



# EVIDENCE BRIEF 5: PROTECTION AND INCLUSION

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# 1 INTRODUCTION

## 1.1 STRENGTH OF EVIDENCE

The review found robust evidence on interventions that aimed to protect children in an inclusive way in hot conflict and protracted refugee contexts; and limited evidence regarding natural disasters. Lessons learnt regarding the implementation of 'safe spaces' for children in refugee camp settings are well documented. However, evidence on how child protection in schools operating as part of a national education system was not found. The evidence consists mainly of programme evaluations at the local level that rarely interface with a country's education system. Regarding inclusion, most of the evidence relates to interventions that focus on girls. Evidence on how education interventions can be inclusive of children with disabilities or other highly vulnerable group, (such as orphans or child soldiers) is thin.

## 1.2 RESEARCH QUESTION AND DEFINITIONS

Conflict, disasters, and state fragility have devastating effects on children's lives, and further exacerbate challenges to providing inclusive education and child protection. The children who are most affected by exclusion and protection issues during emergencies are typically the most vulnerable and marginalised children in the community, such as girls, children with disabilities, children from ethnic or religious minorities, children without parental care, and children from the poorest segments of society. Thus, education can play a protective role in emergencies, providing a safe space for children and young people to receive support from responsible adults. Given this situation, this Evidence Brief is guided by the following research question:

*How can DFID (and its partners) ensure that formal/informal schools are safe spaces that protect children and are inclusive of the most vulnerable - particularly girls and children with disabilities?*

This Brief aims to summarise what is and is not known about the protection and inclusion of the most vulnerable children during conflict, protracted refugee crises, and natural disasters. This Brief, uses a Save the Children definition of child **protection** systems: 'a set of laws, policies, regulations and services needed across all social sectors to prevent and respond to abuse, neglect, exploitation and violence affecting children'.<sup>1</sup> **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.<sup>2</sup>

## 1.3 HOW THE EVIDENCE IS STRUCTURED

The following table summarises the evidence that has been included in this Brief. It presents four themes that were most prominent in this literature:

1. Ensuring education inclusion during conflict and/or refugee crises
2. Supporting traumatised children during conflict and/or refugee crises
3. Protecting girls from GBV during conflict and/or refugee crises
4. Providing safe spaces and child protection during conflict and/or refugee crises

Although the table does include a fifth theme (ensuring education inclusion during/after a natural disaster), this was to acknowledge DFID's interest in this area and to demonstrate the dearth of evidence that exists.

Studies have been classified as 'robust evidence' (rigorous research scrutinised by a peer-review process), 'moderately robust' (research with varying degrees of rigour that has not been peer reviewed), and 'not

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<sup>1</sup> (Save the Children, 2003)

<sup>2</sup> (UNGEI/Fast Track Initiative, 2010)

researched' (guidelines based on practitioner experience). Based on the findings of the studies, they have also been classified as 'promising', 'inconclusive', and 'ineffective'.

Table 1 – Categorized studies summary

	Ensuring education inclusion during conflict and/or refugee crises	Supporting traumatised children during conflict and/or refugee crises	Protecting girls from GBV during conflict and/or refugee crises	Providing safe spaces and child protection during conflict and/or refugee crises	Ensuring education inclusion during/after a natural disaster
<b>Promising interventions</b>	Village-based schools in Afghanistan reduce distances to travel and improve girls' access and achievements - <b>robust evidence</b> (Burde & Linden, 2013)	NRC Teacher training in Gaza on providing children with psychosocial support showed positive effects on children's wellbeing - <b>robust evidence</b> (Schultz & et al, 2016)	IRC gender-based violence centres that provide mobile services to Syrian girls and women in urban areas in Lebanon - <b>moderately robust evidence</b> (Lilleston & et al, 2016)	These case studies/programme evaluations demonstrated positive effects but also had many areas for improvement:  UNICEF safe space case studies provide many strategies/ideas in a variety of contexts (training youths to be 'play therapists' to younger children, safety whistles, etc.) - <b>moderately robust evidence</b> (UNICEF, 2004)  World Vision Child Friendly Space in Buramino refugee camp in Ethiopia had positive effects but gender responsiveness in teaching/ facilitation could be improved - <b>moderately robust evidence</b> (Metzler & et al, 2013)  War Child Holland Safe Space in South Sudan had positive effects but the quality of teaching could be improved - <b>moderately robust evidence</b> (Gladwell, 2011)	
<b>Inconclusive interventions</b>	Teacher training in northern Uganda on gender and inclusion had some positive effects, but programme design, training materials and implementation could be improved - <b>robust evidence</b> (Chinen & et al, 2017)	Teacher training in DRC on Learning to Read in a Healing Classroom generally improved children's wellbeing with some inconclusive results - <b>robust</b>	IRC distribution of handheld solar lights to girls/women in Haiti improved their daily lives and activities, but did not target or reduce the root causes of gender based violence in camps - <b>moderately robust evidence</b> (IRC, 2015)		GEC Ebola response in Sierra Leone provided radio programming and study groups for girls. The intervention was positive but needed to be part of a more holistic approach - <b>moderately robust evidence</b> (Girls

		<b>evidence</b> (Torrente & et al, 2015)			Education Challenge, 2016)
<b>Ineffective interventions or results from lack of intervention</b>	<p>Burmese Refugee Camp schools did not have infrastructure or teachers equipped to accommodate children with special needs - <b>robust evidence</b> (Oh &amp; Van der Stouwe, 2008)</p> <p>Study on ways in which children with disabilities are excluded in Sudan and Sierra Leone - <b>moderately robust evidence</b> (Trani &amp; et al, 2011)</p>		<p>Study on Syrian children’s vulnerability to gender-based violence in Jordan - <b>moderately robust evidence</b> (UN Women, 2013)</p>	<p>Tanzanian Nyarugusu Refugee Camp programmes excluded girls because they were too far to travel to (the camp is 52 square km); they did not account for girls’ extra chores (firewood collection); and girls were intimidated by other participants (boys and older youth) - <b>moderately robust evidence</b> (Paik, 2012)</p> <p>Ugandan Kyaka II Refugee Settlement programmes did not reach girls because of their domestic duties, lack of parental engagement and use of English - <b>moderately robust evidence</b> (Women's Refugee Commission, 2012)</p>	
<b>Practitioner guidelines</b>	INEE guidelines for inclusion & gender, UNESCO EiE, Oslo Summit recommendations ( <b>not researched</b> )	IASC Guidelines for Mental Health ( <b>not researched</b> )	IASC guidelines for gender based violence interventions in humanitarian settings ( <b>not researched</b> )	Global Education Cluster guidelines on child protection, INEE guidelines for child protection, Save the Children Handbook on Child friendly spaces ( <b>not researched</b> )	Climate Change and Education Guidelines for Bangladesh (Das, 2010)

