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REPORT ON SOMALIA PILOT OF CHECKLIST FOR CONFLICT SENSITIVITY IN EDUCATION PROGRAMS

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REPORT ON SOMALIA PILOT OF CHECKLIST FOR CONFLICT SENSITIVITY IN EDUCATION PROGRAMS

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Summary Information

Country:	Somalia
Tool Tested:	Checklist for Conflict Sensitivity in Education Programs
Dates of Fieldwork:	November 10-18, 2012
Location of Fieldwork:	Nairobi, Kenya
USAID Mission Point of Contact:	Marybeth McKeever, Somalia Program Advisor
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Back-To-Office Report Prepared by:	Valerie Haugen
Date of Report:	November 26, 2012

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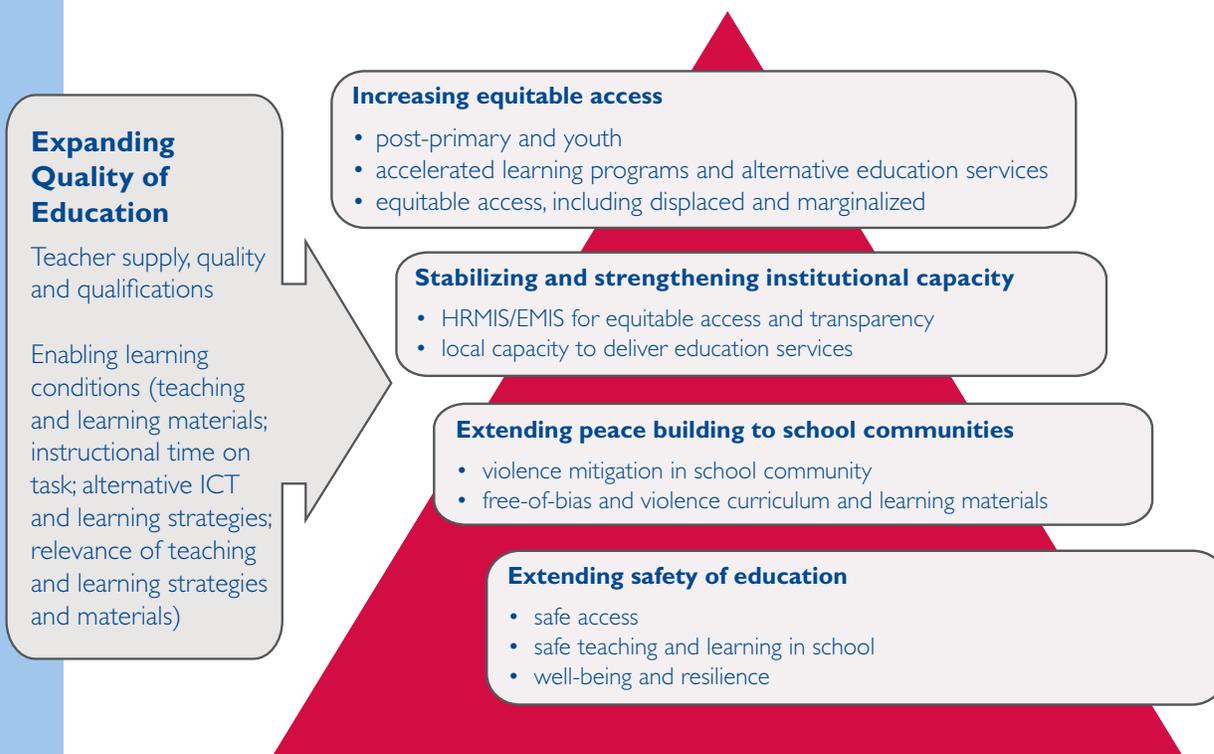
I. INTRODUCTION

BACKGROUND AND PURPOSE

Under the USAID Education Strategy, education programs should ensure access to education by all learners. Programs should address any inequality by explicitly identifying those who are the victims of the inequality and by implementing strategies to ensure equitable access to and participation in education. Inequality may be present for any number of reasons—an individual or group’s location, socio-economic or cultural or religious background, sex and so forth. Disparities in access to education opportunities can be localized or broad-based. They can arise out of entrenched biased practices or from policy frameworks utilized by education institutions or they can be extra-systemic with limitations imposed by cultural or religious institutions. Various manifestations of inequality can, and oftentimes does, lead to feelings of marginalization, which can be expressed in diverse ways. In addition, creating equitable access can lead to grievances, the expression of which can be violent and harmful.

The Checklist for Conflict Sensitivity in Education Programs will assist USAID education programs to effectively and efficiently meet Goal 3 of the USAID’s Education Strategy—Increase equitable access to education in conflict and crisis environments. Applying conflict-sensitivity to program design, and implementation and monitoring will allow more equitable, effective, efficient and sustainable education programs. Key features of programs that increase equitable access are shown in Figure 1, the Goal 3 Strategic Framework. These features represent the building blocks of programming under Goal 3.

FIGURE 1. GOAL 3 STRATEGIC FRAMEWORK



With the Checklist, USAID expects missions to develop a deeper, context-specific understanding of the underlying sources of conflict and their interaction with development, particularly education. The tool incorporates a gender dimension, which is inseparable from conflicts and crises. Mission education personnel, implementing partners, other USAID personnel and partner government personnel, should utilize the tool when planning, implementing, monitoring and evaluating education programs.

