



**EDUCATION RESEARCH IN
CONFLICT AND PROTRACTED CRISIS**

INCEPTION REPORT

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Syria - Idlib, Idlib Governorate. Refugee Camp 2. 2021 - Khaled Akacha. Pexel

The Education Research in Conflict and Protracted Crisis (ERICC) Research Programme Consortium is a global research and learning partnership that strives to transform education policy and practice in conflict and protracted crisis around the world, through building a global hub for rigorous, context-relevant and actionable evidence base.

ERICC seeks to identify the most effective approaches for improving access, quality, and continuity of education to support sustainable and coherent education systems and holistic learning and development of children in conflict and crisis. ERICC aims to bridge research, practice, and policy with accessible and actionable knowledge – at local, national, regional and global levels – through co-construction of research and collaborative partnerships.

ERICC is led by the International Rescue Committee (IRC) and expert partners include Centre for Lebanese Studies, Common Heritage Foundation, Forcier Consulting, ODI, Osman Consulting, and Queen Rania Foundation. During ERICC's inception period, NYU-TIES provided research leadership, developed the original ERICC Conceptual Framework and contributed to early research agenda development. ERICC is supported by UK Aid.

Countries in focus include Bangladesh (Cox's Bazar), Jordan, Lebanon, Myanmar, Nigeria, South Sudan and Syria.



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ACRONYMS AND ABBREVIATIONS

ABAL	Ability Based Accelerated Learning
A/Q/C-C	Access, Quality, Continuity – Coherence
BvA	Budget versus Actuals
CF	Conceptual Framework
CHF	Common Heritage Foundation
CRD	Country Research Director
CRT	Country Research Team
CSWG/CRWG	Country Scan Working Group/ Country Research Working Group
ECW	Education Cannot Wait
EiCC	Education in Conflict and Crisis
EHAU	Emergency Humanitarian Access Unit (IRC)
ERICC	Education Research in Conflict and Protracted Crisis
FCDO	UK Foreign, Commonwealth and Development Office
GDPR	General Data Protection Regulation
GESI	Gender, Equity and Social Inclusion
GOB	Government of Bangladesh
INEE	Inter-Agency Network for Education in Emergencies
IRB	Institutional Review Board
IRC	International Rescue Committee
KII	Key Informant Interviews

LCFA	Learning Competencies Framework Approach
MC	Myanmar Curriculum
MCP	Myanmar Curriculum Pilot
MEAL	Monitoring, Evaluation, Accountability and Learning
MWG	MEAL Working Group
NYU-TIES	New York University Global TIES for Children
OHRP	Office of Human Research Protections
PAA	Pre-Award Assessment
PbR	Payment by Results
PDWG	Publication & Dissemination Working Group
PEA	Political Economy Analysis
PMT	Programme Management Team
QRF	Queen Rania Foundation
RD	Research Directorate
RDL	Research Directorate Leadership
RPC	Research Programme Consortium
RRD	Regional Research Director
SDG4	Sustainable Development Goal 4
SOPs	Standard operating procedures
SPA	Senior Policy Advisor
VfM	Value for Money

I. NOTE FROM THE DIRECTOR

ERICC has an ambitious vision to, as described in our terms of reference, “expand and strengthen the evidence base for education in emergencies – enabling at-scale, in-depth and longitudinal research in a range of contexts in order to close critical evidence gaps and develop new approaches to conducting rigorous research in challenging contexts”. Our aim is to move the field:

- **From** chronic lack of research into access, quality, and continuity of education in conflict and protracted crises, **to** high-quality evidence, using the most relevant and rigorous methods, across a range of diverse conflict-affected and crisis contexts;
- **From** disparate evidence on education in conflict and crisis settings, siloed by disciplines, **to** accessible evidence, organised by a conceptual framework, drawing from multiple disciplines and across the micro, meso, and macro levels; and
- **From** research driven mostly by global stakeholders, with mixed relevance to country stakeholders, **to** a concerted process of participatory in-country engagement to identify the most policy-relevant research questions to spark bold reform of education policies and practices

The ERICC Research Programme Consortium (RPC) aims to achieve this through its scale and reach, as one of the largest investments in Education in Conflict and Crisis (EiCC) research, implemented in seven countries experiencing varied types of conflict and crisis, by a multi-partner consortium. The ERICC RPC’s research approach also has a deep commitment to ground-up co-construction, with country research agendas developed iteratively through in-country evidence and data gathering and concerted engagement and consensus-building with in-country stakeholders. Globally, the ERICC RPC has a unified vision through a conceptual framework, led by the research leadership of NYU-TIES, to help organise cross-disciplinary EiCC evidence, identify new research questions, and enable decision-making.

Ultimately, ERICC works to contribute to a future where all children – despite living in conflict and crisis – have equitable access to continuous and quality education, and where education systems can be improved through rigorous, evidence-informed, and coherent, policy and practice.

II. ERICC SUMMARY

As of 2022, over 222 million children and adolescents are affected by crises and are in need of urgent educational support, including 78.2 million who are out of school¹. Research has shown that children living in protracted crises are among the most developmentally and educationally disadvantaged in the world². While there has been a growth in momentum and commitments on the part of international stakeholders to address these disadvantages to meet Sustainable Development Goal 4 (SDG4), the field continues to suffer from an overwhelming lack of evidence on how children learn in these contexts and what works to support their learning and development. Researchers have begun to produce strong evidence on these issues, but security challenges, limited capacity and resources, and coordination challenges have led to siloed and disjointed learning. This fragmented approach has made it difficult for policymakers and practitioners to learn from research to create evidence-informed policies and programmes to support the transformation of struggling education systems.

Education Research in Conflict and Protracted Crisis (ERICC) is an initial three-year contract (£15.8M) for a planned six-year programme funded by the United Kingdom's Foreign, Commonwealth and Development Office (FCDO) focused on ensuring that more children get better quality education in conflict and protracted crises through stronger evidence-based policies and better value for money (VfM) programmes. The programme is comprised of four main components:

- i. Research on the most effective approaches to education in conflict and protracted crisis (led by the IRC);
- ii. In-Country Operational Support (led by the IRC);
- iii. Promoting research uptake across FCDO and the international community (led by INEE); and
- iv. Knowledge Systems Strengthening (led by British Academy)

Each component of the programme will work in synergy to 1) create a rigorous body of evidence on what works for education in conflict and protracted crisis, 2) strengthen education programmes in FCDO focal countries and regions, 3) ensure that decision-makers can access and use the most up to date and relevant evidence on ERICC, and 4) strengthen systems for

¹ [Education Cannot Wait: 222 Million Crisis-Impacted Children in Urgent Need of Educational Support According to New Study](#)

² [UNESCO: Humanitarian aid for education: why it matters and why more is needed](#)

Southern thought leadership and a community of excellence to continue to drive the field forward.

The RPC, led by the IRC, is responsible for the delivery of Components 1 and 2 of the programme, as well as collaboration and coordination with the Inter-Agency Network for Education in Emergencies (INEE) and British Academy, which are leading Components 3 and 4 respectively.

Over the course of the inception phase, which began on December 2, 2021, the RPC built the operational structure through which it will deliver on its goals, including setting up the Programme Management Team (PMT) and Research Directorate (RD) to co-lead the development of the consortium's strategies and ways of working, begin delivering robust research agendas, and connecting with key stakeholders in ERICC focal countries and globally. The PMT and RD worked together from December 2021 to develop a detailed inception workplan (submitted in April 2022), and robust governance structures and ways of working, which have been shared across the consortium, and continue to be strengthened by all partners.

To address budgetary limitations, the ERICC RPC sequenced programming into two cohorts: cohort 1 countries – Bangladesh, Jordan, and Nigeria– started from February to June 2022, and cohort 2 countries – Lebanon, South Sudan, and Syria – will start in April 2023. Myanmar will receive a specific budget earmark under the Component 2 call-down mechanisms, to allow for flexible responses to the in-country needs. The RD, led by the Research Directorate Leadership (RDL) group of the Research Director and two Senior Researchers, developed a structured process and set of deliverables for country scans in the three cohort 1 countries. Country Scans ensure that ERICC research responds to the acute needs of learners and priorities of policymakers, researchers, and practitioners in each country by leveraging detailed evidence reviews, key informant interviews (KIIs), as well as stakeholder, programme and data systems mappings, and advisory committee workshops over the course of six months, to identify key gaps and needs in education systems. This country scan process guides the co-construction of full country research agendas, which are iteratively reviewed with updated information to ensure that research remains relevant.

Following FCDO approval of deliverables and initiation of a contract amendment in 2023, the RPC will shift into the implementation phase, during which it will build off research agendas in cohort 1 countries to create and execute detailed studies targeting the top research priorities identified through country scans, while seeking out and engaging in partnerships and funding opportunities to conduct research on agenda items that cannot be covered by current ERICC funding. Furthermore, during this period the RPC will contract with and onboard cohort 2 partners who will be responsible for delivering research in Lebanon, South Sudan, and Syria, and will leverage learnings from the cohort 1 country scans to strengthen these processes in cohort 2.

During the Inception Phase, the RPC also delivered planned milestone deliverables to FCDO, including full MEAL strategies, the full consortium governance structure, research agendas for Nigeria and Jordan, the creation of the Technical and Policy Advisory Board, and the development of the ERICC Conceptual Framework, among others. For a full breakdown of delivered milestones and submission dates, see Annex 1.

III. ERICC STRUCTURE

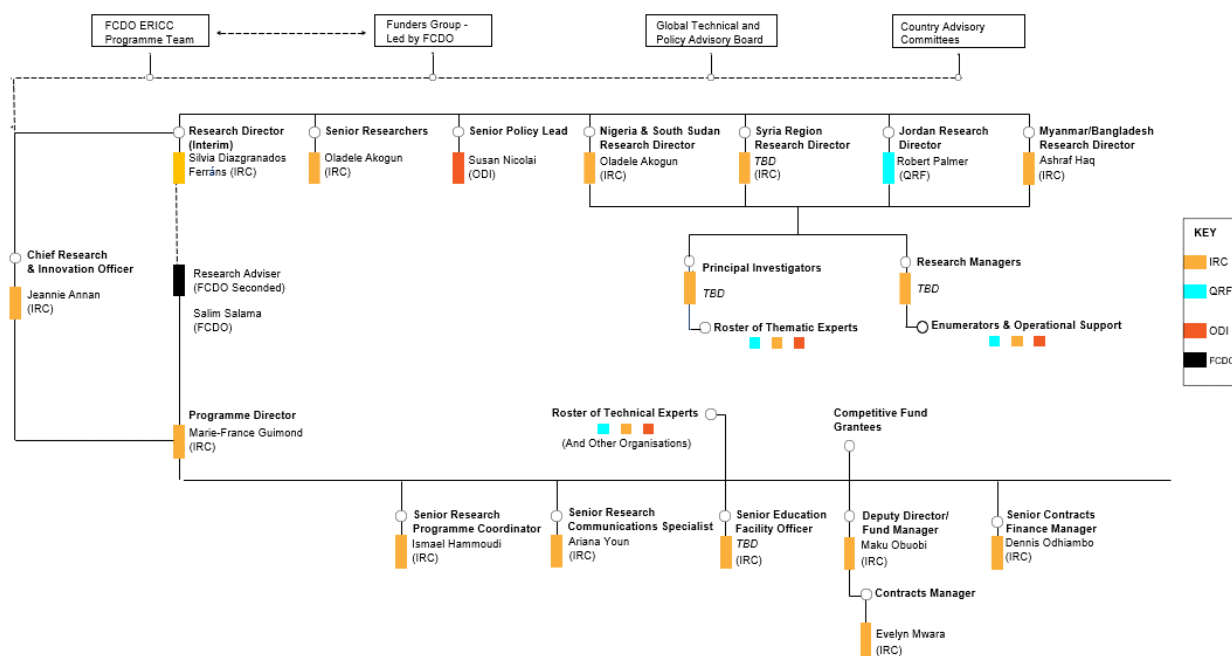
The ERICC Research Programme Consortium (RPC) leads Component 1: Research on the most effective approaches to education in conflict and protracted crisis and Component 2: In-Country Operational Support.

The IRC anticipates Cohort 2 contract signatures will be ready around April 2023, at which point all Cohort 2 countries, with the exception of Myanmar (which will operate under the Component 2 call-down mechanisms), will begin their respective country scans. Cohort 1 country scan and study selection and prioritisation timelines were staggered to allow for contracting, guidance development, and shifting Cox's Bazar research to IRC Bangladesh, while also leveraging the relationships IRC and the Senior Researcher already had in Nigeria to begin work early. Cohort 2 country scans will all begin in April and conclude in November, followed by condensed study prioritisation and development timelines to allow for at least one year of data collection. To ensure Cohort 2 countries can quickly onboard to ERICC and progress through this process, Cohort 1 partners will share all tools and learnings from the inception period, and the research directorate will continue to leverage working group structures to ensure Cohort 2 is fully supported. Furthermore, the shared timelines in Cohort 2 will support enhanced collaboration between countries, and shared planning for multi-country research.

The RPC operates on a dual-leadership structure, with the Programme Management Team and Research Directorate Leadership providing strategic and technical leadership and management to the consortium to ensure delivery across activities and to ensure engagement and coordination with all stakeholders. The PMT is responsible for central, overall delivery of the programme as well as management and coordination of consortium activities, while the RDL is responsible for the development, implementation, quality control, and technical sign-off on ERICC research activities and products. The two teams work closely together to align research and programme activities, and all ERICC technical outputs go through Country Research Team (CRT) – level reviews before going to the RDL for further review and technical sign-off, and then to the PMT for programmatic sign-off to ensure acceptance criteria are met, followed by either submission to or notification of FCDO. The PMT and RDL collaborated to develop the first iteration of the RPC's governance structure, which was approved by FCDO in July 2022. Beginning in February, 2023, the full consortium will be engaged in revising and updating the governance structure. These revisions will be chunked out over time so that partners can take adequate time to provide robust feedback on key dimensions of the governance structure, and to allow the IRC, FCDO, and partners time to confirm the updated RDL structure for implementation. In addition to RDL structure shifts, the updated organogram will replace the Syria Regional Research Director with a Country Research Director for Syria, the Senior

Contracts finance Manager will replace the Senior Finance Advisor role, the Senior Research Communications Officer will replace the Communications Specialist role, and the Fund Manager/ Deputy Director will come on board in April 2023.

Figure 1: ERICC Organogram (As of March 22, 2023)



The ERICC RPC is comprised of eight of the world’s leading research and humanitarian organisations focused on education in crisis and conflict settings, including Centre for Lebanese Studies (CLS), Common Heritage Foundation (CHF), Forcier Consulting, International Rescue Committee (IRC), NYU Global TIES for Children (NYU-TIES), ODI, Osman Consulting, and Queen Rania Foundation (QRF).



Centre for Lebanese Studies: As Lebanon is part of cohort 2, CLS met with the ERICC PMT and RD throughout the inception phase, receiving regular updates and providing feedback on some of the inception deliverables, and will come fully onboard in the spring of 2023, when it will be responsible for leading the Lebanon country scan. To prepare for its leadership in Lebanon, CLS will meet IRC’s Lebanon team and Education Technical Advisor, as well as partner Osman Consulting to establish clear roles and responsibilities, which are planned to be finalised by the end of April 2023.



Common Heritage Foundation: CHF was the primary ERICC research partner in Nigeria during the inception phase and, under the direction of the Regional Research Director (RRD) for Nigeria and South Sudan, led country scan activities and

contributed to the Nigeria research agenda. Between December 2022 and March 2023, CHF will be responsible for continuing to work with the RRD to identify priority research themes, develop research studies, and begin engagement with funding partners in Nigeria. Beginning in April 2023, CHF will be responsible for carrying out assigned data collection and research studies, particularly when it comes to agreed-on qualitative studies and collections.



Forcier Consulting: Forcier Consulting will bring its extensive expertise in South Sudan to the ERICC Consortium. At the direction of the RRD for Nigeria and South Sudan, Forcier will collaborate with IRC South Sudan to plan and carry out the Country Scan, including conducting KIIs, doing data collection, and leveraging its relationships with ministries and other key stakeholders in-country to benefit research agenda development. Once the country scan is completed (currently planned for September 2023), the RRD will work with Forcier and IRC South Sudan to develop a full research agenda and plan specific studies, and Forcier will carry out assigned studies.



International Rescue Committee: The IRC is one of the world's leading humanitarian response and research organisations, currently leading 285 research and innovation projects across 40 countries. The IRC is the lead supplier of the RPC, leading the consortium's work on Components 1 and 2 of the ERICC programme. During the inception phase, the IRC contracted all Cohort 1 partners and oversaw the delivery of 32 inception milestones, setting up a robust governance structure and delivery model for the RPC, and ensuring key strategies were in place to be activated by partners moving into implementation, including MEAL strategies and the Logframe, publication and knowledge sharing strategies, and funding and partnership strategies. The IRC will also begin planning for two call-down mechanisms under Component 2 from April 2023 onwards. The IRC also led country scan work in Nigeria and Cox's Bazar and will conduct research in South Sudan and Syria in Cohort 2, with specific roles to be determined. Moving into implementation, IRC-led cohort 1 country research teams will use agreed upon research agendas to develop study plans and fundraising activities. The IRC country programmes in Syria, South Sudan, and Lebanon will collaborate on the country scans, with specific roles and responsibilities under negotiation in the coming months.



Global TIES for Children

NYU Global TIES for Children: During the Inception Phase the Co-Director of NYU-TIES served as the ERICC RPC's Research Director, and TIES also provided a Senior Researcher to the Research Directorate Leadership (RDL), as well as a principal investigator who co-led ERICC's work on adapting the Research on Improving Systems of Education (RISE) framework in Jordan. NYU-TIES played a pivotal role during the first year of the programme, providing thought leadership and technical oversight to the research directorate, developing the ERICC Conceptual Framework, collaborating with the IRC Senior Researcher to develop the country scan methodology, overseeing country research agenda development, and developing an early version of the consortium's Data Management Plan and the first draft of the publication policy. NYU-TIES also co-led the pilot adaptation of the RISE framework to contexts of conflict and protracted crisis with Queen Rania Foundation (QRF) in Jordan. NYU-TIES and IRC are currently in discussions on NYU-TIES' role during the implementation phase, with a couple of options on the table. The IRC is in close communication with FCDO on these conversations and is aiming to provide a substantive update in January 2023.



ODI: ODI played a key advisory role in the inception phase, collaborating with the RD and CRTs to shape country research agendas and develop country-specific uptake plans, and inputting into the consortium's publication, monitoring, Gender, Equality and Social Inclusion (GESI) and other strategies. ODI also led initial ERICC Political Economy Analyses (PEAs), including reviewing a PEA commissioned by FCDO in Jordan, guiding data collection with CHF for a PEA in Nigeria, leading the analysis and writing of the PEA report in Nigeria, and planning an additional PEA in Cox's Bazar. In the implementation period, ODI will continue to co-lead the RPC's Knowledge Sharing processes, support cohort 2 countries with research agenda development and uptake and collaborate with cohort 1 countries on implementing identified research studies. It will deliver the full Nigeria PEA by the end of February, and also develop a consistent methodology for the inclusion of PEA questions in country scan data collection and will collaborate with the PMT and CRTs to determine which Cohort 2 countries will have PEAs done. IRC and ODI are currently in discussions on how to develop the PEAs into publications.



Osman Consulting: During the inception phase, Osman Consulting provided feedback on different RPC milestones, and will come on board fully as part of Cohort 2 in spring 2023. During the implementation phase, Osman Consulting will support RPC research in Syria and provide the RPC with further research and technical support access in Myanmar, where they are already working.



مؤسسة الملكة رانيا
QUEEN RANIA FOUNDATION

Queen Rania Foundation: QRF leads the ERICC RPC's work in Jordan, and during inception led the country scan process in-country, yielding strong findings and a detailed research agenda. QRF also collaborated with NYU-TIES to review and pilot the adaptation of the RISE Framework to ERICC contexts. Moving into implementation, QRF will lead research activities and data collection for studies identified through the country scan and plans to produce a policy brief and recommendations on the use of the RISE Framework.

During the inception period, the IRC also identified **Oxford Policy Management (OPM) Nigeria** to co-lead research data collection, analysis and writing in Nigeria. OPM's anticipated start date is in April, 2023.

