

From Evidence to Action for Education in Emergencies:

TIES Collection of 3EA E-Cubed Research and Engagement



Introduction

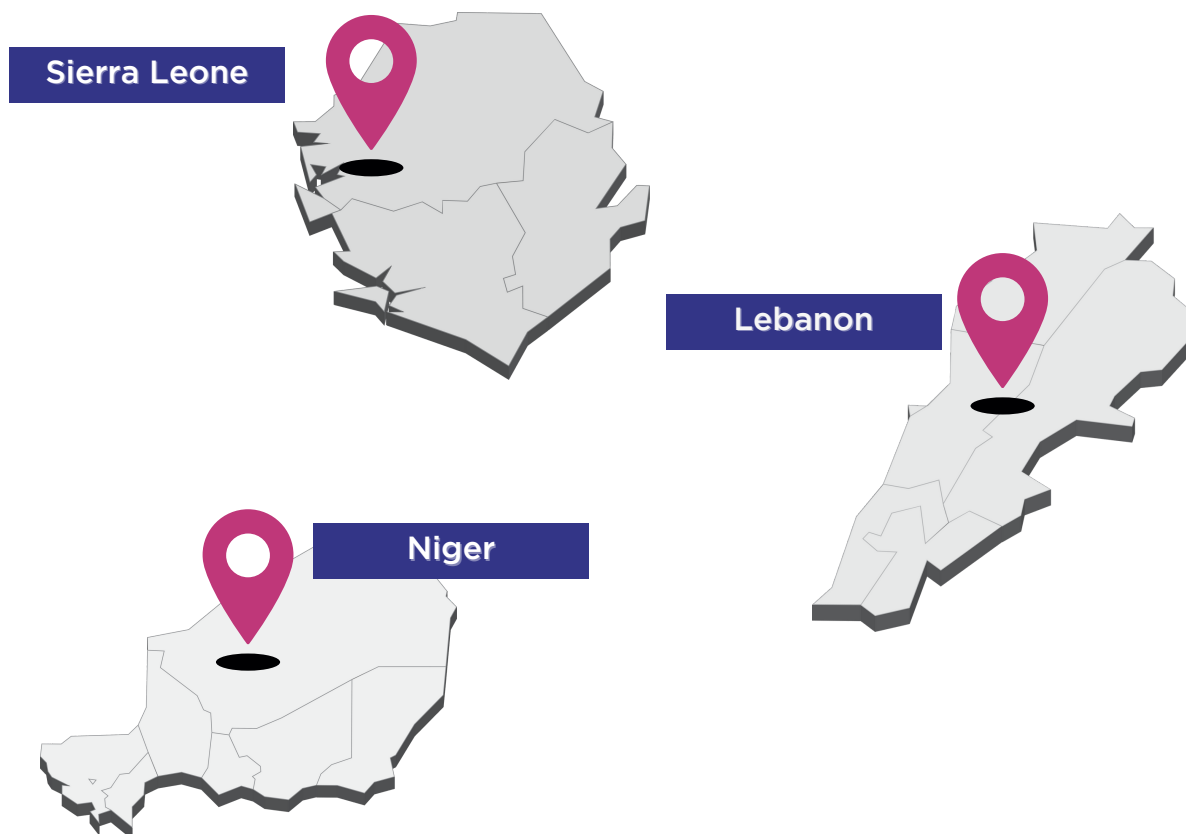
Evidence-based guidance is critical for stakeholders to make informed decisions on investment and policy, as well as on program design and implementation to improve children's academic and social-emotional learning (SEL) for children affected by conflict and crisis. 3EA E³ project, titled "Understanding 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 E³ 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.

Countries involved:



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?

