EDITORIAL NOTE

Dana Burde

I am delighted to introduce this first issue of the *Journal on Education in Emergencies (JEiE)* and honored to serve as its first editor-in-chief. Some of us have been working on issues related to education in conflict and disaster settings for nearly two decades—before education in emergencies was called EiE!—and I am proud to see how far we have come as a field. We would not be where we are today without the concerted efforts of a small group of dedicated practitioners, many of whom witnessed firsthand the need to educate refugees and displaced people while working in refugee camps or active war zones in the early-to-mid 1990s, including in Kenya and Bosnia-Herzegovina. Their observations, coupled with a simultaneous surge in humanitarian initiatives, led to an unprecedented focus on ensuring that children and youth who are affected by conflict and crises everywhere have access to education. To begin to address this need, these practitioners launched the Inter-Agency Network for Education in Emergencies (INEE) in 2000, which has created a vibrant community and ignited a dedicated global social movement in the process. As practitioners and academics, we have joined our voices and our agendas to commit attention and resources to improve children's and youth's access to safe, quality education programs. Since 2000, both the community and the movement have grown substantially.

Indeed, as media and communications have intensified connections across borders and between populations around the world, and as conflicts and disasters displace record numbers of people, the plight of education for the children and youth among this population has gained worldwide attention. In 2014, the number of displaced people was at a record high of 59.5 million, and children under the age of 18 made up 51 percent of the total refugee population (UNHCR 2015). In 2012, 59.3 million children of primary school age and 64.9 million of lower secondary age were out of school (UNICEF 2015). Policy makers and aid workers from Washington to Lagos to Damascus to Kathmandu are concerned about ensuring that young people maintain access to education that addresses their academic and psychosocial needs, even in the midst of crisis. New international initiatives have sprung up to address these issues, and young leaders such as Malala Yousafzai, the 2014 Nobel Peace Prize recipient, have called for a reorientation of world

power to guarantee the right to education for all. Many bilateral and multilateral aid agencies have, in turn, called for increased evidence to show "what works" in education in emergencies interventions (e.g., UNICEF, USAID, DfID) in order to deliver education to those most in need as effectively and efficiently as circumstances allow.

Despite this exponential growth in the field of EiE and calls to strengthen the evidence on which program decisions are based, rigorous research on EiE interventions and related topics remains scarce and diffuse, which makes it difficult for practitioners to find and apply up-to-date information in the field and difficult for scholars to build a body of knowledge and theory. For example, the majority of scholars of peace and conflict studies neglect education in their analyses of conflict. From 1994 to 2010, only 1 percent of articles in peace and conflict studies journals and 0.5 percent of articles in international studies journals addressed education beyond North America and Europe (King 2014). Scholars who explore state- and peacebuilding would appear to have a strong motivation to understand education, since establishing an education system that provides equal access to all citizens is a key ingredient of a democratic state. However, education has received limited attention from even these more specialized subfields (e.g., Paris 2004; Hehir and Robinson 2007; Paris and Sisk 2009, cited in Burde 2014). While practitioners focus on how education may contribute to peacebuilding, this work often includes only limited theoretical analysis or empirical evidence. Research on additional questions of critical importance to practitioners working in crisis-affected contexts, such as those related to teacher professional development and curriculum design, protection of children and educators, psychosocial issues in the classroom, and disaster risk reduction, as well as research that illuminates the relationship between education and conflict, is especially limited.

THE JOURNAL ON EDUCATION IN EMERGENCIES

The scholarly, peer-reviewed *Journal on Education in Emergencies* aims to fill these gaps in rigorous EiE research. Building on the tradition of collaboration between practitioners and academics in the field of EiE, the journal's aim is to help improve learning in and across service-delivery, policy making, and academic institutions by providing a space where scholars and practitioners publish rigorous quantitative, qualitative, and mixed-methods research articles and robust and compelling field notes, both to inform policy and practice and to stir debate. The journal is intended to provide access to the ideas and evidence necessary to inform sound EiE programming, policy making, funding decisions, and future research.

JEiE specifically aims to:

1. **Stimulate research and debate** to build evidence and collective knowledge about EiE;
2. **Promote learning across service-delivery organizations** and policy and academic institutions informed by evidence;
3. **Define knowledge gaps and key trends** to inform future research;
4. **Publish rigorous scholarly and practitioner work** that will set standards for evidence in the field.

To achieve these goals, *JEiE* seeks articles from scholars and practitioners who work across disciplines and sectors to focus on a range of questions related to education in countries and regions affected by crisis and conflict. *JEiE* works closely with INEE, today a network of more than 11,000 scholars and practitioners around the world, to collect new research and field notes submissions and distribute high-quality published work. This vast global partnership of activists, academics, policy makers, and practitioners in education enables *JEiE* to make a unique and powerful contribution. In the following pages, we provide a brief overview of our inaugural issue and a short comment on what we hope this work will achieve.