INEE and British Academy

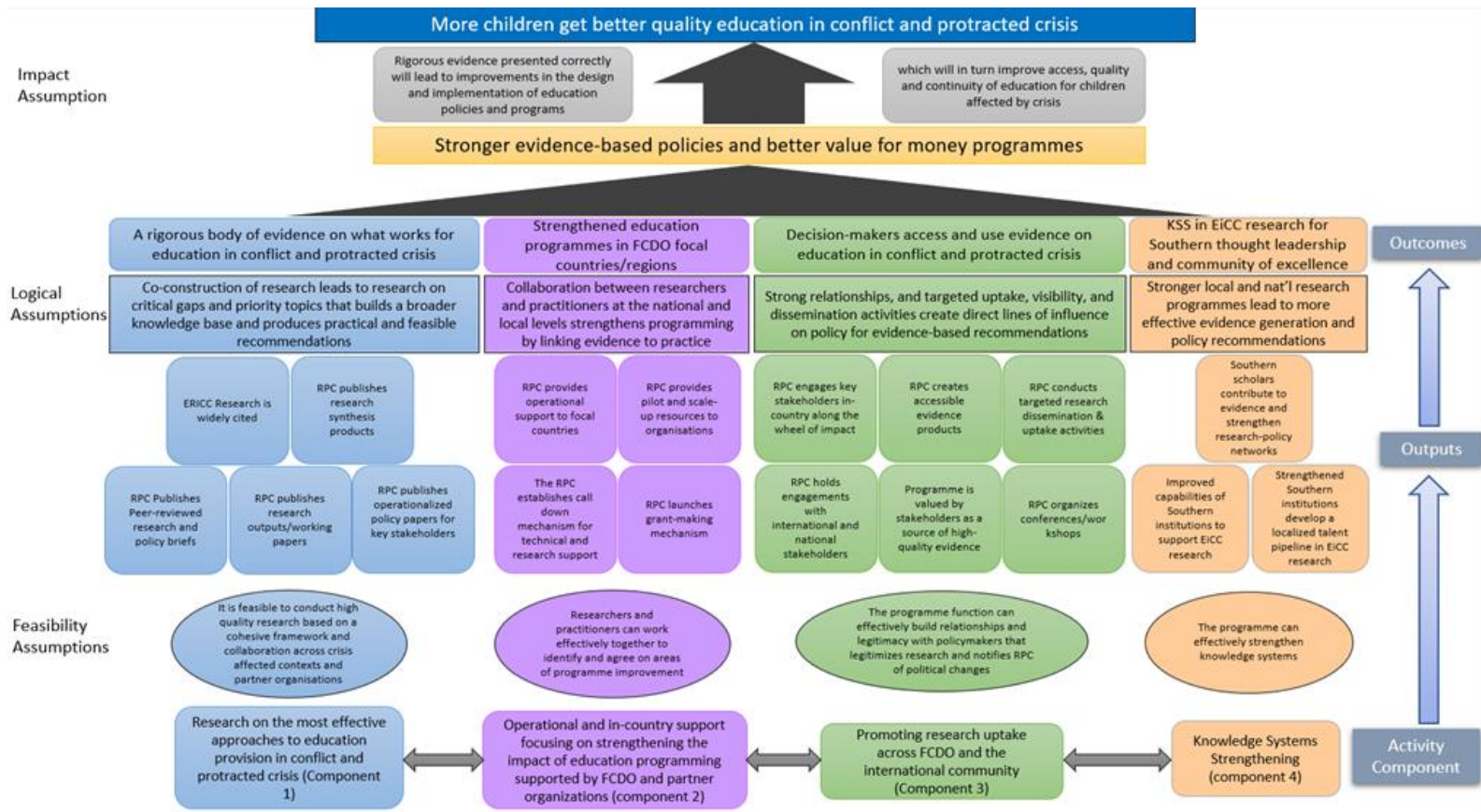
The ERICC RPC coordinates closely with INEE and British Academy, the leads for Components 3 and Component 4 respectively.

The RPC also created the **Technical and Policy Advisory Board** and convened the first Board meeting on September 23, 2022. In October and November, the Programme Director and Research Director identified a Chair and Co-Chair of the Board, both of whom accepted the positions. The Board will be invited to participate in the ERICC Annual Conference and will be engaged to provide feedback on country research agendas, particularly with a focus on aligning agendas and future research work with ongoing projects throughout the sector. The Board will also be engaged in future iterative reviews of the conceptual framework and will be asked to participate in ERICC network building and participatory activities as part of the

partnerships, knowledge sharing, and funding strategies. The full list and bios of ERICC Board members can be found in Annex 2.

IV. THEORY OF CHANGE

Figure 2: ERICC Theory of Change



The ERICC Theory of Change (ToC) outlines the logical chain of impact that guides the RPC’s work. The ultimate impact of the programme is that more children get better quality education in conflict and protracted crisis. The RPC believes that in order to realise this impact, policymakers and programme planners and implementers need to create stronger evidence-based policies and better value for money programmes. This can only be done through the consistent and coherent generation and dissemination of cutting-edge research, direct programmatic support by researchers and technical advisers with access to evidence, support to policymakers and practitioners to take up and use evidence that they want and need, and a concerted effort to collaboratively decentralise and grow the field of expert researchers contributing to our knowledge on children’s needs in conflict and crisis environments. The ToC brings these elements together to demonstrate how RPC assumptions and inputs lead to the

achievement of individual outcomes that, together, produce the overall programme's impact.

To support both research rigour and uptake and the co-creation of strong, contextually relevant research agendas, the country scan process combines evidence reviews, data-systems and stakeholder mapping exercises, with deep collaborative engagement through key informant interviews, small meetings and workshops with in-country stakeholders across the research-policy-practice spectrum. The RPC is also developing country-level dissemination plans for sharing and uptake of research outputs with stakeholders both in key moments and in an iterative and ongoing manner. It is beginning to collaborate with INEE to further develop global dissemination and uptake plans, which will leverage RPC partner relationships and networks, participation in key international forums, and board members' networks to build excitement for and then incentivize the use of ERICC research at the national, regional, and global levels.

Components 1 and 2 rest on a series of logical and feasibility assumptions that will be interrogated through the consortium's learning strategy, and have led to the following broad logic statement:

If the ERICC RPC can build a strong and coherent body of evidence about what works to improve education outcomes in contexts of conflict and protracted crisis, strengthen knowledge systems, and increase decision makers' use and uptake of existing research evidence, **then** the ERICC RPC will be able to drive the creation of stronger evidence-based policies and better value for money programmes for children living in conflict and protracted crisis, which will result in more children receiving better quality education.

The ToC underpins all the work that the RPC has done both in developing the overall Conceptual Framework, and in the Country Scans and research agenda development. By co-constructing research agendas with local stakeholders based on evidence gaps and existing local priorities, conducting and publishing rigorous research studies, the RPC is contributing to a rigorous body of evidence on what works for education in conflict and protracted crisis; and through the call-down mechanisms in Component 2, the RPC will be able to strengthen education programmes in FCDO focal countries. Furthermore, through the creation of knowledge sharing guidance and collaborating with INEE, the RPC will ensure that decision makers can access and use evidence on ERICC in their work.

The ToC informed the creation of the Logframe, Monitoring and Reporting, and Learning Strategies, which are fully geared towards tracking the RPC's impact and learning about the assumptions and processes set out in the ToC. The ToC is a living document that the RPC will continue to strengthen through assumption-focused learning and will update every year

during planned review periods. Furthermore, the Theory of Change sets out an initial list of research, policy, and practice stakeholders that the RPC will engage with, which serves as the basis for further stakeholder mapping done as part of the partnership and knowledge sharing strategies.

The ToC also sets the stage for the Conceptual Framework, as it situates ERICC in the policy systems and local systems interventions levels, and ensures that evidence generated and shared focuses on the identified drivers of learning, and that these are shared effectively with policymakers and practitioners. The ToC has been operationalized through the country scan processes, as stakeholder participation in the development of research agendas will hopefully lead to stronger uptake once research products are completed. As the RPC develops, publishes, and disseminates research findings, we will track uptake and engagement with these products by stakeholders involved in the agenda setting process, to understand whether assumptions about stakeholder involvement leading to further uptake prove to be true. The RPC has framed a significant portion of its Learning Agenda around the ToC assumptions, so that CRTs keep these assumptions in mind as they continue their work, and the consortium tracks their relevance throughout the life of the programme. While the RPC will not research the evidence-base of each assumption, partners' experiences and learnings will help in the continued shaping and updating of all programmatic assumptions. The ERICC Logframe also sets out monitoring benchmarks by which the RPC will measure the success of Components 1 and 2, including impact testimonials and monitoring of research uptake in policy and programmes in ERICC focal countries, which will serve to highlight whether the overall theory of change logic holds.

The RPC will examine the Theory of Change throughout the life of the programme through quarterly MEAL Working Group (MWG) meetings. Leading up to the FCDO Annual Review process each year, the MWG will set aside time to specifically discuss the Theory of Change, Monitoring & Reporting Strategy, Logframe, and Learning Agenda, to agree on any changes that should be proposed based on learnings and/or observations from the preceding year. Any suggested changes will be presented to the Programme Director and Research Director for vetting and agreement, and then approved proposals will be presented to FCDO with clear rationale.

V. COUNTRIES OF OPERATION

This section provides a contextual and research overview of ERICC focal countries. For Cohort 1, we have provided a general overview of the context, followed by high-level findings from Country Scans. Cohort 2 sections include contextual updates since the commercial bid in 2019, as well as indicative information on research team setup.

A. Cohort 1

1. Bangladesh (Cox's Bazar)

The Rohingya are a Muslim minority group from Rakhine state in Myanmar, who became stateless in 1982 when the Burma Citizenship Act denied them citizenship (HRW 2020). Since then, Rohingyas have suffered from abuse and discrimination -including widespread persecution, gang rapes, mass killings, torture, brutal beatings, and death by burning- on the part of the country's military regime (Alam and Kamruzzaman 2020; Bathia et al. 2018). In response to their precarious situation, for the past four decades, the Rohingya have fled to neighbouring countries, with the majority of them seeking refuge in Bangladesh given the proximity and matching religion. Since 2017, close to 745,000 Rohingya refugees have entered Bangladesh and more than 850,000 are settled in Cox's Bazar (ISCG, 2020).

The Government of Bangladesh (GoB) has accommodated Rohingya in refugee camps but does support their long-term resettlement in the country. Rohingya refugees are not able to access the justice system, legal work opportunities, formal education, or public services (Farzana 2016, Bathia et al. 2018). In Cox's Bazar, refugees live in 34 overcrowded settlements and camps under extremely difficult conditions, vulnerable to cyclones and monsoon rains, and with restricted access to basic hygiene, medical services, health facilities, and sanitation (UNICEF, 2020). Cox's Bazar is one of the poorest and most deprived districts of Bangladesh, suffering from chronic levels of food insecurity, malnutrition and access to poor health and education services (Save the Children, 2018). The influx of Rohingya refugees has further exacerbated socio-economic, environmental, and education problems (Shohel, 2020), and in 2020, the COVID-19 pandemic brought increased threats to this vulnerable population.

Among the one million Rohingyas who fled Myanmar to refuge in the Ukhia and Teknaf Upazilas³ of Cox's Bazar district, approximately 400,000 are children and adolescents of school-going age (Olney et al., 2019). The provision of proper education for refugee children and adolescents has been an incredible challenge for the humanitarian community, which has been further exacerbated in the context of the slim prospects of safe repatriation of Rohingya refugees in the foreseeable future. In Cox's Bazar, access to learning has been limited to non-formal education opportunities provided by the humanitarian sector, or religious education provided in Madrassas because the government of Bangladesh does not allow Rohingya children to attend schools in the host community and has also prohibited the use of the Bangla curriculum in the camp. However, the GoB recently allowed for the use of the Myanmar curriculum in camp learning facilities, which creates the potential for access to age-appropriate learning, even if for now it does not provide the Rohingya with any certification.

While the humanitarian community has made progress to ensure access to informal education for the Rohingyas, the quality of learning has always been a challenge. The majority of the more than 4,000 learning spaces established across 34 camps are cramped, one room community based centres, due to a lack of physical space and capacity in the overcrowded camps. Other challenges and barriers to learning include the lack of qualified learning facilitators, lack of appropriate teaching and learning materials, complex language issues, and the constant changes in the curriculum, from an Ability Based Accelerated Learning (ABAL), to a Learning Competencies Framework Approach (LCFA) to the Myanmar curriculum.

The recent introduction of the Myanmar Curriculum Pilot (MCP) in the refugee camps has further challenged an already complex education in emergencies response- few teachers and learners are Burmese speakers, and the delivery of a complex curriculum in simple, home-based learning centres presents a significant hurdle to the fragmented, NGO-led education response. Ongoing restrictions by the government in the camps result in barriers to the utilisation of technology for overcoming learning barriers, as well as barriers to the delivery of instruction in local language understandable to teachers and learners.

³ Sub-district administrative divisions in Bangladesh

Protection concerns, including child labour and child recruitment into criminal gangs, are widespread in the refugee camps, with adolescent girls at specific risk of early marriage and GBV.

The Bangladesh Country Scan, conducted with key stakeholders involved in both the immediate refugee response and the hosting community, set out to determine the key gaps in evidence that constrain the ability of policymakers and practitioners to effectively respond to the educational needs of refugees and host community learners. KIIs conducted with 35 key decision makers were combined with stakeholder workshops to prioritise research gaps, and data systems were mapped and a full literature review undertaken by the CRT. Stakeholders have broadly agreed on the urgency of generating evidence in three key emerging thematic areas:

- Delivery of the new Myanmar Curriculum to children;
- Madrassa education in Cox's Bazar and opportunities for collaboration between formalised learning and religious learning; and
- Adolescent education, as related to access and continuity, specifically for adolescent girls

This initial Bangladesh research agenda was submitted at the end of January, 2023, with finalisation planned for the end of March. For each theme, the agenda identifies research questions that will be answered through formative research, design research, implementation research and effectiveness research, according to the state of the evidence identified in the literature review.

2. Jordan

Today, more than one third of Jordan's 10 million residents are refugees. The country is home to nearly 2.3 million UNRWA-registered Palestinian refugees, 1.5 million Syrian refugees, and large groups of refugees from Iraq, Yemen and Sudan. 83% of refugees live in host communities while the rest reside in 10 Palestinian and five Syrian refugee camps. This means that, despite avoiding direct involvement in conflict, Jordan is in a state of protracted crisis that affects the education of all its inhabitants. Double-shift schools, limited resources, and overcrowded classrooms have compromised the educational quality, reforms, and progress Jordan has worked towards in recent decades, which has been further exacerbated by the COVID-19 crisis. Jordan is a unique context within ERICC, as refugee education is fully dependent on the performance of the larger education system (Culbertson et al, 2016). With this in mind, QRF paid close

attention to issues of equity, inclusion, and social cohesion in host communities and refugee camp settings in the country.

The country scan, including the subsequent consultative workshops with a national group of stakeholders, led QRF to identify four priority research areas:

- I. Data Use and Sharing at Field Directorate Level;
- II. Recruitment, Evaluation, and Support of Temporary Contract Teachers;
- III. At-Risk and Out-of-School Children in Primary and Lower Secondary School Levels (Grades 1-10); and
- IV. Literacy (with a focus on teachers)

These four areas touch upon the current gaps in capacity, policy, and data management that is hindering progress and equity for children across the education system. Preliminary data from the RISE diagnostic, which is still ongoing, highlights the need for better data and management regarding the teacher workforce working with the most vulnerable populations.

In January 2023, following feedback on the research agenda from FCDO, QRF undertook a study prioritisation process that mirrored that of Nigeria (detailed below), and then met with the Research Directorate to review the process, share priorities, and discuss feedback. The two topics prioritised from that discussion are 1) At-Risk and Out of School Children in Primary and Lower Secondary School levels, and 2) Recruitment, Evaluation, and support of Temporary Contract Teachers. Following a final review from NYU-TIES in February, QRF is working with the RDL to develop detailed studies for these themes. Research objectives for all four identified primary themes can be found below in the research agenda section.

3. Nigeria

Children have been one of if not the most negatively affected groups of the Boko Haram crisis in Nigeria, which began in 2009. Given Boko Haram's focus on the education system itself, teachers, students, administrators, and schools themselves have been targeted in attacks over the last decade-plus. Between 2009 and 2018, over 611 teachers were killed, 910 schools were damaged, and 1,500 schools were forced to close in the northern states of Borno, Adamawa, Yobe, Bauchi, Gombe, and Taraba. As of 2020, around 2.6 million children were out of school, including 1.4 million girls. Today, Nigeria is one of the top five

countries in the world in terms of number of IDPs and has been ranked as high as third behind only Syria and Colombia. Despite the development of universal basic education (UBE) plans in the country, access to quality schooling remains out of reach for many children in the Northeast due to funding, collaboration, economic, and instability-related difficulties. The Nigeria Country Scan identified five priority areas for ERICC research, including:

- I. Policy and Systems in Conflict Affected Areas;
- II. Teacher Issues: Identification, Recruitment, Deployment and Teacher Professional Development;
- III. Data Availability and Data Systems Strengthening;
- IV. Social-Emotional Learning (SEL); and
- V. Sustainability of Programs in Conflict Affected Settings

In December, the RRD worked with the rest of the CRT and the ERICC RDL to identify which themes will be researched using ERICC funding, and which will be prioritised for further fundraising. Moving into 2023, the CRT will host stakeholder engagement workshops to disseminate country scan findings and begin identifying funding partners, and develop concept notes for initial ERICC studies, followed by the start of data collection. Theme prioritisation was done using five main criteria:

- I. State/Federal Priority;
- II. Research Feasibility;
- III. Potential Impact;
- IV. Potential for Funding; and
- V. Complementarity with other projects

Following criteria identification, they were each rated and then had priority scores assigned to them following discussion between the RRD and CRT. The RRD is now working through the results with the IRC Director of Education Research, to narrow down themes into answerable questions and assign clear roles for in-country partners. The two identified themes for immediate ERICC research are Policy, Systems, and Teachers issues. For each, the research agenda identifies research questions that will be answered through design research, implementation research and effectiveness research studies according to the state of the evidence. The research agenda section below provides further detail on research objectives for all four research agenda thematic areas.

The RPC re-submitted the Nigeria research agenda in February and the Country Scan Report in March, 2023.

B. Cohort 2

4. Lebanon

Eleven years into the Syrian crisis, Lebanon is home to approximately 1.5 million Syrian refugees and more than 209,000 Palestinian refugees, making it, per capita, one of the highest refugee hosting countries globally. Lebanon has experienced compounded crises since 2019, which have severely affected education in the country, including one of the worst financial crises in the world since the mid-19th century. Decades of mismanagement, exacerbated by COVID-19 and the Beirut Port explosion – which damaged more than 200 private and public schools, 32 universities, and 20 technical and vocational training support centres – resulted in the local currency losing 95% of its value and the loss of livelihoods. An already weak formal education system, which traditionally catered to less than 30% of the Lebanese population, has faced dual pressures of integrating Syrian refugee learners, as well as a new wave of Lebanese students, driven from the private system by the financial collapse.

The continuing impact of the Syrian crisis, combined with the devastating results of the Lebanese financial collapse, have severely undermined public education provision, with schools under-resourced and over-utilized, teachers receiving irregular compensation far below the level of what is required for sustaining a basic family, and growing tensions between refugees and the host community who struggle over dwindling public resources and the government's systems near collapse. As many as 90% of Syrian refugees, between 65% and 85% Palestinian refugees, and over 50% of Lebanese nationals live under the poverty line in Lebanon. The economic collapse has severely undermined public services, including the education system, with a teacher's salary now worth 90% less than it was worth before the current crisis.

ECW (2021) has noted that there has been an increase in poverty among all pupils in the country, which has resulted in many more needs for health, nutrition, psychosocial support, and other support for students to stay in school. Furthermore, from 2020–21, only 53% of Syrian refugees attended school, which was a 14% reduction from the previous year. Beginning in April 2023, CLS will lead the ERICC country scan in Lebanon to uncover more detailed issues and opportunities for research across key stakeholders and policymakers. The Country Scan and research agenda building activities and timelines can be found in the ERICC Implementation Workplan (Annex 3).

CLS' Director, Dr. Maha Shuayb, is also the British Academy Bilateral Chair for Education in Emergencies. Dr. Shuayb has already begun engaging with the RPC in her role at CLS, and the RPC intends to continue collaboration with her, as well as the other bilateral chair Dr. Kelsey Shanks, moving into implementation. In her role as both Bilateral Chair and the director of CLS, Dr. Shuayb will connect the Lebanon CRT to key stakeholders, provide valuable insight in the country scan process, and will also play a key role in ensuring ERICC's complementarity and non-duplication in generating research themes and designing studies. She will also play an important role in connecting country-level work to larger regional and global evidence gaps and priorities to support the design of ERICC's multi-country research agenda(s).

5. Myanmar

The military takeover of Myanmar in February 2021 exacerbated what was already one of the world's most challenging humanitarian crises, with nearly 900,000 people being newly displaced across the country as of July 2022 (UNHCR). 600,000 primarily Rohingya people remain stateless in Rakhine state, of which 151,000 are displaced. Ongoing violence has aggravated one of the world's longest protracted crises, as UNHCR estimates that there are a total of 1,545,000 internally displaced persons within Myanmar, 1,215,000 of whom have been displaced since February 2021. Of the 593,000 IDPs in the country, nearly 38% (225,000) are children, including many who have been displaced multiple times as the security situation has continued to deteriorate, negatively affecting students' access to education. COVID-19 saw the shutdown of schools for nearly two years, leaving almost 12 million school-aged children out of school for that period, of whom nearly half have since dropped out of school. The global health crises exacerbated the significant barriers already present within the education context, including lack of mother-tongue education, lack of rural schools, widespread enrolment at the wrong levels, and socioeconomic barriers that prevent children from accessing quality, inclusive schooling. Stateless Rohingya children live in a combination of IDP camps and largely rural towns and have significant movement restrictions imposed on them, as well as moratoriums placed on initiatives to increase their access to education when the military took over⁴.

Following discussions during the inception period, due to ongoing access and political sensitivity issues, the ERICC RPC will not undertake a full country scan in Myanmar. Instead, specific funding under the Component 2 call-down

⁴ UNHCR HNO December 2021

mechanisms will be earmarked for Myanmar for flexible requests, including needs assessments and targeted research projects as agreed on in discussions with FCDO and the RRD for Bangladesh and Myanmar. Partner Osman Consulting has some operational presence in Myanmar and has noted their ability to gain access to conduct research, which the RPC will explore further and leverage in the agreed upon studies. The IRC Programme Director and Research Programme Coordinator met virtually with FCDO Education Advisers in Myanmar in August 2022 to make introductions and begin discussions on education and research opportunities and challenges in country. During this discussion, the Education Advisers highlighted important data needs around education, including on school dropouts. Highlighted research priorities could include the provision of educational support to marginalised students - especially girls, primary education, and employability and life skills education; ethnic schooling needs; and improving partner coordination on education provision, particularly in the absence of the government.

The ERICC PMT will plan to make further introductions between FCDO Advisers and Osman Consulting and introduce the Component 2 mechanisms to be leveraged for research in Myanmar closer to the finalisation of Osman Consulting's contract and the start of the planning stage of Component 2 in April 2023.