Goals

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

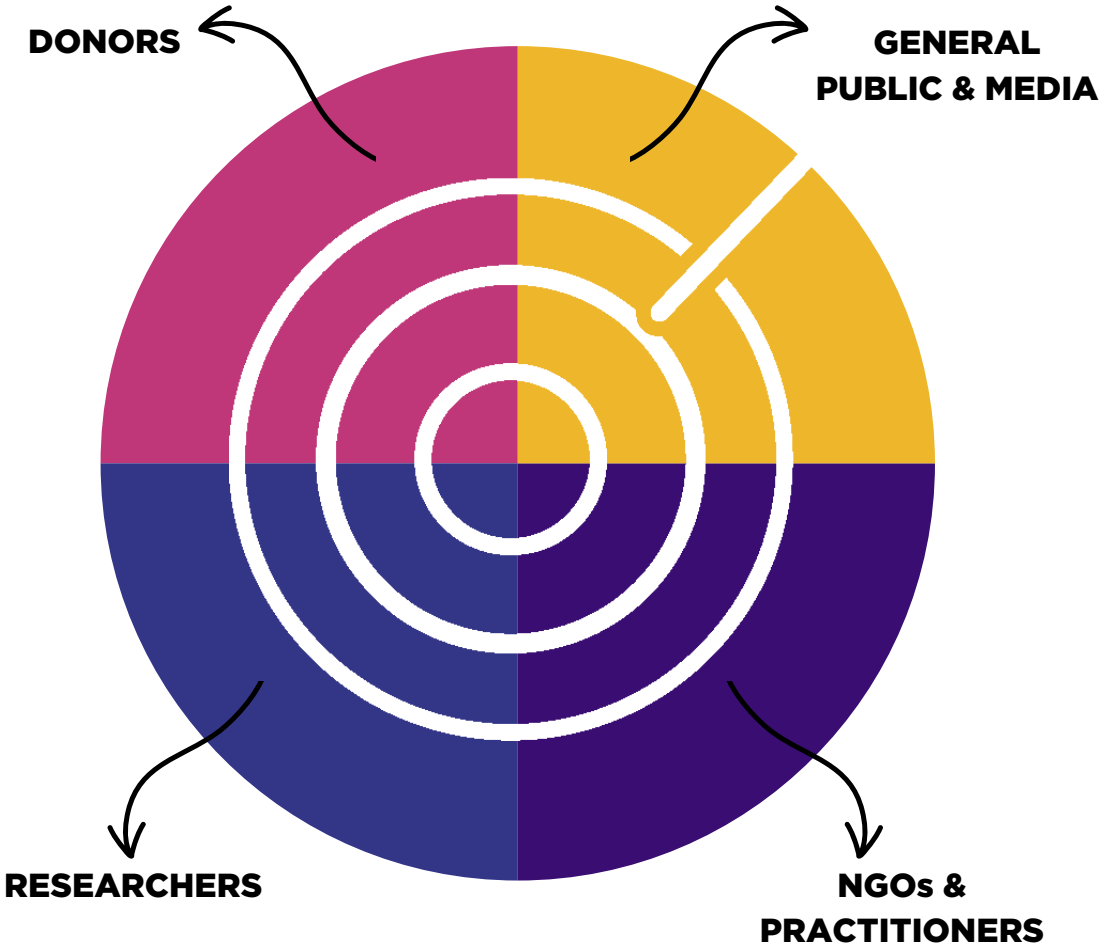


The research was only the *beginning*.

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



EXAMPLE TARGETED OUTPUT:



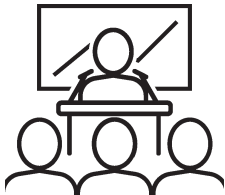
Researchers
journal articles, conference presentations, measurement reports, and datasets