STRUCTURE OF THE JOURNAL

According to the INEE Minimum Standards, education in emergencies is defined as "quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education." *JEiE* publishes research related to education responses after natural disasters and in conflict-affected states, conflict-sensitive education, attacks on education, education for peacebuilding, peace education, resilience, disaster risk reduction and education, and forced migration and education.

ISSUES AND CONTENTS

The journal will be published online twice a year; each issue will feature 4-6 peer-reviewed articles written by researchers and practitioners in the field of EiE. The three sections of the journal are:

1. **EiE Research Articles (Section 1):** Articles in this section have a clear research design; use an explicit, well-recognized theoretical or conceptual framework; employ rigorous research methods; and contribute to the evidence base and the advancement of knowledge on EiE. Articles that develop new or challenge existing EiE theoretical or conceptual frameworks are also welcome. Qualitative, quantitative, and mixed-methods articles are appropriate.

2. **EiE Field Notes (Section 2):** Articles in this section demonstrate progress and/or challenges in designing, implementing, monitoring, and evaluating EiE policies and programs. Articles on the development and application of tools and resources for EiE and articles exploring links between EiE and traditional humanitarian sectors are also welcome. Articles in this section typically will be authored by practitioners or practitioner-researcher teams.[1]

3. **EiE Book Reviews (Section 3):** Articles in this section will offer a critical review of a recently published or upcoming book, or of substantial studies, evaluations, meta-analyses, documentaries, or other media, that focus on EiE.

Please see our website— www.ineesite.org/journal —for more information and detailed submission guidelines.

FIRST ISSUE OVERVIEW

This issue contains four articles (three research articles and one field note) and one book review that cover a variety of scholarly/policy topics and types of research design. Topics include a review of research on history education in countries affected by conflict, the impact of psychosocial program interventions, and instructional techniques for teachers working with refugees. Research designs range from a review of empirical work on history education (Paulson), to an impact evaluation assessing the effects of the International Rescue Committee's (IRC) Healing Classrooms program (Torrente et al.), to a qualitative study of

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1   Articles for this section will include those that examine quality EiE programming, as well as EiE programming that is poor, problematic, or faces challenges so that readers can learn from past mistakes.

refugee education in urban Nairobi and the Kakuma refugee camp (Mendenhall et al.). The field note piece addresses a key area for EiE work—the implementation of conflict-sensitive education in South Sudan (Reisman and Janke). Our first book review (Cole) presents Elisabeth King's book, *From Classrooms to Conflict in Rwanda*, published last year by Cambridge University Press. Coincidentally, all of the pieces in this issue except Paulson's review focus on Africa. Although the journal does not have a regional focus, we are not opposed to publishing an issue that focuses primarily on one region or continent. Our guiding principle is the quality of the work.

We start this inaugural issue with "'Whether and how?' History Education about Recent and Ongoing Conflict: A Review of Research," Julia Paulson's review of research on history education, which addresses recent or ongoing conflict and the implications national curricular choices have for policy makers. As Paulson notes, "history education is…a key site for constructing identity, transmitting collective memory, and shaping 'imagined communities,'" making the study of its execution during or after conflict a critical aspect of EiE work. The article reviews 42 empirical studies from 11 countries in Latin America, Europe, the Middle East, South Asia, and Eastern and Southern Africa to explore "whether recent conflict forms part of national curricula and, where it does," how it is taught (14). She reviews how conflict is addressed systemically, rather than through a one-off program that may complement a government system but otherwise remains outside. Although most of her cases rely on government curriculum as a source for learning about these conflicts, some either teach the history of recent conflict without curricular guidance or omit all reference to such socially and politically charged material. In the cases where recent conflict does receive pedagogical attention, Paulson finds that most teachers rely on employing "top-down," "ethno-nationalist" narratives that promote a story of a mythical past of continuous unity that was only interrupted by conflict during an exceptional moment in time, thus disseminating a belief in the "exceptionalism of conflict" (37). Paulson's findings "suggest that for history education to contribute to peacebuilding and reconciliation, it must engage seriously with the root causes of conflict and, crucially, with the ways they persist and are reconfigured in the present, and in students' lived experiences" (37). Her review also shows the importance of the "ways education is organized and the support provided," for example, "for teacher training on curricular initiatives' potential to contribute to peacebuilding" (37).

