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

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



A USAID ECCN Field Workshop

September 14-16, 2015

Abuja, Nigeria

Simulation Activity



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FEEDBACK LOOPS FOR RESULTS:

A simulation to model collaborative consultation for decision making

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



JIHAR GARKUWA



UNGUWAR MURNA



IDP Children

Education in Conflict Response Working Group



*Feedback Loops for Results
A simulation to model collaborative consultation for decision making*

**TERMS OF REFERENCE
GARKUWA EDUCATION SECTOR WORKING GROUP
ON EDUCATION CONFLICT RESPONSE**

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

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

*Feedback Loops for Results
A simulation to model collaborative consultation for decision making*

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

- State Universal Basic Education Board (SUBEB), Azumi Babangida
- Multilateral donor/UNICEF, Jane Namadi
- Community coalition on EFA, Dauda Ibrahim
- State Emergency Management Agency (SEMA), Mohammed Alba
- State Agency for Mass Education (SAME), Usman Salim
- International bilateral donor, David Ashoka
- International NGO implementing agency, (current chairperson for the WGECR), Samuel Suraj [NOTE CHANGE]
- Facilitator at a community learning center, Nafisa Khatumu

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



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**TERMS OF REFERENCE
MURNA EDUCATION CONFLICT RESPONSE
WORKING GROUP**

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

MEMBERSHIP: The members of the MECRWG

*Feedback Loops for Results
A simulation to model collaborative consultation
for decision making*

MEMBERSHIP: The members of the MECRWG

- Murna Education Secretary, Abdu'l Sani
 - Traditional Leader, Community Coalition, Mohammed Usman
 - LGA Ministry of Education supervisor, Taiwo Ibrahim
 - NGO (grantee) Learning Center (current Chairperson), Sarah Namase
 - Interfaith Center representative, Sheik Haji Abdullah
 - IDP Parent representative, Patience Edosa
 - Learning Center facilitator, Nafisa Khatumu
 - Youth, Learning Center Student Leader, Ali Danjuma
- *The chairmanship of the Working Group will rotate on a two-month schedule

*Feedback Loops for Results
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Ungwar Murna Profile

Ungwar Murna (Community of Joy) is a town of 13,350 people in Jihar Garkuwa (State of Protection). Murna, a predominantly Hausa Fulani and Muslim community, was settled around a hill about 300 years ago, and today it is semi-urban, with a sizable Christian population (estimated at 30%) of mostly non-indigenous people. There are a few churches, but every neighborhood has a mosque.

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



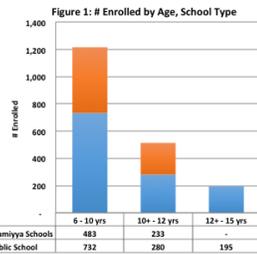
Murna Profile and Education Data

ACCESS TO SCHOOLING

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

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

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



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

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PRINCIPLES OF COLLABORATIVE CONSULTATION

- Consultation: shared inquiry to achieve goal
- Focus on shared goals and group Terms of Reference
 - Respect others – value diversity, suspend judgement
 - Share information that is relevant, accurate and specific
 - Seek consensus, support majority decision.
 - Trust in emerging insights and solutions

DESCRIPTION AND DIRECTIONS FOR THE SIMULATION EXERCISE

Collaborative Consultation: Garkuwa State and Murna Community

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

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

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

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

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

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

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

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

SCHEDULE FOR THE SIMULATION

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



TERMS OF REFERENCE MURNA EDUCATION CONFLICT RESPONSE WORKING GROUP

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

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

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

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

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

4. REPORTING AND PRESENTATION:

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

TEMPLATE FOR THE REPORT

The report and presentation should include:

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

Ungwar Murna Profile and Education Data

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



At the outset of the IDP migration, many were housed in an IDP camp located in uncompleted government buildings and schools. Those temporary camps have now closed, and 80 percent of the internally displaced people (IDPs) are now staying with friends or relatives who are



residents in the community, while others have found or rented a shelter. However, many displaced children and youth are poorly fed, clothed, and accommodated, and almost half of the IDP children and youth are still not in either schools or learning centers. As many as 40 children and youth are living on the street without family protection. Among the IDPs arriving in this community, some have witnessed direct violence (e.g., the killing of a family member), and others have experienced attacks on their own schools or nearby schools, creating the fear that led to their flight.

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

Education in Murna

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

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

helps to explain why 1,120

primary-age children (40% of

all school-age children) in Murna are still out of school.



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

Learning Centers

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



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

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

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

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

ANNEX STATISTICS

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

September 2015

The data provided to the MECRWG includes:

POPULATION

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

ACCESS

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

SAFETY AND PROTECTION

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

LEARNING

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

POPULATION

Table 1: Murna Population by Age Group

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

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

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

Source: Data from SEMA/OIM-DTM

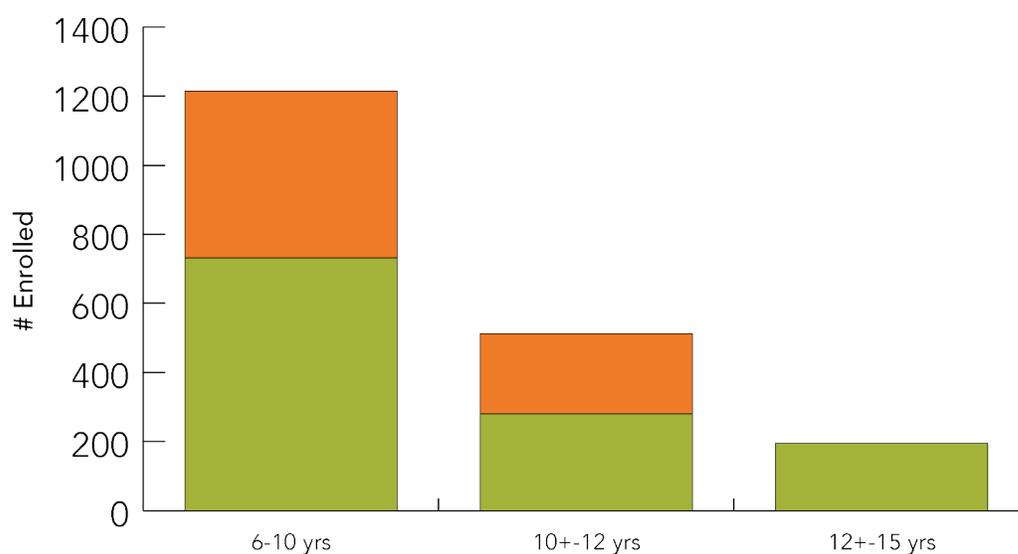
ACCESS

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

	POPULATION	TOTAL ENROLMENT	TOTAL ENROLMENT RATE	GIRLS' ENROLMENT RATE
6 to 10 yrs.	1,920	1,215	63%	55%
10+ to 12 yrs.	928	513	55%	44%
12+ to 15 yrs.	992	348	35%	30%
All school-aged	3,840	2,076	54%	43%