## 2 KEY FINDINGS FROM THE LITERATURE REVIEW

There were several key findings and lessons learnt from the interventions reviewed for this Brief. These have been listed below and have also been provided at the end of each document summary.

1. Distance to school is a major barrier for both girls and children with disabilities – if there are resources to build more community schools or a transport system, this will have positive effects on enrolment at the primary level.<sup>3</sup> Depending on context, home schooling may be a temporary option.
2. There are a number of organisations who have conducted teacher training programmes on psychosocial support for children and replication of some of their materials and training models should be considered. Most notably, Norwegian Refugee Council's (NRC) materials and model for teacher training has demonstrated positive psychosocial outcomes for children.<sup>4</sup>
3. Bringing gender based violence (GBV) response and support direct to beneficiaries has positive effects. International Rescue Committee's (IRC) mobile programme travelled to women's and girls' own communities and provided them with free access to emotional support groups, recreational activities, and a case worker who provided links to legal, health, and other necessary services. It would be worth exploring how IRC's model could travel to schools and be taken to scale.<sup>5</sup>
4. Irrespective of whether it is an emergency or non-emergency context, the efficacy of teacher training on gender responsive pedagogy (or any topic) is dependent on the quality and relevance of the materials and the model of training. One-off workshops and cascade models are not often effective; neither is the use of academic/abstract definitions that often feature in gender training.<sup>6</sup>
5. One-off interventions such as solar lights or radio programmes cannot improve the safety or inclusion of girls on their own – they should be part of a more holistic package of interventions that are designed to address the numerous constraints that girls face in their context.<sup>7</sup>
6. Issues of disability often get deprioritised when competing against other challenges, particularly in refugee camps. If there is a serious concern for inclusion of children with disabilities, proper resources, training, and planning needs to be made explicit for this.<sup>8</sup>
7. There are many creative and efficacious strategies being used in safe space or 'child friendly' programmes based in refugee camp settings. It would be worth exploring how these could be adapted and used in school-level structures within national education systems.<sup>9</sup>

Regarding the last key finding, there is a need to reflect on how to bring the protection aims, outcomes and resources of child friendly spaces into the realm of the education system. Although schools can play a protective role in emergencies, they are not typically the structure through which child protection is implemented in emergency settings. When schools and/or the education system cannot operate due to conflict, first responders establish child friendly spaces (often in camp settings) to provide psycho-social support, orientation and registration of separated children, advocacy for child rights, and informal education. When (or if) schools are again operational, it would be ideal if they could provide the same levels of child protection and support offered by child friendly spaces (particularly since government schools can often be a *source* of sexual violence and corporal punishment against children, as well as exclusion of the most vulnerable).

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<sup>3</sup> (Burde & Linden, 2013)

<sup>4</sup> (Schultz & et al, 2016)

<sup>5</sup> (Lilleston & et al, 2016)

<sup>6</sup> (Metzler & et al, 2013)

<sup>7</sup> (IRC, 2015) (Girls Education Challenge, 2016)

<sup>8</sup> (Gladwell, 2011) (Oh & Van der Stouwe, 2008) (Trani & et al, 2011) (Saebones & et al, 2015)

<sup>9</sup> (Lilleston & et al, 2016) (UNICEF, 2004) (Metzler & et al, 2013) (Gladwell, 2011) (Women's Refugee Commission, 2012) (Paik, 2012)



However, this is where the aims, scope, and resources of humanitarian work and development work differ. Child friendly spaces are generally short-term solutions that focus on child protection; they often have sufficient resources to pay for staff and materials, and although they may work with government actors responsible for child protection, rarely do they interface with the broader education system and structures. That said, there are 'safe space' interventions at the school level that have proven successful in non-conflict settings (e.g. afterschool girls' clubs), and this may be one way to emulate the child friendly space model within government schools.

In addition to this, Nicolai and Triplehorn (2003) put forward a set of recommendations on ways to ensure that schools become 'safe spaces' during conflict.<sup>10</sup> These include:

1. With the adoption of the Rome Statutes, the targeting of schools and educational facilities by parties in conflict, can be prosecuted as a war crime. Thus, schools and educational facilities could be officially designated as 'safe areas'. This should be done by governments and emphasised in communications with all parties and communities in conflict.
2. Teachers and organisers of educational activities should receive training to help them understand and identify child protection concerns; and as a condition of employment, all individuals working with children should be asked to sign a code of conduct that articulates appropriate behaviour and proper relations with children.
3. Barriers to educational access should be identified and addressed. Educational programmes should aim to include all children. This implies designing programmes that minimise impediments to access, such as poverty, gender, disability, or membership of a particular social or ethnic group.
4. Curricula for school and child friendly spaces and clubs should encourage peace and respect for human rights. In areas of conflict, curricula should be reviewed for bias, and messages that reinforce division and negative stereotyping should be removed. Teachers should be trained to introduce concepts of tolerance, human rights, and conflict minimisation.
5. Monitoring, reporting and mechanisms to follow up on child protection cases should be included in any programme.

Although the above recommendations are not based on research evidence, they do provide recommendations that help to answer the overall research question for this Evidence Brief.

