Nick Burnett, Results for Development
- Team: ECCN Director; USAID; Monitoring and Evaluation Specialist

Cross-Cutting and Management Activities

Cross-Cutting Outcome 1: ECCN members access ECCN communications products, events and platforms

CC Output 1.1: New ECCN website *launched*

Delivery date: May 07, 2017

Steps:

- Launch of a New ECCN Website Q2

Output Description:

The content of the current website will be moved to a more modern and interactive website. The new home page will make access to ECCN content as well as CoP engagement opportunities easier and more straightforward. The new website will display content by thematic areas that are aligned with ECCN priority areas. An underlying content management and tagging system will display all ECCN Web content (resources from the repository, blogs, events, etc.) pertaining to a specific content area such as safer learning environments, programming, etc.).

Staffing:

- Lead: Communications Specialist
- Team: Web Development team

CC Output 1.2: CIES reception and exhibition table hosted; EiCC content guide produced

Delivery date: March 8, 2017

Steps:

- CIES Reception Q1
- CIES Exhibition Table
- Guide to EiCC panels and presentations at CIES Q1

Output Description:

In collaboration with INEE, JEIE and the CIES SIG for Education in Crisis and Conflict ECCN will staff an exhibition table and host a reception at CIES, Atlanta. The reception will provide knowledge exchange and networking opportunities to approximately 150 members of the CoP. In addition, ECCN will produce a guide that lists all the EiCC-related panels and presentations being offered at CIES, and post this on our website.

Staffing:

- Lead: Communications Specialist
- Team: Support Team, JEIE, INEE, CIES EiCC SIG

CC Output 1.3: Development of the USAID Education Summit Supported

Delivery date: November 3, 2017

Steps:

- To be Determined in collaboration between ECCN and USAID

Output Description:

In partnership with USAID, ECCN Comms will support knowledge exchange opportunities for the EiCC CoP. Details to be determined but besides conducting on-site presentations, an exhibit table, special website resources as well as virtual engagement opportunities are conceivable.

Staffing:

- Lead: Communications Specialist
- Team: Support Team, CoP (SG and USAID)

CC Output 1.4: Newsletters, blogs, twitter activity and web-based announcements and materials regularly disseminated

Delivery date: ongoing

Steps:

- Monthly blogs written by ECCN & partners
- Monthly newsletters
- Periodic supplementary mailings on particular topics
- Ongoing addition of web-based materials, announcements and resources

Output Description:

This output summarizes the ongoing communications activities taking place via ECCN's group mailing function, as well as ECCN's web-based communications updates via blogs and other additions to the website.

Staffing:

- Lead: Communications Specialist
- Team: Contributing Support Team members and ECCN Partner organizations

Cross-Cutting Outcome 2: ECCN members access and apply Professional Development Activities

CC Output 2.1: Essentials for Education in Crisis & Conflict Course designed and

Implemented for the LAC region

Delivery date: May 3-5, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Course Description, Goals, Outline Q1
- Facilitator and Participant Guides Q2
- One, 3-day training Q2
- Training Report Q2

Output Description:

Developing the Essentials for Education in Crisis and Conflict course will involve significant revision to the agenda, facilitator and participant guides. We will give the three-day training the week prior to USAID's LAC Regional Conference (May 8-12, 2017). Materials will be adapted to the regional context. Documentation from the course as well as evaluations from participants will form the basis for a training report which will be submitted 4 weeks following the course, and which will inform a future version of this course. A conflict sensitivity session will be part of this course.

Staffing:

- Lead: Training Specialist
- Team: Conflict Specialist, M&E Specialist, Project Director

CC Output 2.2: Conflict Sensitivity Online Learning Experience Created

Delivery date: Dec 31, 2017

Corresponding ECCN Objective: Objective 5

Steps:

- Content Description, Goals, Outline Q1
- 90-minute module Q4

Output Description:

Development of a conflict sensitivity online module will be completed in collaboration with INEE. The module will be intended as a prerequisite for future Essentials for EiCC course offerings.

