Evidence-Sharing Panel with JEiE Volume 9 Authors and Editors

25 January 2024
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

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?

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

- Conflict-affected villages in Kayin (Karen Poe and Karen Sgaw ethnic minorities)
- Displaced & Host communities in Rakhine (Rohingya and Rakhine ethnic minorities)
Quasi-experimental design – mixed methods

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

Focus Group Discussions
1. FGDs with CuCs Children – August 2022
2. FGDs with CuC Community Facilitator - August 2022
3. FGd with CuC Project Staff - September 2022

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

A promising short-term intensive remedial learning approach to support learning equity and learning recovery in the challenging context

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

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
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

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

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

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

Child-friendly spaces improved young children’s wellbeing and feelings of safety, but older adolescents reported reduced wellbeing and increased protection concerns\(^3\)

SEL + livelihoods programs only led to sustained economic outcomes when economic opportunities were gender appropriate and other obstacles were addressed (i.e., timing)\(^4\)

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1 Veronese and Castiglioni 2013; Peltonen et al. 2012; Khamis, Macy, and Coignez 2004; Loughry et al. 2006
2 Kazandjian, Militello, and Doumit 2019; Tol et al. 2012; Tol et al. 2014; Velásquez et al. 2015; Jordans et al. 2010; Laser Pulse 2020
3 Metzler et al. 2014; Metzler et al. 2015; Metzler et al. 2021; Lilley 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**

The long-lasting closure of educational services in Bangladesh led to a higher share of host community and refugee children not attending any education services, compared to before the lockdown (H1)

- **DEMAND FACTORS** (Ex. Fear of COVID-19)
- **SUPPLY FACTORS** (Ex. Reduced School Budgets)
- **INCOME FACTORS** (Ex. Increased Poverty)
- **PSYCHOLOGICAL FACTORS** (Ex. Increased Mental Health Problems)

- **REFUGEE DISADVANTAGE** (H2)
- **GENDER DISADVANTAGE** (H3)
- **MARGINALIZED TEENAGE GIRL DISADVANTAGE** (H4)
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
Hoping against the Odds: Understanding Refugee Youths’ Aspirations for Gaining Overseas Scholarships

Hassan Aden

- 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

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

Overcoming economic precarity and academic constraints

Expanding prospects for post-secondary educational opportunities
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; Tuhwiwai 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.

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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

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
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) relatioanality (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
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
# 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
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<thead>
<tr>
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<th>La Aldea’s Implementation</th>
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<tr>
<td>1</td>
<td><strong>Multifaced Approach</strong></td>
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<td>Comprehensive use of print books, radio shows, digital content, songs, and games, utilizing animal characters as metaphors for societal issues.</td>
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<td><strong>Adaptability</strong></td>
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<td>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.</td>
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<td>3</td>
<td><strong>Impact Numbers</strong></td>
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<td>87,667 families and children reached, 4,220 teachers trained, and extensive book distribution - most distributed book in Colombia during the pandemic</td>
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<td>4</td>
<td><strong>Number of Allies</strong></td>
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<td>Unicef, Norwegian Refugee Council, Save The Children, Ministry of Education</td>
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