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

Figure 1: # Enrolled by Age, School Type



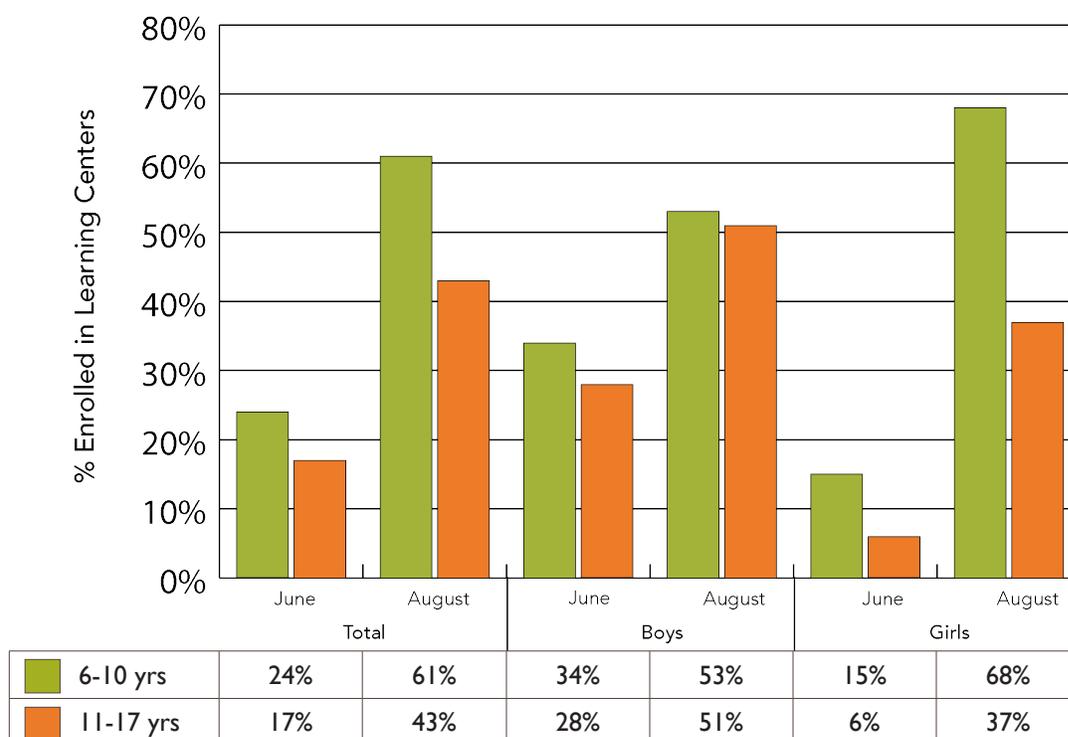
Islamiyya Schools	483	233	–
Public Schools	732	280	195

