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STRENGTHENING RESILIENCE AND RESPONSE TO CRISES

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EXPERT ADVISORY CALL DOWN SERVICE – LOT B

STRENGTHENING RESILIENCE AND RESPONSE TO CRISES

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- > A user friendly, customer oriented outlook
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- > A focus on due diligence, efficiency and cost effectiveness.

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1 EVIDENCE BRIEFS – INTRODUCTION AND GENERAL SECTIONS

1.1 METHODOLOGY AND TYPES OF LITERATURE REVIEWED

These Evidence Briefs reflect the results from a review of the literature regarding each of the six themes and the three different Education in Emergency contexts. Three databases were used to access the relevant literature:

1. ERIC (Education Resources Information Centre) – which was used to search for peer-reviewed research studies from academic sources.
2. Google Scholar – which also produces peer-reviewed research studies, as well as grey literature.
3. Google – which was used to search for grey literature (such as reports, evaluations, and guidelines) produced by organisations working in EiE.

The documents that were reviewed for this Evidence Brief include:

- Literature published in peer-reviewed journals.
- Meta-studies or literature reviews that synthesised evidence on particular EiE topics or interventions.
- Grey literature published by research institutes, development and humanitarian programmes and organisations. Documents reviewed in this category are lesson learnt reports, background papers, programme evaluations, programmatic research and case-studies.
- Practitioner guidelines, public declarations, information from relevant public websites, including targeted searches in the following websites: INEE, UNHCR, UNICEF, USAID’s Education in Crisis and Conflict Network (ECCN), International Rescue Committee, Save the Children, Norwegian Refugee Council, Oxfam, DFID, HEART, WFP, IDS, ODI, Dev Tracker, Research for Development. Additional sources of evidence were also identified using the bibliographies and reference sections from previously reviewed articles.

Grey literature makes up the largest part (>80%) of the evidence base for each theme. The majority of the literature could not be classified as ‘robust evidence’ that is based on a rigorous research study that has been scrutinised by a peer-review process. This speaks to the difficulty of conducting rigorous research in emergency settings, but also to the uniqueness of some of the research questions – these are not all areas that have featured as a point of departure for research studies, particularly with regard to ‘what works’. However, a much larger body of ‘moderately robust’ evidence does exist, and this is comprised of case studies and programme evaluations conducted by organisations working in EiE settings. EiE handbooks written by seasoned practitioners have also been included, because although they have not undergone a rigorous research process to determine their effectiveness, they provide valuable suggestions for ways forward.

Inclusion/exclusion review: The following criteria were used to assess the appropriateness of the available literature produced by the searches:

- Come from a reliable source (ie., organisation or author with a track record in education or EiE)
- International literature
- English language publications
- Have been published or reprinted within the last 10 years
- Employed empirically-based quantitative, qualitative, or mixed-methods analysis
- Discussed relevant case study, programme evaluations, best practice or lessons learnt regarding one of the six themes
- Discussed standards/guidelines for related to education in emergencies

Some meta-analyses and overviews of the literature were also included in order to obtain a general view of the field and to acquire references for additional and relevant peer-reviewed publications.

2 ANNEX 1 – GLOSSARY

Child Friendly Spaces: are generally humanitarian response structures that exist to provide children with safe and protective environments in which they can participate in “organized activities to play, socialise, learn, and express themselves as they rebuild their lives” (Child Friendly Spaces in Emergencies: A guidebook for Save the Children Staff).

Child protection system: The set of laws, policies, regulations and services needed across all social sectors to prevent and respond to abuse, neglect, exploitation and violence affecting children’ (Save the Children 2010a).

Conflict/Hot conflict: refers to intense violence between groups (commonly involving arms) that causes citizens to flee the surrounding area. Their displacement can be to another area of the country (IDP) or to a neighbouring country (refugee). Hot conflict, which can include spikes of violence, can destabilise an area for an indefinite amount of time.

Coordination - Akl et al (2015) use the following definition of coordination in disaster and humanitarian crises: “the systematic use of policy instruments to deliver humanitarian assistance in a cohesive and effective manner. Such instruments include strategic planning, gathering data and managing information, mobilizing resources and ensuring accountability, orchestrating a functional division of labour, negotiating and maintaining a serviceable framework with host political authorities and providing leadership”.