Staffing:

- Lead: Training Specialist
- Team: Conflict Specialist, Consultant (Subject matter expert), intern

Cross-Cutting Outcome 3: Steering and Advisory Groups actively engage with and guide ECCN

CC Output 3.1: Steering Group Meetings held (2 face to face, 2 virtual)

Delivery dates: TBD

Steps:

- Two, 2-day face to face meetings Q2 and Q4
- Two, 2-hour virtual meetings Q1 and Q3

Output Description:

Meetings take place in Washington DC and serve as an opportunity to review/initiate progress on the work plan and address other aspects of ECCN's business.

Staffing:

- Lead: Project Director
- Team: all support team members, all Steering Group members

CC Output 3.2: New Steering Group Members selected

Delivery date: August 15, 2017

Steps:

- New SG Member Roster Q3

Output Description:

Each year, those ECCN Steering Group members who have completed their 2-year term cycle off, and new members are selected to replace them. New member call is initiated in April-May and completed by end August.

Staffing:

- Lead: Project Director and ECCN Co-Chairs
- Team: SG selection committee

CC Output 3.3: Steering Group Task Teams Guide PIs and related member engagement

Delivery date: Ongoing

Steps:

- ECCN initiates monthly SGTT calls Q1
- ECCN develops a group site for SGTTs Q1
- SGTTs guide PIs and related member engagement Q1-4

Output Description:

SGTTs are intended to accomplish a variety of objectives. First, they will stimulate and nurture more meaningful engagement of SG members. Second, they will help to further refine and strengthen the ECCN-related purpose for each PI. Third, they will help to build connections outward to the field, as SG members encourage their organizational networks to participate in their and other PIs.

Staffing:

- Lead: Different ST members facilitate SGTTs
- Team: each SGTT has an additional ST co facilitator

Cross-Cutting Outcome 4: Management Activities

CC Output 4.1: Performance Management Plan Updated

Delivery date: May 19, 2017

Steps:

- PMS works with PD and other ST members to review what worked and didn't related to ECCN's 2016 version of the PMEP, then develops revised strategies and tools to refine our monitoring approach.
- Revised Performance Management Plan document Q2

Output Description:

As USAID ECCN continues to evolve, it makes sense to periodically revisit our PMEP to determine if the indicators and data collection methods initially proposed to monitor progress still make sense. This output will take place once the new Protocols and Metrics Specialist is on board, and is tentatively scheduled for Quarter 2.

Staffing:

- Lead: Protocols and Metrics Specialist
- Team: all support team members

CC Output 4.2: Quarterly Technical and Financial Reports Submitted to USAID

Delivery dates: April 30; July 31; October 31; January 30

Steps:

- 4 Quarterly Reports Q1-4

Output Description:

Combined quarterly technical and financial reports will be submitted to the COR. On the technical side they will include a summary of progress in all activities of the work plan; a

description of any challenges encountered and how these were resolved; and a description of activities planned for next quarter. On the financial side they will include a report on expenditures accrued during the report period and projected accrued expenditures for the next quarter, along with a pipeline analysis. The fourth quarterly technical and financial report will include a summary of the year's cumulative technical and financial activities.

Staffing:

- Lead: Project Director
- Team: all support team members

CC Output 4.3: Year 4 work plan submitted to USAID

Delivery date: December 8, 2017

Steps:

- Work planning session as part of the fall USAID ECCN Steering Group meeting Q3
- Work planning session with USAID E3/G3 team Q4
- Work plan submitted Q4

Output Description:

In addition to ongoing preparatory work throughout Year 3, this output includes meetings with USAID and the USAID ECCN Working Group toward the end of the year to harmonize and consolidate Year 4 work planning.

Year 3 work planning will actually begin as early as January 2017, when interviews and data gathering for the USAID ECCN Learning Agenda begin. In addition, as USAID ECCN priorities emerge through Advisory Group, Steering Group and Knowledge Share Group meetings throughout this year, these will also provide important guidance for the USAID ECCN Support Team, and for USAID, in formulating work plan priorities for Year 4. To coordinate these different sources and help to prioritize work for both the USAID ECCN Support Team, and for the USAID ECCN as a whole, we propose to begin Steering Group work planning as early as August, through virtual collaboration. This will be followed by two meetings: first, the planned Q3 USAID ECCN Steering Group meeting will include a focus on the Year 4 work plan. Second, a separate meeting with the USAID E3/G3 team will emphasize particular USAID priorities for the year.