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

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

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

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



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

SAFETY/PROTECTION

Figure 3: IDP Boys Sense of Safety and Threat

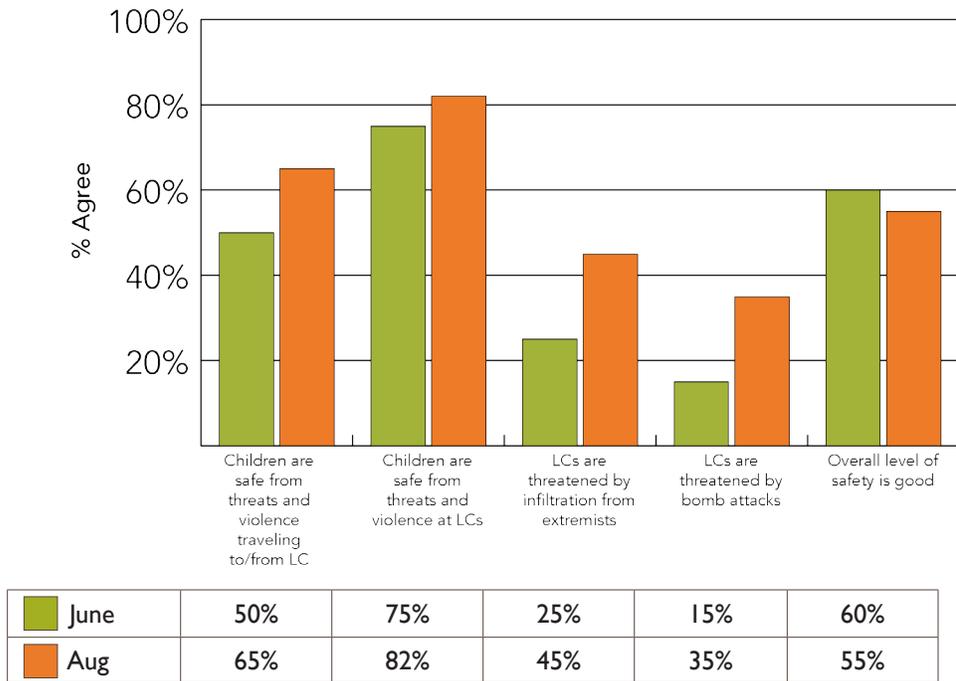


Figure 4: IDP Girls Sense of Safety and Threat

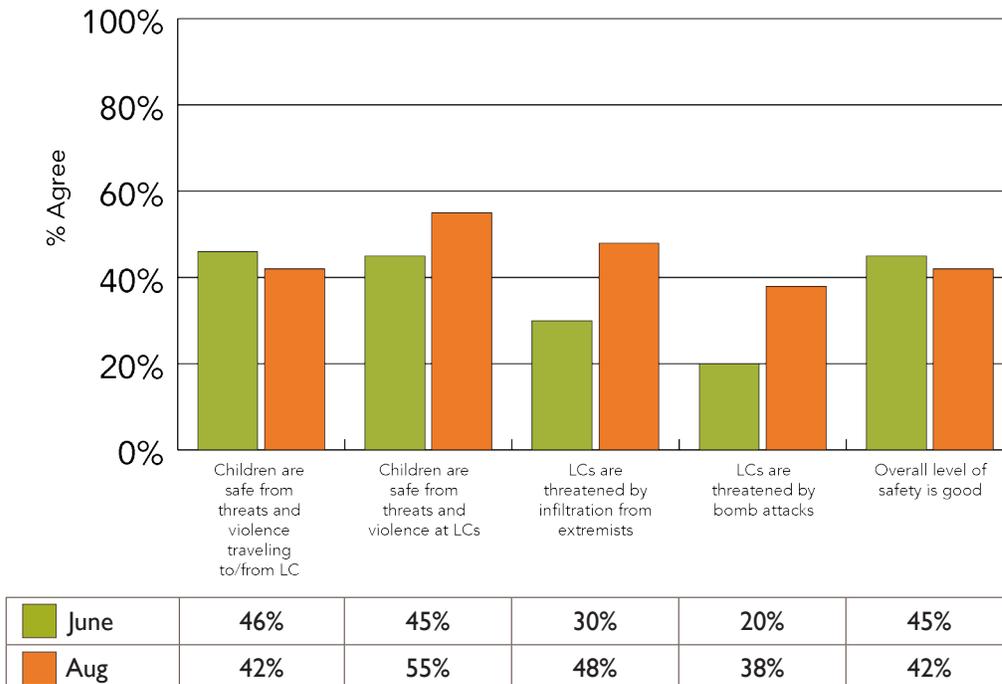
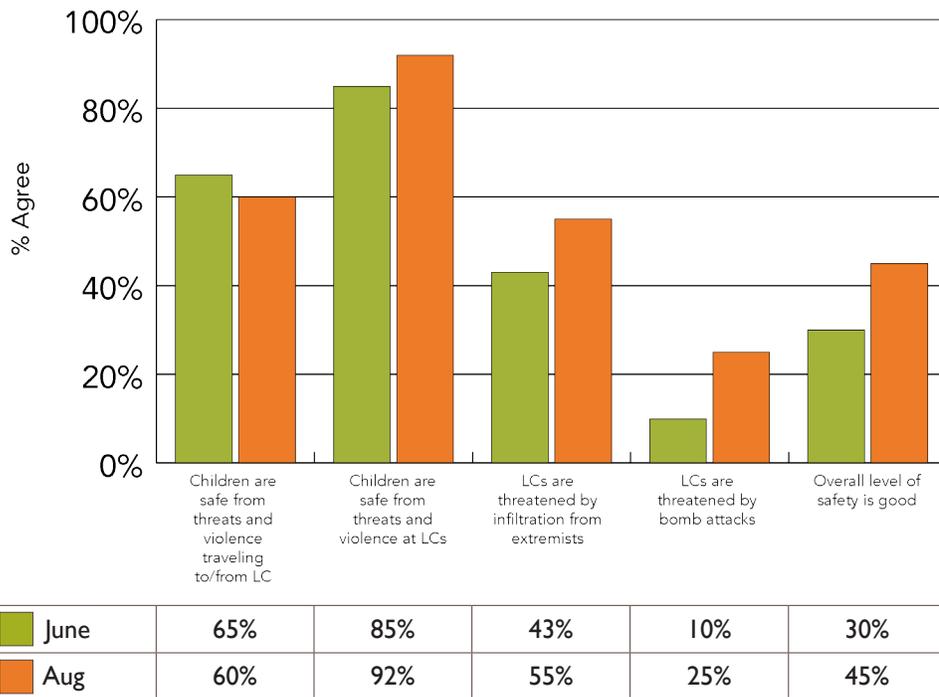


Figure 5: IDP Parents Sense of Safety and Threat



Source: Data from ECR Assessments

LEARNING

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

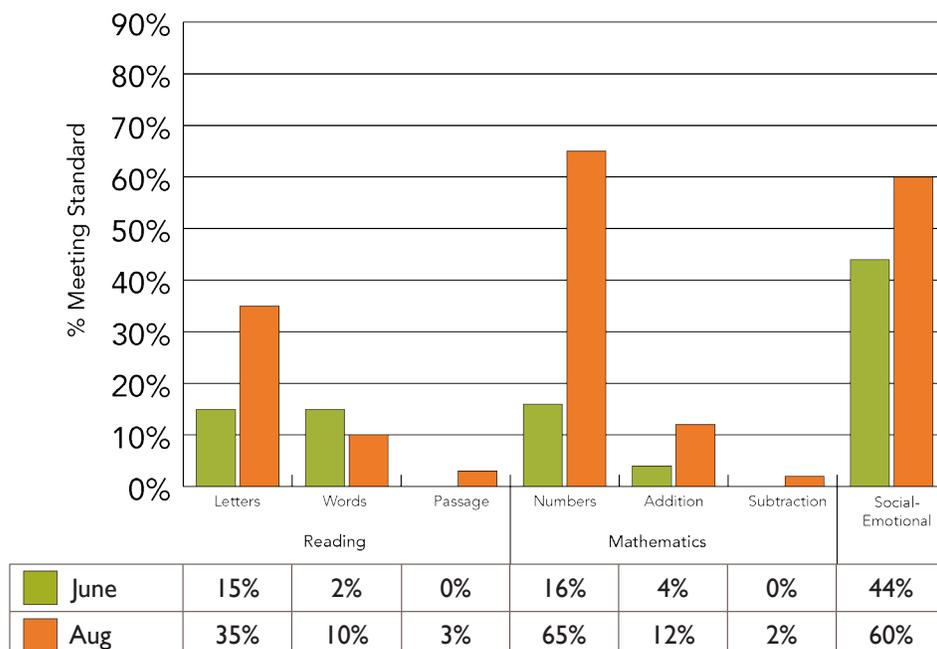
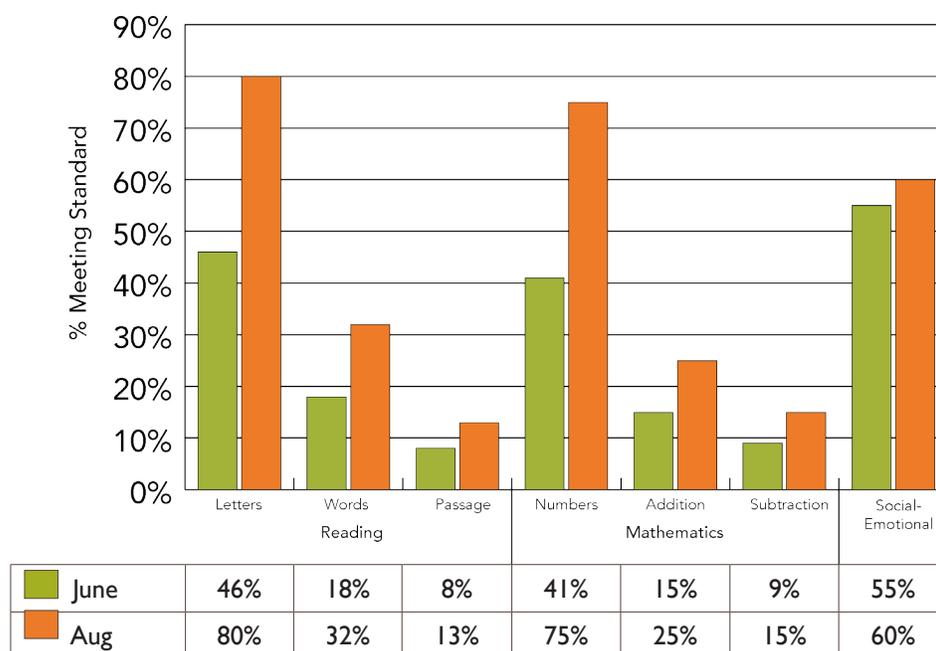


Figure 7: % Pupils 11-17 Yrs. Meeting Learning Standards



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

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

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

Role Descriptors: Murna Education Conflict Response Working Group (MECRWG)

Abdu'l Sani, Murna Education Secretary (community leader)

You have worked in the field of education for thirty years. You were trained at teacher training college as a mathematics teacher, and currently serve on the Murna Town Council and as the Unguwar Education Secretary. You have been active in getting support from the community for the 300 families who have fled their home communities seeking safety, shelter and subsistence; and for providing the IDP children and youth with some form of education.

