From Evidence to Action for Education in Emergencies:

TIES Collection of 3EA E-Cubed Research and Engagement
Evidence-based guidance is critical for stakeholders to make informed decisions on investment and policy, as well as on program design and implementation to improve children’s academic and social-emotional learning (SEL) for children affected by conflict and crisis. 3EA E^3 project, titled “Understanding Children’s Holistic Development, Program Implementation, and Effectiveness in Context: Evidence to Guide Investments in Social Emotional Learning” is set out to provide such guidance based on rigorous research conducted in three contexts: with Syrian refugee children in Lebanon, Nigerian refugee and Nigerian host-country children in Niger affected by Boko Haram attacks, and children in post-ebola Sierra Leone.

The purpose of this product, the 3EA E^3 Synthesis, is to summarize and showcase the achievements on communication of the evidence and lessons learned from the 3EA E-Cubed project. In sum, we generated 59 total communications products across 12 different formats targeting diverse audiences. These products are presented in 12 different formats, to cater to these diverse audiences and maximize the reach and impact, ranging from academic journals, policy briefs, and datasets to press releases, blogs, webinars, interactive online tools, and more.
Project summary
This project leverages the data collected for the Education in Emergencies, Evidence for Action (3EA) Impact Initiative, which evaluated impacts of remedial education and social and emotional learning (SEL) interventions with more than 17,000 children in three crisis-affected contexts: Lebanon, Niger, and Sierra Leone. With the 3EA data, and funded by the E-Cubed research envelope, we were able to examine how SEL programming can support children’s holistic learning and development, in what conditions and for whom.

Research questions:
This E-Cubed-funded project extended our current knowledge from the outcomes in 3EA by examining three primary questions:

- What is normative and adaptive for children’s learning and development in three crisis-affected contexts with unique cultures and conditions?
- How do implementation factors, such as dosage and quality of SEL practices and programs, affect intended results?
- Does the impact of SEL programming vary according to the level of children’s exposure to adversity?

Countries involved:

Sierra Leone

Lebanon

Niger
To strategically disseminate research findings and lessons learned from large-scale rigorous evaluation of academic and SEL programming in order to:

- CATALYZE INVESTMENT in education programming and research
- INCREASE PUBLIC AWARENESS on the importance of education
- BUILD ROBUST EVIDENCE BASE for supporting education and child development
- IMPROVE DESIGN AND INVESTMENT of academic and SEL programming
Research as a Global Public Good

The research was only the beginning.

Without effective communication of the findings and evidence that can catalyze real world changes, research alone do not advance the society. Better coordination and sharing with the larger community is critical to maximize the impact of the research.

For this project, NYU-TIES saw the research communication process as an integral part of research. And we developed strategic communication plans for key audiences in mind: academic community, donors, international NGOs and practitioners, and the general public & media.

TARGET AUDIENCES

- DONORS
- GENERAL PUBLIC & MEDIA
- RESEARCHERS
- NGOs & PRACTITIONERS

EXAMPLE TARGETED OUTPUT:

- **Researchers**
  - journal articles, conference presentations, measurement reports, and datasets

- **NGOs and Practitioners**
  - stakeholder meetings, briefs, human-interest stories, webinars, and explainer videos

- **Donors**
  - stakeholder meetings, briefs, human-interest stories, blogs, webinars, and explainer videos

- **General Public / Media**
  - press releases, human-interest stories, blogs, and explainer videos
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder Presentations: 3</td>
<td>Datasets: 4</td>
<td>Webinars: 2</td>
<td>Brief: 1</td>
<td></td>
</tr>
<tr>
<td>Explainer video: 2</td>
<td>Human Interest Stories: 3</td>
<td>Conference Presentations: 11</td>
<td>Measurement Reports: 6</td>
<td></td>
</tr>
</tbody>
</table>

Tip: click on the numbers on the right side that have an underline to learn more about it!
We are so proud and excited to share this collection of our work from 3EA E^3 Project!

Children affected by armed conflict and crisis and deserve the best science we can afford. This project is our effort to provide just that, and engage stakeholders work to support them effectively. We hope you find our work presented here useful and helpful to support the most vulnerable children in the world.