6. South Sudan

As of November 2022, 8.9 million of South Sudan's 12 million population are in need of Humanitarian assistance, with nearly one third of the country being displaced (including 2.2m IDPs and 1.9m returnees). There is an average of 23.4 IDPs per school in South Sudan, as well as 2.8 million out of school children (OOSC), who account for nearly 70% of the school-aged population. There are 337,000 refugees and 4,300 asylum seekers, who live in camps and settlements where education is provided by UNHCR in the Greater Upper Nile region and Central and Western Equatoria states. The education system currently suffers from a severe lack of trained teachers, with 70% of national system teachers and 75% of AES teachers being untrained, as well as a severe lack of women teachers, with over 90% of teachers being male. There is also widespread teacher absenteeism, protection risks - particularly SGBV risks for girls - and an overall lack of both adequate learning spaces, and quality learning curricula and materials.

IRC will lead ERICC work in South Sudan under the supervision of the RRD for Nigeria and South Sudan, and country scan work will be divided between IRC's

South Sudan country office and partner Forcier Consulting. Between January and April 2023, the RRD will engage in discussions with both IRC South Sudan and Forcier to gauge expertise and interest, and divide roles and responsibilities as makes most sense for the context. Forcier boasts strong experience in large data collections in-country, with a roster of enumerators and researchers on the ground with significant access to hard-to-reach areas, as well as strong relationships with ministry officials. The IRC in South Sudan currently implements Education programmes and is growing its portfolio and has many of the resources needed to fully support field teams and engage deeply with the humanitarian and donor community at country-level. In December, Forcier Consulting and IRC South Sudan drafted initial information on the state of education and research in South Sudan, which highlighted potential evidence gaps to be studied. Among others, the team identified lack of reliable data on the availability of learning spaces, safety and security of children, financial barriers, lack of evidence on quality and appropriateness of curricula and teacher quality, limited understanding of the protective and education needs of learners at all levels, the potential role of education for peacebuilding in a society still recovering from violent upheaval, gender and sustainability issues, and challenges with re-integrating OOSC into education programming.

In September 2022, ERICC met virtually with the FCDO South Sudan Education Advisers to discuss ERICC progress and FCDO priorities. Priorities discussed included the design of Girls Education South Sudan Phase III, a multi-year programme focused on reducing barriers to education and improving attainment levels for girl children, an ECW-funded multi-year resilience programme, and the new education sector plan development in collaboration with the Government of South Sudan (GOSS) and GPE. The RPC will have the opportunity to engage with these programmes during the country scan process, and FCDO identified the possibility for ERICC's work to leverage the coordination and scoping work that is already going into these programmes.

7. Syria⁵

After 11 years of war and crisis, 13.3 million Syrians, over half the country's pre-war population are displaced, and nearly 15 million are in need of humanitarian assistance. While large-scale hostilities have ceased, ongoing tensions between

⁵ We anticipate timeline shifts in Syria given the recent earthquake in the Gaziantep/NW Syria region. IRC country and regional teams are now shifting into emergency response and duty of care and so we have put discussions on Syria on hold. We do not have further information on timelines at this time, but will notify FCDO of any shifts once they've been discussed internally.

the Damascus government and opposition groups controlling areas in the northwest as well as Kurdish separatists controlling areas in the northeast, have led to the fragmentation of social services and educational provision. The fragmentation across the north of Syria with the different spheres of influence, including of curricula being taught, teacher support, and resources allocated, as well as ongoing tensions and low-level conflict have left an education system bereft of resources, effective management and cohesiveness.

Though needs are significant across the three sub-regions of Syria, a disproportionate number of children in need are found in the northwest Idlib region, under the control of Islamist militants, as well as in Raqqa, Deir-al-Zor, and Aleppo. Significant dangers to children and learners persist, including recruitment and use of children in combat, sexual violence, and attacks on schools and hospitals. The crisis continues to fuel harmful coping strategies such as child labour and early marriage, while straining family and community child protection capacities. 2.4 million children (nearly one third of the child population) are out of school, with 1.6 million at risk of dropping out. With international assistance steadily declining after more than a decade of war, basic services are on the brink of collapse, with climate and economic shocks exacerbating severely strained social service provision. Over one third of schools operate in shifts, including some operating in triple and quadruple shifts to address overcrowding and the physical distance needs of the COVID-19 pandemic. 73% of the country's 226 displacement camps offer no education services at all, and the lack of non-formal education services has proved a great challenge to children's learning in the absence of formal structures. Furthermore, the country faces an acute teacher shortage, with 150,000 teachers driven out of the education system over the past years due to loss of infrastructure, direct attacks, and inadequate and inconsistent pay. Many of the remaining teachers have fled crisis-affected regions to government-controlled areas, leaving teachers unequally distributed across the north of the country. Increasing pressure in neighbouring countries on the return of Syrian refugees has resulted in a climate of fear for displaced Syrians who have managed to access basic services, including education, across Turkey, Lebanon, Jordan and Iraq.

Following internal discussions at IRC as well as discussions between IRC and FCDO on the need for a regional hub, it was decided that the structure of research directorship in the MENA region would shift from having a Regional Research Director and three Country Research Directors, to instead having Country Research Directors in Jordan, Lebanon, and Syria, who will

communicate and support each other on multi-country or cross-border research issues as needed. This was decided primarily due to the inclusion of Jordan with Country Research Director Dr. Robert Palmer in Cohort 1, and the strength of CLS and inclusion of Dr. Shuayb in Lebanon. Given that QRF has already developed a research agenda and Dr. Palmer has been deeply embedded in the consortium's global-level practices, and the strong leadership of CLS and Dr. Shuayb in Lebanon, it was determined that having a regional research director would be redundant and would lead to excessive reporting and decision-making lines that would delay work and likely cause more confusion than clarity. The RPC is currently exploring options in Syria, including initiating recruitment for a Syria Country Research Director, and engaging with IRC Syria on potentially leading ERICC's work in-country. Osman Consulting has significant experience working in Syria, and the hope would be that IRC Syria, Osman Consulting, and potentially CLS could collaborate in-country.

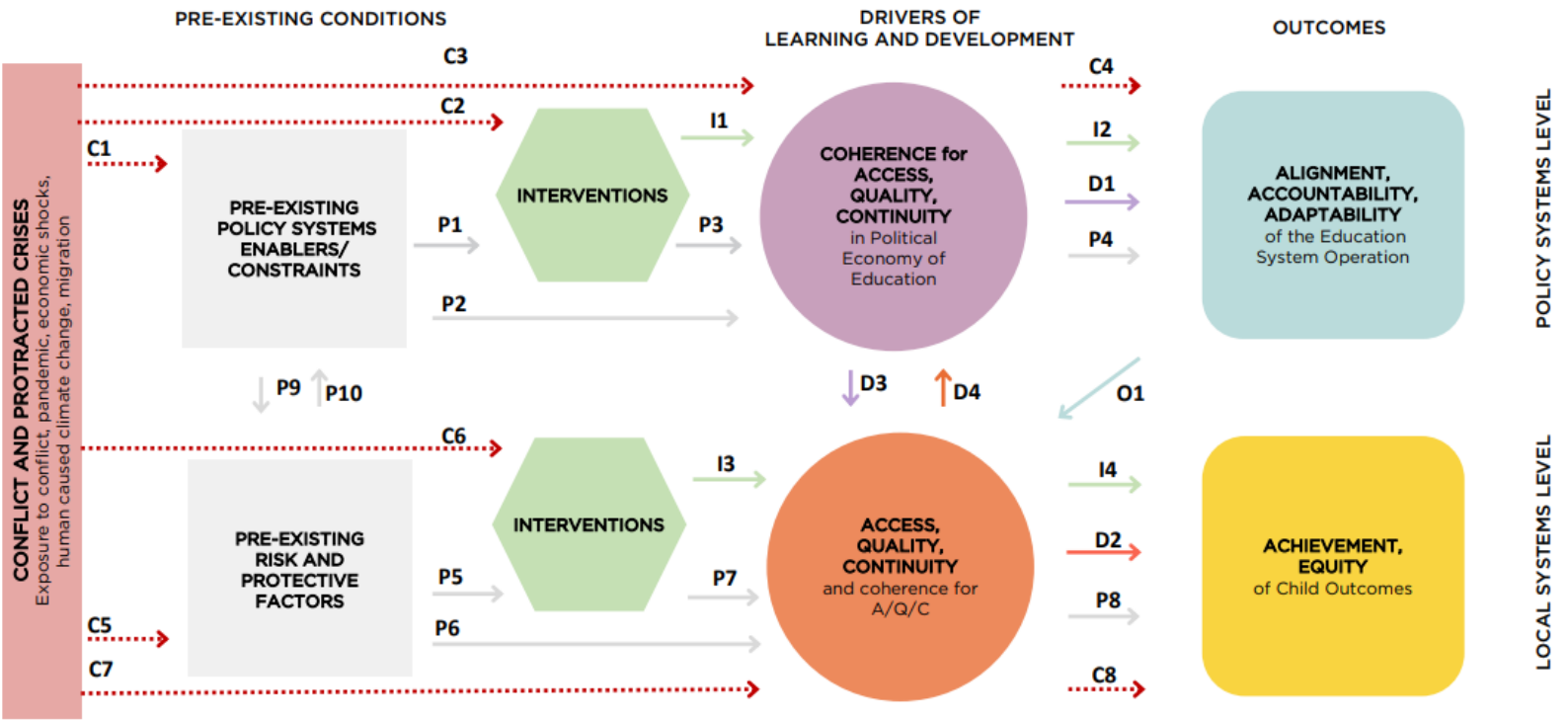
VI. CONCEPTUAL FRAMEWORK

Published on October 31, 2022, the ERICC Conceptual Framework (Kim, Dolan & Aber, 2022) is designed to organise existing evidence and research to inform new research agendas that can drive evidence-based decision-making to transform education research in conflict and protracted crisis.

Without conceptual tools to organise the currently fragmented evidence across multiple sectors and disciplines into a systematic evidence base, informed decision-making on what and how to improve policy and programming, and on how to use limited funding available for ERICC effectively proves very difficult. The ERICC conceptual framework thus aims to contribute to the field by:

- Providing an overarching organisation that allows to locate areas of gaps in existing research, from a variety of disciplinary traditions on education in crisis and conflict to date;
- Helping to identify new research foci and questions, as well as targets of research an intervention for policy and programming, based on evidence; and
- Providing a unified vision that allows practitioners, policymakers and stakeholders to make effective decisions for programming, policy and investment to improve children's learning and development in crisis and conflict-affected contexts

Figure 3: ERICC Conceptual Framework



WHAT DO THESE ARROWS MEAN?

The arrows in this figure represent the directions and pathways of influence. The colors of the arrows are the colors of the arrows' starting points. For example, the grey arrow pointing at the yellow box (Path P8) means the influence of "pre-existing risk and protective factors" to "achievement, equity of child outcomes". The first letter of the arrow labels also indicates its origin, C for conflict, P for pre-existing conditions, I for intervention, D for drivers of learning and development and O for outcomes. See path index in Appendix A.

The framework combines two levels of education systems which have been studied by different disciplines: (a) Policy-systems level, where education policy, budgeting, financing and accountability systems decisions are made and operated; and (b) local systems level, where children's learning and development occurs in schools/classrooms, households, and communities. These two levels are focused on how conflict and protracted crisis affect and how we can support the drivers of learning and development that are central to education experiences: access, quality, and continuity (A/Q/C) of education and the coherence of the systems that these drivers operate within. Through this framework, the RPC aims to support and inform inter-disciplinary research to deepen understanding of interconnected EiCC systems, to make the evidence more relevant and actionable.

During the inception period, the Conceptual Framework underwent multiple rounds of revision led by NYU-TIES in partnership with IRC, FCDO, consortium partners, the Technical and Policy Advisory Board, and a roster of external experts. The CRTs then worked with the RDL and Country Scan Working Group (CSWG) to operationalize the framework as part of the country scans.

Moving into the implementation period, the RDL and ERICC partners will continue to refine the conceptual framework by applying it to country research agendas, building and interpreting findings, and ensuring that there is a strong balance of generalizability of the framework to multiple contexts, as well as specificity when applying the framework to single contexts, and ensuring the framework is applicable and usable for ongoing research. The CSWG (now Country Research Working Group) will continue to support the use of the framework in country scans and the development of research agendas and studies.

Based on feedback from stakeholder workshops in Cohort 1 countries, revisions and additional work on the Conceptual Framework will focus on clarifying its usage by different stakeholders at the country level. While the RPC is in discussions with NYU-TIES on its role moving into implementation, there is need and excitement for further workshopping of the framework with key stakeholders, which would be a key task to be performed by NYU-TIES and/or the Research Directorate moving forward.

The conceptual framework will be used consistently throughout all ERICC activities, including: 1) to identify the state of the evidence and existing gaps, 2) to develop country level and cross-regional research agendas, 3) to identify and/or develop tools needed to carry out studies in ways that allow for cross-regional comparisons, 4) to analyse study level findings and meta-analysis of data across studies and countries, 5) and to manage knowledge of study-level, country-level, cross-regional and global-level findings for the purposes of publication, dissemination, and influence.

For example, during the country scan, the conceptual framework helped guide the process of conducting literature reviews to identify the state of the evidence and existing evidence gaps, according to key categories that organise both the search and the findings:

What is the state of education outcomes of interest in crises-affected context in the country?

- At the policy systems level: What is the state of policies, budgets, and data systems in the education sector responding to crises, in alignment, accountability, and adaptability?
- At the local systems level: What is the state of children's academic, social and emotional, and physical and mental health and wellbeing in level of achievement and equity?

What are the conditions of drivers of learning and development in crises-affected contexts in the country?

- At the local-systems level: what are the conditions of children's access to and, quality and continuity of education at schools, community, household?
- At the policy-systems level: what is the political economy of the education

sector, in alignment and coherence in goals and operations across main actors in providing children with access to, and quality and continuity of education?

What factors enable or hinder access, quality, and continuity of education in crisis affected contexts?

- At the local level: what are the school, community, household, and personal risk and protective factors?
- At the policy-systems level: what are policy enablers and constraints?
- What interventions, if any, have shown to affect access, quality, and continuity of education and improve coherence in crisis affected contexts?

During the production of country-level research agendas, the RPC also used the conceptual framework to generate the key research questions that will move the field forward according to the state of the evidence. In doing so, research agendas make explicit the links between the different categories of the conceptual framework (target system, pre-existing conditions, drivers of learning, interventions, and outcomes) and the indicative research questions proposed. This process will also be used during the development of detailed concept notes for each study. By linking research questions and research studies to key terms in the conceptual framework, the RPC will organise information and better track how the evidence produced by ERICC is filling different types of evidence gaps identified within countries and globally. Using these links, we will also be able to organise information across countries to proactively identify areas where cross-regional research is possible and desirable. This information will help drive local, regional, and global-level communications on emerging evidence being produced related to priority topics, and to identify gaps for further ERICC or non-ERICC research to pursue. Proactively linking gaps to ERICC research will strengthen uptake by policymakers who will see the connections between their priorities, key gaps, and new evidence, and serve as the basis for new research programmes to be undertaken by academic institutions, humanitarian organisations, research organisations, and individual researchers.

The measurement working group will use the conceptual framework to identify and/or develop measures needed to carry out studies so that some variables and data can be collected in a consistent way across studies and countries that focus on similar dimensions of the framework. In doing so, we will be in a good position to use data across countries to conduct comparative studies, and also, to synthesise and curate findings globally.

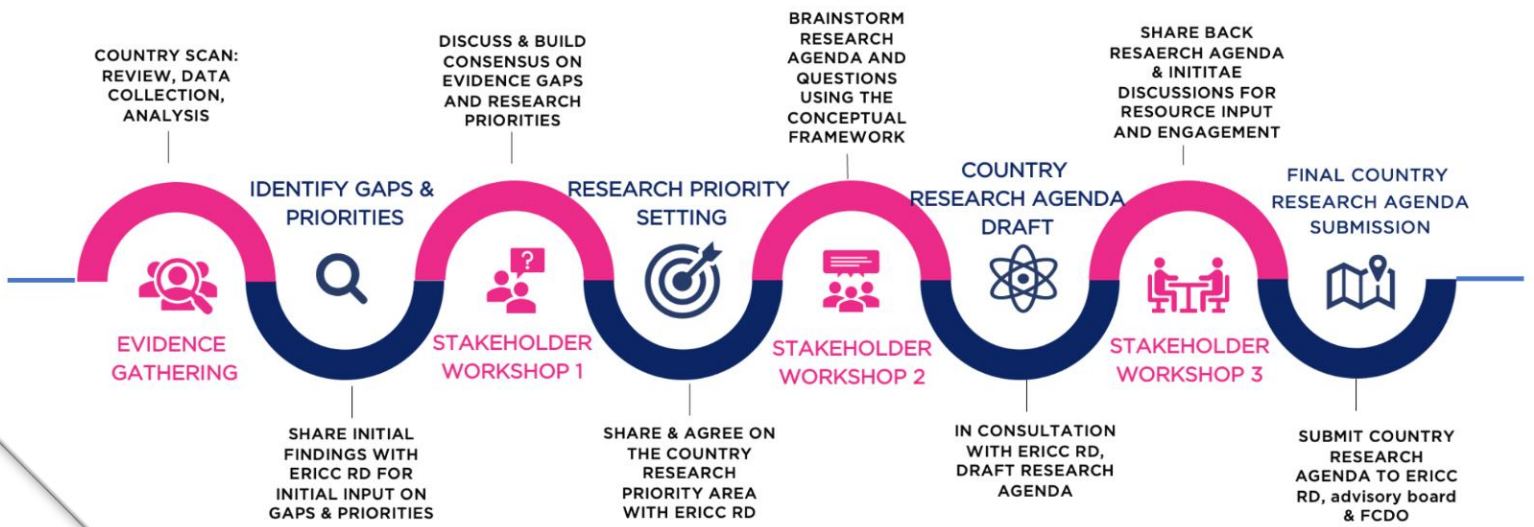
Figure 4: ERICC Research Agenda Development Process

CO-CONSTRUCTION OF RESEARCH AGENDA

WITH IN-COUNTRY STAKEHOLDERS AND ERICC RESEARCH DIRECTORATE



WITH IN-COUNTRY STAKEHOLDERS: FOR ALIGNMENT WITH COUNTRY NEEDS AND PRIORITIES



VII. RESEARCH AGENDA DEVELOPMENT – COUNTRY SCANS

The ERICC ToC assumes that key stakeholders' involvement in the co-construction of research agendas increases their willingness to use findings from said agendas in their work due to the relevance of evidence produced to the needs and priorities of local stakeholders. Furthermore, the RPC strongly believes that in addition to generating rigorous evidence, it is important to foster stronger research systems by promoting the leadership of researchers, policymakers, and practitioners who work directly with communities in need. Based on these two principles, the ERICC RPC has set out to collaboratively craft contextually relevant and effective research agendas and to build the interest of key stakeholders at the local, state, and national level in these contexts to both use and expand on ERICC research. As the RPC shifts from inception to implementation, it will begin discussions on revisions to the ToC, including developing thinking on how to maintain positive and consistent engagement with key ministry and humanitarian positions as staff turns over throughout the life of the programme and onboarding of incoming stakeholders to the ERICC programme. Initial discussions in Jordan and Nigeria have identified some strategies for this engagement, such as building strong relationships with mid-level ministry staff who turn over less, and who can promote ERICC internally as new senior-level staff take over. These discussions are in early stages and updated thinking will be included in the ToC and Logframe Y2Q3 revisions of the programme.

The ERICC Country Scan process so far has led to the development of three robust research agendas in Bangladesh, Jordan, and Nigeria, as well as impressive early returns on stakeholders' engagement. Prior to the start of country scans, CRTs reached out to FCDO Education Advisers in country and individual government and NGO stakeholders to introduce the programme, build interest, and begin scheduling key informant interviews (KIIs) and country advisory committee workshops. The country scans then began systematically reviewing, organising, and synthesising existing evidence and identifying evidence gaps through literature reviews, and data systems mapping, and then conducted concurrent KIIs and country advisory committee workshops with key actors identified through a stakeholder mapping, to discuss these gaps and identify local priorities. Stakeholder workshops are iterative, moving from introductions to the programme to discussion of research gaps, to the identification of priorities and refining of research agenda items. Each CRT adapted the advisory committee process to fit their context and needs, to ensure that the right stakeholders were engaged at the right times to produce the most relevant research agendas. The stakeholder workshops, which are part of the country scan and research agenda co-construction process, allow stakeholders to be involved in the identification of research priorities and the development of research plans, prompting them to actively participate and guide the planning of research that would most benefit them and the communities they serve.

The Country Scan Concept Note was first developed by the RRD for Nigeria and South Sudan in collaboration with the Senior Researcher from NYU-TIES and the CSWG, with inputs and review from the IRC PMT and RDL. The involvement of RPC members working in each of the cohort 1 countries, has resulted in a country scan process that is adaptable across any context, while still able to drill down into the unique circumstances of a given setting, and account for the needs and priorities of local stakeholder groups. The CSWG worked with the Jordan and Nigeria research teams to develop the study instruments and protocols until they were technically fit for multi-country use. This then allowed the Bangladesh CRT in Cox's Bazar to adapt the instruments quickly and effortlessly, highlighting that the multi-country protocol development was both possible and a tremendous support to the country scan approach. This would not have been possible without close collaboration between CRTs through the CSWG.

This adaptable protocol approach has allowed the RPC to design country scans that will produce similar outputs in significantly different contexts. For example, the Nigerian education system is decentralised, with a central governing body in the Federal Ministry of Education (FMOE) setting broad plans, goals, and policies, which are then led in individual states by strong State Ministries of Education (SMoEs). In Jordan, on the other hand, the education system is governed by a strong central ministry that oversees both broad policy-setting and the implementation of educational programmes. Furthermore, Nigeria is experiencing more internal crises causing barriers to learning for children, while Jordan's education crisis stems from the mass intake of Syrian and other refugees from the region, who make up nearly half of the population of students in the country. Cox's Bazar is starkly different from both Jordan and Nigeria, as the Rohingya Response is left up to the humanitarian community that manages the refugee camps in a tense political environment.