Unfortunately it was impossible for the primary school and the Islamiyya school in Murna to accommodate the inflow of almost 400 IDP children and youth. The primary school is overcrowded, with class sizes at lower grades exceeding 80 pupils, and the JSS has only 3 classes of more than 60 students per class. When the ECR project offered to start up afternoon Learning Centers for IDPs, this offered what you believe was an important, if short-term, solution.

Although the ECR learning center has thus far only reached 192, or 52% of the IDP children and youth in Murna, it has obviously had a positive effect on those who are able to be enrolled, and the evidence of their gaining literacy, numeracy and socio-emotional skills is impressive. This is in contrast to the very poor learning attainment observed in the lower grades of Murna's primary school. You believe that this demonstrates the importance of reasonable class sizes, the training and supervision of teachers, and the provision of appropriate and adequate pupil texts.

CONSULTATION: SHARED INQUIRY

- Focus on shared goal and Terms of Reference
- Respect others – value diversity, suspend judgement
- Share information that is relevant, accurate and specific
- Seek consensus, support majority decision.
- Trust in emerging insights and solutions

Taiwo Ibrahim, LGA education supervisor

You are a former Senior Secondary School language teacher, and believe that the multiple languages taught and used in Murna public and Islamiyya schools – Hausa, English and Arabic – present a challenge to teachers and learners. You are convinced that a significant driver of the conflict that has affected Northern Nigeria over the past years has been the lack of quality education, health services and livelihood opportunities for youth, which has increased their sense of injustice and anger. That has taken the extreme form of school attacks by radical insurgents, although they claim this is primarily an attack on western education. You have heard from many of those who fled the insurgents that they have been caught in the cross-fire with National defense forces, and even vigilante forces, and do not know where to turn for safety.

One indicator of the inequality in government's provision of services to the Northeast is that enrolment rates in primary education is less than sixty percent (50% for girls), and per pupil expenditures, for those children and youth who are enrolled in basic education, is less than \$50 per pupil, whereas it is almost \$75 in the south. You believe that the popularity of the learning centers is that class sizes are typically below 50 pupils, teachers are supervised and paid regularly, and appropriate texts are available for pupils and teachers, and pupils receive meals. All this no doubt explains the attraction and rather impressive performance of pupils in the ECR learning centers who are gaining reading and mathematics skills.

You are concerned then to obtain more government and donor support for education access and quality, and to have policies linking learning attainments through Islamiyya schools, learning centers and other non-formal education to senior secondary and higher education. You worry that unless those who are attending the learning centers are recognized for learning achievements, they will not have any advantage for entry into public schools.

CONSULTATION: SHARED INQUIRY

- Focus on shared goal and Terms of Reference
- Respect others – value diversity, suspend judgement
- Share information that is relevant, accurate and specific
- Seek consensus, support majority decision.
- Trust in emerging insights and solutions

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

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

In your role as Chairperson for the Murna Working Group on Education Conflict Response, you want to assure that members observe the principles of consultation, and that the group keeps on schedule, meeting its Terms of Reference and produces a report and presentation. You are hopeful that this will contribute to improving program results.

CONSULTATION: SHARED INQUIRY

- Focus on shared goal and Terms of Reference
- Respect others – value diversity, suspend judgement
- Share information that is relevant, accurate and specific
- Seek consensus, support majority decision.
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Sheik Haji Abdullah, Interfaith Center

You have also served for the past ten years as a mallam working with almajiri children and youth who are out-of-school. You are now the leader of the main mosque in Murna. You are committed to introducing counter narratives to extremism born of the anger at corruption and injustice. This is a frequent discussion among your colleagues. You would like to see more emphasis placed on character building and a commitment to service and community well-being in schools and learning centers.

You work as a co-leader of the Interfaith Center with Pastor James Adaze. James is well loved for his service to the town in contributing to peace education, compassion, and service. He often teaches classes on these themes in the churches. You and James are not sure how to bring these good lessons into the learning centers and the schools, but continually advocate for this focus in Murna's education programs. The two of you have served as a model for interfaith collaboration in seeking to reduce conflicts and support respect and peaceful relationships between Muslims and Christians.

CONSULTATION: SHARED INQUIRY

- Focus on shared goal and Terms of Reference
- Respect others – value diversity, suspend judgement
- Share information that is relevant, accurate and specific
- Seek consensus, support majority decision.
- Trust in emerging insights and solutions

Patience Edosa, IDP Parent

You are a 41 year old mother of 7 children. Last year in November you fled with your family from the town where your uncle and two brothers were killed, and where your house and the school were demolished. You trained as a health worker and community educator after Senior Secondary School. You are active in the Christian community, and support the work of Pastor James on interfaith dialogue and peacebuilding.

Initially you and your family found shelter in his church, but later were able to move in with a distant relative and his family of eight children. Conditions are difficult with overcrowding, lack of health supplies to deal with children's sickness, and a diet that lacks nutritional value.

Your priority is to keep your children safe, you are pleased that the learning center is only 2 km distant. Your two girls walk together to the learning center with their brother for protection. You are very grateful that the children receive in-school meals and access to health services.

As the IDP Parent Representative on the Murna ECRWG you would like to see the learning center expand to enroll more children and youth, and to keep up the standards and progress that has been made. In the longer run, you want to see the children's learning assessed and given recognition so that they can advance their formal education.

CONSULTATION: SHARED INQUIRY

- Focus on shared goal and Terms of Reference
- Respect others – value diversity, suspend judgement
- Share information that is relevant, accurate and specific
- Seek consensus, support majority decision.
- Trust in emerging insights and solutions

Mohammed Usman, Community Coalition

You are a shopkeeper and former teacher. As the Community Coalition Representative, you have helped to organize accommodation and services for IDPs. You have noticed that many of the host community families that have taken in the IDPs are starting to feel overstretched with limited food to go around, and costs that are becoming a burden.

You work closely with the Chief and other community leaders to keep track of IDPs who are arriving and those who are leaving Unguwar Murna. This is necessary so as to assure that there is no infiltration by insurgents, and so that health, education and other services can be organized for those in greatest need.

A major concern for Murna is the large number of youth and men who are without regular work. They pose a threat to safety since they need money and resources (food, clothes, personal items) for themselves and their families. This has led to a number of confrontations within Unguwar, and requires increased vigilance from community groups and leaders, particularly religious leaders. It is encouraging that the expansion of the Learning Center has increased participation of the 200 IDP boys between 11 and 17 years from less than 20% in June to over 40% in August. But there is still a long way to go, and participation in the youth classes at the learning center does not provide employment.

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- Seek consensus, support majority decision.
- Trust in emerging insights and solutions

Nafisa Khatumu, Facilitator, Learning Center

You were born and educated in Ungamar Murna, and traveled to Kaduna to receive teacher training. You are married with four children and have been a teacher for past 8 years in both public primary schools and non-formal learning centers. You now teach in the Murna primary school in the morning and early afternoon, and serve as a learning facilitator in the project learning center (which is held in the school classrooms) after the regular school is closed. You are pleased with this opportunity since this provides you with additional income, quite a bit higher than the 1,000 Naira per month that you received while teaching in the non-formal continuing education center.