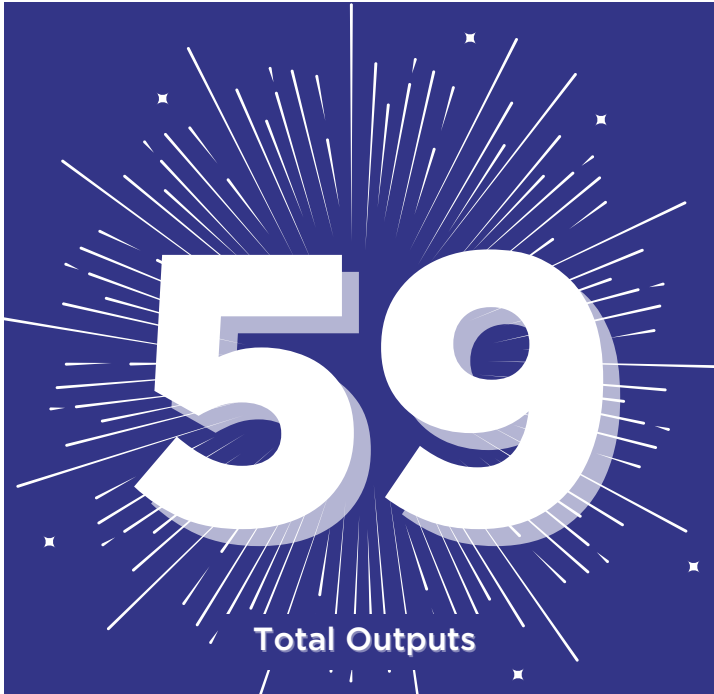
NGOs and Practitioners
stakeholder meetings, briefs, human-interest stories, webinars, and explainer videos



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



General Public / Media
press releases, human-interest stories, blogs, and explainer videos



59
Total Outputs

Tip: click on the numbers on the right side that have an underline to learn more about it!

1 <u>Interactive Guideline</u>	8 <u>Journal articles</u>	15 <u>Press Releases</u> (online & print)	3 <u>Blogs</u>
3 <u>Stakeholder Presentations</u>	4 <u>Datasets</u>	2 <u>Webinars</u>	1 <u>Brief</u>
2 <u>Explainer video</u>	3 <u>Human Interest Stories</u>	11 <u>Conference Presentations</u>	6 <u>Measurement Reports</u>



We are so proud and excited to share this collection of our work from 3EA E³ 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

INTERACTIVE STAKEHOLDER RECOMMENDATION GUIDELINE

START

HOME

INDEX



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



JOURNAL ARTICLES

Published:

- Aber, J. L., Tubbs Dolan, C., Kim, H. Y., & Brown, L. (2021). Children's learning and development in conflict- and crisis-affected countries: Building a science for action. *Development and Psychopathology*, 1-16. <https://doi.org/10.1017/S0954579420001789>
- Brown, L. E., Kim, H. Y., Tubbs Dolan, C., Brown, A., Sklar, J., & Aber, J. L. (2022). Remedial programming and skill-targeted SEL in low-income and crisis-affected contexts: Experimental evidence from Niger. *Journal of Research on Educational Effectiveness*, 1-32. <https://doi.org/10.1080/19345747.2022.2139785>
- Kim, H. Y., Brown, L., Tubbs Dolan, C., Gjicali, K., Deitz, R., Prieto Bayona, M. del S., & Aber, J. L. (2023). Testing the impact of a skill-targeted social and emotional learning curriculum and its variation by pre- and postmigration conflict experiences: A cluster randomized trial with Syrian refugee children in Lebanon. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000775>
- Kim, H. Y., Brown, L., Tubbs Dolan, C., Sheridan, M., & Aber, J. L. (2020). Post-migration risks, developmental processes, and learning among Syrian refugee children in Lebanon. *Journal of Applied Developmental Psychology*, 69, 101142. <https://doi.org/10.1016/j.appdev.2020.101142>
- Kim, H. Y., Gjicali, K., Wu, Z., & Tubbs Dolan, C. (2021). Teachers' Observations of Learners' Social and Emotional Learning (TOOLSEL): Psychometric evidence for use in program evaluation in education in emergencies. *Journal of Education in Emergencies*, 7(2), 57-103. <https://doi.org/10.33682/3nr1-3ksq>
- Wu, Z., Brown, L., Kim, H. Y., Yoshikawa, H., & Aber, J. L. (2023). Measuring the dosage of brief and skill-targeted social-emotional learning (SEL) activities in humanitarian settings. *Frontiers in Psychology*, 13. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.973184>

*Under Review:

- Brown, L., Gjicali, K., Kim, H. Y., Tubbs Dolan, C., & Aber, J. L. (under review). In search of optimization: A cluster randomized control trial of program iterations on non-formal remedial tutoring for Syrian refugee children in Lebanon. *American Educational Research Journal*.
- Kim, H. Y., Brown, L. E., Tubbs Dolan, C., Ngoga, E., Fernandes, R. F., & Aber, J. L. (under review). School-based universal social and emotional learning interventions for education in conflict and crisis: Experimental impacts of in Niger. *American Journal of Educational Research*.

