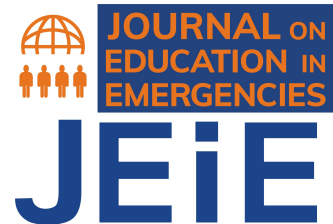


# Evidence-Sharing Panel with *JEiE* Volume 9 Authors and Editors

25 January 2024



Inter-agency  
Network for Education  
in Emergencies



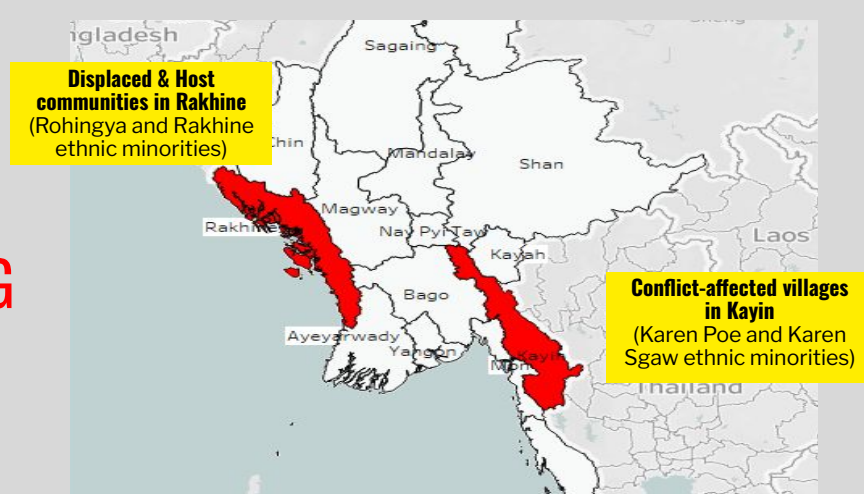
# Presentations

- **Impact of Catch-up Clubs in Conflict-Affected Myanmar: A Community-Led Remedial Learning Model** – Silvia Mila Arlini
- **Addressing Adolescence: Advocating for Age- and Gender-Responsive Social and Emotional Learning during Emergencies** – Rena Deitz
- **Left Further Behind after the COVID-19 School Closures: Survey Evidence on Rohingya Refugees and Host Communities in Bangladesh** – Gudrun Østby
- **Hoping against the Odds: Understanding Refugee Youths' Aspirations for Gaining Overseas Scholarships** – Hassan Aden
- **Bangkit Semangat—Raise the Spirits: Teachers' Vulnerability, Resilience, and Voice in Postdisaster Indonesia** – Chris Henderson
- **Voices of Refugee Youth: Reflections on a Participatory, Youth-Centered Study** – Rebecca Daltry
- **The Impact of COVID-19 on Connected Learning: Unveiling the Potential and the Limits of Distance Education in Dadaab Refugee Camp** – Mirco Stella
- **A Capabilities Response to the Design and Delivery of Distance Learning for the Most Educationally Marginalized Children during COVID-19** – Kate Sykes
- **Preparing Children for an Unpredictable World in the Middle of a Crisis: La Aldea's Approach** – Emmanuel Neisa



# IMPACT OF CATCH-UP CLUBS IN CONFLICT-AFFECTED MYANMAR: A COMMUNITY-LED REMEDIAL LEARNING MODEL

Silvia Mila ARLINI, Nora Charif CHEFCHAOUNI, Jessica CHIA,  
Mya GORDON and Nishtha SHRESTHA



Play-based Remedial Learning	Literacy & SEL	Teaching at the Right Level	Conflict-affected & minority groups	Community volunteer engagement	Cash Assistance	Child Protection Support
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## CuCs in Myanmar (Apr-Jul/Aug 2022)