### 3 LIMITATIONS OF THE EVIDENCE REVIEWED

Although there is relatively robust evidence of 'what works' regarding protection and inclusion in EiE settings, there are broad gaps in the evidence base that are worth noting. These gaps include:

1. **Evidence from contexts of DFID interest:** there are many contexts of interest addressed in the literature (South Sudan, Lebanon, Jordan, Ethiopia); however, there remain gaps regarding other locations, such as Syria, DRC, and Somalia.
2. **Evidence on protection and inclusion for natural disasters:** although there is evidence on protection and inclusion in conflict and refugee crises, there is little to none regarding natural disasters.
3. **Evidence on children with disabilities:** although there are some studies that unpack the challenges that children with disabilities face in emergencies, there is no evidence on education interventions that aim to protect or include this group.

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<sup>10</sup> (Nicolai & Triplehorn, 2003)

4. **Evidence on internally displaced persons (IDP):** much of the evidence surrounding protection and inclusion focuses on refugee contexts and challenges. This can be problematic as responses and interventions can differ for IDPs.
5. **Evidence on ‘what works’ at a systems level:** as mentioned earlier, much of the robust research evidence focuses on interventions at the micro or grassroots level only. There is no rigorous research on how to work with governments, development partners or humanitarian teams to ensure that education structures and systems for protection and inclusion are sustained. That said, many practitioner guidelines and standards do provide ways forward in this area.

It is also worth noting the gaps within the four prominent evidence themes that were identified:

1. **Interventions to ensure education inclusion focuses on girls only** – there is no evidence of interventions that aim to reach and include children with disabilities (or other highly vulnerable groups, such as orphans or child soldiers).
2. **Interventions to support traumatised children do not differentiate** – there is no evidence of interventions that provide extra or differing psychosocial support to children with different levels of vulnerability (such as girls, child soldiers, children with disability).
3. **Protection from violence focuses on girls only** – this is understandable, as girls are often the most vulnerable to sexual violence during conflict or in protracted refugee settings: however, there is no evidence of interventions on violence against other children.
4. **Interventions to provide safe spaces and child protection work completely outside of the education system** – it is clear that child friendly spaces are the primary structures for provision of child protection in emergencies, but there is no evidence that these structures interface with schools or education ministries.

Given these gaps, it should be noted that just because there is no *evidence* of the interventions noted above, this does not mean that such efforts are not happening. There may be small pockets of work aiming to include children with disabilities in schools, but they may not have been documented or researched. These gaps generally reflect oversights by the international community, and donors should pay attention to them if they are serious about leaving no child behind, particularly children with disabilities.

## 4 CONCLUSION

This review of evidence consists mainly of programme evaluations at the local level that rarely interface with a country’s education system. There are many creative and efficacious strategies being used in programmes that provide ‘safe spaces’ for children during hot conflict or protracted refugee crises and it would be worth exploring how these could be adapted to ensure that government schools are safe spaces that protect children. Although schools can play a protective role in emergencies, they are not typically the structure through which child protection is implemented in emergency settings and this review did not find evidence of collaboration between governments, development partners or humanitarian teams to ensure that education structures and systems for protection and inclusion are sustained. A significant form of guidance that has emerged from this Brief would be to strengthen the child protection and inclusion capabilities of government schools by drawing from promising interventions that have been discussed, and contextualising them for school settings.

## 5 ANNEX 1 – SUMMARIES OF DOCUMENTS AND BIBLIOGRAPHY

### 5.1 PROMISING INTERVENTIONS TO ADDRESS VULNERABILITY AND EXCLUSION

**Bringing Education to Afghan Girls: A Randomised Controlled Trial of Village-Based Schools** (Burde & Linden, 2013)

This study tested used a randomised controlled trial in rural northwest Afghanistan to measure the access effects of placing a school within hard to reach villages. Using a total sample of 31 villages, the study measured the initial one-year effects of 12 new village-based schools on the enrolment and academic performance (maths and language skills) of 1,490 primary school-age children, and compared these effects to 19 villages that received schools the subsequent year. The programme significantly increased enrolment and test scores amongst all children, particularly for girls. Girls' enrolment increased by 52 percentage points and their average test scores increase by 0.65 standard deviations. Boys' enrolment increased by 35 percentage points, and average test scores increase by 0.40 standard deviations. To explain the larger improvements for girls, qualitative research found that the families expressed a desire to send both their sons and daughters to primary school but, given conservative cultural norms, girls were not allowed to travel the necessary distances alone to non-village-based schools. Thus, placing schools in close proximity to households increased parents' willingness to allow their girls to travel alone. However, after primary schooling, gender gaps in enrolment still persist, likely due to other cultural norms such as early marriage. **Key lesson/reflection: distance to school is a major barrier for both girls and children with disabilities – if there are resources to build more schools or a transport system, this will have positive effects on enrolments at the primary level.**

**School-Based Intervention in Ongoing Crisis: Lessons from a Psychosocial and Trauma-Focused Approach in Gaza Schools** (Schultz & et al, 2016)

This qualitative study investigated the NRC Better Learning Programme, a school-based response in Gaza that combined psychosocial and trauma-focused approaches to help teachers, school counsellors, and parents empower schoolchildren with strategies for calming and self-regulation, particularly those who reported having nightmares and sleep disturbances which disrupted their learning. The approach incorporated five principles that are used to inform intervention and prevention efforts, both in the immediate aftermath of a critical event and up to three months thereafter. These included: 1) to promote a sense of security; 2) to calm; 3) to foster a sense of self- and collective efficacy; 4) to promote connectedness; and 5) to instil hope. The intervention was implemented in 40 schools over two and a half years, with a target group of 35,000 pupils. Pupils, participating in the programme, reported having trauma-induced nightmares an average of five nights a week. Eight weeks after the intervention ended, the nightmares were eliminated or reduced to one night a week for about 70 percent of participants. The remaining 30 percent experienced a reduction but continued to have more than one weekly nightmare. This pattern was generally repeated in the subsequent intervention rounds. Although these effects were not correlated with learning outcomes, gains in psycho-social wellbeing are generally associated with better mental health outcomes, enjoyment of school, and a higher level of effort. **Key lesson/reflection: it would be worth using the materials and model for this teacher training programme (and adapting for scalability, if necessary) as it proved to have positive psycho-social outcomes for children.**

