

The Role of TVET in Social Reintegration: Insights from Colombian Ex-Combatants

Research question

- How does TVET contribute to ex-combatants' social reintegration?

Methodology

- In-depth qualitative interview study
- 20 Colombian ex-combatants (12 women and 8 men), 18-35 years
- 4 enrolled in long-term programs, 16 in short-term



The Role of TVET in Social Reintegration: Insights from Colombian Ex-Combatants

Main findings

- Technical programs promoted psychosocial recovery, helped establish normalcy, learning to relate to others
- Long-term programs helped participants to find employment and assume new identities
- Short-term entrepreneurship courses reinforced isolation and segregation, particularly of women
- TVET did not build social acceptance. Most ex-combatants lived in anonymity and isolation

Recommendations

- Take into account the perspectives of ex-combatants, including gender differences
- Education programs for economic development should aim to develop social inclusion and promote cooperation between ex-combatants and communities

How Cognitive and Psychosocial Difficulties Affect Learning Outcomes: A study of Primary School Children in Syria

The Manahel programme is funded by the UK Foreign Commonwealth and Development Office was established in 2018.

It has reached over 375,000 children to date and **will reach 500,000 students** by the end of the programme.

The Manahel programme largely focuses on **grades 1-4**.

The aims of the Manahel programme are to ensure that the most vulnerable or marginalized children have:

- **access to learning opportunities;**
- that those learning opportunities are of the **highest quality;**
- that children are **safe and free from violence;**
- and that children's **wellbeing is protected** and their **MHPSS** needs responded to.



Analysis and Key Findings

We used the Washington Group Questions as a measure of cognitive and psychosocial difficulties and teacher's assessment of literacy levels to measure learning outcomes.

We fit mixed ordinal models to assess the associations between having one, every, or multiple cognitive and psychosocial difficulties.

Our analysis found that

- having a single cognitive or psychosocial difficulty was associated with poorer learning progress.
- Children with two or more cognitive or psychosocial difficulties were less likely to progress as far as those without any such difficulties.



CAN'T WAIT TO LEARN: LEBANON

Aims:

- i) To assess the feasibility of implementing Can't Wait to Learn (CWTL) with a new target group
- ii) To understand the lived experience of CWTL, its perceived impact, and identify implementation challenges.

Setting and sample:

- 30 classes from 15 learning centres across 7 governorates of Lebanon
- 13 implementing partners
- 390 out-of-school children aged 10-14

Implementation period:

1 cycle of basic literacy and numeracy (BLN); average = 12 weeks

Outcomes:

Numeracy competency | Self-esteem | Psychological wellbeing | Self-efficacy
FGDs | KIs



CAN'T WAIT TO LEARN: LEBANON

Results:

- CWTL is **feasible** to implement through a range of partner organization types.
- Children reported a **positive experience** and demonstrated **increased motivation** to attend BLN and learn.
- Implementation and design **challenges identified**.
- **Low attendance and high dropout** were major challenges and drainers of value for money.
- Despite this, children's **numeracy competency, psychological wellbeing and self-esteem significantly increased**.

"I felt that my students who had something aggressive in their personalities changed after two weeks [...] They started to talk in the whole break about what they did in the game. I heard one of them telling the other, 'When you reach this level, I will help you. Don't be afraid! If you are making any mistake, I can help you, as I understand it well.'"

Recommendations:

- Adopt a more blended learning approach concerning facilitators' roles
- Reduce the repetition within the game.
- Address the issues of attendance and dropout.
- Secure certification of CWTL.

Contribution to the journey to scale:

- + established appropriateness, acceptability and relevance for a new target population
- + established a new function of Can't Wait to Learn within the education system
- + initiated the development of an approach to address attendance and dropout

<https://www.warchildholland.org/intervention-cwtl/>

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LANDSCAPE ANALYSIS OF ECDEiE

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1

WHAT IS THE PROBLEM?

Low access to ECDEiE in the global context

2

WHAT ARE THE ROOT CAUSES?

- 1) Low prioritization of ECDEiE across sectors;
- 2) Lack of a systematic characterization of the ECDEiE institutional and programmatic landscapes; and
- 3) Limited consensus on strategic advocacy for ECDEiE

3

HOW DID WE ADDRESS THESE ISSUES?

Strategic problem-solving framework

4

WHAT METHODS DID WE USE?

- Online global stocktaking survey
- Scoping review of the gray literature

5

WHAT DID WE FIND?