3,056 children enrolled in CuCs



Language of instruction: Burmese



Blanket Cash assistance & Money Matters Toolkit Training



Child Protection Service & Case Management/Counselling

## SAFE BACK TO SCHOOL

## CATCH-UP CLUBS

## Research Questions



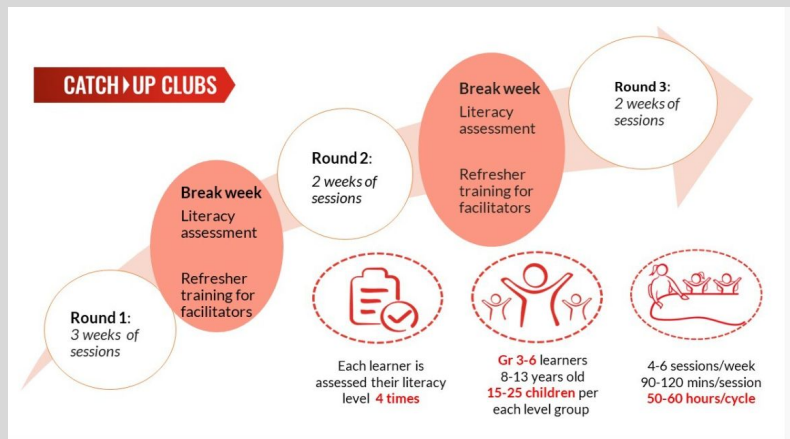
To what extent are CuCs **effective** in enabling boys & girls in grades 3-7 to **gain foundational literacy**?



To what extent are CuCs **effective** in enabling boys & girls in grades 3-7 to **improve SEL**?



To what extent CuCs provide **a positive learning experience** and boost **self-confidence** to resume their schooling and achieve their education aspiration?



### Quasi-experimental design – mixed methods

#### SURVEY

Baseline (May-June 2022)  
Endline (Aug-Sept 2022)

The children in Kayin state and Rakhine state responded to both baseline and endline surveys  
±600 Children in Control Group  
±600 Children in Intervention Group

#### Focus Group Discussions

1. FGDs with CuC Children – August 2022
2. FGDs with CuC Community Facilitator – August 2022
3. FGD with CuC Project Staff – September 2022

Intervention group children who completed CuCs

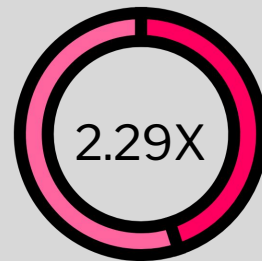
**12 FGDs (face-to-face)**  
(3 FGDs with girls and 3 FGDs with boys) in two states  
±60 children in Kayin  
±60 children in Rakhine

Community learning/inclusion facilitators (CLF/CLIF)

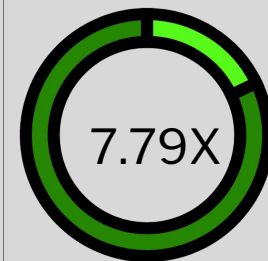
**2 FGDs (face-to-face)**  
(1 FGD in Kayin and 1 FGD in Rakhine)  
10 CLFs/CLIFs in Kayin  
10 CLFs/CLIFs in Rakhine

Project staff

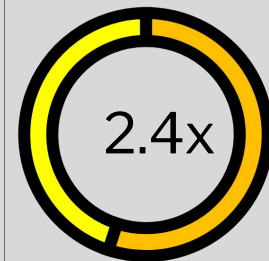
**1 FGD (online)**  
5 staff members in Kayin  
5 staff members in Rakhine



**CuCs vs non-CuCs**  
**Children are 2.29 times more likely to achieve the highest level (story with comprehension)**



**CuCs vs non-CuCs**  
**Children are 7.79 times more likely to advance at least one level**



**CuCs vs non-CuCs**  
**Children are 2.4 times more likely to have relatively high SEL**

Harness community capabilities

Complement the education system's efforts to **address learning loss** due to COVID-19 Pandemic

**Support children's well-being** - children could improve their self-confidence and enjoy learning without any academic pressure

replicating CuCs in a wider range of multilingual and challenging contexts

**Multilingual pedagogies to be included in remedial learning support**

leveraging the community's existing linguistic resources (volunteers need to speak local dialect and language instruction)

**Address unintended effects that interfere with the ability to attend learning activities**

- Providing easy access to overcome economic and logistical barriers to attend
- incentivize participation to include social circle/friends to participate together