DATASETS

Published datasets as of January 31, 2022:

- Aber, John Lawrence; Brown, Lindsay; Dolan, Carly Tubbs; Kim, Ha Yeon; & Annan, Jeannie. (2022). Lebanon Year 1 Deidentified Data (2016-2017). Global TIES for Children and International Rescue Committee [publisher]. Harvard Dataverse [distributor]. <https://doi.org/10.7910/DVN/97Q2B8>
- Aber, John Lawrence; Brown, Lindsay; Dolan, Carly Tubbs; Kim, Ha Yeon; & Annan, Jeannie. (2022). Lebanon Year 2 Deidentified Data (2017-2018). (Dataset). Global TIES for Children and International Rescue Committee [publisher]. Harvard Dataverse [distributor]. <https://doi.org/10.7910/DVN/4WOCWJ>
- Aber, John Lawrence; Brown, Lindsay; Dolan, Carly Tubbs; Kim, Ha Yeon; & Annan, Jeannie. (2022). Niger Year 1 Deidentified Data (2016-2017). (Dataset). Global TIES for Children and International Rescue Committee [publisher]. Harvard Dataverse [distributor]. <https://doi.org/10.7910/DVN/TVXIEW>
- Aber, John Lawrence; Brown, Lindsay; Dolan, Carly Tubbs; Kim, Ha Yeon; & Annan, Jeannie. (2022). Niger Year 2 Deidentified Data (2017-2018). (Dataset). Global TIES for Children and International Rescue Committee [publisher]. Harvard Dataverse [distributor]. <https://doi.org/10.7910/DVN/MX4JYG>

*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 SeniorData 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

- Gjicali, K., Wu, Z., Kim, H. Y., & Tubbs Dolan, C. (2020). Psychometric evidence on the Child Friendly School Questionnaire for Syrian Children in Lebanon (CFSQ-SL): A measurement tool of student-perceived school climate [Technical working paper]. NYU Global TIES for Children. <https://inee.org/resources/child-friendly-school-questionnaire-syrian-children-lebanon-cfsq-sl>
- Kim, H. Y., & Tubbs Dolan, C. (2019). Social Emotional Response and Information Scenarios (SERAIIS): Evidence on construct validity, measurement invariance, and reliability in use with Syrian refugee children in Lebanon [Technical Working Paper]. <https://doi.org/10.13140/RG.2.2.23945.60007>
- Kim, H. Y., & Wu, Z. (2022a). Psychometric Evidence on a Measure of Behavioral Regulation among Conflict-Affected Nigerian Refugee and Nigerian Local Children in Southern Niger: Self-Regulation Assessment-Assessor Report (SRA-AR) [Technical working paper]. NYU Global TIES for Children. <https://inee.org/measurement-library/self-regulation-assessment-assessor-report-sra-ar-niger>
- Kim, H. Y., & Wu, Z. (2022b). Psychometric Evidence on a Measure of School-Related Stress and Stress Reactivity among Conflict-Affected Nigerian Refugee and Nigerian Local Children in Southern Niger: Response to Stress Questionnaire (RSQ) [Technical working paper]. NYU Global TIES for Children. <https://inee.org/measurement-library/response-stress-questionnaire-rsq-niger>
- Kim, H. Y., Wu, Z., Gjicali, K., & Tubbs Dolan, C. (2021). Psychometric evidence on a measure of school-related stress and stress reactivity among Syrian children in Lebanese public schools: Response to Stress Questionnaire (RSQ) [Technical working paper]. NYU Global TIES for Children. <https://inee.org/resources/response-stress-questionnaire-rsq>
- Wu, Z., Gjicali, K., Kim, H. Y., & Tubbs Dolan, C. (2020). Self-Regulation Assessment-Assessor Report (SRA-AR): Psychometric evidence from Syrian Refugee Children in Lebanon [Technical working paper]. NYU Global TIES for Children. <https://inee.org/resources/self-regulation-assessment-assessor-report-sra-ar>

