

## Results of the BRiCE approach

- ✓ **Improved access to school:** 234,000 students, including more than 111,000 girls and young women, were supported to access education. Key results:
  - The BRiCE projects achieved significant increases in enrolment, attendance and completion rates for grades and courses. In Democratic Republic of the Congo (DRC) and Niger, despite conflict and displacement, enrolment rates improved by 23% and 12% respectively over the project.
  - In Uganda, just 16% of all refugee and host community children were enrolled in school to start with, but due to the project this rose to 52% in four years. Beyond bringing the children into the system, the project achieved an 81% completion rate for students, which is very high considering the challenges learners faced. Providing language classes for refugees helped them to integrate into an English-speaking education system.
  - In DRC, 92% of children enrolled in early childhood education centres successfully completed three years.
  - The majority of these students were refugees or displaced learners, or students in vulnerable communities hosting refugees and many had never been to school before due to conflict and poverty, or they had missed years of schooling due to crisis situations.
  - In DRC, 30% of children enrolled had never been to school and another 49% had missed at least 2 years of schooling. In Tanzania, 21% of children enrolled had never been to school, 24% had missed at least 2 years of schooling and another 36% had missed 1 year of schooling.
  - 72% of targeted out of school students in DRC and Tanzania were reintegrated into the formal education system and supported to bridge the academic gap from their missed years of schooling.
  - Support to 237 schools, including school construction, rehabilitating poor quality buildings and constructing safe toilets. For example, in Tanzania and DRC, 58 classrooms were constructed and 63 latrine blocks, in addition to 12 boreholes for safe drinking water.
- ✓ **Improved teaching and learning:** 3,213 teachers, including more than 1,030 female teachers were supported in 237 schools, with range of services. Teachers benefited from training and professional development, provision of teaching and learning materials, mentoring and peer-to-peer support. Student learning was assessed throughout the project by research partners using cutting edge assessment tools, allowing the projects to adjust the programme each year to cater for student and teacher needs.

Significant improvements in student learning were achieved. This is remarkable considering the challenges the students and the schools faced since 2019.

- In Ethiopia, students' maths scores improved from 33% to 56% for boys, and from 28% to 50% for girls.
- In Somalia, students' maths scores improved from 25% to 62% for boys, and from 22% to 53% for girls.
- In Niger, student literacy scores increased from 5.5% to 30% for girls, and from 5.6% to 25% for boys.
- In DRC, student literacy scores increased from 2% to 11% for girls, and from 2% to 17% for boys.
- In South Sudan, 2,103 learners (1,183 girls) successfully completed three years of accelerated learning (consolidating all of primary school into three years, for older

students). 1,472 of those students sat the national exams for the end of primary school and 77% successfully passed.

- In Uganda, 180 learners (57 girls) successfully completed three years of accelerated learning. 127 of these sat the national exams, and 57% successfully passed.
- In DRC, 3,702 learners (1,637 girls) were enrolled in the accelerated education programme, and 3,246 (1,190 girls) successfully completed the programme.

✓ **Improved protection and well-being of learners and teachers.** A range of innovative approaches to support students, teachers and caregivers were developed across the project, with careful monitoring of results by the research institutes. These ranged from peer support circles, child protection case management, phone-based teacher mentoring, reforms of national referral systems and community-led campaigns and events.

- In DRC and Niger, children's well-being scores increased from 5.7 to 7.04 and from 7.6 to 8.25 respectively, measured using International Emotional Learning Assessment (ISELA, which considers children's experiences of corporal punishment and dimensions of empathy, social awareness and motivation).
- 90% of teachers in DRC and Niger improved at least one level in teacher proficiency, in six or more competencies. Teacher proficiency covers a range of professional competencies, including academic skills, gender equality, conflict-sensitive education and fostering a positive classroom environment.
- In Uganda and South Sudan, the emotional stability of learners increased from a baseline of just 25% to 86% by the end of the project. The percentage of learners feeling safe at school increased from 58% to 87%, and the percentage of teachers feeling safe increased from 32% to 70%. The project worked closely with teachers and communities to improve social cohesion between host community members and displaced families, breaking down tensions that had caused insecurity before the project.
- In Somalia and Ethiopia, 100% and 62% of schools were implementing a child safeguarding policy by the end of the project respectively, compared to just 14% and 0% when the project started.

✓ **Improved local, regional, and national systems to support learners in conflict settings.** BRICE projects used the action research results to influence government policies, reform school curricula and strengthen national systems. By working in partnership with universities, education ministries and international stakeholders, the BRICE project ensured that research tools were integrated into national education systems and curriculum reforms were taken up by education authorities.

At community level:

- Community education committees and parent-teacher associations were established or supported through the project, to provide community-based school support. These committees demonstrated great results in increasing enrolment (DRC and Somalia) and supporting child protection (Niger, DRC, Tanzania, and Uganda).

At district and national level:

- New tools were integrated into national monitoring systems. The tools developed to assess learning, and social-emotional well-being of learners, were tailored to each country, in collaboration with national authorities. Project data collection systems were integrated into national Education Management Information Systems (EMIS) where possible, to strengthen local and national capacities and planning. In Ethiopia, a new

EMIS office was established and equipped to better include vulnerable children in the region into national education data and decision-making.

- Child protection referral and response systems were established or strengthened so the authorities could better manage cases of child abuse. In some cases (DRC and Niger) this led to legal action against sex abusers and social service interventions to support vulnerable children. In Uganda, research findings on gender were taken into the Ministry of Gender's guidelines on teenage pregnancy.
- Curriculum and teacher training reforms were directly supported. Specialised packages of support for Teachers in Crisis Contexts (TiCC) were developed and piloted for South Sudan and Uganda. In Uganda, the National Curriculum Development Centre was supported to condense the primary school curriculum to serve out-of-school youth needing accelerated education. A new learning assessment toolkit was adopted by provincial Ministry of Education authorities in DRC.

**At global level:**

- BRICE research findings were widely disseminated and used for international advocacy, including at the Global Refugee Forum and to inform recommendations to the Conference on the Education Rights of Migrants, Refugees and internally displaced persons (IDPs) with the UN Special Rapporteur on the Right to Education, Dr Bolly Barry.
- The 2019 Global Convention concerning Recognition of Qualifications in Higher Education was influenced to reflect the accreditation needs of teachers who have fled to another country but wish to take up their profession in the hosting country.
- International networks were strengthened. Partners applied recommendations of the Inter-Agency Network for Education in Emergencies (INEE) by contextualising the Minimum Standards for Education in Emergencies in specific countries, and piloting versions of the Teachers in Crisis and Conflict Settings resources and Conflict Sensitive Education approaches, for integration into national settings.