One of the key ways the country scans were adapted across contexts was by altering stakeholder workshops to fit participant profiles. In Nigeria, stakeholders were identified and invited to workshops at the state level, so that stakeholders shared their priorities based on their local contexts that they have control over. To ensure participation of state ministries, the CRT ensured the participation of Local Government Education Secretaries for each state in their workshops. In Jordan, three iterative workshops were organised at the national level, bringing together all key government and non-governmental stakeholders. In both cases, the CRTs have been able to collate and synthesise findings from these meetings into coherent country scan reports and research agendas that are relevant to their contexts. Bangladesh has adapted the country scan process in a third way, dividing the committees into a National Government Committee and Humanitarian Actor Committee, to respond to the political tensions that exist in the Rohingya response in Cox's Bazar, and to ensure that the team can still benefit from both groups' knowledge and priorities, while not negatively affecting participation or the clarity of feedback. As the Bangladesh CRT finalises the country research

agenda, it has also engaged a third, host community facing committee, to ensure the needs of host communities are taken into account in study prioritisation.

Both Nigeria's and Jordan's country scans were also able to account for the RPC's PEA needs, as CRTs worked with ODI to include Political Economy questions in KIIs and advisory committee meetings, as well as highlighting political economy findings in evidence reviews. ODI and the Bangladesh CRT are currently collaborating on adapting PEA tools to Bangladesh, to potentially carry out a full PEA there during the implementation period. IRC and ODI are also working together to plan for potential PEAs in cohort 2 countries, likely to be carried out in Lebanon and/or South Sudan, depending on resources. The inclusion of PEA data collection tools within country scan protocols has increased efficiency and allowed the RPC to plan for the development and publication of a full suite of PEA learnings across contexts, at relatively low cost.

Cohort 2 country scan processes will be aided by existing guidelines, templates, and training materials from cohort 1, and their representatives will participate in the CSWG, adapt their country scans to their specific needs and contexts, and strengthen their work leveraging the experiences and lessons learned by cohort 1 countries. Cohort 1 country scan processes took more time and included more iterations due to the ongoing definition of consortium-wide directions, processes, sequencing, and strategies for the country scan research. Cohort 2 countries will build on the existing materials and experience of cohort 1 countries to design concrete and informed workplans, and ERICC's RD will support the country research and minimise duplicate efforts on all sides. See below for a selection of country scan-specific learnings and associated actions.

Box 1: Lessons from country scans

- It is important to balance a unified approach with the unique needs of individual focal country contexts. While the country scan methodology sets out the needs and best practices of the country scan process, it should also be adaptable, particularly with regard to how stakeholders are engaged. While Cox's Bazar (Bangladesh), Jordan, and Nigeria all worked from the same general Country Scan guidance, they adapted this guidance to create fairly different in-country approaches, leading to the same suite of results and rigour of thematic foci. For Cohort 2, country leads will be prompted to begin by identifying the broader structures that govern education in their contexts and will work with the Country Research Working Group and cohort 1 CRTs to adequately adapt the country scan process to the structures that exist in their contexts.

- Early in the country scan processes of Jordan and Nigeria, it was noted that stakeholder feedback did not necessarily highlight specific needs for crisis and conflict settings and so subsequent workshop questions and framing needed to be adjusted to ensure that the country scans produced good research agendas for EiCC specifically, and not generally for education systems in-country. The lack of crisis-specific information was also noted early in the PEA work undertaken by ODI (see below). During cohort 2 country scans, the Country Research Working Group (CRWG – formerly CSWG) and RD will prime CRTs to highlight the crisis and conflict lens in their evidence reviews, KIs and advisory committee workshops, PEA tools will be more focused on crisis-related questions, and the RPC will also seek to leverage learnings from the RISE pilot (see below) to determine good strategies for stronger focus on conflict and crisis within systems-level research.
- In Cox’s Bazar and Nigeria, many stakeholders were prone to discussing areas of interest, or information that would be interesting to gather, rather than targeting specific evidence gaps for research. In both contexts, Country Research Teams have had to work hard to reframe questions, and link stakeholder (particularly government stakeholder) priorities to specific EiCC evidence gaps. This challenge has been noted and will be shared with Cohort 2 CRTs early in their country scans, to ensure that they frame conversations to specifically generate stakeholder priorities as they relate to the evidence gaps uncovered by the evidence review.

VIII. COUNTRY AND GLOBAL- LEVEL RESEARCH AGENDAS

At the country level, research agendas are developed in the following way. First, we use ERICC's conceptual framework to guide the process of conducting literature reviews that identify the state of the evidence and existing evidence gaps. Second, we engage key local stakeholders through key informant interviews to identify their concerns and then engage them in workshops to share with them what we know about the state of education in conflict affected settings in their country and existing evidence gaps. We get their input to prioritise the evidence gaps that are critical for them, to ensure that we produce information that will inform their work and effectively shift policy and practice. Finally, we develop the research questions we need to answer based on the state of the evidence, and use a systematic methods approach to identify research methods that are fit for purpose:

- **Formative Research:** When we have little information available about a context or when we need to gain a better understanding of existing needs and the factors affecting a given issue, we conduct formative research. As part of this work, we typically conduct mixed-methods research, using descriptive and/or correlational analysis, which will allow us to better understand a problem, context, population, and the processes and factors that affect them. We then use the information to develop clear hypotheses about the need to generate an intervention.
- **Design research:** When we have enough information about a problem in a given context, we landscape existing local solutions and engage in design research to refine them and/or to develop feasible, and potentially cost-effective and scalable interventions to improve education outcomes. Through design research, we uncover users' needs, values and existing behaviours as they relate to a specific intervention or product. We engage users in every step of the process of designing solutions to their problems; from generating ideas, to rapidly prototyping, testing and refining them with desirability, scale, impact and cost-efficiency as core goals.
- **Implementation research:** To test whether solutions that have been deemed to be feasible and desirable are implemented as intended in cost-efficient ways, we conduct pilot studies where we implement a strategy, policy, or program at a small scale. We collect qualitative, quantitative, and monitoring data to confirm that different components of the proposed intervention are implemented as intended, and we use the information to identify the degree to which the assumptions of their theory of change are met or not on the ground. We identify the dosage, quality and fidelity of implementation, and the factors affecting it to determine the weaknesses and strengths of a particular implementation strategy.

- **Effectiveness research:** When we have enough evidence that a strategy, policy or program is feasible, desirable and cost-efficient, we engage in rigorous testing to determine whether the intervention is effective and the mechanisms by which it promotes change in key outcomes of interest. We conduct experimental or quasi-experimental studies to compare the changes in the outcomes of participants who received the opportunity to benefit from an intervention (treatment) with the outcomes of participants who did not receive this offer (control). We also collect costing data to determine whether the observed effects are worth the cost, by comparing them with the impact and cost of other available interventions.

Box 2: Political Economy Analyses: Jordan and Nigeria

Jordan

A political economy analysis (PEA) of the system of education in Jordan commissioned by FCDO was reviewed by ODI with a view to identifying findings and gaps relevant to ERICC's conceptual framework for forward looking work in the country. Overall, state roles and incentives in education reform efforts are clearly laid out; however, the role of humanitarian and development actors remains unaddressed as part of the PEA of the education system across the 4 main areas: curriculum development, teacher professionalisation, school level management and use of evidence. This is surprising given that international humanitarian/development actors are noted to have high influence in driving reforms across multiple areas – yet information on their motivations, relationships vis a vis each other, relationships with specific government institutions and a picture of their key interventions in the 4 areas (as well as how long they have lasted) is missing. A key lesson is to ensure that for all cohort countries, a political economy analysis will need to explicitly consider the role of humanitarian and development actors and ensure that focus is squarely on crisis and conflict affected populations in the country's education system.

Nigeria

ODI worked with CHF to update research instruments used for a stakeholder analysis and the key informant interviews to reflect questions to feed into a PEA of the education system in the country. Anonymised transcripts from the countries are currently under review by ODI and will feed into the PEA output in the early 2023. A general observation emerging from the interviews brings focus on how ERICC's conceptual framework can be adapted or clarified to explicitly deal with the research's focus on those who are marginalised often within low learning environment. For example, in the transcripts from stakeholders in Nigeria, there is a conflation between what is generally absent in the education system in Nigeria and what is the impact of conflict and crisis. This is not unsurprising given that ERICC's work in Nigeria is focused on a particular situation of low learning (conflict/crisis) within a larger environment of low education performance (given the wider rise in out of school children in the country) which is something to be considered in the conceptual framework.

After generating research agendas, that have indicative research questions, and suggested types of research (see below for the work so far in Nigeria, Jordan and Bangladesh), we will engage in the development of detailed concept notes for each study that will provide a robust description of the methods (participants, instruments, procedures, and analytic strategy) alongside ethical considerations and limitations. Agenda items, objectives, and suggested research are presented below in the chronological order of the Cohort 1 country scans, beginning with Nigeria and then moving to Jordan and Bangladesh.

A. Nigeria

Following the completion of the country scan, the RRD planned and carried out a series of three mini-workshops for the co-creation of the Nigerian research agenda. The first of these sessions was planned with researchers in Nigeria, including CHF staff, Ministry of Education staff, and the FCDO Nigeria Education Adviser. Following this, the RRD met with a team of IRC Airbel Impact Lab (IRC's Research and Innovation department) researchers and leadership, and then with the ERICC RDL to finalise the agenda. This agenda identifies the five priority research themes as shared by stakeholders, maps these themes to the conceptual framework, identifies the type(s) of studies needed to address the themes, and proposes research objectives for each.

The five priority themes in Nigeria are 1) Policy-Practice coherence of the Universal Basic Education (UBE) Act, 2) the availability and use of high-quality data for education decision-making in crisis contexts in the Northeast, 3) teacher identification, recruitment, deployment and professional development in crisis and conflict settings in the Northeast, and 4) Social-Emotional Learning and 5) Sustainability of education practices.

From November to December, the RRD worked with the RD and PMT to develop study selection criteria to be applied to the research topics in collaboration with the Research Directorate, Senior Policy Advisor, PMT, and FCDO Education Adviser.

In mid-December, the CRT discussed prioritisation and agreed on internal scores for the different research themes. Prior to discussion, the Programme Coordinator, RRD, and IRC's Senior Education Researcher developed a study prioritisation tool with weighted selection criteria and priority scoring. Once the criteria and scoring rubric were developed, the RRD convened a discussion session with CHF focal points for each of the four states of study (Adamawa, Borno, FCT, and Yobe) and OPM Nigeria partners to debate each theme and reach consensus on scoring, which was done in a workshop on December 14, 2022. Following this workshop, the RRD discussed scoring outcomes with the IRC's Director of Education Research to continue narrowing down criteria and

making final decisions on study sequencing. During these discussions, the Director of Education Research worked with the RRD and CHF to continue refining all thematic research questions to ensure they could be researchable and followed conflict and crisis framing. Weighted selection criteria, as well as sequential, priority-organised, research themes and associated research objectives can be found below:

Selection Criteria:

- i. State/Federal Priority (10%)
- ii. Research Feasibility (30%)
- iii. Potential Impact (30%)
- iv. Potential for Funding (10%)
- v. Complementarity with other projects (20%)

Thematic Prioritisation and Type of Research

1. Policy, Systems

- a. To better understand how education systems can be more responsive in contexts of conflict and protracted crisis (Implementation research at the policy-systems level);
- b. To develop strategies to implement the Universal Basic Education (UBE) Act and other relevant State policies that aim to improve access, quality, and continuity of education in conflict and protracted crisis settings (design research at the policy systems level); and
- c. To assess the cost-efficiency and cost-effectiveness of strategies to implement the UBE act in conflict affected settings (Implementation and effectiveness research at the policy-systems level)

2. Teachers' Issues

- a. To document how efficiently and effectively the teacher recruitment, deployment, and retention plan in Kaduna State (initially supported by FCDO EDOREN) has been implemented to improve access, quality, and continuity of education in NE Nigeria, and the degree to which it has had an impact on teacher quality and retention, and on students' learning and continuity outcomes (implementation and effectiveness research);
- b. To develop an effective and efficient model for identifying, recruiting, and retaining effective learning facilitators and teachers in Adamawa State (design research); and
- c. To test the efficiency and effectiveness of innovative Ed-Tech TPD models to improve the teacher quality in northeast Nigeria (implementation and effectiveness research)

3. Data Availability & Use

- a. To identify existing bottlenecks in data quality and use in Data Hubs in NE Nigeria and design feasible, scalable, and potentially cost-effective solutions to increase data availability, data quality and use of data for policy and practice in contexts of conflict and crisis (formative research);
- b. To assess the degree to which data-system strengthening interventions (e.g. Opportunity to Learn improvement plan for Data Hubs in northeast Nigeria) are being implemented as intended and in cost-efficient ways (Implementation research); and
- c. Assess the effectiveness of data-systems strengthening intervention plans for Data Hubs in NE Nigeria on a) quality and use of data, and/or b) alignment, accountability and adaptability of the education system (effectiveness research)

4. Social Emotional Learning

- a. To identify SEL values and needs of the community, and to assess the SEL and Mental Health needs of displaced and former abductees, and strategies to facilitate their reintegration to school (formative research);
- b. To test the impact of SEL kernels –an intervention that has already proven to be cost-efficient in a tutoring program– in non-formal schools of northeast Nigeria, and determine the differential effect of conflict affected groups (effectiveness research); and
- c. To adapt the SEL kernels to new settings such as the formal school system, attending the needs of reintegration of internally displaced children and former abductees (design research)

5. Sustainability

- a. Identify how education stakeholders understand the elements that support different types and levels of program sustainability beyond funding period to new interventions (Formative Research);
- b. Develop a measure to assess sustainability of education programs in conflict and crises settings (Measurement research); and
- c. Assess sustainability of education programs in northeast Nigeria and the factors that enabled and hindered sustainability (Implementation Research)

These discussions are still ongoing, as the RRD has recently made contact with the incoming FCDO Education Adviser in Nigeria and would like to include him in final sequencing discussions. While the RRD reached out to the Education Adviser upon learning of the FCDO staff transition in-country, it has taken some time to establish contact. Following final determinations on sequencing and study types, the RRD will assign in-country roles based on agreed-on studies and will supervise partners to

develop concept notes and workplans for each study, to be finalised by mid-February for ethics review and approval by April. At the same time, partners are scheduling stakeholder engagement meetings in all states to seek funding for thematic areas that will not be studied with the current ERICC funding envelope.

B. Jordan

Following the completion of the Jordan Country Scan, and subsequent discussions with MoE leadership, and the RDL, the Country Research Director and QRF research team completed the research agenda document provided by the RDL. Following a discussion-based workshop with RDL on November 22nd, and presentation to national stakeholders on November 27th, the QRF team completed the research agenda for submission to FCDO. The research agenda identifies four priority research topics, including 1) data use and sharing at field directorate level, 2) recruitment, evaluation, and support of temporary contract teachers, 3) at-risk and OOS children in primary and lower secondary school, and 4) teacher-focused literacy.

Following approval of the research agenda by FCDO, the QRF team followed a similar process as in Nigeria for study selection and planning. In January, QRF undertook an internal thematic priority scoring exercise with selection criteria according to the team's determination based on Jordan's context. Following this, QRF shared the results of this process with the RD during a collaborative feedback workshop. NYU-TIES is currently undertaking a final review of the research agenda and priority agenda items, which include the below selection criteria weighting and objectives.

Selection Criteria

- i. National Priority (30%)
- ii. Research Feasibility (20%)
- iii. Potential Impact (20%)
- iv. Potential for Funding (20%)
- v. Complementarity with Other Projects (10%)

Thematic Prioritisation

1. At-Risk and Out-of-School Children in Primary and Lower Secondary School Levels (Grades 1-10)

- a. To determine how to effectively identify and collect data on, as well as track children who are at-risk of dropping out, have already done so, or were unable to access schooling, and integrate this data into Open Education Management Information System (EMIS) (Design Research); and

- b. To assess the outcomes and costs of current interventions to re-engage out-of-school children and youth in education and determine if and how such models could be adapted and expanded to serve a wider population (Implementation and Effectiveness Research)

2. Recruitment, Evaluation, and Support of Temporary Contract Teachers

- a. To explore how temporary contract teachers (who most often work in second shift schools serving refugees) are currently recruited, evaluated, and supported (Formative Research); and
- b. To design, pilot, and evaluate an intervention (strategy, policy, or program) to improve the recruitment, evaluation, and/or support of temporary contract teachers (who most often work in second shift schools serving refugees) to raise the quality of teaching for all students, particularly refugee students. (Design, Implementation, and Effectiveness Research)

3. Literacy (with a focus on teacher professional development)

- a. To improve and support students' Arabic literacy skills in grades 4-10 (particularly in second shift schools and across genders) through the development of teacher training to (1) raise awareness of students' literacy levels among teachers of subjects other than Arabic and (2) help teachers develop and utilise strategies to support students' reading and writing abilities in their classroom. (Design & Implementation Research)

4. Data use and sharing at the Field Directorate level

- a. To identify the barriers, enablers, and potential strategies to activate the capacity and accountability of field directorates to effectively supervise quality data collection and utilise such data in decision-making (Formative and Design Research)

C. Cox's Bazar

The Bangladesh CRT prepared country scan outputs including the stakeholder mapping report, KII report, evidence review report, and data systems report during the inception period, all of which have been submitted to FCDO. Findings from the initial evidence review were presented in the first of three country advisory committee workshops in November, at which both NGO and INGO education providers reviewed findings and identified priority research agenda items. A second workshop was held in January with government policymakers to further refine the research agenda developed by the humanitarian sector workshop. In the third workshop, the research agenda will be finalised and then findings from the country scan reports and workshop feedback will be merged to draft the Cox's Bazar research agenda in collaboration with the RDL, IRC Airbel Researchers, and the FCDO education adviser. The first draft of the agenda was

submitted to FCDO at the end of January 2023. Following FCDO feedback, the Bangladesh CRT will work with the RDL to finalise the research agenda by March 2023, and then will follow a similar process to Nigeria and Jordan to score and prioritise themes for initial research, and then develop concept notes and study plans for submission. See below for a breakdown of the current research themes and objectives of the Bangladesh research agenda. Selection criteria weighting is to be confirmed by the RRD for Bangladesh and Myanmar during the study prioritisation process, and so has been left blank.

Selection Criteria

- i. National Priority (-%)
- ii. Research Feasibility (-%)
- iii. Potential Impact (-%)
- iv. Potential for Funding (-%)
- v. Complementarity with Other Projects (-%)

Thematic Prioritisation

1. Delivery of the Myanmar Curricula (MC) to Rohingya children in Cox's Bazar

- a. To identify the needs, challenges, and opportunities of implementing the new MC in Cox's Bazar with teachers and students who have limited proficiency in Burmese language (formative research);
- b. To evaluate the feasibility, cost-efficiency, and scalability of solutions to improve Burmese language instruction and subject matter knowledge of teachers delivering the MC to Rohingya children in Cox's Bazar, and refine them as needed through design research and rapid prototyping to ensure improved uptake and quality (design research); and
- c. To evaluate the quality of implementation and the impact and cost-effectiveness of interventions to improve delivery of MC in Cox's Bazar (implementation and effectiveness research)

2. Improved understanding, coordination, and collaboration with Madrasa education to maximise learning for refugee and host community children

- a. To understand existing practices and education needs of Madrasa students in Cox's Bazar (formative research);
- b. To design and pilot strategies to increase collaboration and interaction between the government, private and the NGO-led school system and the madrasa education system (design research); and
- c. To assess the implementation quality and cost-efficiency of quality foundational learning experiences for madrasa students (implementation research)

- d. To test the cost-effectiveness of collaboration initiatives between Madrassa, government, private and NGO-led school systems and its effects on children's access, learning, wellbeing, and continuity of education (effectiveness research)

3. Access and continuity of quality education for adolescent girls and overaged Rohingya and the host community children

- a. To understand priority skill areas for older adolescents (15+) and girls in the refugee camp and host community of Cox's Bazar (formative research);
- b. To design solutions to provide out of school adolescents and girls with second-chance education (design research); and
- c. To test the impact and cost-effectiveness of foundational, vocational, and SEL education programs for out of school older adolescents and girls in Cox's Bazar (effectiveness research)

D. Research on Improving Systems of Education (RISE) EiCC Pilot

As part of the inception period, QRF and NYU-TIES undertook planning and data collection for a RISE diagnostic in Jordan. The process began with a desk review of important policy documents, such as the political economy analysis and strategic education plan, to note possible policy incoherences. A workshop was then held with the Ministry of Education regarding possible topics on October 3rd, 2022. Three possible topics were presented to the RDL, and a final topic (teacher management) was selected as the focus of the diagnostic. A more substantive, focused desk review followed the topic selection, alongside drafting of interview protocols. Focus groups were conducted for teachers, principals, and supervisors in November. Interviews were conducted with Ministry officials from select departments as well as members of the field directorates, and key donor/NGOs representatives. RISE team members (QRF & NYU-TIES) described their process in a narrative report.

The RISE study in Jordan, currently underway, could also provide an opportunity for further cross-country analysis. The RISE framework provides an opportunity to systematically analyse one key driver of learning as identified in the ERICC Conceptual Framework, namely education system coherence, and related outcomes on education system accountability. One of the objectives of the RISE study is to pilot its potential use in other ERICC countries. This will provide data toward answering the questions: (i) is this framework feasible and desirable for understanding sources of coherence in ERICC contexts? (ii) is this framework contextually appropriate for use in conflict and protracted crisis? (iii) what modifications, if any, may be necessary to adapt the diagnostic tool to contexts of conflict and protracted crisis?