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

- Global TIES for Children. (2020). Relationship Between Post-Migration Risks and Holistic Learning Among Syrian Refugee Children in Lebanon [Press release]. doi.org/10.6084/m9.figshare.22726985

HUMAN-INTEREST STORIES

- Brown, L. (2021, September 27). Teachers in Conflict Can Support Students' Mental Health — if We Invest in Theirs. <https://www.ukfiet.org/2021/teachers-in-conflict-can-support-students-mental-health-if-we-invest-in-theirs/>.
- Brown, L., & Kim, H. Y. (2022, January 27). Research Near & Far: Global TIES for Children [web log]. <https://steinhardt.nyu.edu/ihdsc/on-the-ground/research-near-far-global-ties-children>.
- Kim, H. Y., & Brown, L. (2022, March 16). Disruptions to schooling: Lessons from refugee experience in Lebanon [web log]. <https://inee.org/blog/disruptions-schooling-lessons-refugee-experience-lebanon>.

BLOGS

- Brown, L. (2023, January 23). Remedial Education to Support Learning Loss Threatened by Cuts to Development Aid [web log]. <https://www.ukfiet.org/2023/remedial-education-to-support-learning-loss-threatened-by-cuts-to-development-aid/>
- Kim, H. Y. (2023, March 30). The Road Paved With Good Intentions: is Social and Emotional Learning (Sel) Safe and Effective for All Children Affected by Crises? [web log]. <https://www.ukfiet.org/2023/the-road-paved-with-good-intentions-is-social-and-emotional-learning-sel-safe-and-effective-for-all-children-affected-by-crises/>.
- Wu, Z. (M., Yoshikawa, H., Aber, J. L., Brown, L., & Kim, H. Y. (2023, March 1). Measuring the Dosage of Brief Social-emotional Learning (Sel) Activities in Humanitarian Settings [web log]. <https://www.ukfiet.org/2023/measuring-the-dosage-of-brief-social-emotional-learning-sel-activities-in-humanitarian-settings/>.

CONFERENCE PRESENTATIONS

- Brown, L. Kim, H.Y., Annan, J., Aber, J.L. (2019, March 5-9). SEL Functioning in Crisis-Contexts: Role Of Gender, Grade Level, And School Attendance in Sierra Leone [Conference presentation]. Society for Research on Educational Effectiveness (SREE) 2019, Washington D.C., United States.
- Brown, L., Kim, H.Y., Annan, J., Aber, J.L. (2019, April 5-9). Evidence for Educational Intervention Effectiveness: Impacts of a cRCT of SEL-infused Tutoring Programming in Niger [Conference presentation]. American Educational Research Association (AERA) 2019, Toronto, Canada.
- Brown, L., Ngoga, E., Aber, J.L. (2019, April 5-9). Capturing Data Collector Quality Through Field-Based Structured Observation: Toward Standardized, Evidence-Based Core Competencies [Conference presentation]. American Educational Research Association (AERA) 2019, Toronto, Canada.
- Brown, L., Kim, H. Y., Yoshikawa, H., & Aber, J. L. (2021, September 26-29). Staying Mindful Of Fit: Teacher And Coach Perceptions of an SEL Intervention in West Africa [Conference presentation]. Society for Research on Educational Effectiveness (SREE) 2021, Arlington, Virginia, United States.
- Keim et al. (2019, March 5-9). Dosage Variability in School-Based Programs: The Roles of Individual- and Classroom-Level Attendance in Refugee Student Intervention Outcomes [Conference presentation]. Society for Research on Educational Effectiveness (SREE) 2019, Washington D.C., United States. [Presentation slides](#).
- Keim et al. (2019, March 21-23). Student- and Classroom-Level Predictors of Refugee Student Attendance Trajectories in Lebanon: Implications for Interventions [Conference presentation]. Society for Research in Child Development (SRCD) 2019, Baltimore, Maryland, United States. <https://doi.org/10.6084/m9.figshare.21313341>
- Kim, H. Y., Brown, L., Annan, J., & Aber, J. L. (2021, April 7). Social Emotional Learning (SEL) With Syrian Refugee Children: Impacts of a SEL Curriculum in Lebanon [Conference presentation]. Society for Research in Child Development (SRCD) 2021, Virtual.
- Kim et al. (2021, April 25 – May 2). Comprehensive Social Emotional Learning (SEL) Intervention With Syrian Refugee Children: Impact Variation By Pre-And Post-Migration Conflict Experiences [Conference presentation]. Comparative International Education Society (CIES) 2021, Washington D.C., United States. <https://doi.org/10.6084/m9.figshare.21313368>
- Kim, H. Y., Tubbs Dolan, C., Aber, J. L. (July, 2020). The Influence Of Conflict Experiences On Syrian Refugee Children's Conflict-Resolution Skills: War Experiences, School Victimization, And Family Conflict [Conference paper]. Comparative & International Education Society. Miami, FL (canceled due to COVID-19 restriction, presented at the virtual webinar organized by International Network for Education in Emergencies). <https://inee.org/resources/strengthening-evidence-base-education-emergencies-emerging-outputs-e-cubed-research-fund>
- Kim, H. Y., Brown, L., Tubbs Dolan, C., Sklar, J., & Aber, J. L. (September, 2021, September 26-29). Supporting Academic And Social Emotional Learning (SEL) in Conflict-Affected Niger: Impacts and Impact Variation of SEL-infused Remedial Education Programs. Society for Research on Educational Effectiveness (SREE) 2021, Arlington, Virginia, United States.