In order to refine the Checklist into a final version fit for broader distribution and use, USAID determined that the Checklist would be piloted by and with missions from several countries, including Somalia. This Report represents the findings and conclusions from the first round of piloting with USAID/Somalia and 25 stakeholders in Nairobi, Kenya from November 12-16, 2012.

Specific objectives for the pilot included:

- Presenting the USAID draft tool, *Checklist for Conflict Sensitivity in Education Programs*, to specified and interested stakeholders from the education sector of Somalia.
- Gaining relevant feedback on the Checklist as a tool and on the piloting process itself.

By meeting these objectives in Somalia and in the other targeted piloting locations, it is expected that USAID/Washington will be able to improve the tool's quality and applicability. USAID hopes the Checklist will become a useful instrument for mission personnel's efforts in mainstreaming conflict sensitivity into education programming around the world in a meaningful and intentional manner, and to make a difference in equitable access for 15 million children.



Photo credit: Valerie Haugen

ABOVE: Nasri Hussein (USAID/Somalia Transition Initiative for Stabilization Program Management Specialist) filling out the Checklist at the piloting session.

THE PILOT PROCESS

PARTICIPANTS AND PILOT ACTIVITIES

The piloting process included two workshops in which participants tested the Checklist and completed feedback questionnaires. The process attempted to capture an array of opinions and included members of governmental, donor and non-governmental organizations. A full-day workshop on November 14, 2012 was held at the Tribe Hotel with the USAID mission, the partner government's Ministry of Education and implementing partners' personnel. The following day, a half-day workshop was conducted with donors and other development organizations. Table 1 depicts the participants by organization and gender. In-depth discussions regarding the Checklist also took place with two key USAID/East Africa-Somalia personnel, Ms. Marybeth McKeever and Mr. Ismail Shaiye.

TABLE I. PARTICIPANT NUMBERS BY ORGANIZATION TYPE

Organization Name	Number of Participants	
	Female	Male
USAID East Africa	4	2
Ministries of Education (Somalia, Puntland, Somaliland)	1	6
USAID Implementing Partners	0	4
Donors	2	3
Development Organizations (INGOs/NGOs) ^I	3	0
TOTAL	10	15

I. These organizations are external to USAID and its contracts.

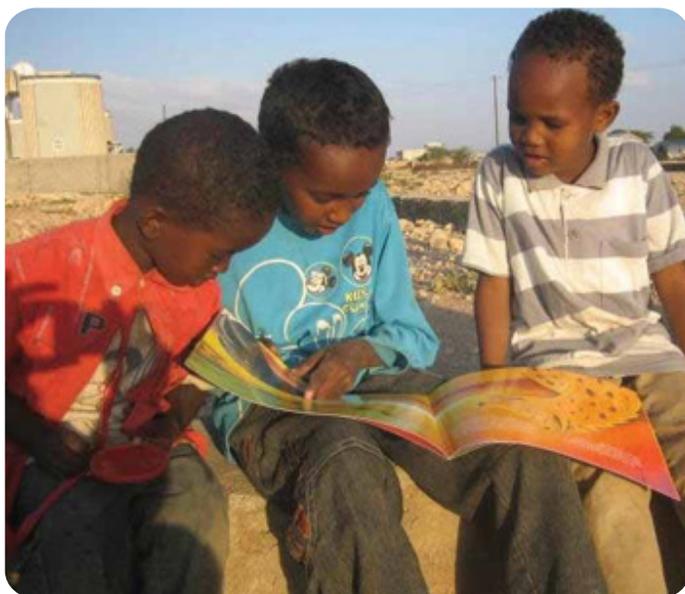


Photo credit USAID

ABOVE: Somali boys reading one of 20 bilingual books published by USAID. Ongoing civil war has led to the deterioration of primary education and soaring illiteracy.

2. FEEDBACK ON CHECKLIST

The content in the sections below is based on the information collated from the feedback questionnaires and face-to-face discussions with participants in the piloting process.

A. RELEVANCE

- To what extent is the Checklist content appropriate and important when considering conflict sensitivity in education programs?

Although the content was perceived to be largely appropriate and important in conflict situations, improvements were suggested. A number of participants raised questions about 'sex/gender', 'ethnicity/identity' and whether these were relevant constructs. Once the distinction between the terms 'sex' and 'gender' were made, inclusion of the terms was considered relevant. Regarding 'ethnicity' and

'identity', the consensus was that these needed further thought.

Various sections of the Checklist were identified as more or less important, but there was no commonality of view within or across participants from different organizations. However, non-USAID participants felt that the content that was too specific to USAID in certain places.

- To what extent is the process for using the Checklist appropriate and important?