Education Cluster: Education Clusters have been set up at field level in a large number of countries experiencing humanitarian crises. Education Clusters at the country level are crucial networks that coordinate education in emergencies work, bringing partners together to ensure priority needs are identified and met. Clusters at the country level are essential for information sharing and knowledge management, advocacy and resource mobilization and provide technical support to organizations implementing education programmes in extremely challenging contexts.

Equity requires securing all children’s rights to education, and their rights within and through education to realize their potential and aspirations. It also requires implementing and institutionalizing arrangements that help ensure all children can achieve these aims.

Inclusion requires responding to the diversity of needs among all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them¹.

Formal school/education – this includes all learning opportunities provided within a state system of schools (which can include private and faith-based schools), normally overseen by national ministries of education; but in emergency situations may be supported by other education stakeholders.

Education Cannot Wait (ECW): Rather than create a new institution and more fragmentation, Education Cannot Wait is a global platform that brings together the expertise, energy and capabilities of actors working in education in the humanitarian and development sectors. ECW will provide financial support to through two mechanisms:

¹ https://www.unicef.org/education/files/Equity_and_Inclusion_Guide.pdf

1. First response programmes (6 – 24 months) and multi-year (3-5 years) support to countries where emergencies and protracted crises have disrupted education and learning and targeted programmes to improve delivery of education and learning. This will be funded from a window referred to as the “Breakthrough Fund” and make up 95% of all allocations
2. Global or regional programmes designed to increase the scale, efficiency and effectiveness of existing humanitarian and development initiatives including evidence, policy and delivery. This will be funded from a window referred to as the “Acceleration Facility” accounting for the remaining 5% of allocations.

Fragile contexts may be defined as situations where governments cannot or will not fulfil their responsibility to protect and fulfil the rights of the majority of the population (World Vision 2012). Fragility is often closely inter-linked to emergencies with periods of crisis commonly followed by periods of fragility, and extended periods of fragility often preventing communities from having the capacity to deal with crisis.

Global Education Cluster: The Global Education Cluster is a group of representatives from humanitarian agencies directly or indirectly involved in the delivery of emergency education services or support of education in emergency technical policies and guidance. It was established to ensure system-wide preparedness and technical capacity to respond to humanitarian emergencies, and for ensuring greater predictability and more effective inter-agency responses in their particular sectors or areas of activity. The global cluster leads for education are UNICEF and Save the Children.

Host country teachers – these are teachers from the host country into which refugee students have entered. They are generally part of the state education system and have thus have qualifications and experience pertaining to that context.

Inclusion is defined as responding to the diversity of needs among all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them.²

Internally Displaced Person (IDP) – refers to persons who have been forced to leave their homes or places of habitual residence in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural disasters, and who have not crossed an internationally recognized State border³. At the end of 2014, the countries with the largest IDP populations were [Syria](#) (7.6 million), [Colombia](#) (6 million), [Iraq](#) (3.6 million), the [Democratic Republic of the Congo](#) (2.8 million), [Sudan](#) (2.2 million), [South Sudan](#) (1.6 million), [Pakistan](#) (1.4 million), [Nigeria](#) (1.2 million) and [Somalia](#) (1.1 million)⁴

Natural disasters: Include earthquakes, landslides, floods, tsunamis and other disasters that can cause the destruction of schools or leave areas uninhabitable, thereby forcing individuals to relocate. There is widespread concern that climate change will increase the number and severity of natural disasters in the future and the literature suggests that geographically, cities in Asia will experience the largest number and most diverse range of natural disasters.

Non-formal school/education - this takes place both within and outside educational institutions and caters to people of all ages and include Accelerated Learning Programmes (ALP), Community-based education (CBE), remedial classes, catch-up programmes, basic literacy and numeracy classes, and psychosocial activities,

² https://www.unicef.org/education/files/Equity_and_Inclusion_Guide.pdf

³ Deng, Francis. "The guiding principles on internal displacement".