Staffing:

- Lead: Project Director
- Team: all support team members

CC Output 4.4: Quarterly all-team meetings occur

Delivery dates: TBD

Steps:

- Quarterly meetings: January, April, July, October.

Output Description:

We propose that the USAID ECCN Support Team meet with the USAID E3/G3 team once per quarter, for a half-day meeting in Washington at EDC's offices. The purpose of the meetings will be to review ongoing work plan activities and adjust the work plan accordingly. The meeting will include lunch.

Staffing:

- All support team members

CC Output 4.5: Project Director and COR status update meetings occur

Delivery date: ongoing

Steps:

- Bi-Weekly check in calls

Output Description:

We propose that the USAID ECCN Support Team Director and the COR meet by phone once every 2 weeks for one hour to discuss ongoing ECCN business.

Timeline: Ongoing

Staffing:

- Project Director

CC Output 4.6: Occasional internal team face to face meetings

Delivery date: TBD

Steps:

- Up to 10, day-long, face to face meetings of the internal USAID Support Team, or a subset thereof

Output Description:

USAID ECCN Support Team members are spread across a range of geographic locations. To advance particular pieces of work, it may be necessary for the full team or part of the team to gather together and work face to face. We propose to set aside funding for 10 such meetings, assuming that for any given meeting, only a subset of the team's members would travel (to/from DC, Boston or NY) at any given time.

Staffing:

- All support team members

CC Output 4.7: Support Team members represent ECCN at important events and

meetings

Delivery date: TBD

Steps:

- Event attendance and summary notes.

Output Description:

From time to time it will be important for different USAID ECCN Support Team members to participate in key or high profile meetings or events hosted either by USAID or by other USAID ECCN member institutions. This year we estimate attendance for 2 people at a time at up to 5 domestic and 3 international meetings of this type.

Staffing:

- All support team members

CC Output 4.8: ECCN provides ad-hoc technical support activities for USAID

Delivery date: TBD

Steps:

- Various activities

Output Description:

In addition to the proposed Year 3 activities, USAID may have as yet unforeseen requests for ad hoc technical support from the USAID ECCN team. Such work could reside within any one of ECCN's Priority Areas, and could involve one or more members of the USAID ECCN Support Team or external consultants. We propose to set aside a total of 20 person days as a general pool from which USAID can draw to address activities that are directly relevant to one or more of the project's objectives, but not spelled out in the current work plan. Depending upon the activities and team members required for ad hoc work, it is possible that pre-established work plan activities may then be delayed or postponed to a later time. A placeholder amount of \$20,000 will be set aside for Other Direct Costs that may be associated for ad hoc technical support activities that may arise during Year 3.

Staffing: TBD

CC Output 4.9: Regular and ad-hoc staff meetings further ECCN work

Delivery date: ongoing

Steps:

- Weekly team meetings
- Ad-hoc team meetings

Output Description:

The ST meets weekly for 90 minutes to discuss ongoing business. In addition, ad-hoc meetings are called among all or a subset of staff, to address specific issues, events or deliverables.

Staffing:

- All support team members

Annex

Annex 1: USAID ECCN Year 3 Implementation Plan

ECCN Support Team Deliverable

 Partner Initiative Deliverable

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Learning Environments are Safer	ECCN members access and apply evidence and tools for understanding, monitoring, and improving safety of learning environments	4	1.1.1	Final standalone SLE Rapid Qualitative Assessment tool 2.0 finalized and published	Research Manager												15	15-Dec-17
Learning Environments are Safer	ECCN members access and apply evidence and tools for understanding, monitoring, and improving safety of learning environments	3	1.1.2	Draft 2 of SLE Quantitative M&E Tool 2.0 submitted to USAID	Research Manager												15	15-Dec-17
Learning Environments are Safer	ECCN members access and apply evidence and tools for understanding, monitoring, and improving safety of learning environments	5	1.1.3	SLE Training Course developed, delivered (as pilot), and report submitted	Training Specialist											1		1-Nov-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Learning Environments are Safer	ECCN members access and apply evidence and tools for understanding, monitoring, and improving safety of learning environments	2	1.1.4	SLE Evidence Gap Maps and Environmental Threat Maps developed, updated, and shared	Research Manager						16							16-Jun-17
Learning Environments are Safer	ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs	2	1.2.1	Pre-conference SEL workshop for CIES 2017 planned and implemented	Margaret Sinclair, Protecting Education in Crisis Program, Education Above All			5										5-Mar-17
Learning Environments are Safer	ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs	2	1.2.2	1.2.2.1 Mercy Corps: study to understand effect of youth educational programming on stability in Somalia	Karen Scriven, Mercy Corps			14										14-Mar-17
Learning Environments are Safer	ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs	2	1.2.2	1.2.2.2 EAA/PEIC: Themes or excerpts from CIES 2017 workshop on writing SEL into formal Early Grades Reading curricula	Margaret Sinclair, Protecting Education in Crisis Program, Education Above All						30							30-Jun-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Learning Environments are Safer	ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs	2	1.2.2	1.2.2.3 INEE, SC, IRC, NYU/TIES, Room to Read, others: Another CIES 2017 workshop and two CIES panels on SEL in crisis and conflict	SEL-COP, INEE, SC, IRC, NYU/TIES, Room to Read							15						15-Jul-17
Learning Environments are Safer	ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs	2	1.2.2	1.2.2.4 Creative-Afghanistan (and perhaps IRC-Pakistan): intro to survey course on integrating safe schools concepts into EGR, integrating some on-site video	Susan Hirsch-Ayari, Creative Associates									14				14-Sep-17
Learning Environments are Safer	ECCN members access and apply evidence-based practice in implementing Social Emotional Learning and Psycho Social Support in EiCC programs	2	1.2.2	1.2.2.5 Measuring resilience and promoting SEL – Northern Mali webcast	Susan Ross, EDC											30		30-Nov-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
EiCC Programming has Improved	EiCC ECCN members access and apply validated tools for analysis of Conflict and Crisis Contexts (to inform initial program design and ongoing adaptation)	4	2.1.1	Summary brief of Rapid Education and Risk Analysis (RERA) 1.0 (2015) Field Pilot Research finalized, presented, and disseminated	Research Manager				15									15-Apr-17
EiCC Programming has Improved	EiCC ECCN members access and apply validated tools for analysis of Conflict and Crisis Contexts (to inform initial program design and ongoing adaptation)	4	2.1.2	RERA 2.0 developed and presented	Conflict and Crisis Specialist					17								17-May-17
EiCC Programming has Improved	EiCC ECCN members access and apply validated tools for analysis of Conflict and Crisis Contexts (to inform initial program design and ongoing adaptation)	5	2.1.3	Online RERA 2.0 Guide and Toolkit developed and accessible on website	Conflict and Crisis Specialist												18	18-Dec-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
EiCC Programming has Improved	EiCC ECCN members access and apply validated tools for analysis of Conflict and Crisis Contexts (to inform initial program design and ongoing adaptation)	5	2.1.4	RERA Tool Training Course developed, delivered, and reported	Training Specialist											2	15	15-Dec-17
EiCC Programming has Improved	ECCN members access and apply research and guidance to inform EiCC program design for Equity	5	2.1.5	Field-level CSE training delivered and externally evaluated	INEE								24					24-Aug-17