The process for using the Checklist as an actual tool depends on the purpose for and user of the Checklist. For example, if the Checklist is being used to ensure that a Request

for Proposals document is conflict-sensitive, the process would consist of a quick run-through of an abbreviated version of the Checklist. If the Checklist is being used to bring all education stakeholders together to work under a commonly-defined umbrella for conflict sensitivity, then the process would need to be lengthier and more structured. Some participants initially indicated that the Checklist itself is 'too long'. However, during the course of the session, this perspective shifted and most participants felt that the length of the Checklist is not an issue. They suggested that the length might seem long the first time it is encountered, but that the comprehensiveness is probably necessary and that repeated use would make the Checklist more familiar. Additionally, participants did not find the process for testing the Checklist problematic.

Participants also identified concerns that the Checklist's application target was unclear; there was discussion on whether the Checklist was aimed at assessing an organization or a ministry of education. Participants agreed that greater clarity was needed with respect to the Checklist's organizational focus.

- To what extent does the Checklist provide the participants with appropriate and important insights about conflict sensitivity in their education programs?

Most participants noted that they learned new things from the Checklist that will inform their thinking about conflict sensitivity. Some participants identified assumptions that were made or information that were previously glossed over as very important to conflict sensitivity. One example is the curriculum content.

Overall, respondents felt that the Checklist is relevant in a variety of contexts. All participants identified the Checklist as relevant not just for USAID, but for other organizations and purposes, including partner governments. They saw multiple uses for the Checklist both inside and outside of their organizations and across the education sector. Participants

who came from outside the education sector saw relevance for the Checklist across sectors, with minor adjustments.

B. CONSTRUCT VALIDITY

- To what extent is the Checklist a good way to contribute to conflict sensitivity?

There was strong endorsement from the participants that the Checklist is a good way to contribute to conflict sensitivity mainstreaming in education sector programming at the strategic, implementation and operational levels. According to one group response, "The Checklist is a good way to contribute to conflict sensitivity because you are asking the right questions and capturing the right information that will contribute to conflict sensitivity that then can be linked to institutional strategy."



Photo credit USAID

ABOVE: Girls learning to read in the USAID-funded Somalia Reader Series program. Although school enrollment has increased, the Primary School Census in northern Somalia shows that only 36 percent of children in school were girls.

- Is the Checklist a good way of contributing to achieving the goal of equitable access in conflict- and crisis-affected contexts?

A number of participants noted, and all others present agreed, that the Checklist is helpful in moving towards the goal of equitable access. They articulated how the Checklist stimulated their thinking on a more strategic, in-depth and sophisticated level about what equitable access really meant in their given contexts, and for their organizations and potential beneficiaries. For example, several participants noted that they have never looked in-depth at the students to really understand how strategic, programmatic, implementation and operational decisions can: 1) further marginalize disadvantaged groups; 2) introduce marginalization and disadvantage where they may have been minimal before; and 3) cause harm and exacerbate conflict and grievances rather than building stability and a peace that incorporates access to and participation in a quality education system for all learners.

Participants identified additional merits of the Checklist:

“It covers the various aspects of equitable access to education and to a large extent, raises awareness on conflict sensitivity issues to those using the tool.”

“It takes into consideration factors that contribute to equitable access, such as age, sex and ethnicity.”

“It provides a tool to include disparities and marginalization.”

C. RELIABILITY

- Will use of the Checklist repeatedly and consistently yield the same or similar results (even when used in different contexts and by different users)?

Overall, participants felt that the reliability of the Checklist was the biggest issue. The Checklist was originally conceived and designed as a tool for USAID missions' education personnel. It became apparent to the participants and the Checklist authors that reliability would be consistent only if: 1) the existing Checklist is used by USAID missions' education personnel; or 2) the Checklist could be 'genericized' to be less USAID-centric. Participants felt that reliability is dependent on the specific purpose and users of the Checklist. They felt that the Checklist could be reliable if it was used for the same purpose by a particular group. Although the authors provided the participants with guidance on how to adapt the Checklist to each organization's and individual's purposes, adaptation was difficult during the testing and proved to be cumbersome for non-USAID participants.

The Checklists completed by participants ranged in responses from nearly all 'yes' ticks to nearly all 'no' ticks. The discrepancy in responses was not present for those from the same organization, but was observable from one organization to another.

D. UTILITY

- Will the Checklist be useful to USAID/ Washington, USAID missions and their implementing partners; partner government; and other development partners in incorporating conflict sensitivity into education programs?

All participants were interested in and excited about the possibilities that the Checklist presents for mainstreaming conflict sensitivity within their respective organizations'

education programming and as a broader, unifying tool for education sector stakeholders in general.

Examples of specific uses for the Checklist identified by stakeholders included the following:



Photo credit USAID

ABOVE: Girls taking part in the USAID-funded Somali Interactive Radio Instruction Program (SIRIP). Designed to reach students and teachers displaced by conflict, the curriculum includes reading and math as well as health, conflict prevention and mediation.

- All participants thought that the Checklist could demonstrate the conflict sensitivity in education sector plans necessary to obtain Global Partnership in Education (GPE) funding. GPE also saw the Checklist as useful in shaping its assessment of the conflict sensitivity of countries' education sector plans.
- UNICEF thought that it could utilize the Checklist internally to gauge and monitor the conflict sensitivity in education programming of its local implementing organizations.