**Reaching Refugee Survivors of Gender-Based Violence: Evaluation of a Mobile Approach to Service Delivery in Lebanon** (Lilleston & et al, 2016)

This qualitative study investigated the effects of an IRC mobile approach to gender-based violence response and mitigation, that aimed to reach non-camp-based Syrian refugee women and girls living within urban and

peri-urban communities in Wadi Khaled, Lebanon. One day per week over the course of six months, the programme travelled to women's and girls' own communities and provided them with free access to emotional support groups, recreational activities, and a case worker who provided psychosocial support and links to legal, health, and other necessary services. These activities were conducted in temporary safe spaces, which entailed locations that were familiar to girls and women, such as clinics, mosques, and community centres. Findings from the study concluded that the programme increased access to emotional support, advice, information, and resources; broadened Syrian women's and girls' social network and building social cohesion; broke down barriers between Syrians and Lebanese and combatting stigma against refugees; and increased knowledge of safety-promoting strategies, healthy coping techniques, and self-worth. **Key lesson/reflection: bringing GBV response/support to beneficiaries has positive effects – it would be worth exploring how this model could travel to schools and be taken to scale.**

#### **Adolescent Programming Experiences During Conflict and Post-Conflict** (UNICEF, 2004)

This paper reviews a variety of UNICEF's 'safe space' programmes for adolescents in conflict and post-conflict contexts, such as Colombia, Somalia, Northern Uganda, Angola, and the Occupied Palestinian Territories. This paper is not rigorously evidenced but the description of programmes is useful for identifying specific needs and approaches which have been proven to work in practice, such as the 'Return to Happiness' programme in Colombia, which trains adolescents to be mentors and 'play therapists' for younger children who have been exposed to violence and civil conflict. Using adolescents as teachers and therapists is an interesting way to involve them in the safe space, as it both helped the younger children return to normalcy, but also built the adolescents' self-esteem, trust, and decision-making abilities, as well as giving them a community role which built a sense of belonging. Strategies for preventing *violence against children included*: i) providing whistles to children so they can sound an alarm, together with a response system based on community-based child protection networks and civilian police; ii) providing girls with dignity kits that include torches and culturally appropriate clothing as early as possible after a crisis event; iii) training women as unarmed civilian peacekeepers and GBV monitors; and iv) using SMS messaging to encourage reporting of GBV where quality services are available. **Key lesson/reflection: there are many creative and efficacious strategies being used in these safe space programmes – it would be worth exploring how these could be adapted/used within school-level safe space structures.**

#### **Evaluation of Child Friendly Spaces: Ethiopia Field Study Summary Report** (Metzler & et al, 2013)

This is a mixed-method study that evaluates World Vision's two Child Friendly Spaces (CFS) in Buramino refugee camp in Ethiopia, which hosted Somali refugees and provided literacy and numeracy classes, recreation, and psycho-social services. Morning sessions were for children aged 6-11 and afternoon sessions for adolescents aged 12-17. The older group showed great increases in literacy and numeracy: however, girls' achievements were lower than boys, which was attributed to the previous lack of educational opportunity for girls in Somalia, and the non-gender responsive teaching methods that were used. Various psycho-social measures show that adolescents attending the CFS improved to 'normal' levels over time, more than adolescents not attending. The major finding regarding gender was that girls with more positive values, sources of support, and commitment to learning were more likely to attend CFSs, and that access was more difficult for girls lacking these 'resilience' traits. Children with extreme psycho-social difficulties demonstrated slightly greater improvement than others if they attended the CFS, indicating that CFS had a normalising role in supporting children's adjustment for the most affected children. Recommendations included: 1) active outreach, targeting, and gender-sensitive enrolment practices should be used to enable girls to attend CFSs; 2) teaching methods should be gender responsive and clearly accessible to girls. **Key lesson/reflection: as above – it would be worth exploring how these could be adapted/used within school-level safe space structures.**

#### **War Child Holland, Sudan Kosti Child Friendly Space: Evaluation Report** (Gladwell, 2011)

This qualitative study provided a programme evaluation of a Child Friendly Space (CFS) implemented jointly by War Child Holland and Plan Sudan. The objective of the CFS was to ensure that children and young people in transit to and/or from South Sudan benefit from protection, education, and psycho-social support activities. During interviews, children spoke repeatedly of positive changes in the areas of friendship and knowing how to form relationships; risk awareness and being better able to protect themselves and others; child rights and understanding what these are and how they affect them; behaviour and tolerance of children from other backgrounds; psychosocial impacts including emotional wellbeing, confidence, and aspirations; and finally, in the area of learning and improving skills. The outcomes spread from children to parents, communities, and even educators themselves in many of these same areas. Alongside these significant positive outcomes are areas for improvement. Whilst the CFS placed more emphasis than most on learning, the quality of said learning could be improved through additional educator training and curriculum support, particularly regarding issues of disability and gender inclusion. **Key lesson/reflection: as above – it would be worth exploring how these could be adapted/used within school-level safe space structures.**

## 5.2 INCONCLUSIVE INTERVENTIONS TO ADDRESS VULNERABILITY AND EXCLUSION

### **Can Teacher-Training Programs Influence Gender Norms? Mixed-Methods Experimental Evidence from Northern Uganda (Chinen & et al, 2017)**