EiCC Programming has Improved	ECCN members access and apply appropriate Theories of Change and Adaptive Management guidance to EiCC programs	3	2.2.1	Evidence-based Theories of Change for EiCC programming developed, and evidence gaps identified	M&E Specialist					30								30-May-17
EiCC Programming has Improved	ECCN members access and apply appropriate Theories of Change and Adaptive Management guidance to EiCC programs	3	2.2.2	Adaptive Management Guide for EiCC completed, disseminated, and presented	M&E Specialist										30			30-Oct-17
EiCC Programming has Improved	ECCN members access and apply appropriate Theories of Change and Adaptive Management guidance to EiCC	5	2.2.3	CIES presentation on Adaptive Management delivered	M&E Specialist			6										6-Mar-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
	programs																	
EiCC Programming has Improved	ECCN members access and apply approved Program and Output Costing Guidance within EiCC programs	3	2.3.1	Communication of USAID Evidence Team’s proposed cost tracking methodology supported	Project Director		24											24-Feb-17
EiCC Programming has Improved	ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools	3	2.4.1	Phase 1 of USAID EiCC Project and Indicator Database launched and updated	Metrics Specialist				30									30-Apr-17
EiCC Programming has Improved	ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools	3	2.4.2	Sub-Output 2.4.2.1: List of Recommended Indicators Related to Safe Learning Environments, with PIRS, developed and vetted. Q3	Research Manager									15				15-Sep-17
EiCC Programming has Improved	ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools	3	2.4.2	Sub-Output 2.4.2.2: Indicators, PIRS, and tools for measuring Project Adaptability, and plan for piloting them, developed and shared with COP	Andrew Epstein, Social Impact									15				15-Sep-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
EiCC Programming has Improved	ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools	3	2.4.2	Sub-Output 2.4.2.3: Indicators to measure equity in EiCC contexts, with PIRS, developed and shared with COP	Protocols and Metrics Specialist									1				1-Sep-17
EiCC Programming has Improved	ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools	3	2.4.2	Sub-Output 2.4.2.4: Indicators to measure conflict sensitivity (CS) in education, with PIRS developed and shared with COP	Protocols and Metrics Specialist									29				29-Sep-17
EiCC Programming has Improved	ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools	3	2.4.3	Webcast on “Best Practices in Data Collection in Crisis and Conflict Settings” delivered.	Mark Lynd, School-to-School International									15				15-Sep-17
EiCC Programming has Improved	ECCN members access and apply improved EiCC Progress/Outcome Indicators and M&E Tools	3	2.4.4	Intro to Co-Design for EiCC session designed and implemented	Rebecca Herrington, Search for Common Ground											3		3-Nov-17
EiCC Programming has Improved	ECCN members share, access and apply [Cross-Cutting] Research for EiCC	2	2.5.1	Stage 1: Learning Agenda (including identification of Research Agenda) finalized	Senior Researcher					15								15-May-17
EiCC Programming	ECCN members share, access and apply [Cross-	2	2.5.1	Stage 2: Learning Agenda (including	Senior Researcher								14					14-Aug-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
has Improved	Cutting] Research for EiCC			identification of Research Agenda) finalized														
EiCC Programming has Improved	ECCN members share, access and apply [Cross-Cutting] Research for EiCC	2	2.5.1	Stage 3: Learning Agenda (including identification of Research Agenda) finalized	Senior Researcher										15			15-Oct-17
EiCC Programming has Improved	ECCN members share, access and apply [Cross-Cutting] Research for EiCC	2	2.5.2	Resource Repository launched and updated	Communications Specialist						30							30-Jun-17
EiCC Programming has Improved	ECCN members share, access and apply [Cross-Cutting] Research for EiCC	2	2.5.3	Education within the Humanitarian to Development Nexus – White Paper— Written and Shared with USAID	TBD							14						14-Jul-17
EiCC Programming has Improved	ECCN members share, access and apply [Cross-Cutting] Research for EiCC	2	2.5.4	Education and CVE – White Paper— Written and Shared with USAID	TBD							14						14-Jul-17