Box 3: Cohort 1 Innovation Highlight: RISE Framework Adaptation

RISE is a multi-country research programme based at Oxford's Blavatnik School of Government based on a framework to use as a diagnostic tool to understand misalignments among actors, components and relationships within education systems, to identify areas to intervene for stronger coherence. The ultimate goal is to better align systems for learning.

The RISE Framework operates through two dimensions for accountability: Relationships & Design elements.

These dimensions come together to provide a systemic way to make sense of how accountability relationships are related to learning, however, to date the RISE framework has not been used to examine education systems in conflict and crisis, and so the ERICC consortium has undertaken to pilot its use in ERICC focal countries, beginning with Jordan. During the inception period, QRF and NYU-TIES collaborated on this adaptation by revising the RISE tool to then adapt the RISE process to EiCC environments. The anticipated impacts of this adaptation were to:

- Pilot the RISE approach for EiCC contexts;
- Inform the ERICC Jordan Research Agenda;
- Inform policymakers on instances of incoherence within education systems; and
- inform the academic field of the possibility of leveraging RISE for conflict and protracted crisis and develop an approach to systems coherence in these contexts

Adaptations to the RISE tool identified by QRF and NYU-TIES included:

- Adding global actors, to previously prioritized national actors, as global actors often influence national policies in conflict and crisis contexts;
- Adding donor relationships, as donors – particularly large and/or multilateral donors – are often very influential to the functioning and alignment of national education policies; and
- Addition of nonformal education actors, since in areas of conflict and crisis, there are many education actors who operate outside of the formal school system, both independently and as extensions of formal schooling

E. Global Consortium-Level Research

The development of multi-country research agendas is led by the RDL, which is tasked with identifying synergies between research themes, questions, and data to be collected across countries, and then oversee the creation of cross-country agendas and workplans.

To develop global-level research, the RPC will use a “middle-out” approach that will combine both bottom-up and top-down agenda creation. First, we will use a bottom-up approach where we will build on priority themes that emerged from country-level research agendas to identify themes and objectives that are shared across ERICC countries. To do so, we will use both ERICC’s conceptual framework to identify studies that aim to build evidence around overlapping categories, such as the drivers of learning (A/Q/C-C), education outcomes (i.e. academic, SEL, mental health at the local systems level, or alignment, adaptability, and accountability at the policy-systems level), interventions (policies or programs to improve access, quality, continuity, or coherence), among others. The Country Research Working Group (CRWG) will then identify and discuss emerging cross-regional priorities to leverage shared topics to begin developing potential cross-country research agenda items to be agreed upon by the RDL, CRTs, and PMT. Agenda development will continue iteratively through cohort 2 country scan and research agenda setting processes. Country scans have already turned up potential areas for multi-country studies, as themes such as data usage and teachers’ issues have emerged in both Jordan and Nigeria. Similarly, ODI and IRC have identified the possibility of using Jordan, Nigeria, Bangladesh, and cohort 2 PEAs to develop a multi-country PEA research output, whose scope and format is yet to be determined.

In parallel to the CRWG discussions and cohort 2 country scans, the research directorate will use a top-down approach to identify additional priority global themes that may not emerge as country-level research priorities, but which are of critical global-level relevance. While this approach is top-down in that it seeks to draw out research priorities from global-level reviews and perspectives, the consortium will maintain its mandate to co-construct all research by adapting the country scan methodology into a “Global Scan” that will follow a similar process.

Starting in April 2023, the RD will synthesise findings from country level evidence reviews to identify emerging cross-country evidence gaps about existing needs, as well as cross-country evidence gaps on what works to improve access, quality, continuity, and coherence of education in conflict affected settings, how, for whom and at what cost. We will then conduct a global evidence review building on the Evidence Synthesis & Intervention Map published by UNHCR, World Bank, and UK Aid in February 2023 (Burde et al, 2023), adding evidence from 2020 to present, and conduct a global stakeholder mapping exercise. Stakeholder mapping will be used to identify conduct KIIs and advisory committee workshops with members of the ERICC

Technical and Policy Advisory Board and members of select global networks (such as ECCN, the BE2 EIE SIG, INEE Working Groups, etc), as well as the roster of external experts who provided inputs into the Conceptual Framework. To support this process, the RPC will leverage key global events and venues, such as UKFIET and the INEE Data & Evidence Summit, as well as other opportunities where possible. These engagements will follow a similar process as the country scans, moving from evidence gap identification in literature, to discussion and prioritization of themes with key informants and advisory groups, to agenda development, sequencing, and fundraising.

Given the time required to intentionally co-construct research, the RPC will complete the global evidence review and initial identification of evidence gaps and priorities by the end of June 2023, and the research agenda by the end of September 2023, followed by conducting study sequencing and planning – similar to the process at the country level – from October to December 2023. For fiscal year 2023–2024, since budgetary resources for specific studies under Component 1 were allocated nearly exclusively to country-based research (aside from limited desk-based cross-country research), fundraising activities for the global research agenda will begin in June 2023.

Based on the themes that will emerge from both country- and global-level research agenda development processes, the RPC will identify a set of cross-country studies to develop that will be useful at global, regional, and national levels to a wide variety of stakeholders. The breadth of the cross-country research agenda and study plans will take shape depending on available resources. The Measurement Working Group (MsrWG) will put in place coordination mechanisms to ensure that studies that focus on similar themes use similar measures for comparative research purposes to minimize costs, and the RPC will set shared standards and guidance for the collection of certain types of data to allow studies to collect similar data in multiple ERICC contexts.

IX. PLANNING COMPONENT 2: OPERATIONAL & IN-COUNTRY SUPPORT

Component 2 of ERICC is focused on In-Country Operational Support. It includes three mechanisms:

Mechanism 1: Technical Expertise Call-Down

Mechanism 1 will be one of two call-down mechanisms offered by the RPC. This mechanism will provide expert technical advice to FCDO Education Advisers, FCDO country offices, implementation partners and in-country partners in ERICC focal countries. ERICC CRTs are expected to respond to most of the requests, but their support can also be complemented by other consortium members, or through commissioned external expertise.

Mechanism 2: Small-Scale Research Call-Down

Mechanism 2 will provide technical expertise to assist in the use of evidence in programme and research design within FCDO country offices working to address the challenges of providing quality education in emergencies.

Together, mechanisms 1 and 2 comprise the **ERICC Support Centre**.

Mechanism 3: Competitive Grant-Making

Mechanism 3 will be a competitive grant mechanism offering grant funding to organisations in ERICC countries to pilot, scale up and support education programmes in line with lessons learnt.

All three Component 2 mechanisms will work in synergy with the Component 1 research. Component 1 - Component 2 feedback processes could include:

Box 4: Component 1 – Component 2 feedback processes

- Specific technical requests based on in-country stakeholder analysis from country scans to generate analyses, small-scale research, and/or support evidence integration into programming (Mechanism 1);
- Leveraging global research priorities to inform research requests not prioritized in country scans, including but not limited to gaps in costing evidence or measurement research, in ERICC and non-ERICC countries (Mechanism 2);
- Generating calls for proposals and selection criteria based on country scan thematic priorities to focus investments on increasing evidence generated by other actors on priority topics (Mechanism 3); and
- Use of evidence and analyses from all three mechanisms to strengthen ERICC's overall evidence base and inform decisions for further research (Mechanisms 1-3)

Planning for the ERICC Support Centre will begin in April 2023. In discussion with FCDO, Mechanism 3 will be tentatively scheduled to start in April 2024, pending further discussions with FCDO. This report section therefore focuses on the early planning for Mechanisms 1 and 2.

The ERICC Support Centre (Mechanisms 1 & 2):

The Support Centre will be coordinated by an ERICC Education Facility Manager, expected to be hired by April 2023.

The ERICC Support Centre menu of support will be refined by ERICC RPC leadership, Country and Regional Research Directors, and the Senior Education Facility Manager in consultation with FCDO.

Table 1: ERICC Support Centre Details

	Mechanism 1 - Technical expertise call-down mechanism	Mechanism 2 - Small-scale research call-down mechanism.
Main objective	Mechanism 1 will provide expert technical advice to FCDO Education Advisers, FCDO country offices, and partners. The menu of support for Mechanism 1 will be more extensive than for Mechanism 2.	Mechanism 2 will provide expert technical expertise to assist in the analysis to support programme design uptake of evidence and development of research. The menu of support for Mechanism 2 will be narrower than for Mechanism 1.
Clients	FCDO Education Advisers, FCDO country offices, implementation partners and	FCDO country offices in crisis and conflict contexts

	in-country partners in ERICC focal countries	
% of Support	Approximatively 80% of all technical advice request received and triaged by the ERICC Support Centre	Approximatively 20% of all technical advice request received and triaged by the ERICC Support Centre
Menu of Support	<p>Evidence uptake: technical advice on applying evidence to inform programme decisions on design, implementation, and evaluation.</p> <p>Programme analysis: The ERICC RPC will provide in-country analysis to support program design, specifically problem driven analysis of bottlenecks, analysis of monitoring data.</p> <p>Measurement support: technical advice on the development or refinement of metrics and measures for programme monitoring, evaluation, and continuous learning.</p> <p>Research Capacity Sharing: training on research approaches and methodologies.</p> <p>Costing and Value for Money (VFM) work: technical advice on how to apply cost efficiency and cost effectiveness in programme design, implementation, and evaluation.</p> <p>Design and development of replication studies and/or evaluations for relevant programmes (expected level of effort: medium to high).</p> <p>Small-scale follow-up studies to investigate findings emerging from other research programmes and/or programme evaluations (expected level of effort: high).</p>	<p>Evidence uptake: technical advice on applying evidence to inform programme decisions on design, implementation, and evaluation.</p> <p>Research Capacity Sharing: training on research approaches and methodologies.</p> <p>Costing and Value for Money (VFM) work: technical advice on how to apply cost efficiency and cost effectiveness in programme design, implementation, and evaluation.</p>

Key priorities will be established from April 2023, once the Education Facility Manager is hired, and will include finalising the selection criteria for call-down requests, as well as the standard operating procedures (SOPs) for the ERICC Support Centre.

The Country Research Directors and the Facility Manager will jointly develop, with FCDO, the **criteria for prioritisation of technical and small-scale research requests**. We anticipate that this will be completed in June 2023. While the criteria will be refined and revised, we anticipate that they will include:

- Requests have objectives that align with the global research framework and priority country level research questions as defined in country research plans;
- Requests have expected results that will lead to research outputs critical for improved programme quality and outcomes for children and youth;
- Requests are feasible within ERICC resource and time constraints;
- Requests have potential for high impact and scale; and
- Requests also support cross country learning

The ERICC RPC will also develop SOPs and guidance, which we anticipate sharing final drafts of with FCDO in July 2023. Following FCDO feedback, we plan on launching a minimal version of the mechanisms in September / October 2023, with Myanmar as a potential pilot location. A wider launch will be planned after collecting lessons learned and making any required adjustments in late 2023.

The SOPs and guidance to be developed include:

- Eligibility criteria for the requests, further developing the menu of support, the request triage mechanism, and the allocation of support requests across consortium partners and/or external resources;
- An information dissemination strategy to share availability of the ERICC Support Centre and how to apply for technical and research support, in coordination with the ERICC Communications Officer;
- Quality standards for the ERICC Support Centre to ensure the services are of high quality and providing market-leading support and advice, including monitoring indicators & review points;
- Ensure any adaptations needed to ERICC's existing conflict of interest, risk management and safeguarding policies to include risks that may arise specifically from the ERICC Support Centre and adequate prevention and response strategies; and
- With ERICC finance staff, develop appropriate procedures for invoicing and payment of non-IRC technical experts deployed with the ERICC Support Centre

X. RESEARCH PRINCIPLES

Research Quality Standards and Review

The ERICC RPC developed a quality assurance process to ensure that ERICC research is of high quality. These standards include that:

- Research design is i) guided by a conceptual framework for building an interconnected and coherent body of evidence, ii) uses a robust approach to identify research methods that are fit for purpose, iii) stakeholder informed and contextually appropriate, and iv) follows the highest standards of integrity and ethics;
- Research questions will address the most pressing and impactful questions, and are answerable;
- Research is adequately resourced, including technical expertise and budget; and
- Research includes stringent ethical standards and data protection principles (see more in sub-section below)

The IRC's Airbel Impact Lab team has **Research Standards** with accompanying guidance that can support ERICC standards across country research teams.

All research deliverables developed by the ERICC RPC are reviewed and quality assured by the Research Directorate and additional peer reviewers, as described in the ERICC Publication Policy. The ERICC Publication Policy outlines general review principles. These include, but are not limited to:

- ERICC partners will share products with each other before publication and allow sufficient time for review;
- Writing teams should give reviewers advance notice about when they anticipate sharing draft outputs for review; and
- ERICC project partners will transparently report all research and evaluation results, whether positive, negative, or null

For research publications, the writing teams are responsible for identifying three to four potential technical reviewers when registering the potential publication. They may include ERICC consortium members or external experts with content/methodological/context expertise, project partners/stakeholders, and/or community members relevant for the research project. The Publication and Dissemination Working Group (PDWG) is responsible to review the list of suggested reviewers and may make additional and/or alternative suggestions. Writing teams should respond comprehensively to technical reviewers with a revised draft, accompanied by a cover memo that indicates which critical feedback they

accepted or resolved, which they did not and why, and how they dealt with feedback that was flagged as critical prior to proceeding.

Data Management and Protection

ERICC research studies will follow best practices for data management and protection, including General Data Protection Regulation (GDPR) for all collected data related to people in the European Union and the UK. NYU-TIES developed a draft of ERICC data standards, which will be finalised and shared with FCDO and the consortium members in the second quarter of the implementation period for ratification. These standards are meant to complement and enhance existing data management and processing standards, policies, and procedures of the partnering ERICC organisations.

The ERICC data standards will include, but are not limited to:

- Each study will include a data management and protection plan, including for submission to Institutional Review Boards (IRB). Data management and protection plans will outline how the data will be collected, stored, and shared; who will have access to personal data (as approved by the IRB) and how the data will be de-identified; how databases and devices will be protected and stored; and necessary personnel / staff certificates and confidentiality agreements
- Ensuring that all ERICC research databases are FAIR:

- **Findable:** Research outputs can be found with search engines, and all related research outputs can be found in relation to one another;
- **Accessible:** Research outputs must be stored on reputable repositories that, at a minimum, share the metadata associated with the outputs openly;
- **Interoperable:** Research outputs must be organised & curated in such a way that they can inform already existing works that may not have the same format; and
- **Reusable:** Research outputs can be employed in future projects, e.g. cross-country studies, secondary research, research conducted by non-Consortium

- All ERICC publications will be available in open access in accordance with FCDO Research Open and Enhanced Access Policy

Research Ethics

Ensuring truly informed consent and protecting confidentiality of individuals is essential to ensuring no harm to respondents and data quality is of prime importance for the ERICC RPC. Research ethics ensure that we are accountable to, and build a relationship of trust and mutual respect with study participants. This relationship is also critical to obtaining high-quality, reliable data. ERICC's research participants will include vulnerable participants, including

children, people living with disabilities, displaced and refugee participants, which requires us to double down on efforts to ensure that we reduce risks to all study participants.

Most ERICC research studies will be human subjects research, which requires research ethics approvals by relevant agencies and research certification for individual researchers. All ERICC human subjects research should be approved by 1) an IRB registered with the Office for Human Research Protections (OHRP) Database, AND any required in-country ethical review board and other research permits and approvals.

Research teams will ensure that all study participants provide meaningful informed consent. For all participants who are minors, parental or guardian consent should be obtained in addition to child assent.

Each study team is responsible for abiding by the rules of the IRBs that govern their studies. The study principal investigator is responsible for obtaining IRB approvals and submitting any amendments to the IRBs and obtaining IRB approval of those changes before those changes can be implemented. Any changes to recruitment and consent materials, research tools, data collection procedures, co-investigators, etc. as well as amendments to research questions and methodology must be reported to the IRB of record.

XI. ERICC KNOWLEDGE SHARING GUIDELINES

Dissemination, Uptake and Publication Policies were originally part of the suite of inception milestone deliverables for the RPC to submit to FCDO. In early collaboration, IRC, NYU-TIES, and ODI found that all three of these pieces were interrelated and it made more sense to keep them under one umbrella, rather than setting out separate strategies that may not be fully aligned. In September 2022, the PDWG reached out to FCDO for approval to bring these milestones under one heading, labelled Knowledge Sharing Guidance, which FCDO approved.

There are three separate but related documents that fall under the ERICC RPC Knowledge Sharing Guidance: the ERICC Publication Policy, the Publication Strategy, and the Knowledge Sharing Strategy. The Publication Policy and Guidelines set out expectations and systemic pathways towards publication for RPC partners, including planning, approval and review processes, authorship guidelines, output structures, copyright and licensing, and internal dissemination, among others. The Publication Strategy provides an approach for fitting publications into the conceptual framing of the RPC, specific publication types and their usage, planned outputs, and approaches to transparency and global goods in RPC publishing, as well as broad guidelines and ways of thinking about dissemination and uptake.

The Knowledge Sharing Strategy focuses on how the RPC will engage target stakeholders and disseminate key findings from research, for both formal publications and other research outputs and products. The Knowledge Sharing Strategy aims to go beyond a traditional ‘dissemination strategy’ which often focuses on circulating research as widely as possible. The RPC will strive to optimise the uptake and impact of knowledge in the sphere of education in conflict and protracted crisis, and using the ERICC Theory of Change has mapped three primary spheres of engagement, across levels: Researchers, Policymakers and Practitioners. The RPC will aim to build and maintain strong relationships with target stakeholders – at local, national, regional and global levels – to define relevant research and share the results, to build stronger linkages between evidence generation and policy uptake.

As outlined in the Theory of Change, engagement with targeted stakeholders is intended to have bi-directional influence: stakeholders’ influence on ERICC research agendas and implementation; and influence of ERICC research on stakeholders’ policy, practice, and funding decision making. The level of engagement and bi-directional influence will be most prominent at the local, country, and regional level, with representatives of ministries, CSOs, NGOs, Education Coordination and Research bodies and networks, bi- and multilateral organisations. The prioritisation of national and regional stakeholders’ inputs creates a continuous cycle of engagement between knowledge gathering on priorities, research planning, research production, dissemination, engagement, and policy uptake and the influencing of decisions

and funding. Targeted stakeholder engagement at local, national, and regional levels is led by the CRTs.

CRTs, with support from ERICC RD, PMT and Policy Advisory colleagues are developing country-specific 'knowledge sharing' strategies to map out:

- Specific objectives for facilitating the uptake of ERICC evidence by the government and key decision makers;
- A 'state of play' including a current state of evidence, practice and policy;
- Target stakeholders with a high level of influence in the country contexts (with questions of key champions, gatekeepers and their capacities); and
- Key moments, events and opportunities

The RPC aims to build upon the co-construction of research agendas and evidence gathering at the local and country level to inform global priorities and research. This will be done through the presentation and dissemination of multi-country, cross-regional studies and collaborative policy recommendations that examines what works and doesn't work for learners in each national and sub-national context, compare these findings across countries within regions, and then compare those findings across regions globally, building up to broader recommendations for education policy at the global level. Opportunities for such local-regional-global evidence exchange and discussion include roundtable events, workshops, webinars, and the ERICC annual conference.

In October 2022 the RPC began discussions with INEE on INEE's proposed scope of work and different areas of collaboration with the RPC. One of, if not the key area of collaboration, will be the co-construction of global dissemination and uptake processes and products. The RPC and INEE's collaboration early in the implementation period will focus on creating specific action steps for the different areas of global knowledge sharing identified in the guidance. INEE's expertise in creating accessible, innovative, and exciting research outputs, combined with the RPC's research and contextual expertise, will allow for these guidelines to be adaptable to a wide range of contexts, to highlight the RPC's work throughout local, national, regional, and global networks.

While the RPC and INEE have not yet formalised a split of roles and responsibilities, they will coordinate closely to plan and deploy global dissemination efforts and communications activities. For example, the RPC may lead on the development of ERICC publications and the prioritisation of key messages and the global content agenda, while INEE can leverage its reach and positioning to lead on global dissemination of the ERICC evidence base. The RPC may provide lead authorship for technical blogs and inputs for multimedia content across channels such as site, newsletter, and public events. ERICC closed-door events and social media

channels may be managed by the RPC but coordinated closely with INEE on cross-promotion and engagement.

ODI and IRC co-lead the planning of the ERICC Annual Conference. The first in a series, the conference will include key external stakeholders (at local, national, regional, and global levels, in accordance with budget allowance) and the Technical and Policy Advisory Board. It will serve as an opportunity for the RPC to share key findings, work with stakeholders (particularly in host countries) to problem-solve around challenges, and leverage the participation of outside experts to both engage with and interrogate RPC processes and research and disseminate RPC findings throughout their networks.

The Annual Conference will be held on a rotating basis in different ERICC Focal Countries to prioritise the participation of locally based stakeholders. Though roles and responsibilities are not yet formalised, INEE is likely to lead the hosting of virtual Annual Conference sessions (e.g., webinars and keynotes), and play a key role in global promotion of the conference. The first Annual Conference is currently planned to take place in Abuja, Nigeria, in July 2023, prioritising internal convening and national stakeholder convening, with selected other target stakeholders. A full agenda is forthcoming in February or March 2023. Upon establishing a more robust evidence base in the future, the following Annual Conferences will likely host more public, global virtual events.

XII. DELIVERY MODEL

The ERICC RPC's governance structure optimises the consortium's depth of expertise in each country and regional context, as well as the breadth of thematic expertise, while efficiently centralising programme management to develop and manage consortium-wide systems and standards for delivery, finance, risk management, and internal and external communications.