This is a mixed method study of a programme for gender socialisation in schools within a conflict-affected setting, which entailed training materials, teacher training and reinforcing text messages to reduce gender stereotypes, improve gender equity, and promote peacebuilding. Quantitative evidence indicated that the programme resulted in an increase in teachers' knowledge of some of the information provided in the training; however, qualitative data also pointed to the difficulty of learning abstract concepts, such as gender disparity. Qualitative evidence also indicated that teachers understood that classroom discrimination based on gender identity could affect social interactions, girls' self-confidence, and their feeling that they need to withdraw from school during menstruation. There was limited evidence for positive programme effects on attitudes toward gender equality, attitudes toward sexual harassment, and punishment for sexual harassment or violence. There was no evidence that the complementary text messages, sent to reinforce the information communicated during the teacher training had a positive impact, which may have been due to the fact, that messages about gender equality are too complex to communicate via SMS. Recommendations included involvement by parents, politicians, and other community leaders in creating a more enabling environment in which new ideas can be welcomed; simplification of concepts/messages; and the need for consistent and refresher training. **Key lesson/reflection: the efficacy of teacher training on gender responsiveness is dependent on the quality and content of the materials and the model of training. This model could use improvement.**

### **Improving the Quality of School Interactions and Student Well-Being: Impacts of One Year of a School-Based Program in the Democratic Republic of the Congo (Torrente & et al, 2015)**

This study consisted of a cluster-randomised trial of a Learning to Read in a Healing Classroom (LRHC), an in-service teacher and head teacher training programme in the DRC, to examine effects on two sets of outcomes: 1) children's perception of levels of support/care and predictability/cooperation in the school and classroom; and 2) children's subjective well-being, as measured by self-reports of peer victimisation and mental health problems. After one year of partial implementation, students in the treatment group perceived their schools and teachers to be more supportive and caring, but also less predictable and cooperative. Specifically, students in treatment schools felt more welcome, respected, safe, and more supported by their teachers; they also experienced their classrooms as being more intellectually engaging and stimulating than students in the control group. However, contrary to expectations, students in treatment schools also perceived their learning environments to be less predictable and cooperative, in particular, students knew less about their school activities and perceived that teachers encouraged them less to cooperate than in the control group. These

effects were not correlated with learning outcomes. **Key lesson/reflection: Although the teacher training was generally of good quality, the content and model of this teacher training could be reviewed/improved to be more efficacious.**

#### **Lighting the way: The role of handheld solar lamps in improving women's and girl's perceptions of safety in two camps for internally displaced people in Haiti (IRC, 2015)**

International humanitarian guidelines call for the distribution of individual lighting to women and girls during conflict and disasters, in order to reduce risk of violence: however, little evidence exists to support these guidelines. Thus, this study evaluated a programme that distributed handheld solar lights to women and girls living in two internally displaced persons (IDP) camps after the 2010 earthquake in Port-au-Prince, Haiti. This mixed method study asked 875 women and girls about the sources of lighting they used, their participation in night-time activities, and their sense of safety in the camps at night, at baseline, midterm and endline of the solar light distribution programme. The majority of women and girls, enjoyed using the lamps in their daily lives and did go outside at night more frequently: however, the lamps themselves did not increase their sense of safety. In fact, unsafe camp conditions actually worsened over the course of the study. Women stated that their sense of safety would only be improved with the presence of security personnel, public lighting, and better infrastructure in the camps. Therefore, although handheld solar lamps are an important personal resource for women and girls in humanitarian settings, they cannot alone effectively address the complex root causes of gender-based violence or girls' sense of safety. **Key lesson/reflection: A more holistic risk-reduction package for women and girls is necessary, however, solar lights can play a valuable role within it.**

#### **Education in Emergencies Endline Evaluation Report – Sierra Leone (Girls Education Challenge, 2016)**

This GEC EiE programme was designed to support the Government of Sierra Leone's response to the Ebola Virus Disease (EVD) outbreak as well as to respond to the needs of the 65,959 (boys 37,361, girls 28,598) children who were unable to take their end of Junior Secondary School Examinations due to school closures. Despite being unsure how long the school closure would last the programme was designed as a one-year intervention to follow on from and replace the original programme that ran whilst schools were open. This revised programme included a radio learning programme across five target districts and facilitated self-study groups that provided girls a safe place to study and additional, targeted academic support. Programme volunteers monitored the study groups and encouraged girls to use the radio teaching as well as the education materials they had received. The EiE end line found that no single intervention would allow girls in Sierra Leone to gain a quality education. It concluded that as a part of the transition and recovery plan it is essential to look at all challenges surrounding children's learning in schools. A holistic approach, is required to prevent drop outs. Main recommendations included: 1) schools should look for ways of ensuring that the radios supplied to the GEC girls are continued to be used in other ways; 2) after the emergency, some parents and caregivers may have the tendency of reverting to 'business as usual' where they take most of the girls' time on domestic work. To avoid this, programming should continue to sensitise parents and caregivers to shift these social norms. **Key lesson/reflection: A more holistic intervention to support girls' education during disaster is necessary: however, radio programming can play a valuable role within it.**

### **5.3 INEFFECTIVE INTERVENTIONS AND/OR THE RESULTS FROM A LACK OF INTERVENTION**

#### **Education, Diversity, and Inclusion in Burmese Refugee Camps in Thailand (Oh & Van der Stouwe, 2008)**

This qualitative study's findings show that physical access to school for students with special needs is a challenge. The infrastructure of the camps, school compounds, and buildings is not equipped to accommodate the requirements of children and young people with special learning needs. The study also found that school teachers and staff members are often untrained in identifying disabilities and special needs, and once needs

are discovered, they are not equipped to deal with student issues. Moreover, the constant resettlement of teachers and other camp residents imposes even more pressure on teachers. However, there were two programmes for special-needs students, which provided early identification of children with learning disabilities, basic education in language and numeracy and instruction in sign language to deaf children, and Braille to blind children in special schools, with the goal of integrating them into mainstream schools. Recommendations included approaching inclusion in education in a refugee context in an integrated way by maintaining a specific focus on members of the community who are vulnerable to marginalisation and exclusion, and putting in place specific strategies for them. These strategies should incorporate the three main dimensions: access, quality and relevance in learning, and participation in management structures. **Key lesson/reflection: issues of disability often get deprioritised when competing against other challenges, particularly in refugee camps. If there is a serious concern for inclusion of children with disabilities, proper resource, training, and planning needs to be made explicit for this.**