- Implementing partners thought that the Checklist would help standardize their members' thinking about conflict sensitivity in their programming. They noted that it was the first time that they, as a consortium team, had looked critically at conflict sensitivity.
- A USAID staff member unassociated with education programming was excited to adapt the Checklist to integrate conflict sensitivity internally in other USAID sectors.
- A number of participants noted that the entire Checklist did not need to be used; they saw value in utilizing pieces of the Checklist. For example, the Checklist's teaching and learning materials and curriculum domain could serve as an entry point for an in-depth assessment on teaching and learning materials.
- Perhaps most importantly, senior personnel from the three Ministries of Education realized that their challenges and opportunities are more similar than different. They felt that the Checklist enables them to look at conflict sensitivity and its dimensions in a structured and more sophisticated way, and to work from a common core of concepts and perspectives that are useful for all three ministries.

The general consensus at the end of the hands-on workshop and the development partners' roundtable discussion was that the Checklist and the process for engaging with the Checklist have been catalysts for Somalia's education stakeholders. Many participants, including government partners, wanted to follow-up on using the Checklist as a unifying structure for incorporating conflict sensitivity into education programming across involved organizations (including local NGOs, INGOs, donors/development partners and

government partners). The partner government's personnel were especially interested in helping to lead the process.

E. FREQUENTLY ASKED QUESTIONS AND CONSIDERATIONS

The following questions and considerations were raised consistently by participants in both piloting sessions. These questions and considerations will be combined with those arising from the piloting in other countries to develop a set of recommendations for USAID/ Washington to guide next steps in finalizing the Checklist.

STRATEGIC QUESTIONS AND CONSIDERATIONS

1. Should the Checklist be 'genericized' so that there is a USAID-focused version for use by USAID missions' education personnel and a generic version that could be used by any interested education sector stakeholders?

Non-USAID mission participants felt that the Checklist content should be 'genericized' so that the USAID-specific terminology was not distracting to the user or limiting to the Checklist's potential purposes and uses.

2. How can the purpose(s) for using the Checklist be better articulated so that it is clear to USAID mission personnel how it might be integrated within the program cycle as well as to other organizations how the Checklist might be utilized?

The purposes for using of the Checklist need to be clearly articulated. To integrate conflict sensitivity into the USAID program cycle, the draft matrix can be a framework for laying out the various purposes of the Checklist's usage at various points in time. Participants felt strongly that the conflict sensitivity analysis process should be applied at key moments in the program cycle, including design, monitoring and evaluation, and strategic planning. Ongoing and periodic integration of the conflict analysis process will enable the mission, implementing partners and other stakeholders to adjust to the changing landscape and help to ensure that harm is not introduced or exacerbated through education programming strategy design and implementation.

3. How can the Checklist and the pilot process be used to contribute to sector planning and the Global Partnership for Education sector plan requirements regarding conflict sensitivity?

Participants were excited by the possibility of using the Checklist to stimulate a thoughtful and intentional process for mainstreaming conflict sensitivity. Such an effort would require the production of an agreed plan with roles and responsibilities clearly articulated.

4. Who should/could take the lead in capitalizing on the interest and forward momentum created by the pilot process for Somalia?

Bringing key stakeholders together to reflect on conflict sensitivity in education is an important step in the process of authentically and intentionally mainstreaming conflict sensitivity. This shared experience builds a common perspective; using the Checklist in

a group setting has provided a common framework for discussing and acting to improve conflict sensitivity in education programming.

Many participants felt that the Ministries of Education should take the lead, with support from their donor and development partners. The senior members of the Ministries of Education were interested and willing but felt that they would need a partner (USAID/Somalia) to progress further work.

5. How should USAID/Somalia further utilize the Checklist and capitalize on the momentum and interest generated through the pilot process?

USAID/Somalia felt that its participation in the Checklist pilot process could help raise awareness of the dire needs of Somalia's education sector and the clear opportunities for USAID/Somalia to contribute to meeting the Goal 3 target of increasing equitable access to 15 million new learners.

It is clear that for the Checklist (and any other conflict sensitivity tools) to authentically (and not just superficially) mainstream conflict sensitivity, time needs to be devoted to articulating a clear and specific plan for the USAID/Somalia education unit to roll out. Further assistance and guidance from Washington is needed for this to eventuate and for the opportunity created through the pilot process not to be lost.

6. Can the Checklist be supplemented by 'mini-tools' that would allow the user to explore a particular domain in more depth and detail?

Several participants felt that the Checklist was a sound over-arching framework and addressed all the relevant and pertinent aspects of conflict sensitivity in education. However, they also felt that supplemental tools that focused on conflict sensitivity analysis specific to the given domain would be helpful. It may be appropriate to use the complete tool or parts of the tool, depending on the purpose and time of use.

CONCRETE QUESTIONS AND CONSIDERATIONS

1. Can the Checklist be given a different name?

The name, 'Checklist', led participants to believe that the tool was something quick and easy that would take just a few minutes to go through and fill out. Calling the tool a 'Checklist' was felt to be counter-productive and to limit the potential for its use and effectiveness. No alternatives were proposed that appealed to most participants.

2. Can the various aspects of the tool be aligned with key categories related to programming (for example, operations, procurement, sector planning, etc.)?