COMMUNITY STAKEHOLDER PRESENTATIONS

- Brown, L. (2021, 5 August) TIES-Lebanon Research-Share Brownbag Series #1 [Powerpoint slides]. Global TIES for Children, 3EA team, https://drive.google.com/file/d/1PDzNebTHLYqxlh9QjEYx7nQqXj7Vrk7b/view?usp=share_link
- Boulares, D. et al. (2021, July) Au-delà de l'impact : Recherche sur l'éducation en situation d'urgence : des preuves pour Agir. [PowerPoint slides]. Global TIES for Children, 3EA team, https://drive.google.com/file/d/17IW9QuSCEZ5Poc3gqxWnSQF-QMJN61sF/view?usp=share_link
- Boulares, D., Davis, K., Kadjangaba, S. (2021, 15 July) APPRENTISSAGE SOCIO- ÉMOTIONNEL DANS LES SITUATIONS DE CRISE : Apprentissage et amélioration À travers la recherche et la pratique [Powerpoint slides]. Global TIES for Children, 3EA team, https://drive.google.com/file/d/1deQM37Q159WQE7tEPcbWM1uRgk6ce_Qz/view?

WEBINARS

- Kim, H. Y., Brown, L., & J. Lawrence, A. (2020, December 8). Improving Education for Refugee Children: Insights from Rigorous Research. NYU Abu Dhabi Institute Virtual Public Program, <https://youtu.be/Nc42pUmljEO>
 - This webinar was hosted by NYUAD institute and discussed the state of education for refugee children broadly, zeros in on the conditions of refugee children in Lebanon and Niger, and summarizes insights evaluating innovative strategies to promote the academic learning and social-emotional development of the children.
- Kim, H. Y., Brown, L., & D Boulares. (December 2021) Reimagining Education in Emergencies: Lessons from research in three crisis-affected countries RewirEd Summit virtual session ([here](#))
 - The pre-recorded video was disseminated to global key stakeholders participated in the RewirEd summit.