Criteria for prioritizing ECDEiE; ECDEiE challenges and opportunities; and ECDEiE emergent trends

Take-Away Findings and Implications

Infants and Young Children,
Caregiver & Community Invisibility



IYC, CAREGIVER AND COMMUNITY
INCLUSION AND PARTICIPATION

ECDEiE Programmatic Information
Ambiguity



ECDEiE INFORMATION
AVAILABILITY & ACCESSIBILITY

Unknown: Manifestations of Equity
and Inclusion



EQUITY AND INCLUSION AT THE
FOREFRONT OF ECDEiE

Criticality of the ECDE Workforce
Not Recognized or Supported



ECDE WORKFORCE RECOGNIZED
AND CAPACITY BOLSTERED
PRE-/DURING CRISES

Insufficient ECDEiE Coordination



BOOST SYNERGIES & COHERENCE:
HUMANITARIAN, NATIONAL, AND
LOCAL MANDATES

Under-prioritized and/or unknown:
ECDEiE financing and resource
mobilization



ECDEiE MADE A FUNDER & FINANCING
MECHANISM PRIORITY AREA OF
CHOICE

The use and usefulness of data for education in emergencies

Elizabeth Buckner, Daniel Shephard, & Anne Smiley

47 Semi-structured interviews in two waves (2018 - 2019)

- Wave 1: respondents working in Iraq, Syrian, and Yemen (n = 35)
- Wave 2: respondents working more broadly (n = 13)

Purposive and snowball sampling

- Sectors: humanitarian (n = 20); edu. development (n = 13); postconflict stabilization (n = 5); missing/mixed/uncoded (n = 9)
- Levels: global (n = 18); regional (n = 4); national/local (n = 22); missing/mixed/uncoded (n = 3)

Date Use Family (emergent)	Data Use (etic & emic)
Operational	Planning
	Coordination
	Monitoring
	Evaluating
Strategic	Policymaking
	Advocating

Data user differences

More differences by system level than sector, more local → more operational

Factors influencing use

The **political concerns of both governments and organizations** affect data availability and quality

Generating, sharing, and using data **facilitated by personal & institutional relationships**

Capacity needs were often more about institutional capacity, e.g., hiring additional staff who can find, generate, and use data.

One Take Away

Improve ways of **linking operational (local) uses of data to strategic (global) uses of data**

COMMUNITY-LED PROVISION OF NONFORMAL EDUCATION FOR DISPLACED LEARNERS IN NORTHERN NIGERIA

Maryam Jillani

- **Importance of Continuing Education During Emergencies** (1) lowers the short- and long-term socioeconomic costs of political instability (Mayai 2022); provides psychosocial support, stability and normalcy to children (Mooney and French 2005).
- **Focus on Internally Displaced Persons (IDPs):** Overwhelming majority of conflict-affected children who lack access to formal education are IDPs (Women's Commission for Refugee Women and Children 2004).
- **Importance of Community-Based Interventions:** Community-based schools increased enrolment, learning gains among conflict-affected populations (Burde and Linden 2013); community monitoring helps teacher and pupil attendance (Barr et al. 2012); need to diversify provision and delivery of education (ADEA 2010); contribute towards financing, student enrolment, teacher recruitment and monitoring.
- **Education in Emergency Context in Nigeria:** History of a North-South divide; 60 percent of the country's out-of-school population is in northern Nigeria; divide exacerbated during the Boko Haram insurgency, which displaced 2.2 million of which 1 million were school-aged children and youth; majority of the displaced learners don't live in camps but in host communities (Guterres 2010)

COMMUNITY-LED PROVISION OF NONFORMAL EDUCATION FOR DISPLACED LEARNERS IN NORTHERN NIGERIA

- **Nigeria Education Crisis Response (ECR) Program Overview (2014-17):** Expand access to quality, protective and relevant nonformal education and alternative education opportunities for out-of-school children and youth ages 6-17. Activities grouped into four results: (1) increased availability of quality, safe, nonformal alternative education opportunities; (2) improved quality of instruction in these programs; (3) increased community engagement and support in target communities; (4) increased state, local government and civil society support.
- **Program Approach:** Established differentiated learning centers across five states, using its two-tiered community mobilization model: (1) Partner NGOs; (2) community coalitions: formal groups comprising representatives from key community groups (e.g., women, traders, unions, traditional leaders, etc.)
- **Building Community Stakeholder Capacity:** Two streams of activities: (1) Partner NGOs received five-day training after series of capacity assessments (e.g. financial, managements, grants performance); (2) Community Coalitions received three-day training on community- action cycle, early warning preparedness and response, SEL.
- **Results:** (1) Helped establish 1400+ nonformal learning centers, recruiting 1000+ facilitators, enrolling 80,341 learners, (2) NGO subgrantees secured nearly US\$1.5 million from additional donors; (3) Coalitions established an additional 33 centers.