You have difficulty managing the oversized classes in the primary school: There are 78 pupils in class one, but only 51 in class six due to drop-outs, particularly girls. School conditions are not good: classrooms need repairs, there is a lack of texts and materials, and insufficient toilets, which is particularly difficult for girls and women teachers. The low enrolment rates, with 52% of the school-age boys and 43% of the girls coming to school, reflects on one hand the difficulty poor families have in paying school costs (at 4,000 Naira), the overcrowded and poor conditions in the schools, and also the wide-spread sentiment that girls do not need much formal education.

The conditions in the Learning Center are an improvement, yet challenging in a different way. The class is limited to 50 pupils, and with a daily attendance of only about 40 pupils it is quite manageable. You appreciate the very useful training you received through the NGO, especially on dealing with social-emotional learning and its importance, and you also receive supervision visits at least every two weeks. The pupils are provided interesting and appropriate texts, with book bags to keep their materials safe. They also receive a simple meal. These conditions are increasing the demand from Murna children and youth to come to the Learning Centers. The effectiveness of the learning centers, where children are learning to read, is an important lesson for the public school system.

However, there are a number of children who are quite disturbed, or withdrawn. Some of the older boys have a habitual response to threaten or attack others when they don't get their way. In both cases these children are handicapped from learning and need special help. But with a daily class size of over 40 pupils, even with the training, you are not able to cope with these children during class time. You feel it would be of great help if you could have a teaching assistant to help with these pupils and situations.

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Ali Danjuma, Learning Center Student Leader

At sixteen you are now the oldest child in a family of seven children. Your older brother, Musa, was beaten almost to death during the insurgent's attack on your community last November, and then, when you were fleeing to safety, he was apprehended for interrogation by the National security forces. You have not seen him since then.

You had to drop out of school when you were 12 years old. You were considered a good student with high potential, but since your family was poor they could not afford school costs for you and your younger 3 brothers and 2 sisters. It is therefore very fortunate that now you have a chance to join the IDP learning Center in Murna.

However, you find that the level of studies is far below what you had mastered, and you would like to spend some of your time helping other pupils' master skills of reading, writing and mathematics. Instead of the standard class approach where the teacher provides all of the information, followed by questions and answers, you think that in this setting those students who show mastery of the reading and mathematics could serve as assistant teachers, thereby relieving the teacher while strengthening their own skills and capacity.

Outside of school you would hope to be accepted into Murna's vigilante group, which keeps a careful eye on those coming into the town so as to prevent attacks, as well as assuring safety and the peaceful resolution of potential violent confrontations. However, at this time you sense there is some hostility towards IDP youth, so you fear you may not be accepted.

CONSULTATION: SHARED INQUIRY

- Focus on shared goal and Terms of Reference
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GARKUWA STATE EDUCATION SECTOR COMMISSION TERMS OF REFERENCE EDUCATION SECTOR WORKING GROUP ON EDUCATION CONFLICT RESPONSE

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

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

- v. Explore and reach consensus on actions to be taken to address these issues—actions for the Working Group organizations, and actions at a higher policy or program level— as well as the data and information needed to track the impact of these actions.
- vi. Prepare a report and presentation to be made to the State Education Sector Commission.

5. REPORTING AND PRESENTATION:

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

TEMPLATE FOR THE REPORT

The report and presentation should include:

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

Garkuwa State Profile and Education Data

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



Market in Garkuwa Jihar Capital

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

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

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

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



Garkuwa Education Sector Commission Meeting

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

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

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

ANNEX STATISTICS

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

September 2015

The data provided to the WGECR includes the following:

POPULATION

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

ACCESS

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

SAFETY AND PROTECTION

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

LEARNING

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

POPULATION

Table 1: Population of Garkuwa State, 2015 (est.), Population of IDPs, and Population of IDP Children and Youth (6–17 years), by LGA

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

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

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

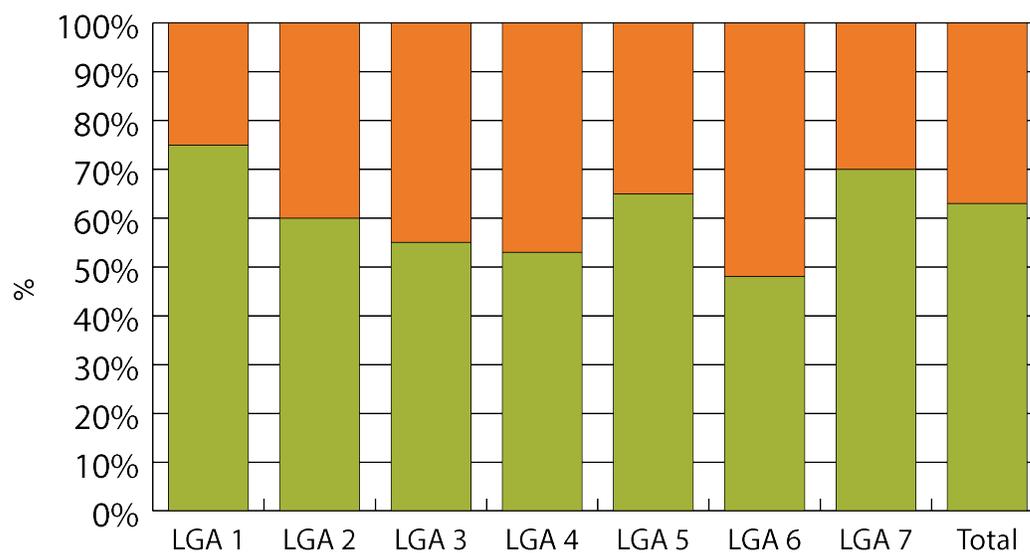
Sources: Data from Census projections and from SEMA-IOM/DTM for IDP population

ACCESS

Table 2: Enrollment Numbers in Primary Schools, 2014 – 2015, By LGA

	BASIC SCHOOL POPULATION (6 - 15 YRS.)	# ENROLLED OF BASIC SCHOOL POPULATION	ENROLLMENT RATE
LGA 1	13,125	9,844	75%
LGA 2	8,075	4,845	60%
LGA 3	7,525	4,139	55%
LGA 4	5,625	2,981	53%
LGA 5	7,350	4,778	65%
LGA 6	5,250	2,520	48%
LGA 7	10,200	7,140	70%
TOTAL	57,150	36,247	63%

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



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

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

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

Table 3: IDP and Host Community Children/Youth Enrolled in Learning Centers, by LGA*

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

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

Source: Data from ECR Project records.