⁴ "UNHCR – Global Trends – Forced Displacement in 2014."

amongst others. Non-formal education programmes are characterised by their variety, flexibility and ability to respond and cater to the specific educational background and needs of children or adults. Curricula may be based on formal education or on new approaches, but do not necessarily lead to certification.

Political Settlement: Political settlements are the expression of a common understanding, usually forged between elites, about how power is organised and exercised. They include formal institutions for managing political and economic relations, such as electoral processes, peace agreements, parliaments, constitutions and market regulations. But they also include informal, often unarticulated agreements that underpin a political system, such as deals between elites on the division of spoils (DFID 2010:22).⁵

Political Settlement Analysis: Entails understanding how power and constraint is organised in a particular political settlement, as this can help shape effective development interventions, assess the potential impact of those interventions and for avoid doing harm. Political settlement analysis literature has generated a number of typologies of political settlements, as well as theories that link different political settlement types to levels of political will, state capability, the success or failure of various policy initiatives and, ultimately, development outcomes.

Protracted refugee crises: UNHCR defines a protracted refugee situation as one in which 25,000 or more refugees from the same nationality have been in exile for five or more years in a given asylum country. While this criterion is applied for monitoring purposes, it has some limitations. Based on this definition, it is estimated that some 6.7 million refugees (41% of those under UNHCR's mandate) were in a protracted situation by the end of 2015. These refugees were living in 27 host countries, constituting 32 protracted situations⁶

Quality education: UNICEF (2006) states that a quality education "aims to allow each child to achieve his or her full potential...and provide them with the skills to undertake further study". In order to achieve such an outcome, a number of components are required, such as: equitable and inclusive access; safe learning environments; adequate materials for teaching and learning; student centred, standards-based and context-specific curriculum; well-trained teachers with good subject knowledge and pedagogy; and good school management that ensures administrative support and leadership, amongst others (INEE 2012).

Refugee: a person who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his/her country of origin, is compelled to leave his/her place of habitual residence in order to seek refuge in a place outside his/her country of origin or nationality⁷. During 2015, Turkey registered 946,800 refugees from Syria, Lebanon (45,300) and Jordan (39,400). Other countries that received large numbers of refugees included Sudan (79,200), Ethiopia (74,600), Rwanda (72,800), Cameroon (65,500), the Democratic Republic of the Congo (62,400), and Uganda (54,000)⁸

Refugee teachers – these are refugees who have crossed borders due to conflict or emergency. Some have been teachers in their home country, but the majority have been recruited to fill gaps (as experienced teachers are in short supply) and do not have any background or qualification in teaching (INEE 2010a).

Value for Money - DFID's approach to value for Money (VfM) is about maximising the impact of each pound spent to improve poor people's lives (DFID 2011). This requires clarity about the results one wants to achieve

⁵ DFID (2010). *Building Peaceful States and Societies*. A DFID Practice Paper. London: DFID.

⁶ <http://www.unhcr.org/576408cd7.pdf>

⁷ *Assembly of Heads of State and Government (Sixth Ordinary Session) 1969*.

⁸ <http://www.unhcr.org/576408cd7.pdf>

and the costs involved; confidence in the strength of the evidence base on which interventions and assumptions are based; and ensuring results are targeted at the poorest. It is conceptualised as '4Es': how to improve the quality and price of inputs (economy), how to maximise conversion of inputs into outputs (efficiency), how well outputs achieve the desired results (effectiveness), and the degree to which the results of the intervention are equitably distributed (equity). Cost effectiveness is also key: what is the impact relative to how much has been invested? Finally, as costs can vary across different contexts, an important part of VFM is having the right processes, systems and behaviours in place (DFID 2011). Examples of key education input unit costs might include teacher salaries; teacher training; textbooks; school/classroom construction; girls' education stipends. Education output unit costs might include cost of supporting a child in primary school; in lower secondary school; to complete primary school; to graduate primary with minimum learning achievement. All of DFID's partners – NGOs, multilaterals, private sector, governments – play a critical role in delivering value for money. DFID can influence this through its funding choices; in the design of its programmes; through assessment and improvement of partner capability and delivery; accountability mechanisms such as annual and mid-term reviews; and in understanding and leveraging impact from markets.