**A promising short-term intensive remedial learning approach**

to support learning equity and learning recovery in the challenging context



Save the Children

# Addressing Adolescence: Advocating for Age- and Gender-Responsive Social and Emotional Learning During Emergencies

*by Rena Deitz and Heddy Lahmann*

## Study Motivation

- Adolescence is a period of gender socialization and social emotional development
- Risk of outsized effects of adversity (conflict), yet opportunities for growth / course-correction
- Conflict has gendered effects on adolescents



# Findings & Implications

## Gendered effects of SEL programs on adolescents

- Girls tend to see greater **social** gains
- Boys tend to see greater **emotional** gains



In the West Bank and Gaza, only girls' (not boys) perceptions of their social relationships improved.<sup>1</sup> Globally, boys' emotional wellbeing improved – while it worsened or stayed the same for girls<sup>2</sup>

## Older adolescents have fewer positive, and some negative effects from SEL programs



Child-friendly spaces improved young children's wellbeing and feelings of safety, but older adolescents reported reduced wellbeing and increased protection concerns<sup>3</sup>

## When **gender norms** and **structural issues** are not addressed, positive effects are out of reach



SEL + livelihoods programs only led to sustained economic outcomes when economic opportunities were **gender appropriate** and other **obstacles were addressed** (i.e., timing)<sup>4</sup>

<sup>1</sup> Veronese and Castiglioni 2013; Peltonen et al. 2012; Khamis, Macy, and Coignez 2004; Loughry et al. 2006

<sup>2</sup> Kazandjian, Militello, and Doumit 2019; Tol et al. 2012; Tol et al. 2014; Velásquez et al. 2015; Jordans et al. 2010; Laser Pulse 2020

<sup>3</sup> Metzler et al. 2014; Metzler et al. 2015; Metzler et al. 2021; Lilley et al. 2014

<sup>4</sup> Groh et al. 2012; Groh et al. 2016; Adoho et al. 2014



# Left Further Behind after the COVID-19 School Closures: Survey Evidence on Rohingya Refugees and Host Communities in Bangladesh

- **Basics**

- Team: Gudrun Østby, Haakon Gjerløw, Sabrina Karim & Emily Dunlop
- Research project on education for Rohingya refugees in Bangladesh, funded by Research Council of Norway

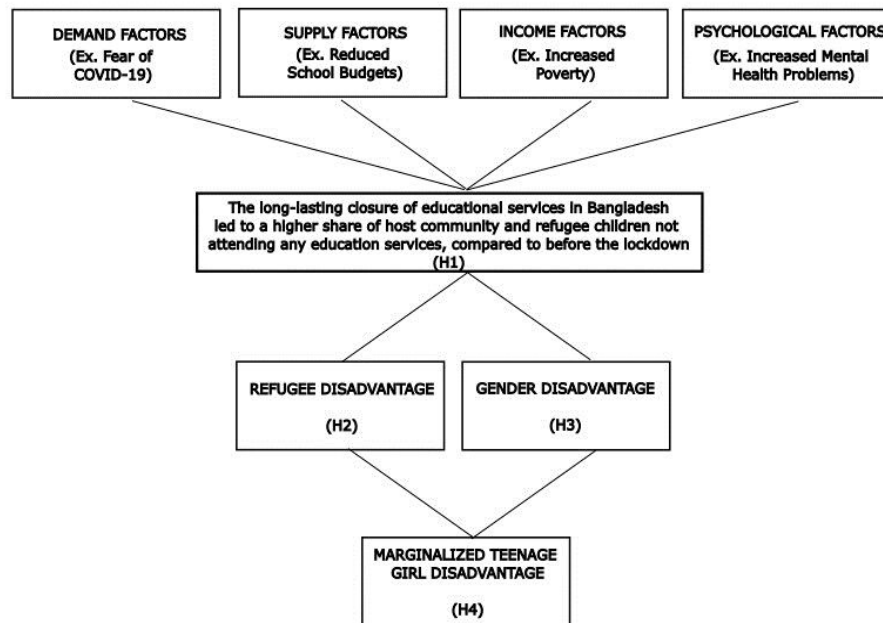
- **Background/motivation**

- COVID-19 pandemic led to the largest disruption of education in history
- Rohingya refugees in Bangladesh facing an education crisis

- **RQ**

- What was the impact of the Covid-19 school closures on dropout rates for Rohingya refugees and host communities in Cox's Bazar?