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



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

SAFETY AND PROTECTION

Figure 10: IDP Boys Sense of Safety and Threat

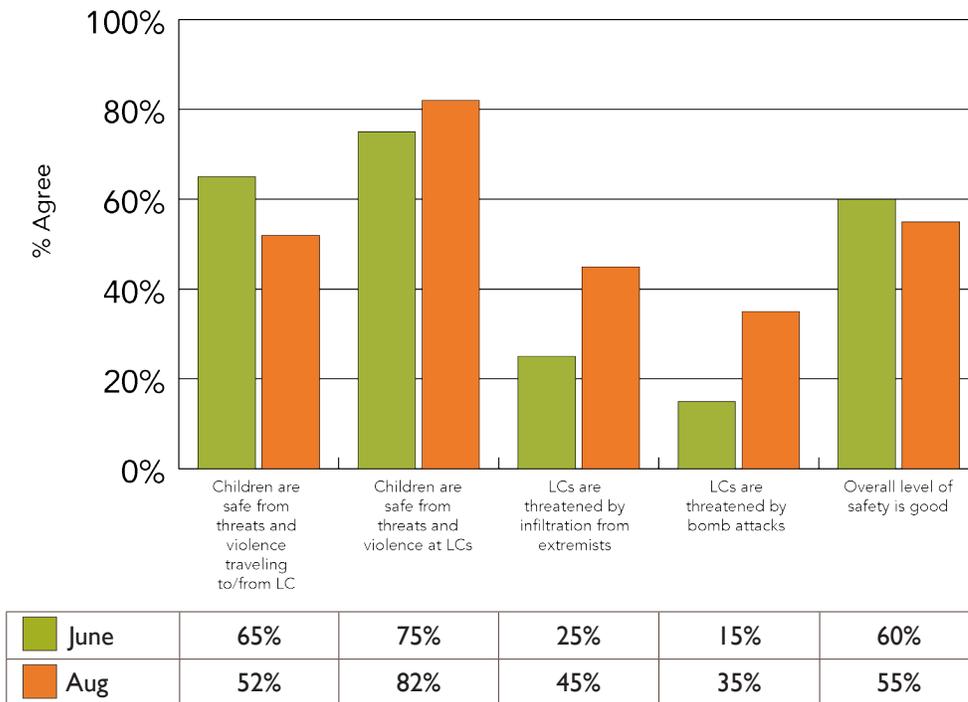


Figure 11: IDP Girls Sense of Safety and Threat

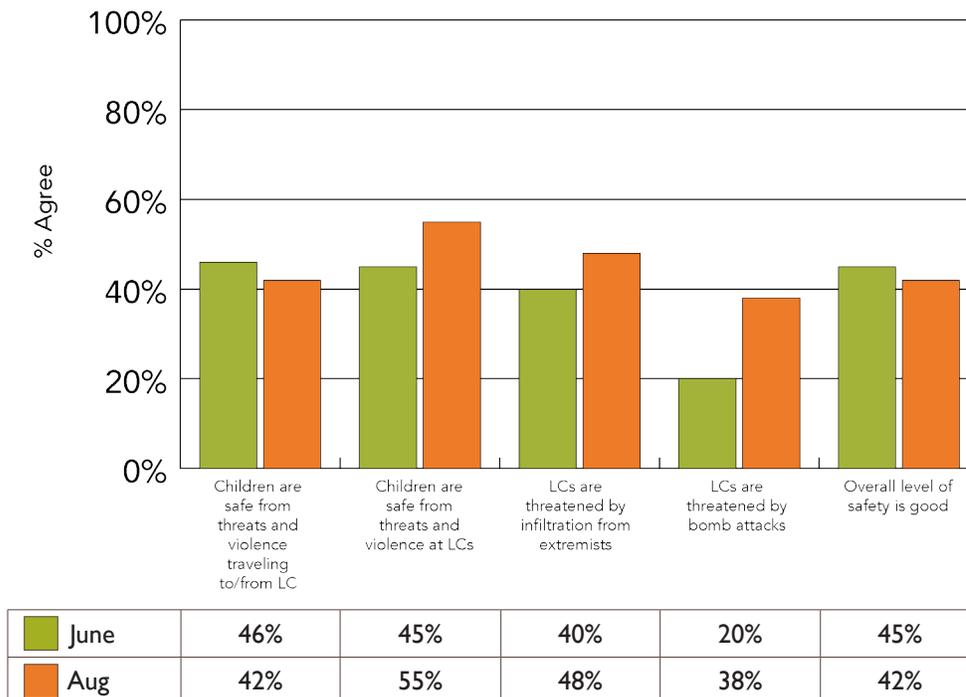
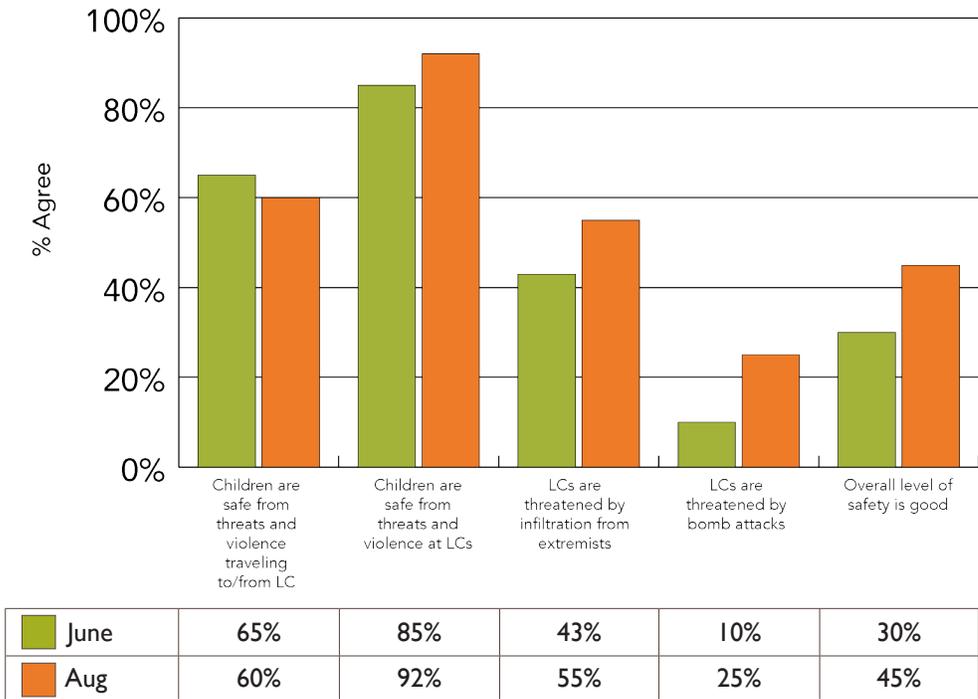