The ERICC delivery model consists of:

- Principles for collaboration;
- A clear team structure;
- Working groups for cross-team collaboration;
- Ways of working and communications principles; and
- Collaboration and engagement with INEE & British Academy

Principles for Collaboration and Ways of Working

The ERICC RPC developed its collaboration principles before the contract started. These include:

- Clear and transparent decision-making, including sharing criteria and/or considerations for making key decisions;
- Frequent communications on progress;
- Clear communication channels for both horizontal and vertical communication; and
- Emphasis on reaching consensus on priorities and principles in resource deployment, to the extent possible

ERICC RPC team structure

The leadership structure consists of the PMT, led by the Programme Director, and the RD, led by the Research Director, both of whom report to IRC's Chief Research and Innovation Officer. In each ERICC country is a CRT, led by the ERICC Regional / Country Research Directors. This structure allows for clear vertical linkages: reporting lines and lines of accountability as illustrated by the organogram (see ERICC structure section).

The PMT is accountable for achieving programmatic outcomes on time in collaboration with all partners. Management of consortium coordination activities, including consortium finance, compliance, and contracting over multiple locations. The RD ensures delivery of the highest impact evidence through an overarching conceptual framework and country research agenda and research quality control. CRTs are responsible for developing and delivering

country research plans, study methodologies and plans, and country research dissemination and uptake strategies.

In addition, **Working Groups (WGs)** create cross-team collaborative spaces and **horizontal linkages**. Inception Working Groups included:

- **Country Scan/Research Working Group (CSWG, now CRWG)**
- **Monitoring, Evaluation and Learning (MEAL) Working Group (MWG)**
- **Publications and Dissemination Working Group (PDWG)**

Additional working groups may be created as needed, while others may become inactive when their terms of reference are concluded. For example, the consortium's Gender, Equality, and Social Inclusion (GESI) was created in collaboration between the IRC's Inclusion Advisor and all partners in November. To operationalise the strategy and ensure that it is carried out in contextually relevant manners across ERICC focal contexts, the RPC is creating a GESI Working Group (GESIWG) which will be formally convened by April 2023.

Governance and Ways of Working

To ensure effective internal collaboration and communication, the ERICC RPC established, and continues to update:

- **Communications Systems:** Clear communication systems, practices, and platforms, based on survey feedback from consortium members, and communications matrixes to clarify who needs to receive which communications;
- **Collaborative Systems:** ERICC Consortium shared documents drives to transparently and accessibly house all important consortium and partner information; and
- **Ways of Working:** Norms and expectations for communications between partners for timely responses, acknowledging receipt of communications, and expectations for collaboration

Governance and Ways of Working are a team effort, and require full team participation, understanding, and buy-in to work. The PMT and RDL led on the development of the RPC's governance and ways of working during the inception phase because the deliverable fell at the same time as the heaviest country scan planning needed to be undertaken by partners, and because at this stage only Cohort 1 partners have been officially contracted.

Following submission to and approval by FCDO, the PMT shared these documents across the consortium and requested initial feedback and inputs from all partners. Moving into the implementation phase, the PMT is continuing to bi- and multi-laterally engage partners to strengthen these systems and will plan dedicated working sessions for partners to provide full detailed feedback and recommendations individually, in cohorts, and as a full consortium.

Once this process is completed, all consortium partners will acknowledge their understanding of and commitment to the governance structure and ways of working, and the RPC will create annual reflection and review points on governance to ensure we are continuing to adapt and strengthen systems. The RPC will keep FCDO updated on this process in quarterly reporting and Performance Monitoring Groups (PMGs) and note any issues in the revision of the governance structure as needed. Once the structure has been revised and agreed upon by the full consortium, the RPC will use the PMGs to bring up any governance-related issues and will keep governance on the agenda for semiannual reflections.

Strategy Development

The co-construction of nearly all aspects of the consortium's delivery model means that all partners have contributed to the ways in which the consortium will deliver on its objectives, ensuring that they are familiar with process expectations, and can effectively adjust strategies to fit their needs.

Many of the strategies developed by the RPC during the inception period are living documents, meant to be iteratively built and strengthened as the consortium adjusts to implementation, faces expected and unexpected challenges in research delivery in volatile contexts, and brings on a second cohort of focal countries and partner organisations. This was done for three primary reasons:

- **Cohort 2 onboarding**

While the RPC delivered a significant amount of work during the inception phase, it focused on setting consortium-wide strategies and developing research agendas in Cohort 1 countries. As such, the strategies developed heavily feature the needs and best practices as understood by Cohort 1 partners. As Cohort 2 partners join the consortium in an official capacity, they will need to both be onboarded to the existing structures and provided with similar opportunities to Cohort 1 partners to provide their input and set expectations based on what is realistic and effective for their contexts. The RPC anticipates that the Cohort 2 onboarding process and country scans will be strengthened by the depth of knowledge and experience of Cohort 1 partners. The RPC will leverage early engagements across Cohort 1 and 2 partners as well as existing working groups with new Cohort 2 representation to ensure that this knowledge is shared effectively. Similarly, Cohort 1 partners will benefit from the fresh perspective of Cohort 2 partners, who will be able to see ERICC's current work from a different perspective and provide helpful feedback. This way, by the time all Cohort 1 and 2 countries are implementing their research agendas, RPC strategies will fully reflect the breadth and depth of the entire consortium's work and expertise.

- **Flexibility**

The RPC works across many partners in volatile contexts. To account for changing global, regional, and local circumstances, providing space for consortium strategies to

be continuously developed and strengthened will allow the consortium to respond to changing situations in real-time and meet any challenges that present themselves. It will also allow the consortium to challenge and further develop its own assumptions, and hopefully contribute also to the wider ERICC community's thinking on effective evidence generation for policy and program influence and improvement.

- **Continuous Learning**

The ERICC RPC is also committed to continuously learning to improve its own systems. The co-constructive approach the consortium uses to merge bottom-up, middle-out, and top-down approaches is ambitious and seeks to set a new standard for the way humanitarian organisations conduct research in education in conflict and protracted crisis. To ensure that the consortium is consistently interrogating its own effectiveness and building stronger systems to deliver better, more relevant products, flexibility in strategies and ways of working is essential.

The Individual strategy revisions are tied to the consortium's annual reporting timeline, to ensure that strategy development is done in a systematic and consistent way. Working group leads and the PMT will create time in Quarter 3 of each programme year to consolidate and submit proposed strategic changes to FCDO. The process may include updated indicators, new ways of approaching GESI work, learning-based updates to the theory of change, updated information, and strategic approaches to building partnerships and seeking research extension and expansion funding. To ensure that recommendations are clear and grounded in the consortium's learnings, the RPC is introducing systematic ways to record learnings and suggestions throughout the implementation phase. This will ensure that working groups can begin discussing potential proposed changes prior to submissions in Q3, identify potential changes early, take the needed time to discuss and agree on them, and ensure that all recommendations constitute positive changes to the programme. Each strategy developed and submitted to FCDO during the inception phase includes its own review, timeline and guidance. Workstream and working group leads will provide clear timelines and parameters for revisions and suggestions, to ensure these are done in a targeted and time-bound manner.

Engagement with ERICC Components 3 and 4

Global Dissemination and Uptake (Component 3) and Knowledge Systems Strengthening (Component 4) are essential to FCDO's ambitious vision for ERICC is to expand and strengthen the evidence base for education in conflict and crisis. Both components contribute to the at-scale, in-depth and longitudinal research in a range of contexts and the implementation of effective policy based on evidence to close critical gaps for learners in complex emergencies. The RPC has developed a 1.0 version of its Engagement Strategy with INEE (Component 3) and British Academy (Component 4), which will be further developed in the coming months, including a first cross-component Steering Committee, which we anticipate convening as part of the Annual Conference.

The RPC began engagement with INEE in November, introducing the consortium's work to date as well as initial country level dissemination and uptake plans, the annual conference, and other knowledge sharing ideas. Since then, the RPC and INEE have been collaborating on INEE's scope of work, annual conference planning, and ERICC's participation in the upcoming Data & Evidence Summit co-hosted by INEE. These engagements are planned to continue into the implementation period, with INEE's grant anticipated to be finalised in April 2023. Engagement with the British Academy has been less robust to date. The RPC met with the British Academy for introductions in Q2 of the inception phase, and the RDL has participated in some key events with the British Academy, including the introduction of the Bilateral Chairs for Education in Emergencies. The RPC will work with FCDO to set a clearer path for engagement on Component 4 moving forward. Areas of collaboration will include:

ERICC RPC – INEE

- Jointly revise ERICC's Publication Strategy and Knowledge Sharing Strategy;
- Mapping of global stakeholders for engagement;
- Collaborate in the development of the Annual Conference agenda and planning.
- Curation, synthesis, and consolidation of research findings; and
- Potential co-creation and management of an ERICC website

ERICC RPC – British Academy

- Identifying areas of potential collaboration with the British Academy chairs;
- Sharing training opportunities where possible.; and
- Identifying opportunities for collaboration with research fellows under British Academy's fellowship programme, including contributions to specific ERICC RPC studies

Cross-Component

- A joint, cross-component Theory of Change; and
- A joint Logframe, and specifically identifying any indicators that will require contributions from multiple components (i.e. external events)

XIII. RISK MANAGEMENT

The RPC also actively monitors all risks according to categories laid out by FCDO, including Reputational, Strategy and Context, Financial and Fiduciary, Safeguarding, People, Public Service Delivery and Operations, and Policy and Programme Delivery. These are included in the programme Risk Register and updated on a quarterly basis and sent to FCDO along with Quarterly Performance Reports. IRC has stepped this risk reporting structure down to all partners, who include abridged risk registers in their quarterly reports, which are reviewed by IRC, clarified with partners, and included in the overall RPC risk register as needed. At the IRC level, the full PMT has access to an internal copy of the Risk Register, which is updated as risks arise and evolve. At the end of each quarter, the Research Programme Coordinator and Program and Award Advisor review partner and PMT risks and make necessary updates to the official consortium Risk Register, which is then reviewed and signed off on by the Programme Director prior to submission to FCDO.

Before engaging subcontractors, extensive due diligence assessments were conducted on them along the FCDO code of conduct themes. Some of the key gaps identified include lack of proper understanding of FCDO's code of conduct policies, lack of adequate financial systems and level of effort recording systems. To mitigate these risks, special conditions were developed for some partners that include and mandate amongst other things; partner orientation sessions on FCDO code of conduct, setting up separate bank accounts and accounting software for ERICC, shared cost policy and timesheets. Furthermore, adequate lead time has been built into the contracting of cohort 2 partners. Additionally, some lessons learned have led to the development of institutional wide policies and approaches on topics like insurance requirements and commercial contract orientation packs for future subcontracting amongst others.

With respect to safeguarding and fraud risks, all partners' safeguarding systems were adequately reviewed and where applicable mitigation actions have included requiring partners to adopt IRC's policies till theirs is developed and approved by IRC safeguarding teams and have robust safeguarding investigative processes and systems. The Programme Director is ERICC's lead Safeguarding with direct responsibility for safeguarding and fraud issues on ERICC. She works closely with IRC's Chief Ethics and Compliance office. To ensure regular updates, reporting templates have been developed to include sections on safeguarding. IRC's safeguarding policies as well as IRC's and FCDO's hotlines have been shared with partners, and they are encouraged to use them as necessary. Furthermore, safeguarding orientation sessions have been conducted for some partners and plans to roll out for more partners in the next few months in place.

At the country levels, ERICC is monitoring changes in ERICC programme countries, including increasing insecurity in the northern states of Nigeria, and increasing displacement in Myanmar. Given the various country scans that were conducted in the often-volatile countries of operation, adequate duty of care procedures have been established to ensure the safety of researchers and participants in relevant workshops. Some measures taken include, but are not limited to, ensuring that data collectors are from their data collection areas, and that comprehensive risk assessments, including those conducted by IRC, are shared regularly with all researchers and data collectors. Security risk will be continuously monitored. The RPC is currently monitoring any safety and security risks that may arise with the elections in Nigeria in 2023. The IRC's Emergency and Humanitarian Access Unit (EHAU) regularly scans and updates emergency classifications across all IRC's countries of operations (which includes all ERICC countries), allowing the ERICC team to proactively plan for potential changes. Research contingency plans have been developed collaboratively in Nigeria and are being developed in Jordan and Bangladesh by the end of March 2023.

Cohort 2 partners will be onboarded to this reporting process once they are fully contracted in the Spring of 2023, and IRC will also consider a refresher training/ deep dive into risk management and reporting for the full consortium once all partners have been onboarded.

XIV. FINANCIAL ACCOUNTABILITY

ERICC Value for Money (VfM) Reporting

The ERICC RPC will report to FCDO on VfM on an annual basis, through the annual report submitted in October each year. The PMT is responsible for reporting to FCDO, with the Research Programme Coordinator and Senior Contracts Finance Manager collaborating to produce these reports, with support from the IRC's Best Use of Resources (BUR) team and sign-off from the Programme Director. All consortium partners will be involved in internal VfM reporting, tracking applicable indicators and disaggregates, and producing quarterly progress updates through narrative programme progress reports. Prior to submission of the annual report, the Research Programme Coordinator and Senior Contracts Finance Manager will consolidate partner inputs and produce an analysis of progress against inputs based on the results produced by the input of ERICC funds.

ERICC VfM reporting is based on FCDO's 4E VfM framework, recently revised to 5E to include an Environment dimension, which assesses VfM to identify areas for programme adjustments or improvement. The 5E framework encapsulates **Economy**, **Efficiency**, **Effectiveness**, **Equity**, and **Environment**, which are mapped to the MEAL Logframe to analyse the impact of each pound spent to improve people's lives. ERICC is committed to transparently sharing both good and bad VfM results, lessons learned, and areas of improvement. Any significant cost savings, spending realignment, and lessons on ways to enhance research output and outcomes will be highlighted for learning and improvement purposes.

Definitions

To effectively report on VfM, it is first important to understand what we are reporting against. Below, please find a brief introduction to the 5Es based on FCDO definitions⁶.

- A. Economy** measures whether inputs – staff, raw materials, capital, consultants etc – are bought at the right price for the right quality.
- 1. Defining Question:** Are we buying inputs of the appropriate quality at the right price?
 - 2. Average Fee Rate:** ERICC fee rates are competitive and lower than the fee rate cap for each job family, with discounts from the capped rate above 20% in most cases.

⁶ <https://www.ukaidirect.org/wp-content/uploads/2019/08/UKAD-Technical-Guidance-Value-for-Money-180220195417.pdf>

Table 2: ERICC Average Fee Rates

Job Family	International / Regional / National	Average Proposed Fee Rate	Fee Rate Cap	Average Discount from Capped Rate
Programme leadership	International	£562	£800	30%
Programme leadership	Regional	£535	£800	33%
Programme leadership	National	£642	£800	20%
Programme management	International	£308	£392	22%
Programme management	Regional	£366	£392	7%
Programme management	National	£190	£392	52%
Technical advisor	International	£451	£800	44%
Technical advisor	Regional	£426	£800	47%
Technical advisor	National	£300	£800	62%
Programme support and administration	National	£145	£141	-3%

3. Average Cost of Round-Trip Flights: Based on IRC's Travel Policy, staff are required to book the lowest logical non-refundable economy class airfare when travelling. To obtain the lowest cost, air travel will be booked at least 21 calendar days in advance of the flight schedule wherever possible. Based on the forecast:

- i. Average cost of international round-trip flight: £1,544
- ii. Average cost of regional round-trip flight: £800
- iii. Average cost of national round-trip flight: £451

4. Measurement:

- i. Annual cost per implementation component, broken down by spending category
- ii. Average (actual) cost of international, regional, and national round-trip flights, compared to the forecast (note that due to current volatility in fuel prices and inflation at the time of report submission, any variance in flight prices within 20% of the forecast should be expected)

- B. Efficiency** measures how well inputs bought are translated to outputs, e.g., whether quality and agreed-upon outputs are both controlled and delivered by the supplier.
1. **Defining question:** How well are we converting inputs into outputs?
 2. **Measurement:** Outcome 1 & 2 Logframe Output Indicators
- C. Effectiveness** measures the degree to which the outputs produced achieve the larger desired outcomes of the programme and are less controllable by the supplier. Effectiveness is closely related to programmatic assumptions in that it interrogates whether assumptions of quality and outcomes hold true. Did high quality outputs bought at good prices create the change FCDO envisioned the programme would produce given the funding level provided?
1. **Defining question:** How well are the outputs achieving the intended outcomes?
 2. **Measurement:** Outcome 1 & 2 Logframe Outcome Indicators
- D. Equity** measures the fairness with which benefits are distributed, to analyse the extent to which funding is used to strengthen capacity of marginalised groups and to diversify impactful voices in ERICC research.
1. **Defining question:** How fairly are the benefits distributed? To what extent will we reach marginalised groups?
 2. **Measurement:** Analysis of outcome 1 output indicators used in VfM reporting through an equity lens, focusing on Global South leadership of research study and product writing teams within the consortium⁷.
- E. Environment** is a recent addition to the FCDO VfM framework that assesses the environmental impact of programmes through the lens of emissions, waste, and other ways in which humanitarian work may impact the environment.
1. The IRC's **Climate Action Plan** integrates climate mitigation and environmental sustainability into our organisational culture, operationalise an organisation environmental policy, and incentivise behaviour change in all offices. Given that the climate crisis exacerbates the challenges faced by people living in humanitarian contexts, IRC is dedicated to leading by example and have made a commitment to

⁷ Defining whether people are from or of the Global South is sensitive and very personal, and it would be inequitable for the Programme Coordinator or others responsible for VfM at the consortium level to scan staff names in a tracker and "count" who is from the Global South or North. For the purposes of VfM equity tracking and reporting, ERICC staff will be asked to self-identify, and we will report on how people have chosen to identify themselves. Where appropriate, we may reach out to staff for them to share added perspective on their work as a representative of whichever group they have chosen to represent, but it is not and will never be our place to question why someone has identified in the way they have chosen.

reach net-zero greenhouse gas emissions by 2050. In FY 2021-22, total emissions by IRC UK were reported at 130.6 tCO₂e.⁸

2. Within the ERICC programme, all necessary steps are taken to mitigate environmental impact. This includes reducing air and road travel and increasing the amount of support and collaboration that happens remotely; relying on national staff and consultants who are already based in the countries of research implementation instead of international staff and consultants who may require air travel; reducing the number of laptops and tablets to be procured to reduce the generation of electronic waste. Based on the forecast for both inception and implementation phases:
 - i. Total number of international round-trip flights: 56
 - ii. Total number of regional round-trip flights: 15
 - iii. Total number of national round-trip flights: 55
3. **Measurement:** Annual number of international, regional, and national round-trip flights

Indicator Selection

As the lead supplier of the RPC responsible for the delivery of Outcomes 1 and 2 of the ERICC Programme, the PMT, in consultation with IRC's Best Use of Resources (BUR) team, used FCDO's approach to VfM to select appropriate indicators for VfM analysis and reporting on an annual basis.

A. Outcomes

- **Outcome 1** – Production of a rigorous body of evidence on what works for education in conflict and protracted crisis
- **Outcome 2** – Technical and operational support for the strengthening of education programmes in FCDO focal countries and regions

The RPC has chosen to omit Outcome 3 and 4 from VfM reporting because the RPC serves more of a support role for Global Dissemination & Uptake (Outcome 3) and Knowledge Systems Strengthening (Outcome 4), rather than being directly responsible for these aspects of ERICC's impact. Where appropriate, the RPC will work with INEE and British Academy on these two components, but the RPC sees the strongest value in FCDO's funding to the consortium as coming from the production of research and direct technical support.

Indicator by VfM Domain (5Es)

⁸ <https://www.rescue.org/uk/page/our-commitment-reaching-net-zero-greenhouse-gas-emissions>

Table 3: Indicator breakdowns by domain

	Outcome 1: Production of a rigorous body of evidence on what works for education in conflict and protracted crisis	Outcome 2: Technical and operational support for the strengthening of education programmes in FCDO focal countries and regions
Economy	<ul style="list-style-type: none"> Annual spend by cost category 	<ul style="list-style-type: none"> Annual spend by cost category
Economy (continued)	<ul style="list-style-type: none"> Average cost of international, regional, and national round-trip flights 	
Efficiency	<ul style="list-style-type: none"> Output Indicator 1.1: # of ERICC studies initiated and completed Output Indicators 1.2 & 1.7-1.9: # of ERICC publications produced (Aggregate, include disaggregates by publication type in narrative) 	<ul style="list-style-type: none"> Output Indicator 2.1: # of satisfactorily completed projects or initiatives under the expert technical advice or small-scale research mechanisms of Component 2 Output Indicator 2.2: % of selected requests for technical advice <i>and small-scale research</i>⁹ satisfactorily delivered in ERICC focal countries
Effectiveness	<ul style="list-style-type: none"> Outcome Indicator 1.1: # of ERICC output citations 	<ul style="list-style-type: none"> Outcome Indicator 2.2: # of programmes using new practices/ approaches as a result of ERICC operational support
Equity	<ul style="list-style-type: none"> Analysis of Output Indicators 1.2, 1.7-1.9 based around Global South leadership of studies (PIs & Co-PIs) and writing teams 	<ul style="list-style-type: none"> N/A
Environment	<ul style="list-style-type: none"> Annual number of international, regional, and national round-trip flights 	

⁹ Language in italics has been added to the Logframe since the approved final version to clarify that Output Indicator 2.2 covers both technical support requests and small-scale research requests

VfM Monitoring Partner Responsibilities

Table 4: Partner VfM Responsibilities

Domain	Logframe Indicator	Partner Responsible
Economy	N/A (Overall Outcomes 1 & 2)	IRC (PMT - Finance)
	N/A (Average cost of international, regional, and national round-trip flights)	IRC (PMT - Finance)
Efficiency	Output Indicator 1.1	All Partners (Component 1 Tracker)
	Output Indicator 1.2	All Partners (Publication & Dissemination Working Group)
	Output indicator 1.7	
	Output Indicator 1.8	
	Output Indicator 1.9	
	Output Indicator 2.1/2.2	IRC (PMT - Comp 2 Support Center)
Effectiveness	Outcome Indicator 1.1	IRC (Programme Coordinator)
Equity	Outcome 1 Output Indicators Analysis	All Partners (Publication & Dissemination Working Group) + IRC (Programme Coordinator)
Environment	N/A (Annual number of international, regional, and national round-trip flights)	IRC (PMT - Finance)

VfM Monitoring & Reporting Schedules

1. Ongoing Monitoring (internal updating Logframe & trackers) – **Quarterly**
2. Internal VfM results sharing & discussion with the MEAL Working Group (MWG) – **Semiannually**
3. Internal submission of monitoring results & review – **Annually, with Q3 Progress Report**
4. Finalization & Submission to FCDO – **Annually, with Annual Review Report (October)**

Implementation Phase Payment Modalities

During the inception phase, all ERICC funds were paid by FCDO to IRC based on milestones delivered, with 32 total milestones spread over the inception year, each with their own GBP value and acceptance criteria. Payments were made to IRC in arrears, based on the submission of invoices, following FCDO review and approval of milestones, including information on milestone acceptance and values. As the lead supplier, IRC was then responsible for disbursing funds to partners, which it did using the same methodology – developing scopes of work in all partner contracts that had clear deliverables by month and quarter with GBP values associated and paying partners in arrears based on completed, approved milestones and subsequent submitted invoices.