EXPLAINER VIDEOS

- NYU Global TIES for Children. (2021). Education in Emergencies: Evidence for Action (3EA) Explainer Video. YouTube.
 - French language version: <https://www.youtube.com/watch?v=b05jHXP5SrM&t=2s>
 - Arabic language version: <https://www.youtube.com/watch?v=f4zR1ezfWs0&t=73s>

This explainer video is focused on “Building a Science for Action”: Lessons learned and practical advice for researchers and practitioners to move the field towards building science for action. Read more about this work here: <https://bit.ly/3CRQ5DX>

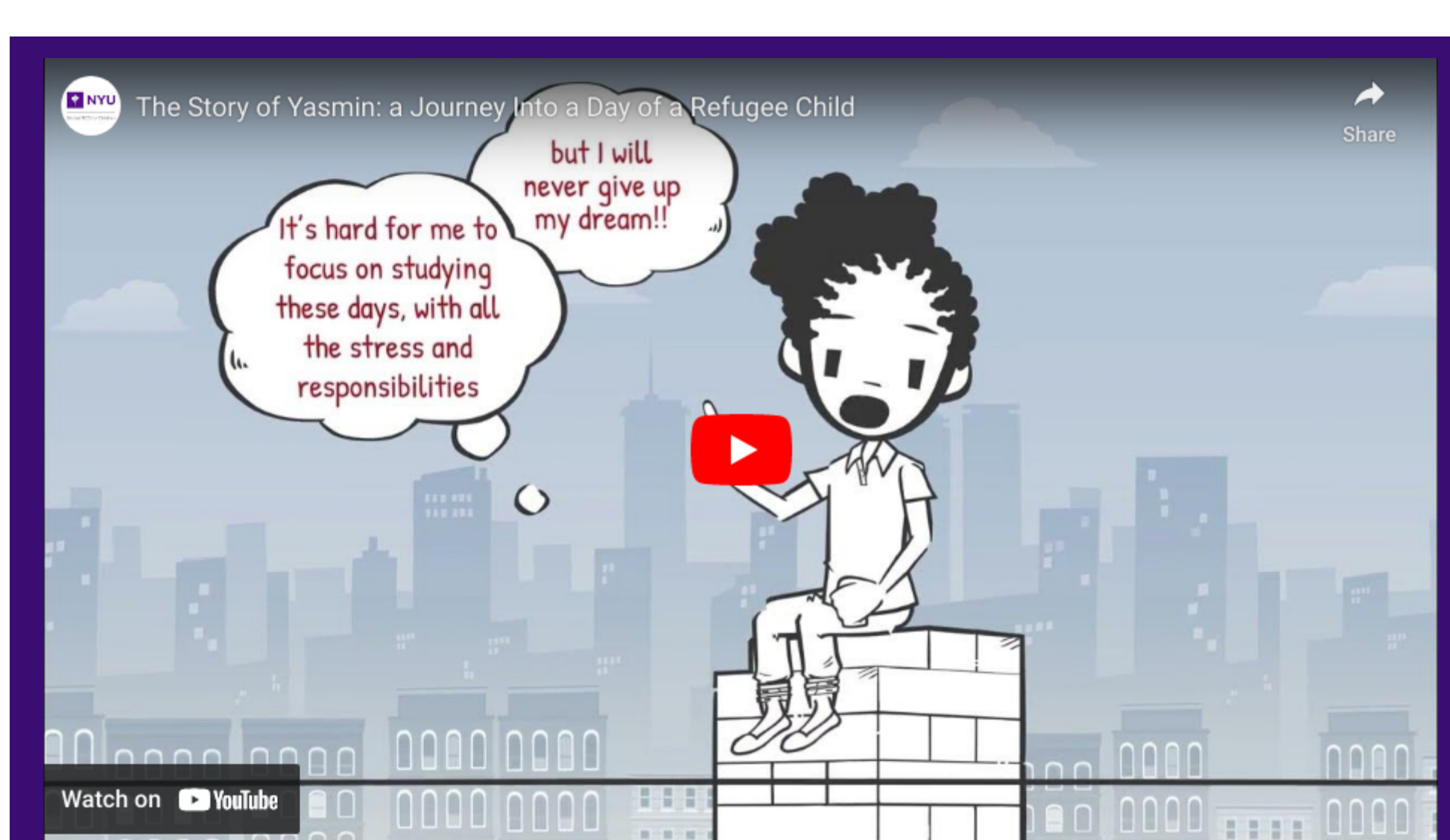
The 3EA initiative, born out of a research-practice partnership between TIES and the International Rescue Committee, aims to generate evidence and tools on what works to improve children’s holistic learning and development. This work also aims to improve the quality of program implementation and to answer the questions of what works, how, for whom, and under what conditions. Our work has been made possible by our funders Dubai Cares, Porticus, Spencer Foundation and ESRC-DFID (now FCDO) with thanks to the Inter-agency Network for Education in Emergencies.