Equity is Enhanced	ECCN members access and apply Guidance on Accelerated/ Alternative Education Programming	4	3.1.1	AEWG AEP Guide to Principles: Project Case Studies	Partner Initiative: AEWG AEP Guide Task Team						30							30-Jun-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Equity is Enhanced	ECCN members access and apply Guidance on Accelerated/ Alternative Education Programming	4	3.1.1	Support to a dissemination strategy for the AEWG Guide, including webcast, blogs, and a workshop and/or presentation at USAID's Education Summit	Partner Initiative: AEWG AEP Guide Task Team											3		3-Nov-17
Equity is Enhanced	ECCN members access and apply Guidance on Accelerated/ Alternative Education Programming	2	3.1.2	Alternative Education in the DRC report and policy brief – French Translation	M&E Specialist			31										31-Mar-17
Equity is Enhanced	ECCN members access and apply Guidance on Accelerated/ Alternative Education Programming	2	3.1.2	Alternative Education in the DRC / policy dialogue - Webcast	M&E Specialist					31								31-May-17
Equity is Enhanced	ECCN members access and apply research and guidance to inform EiCC program design for Equity	3	3.2.1	Landscape Review brief report published and presented	FHI360						28							28-Jun-17
Equity is Enhanced	ECCN members access and apply research and guidance to inform EiCC program design for Equity	2	3.2.2	Webcast and Engagement on Education of the Forcibly Displaced / Integrating Refugee and Displaced Populations Research	Frank Manfredi, PLAN International											16		16-Nov-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
				conducted														
Equity is Enhanced	ECCN members access and apply research and guidance to inform EiCC program design for Equity	2	3.2.3	Webcast on situational assessment findings from a Syrian Study presented	Chris Capacci-Carneal, USAID			29										29-Mar-17
Equity is Enhanced	ECCN members access and apply knowledge related to ICT applications in EiCC	2	3.3.1	ECCN member priorities related to ICT4EiCC topics identified	ICT4EiCC Support Team lead			30										30-Mar-17
Equity is Enhanced	ECCN members access and apply knowledge related to ICT applications in EiCC	2	3.3.2	Two webcasts on priority ICT4EiCC applications delivered	ICT4EiCC Support Team lead								30			15		30-Aug-17 / 15-Nov-2017
Equity is Enhanced	ECCN members access and apply knowledge related to ICT applications in EiCC	5	3.3.3	CIES 2017 Panel on 'Conflict Sensitivity in ICT for EiCC' facilitated	ICT4EiCC Support Team lead			8										8-Mar-17
Equity is Enhanced	ECCN members access and apply knowledge related to ICT applications in EiCC	2	3.3.4	Co-host an event and member engagement in UNESCO mLearning week 2017 delivered	ICT4EiCC Support Team lead			24										24-Mar-17
Equity is Enhanced	ECCN members access and apply knowledge related to ICT applications in EiCC	2	3.3.5	Conflict Sensitivity Checklist for ICT delivered	ICT4EiCC Support Team lead												15	15-Dec-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Equity is Enhanced	CoP members access and apply effective Teaching and Learning Strategies adapted to EiCC	5	3.4.1	Field Training Workshop developed and delivered	Mary Mendenhall (in collaboration with the Teachers in Crisis Context Working Group, the INEE Standards and Practice Working Group (specifically the Teachers sub-working group), and TC graduate students)						9							9-Jun-17
Equity is Enhanced	CoP members access and apply effective Teaching and Learning Strategies adapted to EiCC	2	3.4.2	Literacy Boost Approach Webcast delivered	Rachel McKinney, Save the Children									12				12-Sep-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Local Institutions are Stronger	CoP members access and apply research and tools for Local Institutional Capacity Development	3	4.1.1	Case Studies documenting ECCN members' effective practices for building local capacity are developed and shared	Monitoring and Evaluation Specialist												6	6-Dec-17
Local Institutions are Stronger	CoP members access and apply research and tools for Local Institutional Capacity Development	2	4.1.2	Higher Education in fragile contexts, webcast delivered	FHI360						16							16-Jun-17
Local Institutions are Stronger	CoP members access and apply research and tools for Local Institutional Capacity Development	2	4.1.3	Affordable non-state schools literature review, case studies, and stakeholder meeting completed and shared with stakeholders	Results for Development							25						25-Jul-17
Cross Cutting and Management Activities	Cross-Cutting Outcome 1: ECCN members access ECCN communications products, events and platforms	CC	CC 1.1	New ECCN Website launched	Communications Specialist					7								7-May-17
Cross Cutting and Management Activities	Cross-Cutting Outcome 1: ECCN members access ECCN communications products, events and	CC	CC 1.2	CIES Reception and Exhibition Table hosted; EiCC content guide produced	Communications Specialist			8										8-Mar-17