Re-alignment would probably require a significant re-organization and re-working of the Checklist. Some participants felt that a more in-depth exploration of the merits of re-alignment is worth looking into.

3. Can terms be defined?

Certain terms, such as 'gender' and 'sex', were felt to be redundant. When an explanation was provided of the difference between the terms, participants understood why both are

included. The term, 'identity', was seen as unclear and problematic conceptually. All three terms would require definitions if they are retained in the Checklist.

4. Can some terms and data requirements be removed?

Some data and information in conflict-affected contexts are extremely sensitive and Checklist users need to be sure that efforts to be conflict-sensitive do not cause harm. For example, collecting and storing data on an individual's ethnicity or clan/tribal affiliation can be dangerous, both for the individual and the organization seeking the information, and efforts to collect such data may promote conflict, including violence. The need for data that enable a thorough understanding of access to and participation in services in order to address issues of inequity are acknowledged, but the types of data and the ways and means they are collected must be underpinned by a conflict sensitive lens. The discussion around sensitive data included the following suggestions from the presenters that helped address participants' concerns about sensitive data:

- The tool is for internal use by decision-makers.
- Terminology within a country context and globally needs to be consistent to avoid misinterpretation.
- Capturing sensitive demographic data, such as ethnicity and religion, may require proxy indicators that are not disturbing or inflammatory.

5. Can terms be added?

Descriptors for characteristics that may be linked to equity or inequity can vary by context. For example, even though a concerted effort was made to include diverse terms specific to a beneficiary's or education staff person's group affiliation, the Checklist terminology is not comprehensive. In Somalia, clan affiliation is important; but 'clan' is not a term included in the current version of the Checklist.

It may be necessary for the Checklist to include a greater number of such descriptors or to direct users to develop their own set of conflict sensitive descriptors that are context specific and enables a nuanced understanding of who the "haves" and the "have-nots" are. Descriptors would then need to be vetted with relevant stakeholders to ensure that all of the 'haves' and 'have-nots' are identified.

6. Can specific examples of good practices or possibilities be included?

Some participants noted that examples could help users understand what good practices might consist of and also what conflict sensitivity itself 'looked like'.

7. Does the Checklist need to be as long as it is or take as much time to fill out?

While a few people in each piloting group initially felt that the Checklist was too long, by the end of each piloting session, the general consensus was that the Checklist was an appropriate length. Participants agreed that the length was linked to various and specific purposes and points in time. The purpose articulated would determine the amount of time that needs to be spent with the Checklist and the process of using it.

8. Can a column headed, “Does Not Apply”, be added to the Checklist?

An early version of the Checklist included such a column, but the authors are concerned that including such a column will provide a default mechanism that users inadvertently use to avoid dealing with integration of conflict sensitivity in an intentional and in-depth manner.

F. OVERALL CONCLUSIONS AND IMPLICATIONS

The pilot in Somalia defined the Checklist as a relevant, valid, reliable and useful tool that needs further refinement and supplementary text. The extent to which the Checklist is refined and supplemented will depend on what feedback emerges from the next pilot in Liberia.

Certainly, there is significant potential for the Checklist to contribute to enhancing conflict sensitivity in education programs within and outside of USAID. This potential should not be discounted and should be exploited to the fullest extent possible—it can become a contribution of USAID to the knowledge and practice base on conflict sensitivity and education.

In addition, the Checklist has applicability outside of the education sector and USAID could explore how it might be adapted to help inform thinking and practice in other areas, such as stabilization.

That some individuals had nearly all ‘yes’ ticks on their Checklist and others from a different organization had nearly all ‘no’ ticks indicate that there is a need for further work to ensure that all those using the Checklist understand the nuances and depth of conflict sensitivity prior to making a ‘yes’/‘no’ selection. The Checklist assumes the users have a great deal of understanding of peace and conflict studies and practices. This assumption is likely invalid and needs to be addressed if the Checklist is used in the field.

Lastly, unless there is a concerted effort on the part of USAID/Washington and respective missions to ‘roll-out’ the Checklist in a strategic and thoughtful manner, there is a strong likelihood that the Checklist will go the way of the many hundreds (if not thousands) of useful tools available to practitioners in the field and will never be used in a conscientious and/or consistent way.

G. RECOMMENDATIONS

Recommendations for how the Checklist’s potential can be exploited fully will be presented in a Recommendations for Action Report that will be produced and submitted to USAID/Washington following the analyses of all piloting feedback from the target countries. Specifying a set of recommendations for actions to take and changes to make regarding the Checklist structure and content is premature at this time. Section E (page 6) provides a list of questions and considerations raised consistently by participants that will be appended at the end of each pilot and used as the basis for arriving at the Recommendations for Action.

Once the Recommendations for Action Report is submitted to USAID/Washington, a workshop will be held with key stakeholders and agreement on which recommendations to absorb will be sought. These agreed-upon recommendations will then be carried forward and used to refine the Checklist and produce the final version for wider distribution and uptake.

3. Lessons Learned From Piloting Process

As mentioned in the Introduction, a specific objective of this first pilot of the Checklist was to test out a process that could be utilized in the other countries where the Checklist would be piloted. The sections below provide a critique of the piloting process, including

aspects that were successful, aspects that were problematic and changes to incorporate in subsequent pilots.