Figure 12: IDP Parents (Male and Female) Sense of Safety and Threat



LEARNING

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

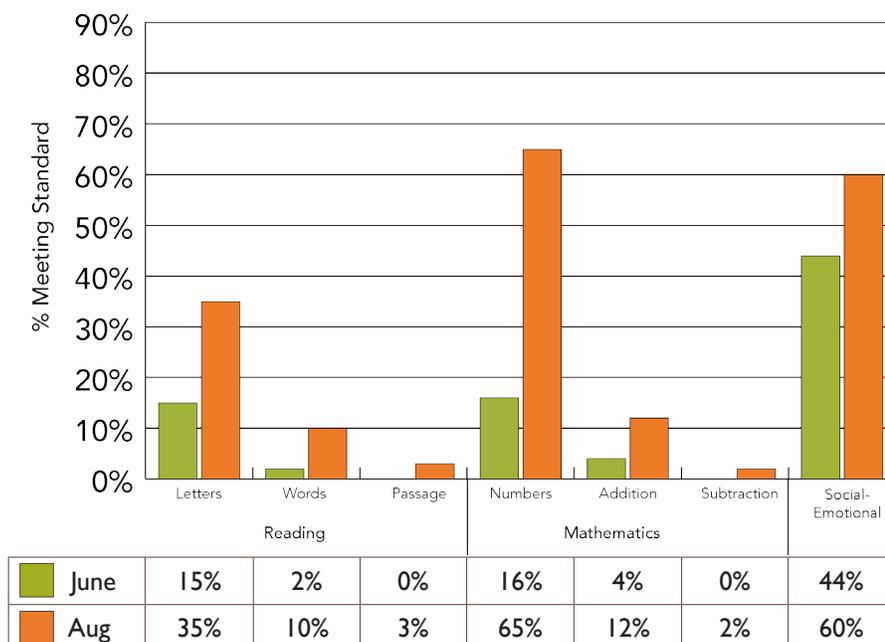
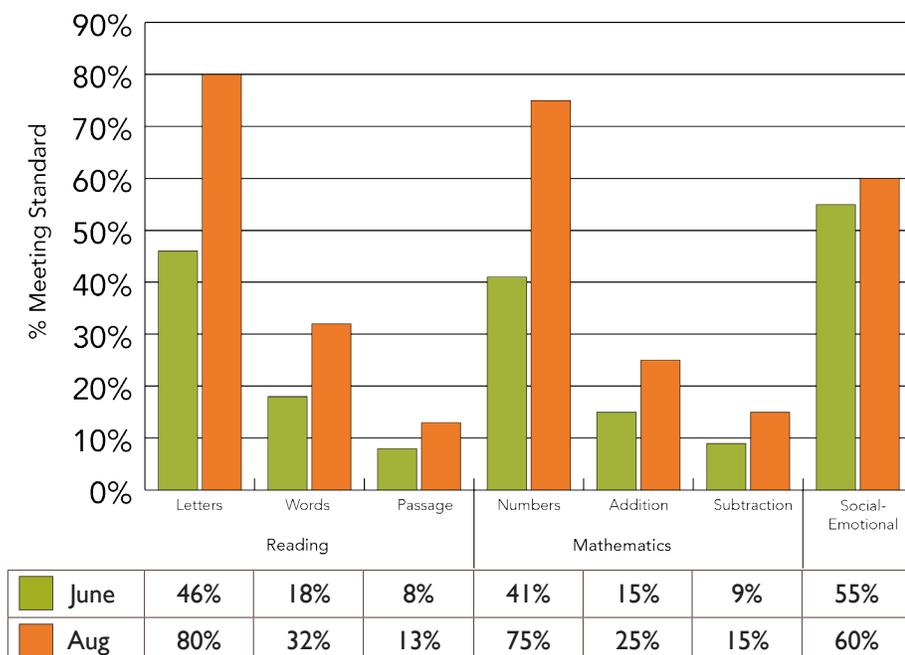


Figure 14: % Pupils 11-17 Yrs. Meeting Learning Standards



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

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

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

Role Descriptors: Garkuwa State Education Sector Working Group on Education Conflict Response (WGECR)

Azumi Babangida, State Universal Basic Education Board (SUBEB)

You are sixty years old with thirty years of experience as an educator, and a former Senior Secondary School Headmaster. You believe that a significant driver of the conflict that has affected Northern Nigeria over the past years has been the lack of education and livelihood opportunities for youth, which has increased their sense of injustice and anger. That has taken the extreme form of school attacks by radical insurgents, although they claim this is primarily an attack on western education. You have heard from many of those who fled the insurgents that they have been caught in the cross-fire with National defense forces, and even vigilante forces, and do not know where to turn for safety.

One indicator of the inequality in government's provision of services to the Northeast is that enrolment rates in primary education is less than sixty percent (50% for girls), and per pupil expenditures, for those children and youth who are enrolled in basic education, is less than \$50 per pupil, whereas it is almost \$75 in the south. You believe that the popularity of the learning centers is that class sizes are typically below 50 pupils, teachers are supervised and paid regularly, appropriate texts are available, and pupils receive meals. Thus the unit expenditures for the learning centers is more than double that of the public schools. This no doubt explains the rather impressive performance of pupils in the ECR learning centers who are gaining reading and mathematics skills.

You are concerned then to obtain more government and donor support for education access and quality, and to have policies linking learning attainments through Islamiyya schools, learning centers and other non-formal education to senior secondary and higher education. You worry that unless those who are attending the learning centers are recognized for learning achievements, they will not have any advantage for entry into public schools.

CONSULTATION: SHARED INQUIRY

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Jane Namadi, **Multilateral Donor with UNICEF**

You were born and educated in Kenya, studying social psychology at undergraduate and graduate levels. Since joining UNICEF eight years ago, you have worked on psycho-social crisis response and social-emotional learning in school curricula and teacher training, first in Kenya, then in South Sudan. For the past three years in Northeast Nigeria you have managed the Safe Schools Initiative with Save the Children, providing grants to local organizations and communities coping with the influx of IDPs.

You are the coordinator for donors working on the Crisis and Conflict Working Group for northern Nigeria which supports health, welfare and education sector programs across the conflict-affected Northeast of Nigeria. In that capacity you attend the OCHA organized meetings for the education sector in Abuja on a bi-weekly basis to share information and map who is doing what and where. It is reported through OCHA sources that, now that the insurgency has retreated to the forests, there are fewer direct armed attacks on communities and schools, although there has been an increase in isolated attacks and bombings. Further, it has been widely reported that some IDP youth have fled National defense forces and vigilante groups who suspect them of being insurgents or spies.

You would like to see better coordination of implementing agencies addressing education, health, and livelihoods for the IDPs and for all children and youth through the regular sharing of information on program impacts. You are particularly interested in the social-emotional curriculum and teacher training being used for the learning centers, and would like to see more data on its effectiveness.

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Dauda Ibrahim, **Community Coalition on EFA**

You are 55 years old, formerly a mallam, a teacher of almajiri children and youth, and for the past ten years you have been a farmer and community leader. As a member of the Community Coalition on Education for All (EFA) you worked hard, travelling to many towns and communities, to gain support of leaders and community councils in accepting, caring for and providing services and education to those displaced by the insurgency in the Northeast. You thank Allah for the generosity of so many in Garkuwa who have opened their doors to take in and shelter those who have fled attacks on their communities.

You now see increasing movement of IDPs from rural to urban centers hoping for better work opportunities; many wish to return to their homes. You note that in a neighboring State that as many as twenty-five percent of families have returned to their home communities.

