

Strengthening Rapid Education Responses in Acute Emergencies

This UNICEF funded research seeks to better understand the challenges faced by the education sector, historically and contemporaneously, during emergency response interventions in conflict affected contexts. The research seeks to learn lessons from recent programming experience, including the ongoing COVID 19 responses, in order to better understand obstacles and facilitators to education's vital role in emergency humanitarian situations. The research will include an initial global literature review, six case studies (South Sudan, Yemen, Democratic Republic of Congo, Central Sahel Region, Afghanistan, Ethiopia) and a final synthesis report.



This research is being funded by, and is carried out collaboratively with [UNICEF](#) & the [Global Education Cluster](#) and is led by Dr Sean Higgins (PI), Dr Gabrielle Daoust, Dr Birgul Kutan & Professor Mario Novelli, from the Centre for International Education (CIE), University of Sussex. The research will involve fieldwork in the case study countries, stakeholder interviews, archive analysis and dialogical engagement with a wide range of development partners active in this area. The research began in January 2021 and will end in December 2021.

Background to the Research

The importance of education's role in the first phase of Humanitarian Assistance, as part of life-saving interventions, has grown in recognition over recent decades. In 2006, education was added to the global humanitarian cluster system, and led by UNICEF and Save the Children. Since then, the [Global Education Cluster](#) has been involved in all large-scale emergencies across many different countries. Despite this, education is often not prioritised in Rapid Response Mechanisms (RRMs) or via similar emergency coordination mechanisms that operate in diverse emergency situations and its role remains contested and often underestimated. This research seeks to better understand the challenges faced by the education sector, historically and contemporaneously, during emergency response interventions, and to learn lessons from recent programming experience in order to better understand obstacles and facilitators to education's vital role in emergency humanitarian situations. The research will be informed by the University of Sussex's long-standing engagement in the field of Education in Emergencies, and underpinned by prior experience of researching the complex political economy of education in conflict contexts with an awareness of the multiple inequalities and intersectionalities (gender, race, religion, disability, socio-economic status) that effect life chances in conflict contexts.

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