



Education for Children Affected by Emergencies

Exploring challenges and promising approaches for children with disability: What is the evidence?

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Where we were....

In Darfur:

- Only 41.3% of children between 6 and 18 years old had received any education.
- The three main reasons given why children could not go to school were:
 - absence of school (28%);
 - lack of means (25.7%);
 - the need to help at work or in the house (18.1%)
- Education for a child with disabilities depended largely on parental attitudes, proximity and physical access to the structure and likelihood of acceptance in class
- Exclusion went beyond the classroom, including in non-formal education structures, such as child-friendly spaces or children's clubs, which have protective as well as education functions (e.g. feeding and vaccination programmes)



(Trani et al 2011)

Longer term impacts - Liberia

- Women with disabilities had the lowest literacy/numeracy rates of sample populations (86% compared to 77% non-disabled women).
- Disabled women were more likely to have experienced crime or violence in the previous year (26% compared to 18% of non-disabled women)
- Significantly more disabled women reported never feeling safe outside the home compared to non-disabled women (17% compared to 7% non-disabled women).

<http://www.ucl.ac.uk/iehc/research/epidemiology-public-health/research/leonard-cheshire-research/research/active-research-programmes/esrc-Liberia>



What do the reviews tell us about evidence gaps?

- More and better quality studies are needed, that explore **system- and school-level interventions**, rather than focusing on improving the skills of individual children.
- A lack of evidence was lacking on the **effectiveness of interventions by gender**;
- Lack of evidence from **humanitarian** settings;
- Lack of evidence regarding outcomes other than educational skills, such as **academic achievements** (e.g. high school graduation achieved), **social inclusion at school, and stigma**.
- No evidence on interventions to improve outcomes in lifelong learning or **non-formal education**

(Kuper et al 2018)

- ‘Wealth’ of evidence on interventions that aim to include and protect children in protracted conflict and refugee contexts; however, there was **limited evidence located within natural disaster settings**.
- While there is evidence on effectiveness of ‘safe spaces’ for children in refugee camps, it consists mainly of programme evaluations of interventions that **rarely interface with a country's broader education system**.
- No evidence was found regarding inclusion or **child protection activities in government schools** in emergency contexts.
- Most of the evidence on protection and inclusion in education in emergencies focuses on girls, and **very little can be found on children with disabilities** or other highly vulnerable groups, such as orphans or child soldiers

(Cambridge Education 2017)

Recommendations to Strengthen Research and Evidence on Girls Education in Conflict Setting

- Increase research and targeted programming on gender-responsive education in conflict-affected countries.
- Disaggregate data by sex and conduct gender analysis during programme design stages
- Broaden research to include all levels of education, from early childhood to higher and adult education.
- Adhere to standards of evaluation that improve the rigour of analysis and support a comprehensive mapping of girls' education programmes in conflict situations.
 - Expand the scope of research to include impact evaluations of programmes that support transitions between levels of education, transitions to employment, and empowerment.

(Pereznieto et al 2017)

Some Issues to Consider...

- Need both specific and targeted research ('twin track') – include children with disabilities in broader research around EiE, as well as in explicit avenues of research;
- There is a need to better understand the differences between 'formal' and 'non-formal' setting on education outcomes - emerging evidence from LC GEC-T programme linking high self esteem to improved education outcomes;
- Role of DPOs and other actors – emerging evidence from LC DFID/ESRC research in Liberia on the importance of *trust*;
- Need to agree on evidence-based targets and indicators around inclusion and empowerment in emergency settings



Questions?

Thank you!