Dr Ha Yeon Kim
Principal Investigator, E-Cubed Initiative
NYU Global TIES for Children
How to Support School-Aged Children Living in Crisis Contexts?
Evidence-based Recommendations for Stakeholders

Dr Ha Yeon Kim, Senior Research Scientist | Dr Lindsay Brown, Senior Research Scientist

Designed by Karolina Lajch
Published:


*Under Review:


DATASETS

Published datasets as of January 31, 2022:


*Data-sharing:

We published the external data sharing procedure and policy, in coordination with IRC. Meta data and documentation are held under a shareable Creative Commons license and the data will be held under a custom license (currently being drafted by Dan Woulfin, NYU-TIES Senior Data Associate). This license limits use of the data to research/academic purposes and forbids commercial use for administrative or law enforcement purposes, and identifying individuals studied in the dataset.

MEASUREMENT REPORTS


PRESS RELEASES

- Aber et al (2021): 12 online, 3 print press coverage
  - 8 Arabic-language coverage:
    - (print) Al Khaleej, Al Watan and al Wahda
    - (online) in WAM, Al Watan, Pakistan point, Urdu point, and UAE News
  - 7 English-language coverage:
    - (online) in ZAWYA; and internationally in Science Mag, Medical X press, 7th space, Health Medicine Network, Bright Surf, and Eurek Alert.

BRIEFS


HUMAN-INTEREST STORIES


BLOGS

This explainer video is focused on "Building a Science for Action": Lessons learned and practical advice for researchers and practitioners to move the field forward. It was developed and shared as part of a pre-recorded presentation 'Reimaging Education in Emergencies: Lessons from research in three crisis-affected countries' by NYU-TIES' Ha Yeon Kim, Lindsay Brown, and Douha Boulares for the RewirEd summit virtual session (Dec 2021). The re-recorded video was disseminated to global key stakeholders participated in the RewirEd summit.

WEBINARS

Kim, H. Y., Brown, L., & Lawrence, A. (December 8, 2020). Improving Education for Refugee Children: Insights from Rigorous Research. NYU Abu Dhabi Institute Virtual Public Program,

Explain the importance of social and emotional learning (SEL) support in education, concretely showing how refugee children may feel isolated, anxious, or overwhelmed.

Yasmin’s journey highlights the social and emotional struggles of refugee children in host community schools as a powerful tool to raise awareness about the importance of SEL support in education.

The webinar was hosted by NYUAD institute and discussed the state of education for refugee children broadly, zeroing in on the conditions of crisis-affected countries’ by NYU-TIES’ Ha Yeon Kim, Lindsay Brown, and Douha Boulares for the RewirEd summit virtual session (Dec 2021).

This video was developed and shared as part of a pre-recorded presentation 'Reimaging Education in Emergencies: Lessons from research in three crisis-affected countries' by NYU-TIES' Ha Yeon Kim, Lindsay Brown, and Douha Boulares for the RewirEd summit virtual session (Dec 2021).

This explainer video is focused on "Building a Science for Action": Lessons learned and practical advice for researchers and practitioners to move the field forward. It was developed and shared as part of a pre-recorded presentation 'Reimaging Education in Emergencies: Lessons from research in three crisis-affected countries' by NYU-TIES' Ha Yeon Kim, Lindsay Brown, and Douha Boulares for the RewirEd summit virtual session (Dec 2021).
PROJECT TEAM

PRINCIPAL INVESTIGATORS & CO-PRINCIPAL INVESTIGATORS

Ha Yeon Kim
Principal Investigator

Lindsay Brown
Co-Principal Investigator

Carly Tubbs-Dolan
Co-Principal Investigator

J. Lawrence Aber
Co-Principal Investigator

PROJECT TEAM

Douha Boulares
Communications Manager

Patrick Anker
Data Manager

Karolina Lajch
Communications Coordinator

Daniel Woulfin
Senior Data Analyst

CONTRIBUTORS

Zezhen Wu
Elisabeth Ann Griffin
Shirley Archer-Fields

Idan Falek
Mayarí Montes de Oca
ACKNOWLEDGMENTS

This 3EA E^3 Synthesis is designed and created by Karolina Lajch & Douha Boulares at NYU Global TIES for Children.

We would like to thank the funders, partners, collaborators, and contributors for the 3EA initiative, which served as the basis for the current 3EA E^3 project.

**Funders of 3EA Initiative:**
Dubai Cares, Spencer Foundation, Porticus, ESRC-FCDO

**Program Partner:**
International Rescue Committee

**University Collaborators:**
Harvard EASEL Lab, Margaret Sheridan-University of North Carolina at Chapel Hill

Most of all, we would like to thank the children, parents, teachers, IRC HQ and country office staff, and ministry officials in Lebanon, Niger, and Sierra Leone that made this work possible, and the results meaningful and impactful.