- **Theory and hypotheses**



# Left Further Behind after the COVID-19 School Closures: Survey Evidence on Rohingya Refugees and Host Communities in Bangladesh

- **Methods & Data**

- 3 waves of phone surveys with Rohingya refugees and hosts, Cox Bazaar 2020-2021
- 1 physical survey 2022

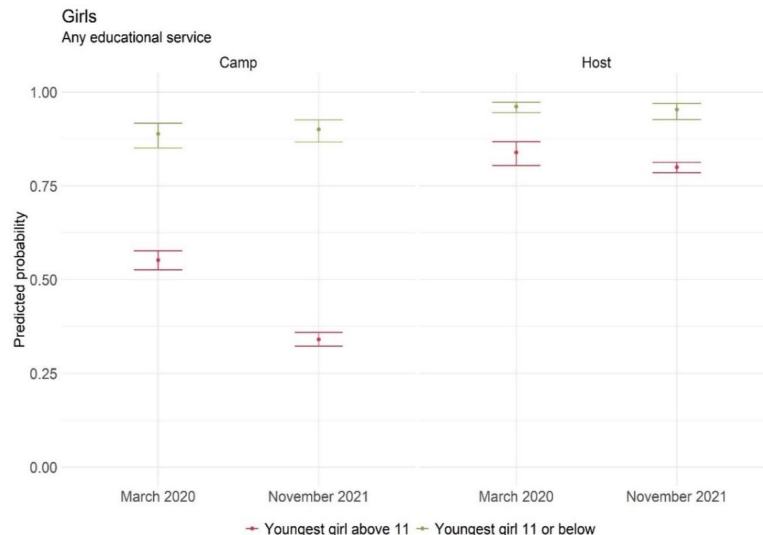
- **Results**

- Covid-19 did not lead to a **general** decline in the use of educational services
- But decline in the use of educational services **for teenage refugee girls** after the reopening

- **Conclusion**

- Results align with studies from the Ebola epidemic
- Pandemic led to increased educational inequalities
- Security concerns and family obligation constitute a significant threat to girls' attendance
- Need to develop and evaluate interventions aimed at improving educational attendance among young women

Predicted probability for household use of any educational services for girls





# Hoping against the Odds: Understanding Refugee Youths' Aspirations for Gaining Overseas Scholarships

Hassan Aden

Education as path  
to earning an “exit  
license” from  
camps

Overcoming  
economic precarity  
and academic  
constraints

Expanding prospects  
for post-secondary  
educational  
opportunities

- Disjuncture between the historic possibilities ascribed to education and the opportunities available to refugees
- Cultural belief in education as a pathway to prosperity.
- Emphasis on hard work and determination as key to success against all odds.
- The capacity to pursue high aspirations as strength and not weakness

# Hoping against the Odds: Understanding Refugee Youths' Aspirations for Gaining Overseas Scholarships

Hassan Aden

The double-edged effects of having high hopes.



Potential for remarkable success or severe failure

- Establishing supportive psycho-social system
- Eliminating structural barriers to refugee youths' educational aspirations



### 1. The prioritization of 'teaching' and the absence of 'teachers' in global forums and technical guidance

- Teachers' improved social dialogue with state and development actors a key recommendation of the 2022 UN Transforming Education Summit.

### 2. The deficit theorizing of teachers in contexts of conflict and disaster

- "... the tendency to refer to all emergency affected people as victims... it's an appellation that leaves people feeling helpless ... creating a self-fulfilling prophecy" (Wessells 2012, 848)
- "It is necessary to look at survivors not merely as affected people, but as subjects with their own cultures and coping strategies." (Marchezini 2016, 370)

### 3. Analytical tool: Teachers' lives and work in the post-disaster context

- Vulnerability → ← Resilience





#### 4. Context

- A geographically, economically, and politically peripheral Global South setting at the time.
- After the 1998 fall of dictator Suharto, the 2003 neoliberal decentralization of Indonesia's education system, and 2004 Indian Ocean Tsunami, causing an influx of hum-dev actors.
- In 2006, in the district of Bantul 5778 lives were lost to a magnitude 6.1 earthquake.
- Fieldwork was conducted with teachers in 2016.