- NYU Global TIES for Children. (2021). The Story of Yasmin: a Journey Into a Day of a Refugee Child. YouTube.
 - This video was developed and shared as part of a pre-recorded presentation 'Reimagining 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 video follows the journey of a fictional Syrian refugee child named Yasmin, who is recreated based on our research with refugee children in Lebanon in real life. It walks viewers through what it is like to experience life as a refugee child.

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 social and emotional learning (SEL) support in education, concretely showing how refugee children may feel isolated, anxious, or overwhelmed, and how these feelings and challenges can affect their ability to learn and succeed in school. SEL programs, accompanied by comprehensive teacher support and training, can help both refugee and host community children develop skills such as self-awareness, self-regulation, empathy, and social skills — skills much needed not only for their personal academic and social-emotional adaptation, but also for increased social cohesion and successful integration in the host community.



PROJECT TEAM

PRINCIPAL INVESTIGATORS & CO-PRINCIPAL INVESTIGATORS



**Ha Yeon
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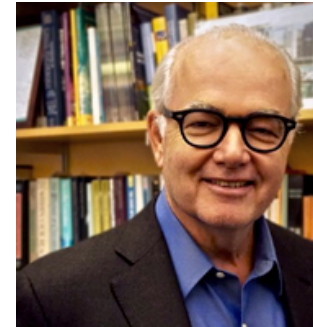
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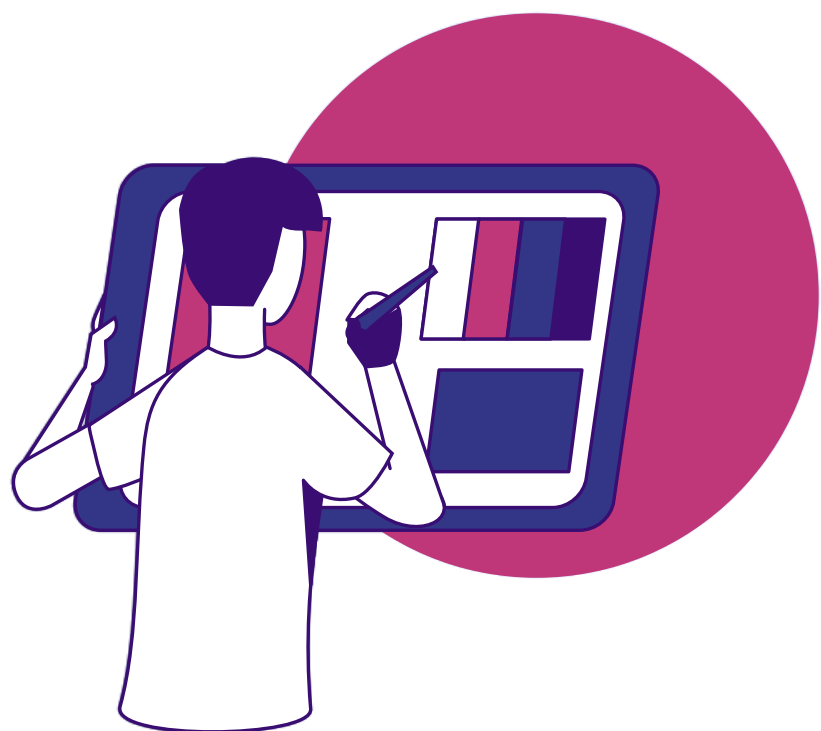
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ACKNOWLEDGMENTS



This 3EA E³ Synthesis is designed and created by Karolina Lajch & Douha Boulares at NYU Global TIES for Children.

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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.