

Education and Learning in Crises Programme

List of Awards

Reference: ERICC\190110

Research Team: Dr Evelyn Arizpe, University of Glasgow; Dr Sinead Gormally, University of Glasgow; Dr Nohora Niño Vega, El Colegio de Sonora, Mexico; Dr Jerónimo Castillo Muñoz, Fundación Ideas para la Paz, Colombia.

Value of Award: £357,915

Title: *Educational Peacebuilding in Medellin and Acapulco: Understanding the Role of Education, Culture and Learning in Responding to Crises*

Abstract: This project aims to create a detailed understanding of the infrastructure, engagement, resources and policies required to educationally transform a community in order to contribute to reducing the negative impacts of drug-related violence and crime. It seeks to investigate the circumstances, policies and practices through which Medellin (Colombia) has been able to develop and implement an inclusive, life-long learning strategy, and to transfer that learning to Acapulco (Mexico). By working alongside politicians, community members, young people and stakeholders in both Medellin and Acapulco, the project team will work to put forward recommendations for responding to crises of violence. The innovative, participatory methodology will focus on informal education, producing an educational peacebuilding model and index for transferability, trialling concepts in the creation of a vision for 'the Acapulco we want', along with an implementation framework to create future positive learning opportunities.

Reference: ERICC\190091

Research Team: Dr Kristin Hadfield, Queen Mary University of London; Dr Isabelle Mareschal, Queen Mary University of London; Professor Amal Alkharouf, University of Jordan; Professor Sophie von Stumm, University of York.

Value of Award: £359,490

Title: *Developing and Implementing a Transformational Education Intervention in a Humanitarian Crisis Context*

Abstract: Community-led, shared book-reading interventions can improve early childhood development and reduce inequity. One such programme, We Love Reading (WLR), was implemented in Jordan in response to the Syrian refugee crisis and involves mothers reading stories to children. This research project will examine the potentially transformative nature of WLR, by (a) evaluating WLR qualitatively and quantitatively and (b) interviewing the people who developed and implemented WLR (WLR Ambassadors, women trained in WLR, children who took part) to create a toolkit for effectively developing and implementing non-formal education resources elsewhere. To address the first aim, a grounded theory analysis of interviews with stakeholders (i.e. parents, children) will be conducted, along with a quantitative randomised controlled trial with Syrian refugee women and children. This will allow for an understanding of how an education intervention may impact children's educational trajectories during war and displacement, and how effectively interventions can be implemented in other humanitarian crisis contexts.

Reference: ERICC\190148

Research Team: Dr Nicola Palmer, King's College London; Dr Felix Mukwiza Ndahinda, University of Rwanda; Professor Phil Clark, School of Oriental and African Studies University of London; Dr Mediatrice Kagaba Mukabagema, University of Rwanda; Dr Sylvestre Nzahabwanayo, University of Rwanda; Ms Sandra Shenge, Aegis Trust.

Value of Award: £359,484.22

Title: *Research-Led Peace Education as Crisis Prevention in Central Africa*

Abstract: Peace education has the potential to fashion novel ways for children to cope with violent conflict. Rwanda has pioneered the incorporation of Peace and Values Education (PVE) into the national high school curriculum. However, research by Rwandan scholars suggests that across the country teachers are struggling to enable students to discuss contentious social issues concerning mass violence. This project will draw on humanities and social science research by Rwandan scholars to analyse the impact of this PVE intervention, exploring how teaching materials can enable critical discussions and its value for similar PVE interventions in the Central African Republic, where a violent crisis is ongoing. Building on a long-term collaboration among the Aegis Trust, King's College

London and SOAS, this work will contribute to understanding how peace education can form part of a crisis prevention approach to ongoing, protracted and structurally embedded violence.

Reference: ERICC\190044

Research Team: Dr Elizabeth Walton, University of Nottingham; Dr Juliet Thondhlana, University of Nottingham; Dr Joanna McIntyre, University of Nottingham; Dr Roda Madziva, University of Nottingham; Dr Chamunogwa Nyoni, Bindura University of Science Education, Zimbabwe; Professor Nicole De-Wet Billings, University of the Witwatersrand, South Africa; Dr David Monk, Gulu University, Uganda.

Value of Award: £355,157.15

Title: *Disabled Refugee Students Included and Visible in Education: Challenges and Opportunities in Three African Countries*

Abstract: Refugees flee crisis situations but then experience new crises in settlement contexts. This affects access to, and success in, education. Refugee populations include disabled people who have been 'invisible' in policy and service provision. Girls are the most vulnerable in this group. Little is known about the challenges and opportunities disabled refugee students face, especially in the Global South which hosts most of the world's refugees. This interdisciplinary project aims to understand the educational inclusion and exclusion of disabled refugee students, particularly girls, in South Africa, Uganda and Zimbabwe - countries with different approaches to settlement. The project team aims to deliver evidence that will impact on policy and practice, such that these students become visible and included in education. This will benefit individuals, families and societies, and contribute to ensuring inclusive and equitable quality education for all.