#### **Disability, vulnerability and citizenship: to what extent is education a protective mechanism for children with disabilities in countries affected by conflict? (Trani & et al, 2011)**

This study focused on children with disability in Sudan and Sierra Leone and found that children with disabilities were not being identified/selected for schools and disability-specific programmes. This was because it is often the responsibility of families to ensure their children are registered with local disabled people organisations (DPOs) to be eligible for any benefits offered by the government and/or relief programmes offered by UN and INGOs. Lack of registration can be dependent on parental attitudes, taboo, shame, or lack of knowledge of the system/process. Even when children are registered, access to school for a child with disabilities depends largely on parental attitudes, proximity and physical access to the structure, and likelihood of acceptance in class. Moreover, it seemed, from discussions with other teachers, that even if there are children with disabilities registered in school, they often do not attend school regularly and school administrators rarely follow up, to see why they are not in school. For the international NGOs working in the region, although education has been a key priority, education for children with disabilities has not been a priority, in part because of a myriad of competing priorities and competing vulnerabilities. Of additional concern in our findings is the lack of inclusion of children with disabilities in non-formal education structures, including child-friendly spaces, or children's clubs. For all children, it seems physical proximity to an NGO-funded children's club was the key factor in their attendance. This of course raises the issue that a child with disabilities who cannot physically get to the club will be excluded. **Key lesson/reflection: As above - issues of disability often get deprioritised when competing against other challenges. If there is a serious concern for inclusion of children with disabilities, proper resource, training, and planning needs to be made explicit for this.**

#### **Gender-based Violence and Child Protection among Syrian refugees in Jordan, with a focus on Early Marriage (UN Women, 2013)**

This research aimed to obtain a comprehensive understanding of the risks that Syrian refugee families – especially women and girls – face in Jordan. Findings from this report reveal that, rates of early marriage are high, a significant percentage of children contribute to the household's income or are its main source of income, and restrictions on the mobility of women and girls constrain their participation in social and economic activities and their access to basic services. As the overwhelming majority of refugees, do not have paid employment and rely mainly on aid and dwindling family resources, the more the situation of displacement is prolonged, the greater the likelihood of higher rates of child labour for boys and early marriage for girls. Many participants reported that their children were not in school: most participants cited high transportation costs, overcrowding in schools, and bureaucratic barriers as the main impediments. Recommendations included:

1. strengthen community-based child protection committees to raise awareness on child rights and influence social norms in particular, to prevent child labour, physical violence, and early marriage;

2. programmes that encourage parents to enrol girls and boys in school by providing incentives such as food vouchers, transportation subsidies, uniforms, books, cash incentives etc.;
3. develop economic opportunities for girls once they have graduated from school in order to provide alternative futures, and to highlight the advantages of encouraging girls to complete their educations, including higher earning potential and self-sufficiency;
4. strengthen identification of unaccompanied and separated children through registration and reception processes, awareness-raising in the community, and ensure that proper verification takes place prior to family reunification.

**Key lesson/reflection: recommendations from the study provide a good starting point – it would be worth exploring how these could be better aligned with education systems/actors.**

**Scattered Dreams, Broken Promises. An Assessment of the Links between Girls' Empowerment and Gender-based Violence in the Kyaka II Refugee Settlement, Uganda** (Women's Refugee Commission, 2012)

The Kayaka II camp accommodates 1,500 adolescent girl refugees between the ages of 10 and 16, mostly from DRC but also Burundi and Rwanda. Sexual harassment and assault are the key forms of violence experienced by girls here. Many describe violence as happening when they travel to and from school, the borehole, and the market, and that they feel particularly vulnerable alone, at night, and in poor lighting. Some girls engage in transactional sex due to poverty, and are at risk of STIs, and usually have poorer social networks due to stigma. Girls feel that they lack life skills to negotiate sex safely. There is a very small police presence and low rate of reporting incidents. Channels of reporting are not adolescent-friendly, nor are they socially supported. Many girls also do not seek health services, partly because they feel the treatment is ineffective, and partly due to fear of public scrutiny. Girls say that their basic hygiene needs are not being met: they do not have enough underwear, sanitary pads, or soap. Few are accessing the youth-targeted programmes, often due to a heavy care and domestic burden. Parents are seen as sources of support, but these relationships are often uneasy. The report recognises that programmes aiming to improve the wellbeing of girls should also engage with parents and support their development of parenting skills. Speaking English is seen as a source of protection for girls, as they may be uncomfortable seeking services from English-speaking providers if they do not speak it well, and/or reading the information signs in English about where to seek help. **Key lesson/reflection: safe space and youth-targeted programmes should holistically consider constraints on girls during design phase so as to reduce levels of exclusion.**

**The Path to Hope: Congolese Refugee Adolescent Girls in Nyarugusu Refugee Camp, Tanzania** (Paik, 2012)

This study finds that current programming does not meet the specific needs of adolescent girls. Girls are described as particularly at risk of: violence, abuse, neglect, exploitation, discrimination, early or forced marriage, and family breakdown. Due to their domestic duties and feelings of non-safety outside their homes, girls rarely spend much time outside. This means they have few opportunities to make friends or to develop leadership or livelihoods skills. They often drop out of school, here described as due to early pregnancies but also shame from having no soap to wash their uniforms. Most girls support the livelihoods of their families with petty trade and small-scale income generating activities. Although existing programmes are aimed at girls, they do not participate for a number of reasons: it is too far to travel (this camp is 52km<sup>2</sup>); they do not have enough time to participate; and they feel that they wouldn't fit in with the other participants (boys and older youth). The paper concludes with recommendations for programming, which include, taking into account the specific needs of girls. In particular, programmes need to actively break down the barriers to their inclusion, for example, by reducing the dependency on firewood, which it is girls' responsibility to collect, thus giving them more time to attend programmes. They also include a recommendation to create female-only safe spaces. **Key**



**lesson/reflection: As above - safe space and youth-targeted programmes should holistically consider constraints on girls and should also aim to address them.**