Since the late 1990s, IRC has pioneered innovative psychosocial classroom programming in countries affected by conflict. The Healing Classrooms approach stands out as an early exemplar of this type of work, although until now the primary sources of data regarding the effects of this program have been drawn from qualitative studies. Albeit sound and informative, this work was constrained in its ability to draw causal inferences and generalize to larger populations. That has now changed. In their piece, "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," Catalina Torrente and her coauthors, Brian Johnston, Leighann Starkey, Edward Seidman, Anjuli Shivshanker, Nina Weisenhorn, Jeannie Annan, and John Lawrence Aber, employ one of the first randomized impact evaluations in EiE research to assess the effects of IRC's Learning to Read in a Healing Classroom program. Although the program consisted of four elements—"informing in-service teacher-training policy and systems on the national level; an in-service teacher professional development program; community mobilization and engagement activities; and provision of alternative education and vocational training opportunities for out-of-school youth"—the teacher professional development program was the only element that could be randomized and, therefore, the only element examined in the impact evaluation (56). Teacher professional development aimed to "enhance teachers' motivation and performance, and to promote student well-being and academic learning" (56). The study employs a large-scale cluster-randomized trial to test program effects on (1) the quality of school interactions (students' perceptions of the level of support/care and predictability/cooperation in their school and classrooms), and (2) students' subjective well-being (peer victimization and mental health problems). The authors report that, after one year of partial program implementation, "analyses showed promising but mixed results." They found a "significant positive impact on students' perceptions of supportive and caring schools and classrooms, but a negative impact on their sense of predictability and cooperation. The program's average effect on students' subjective well-being was not statistically significant, but differential impacts were found for various subgroups of students" (48). The authors speculate that introducing positive changes to the classroom may have temporarily disrupted students' sense of predictability and inclination to cooperate. This is a first step in a multiyear study. We look forward to reading about the next set of results as they become available. Aside from its findings, this piece offers a strong illustration of how one can complete rigorous research even under very difficult conditions.

Staying on the same continent but shifting to look at refugee education and teacher practices in refugee classrooms, Mary Mendenhall and her coauthors, Sarah Dryden-Peterson, Lesley Bartlett, Caroline Ndirangu, Rosemary Imonje, Daniel Gakunga, Loise Gichuhi, Grace Nyagah, Ursulla Okoth, and Mary Tangelder, examine how "educators teach refugee students in camp-based, community-based, and public schools in Kenya, and the challenges they face" (93). Mendenhall et al. offer an unprecedented view inside the storied refugee camp and non-camp settings in Kenya, collecting in-depth qualitative interview and observational data from six refugee-hosting schools located either in the Kakuma refugee camp or in Nairobi. Similar to Dadaab, another famous refugee camp in Kenya, Kakuma was established in 1992. Twenty-three years later, there is no sign that it will close or become obsolete any time soon, especially given the continued unrest in neighboring countries. The authors synthesized research on established classroom practices, creating their own framework with which to systematically examine and document "teachers' pedagogical techniques and, specifically, teacher-learner interactions" (93). They use this framework to capture and organize their carefully documented descriptions of classroom interactions, offering compelling insights into the importance of key teaching techniques, such as engaging students in the material at hand and fostering critical thinking and questioning skills. Although trainers around the world urge teachers to employ these skills, we are rarely privy to such intimate portrayals of their practices, let alone the teachers' own perceptions of their practice and the constraints under which they work. As the first study to "systematically analyze the classroom practices of teachers of refugees, this article strengthens the existing evidence base that currently consists of anecdotal accounts and agency-led evaluations" (93).

Finally, the field note for this inaugural issue takes the USAID-funded South Sudan Teacher Education Project (SSTEP), implemented by Massachusetts-based Education Development Center from 2011 to 2014, as a case study of the emerging guidance on teacher programming in conflict-sensitive environments. Authors Lainie Reisman and Cornelia Janke employ the 2013 "INEE Guidance Note on Conflict Sensitive Education" and its Minimum Standards for Education, adapted for South Sudan, as "a conflict-sensitive lens through which to view the SSTEP design and implementation" (131). In doing so, they highlight "(1) The ways the initial program design can affect the applicability of recommended conflict-sensitive education (CSE) strategies; (2) The roles that decisions by donors, implementing partners, and ministries play in facilitating, or undermining, the application of recommended conflict-sensitive teacher education strategies; (3) The extent to which the recommended conflict-sensitive strategies are realistic and effective when applied to existing dynamics" (132).

The authors note that working in a country that not only is experiencing civil war but also is a new state in the process of creating laws and policies poses additional challenges. Following the INEE standards under such conditions is challenging because of the "extreme lack of technical expertise, human resources, and budget available to the National Education Ministry" (151). Moreover, dissention within the South Sudan Ministry of Education often meant that the teacher education project under study lacked a strong counterpart within the ministry, and that "key deliverables that relied on ministry leadership were either delayed or stymied" (151). The authors also offer multiple specific observations about these important INEE tools, which will be useful to practitioners working in countries affected by conflict everywhere.

LOOKING TOWARD THE COMING YEARS

Along with my terrific colleagues on the board of *JEiE*, as well as our exceptional reviewers, I envision that the *JEiE* will contribute much-needed evidence on the effects crisis has on education, and education on crisis, around the world. We launched this endeavor to bring practitioners and researchers together to foster understanding and guide future programs and policies for families, children, and youth seeking an education in crisis-affected regions. We are fortunate to have an expansive audience via the INEE and our academic networks, which will ensure robust dissemination of these critical articles. Please consider submitting your EiE-related studies to *JEiE*. We invite you to join us in this collective endeavor, which we believe will deepen and broaden the power of the EiE social movement.

ACKNOWLEDGMENTS

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