During the implementation period, the ERICC RPC will be moving to a hybrid payment modality, in which 90% of Component 1 and 100% of Component 2 will be paid to IRC through reimbursement on fees and expenses, while 10% of Component 1 costs will be governed by payment by results (PbR) based on agreed milestones. As with the inception period’s payment by results framework, the IRC will pay consortium partners using the same hybrid modality during implementation.

The IRC submitted a proposed PbR framework to FCDO after the end of inception, which is currently under review. The PbR framework includes reporting weighted and aligned with Key Performance Indicators (KPIs) covering research production, knowledge sharing, dissemination and uptake, and performance reporting, with specific research implementation outputs for the first quarter of the implementation period, as follows:

Table 5: Y2Q1 (Q6) Key Performance Indicators

Bangladesh (Cox’s Bazar)	Jordan	Nigeria
Country Scan & Research Agenda	Research priority process and study selection	Research priority process and study selection
Research priority process and study selection	Country research dissemination and uptake plans	Political Economy Analysis
Country research dissemination and uptake plans	RISE Report	

The ERICC RPC’s financial management is led by IRC as the lead supplier through the establishment of processes and systems supported by and based on IRC policies and

procedures in compliance with FCDO terms and conditions. The RPC's approach is based on fund accounting principles that prioritise accountability and are highly transparent to enhance reporting, problem-solving, and VfM analysis. Internally, the ERICC PMT conducts monthly budget versus actual (BvA) meetings to compare budgeted costs against actual spend to ensure spending is on track and charges are being made appropriately. This process will become even more important as the consortium moves into implementation and the hybrid modality moves away from mostly results-based payments. Consortium partners also submit detailed quarterly financial reports, which include actuals, transactions, and evidence of adherence to procurement policies where applicable, and regularly update ERICC asset registers. The consortium adheres strictly to UK and focal country government tax requirements, which are monitored through the regular review processes set out above.

As part of the IRC contracting process, all ERICC consortium partners have submitted detailed Pre-Award Assessments (PAAs), which identify areas of risk or weakness among partner organisations. Where financial risks or capacity gaps have been identified through the PAAs, the IRC finance and compliance colleagues have assisted partners in setting up stronger accounting and financial management systems and will continue to support partners throughout the life of the programme, with trainings, refreshers, collaborative policy and resource development, and any other support, as needed.

XV. INCEPTION YEAR CHALLENGES, LESSONS LEARNED, RECOMMENDATIONS

Table 6: Challenges, Lessons Learned, Recommendations

Challenges	Lessons Learned	Recommendations/ Mitigation
<p>Strategy & Context: Political Instability</p>	<ul style="list-style-type: none"> • Ongoing security and access challenges slowed down some of the RPC's work during inception, and will likely continue during the implementation phase, as instability in Nigeria and Bangladesh caused minor access pauses for Cohort 1 researchers. However, these access constraints are fairly consistent in these contexts, and consortium partners have good experience in dealing with them. • Due to ongoing changes in the UK government's leadership, there remained some uncertainty on the timeline and potential for a cost or no-cost extension for ERICC, which required the ERICC RPC to make adaptations to workplans and spend profiles, including producing scenarios for inception and implementation planning. 	<ul style="list-style-type: none"> • Strict adherence to ERICC's duty of care policy; security plans and protocols in place for all countries (including provision of itinerary, emergency numbers, and pre-arrival or security context information). • Include risk discussion and mitigation in monthly meetings with partners to discuss access constraints, and build mitigation measures clearly into contingency research plans, including any plans for remote monitoring, decision-making processes, and research prioritisation in shifting contexts. • In Nigeria specifically, the IRC country team developed contingency planning, risk assessment, and security protocols in light of the elections. The ERICC Nigeria country team finalised in-person workshops before the election period and is focusing on desk-based planning to reduce exposure to risks during the election period. • The RPC has developed an updated workplan to ensure that the ERICC programme can move from a 3-year,

		<p>£15.8M programme and scale into a no-cost or a cost-extension.</p> <ul style="list-style-type: none"> Continue working with FCDO to set clear expectations and ways forward. FCDO to communicate to the RPC as soon as possible when changes to FCDO’s planning occur and should work with the RPC to produce appropriate mitigation measures while not over-burdening the consortium or potentially harming the delivery of consortium outputs.
<p>Strategy & Context: Global Inflation & Market Fluctuation</p>	<ul style="list-style-type: none"> Global inflation and market fluctuations have continued to negatively affect programme budgets, particularly for partners. Following extended conversations, IPA (originally a planned consortium partner) informed IRC of its formal withdrawal from the ERICC consortium because it was no longer financially viable to remain in the consortium following inflation and the closure of IPA’s Bangladesh office. NYU-TIES has also cited difficulties with financial loss in recent discussions. 	<ul style="list-style-type: none"> IRC will continue working closely with all consortium partners to strengthen financial systems and provide training on FCDO Commercial Contract expectations and best practices. Where needed, the RPC will continue to produce mitigation measures when partner scopes need to shift due to financial constraints. The RPC has been able to proactively work with partners to reassign work and expectations and will continue to communicate actively with all partners to ensure consortium work can continue.
<p>Reputational Risk: Most ERICC sub- contractors are new to FCDO commercial contracts</p>	<ul style="list-style-type: none"> Because most of the ERICC subcontractors are new to FCDO commercial contracts, this might increase risks due to potential compliance issues with code of conducts leading to negative perception of the subcontractor, consortium and/or FCDO. 	<ul style="list-style-type: none"> The IRC developed a series of training and guidance to onboard subcontracts and identify areas of further reinforcement. All subcontractors have received onboarding training.

<p>Policy & Programme Delivery: Risk of subcontractor exits</p>	<ul style="list-style-type: none"> • During the period covered by this report, one named subcontractor (IPA) exited the ERICC consortium due to contextual changes which led their participation in the consortium to no longer be financially viable. A second subcontractor later also informed the IRC and FCDO of financial losses, leading them to announce a pause from participation in the ERICC consortium. 	<ul style="list-style-type: none"> • For existing ERICC subcontractors, continued and transparent conversations on contractual and budgetary challenges, to jointly identify potential solutions including avenues to increase cost efficiencies. For incoming subcontractors, the IRC leads trainings to fully detail FCDO terms and conditions as well as monitoring and reporting requirements.
<p>Policy & Programme Delivery: Engagement with Component 3 & 4 Lead Suppliers</p>	<ul style="list-style-type: none"> • Work with Component 3 & 4 suppliers has been fairly siloed so far. There has been good progress in recent months in engagement with INEE after FCDO made the introduction between INEE and the RPC, but there have not been any follow-up calls with British Academy since a very early introductory call in Q2 of the inception phase. Because of these delays, some roles have continued to be unclear, particularly with regards to the RPC’s Outcome 3 and 4 Monitoring and Reporting requirements. 	<ul style="list-style-type: none"> • The RPC is continuing to engage positively with INEE, which has been a good partner in contributing to annual conference planning and discussing Component 3 roles, expectations, and collaboration. The RPC is contributing to INEE’s proposed Scope of Work for their agreement with FCDO, as well as the Data & Evidence Summit in 2023. INEE has also agreed to provide reviews and inputs to the RPC’s Knowledge Sharing Guidance, once approved by FCDO. • The RPC recommends that FCDO convene a follow-up call between the RPC and British Academy as soon as possible in 2023, to re-meet and begin discussing shared work, particularly on capacity strengthening for researchers. The RPC also recommends further engagement with the British Academy bilateral chairs for Education in Emergencies, to further clarify their roles with regards to the consortium.

<p>Policy & Programme Delivery: Collaboration Expectations</p>	<ul style="list-style-type: none"> • Focusing on collaborative co-construction is a core feature of the RPC’s work. We intend to produce robust, contextually driven, and relevant research through equitable processes that will produce equitable results for learners in conflict and crisis contexts. While this focus has been noted and appreciated by consortium partners, partners have also noted that these processes can become very heavy and increase their workloads significantly when they were already focused on gathering evidence and building research agendas. 	<ul style="list-style-type: none"> • The PMT and RD continue to discuss and engage partners on collaborative strategies and best practices for collaboration without overburdening partners. Moving into implementation, RPC partners will contribute to the next version of the governance structure, with a particular focus on ways of working and clear reporting lines. • The RPC learned that working group structures greatly enhanced learning and collaboration on many of the inception phase deliverables. The CSWG was able to contribute to shared protocol development and adaptation, the MWG was able to share the development and revision of MEAL strategies, and the PDWG has effectively divided the development processes on the Knowledge Sharing Guidelines while also actively engaging INEE. The RPC will continue to leverage working groups, and create more, when necessary, to ensure that work is adequately led and shared among partners. The first of these additions will be the GESI Working Group to be established in early 2023, to lead the adaptation and operationalization of the consortium’s GESI Strategy once research implementation begins.
<p>Policy & Programme Delivery: Additional Requests</p>	<ul style="list-style-type: none"> • The RPC was able to respond to a few key additional requests from FCDO during the inception phase, including the request for the Ukraine Brief and the Annual Review in 	<ul style="list-style-type: none"> • Requests to the RPC for additional work should be made in a timely manner, allowing the consortium to review

	<p>October. While the RPC has been able to deliver on these requests with high quality, potential trade-offs and impact on the LoE of these requests should be considered prior to making these requests to avoid over-burdening partners. Furthermore, requests should remain consistent, and agreed upon modifications to due dates and expectations should be respected even in the face of shifting contexts.</p>	<p>and plan to meet the request with enough time to fully perform expected tasks and maintain ongoing progress.</p> <ul style="list-style-type: none"> • Requests for additional work should be made with suggested trade-offs both for LoE and for workplans on ongoing work since the consortium will need to divert some resources (human or other) to the completion of new tasks. • All requests are to go directly through the IRC. RPC partners should not be engaged directly, except at the express consent of the IRC through the Programme Director, and expectations should be set that any requests made to partners will be discussed by the PMT and partner to determine viability and any other important considerations.
<p>Subcontractors' familiarity with FCDO commercial contracts terms and conditions and codes of conduct</p>	<ul style="list-style-type: none"> • Only two of eight sub-contractors have previously worked on an FCDO commercial contract. This increased the sub-contract negotiation timeline and required additional onboarding and training sessions. 	<ul style="list-style-type: none"> • Regular introductory commercial contract sessions training and guidance are now created and planned across sub-contractors.

XVI. ANNEXES

Annex 1. Inception Phase Deliverables

Milestone No	Milestone Deliverable Description	Milestone Acceptance Criteria	Quarter	Due Date	Status	Comments
M1	Appointment of Country Research Director for Nigeria	Signature of contract	Q1	31-Dec-21	COMPLETED AND APPROVED	Submitted January 7, 2022 Approved January 20, 2022
M3	Risk Matrix in FCDO format and Mitigation Strategy, to be reported against quarterly, as outlined above.	Risk Matrix and Mitigation Strategy, in FCDO format, approved by FCDO	Q1	31-Dec-21	COMPLETED AND APPROVED	Submitted January 14, 2022 Approved January 20, 2022
M2	Agreement of all remaining Inception Milestones and payment-releasing deliverable based on agreed research plan and structure of operational support.	Approval of all remaining Inception Milestones by FCDO	Q2	31-Mar-22	COMPLETED AND APPROVED	Submitted April 8, 2022 Approved April 14, 2022
M4	Yearly breakdown of spend profile	Yearly spend profile breakdown approved by FCDO	Q2	31-Mar-22	COMPLETED AND APPROVED	Submitted April 8, 2022 Approved April 14, 2022
M5	Develop necessary policies in relation to Due Diligence and Safeguarding (i.e., safeguarding, whistleblowing, human resources, risk management, the code of conduct, and governance and accountability).	Due Diligence and Safeguarding Policies approved by FCDO	Q2	31-Mar-22	COMPLETED AND APPROVED	Submitted March 31, 2022 Approved April 11, 2022

M6	Country Research Director for Jordan appointed	Contract Signature confirmed with FCDO	Q3	30-Jun-22	COMPLETED AND APPROVED	Submitted June 30, 2022 Approved July 5, 2022
M7	Monitoring and reporting strategy, and log frame	Submission of the final monitoring & reporting strategy and the ERICC programme log frame, approved by FCDO	Q3	30-Jun-22	COMPLETED AND APPROVED	Submitted July 15, 2022 Approved September 9, 2022
M8	Governance structure agreed, including details of oversight and sign off on key products		Q3	30-Jun-22	COMPLETED AND APPROVED	Submitted June 30, 2022 Approved July 15, 2022
M9	Develop a report which addresses the proportion and types of support that are expected to be delivered utilising "internal" supplier/consortium personnel and that are expected to be delivered using additionally commissioned external expertise, as well as the roles that will be played by key organisations in the consortium	Consortium Support Report submitted and approved by FCDO	Q3	30-Jun-22	COMPLETED AND APPROVED	Submitted June 30, 2022 Approved September 30, 2022
M10	Full list of personal data types to be gathered and developed	List of personal data types agreed and submitted to FCDO in FCDO format	Q3	30-Jun-22	COMPLETED AND APPROVED	Submitted June 30, 2022 Approved July 5, 2022
M11	Regional Research Director for Myanmar/Bangladesh appointed	Contract Signature confirmed with FCDO	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted September 30, 2022 Approved October 5, 2022
M12	Overarching research framework developed	Conceptual Framework finalised, brief developed, and updating process agreed upon and shared with FCDO and approved	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted September 30, 2022 Approved October 5, 2022
M13	Technical and Policy Advisory Board established	Final Technical and Policy Advisory Board list and ToRs shared with FCDO and approved	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted September 30, 2022 Approved October 5, 2022
M14	Research plans for Nigeria agreed with the Research Directorate and FCDO	Nigeria Research Plan submitted, reviewed and approved by FCDO	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted October 21, 2022

						Approved February 24, 2023
M15	Learning strategy across the consortium agreed	Learning Strategy Document submitted to FCDO and approved	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted September 30, 2022 Approved October 5, 2022
M16	Engagement plans agreed with the British Academy and the institutions selected for support under Component 4	Engagement plan and process document with BA and Component 4 institutions signed and shared with FCDO for approval	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted September 30, 2022 Approved October 5, 2022
M17	Partnership strategy developed	Partnership Strategy document submitted to FCDO and approved	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted September 30, 2022 Approved October 5, 2022
M18	Carry out user research on the need for a programme website and establish one if necessary	Research findings and decision on website shared with FCDO for approval and feedback	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted September 30, 2022 Approved October 5, 2022
M19	Funding mechanism agreed to receive additional resources from external partners	Funding mechanism proposal submitted and approved by FCDO	Q4	30-Sep-22	COMPLETED AND APPROVED	Submitted on September 30, 2022 Approved February 8, 2023
M21	Contingency research plans for Nigeria developed in line with the Risk Matrix	Nigeria Contingency Research Plan submitted, reviewed and approved by FCDO	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted November 30 Approved February 24, 2023
M22	Gender, equity and social inclusion strategy developed	Final Gender, Equity and Social Inclusion Strategy document submitted to FCDO and approved	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022 Approved February 24, 2023

M23	Agreement of a publication strategy and peer review processes and guidelines.	ERICC Publication & Uptake Strategy Document submitted and approved by FCDO	Q5	30- Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022 Approved February 24, 2023
M24	Global dissemination and uptake strategy agreed with the partner delivering Component 3	ERICC approved Global Dissemination and Uptake strategy sent to Component 3 partner and signed off on	Q5	30- Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022. Approved February 24, 2023
M25	Clear plans for dissemination of knowledge and research in Nigeria	In-country knowledge and research dissemination plans for Nigeria submitted and approved by FCDO	Q5	30- Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022. Approved March 16, 2023

M26	Delivery model finalised: Detailed description of how different consortium members will work together, with clear rationale for virtual and/or physical aspects of coordination and communications. This should include ways of working with other partners in the broader ERICC programme, including the British Academy and programme partner delivering Component 3	Delivery Model Proposal submitted and approved by FCDO	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022. Approved December 13, 2022
M27	Research plans for Jordan agreed with the Research Directorate and FCDO	Jordan Research Plan submitted, reviewed and approved by FCDO	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022. Approved January 27, 2023
M28	Yearly breakdown of spend profile	Full programme budget broken down by year submitted and approved by FCDO	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022. Approved March 16, 2023
M29	Adapted Research Framework and Country Research Plans following FCDO confirmation of any programme cost extension	Component 1 & 2 workplan for 6 yr ERICC implementation period submitted and approved by FCDO, broken down by detailed Cohort 1 workplan and indicative Cohort 2 workplan	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022. Approved March 16, 2023
M30	Adapted research uptake and dissemination strategy, and plans for engagement across Components, following FCDO confirmation of any programme cost extension.	Adapted ERICC Publication & Uptake Strategy Document submitted and approved by FCDO	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted November 30, 2022. Approved February 24, 2023
M31	Implementation of initial global country level research where possible, particularly in reference to lesson learning from COVID-19 response	ERICC initial research materials from conceptual framework revisions, country scan working group, PEAs and RISE diagnostics shared in their current form	Q5	30-Nov-22	COMPLETED AND APPROVED	Submitted March 10, 2023 Approved March 16, 2023

M32	Inception Phase report, including lessons learnt	Inception Phase Report document submitted and approved by FCDO	Q6	31-Dec-22	COMPLETED AND APPROVED	Submitted to FCDO on December 30, 2022. Approved March 16, 2023
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Annex 2. ERICC Technical and Policy Advisory Board (as of 9 September 2022)

ERICC Leadership

J. Lawrence Aber, ERICC Research Director

Dr. J. Lawrence (Larry) Aber is currently the Willner Family Professor of Psychology and Public Policy and University Professor at New York University, where he is also the founder and board chair of NYU’s Institute of Human Development and Social Change (IHDS), and co-founder and co-director of Global TIES for Children. As the ERICC Research Director, Larry provides innovative intellectual and research production leadership that ensures the high-standards and excellence of all consortium research activities and outputs. Larry has been an internationally recognized leader with world class research on child psychology and educational effectiveness for the past 25 years, having published 106 peer reviewed journal articles and 62 book chapters and monographs on poverty, child development, social-emotional learning, and education evaluation programmes in the U.S and globally. Larry’s cutting-edge work to understand and reduce educational inequalities has focused on children in conflict-affected countries from D.R. Congo, Niger, and Sierra Leone in sub-Saharan Africa to Lebanon and Jordan in the Syrian Refugee Response Region. As a renowned and sought-after academic, Larry has given over 180 addresses, including testifying before the U.S Congress and state legislatures, speaking engagements at international and national fora, and recently at the Office of the U.S President. In the last 10 years, Larry has devoted 100% of his research to better understanding children’s learning and development in low-income settings. Larry holds a PhD from Yale University and an AB from Harvard University, and previously taught at Barnard College, Teachers College, Columbia University, and at the Mailman School of Public Health at Columbia University, where he also directed the National Center for Children in Poverty.

Marie-France Guimond, ERICC Programme Director

Marie-France Guimond is the interim Programme Director for ERICC. As the Interim Programme Director, Marie-France leads the consortium's implementation – managing partnerships, providing strategic oversight on the programme, leading the development of consortium policies, processes and strategies, and overseeing the consortium's progress towards the achievement of all deliverables. She brings 16 years of experience leading the design and implementation of humanitarian research projects, ethics, M&E and project management. Marie-France is the Chair of IRC's Institutional Review Board and leads the development of research implementation standards and best practices, including on research partnerships, data collection, data protection and provides approvals for research at the IRC. Marie-France has led over a dozen studies at the IRC in the Democratic Republic of Congo, Liberia, Côte d'Ivoire, Jordan, Kenya, Tanzania, Iraq, Cameroon, Chad, and Somalia.

Board Members

Modupe Adefeso-Olateju: Managing Director, TEP Centre

Dr. Modupe Adefeso-Olateju (Mo) is a policy expert who specializes in education with a focus on public-private collaboration, education innovation, and foundational skills. Mo is the current Managing Director of Nigeria's The Education Partnership (TEP) Centre and is the co-founder of the pan-African education innovation summit (NEDIS) which is now in its 7th year. She drafted a portion of Nigeria's 2011-2015 education strategy and served on the team that developed Nigeria's Medium- and Long-Term Strategic Plans. She has provided technical review and support to a variety of organisations and programmes, including the FCDO-funded programmes, UNESCO GEM Report, Education Cannot Wait (ECW), GPE, Global Schools Forum, Lego Foundation, Lever for Change and the Brookings Institution Center for Universal Education (CUE). In addition to her membership on the ERICC Board, Mo is an advisory board member of the People's Action for Learning (PAL) Network and FAB Inc, and a Trustee of Malala Fund, Human Capital Africa, Slum2School Africa and Unveiling Africa Foundation. Mo is a graduate from UCL Institute of Education with a PhD in Education and International Development, as well as a Masters' degree with distinction.

