



# An Education in Emergency perspective

10<sup>th</sup> June 2020

# Why is (measuring) holistic learning difficult in EiE settings? Some points

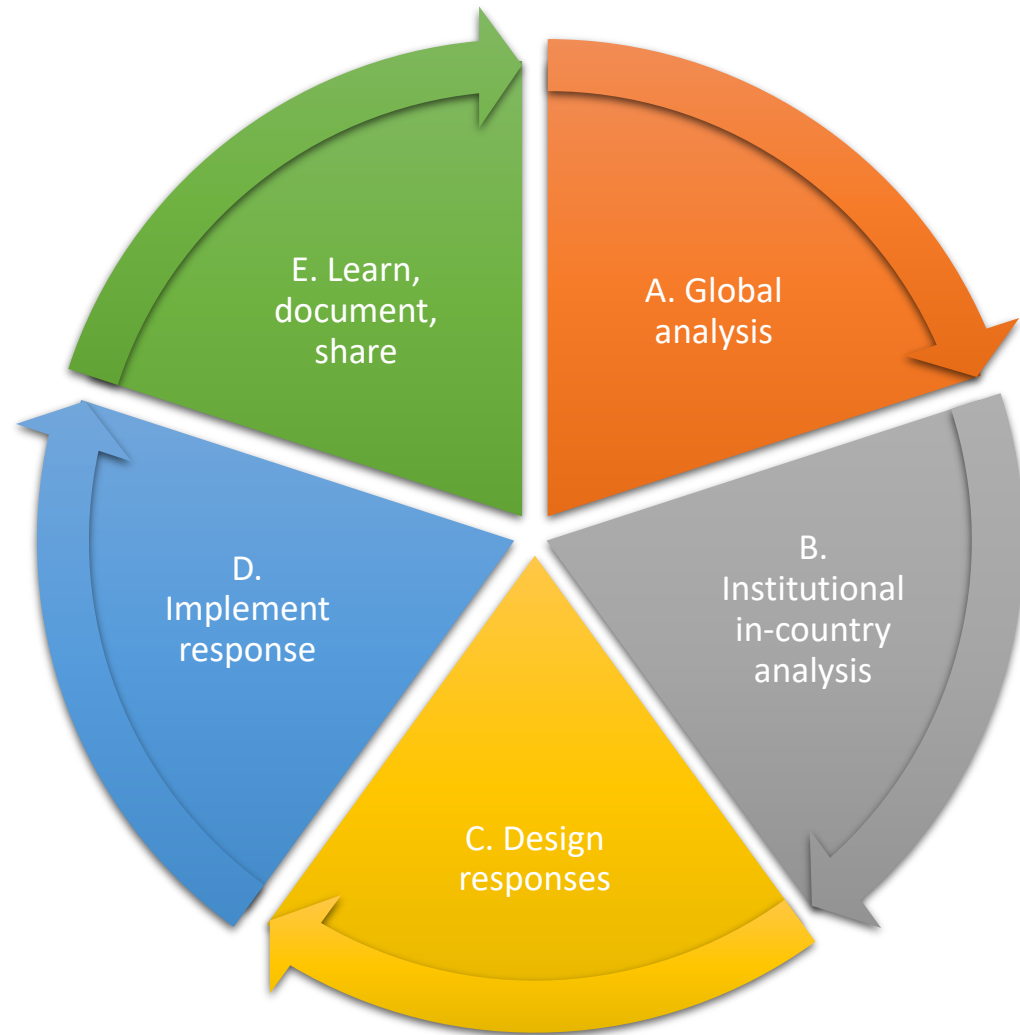
- The picture is incomplete: 37 Million (!) crisis affected children that have **missed-out on any education or 'are on the move' and not in formal school**, and therefore likely not included in (inter) national learning measurements or its systems such as EMIS.
  - Difficult/expensive/unsafe to reach → low priority.
- **Capacity and resources** to manage large-scale measurements in EiE settings requires bold investments and systemic change.
- Learning is more problematic to achieve in EiE settings as these children:
  - **Missed out** on substantial periods of schooling.
  - **Content/curricula** of learning and assessment differs with previous known set-up.
  - Children are likely to be **socially-emotionally affected** influencing concentration levels therefore requiring targeted interventions and measurement on SEL;
  - Experience **language barriers** towards learning, hampering assessment;
  - Lack **recognition of previous learnings** and certification (are invisible);
  - ....

# Link assessment results from crisis/conflict affected populations: some thoughts

From a **rights-based perspective** all 75 Million conflict and crisis affected children are to be included. This requires adaptations regarding the following:

- **Minimum standards** might need to adapt.
- **Approaches** need to be adapted to the conflict situation ensure inclusion of different population groups (IDPs, out-of-school, language, pastoralists, etc.).
- **Methods** are to be responsive to the situation of the conflict and crisis affected child i.e. language, stress levels, test experience.
- Reporting needs to be **disaggregated** by population groups so to **respond** through more targeted interventions as needed.
- **Ensure conflict sensitive solutions** e.g. protect identities of marginalized groups (refugees, minorities, IDPs) throughout data collection, analysis and reporting as needed.
- **Resources** to reach marginalized groups are higher, this is to be budgeted and planned for.

# ECW holistic learning outcome measurement initiative



## How do we envision it looks like?

- **Tailored** to each context
- **Systemic approach** – beyond tools
- **Align** to existing initiatives and tools
- Promote a **formative** purpose and design focussed on understanding “why” children are (not) learning
- **Holistic** focus: academic (literacy/numeracy) and social-emotional learning (SEL, PSS)
- **Collaborate** with national governments i.e. work on the **nexus**
- **Inclusive** - include those not in school.
- Link to **GPF and 4.1.1**

# Thank you!

For more information please reach out to the M&E team of ECW

Maurits Spoelder – M&E specialist - [mspoelder@unicef.org](mailto:mspoelder@unicef.org)

Christian Stoff – Chief M&E - [cstoff@unicef.org](mailto:cstoff@unicef.org)