#### 5. Methods

- Seeking a "subaltern epistemic position" (Khoja-Moolji, 2017)
- Ethnographic: Adapted *talanoa* (Koya 2013; Tuhiwai Smith 2012; Vaioleti 2006) for the Indonesian context, to facilitate *ngobrol-ngobrol*.
- Five primary school teachers who were teaching at the time of the Yogyakarta earthquake.
- Critical Discourse Analysis (CDA)

#### 6. Findings

- CDA organized deductively into three key themes:
  - i. Teachers' memories of the earthquake
  - ii. Teachers' values and beliefs
  - iii. Teachers' priorities and activities

*"Bangkit semangat – raise the spirits"*

#### 7. Implications: What teachers' voices add

- The importance of state actors, and teachers as functionaries of the state, for community cohesion and resilience post-disaster.
- The relevance of sociocultural knowledge systems for disaster risk reduction, response, and recovery; the unseen and unheard assets of EiE policy and practice.

Connect

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# Voices Of Refugee Youth: Reflections On A Participatory, Youth-Centered Study

Katrina Barnes, Rebecca Daltry, Amy Ashlee, Aime Parfait Emerusenge, Khalid Khan, Asma Rabi, Aimée Mukankusi, Julia Pacitto, David Hollow, and Bethany Sikes

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## OBJECTIVES

1

**Build the evidence base for post-primary refugee education**

- Longitudinal panel study
- 1,126 secondary/higher education refugee students
- Pakistan and Rwanda

2

**Increase young refugees' access to and representation in refugee education research**

- 31 youth researchers
- Involved throughout the research cycle
- Accredited training course in applied research

## CRITICAL REFLECTIONS

### Creating & facilitating the Youth Researchers' role

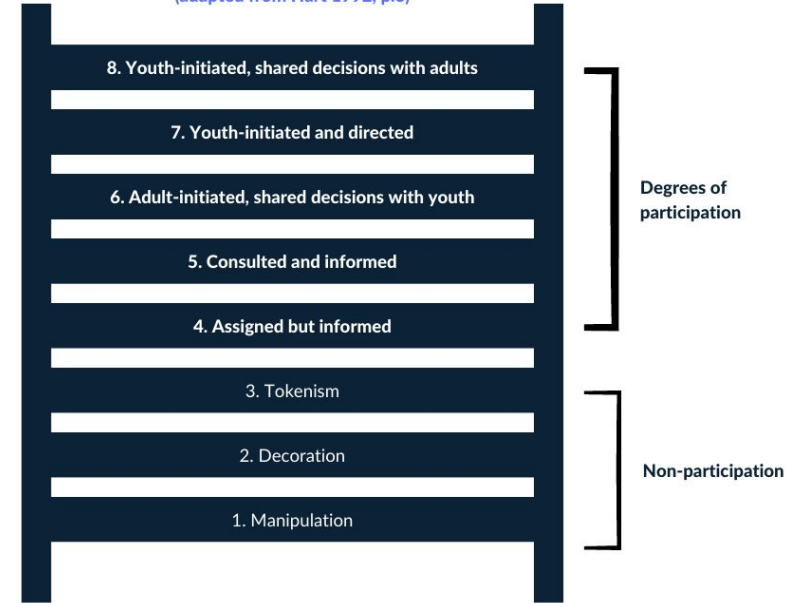
- Recruitment
- Remuneration
- Training

### Participatory research

- Design phase
- Data collection phase
- Data analysis phase
- Dissemination phase

## Ladder of Participation

(adapted from Hart 1992, p.8)



## CONCLUSIONS

- **Flexible approach needed to facilitate different levels of participation**
- **Training is central to maximise youth researchers' opportunities to participate at the highest level of their ability**



# The Impact of COVID-19 on Connected Learning: Unveiling the Potential and the Limits of Distance Education in Dadaab Refugee Camp.