#### **5.4 PRACTITIONER GUIDELINES ON WHAT SHOULD BE DONE TO ADDRESS VULNERABILITY AND EXCLUSION**

##### **INEE Guidelines on Inclusive Education (INEE, 2010)**

The INEE Minimum Standards Handbook aims to help education practitioners practice inclusive education in their own contexts. Examples of how inclusive education is mainstreamed throughout the INEE Minimum Standards Handbook include:

- Foundational Standards highlight inclusive education response strategies and explicitly mention critical areas that need inclusion of persons with disabilities and other people at risk so that they are able to participate with the community and are not overlooked during the planning, implementation, and assessment of educational programmes.
- The Access and Learning Environment Domain, encourages education practitioners to take various actions to promote inclusive education, such as identifying excluded groups, determining the reasons for exclusion, and taking action to ensure their inclusion. Such actions may include removing communication barriers, related to the medium of instruction, or physical barriers, related to the accessibility of the learning environment, which prevent children from participating in education.
- The Teaching and Learning Domain, emphasises the need to ensure curriculum is reviewed for its appropriateness and relevance for excluded groups and those with disabilities, and that teachers have the necessary training, skills, and materials to promote inclusion through differentiating instruction according to students' learning styles and abilities.
- The Teachers and Other Education Personnel Domain, encourages non-discriminatory recruitment and selection of education personnel, especially of female teachers and persons with disabilities, and stresses the need for education personnel to be well trained to teach learners with disabilities.
- The Education Policy Domain, includes guidance that underscores the right to education for persons with disabilities, as outlined in the Convention on the Rights of Persons with Disabilities. Formal and non-formal education programmes should provide inclusive education activities that fulfil educational rights and goals.

##### **INEE Guidelines on Gender (INEE, 2010)**

Examples of how gender issues are mainstreamed throughout the INEE Minimum Standards Handbook include the following:

- Foundational Standards emphasise the gender-balanced participation of girls and women, boys and men from all diverse groups within the community in education decision making processes and actions, and stresses that – insofar as is possible – all data must be disaggregated by sex and age in order to inform gender-sensitive education programming.
- The Access and Learning Environment Domain highlights the need to reduce gender discrimination and barriers hindering both male and female learners from accessing and equally participating in education, while addressing the different concerns of safety and well-being which affect male and female learners both in on the way to school.
- The Teaching and Learning Domain calls for the creation of learning environment, which promotes gender equality and reduces gender stereotypes in educational materials and curriculum, teaching methodologies and educator's behaviour and attitudes towards all learners.
- The Teachers and Other Education Personnel Domain promotes gender balance in the recruitment of qualified male and female teachers and education personnel in order to meet the gender-specific

circumstances and context of the school and to ensure the presence of positive role models for male and female learners.

- The Education Policy Domain stresses the need to promote education policies and laws that protect against discrimination based on sex and ensure commitment from education partners to utilise standards on gender-sensitive project implementation and management.

#### **UNESCO EiE (UNESCO, 2006)**

Strategies for Increasing Access to Education: targeted and gender-responsive measures are required to ensure that girls and boys, particularly adolescent girls and boys, have equal access to education in emergency situations. Strategies include:

- Locating schools and learning spaces close to learners' homes and away from different kinds of dangers, such as soldiers' quarters and dense bush;
- Involving community members to ensure safe travel to and from school, particularly for girls;
- Proactively recruiting women teachers and providing support for additional professional development activities to complete these teachers' own education;
- Timing classes to enable girls and boys with other responsibilities to attend;
- Providing childcare facilities for women teachers and girl-mother students;
- Providing sanitary materials and facilities for girls and women teachers;
- Providing school feeding programmes or take-home rations for girls (and for the babies of girl-mothers);
- Engaging girls and boys in the preparation of a 'missing-out map' – that is, a map of the children in the community who are currently not in school – and in the design of gender responsive education programmes to reach out-of-school children.

#### **2015 Oslo Summit Recommendations for disability inclusive Education in Emergencies (Saebones & et al, 2015)**

Recommendations for disability inclusive Education in Emergencies:

1. Humanitarian response plans, appeals mechanisms, and needs assessments need to ensure that children with disabilities are included in planning and reporting processes. This may require revision of various guidelines and reporting formats, in order to ensure that disaggregated disability data is collected consistent with Sphere standards, Child Protection Working Group Minimum Standards, and INEE's Education Minimum Standards (Preparedness, Response, and Recovery). This could be combined with further training of staff about the importance of including children with disabilities.
2. All humanitarian programmes need to make budgetary provisions for the inclusion of children with disabilities in their EiE programming. These provisions include inclusive education needs assessments, assistive devices, accessible transportation, inclusive learning materials, capacity building in inclusive pedagogy, accessible information and management systems and accessible physical infrastructures including for water & sanitation.
3. Donors to UN agencies and NGOs operating humanitarian programmes should request disaggregated data on disability as part of their reporting frameworks. Appropriate timelines should be established for the submission of this data, with clear consequences for actors who fail to provide this data.
4. Disabled People's Organisations must be involved and engaged in ensuring that governments' plans and programmes, as well as UN organisations, INGOs and donors, include disability inclusive programming. Furthermore, Disabled People's Organisations should also be involved in identification, interventions, awareness raising, and facilitating school participation.
5. In the post-emergency phase it is important to 'build back better': to ensure that school buildings are built according to Universal Design principles and that that learning materials, tests and exams are provided in accessible formats. Construction guidelines and building standards should be revised,

whilst future education sector plans should be developed with accessibility in mind. Local education groups consisting of donors, UN agencies, civil society and Disabled People's Organisations can play an important role in assisting governments.

6. Invest in rigorous research to learn more about the best interventions to support educational access, quality of learning, and wellbeing for children with disabilities in emergency settings.