A. SUCCESSES AND IMPORTANT ASPECTS

Certain aspects of the Somalia pilot were particularly successful and useful. These aspects included the following:

- Participants were wholly engaged in the process of trying and feeding back to the Checklist. Government partners (six) found the process eye-opening and immediately useful and relevant. As one government partner observed, “This Checklist shows us that we have many more similarities across our ministries of education than we have differences. It also shows us that we need immediate action to rectify our lack of conflict sensitivity in our programming.”



Photo credit: Valerie Haugen

ABOVE: Francis Butichi (Chief of Party, Somali Youth Leaders Program, Mercy Corps), Olad Farrah (Deputy Chief of Party/ Education Specialist, Mercy Corps) and Ibrahim Hussein (Youth Specialist, CARE International) at the Checklist piloting session.

- Including USAID mission personnel, implementing partners' personnel and personnel from all three respective ministries of education in a -long workshop worked extremely well. The collaboration between the education ministry personnel was enabled by and benefitted significantly from the involvement of the USAID-funded Education Sector Coordinator.
- The opportunity to sit in on the Somalia Education Sector Coordination meeting during which each of the three ministries of education gave an update on the state of their education sectors was a huge benefit to the Checklist presenters. Also, the presenters had a chance to meet and talk with many of those who were attending a Checklist session; this familiarity was also a benefit.
- The pilot process was extremely smooth and useful largely because of the hands-on involvement of the USAID mission's focal point. Her understanding of the Somalia

context, USAID, and various organizations in the education sectors in the three Somali regions enabled the presenters to gain a solid perspective prior to the workshops. In addition, her assistance with the administrative details was excellent and helped the whole process flow smoothly. The debrief with this individual and her education program colleague at the end of the five days of fieldwork provided USAID/Washington with some useful and concrete next steps, including potentially supporting the application of the Checklist to the education sector plans prior to its submission to the GPE, and pilot-testing the Rapid Needs Assessment Tool in an area of Somalia (South-Central) where assistance may be targeted in the near future.

The opportunity for participants (and presenters) to network during the course of the sessions was important and beneficial. The implementing partners in the education program consortium used the opportunity to focus on strategic programmatic aspects rather than the usual administrative and logistical aspects.

B. ISSUES AND CHALLENGES

Some aspects of the pilot process were problematic and disruptive to the carefully made plans for rolling out the pilot in a smooth, coherent and cohesive fashion.

STARTING ON TIME

While this is typically an issue for many meetings and workshops, it was particularly important given the short time scheduled to cover a great deal of ground.

ATTENDANCE

In one workshop, four out of six USAID personnel left at various points in time during the day; one returned. The presenters had been made aware by the mission focal point of the possibility that personnel might be leaving early. However, the partial participation of four individuals made for extra management challenges and did not yield much benefit to the piloting process.

Nearly half of those who had responded to the invitation for the donors/development partners' half-day workshop did not attend and did not inform the mission focal point that they would not be attending. This created some management problems that again needed to be handled immediately and that diverted the presenters' attention.

GROUP DIFFERENCES

The participants in the all-day session and those in the donors/development partners' half-day session had very different reasons for attending. The process for engagement during the sessions had to be monitored and adapted to maintain participants' interest. The donors/development partners in particular needed more justification to work hard during the roundtable discussion. Participating in order to help USAID improve its internal tools was not a compelling motivator.

CONSISTENCY IN PROCESS

Individual and group processes and dynamics were varied and the presenters had to adjust in situ. These realities had some impact on the consistency of the piloting process. Nonetheless, the presenters believe that the pilot process yielded very solid data that can be built upon to refine the Checklist.

C. RECOMMENDED CHANGES TO FUTURE PILOTS

- Refine the process for the donors/development partners' half-day workshop. Possibly revert back to an information session and brief discussion rather than testing the Checklist and completing the feedback instruments.
- Ensure that only those committed to remaining for the full session time attend a respective workshop.
- Confirm participants' attendance by phone the day before a given workshop.
- Start on time, regardless of who is or is not present.
- Ensure that there are individuals who can and are willing to function as small group leaders in a respective workshop and brief them about their role.
- Spend more time with USAID mission education personnel exploring ways and means to use the pilot process as a jumping off point for a specific and concrete mission plan to mainstream conflict sensitivity analysis into the program cycle, regardless of where in the programming cycle a particular mission may be.
- Provide the opportunity for USAID mission staff to learn more broadly about the efforts of USAID/Washington regarding the conflict sensitivity tools' development.
- Spend more time with Ministry of Education personnel discussing how they could develop a sector-wide plan and approach for mainstreaming conflict sensitivity, and the potential next steps to help them progress such an effort, including the role that the mission and the Agency might/should play.