HaEun Kim, Mirco Stella & Kassahun Hiticha

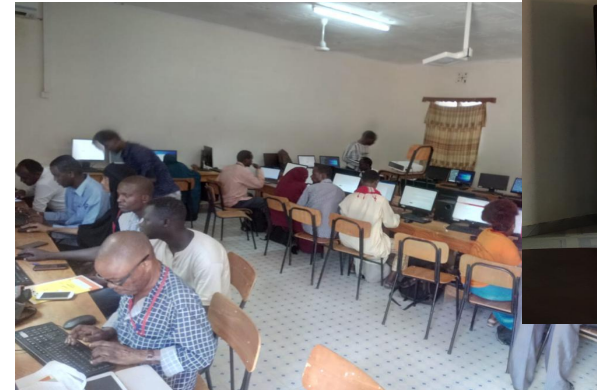
## 1. Blended Learning Model:

- Learning Centre with computer labs and seminar rooms;
- In-person intensive classes (3x/year) at the BHER Learning Center.



## 2. Disruption Caused by COVID-19 Pandemic:

- Closure of Learning Centre
- Suspension of all international travel
- Collective to individual experience



# ***EDUCATION AS A SPACE OF/for Human Encounters***

## **3. Some Of The Possibilities:**

- New collaborations and innovative ideas
- Renewed commitments

*BUT...*

*ONLY POSSIBLE BECAUSE OF:*

- Previously existing (foundational) relationality (Intersubjective/Collective/Public spaces of plurality).
- The decisive and fundamental material infrastructure which must be secured (spaces and time).



# Field Note: A Capabilities Response to the Design and Delivery of Distance Learning during the COVID-19 Pandemic

Kate Sykes



Transformational Empowerment for Marginalised Adolescent Girls in Malawi (TEAM)

**Sen's capability approach**  
"functionings" and capabilities

**Mitra's definition of disability**  
capabilities are derived from  
individual characteristics,  
resources, environment



Educational marginalization in Malawi and the  
TEAM approach



The impact of COVID-19



**LINK**  
EDUCATION

## Mainstream distance learning approach

- Reliant on technology and student proactivity
- Limited / no differentiation

vs

## TEAM distance learning approach

- Paper-based PLUS in-person support
- Prioritised resilience and SEL; adapted teaching to the learner
- Teachers led child-protection and community engagement



Access to education remained stable



Learning improvements

- Literacy 88%
- Numeracy 86%
- Life skills 83%



**Key lesson: invest in teachers rather than technology to reach the most marginalised**



**LINK**  
EDUCATION

# PREPARING CHILDREN FOR AN UNPREDICTABLE WORLD IN THE MIDDLE OF A CRISIS: LA ALDEA'S APPROACH Ana María Restrepo-Sáenz and Emmanuel Neisa Chateaufneuf

## Presentation Highlights: La Aldea's Educational Strategy Implementation

01

### Unprecedented Challenges

- Sudden School Closures
- Educational Void
- Home as School.
- Emotional Crises
- Connectivity Gap
- Inadequate Training

02

### Key Statistics

- Only 75% of Colombian teachers had received training in online teaching.
- 64% of school principals considered available technology insufficient.
- Only 67% of 15-year-old students had internet access (OECD 2019).

03

### La Aldea's Emergence:

- Innovative Solution
- Flexible and Learner-Centered
- Proactive Dissemination
- Teacher Training
- Metaphorical Stories



# La Aldea's Implementation

- 1 Multifaced Approach**

Comprehensive use of print books, radio shows, digital content, songs, and games, utilizing animal characters as metaphors for societal issues.
- 2 Adaptability**

Adaptability to diverse learning environments, including migrant and conflict-affected communities. It is a transversal education material combining language, math, socio emotional learning and art.
- 3 Impact Numbers**

**87,667 families and children reached, 4,220 teachers trained,** and extensive book distribution - most distributed book in Colombia during the pandemic
- 4 Number of Allies**

Unicef, Norwegian Refugee Council, Save The Children, Ministry of Education