**Practitioner guidelines on supporting traumatised children during conflict: IASC Guidelines for Mental Health (Inter-Agency Standing Committee, 2007)**

These guidelines reflect the insights of practitioners on how to enable effective coordination, learn from useful practices, and avoid potentially harmful practices, and clarifies how different approaches to mental health and psychosocial support complement one another. The core idea behind them is that, in the early phase of an emergency, social supports are essential to protect and support mental health and psychosocial well-being. In addition, the guidelines recommend selected psychological and psychiatric interventions for specific problems. With regards to education, the guidelines recommend preparing and encouraging educators to support learners' psychosocial well-being. In addition, the need to strengthen the capacity of the education system to support learners experiencing psychosocial and mental health difficulties is highlighted.

**Practitioner guidelines for protecting girls from gender based violence during/post conflict: IASC guidelines for gender based violence interventions in humanitarian settings (Inter-Agency Standing Committee, 2015)**

The purpose of these Guidelines is to assist humanitarian actors and communities affected by armed conflict, natural disasters, and other humanitarian emergencies to coordinate, plan, implement, monitor, and evaluate essential actions for the prevention and mitigation of gender-based violence (GBV) across all sectors of humanitarian response. With regards to the education, the guidelines recommend working with education actors to:

- Plan the location and structure of education programmes (including temporary learning spaces) based on safety concerns for those at risk of GBV;
- Facilitate distribution of sanitary supplies to women and girls of reproductive age, and plan systems for washing and/or disposal of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls;
- Ensure school retention for displaced children and adolescents.

**Global Education Cluster (Global Education Cluster, 2015)**

In emergencies, quality education is crucial to provide children with physical, psychosocial, and cognitive protection that can be both life-sustaining and life-saving. Despite this, research shows that child protection and education are among the least funded humanitarian sectors. The following is a checklist for child protection and education in emergencies:

1. Promote the idea of 'student' as a status - whether formal or informal, this status can protect children from violence and exploitation, or bolster a sense of identity and inclusion for many.
2. Build schoolchildren's skills in listening, problem-solving and conflict resolution. This will help create stronger social cohesion and a more respectful and safe educational environment.
3. Set up joint child protection, education, and psycho-social interventions to mitigate the serious risks that children face.
4. Conduct follow-up work to find children who do not attend school, either as a result of the emergency or because they were previously out of school. This will further aid in identifying those at-risk.

5. Provide quality and safe education for all children impacted by crisis and invest in strengthening national and community-based child protection systems and services. Also, tailor programs to benefit all children, including those with special needs.
6. Secure timely and adequate funding for child protection and education interventions.
7. Ask community members to help design education activities in a way that is protective of teachers, learners, and the school environment.
8. Link schools or temporary learning spaces to providers of other social services (e.g. health, psychosocial, and legal) through referral mechanisms (established systems by which teachers may refer children with needs to appropriate professionals of other social services).
9. Establish a safe complaint mechanism where community members can report threats to their safety and receive a timely response. Collect anonymised data on complaints for policy makers and practitioners to use.
10. Distribute protective information to teachers, students, and parents, such as how to identify unexploded ordnance/explosive remnants.

### **INEE Guidelines on Child Protection (INEE, 2010)**

A summary of guidelines regarding creating a protective environment:

- Enhancing government commitment and capacity, including increased budgetary provisions and appropriate administrative action for child protection and assistance.
- Developing adequate legislation and enforcement for prosecution of violations, procedures that include mechanisms for redress, and accessible, confidential, and child-friendly legal aid.
- Implementing monitoring, reporting and oversight activities, including systematic collection and transparent reporting of data, review by policy makers, and facilitating access by independent observers to children in traditionally marginalised groups.
- Providing essential services such as free education and health care for all children within each nation's borders, and maintaining a functioning and adequately staffed system that provides social welfare assistance and child protection services.
- Enabling social change regarding harmful customs and traditional practices, thereby helping to build an environment where women and girls do not face discrimination, sexual exploitation of children is socially unacceptable, and children with disabilities or affected by AIDS are not stigmatised.
- Facilitating open discussion so that protection failures are acknowledged, and civil society and the media are engaged to recognise and report harmful treatment of children.
- Building the capacity of families and communities to observe protective childrearing practices and supporting families in meeting their childcare needs. Supporting the development of life skills, knowledge and participation, in order to build an environment in which children know that they have rights, are encouraged to express their views, are taught problem-solving.
- Engaging community members to participate in promoting access and security for vulnerable and marginalised children in safe child friendly spaces.

### **Save the Children Child Friendly Spaces Handbook (Save the Children, 2008)**

Child Friendly Spaces, one of Save the Children's emergency interventions, provide children with protected environments in which they participate in organised activities to play, socialise, learn, and express themselves as they rebuild their lives. This handbook guides Save the Children emergency response personnel and implementing partners in the rapid implementation of effective Child Friendly Spaces for children during and immediately after an emergency such as a natural disaster or situation of armed conflict. It includes a general introduction to Child Friendly Spaces and highlights key concepts and guidance for developing and implementing Child Friendly Spaces as well as a collection of 40 tools and resources including examples of assessment tools, activities, indicators, job descriptions, materials/equipment lists, and more.

### **Climate Change and Education Bangladesh (Das, 2010)**

This paper looks at the serious negative impact of tropical cyclones, storm surges, and other climate change hazards on Bangladesh and how these have affected education. The cyclone Sidr affected the education of more than 100,000 children in 589 schools in 12 districts of the country. The total cost of reconstructing the schools, supply of textbooks and other materials was approximately USD 85 million. This is almost 30 times higher than the average USD 35 per pupil expenditure. The paper suggests adaptation measures such as hazard specific school design and construction, retrofitting the existing schools to withstand further hazards, flexible school calendar and test schedule, provision of an emergency pool of teachers and educational materials, boat schools, food, water, and medicine storage for children in schools, including climate change in curriculum for both teachers and students, and raising community awareness about continuing education during hazards. Early warning mechanisms of the Bangladesh National Disaster Management Bureau include provisions for education. However, the paper argues that a shift is necessary from a response mode to a mitigation mode. Future education programmes should be screened from climate change adaptation and mitigation points of view. A detailed cost analysis could also be carried out for adaptation and mitigation in the education sector.

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