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
	platforms																	
Cross Cutting and Management Activities	Cross-Cutting Outcome 1: ECCN members access and apply ECCN communications products, events and platforms	CC	CC 1.3	Development of the USAID Education Summit Supported	Communications Specialist											3		3-Nov-17
Cross Cutting and Management Activities	Cross-Cutting Outcome 1: ECCN members access ECCN communications products, events and platforms	CC	CC 1.4	Newsletters, blogs, twitter activity and web-based announcements and materials regularly disseminated	Communications Specialist													ongoing
Cross Cutting and Management Activities	ECCN members access Professional Development Activities	5 (CC)	CC 2.1	Essentials for Education in Crisis & Conflict Course designed and Implemented for the LAC region	Training Specialist					5								5-May-17
Cross Cutting and Management Activities	ECCN members access Professional Development Activities	5 (CC)	CC 2.2	Conflict Sensitivity Online Learning Experience Created	Training Specialist												31	31-Dec-17
Cross Cutting and Management Activities	Steering and Advisory Groups actively engage with and guide ECCN	CC	CC 3.1	Steering Group: Two, 2-day face to face meetings	Project Director													TBD

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Cross Cutting and Management Activities	Steering and Advisory Groups actively engage with and guide ECCN	CC	CC 3.1	Steering Group Two, 2-hour virtual meetings	Project Director													TBD
Cross Cutting and Management Activities	Steering and Advisory Groups actively engage with and guide ECCN	CC	CC 3.2	New SG Member Members selected	Project Director and ECCN Co-Chairs								15					15-Aug-17
Cross Cutting and Management Activities	Steering and Advisory Groups actively engage with and guide ECCN	CC	CC 3.3	Steering Group Task Teams Guide PIs and related member engagement	Support Team Members													ongoing
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.1	Performance Management Plan updated	Protocols and Metrics Specialist					19								19-May-17
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.2	Quarterly Technical and Financial Reports Submitted to USAID	Project Director				30			31			30			30-Apr-17; 31-Jul-17; 31-Oct-17; 30-Jan-17
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.3	Year 4 Work plan submitted to USAID	Project Director												8	8-Dec-17
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.4	Quarterly Meetings: January, April, July October	Support Team Members													TBD

Priority Area	Outcome	Obj.	Output	Deliverable	Lead	1	2	3	4	5	6	7	8	9	10	11	12	Due Date
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.5	COR and PD Bi-Weekly check in calls	Project Director													ongoing
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.6	Occasional internal team face-to-face meetings	Support Team Members													TBD
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.7	Support Team members represent ECCN at important events and meetings	Support Team Members													TBD
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.8	Ad hoc technical support activities for USAID	TBD													TBD
Cross Cutting and Management Activities	Cross Cutting Management Activities	CC	CC 4.9	Weekly and ad hoc Support Team meetings	Support Team Members													weekly / ad-hoc

Annex II: USAID ECCN Communications Schedule

Note: Dates and communications activities are subject to change

March 2017

- 14 1.2.2.1 Mercy Corps Webcast: study to understand effect of youth educational programming on stability in Somalia
- 29 3.2.3 Webcast on situational assessment findings from a Syrian Study presented

May 2017

- 17 2.1.2 RERA 2.0 webcast
- 31 3.1.2 Alternative Education in the DRC / policy dialogue - webcast

June 2017

- 16 4.1.2 Higher Education in fragile contexts, webcast delivered
- 30 1.2.2.2 EAA/PEIC: Themes or excerpts from CIES 2017 workshop on writing SEL into formal Early Grades Reading curricula webcast

July 2017

- 15 1.2.2.3 INEE, SC, IRC, NYU/TIES, Room to Read, others: Another CIES 2017 workshop and two CIES panels on SEL in crisis and conflict webcast

August 2017

- 30 3.3.2 Webcast on priority ICT4EiCC applications delivered

September 2017

- 12 3.4.2 Literacy Boost Approach Webcast delivered
- 14 1.2.2.4 Creative-Afghanistan (and perhaps IRC-Pakistan): intro to survey course on integrating safe schools concepts into EGR, integrating some on-site video webcast

- 15 2.4.3 Webcast on “Best Practices in Data Collection in Crisis and Conflict Settings” delivered

October 2017

- 30 2.2.2 Adaptive Management Guide for EiCC webcast

November 2017

- 3 3.1.1 Support to a dissemination strategy for the AEWG Guide, including webcast, blogs, and a workshop and/or presentation at USAID’s Education Summit
- 15 3.3.2 Webcast on priority ICT4EiCC applications delivered
- 16 3.2.2 Webcast and Engagement on Education of the Forcibly Displaced / Integrating Refugee and Displaced Populations Research conducted
- 30 1.2.2.5 Measuring resilience and promoting SEL – Northern Mali webcast