ANNEXES

ANNEX I: FIELDWORK PARTICIPANTS LIST

NOVEMBER 14-HANDS-ON WORKSHOP

Name	Position	Organization
Muuse Faarax Xayd	Director General, Ministry of Education	Government Partner
Ali Hussein	Technical Advisor, Quality Assurance, Ministry of Education	Government Partner
Mahamed Hassan Ibrahim	Director General, Somaliland Ministry of Education	Government Partner
Ali Ismail Jirdeh	Technical Advisor, Finance Management, Somaliland Ministry of Education	Government Partner
Mohamed Abdiwahab	Director General, Puntland Ministry of Education	Government Partner
Adbulkadir Yusuf Nuh	Technical Advisor, Quality Assurance, Puntland Ministry of Education	Government Partner
Khadar Bashir-Ali	Education Sector Coordinator	
Marybeth McKeever	Program Advisor, Somali Youth leaders Initiative	USAID/East Africa/Somalia
Ismail Shaiye	Program Management Specialist, Somali Youth leaders Initiative	USAID/East Africa/Somalia
Nasri Hussein	Program Management Specialist, Transition Initiative for Stabilization	USAID/East Africa/Somalia
Lucy Kithome	Program Management Specialist, G-Youth	USAID/Kenya Education & Youth
Tye Ferrell	Senior Governance Adviser	USAID/East Africa/Regional Conflict Management & Governance
Adam Kaloides	Somalia Desk Officer	USAID/Africa Bureau
Francis Butichi	Chief of Party	Somali Youth Leaders Initiative, Mercy Corps
Olad Farrah	Deputy Chief of Party, Education Specialist	Somali Youth Leaders Initiative, Mercy Corps
Ibrahim Hussein	Youth Specialist	Somali Youth Leaders Initiative, CARE
Hasheem Simba	Technical Manager	Somali Youth Leaders Initiative, Save the Children
Presenters		
Nina Papadopoulos	Senior Technical Field Advisor	USAID/E3
Valerie Haugen	Education and Conflict Consultant	JBS International

NOVEMBER 15--DONORS/DEVELOPMENT PARTNERS ROUNDTABLE WORKSHOP

Participant Name	Organization
Lucy Maina	AET
Brianna Dwyer-O'Connor	CISP
Teija Vallandingham	UNICEF
Eunice Ndegwa	CfBT
Christophe Mononye	UNESCO
Joris Vanbommel	GPE Secretariat
Mohamed Sabul	European Union
Marion Mitschke	European Union
Marybeth McKeever	USAID/Somalia
PRESENTERS	
Nina Papadopoulos	USAID/E3
Valerie Haugen	JBS International

ANNEX 2: FIELDWORK SCHEDULE

OVERALL SCHEDULE CHECKLIST FIELD-TESTING ROUND I NOV 10–18, 2012

Sat/Sun, Nov 10–11 Travel to Nairobi

Nina
In-Country Preparation
Valerie

Monday, Nov 12 Tribe Hotel (Veterans Day Holiday)

7:00–9:00 Nina/Val preparation
10:00–12:00 Meeting with Marybeth McKeever

Tuesday, Nov 13 USAID

9:00–11:30 Education Sector Meeting
1:00–2:30 Final Preparation – Nina and Valerie

Wednesday, Nov 14 Tribe Hotel

8:30–5:00 Hands-On Workshop – Testing out the Checklist with Intended Users

Thursday, Nov 15

8:30–12:30 Development Partners Roundtable Workshop – Testing out the Checklist
12:30–1:30 Out-briefing Discussion with Marybeth McKeever
1:30–5:00 Education Planning Meeting between Nina and Marybeth
Wrapping up – Valerie

Friday, Nov 16 USAID & Tribe Hotel

8:30–10:00 Weekly Somalia Meeting, USAID
10:00–11:00 Wrap-up Discussion with Marybeth McKeever

- Marybeth's observations on field-testing process
- Lessons learned and advice for future fieldwork
- Other?

10:30–1:00 Next Steps and Rapid Needs Assessment Tool Discussion – Nina & Valerie
10:55 pm Travel – Nina

Saturday, Nov 17

PM Arrive USA – Nina
10:55 pm Travel – Valerie

Sunday, Nov 18

PM Travel/Arrive USA – Valerie

ANNEX 3: CHECKLIST FEEDBACK TOOLKIT

TABLE 2. CHECKLIST FEEDBACK FORM I

Field-Testing Aim	
<p>Relevance</p> <ul style="list-style-type: none"> • Determine the extent to which the Checklist content is appropriate and important when considering conflict sensitivity in education programs. • Determine the extent to which the process for using the Checklist is appropriate and important. • Determine the extent to which the Checklist provides you with appropriate and important insights about conflict sensitivity in your education programs. 	
Question	Response (Yes/No and Why/Why Not?)
Are the aspects areas included in the Checklist the most appropriate and important when considering conflict sensitivity in education programs?	
Are the sub-aspects the most important and appropriate when considering conflict sensitivity in education programs?	
Is the Checklist appropriate and important when gauging the conflict sensitivity of a specific project(s)?	
Is the Checklist appropriate and important when gauging the conflict sensitivity of a range of programs (possibly of different development partners)?	
Is the process for using the Checklist the most appropriate and important?	
Does the Checklist provide you with appropriate and important insights for considering conflict sensitivity?	

Construct Validity²

- Determine whether the Checklist is a good way to contribute to conflict sensitivity.
- Determine whether the Checklist is a good way of contributing to achieving the goal of equitable access in conflict- and crisis-affected contexts.