Embedding Sel in Literacy and Teacher Training in Afghanistan


Susan Hirsch-Ayari, Agatha van Ginkel, Janet Shriberg, Sarah Maniates, Ben Gauley

We wrote the field notes to share that:

- SEL can be contextualized in literacy curriculum, teacher professional development and education support and practices
 - SEL was harmonized with Literacy skills
 - Repetitive activities – brain building
 - Comprehension activities as opportunity to discuss SEL topics.
 - Speaking and writing activities as opportunities to talk and write about guided SEL topics
 - Literacy teachers became SEL teachers
 - Education support was provided through coaching and teacher learning circles



Lessons Learned

- Time 
- Parent/Teacher recognition 
- Measurement 
- Teacher Professional Development 
- Contextualization is a must! 



Despite the current realities in Afghanistan, these materials are still in use. Our hope is that will be the case even in a year or two from now.

Motivations

- War is generally bad for a variety of reasons, including:
 - Threatened future, fatalities and injuries, displacement, resulting in humanitarian troubles, and disruption of economic activities, giving rise to socioeconomic problems, short-term or otherwise.
- In South Sudan, greater focus has been placed on the humanitarian aspects of the war and little on all else.
- Oftentimes, this focus is then reduced to individuals who are caught in the conflict.
- That said, more ought to be understood about the extent to which the recent South Sudanese civil war has impacted human capital formation and accumulation.
- That is why the current study explores the nexus between primary school (institution) enrollment and the civil war in South Sudan, providing insights into educational returns to political violence.

Findings and Discussion

- We find that schools exposed to war lost 85 children annually on average.
- There is a statistically significant relationship between the number of boys dropping out of primary school and war.

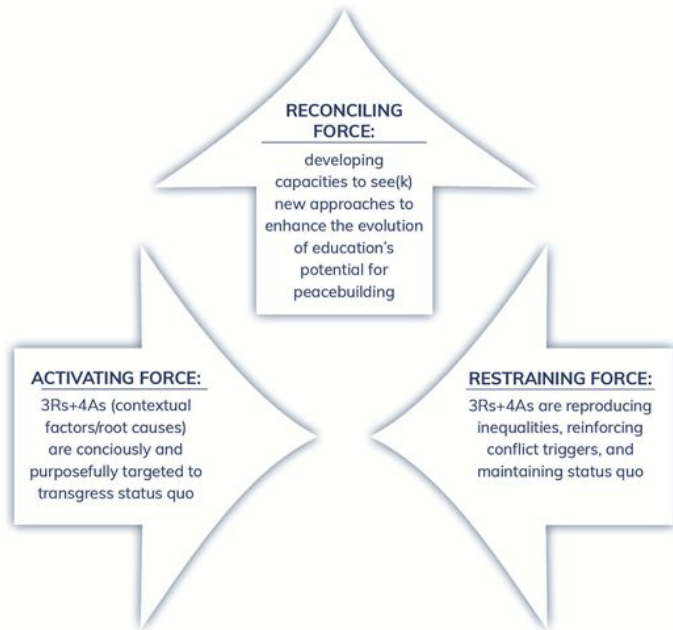
Discussion

- The adverse effect of war on human capital formation in South Sudan is particularly pertinent for boys than for girls. This suggests that the boys tend to be at greater risk of war consequences.
- That is, the decrease in female children's enrollment is not necessarily tied to political violence exposure. Sociocultural factors play a major role.
- Taken as such, although community safety as a whole is paramount during emergencies, the present findings suggest that increased efforts to secure primary education enrollment and attendance during times of conflict could lower the short- and long-term socioeconomic costs of political instability.

Learning to Become Smart Radicals: A Regenerative Lens on the Potential for Peace and Reconciliation through Youth and Education Systems - *JEiE* (2022)

- This article argues education is one of the most potent systems to support younger generations to become the “smart radicals” the world community will need to face the global “wicked” challenges that lie ahead
- It brings together two frameworks: 4Rs (Novelli, Lopes Cardozo & Smith 2017) and 4As (Tomaševski, 2005), and engages a regenerative development approach (Mang & Haggard, 2016). This results in the application of the law of three framework (Gurdjieff, in Bennet 1998) to develop a deeper understanding of education’s transgressive potential toward peacebuilding

Figure 3 Law of Three: A Regenerative Understanding of Reconciliation Relative to the 3Rs and 4As



- This dynamic systems framework invites to reflect on situations of tension (between so-called activating and restraining forces) beyond duality, by connecting it to (re)imagine reconciling forces
- The aim is to inspire the development of smartly radical questions; to support EiE research, policy, and practice design that is more critically informed and consciousness driven; and to advance the potential of education systems and stakeholders to regenerate younger generations and enable them to respond to “glocal” challenges in ways that are mindful, conscious, and effective.

For questions and suggestions, please feel free to email me @ t.a.lopescardozo@uva.nl

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