Michelle Brown: Global Education Cluster Co-Coordinator

Michelle Brown is the Global Education Cluster Co-Coordinator, based in UNICEF, Geneva. She has over 20 years of experience in humanitarian response and co-ordination. Before joining the Global Education Cluster, Michelle worked in a range of country and head office operational, programme, co-ordination roles and leadership roles with Save the Children. Prior to that, Michelle worked,

in various roles and countries, with Merlin. Michelle holds a master's degree in Health Promotion Sciences from the London School of Hygiene and Tropical Medicine, United Kingdom, and a graduate diploma from Leeds Beckett in Coaching Leadership in times of crisis and transformation.

Thomas Dreesen: Education Research Manager, UNICEF Office of Research Innocenti

Thomas Dreesen is an Education Manager at the UNICEF Office of Research – Innocenti, where he leads research on innovations in education, with a focus on embedding research into large scale digital learning programmes. Prior to his current role, he worked in UNICEF Headquarters where he supported multiple country offices and implementing partners to develop evidence to inform education programmes. Before UNICEF, Thomas worked in India as a Research Manager for Evidence for Policy Design (EPoD) at the Harvard Kennedy School and as Senior Research Associate for the Poverty Action Lab (J-PAL) South Asia. Thomas holds an M.S. in International and Development Economics from the University of San Francisco, and a B.A. in International Economics and Finance from Ryerson University.

Sarah Dryden-Peterson: Associate Professor of Education and Director, REACH, Harvard University

Dr. Sarah Dryden-Peterson leads a research program that focuses on the connections between education and community development, specifically the role that education plays in building peaceful and participatory societies. In her field-based research globally, in her teaching, and in her role as founder and director of Refugee REACH, she examines what it would take for all children to access quality education, be part of welcoming communities, and contribute to building peaceful futures. Her research connects practice, policy, and scholarship and is strengthened through sustained collaborations with communities, NGOs, governments, and UN agencies, with a focus on low- and middle-income countries particularly those that are conflict-affected. Dryden-Peterson's research has played critical roles in shaping global policy and local programs that have the potential to create quality, conflict-informed, and future-creating education for millions of children globally in settings of migration and displacement. Raised in Toronto, Canada, Dryden-Peterson taught primary and middle school in Madagascar, South Africa, and the United States. Learn more about her academic research publications and her Mowana Research Lab.

David Evans: Senior Fellow, Center for Global Development

Dr. David Evans is a senior fellow at the Center for Global Development, where he researches solutions in education, health, and social safety nets. Previously he was at the World Bank, where he co-authored the World Development Report 2018: Learning to Realize Education's Promise, coordinated impact evaluation work for sub-Saharan Africa, and managed education projects in Brazil. Evans has evaluated education-related projects in Bangladesh, Brazil, the Gambia, Haiti, Kenya, Mexico, Sierra Leone, and Tanzania. Recent publications include "Teacher Professional Development around the World: The Gap between Evidence and Practice," "Teacher Pay in Africa: Evidence from 15 Countries," and "What We Learn about Girls' Education from Interventions that Do Not Focus on Girls." He received a PhD in Economics from Harvard University. You can read more of his research here.

Loise P.W. Gichuhi: Education Economist and Education in Emergencies Expert, University of Nairobi

Dr Loise Gichuhi is an economics of education and education in emergencies specialist and a senior lecturer at the University of Nairobi. She is also Kenya's INEE Country Focal Point (2022-2023). Loise has extensive experience and expertise in education policy, planning and curriculum development; education in emergencies programming, implementation, monitoring and evaluation. She has recently consulted for COMESA, Equal Measures 2030/FAWE, Porticus-Africa, and UNESCO IIEP and is currently consulting on a five-year Ministry of Education/World Bank project (2019-2023). Additionally, she works as an Education and Livelihoods Expert with a local NGO, Education Bridge-Africa. She has done community work in marginalized counties and informal settlement communities for over 2 decades. She has been a member of various global and national advisory groups. Loise holds a PhD in Economics of Education (University of Nairobi) and a Master's in Economics of Education (Kenyatta University). Loise is Kenyan and speaks Kikuyu, Swahili, and English.

Maria Agnese Giordano: Global Education Cluster Coordinator (UNICEF)

Maria Agnese has more than eighteen years of experience in humanitarian action and programme development, with a focus on education in emergencies. In 2022, she has been the UNICEF Deputy Representative in Central African Republic. Since 2016, Maria has been the UNICEF Global Education Cluster Co-coordinator. Before, she worked for the Office for the Coordination of Humanitarian Affairs and the UN Department of Peacekeeping Operations as well as UNICEF at the New York Headquarters. Formerly, she served for five years with the Organization for Security and Co-operation in Europe in different locations of former Yugoslavia, focusing on education for national and ethnic minorities. She has deployed to numerous countries, including Afghanistan, Bangladesh, Burkina Faso, Central African Republic, Lebanon, Mali, Yemen, and others. Maria Agnese holds a master's degree in

international education and development from the University of Sussex, United Kingdom, and a graduate degree in Modern Languages and Literatures from the University of Rome “La Sapienza”.

Emma Gremley: Senior Director, Education Technical Unit, IRC

Emma Gremley is the International Rescue Committee’s Senior Director for Education, leading the IRC’s education programming, policy, and strategy in over 20 fragile and crisis contexts, supporting children and families to build a more positive future. Emma has over 20 years’ experience in international education with an emphasis on fragile and emergency contexts. Prior to joining the IRC Emma spent a decade with the UK government, both for FCDO (formerly DFID) where she led the UK’s Education in Emergencies (EiE) portfolio, as well as undertaking a range of country and regional advisory roles (across Sub Saharan Africa (SSA), the Middle East and North Africa and South Asia). And leading the British Council’s education portfolio in SSA, designing, and delivering large-scale education programs. Prior to that Emma supported education design, delivery, research and evaluation for NGOs across Kenya, Somalia, South Sudan, and Uganda. She holds a law degree from the University of Glasgow and Masters’ degree in education and economics from University College London.

Sarah Kabay: Education Program Director, Innovations for Poverty Action

Dr Sarah Kabay is the Director for IPA’s Education sector program. She holds a PhD in International Development Education from New York University. Before beginning her doctoral program, she worked with IPA for five years in Uganda, where she managed the implementation and evaluation of a primary school savings program and worked in a variety of roles from 2008–2013. Her research focuses on early childhood and basic education. As an education researcher, she uses mixed methods and interdisciplinary research approaches and is particularly interested in the integration of qualitative research into randomized evaluations. Across different projects she serves as an internal PI, provides technical support to IPA’s Policy and Right-Fit Evidence teams, and directs Education Sector initiatives.

Graham Lang: Chief of Education, ECW

Graham Lang is the Chief of Education at Education Cannot Wait (ECW), the global fund for education in emergencies and protracted crisis established at the World Humanitarian Summit. An expert in education planning and management in both development and humanitarian contexts, he has over 25 years of experience in the field with UNICEF and international NGOs

servicing in various countries in Asia and Africa, including Cambodia, China, Laos, Thailand, Angola, Madagascar, Burundi and Rwanda. Throughout his career, he has led education responses in several crises, such as repeated natural disasters in Madagascar and support to the education of Burundian refugees in Rwanda and Tanzania. He also served as an adviser to UNICEF on the education response to the massive influx of Rohingya refugees in Bangladesh in 2017. Under his current function with Education Cannot Wait, Mr. Lang oversees the quality of the education programmes supported by the fund's investments and is responsible for the First Emergency Response and Multi-Year Resilience windows. A lifelong advocate on education and an experienced practitioner, Mr. Lang also manages the Fund's Acceleration Facility that supports innovations and global public goods for the EIE sector. He holds a degree from the University of East Anglia, a Masters in Knowledge Based Systems from Heriot-Watt University in Edinburgh and a Masters in Development Studies from the School of Development Studies in Norwich, UK.

Tejendra Pherali: Associate Professor of Education and International Development, University College London

Originally from Nepal, Dr. Pherali studied in Australia, Nepal, the UK, and the United States, and worked in the development sector before moving into higher education. Between 2013 and 2016, he led the MA program in Education and International Development at UCL, and has developed research and teaching programmes in education, conflict, and international development at UCL. He currently leads the Master's Program in Education and International Development: Conflict, Emergencies and Peace, and is the Chair of the British Association for International and Comparative Education (BAICE), as well as the Chair of the Editorial Board of the *Compare* Journal. Dr. Pherali's research focuses on interactions between education and conflict and post-conflict peacebuilding in fragile environments, as well as critical debates on international development with a focus on education in emergencies, post-conflict educational reforms, the role of education in peacebuilding, political movements and social change, political economy of education, and critical pedagogies.

Anna-Maria Tammi: Technical Lead, GPE Education in Emergencies CAFS

Anna-Maria Tammi is an Education Specialist and Thematic Lead for Education in Crisis and Conflict contexts, leading evidence work and supporting evidence uptake across the partnership to promote what works. She also supports policy dialogue in partner countries affected by fragility and conflict in areas of resilience, humanitarian-development coherence, and inclusion of displaced populations in national systems. Anna-Maria previously worked for the European Commission, World Bank, and Doctors Without

Borders. She holds a Master of Science in International Development and Humanitarian Emergencies from the London School of Economics.

Rebecca Telford: Education Section Chief, UNHCR

Dr Becky Telford, UNHCR's Chief of Education, is an education specialist with twenty years' experience in supporting children whose lives are affected by crisis and conflict. Following six years working on urban governance and human rights with Shack/Slum Dwellers International, Becky moved to Kenya in 2006 and spent four years in east Africa working on innovative solutions to education and youth engagement with Pamoja Trust, Internews and BBC Media Action. Returning to Sudan in 2012, she served as Country Representative for War Child Holland, leading the start-up of eLearning Sudan, a programme which uses serious games to bring education to the most disadvantaged children. Becky has also undertaken multiple positions with UNICEF: providing technical assistance to the Ministry of Education in Suriname; through the New York HQ to support country offices to integrate peace-building into education programming; and most recently as the education focal point in the Global Innovations Team. Directly prior to joining UNHCR, Becky had been an Education Advisor with the UK's Department for International Development, finishing her tenure there as the Human Development Team Leader for DFID DRC. As a doctoral candidate who graduated from Leicester University in 2018, Becky sought to understand the local realities of teaching with technology in Kenya's Dadaab refugee camp.

Leonard Wantchekon: James Madison Professor of Political Economy and Professor of Politics and International Affairs, Princeton University

Dr. Wantchekon is a Fellow of the American Academy of Arts and Sciences, a Fellow of the Econometric Society, and a member of the Executive Committee of the International Economic Association. He is also the Founder and President of the African School of Economics in Benin. He has made numerous contributions to the fields of Political Economy, Economic History, and Development Economics, and has implemented pioneering studies on political institutions and governance. Dr. Wantchekon's research includes studies on the long-term effects of historical events, the origins of post-Cold War Africa's levels of democracy in anti-colonial independence movements, and most recently the effects of education on social mobility in 19th and 20th century Benin. He is currently also studying the origins of gender norms, demand for education, and ethnic/racial inequalities in Africa and the U.S. Prior to his position at Princeton, Dr. Wantchekon served as a professor at New York University and Yale University, and he holds a PhD in Economics from Northwestern University. (Adapted from Princeton University profile).

Nina Weisenhorn: Deputy Director, Office of Social Services, USAID/Afghanistan

Nina Weisenhorn is the Deputy Director for the Office of Social Services in USAID/Afghanistan. In this role, she manages USAID's development programs in education, health, and water, sanitation, and hygiene (WASH). She has worked for USAID for more than seven years, previously serving as a Senior Advisor on Education in Crisis & Conflict in USAID's Center for Education. Prior to joining USAID, Ms. Weisenhorn worked for the International Rescue Committee in various capacities and served as a Peace Corps Volunteer in Togo. She received her Master of Arts in International Educational Development from Teachers College – Columbia University. She enjoys staying active and exploring the great outdoors with friends and family.

Annex 3. Implementation Phase Workplan

Annex 4. FCDO Due Diligence Discussion Responses



Annex 3_FCDO Due
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Annex 5. Delivery Chain Risk Map



ERICC_Delivery Chain
Risk Map_6 Decembe

Annex 6. Updated ERICC Logframe

- Output Indicator 2.1 updated to “# of satisfactorily completed projects or initiatives under the expert technical advice **and** small-scale research mechanisms of Component 1”.
- Output Indicator 2.2 updated to “% of selected requests for technical advice **and** small-scale research satisfactorily delivered in ERICC focal countries”.

- Output Indicators 2.4 & 2.5 (grant-making) targets pushed back based on agreement to delay the start of Component 2 Mechanism 3

Education Research in Conflict and Protracted Crisis										
Impact Indicator 1.1		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	Assumptions
# of high-quality impact stories where ERICC research, policy recommendations, operational support, grants and/or stakeholder engagement have contributed to improvements in education outcomes and/or improved value for money	Planned	N/A	N/A	N/A	3	TBC	TBC	TBC	3	Impact: Rigorous evidence presented correctly will lead to improvements in the design and implementation of education policies and programs, which will in turn improve access, quality and continuity of education for children affected by crisis
	Achieved		N/A	N/A						
	Source									
Outcome Indicator 1.1		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	Assumptions
# of ERICC output citations in academic journal articles, books, book chapters, and RFIs and RFPs published by major private and public donors (disaggregated by discipline, publication type, and public vs private donors)	Planned	N/A	N/A	8	15	TBC	TBC	TBC	15	Logical: Co-construction of research agendas across researchers, practitioners, and policymakers in focal contexts leads to research on critical gaps in education systems and priority topics for stakeholders that both builds a broader knowledge base on key topics and
	Achieved		N/A	N/A						
	Source									
Outcome Indicator 1.2		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	

% of surveyed stakeholders who believe ERICC is making a strong contribution to generating accessible and relevant knowledge in EiCC	Planned	N/A	N/A	75%	75%	75%	75%	75%	75%
	Achieved		100%	84%					
		Source							
Output Indicator 1.1		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
# of Studies initiated and completed by the ERICC RPC	Planned	N/A	N/A	5	8	TBC	TBC	TBC	8
	Achieved		N/A	3					
		Source							
Output Indicator 1.2		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
# of articles submitted to peer-reviewed journals for relevant disciplines from the ERICC research portfolio	Planned	N/A	N/A	N/A	4	TBC	TBC	TBC	4
	Achieved		N/A	N/A					
		Source							
Output Indicator 1.3		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of articles submitted from the ERICC research portfolio successfully published	Planned	N/A	N/A	75%	75%	75%	75%	75%	75%
	Achieved		N/A	N/A					
		Source							
Output Indicator 1.4		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of ERICC research studies collecting data from beneficiaries that use gender disaggregated data	Planned	N/A	N/A	100%	100%	100%	100%	100%	100%
	Achieved		N/A	N/A					
		Source							

produces practical and feasible policy and practice recommendations

Feasibility: *It is feasible to generate high quality, rigorous research built upon a cohesive framework and extensive collaboration across focal conflict and protracted crisis contexts and all consortium partner organisations*

Output Indicator 1.5		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of ERICC research outputs that use gender analysis	Planned	N/A	N/A	50%	50%	TBC	TBC	TBC	50%
	Achieved		N/A	N/A					
		Source							
Output Indicator 1.6		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of research agenda co-construction stakeholders who agree or strongly agree that ERICC research projects were adequately designed taking their inputs and priorities into account	Planned	N/A	N/A	75%	75%	75%	75%	75%	75%
	Achieved		80%	80%					
		Source							
Output Indicator 1.7		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
# of non-journal research outputs/working papers published that address the key research themes and questions set out in the ERICC research framework	Planned	N/A	N/A	2	4	TBC	TBC	TBC	4
	Achieved		N/A	1					
		Source							
Output Indicator 1.8		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
# of research synthesis products published by the Research Directorate and/or Country Research Teams/Hubs	Planned	N/A	N/A	2	3	TBC	TBC	TBC	3
	Achieved		N/A	N/A					
		Source							

Output Indicator 1.9		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	
# of policy papers/briefs published highlighting policy, strategy and implementable programme options for key stakeholders	Planned	N/A	1	2	6	TBC	TBC	TBC	6	
	Achieved		1	1						
	Source									
Outcome Indicator 2.1		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	Assumptions
# of high-quality impact stories demonstrating changes in policy or practice in six focal countries that are directly attributable to ERICC research, policy recommendations, operational support and/or stakeholder engagement	Planned	N/A	N/A	1	3	TBC	TBC	TBC	3	Logical: Collaboration between researchers and practitioners at the national and local level directly links evidence to practice, incentivizing and building practitioners' capacities to act on evidence, thus strengthening programmes
	Achieved		N/A	N/A						
	Source									
Outcome Indicator 2.2		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	
# of programmes (FCDO and non-FCDO) using new practices/approaches as a result of ERICC operational support	Planned	N/A	N/A	1	2	TBC	TBC	TBC	2	Feasibility: Researchers and practitioners can work effectively together to identify and agree on areas of programme improvement
	Achieved		N/A	N/A						
	Source									
Output Indicator 2.1		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	
	Planned	N/A	N/A	1	7	TBC	TBC	TBC	7	

# of satisfactorily completed projects or initiatives under the expert technical advice and small scale research mechanisms of Component 2	Achieved		N/A	N/A					
	Source								
Output Indicator 2.2		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of selected requests for technical advice and small-scale research satisfactorily delivered in ERICC focal countries (disaggregated by FCDO and non-FCDO requests)	Planned	N/A	N/A	75%	75%	75%	75%	75%	75%
	Achieved		N/A	N/A					
	Source								
Output Indicator 2.3		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
# of satisfactorily completed calls for proposals under the grant-making mechanism of Component 2	Planned	N/A	N/A	N/A	N/A	TBC	TBC	TBC	2
	Achieved		N/A	N/A					
	Source								
Output Indicator 2.4		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of successfully completed grants under the grantmaking mechanism of Component 2	Planned	N/A	N/A	N/A	N/A	75%	75%	75%	75%
	Achieved		N/A	N/A					
	Source								
Output Indicator 2.5		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total

# of grants awarded under the grantmaking mechanism of Component 2	Planned	N/A	N/A	N/A	N/A	5	TBC	TBC	5	
	Achieved		N/A	N/A						
	Source									
Output Indicator 2.6		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	
Average satisfaction rating of key counterparts surveyed, indicating to what extent they value ERICC operational support as a source of high-quality evidence and expert advice for education in conflict and protracted crisis	Planned	N/A	N/A	3	3	3	3	3	3	
	Achieved		N/A	N/A						
	Source									
Outcome Indicator 3.1		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	Assumptions
% of surveyed stakeholders who have used or intend to use ERICC outputs in programme, policy, or research related work	Planned	N/A	N/A	75%	75%	75%	75%	75%	75%	Logical: Strong relationships between RPC, FCDO, and international policymakers, as well as targeted uptake activities and sustained visibility and dissemination practices can create direct lines of influence on policy that are grounded in research as well as shifting political dynamics
	Achieved		80%	58%						
	Source									
Output Indicator 3.1		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	
# of engagement meetings held with key stakeholders across ERICC focal countries	Planned	N/A	6	12	22	TBC	TBC	TBC	22	
	Achieved		6	12						
	Source									
Output Indicator 3.2		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	

# of conferences and/or other high profile events at which ERICC research is presented	Planned	N/A	1	3	7	TBC	TBC	TBC	7	Feasibility: The programme function is able to effectively build relationships and legitimacy with policymakers through sustained communications and targeted uptake activities, such as approachable briefs and events. These relationships both legitimise ERICC research and create channels for policymakers to notify the RPC of shifts in needs/ foci	
	Achieved		1	1							
	Source										
Output Indicator 3.3		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total		
# of unique visits to the ERICC website per year	Planned	N/A	N/A	TBC	TBC	TBC	TBC	TBC	TBC		
	Achieved		N/A	N/A							
	Source										
Output Indicator 3.4		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total		
# of document downloads from the ERICC website	Planned	N/A	N/A	TBC	TBC	TBC	TBC	TBC	TBC		
	Achieved		N/A	N/A							
	Source										
		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total	Assumptions	
# and % of research grants made under Component 2 that are made to institutions and individuals from and working in the Global South		N/A	TBC	TBC	TBC	TBC	TBC	TBC	TBC	Logical: Stronger local and national research programmes and systems lead to more effective evidence generation and policy design as research projects and findings are grounded in contextually relevant needs, interests, and actionable language	
			TBC	TBC							
	Source										
		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total		
Total £ of grant-making funds delivered to Global South Institutions		N/A	TBC	TBC	TBC	TBC	TBC	TBC	TBC		
			TBC	TBC							
	Source										
											Feasibility: The programme

function is able to effectively strengthen knowledge systems through fellowship and institutional support

		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of ERICC academic publications that are published to open access sources		N/A	TBC	TBC	TBC	TBC	TBC	TBC	TBC
			TBC	TBC					
		Source							
		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
% of ERICC publications on which global south researchers are lead author		N/A	TBC	TBC	TBC	TBC	TBC	TBC	TBC
			TBC	TBC					
		Source							
		Baseline	Y1	Y2	Y3	Y4	Y5	Y6	Total
# of research capacity strengthening events organised		N/A	TBC	TBC	TBC	TBC	TBC	TBC	TBC
			TBC	TBC					
		Source							