You are concerned about the tensions between community members and IDPs over such donor/NGO provided services as food distribution, health supplies and learning centers, which are designated for IDPs, but which are also much in demand by the host-communities. For example, private costs for a child in primary school, including a uniform and books and other fees, is typically as much as 4,000 Naira (\$20), yet the learning centers are provided free of charge. These issues tend to increase tensions and conflict. You want to be sure everyone is treated equitably to keep harmony at the community level.

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David Ashoka, International Bilateral Donor

You have over thirty-five years of experience in development education, having worked in Afghanistan, Somalia, Uganda, and for the past six years in Nigeria. You believe that education systems and services are central to a country or region's sustainable development, although the reforms necessary to provide for effective and quality education cannot be realized in the short term. Secondly, you are committed to the development principle (articulated by the Paris Declaration, and subsequently by the Accra and Busan Accords) that donors should support host-country institutions to provide more widespread and higher quality education services, but not deliver those services themselves.

However, in response to the crisis brought on by the Boko Haram insurgency, it clearly was necessary for steps to be taken to provide education support services for those displaced by the emergency. The challenge now will be to integrate those services within the larger education sector plans and system, while building local capacity and resources.

You also recognize the particular challenges girls face in access to education due to culture, home-based demands, and the threat of gender-based abuse for pupils going to and from learning centers. The sense of security for girls, although it has increased while they are attending learning centers, has declined for those traveling to and from learning centers. This is a problem that communities need to address.

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Samual Suraj, **International NGO Implementing Agency** (current Chairperson for the WGECR)

You are 45 years old and have worked as an NGO senior manager in communities in NE Nigeria for 10+ years in fields of education, health and livelihoods for youth. You are now responsible for expanding and developing Learning Centers for IDPs across the state, of which there are currently over 100 and expanding rapidly. In addition to tracking enrolments, security and learning progress, you coordinate with other donors and government agencies, and particularly with communities, in the establishment and expansion of Centers. This involves the selection, training and support to facilitators. You work with field staff to organize project-based meetings for learning facilitator training, supervision, and rolling assessment exercises.

In your role as Chairperson for the Garkuwa Working Group on Education Conflict Response, you want to assure that members observe the principles of consultation, and that the group keeps on schedule, meeting its Terms of Reference and produces a report and presentation. You are hopeful that this will contribute to improving program results.

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Mohammed Alba, State Emergency Management Agency

You are a forty-five year old social science researcher and statistician, working closely with the Office of Internal Migration (OIM). You assist in the design and conduct of the *Displacement Tracking Matrix* (DTM) and present the results to Federal and State level government, organizations and donors. These surveys provide an in-depth analysis of the status and movement of IDPs in the Northeast, and for Garkuwa, The DTM is not a census, but a sample survey which covers approximately 52,000 individuals and 11,700 households in six States and 86 LGAs.

Information from the most recent DTM survey indicates the following:

- » 75% of IDPs were displaced during 2014 and 25% in 2015
- » The great majority of IDPs - 92% - fled from the Boko Haram insurgency, while 8% report fleeing from internal community clashes
- » 52% of IDPs are women
- » 56% of IDPs are below the age of 17 years, and almost half of these are under 5 years old
- » 92% of IDPs are now living with host families or have acquired other accommodation, only 8% are now in camps
- » 48% respondents report they receive no food distribution, and depend on host-families and the community
- » Half of all respondents are in communities where they have no access to health services or to education
- » 82% report wanting to return to their place of residence, but are prevented from doing so because of insecurity and lack of subsistence/work.
- » However, an increasing number have returned to their places of origin: over 250 thousand, or 26% of the IDPs in a neighboring state have departed, As many as 20% of IDPs say they have no intention of returning to their homes.

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Usman Salim, State Agency for Mass Education

You are a 45 year old educator, formerly an Education Secretary for a large town in Garkuwa. In your current position with SAME you oversee the provision of non-formal learning centers for youth and adult literacy programs. Although there has been, over the past decade, a decline in non-formal learning centers, there are currently 172 centers, an average of 28 per LGA, with 4,280 students, of whom 60% were female. In 2014, 2,050 Literacy Certificates were awarded to those who passed the SAME literacy examination. Even with this level of effort the literacy rate for Garkuwa is 67.4% (in either Hausa or English), with 33% illiteracy.

You believe that policies governing NFE and its relationship to formal schooling are critical. Those who complete higher level literacy classes in the non-formal centers and obtain certificates are able to enter JSS and even SSS. As for the Learning Centers under the ECR program, You are concerned about the policy and links to formal schooling. What kinds of certificates will be possible? Will those certificates be based on the examination that is used for the SAME program? Also, you wonder what qualifications and education level those IDP students who return to their homes will have to enter (or re-enter) schools that are functioning.

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Nafisa Khatumu, Facilitator from a Community Learning Center

You were born and educated in Ungamar Murna, and traveled to Kaduna to receive teacher training. You are married with four children and have been a teacher for past 8 years in both public primary schools and non-formal learning centers. You now teach in the Murna primary school in the morning and early afternoon, and serve as a learning facilitator in the project learning center (which is held in the school classrooms) after the regular school is closed. You are pleased with this opportunity since this provides you with additional income, quite a bit higher than the 1,000 Naira per month that you received while teaching in the non-formal continuing education center.

You have difficulty managing the oversized classes in the primary school: There are 78 pupils in class one, but only 51 in class six due to drop-outs, particularly girls. School conditions are not good: classrooms need repairs, there is a lack of texts and materials, and insufficient toilets, which is particularly difficult for girls and women teachers. The low enrolment rates, with 52% of the school-age boys and 43% of the girls coming to school, reflects on one hand the difficulty poor families have in paying school costs (at 4,000 Naira), the overcrowded and poor conditions in the schools, and also the wide-spread sentiment that girls do not need much formal education.

The conditions in the Learning Center are an improvement, yet challenging in a different way. The class is limited to 50 pupils, and with a daily attendance of only about 40 pupils it is quite manageable. You appreciate the very useful training provided for the learning center, especially on dealing with social-emotional learning and its importance, as well as the supervision visits you receive at least every two weeks. The pupils are provided interesting and appropriate texts, with book bags to keep their materials safe. These conditions are increasing the demand from Murna children and youth to come to the Learning Centers. The effectiveness of the learning centers, where children are learning to read, is an important lesson for the public school system.

However, there are a number of children who are quite disturbed, withdrawn or, especially for the older boys, a habitual response to threaten or attack others when they don't get their way. In both cases these children are handicapped from learning and need special help. But with a daily class size of over 40 pupils, even with the training, I am not able to cope with these children during class time. It would be of utmost help if I could have a teaching assistant to help with these situations.

CONSULTATION: SHARED INQUIRY

- Focus on shared goal and Terms of Reference
- Respect others – value diversity, suspend judgement
- Share information that is relevant, accurate and specific
- Seek consensus, support majority decision.
- Trust in emerging insights and solutions

DEBRIEFING FOR THE SIMULATION

COLLABORATIVE CONSULTATION: Murna Community and Garkuwa State

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

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



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