Education in Crises

Innovative Ways to Help

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Understanding the Problem
Education is essential to children’s development – and high-quality education rests on five pillars

The importance of education is well-documented:

- Vital for happiness, social development and psychological well-being
- Core of income earning potential and thus long-term health and stability

The core pillars of quality education are:

- PEDAGOGY
- TEACHERS
- COMMUNITY AND FAMILY
- MATERIALS
- ACCESS
A variety of factors prevent children from accessing quality education

**NATIONAL INCOME**
- Children from poorer backgrounds have lower reading and math scores.

**FAMILY INCOME**
- 56% of primary age out-of-school children live in sub-Saharan Africa.

**SOCIAL GROUP**
- A study in Kenya found that ethnic minority students have fewer years of schooling than their ethnic majority counterparts.

**GENDER**
- In developing countries girls’ participation in school can be as low as 50% compared to boys’ participation.

**TEACHERS**
- In developing countries up to 40% of teachers do not meet standards, and student-teacher ratios can be as high as 70 to 1.

For children affected by conflicts and disasters, the situation is even worse

75 million children affected are out-of-school or at risk of missing out on schooling due to humanitarian crises and emergencies.

Of these, 17 million are refugees and internally displaced children.

Children in fragile, conflict-affected countries are more than twice as likely to be out-of-school as children not affected by conflict.

Conflicts and disasters interrupt children’s schooling in many ways:

1. **Negative Socio-Emotional Impact (Trauma)**
2. **Frequent Family Movement**
3. **Teacher Persecution and Flight**
4. **Poor Access to Quality Learning Materials**
5. **Infrastructure and School Destruction**
6. **Making Paths to School Unsafe**
7. **Language Barriers in New Countries**
8. **Diversion of Funds, e.g. to Security**

Current Response – and Shortfalls
Actors currently intervene at two levels: (1) at the ecosystem level, and (2) in schools and communities.
Unfortunately, current interventions are falling short of what is needed

- Insufficient and inflexible funding
- Lack of trained, skilled teachers
- Few/no school facilities
- Inadequate education materials
- Poor quality of learning
- Insufficient access
- Low prioritization on agendas
- Low coordination among implementers

ECOSYSTEM

SCHOOL AND COMMUNITY
What Interested Actors Can Do
1: MORE RESOURCES – Additional, flexible funding is needed

- In 2014, less than 2% of humanitarian appeals were directed towards education

- Only 12% of children in need of schooling were reached by education-specific humanitarian appeals

- Education funding is unpredictable: only 25% to 66% of targets were met in 2000-2014

Innovative approaches include:

- Provide longer-term financing, e.g. for 18 to 36 months or more

- Crowd in resources from other new funders

- Avoid separating funding for humanitarian and development purposes
2: EDUCATOR TRAINING AND INCENTIVES – Impact will come from fresh ideas and scaling what works

**Teachers**

- Invest in ICT tools that help teachers connect, and access resources
- Subsidize compensation and benefits to recruit and keep teachers

**Paraprofessionals**

- Rapid-train community educators
- Provide new forms of certification
- Create scholarship-teaching exchanges

**Families**

- Provide families cash-based assistance
- Empower parents to contribute to their children’s education

**EXAMPLE:**

Dost in India creates content parents can use to promote their child’s learning. This includes early childhood development tips via SMS, or voice messages prompting parents to engage kids.

Dost’s model can be impactful in crises when there is a shortage of teachers, and parents must take a more central role in schooling.

Source: Dost website.
3: IMPROVED CURRICULA AND MATERIALS – Innovation lies in adapting content quality and increasing access

- Adapt content to crises
  - Integrate peace and civics education into regular learning
  - Provide socio-emotional support and counselling
  - Offer skills-based and vocational training in refugee camps

- Expand learning access
  - Broadcast lessons through alternative media formats like TV or radio
  - Leverage free online courses

**EXAMPLE:**

EcoSchool is an initiative of a major Zimbabwe telco, to provide free or low-cost educational content via a mobile platform. Starting in tertiary education, it has expanded to primary and secondary via EcoSchool Academies.

In crisis contexts, parents and teachers can use content most relevant to each student’s needs, helping them learn at their own pace. Its use of technology can also lower delivery costs.

Source: EcoSchool website.
4: ENABLING FACTORS – Game-changing solutions include working on data, dialogue, and government support

DATA
- Create a universal education databank and standardize data collection
- Fund rigorous research (RCTs, impact evaluations)
- Help implementers improve their M&E

DIALOGUE
- Facilitate conversations on important topics like:
  - Balance between urgent needs and sustainable solutions
  - Ensuring equal access across ethnic and conflict lines

GOVERNMENT SUPPORT
- Place strategic education advisors in government
- Create Delivery Units focused on education
Thank you!

We would love to hear from you:

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