Question

Will the Checklist be a good way to contribute to conflict sensitivity? Why?

Response (Yes/No and Why/Why Not?)

Will the Checklist be a good way to contribute to achieving the goal of equitable access? Why?

Reliability

- Determine whether the use of the Checklist will repeatedly and consistently yield the same or similar results (even when used in different contexts and by different users).

Will the Checklist repeatedly and consistently yield the same or similar results even when used in different contexts and by different users (but for similar purposes)?

Utility

- Determine whether the Checklist is useful to USAID/Washington, USAID missions and their implementing partners, partner government and other development partners in progressing conflict sensitivity in education programs.

Does the Checklist serve as a helpful baseline and review tool for reflecting on and tracking conflict sensitivity in education programs? If so, how?

If not, why not and how could it become useful?

2. Is there a relationship between how I operationalized my concepts in this study to the actual causal relationship I'm trying to study? Or in our example, did our treatment (attendance policy) reflect the construct of attendance, and did our measured outcome - increased class participation - reflect the construct of participation? Overall, we are trying to generalize our conceptualized treatment and outcomes to broader constructs of the same concepts.

<p>Is the Checklist a helpful tool for enhancing strengths and addressing gaps in core aspects of conflict sensitivity in education programs? If so, how? If not, why not and how could it become useful?</p>	
<p>Does the application of the Checklist help bring out actionable directions? If so, how? If not, why not and how could it become useful?</p>	
<p>Is the Checklist a helpful tool for assuring quality and consistency in mainstreaming conflict sensitivity? If so, how? If not, why not and how could it become useful?</p>	
<p>Will the Checklist be useful to USAID staff? If so, how? If not, why not and how could it become useful?</p>	
<p>Will the Checklist be useful to implementing partners? If so, how? If not, why not and how could it become useful?</p>	

Will the Checklist be useful to government authorities? If so, how? If not, why not and how could it become useful?	
Will the Checklist be useful to development partners? If so, how? If not, why not and how could it become useful?	
What categories did you find most helpful? Why?	
What categories did you find the least helpful? Why?!	
Are there additional purposes for which the Checklist could be used? If so, what?	
When are the most appropriate times to use the Checklist?	

TABLE 3. CHECKLIST FEEDBACK FORM 2

ASPECT	QUESTIONS				
	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
I. COMMITMENT Comments/Suggestions:					
II. ACCOUNTABILITY Comments/Suggestions:					
III. STRATEGY Comments/Suggestions:					
IV. PROCUREMENT Comments/Suggestions:					

QUESTIONS					
ASPECT	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
V. DATA Comments/Suggestions:					
VI. EQUITABLE ACCESS Comments/Suggestions:					
VII. CURRICULA & TEACHING & LEARNING MATERIALS & METHODS Comments/Suggestions:					

ASPECT	QUESTIONS				
	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
VIII. APACITY BUILDING					
Comments/Suggestions:					
IX. COMMUNITY ENGAGEMENT					
Comments/Suggestions:					
X. INFORMATION MANAGEMENT SYSTEMS					
EMIS					
Comments/Suggestions:					

QUESTIONS					
ASPECT	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
HRMIS Comments/Suggestions:					
FMIS Comments/Suggestions:					
XI. MONITORING & EVALUATION Comments/Suggestions:					

TABLE 4. CHECKLIST FEEDBACK FORM 3

Format <ul style="list-style-type: none"> Determine whether the Checklist is user-friendly. 	RANKING: 4 Definitely 3 Mostly 2 Not Very 1 Not at All	SUGGESTIONS
Is the Checklist is easy to use?		
Overall, would you say the format of the Checklist is appealing?		
Overall, how clear is the content?		
Overall, how coherent is the flow of topics and questions?		
Overall, how appropriate is the number of topics?		
Overall, how appropriate is the number of questions?		
Overall, how user-friendly is the Checklist?		
Other Overall, how does the Checklist compare to other conflict sensitivity tools you have used or with which you are familiar? How long did it take you to fill out the Checklist?		

TABLE 5. PURPOSES – FEEDBACK FORM 4

Purpose Questions	Yes	Somewhat	No
<p>Relevance Is the Checklist content appropriate and important when considering conflict sensitivity in education programs?</p>			
<p>Is the process for using the Checklist appropriate and important?</p>			
<p>Does the Checklist provide you with appropriate and important insights about conflict sensitivity in your education programs?</p>			
<p>Construct Validity Is the Checklist is a good way to contribute to conflict sensitivity?</p>			
<p>Is the Checklist a good way of contributing to achieving the goal of equitable access in conflict- and crisis-affected contexts?</p>			
<p>Reliability Will the Checklist repeatedly and consistently yield the same or similar results (even when used in different contexts and by different users)?</p>			
<p>Utility Is the Checklist useful to USAID/Washington, USAID missions, implementing partners, partner government and other development partners in progressing conflict sensitivity in education programs? (Circle organizations for which it is useful.)</p>			
<p>Format Is the Checklist user-friendly overall?</p>			

GROUP: (Circle one) USAID mission, USAID implementing partner, partner Government, donor, INGO, NGO, other

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