

INEE QELO Webinar Q&A

1. So glad to hear you talking about 21st century skills, SEL and assessments FOR learning. However, assessments still often focus more on memorisation. How could we best advocate /promote this more holistic approach? Any tips?

Measurement of SEL typically is more qualitative in nature because it is a skill area rather than purely a knowledge area. Often the best measures for SEL come with the use of rubrics where students self-assess their performance against standards. These can be also measured by the teacher and a discussion can be had on the differences in perspectives and where further focus for development may be needed. Rubrics are useful and can be designed and adapted to suit the specific learning context.

Resource: [Mapping of Academic and Wellbeing measurement and assessment tools in EiE](#)

Resource: [Measurement Library](#)

2. Are there any best practices that speakers can allude to on how countries have used assessment data to address learning gaps/develop remediation programs?

Please take a look at [IIEP's upcoming webinar series](#) for country-specific data collection and usage in the program cycle.

3. Given the precarious environment faced by educators in emergency settings (as mentioned earlier) was there any examination of the effects of teachers' wellbeing on their students' learning outcomes and wellbeing?

We certainly discussed this at length in the early stages of the design process but due to the paper's focus on 'assessment' we did not delve into this area in detail. There are some important reference documents on this subject that you might like to read. It's a very important area for research and learning at the moment.

Resource: [Landscape Review on Teacher Wellbeing](#)

4. Thank you for sharing important insight about using learning data for beneficial policy decisions, I would like for someone, Benoit, to explain why -desegregating data can lead to stigmatization data on access as well as learning.

From Benoit:

Let me distinguish between 2 refugee situations:

1. If you visit a school in or around a refugee settlement in Uganda, you find refugee and national children sitting side by side. Everybody knows each other. Refugees are well known and welcome in the classroom. If you look at the blackboard you find a table with attendance figures for both national and refugee children. The protection risks in such a situation are low.

2. If you visit a school in a big city where few refugees are enrolled in a national public school the risk for potential stigmatization and discrimination is higher as their national peers may not know that they are refugees. It all depends on the context. In sensitive contexts we recommend to conduct a data protection impact assessment to identify and mitigate the risks.

5. As a practitioner, one of the barriers to AfL and assessment generally that we encounter is the transient nature of the beneficiaries of our education programmes. For example, this limits our capacity to collect longitudinal data to help plan for multi-year development of some of our beneficiaries. Do you have any thoughts, ideas on how best to assess holistic learning especially for a transient population?

Three ideas here -

1. Critical to this scenario is that transient children have information about what they have learnt and how are they tracking against relevant competency or performance standards - this is beginning to take shape in relation to Passports (Margi - perhaps you can share a link to this work).
 2. Additionally, in this scenario - is the need for frequent formative and summative assessments so that learning progress is being tracked at the cohort level.
 3. In my mind, the complexity lies with the teacher - how do you effectively support these children and provide them with a suitable learning program that meets their needs today and the likely needs tomorrow? Flexible learning programs, individualised learning plans, these things can help.
6. The Insights slide says that formative assessment is as important as summative but the report (on a quick scan) doesn't seem to say much about formative. Formative assessment can be widely misunderstood, surely, and for some people would be seen as part of pedagogy more than assessment.

We spent a lot of time considering this important issue and have tried to weave its importance throughout the paper, whenever we reference teachers. We did not use much reference to formative and summative as we did not want to enter the debate on which is better. In the paper however we suggest that assessments in the classroom for learning should always be our starting position. The beginning should always be to strengthen the culture and practice of assessment in the classroom before taking on large scale

assessments that rarely have utility in the classroom. The research found that large scale learning assessments are difficult to translate back to teachers - and that we need to find alternative ways - different methods and approaches for this. As a teacher, large scale assessments in my view provide deep insights into trends we might be seeing in a population over time that warrant shifts in teaching practices, in the way that we have been teaching. It can help us decide to change the way we have been teaching maths or teaching languages and give us insight into where at a population level more emphasis can be given. It does not help me however with my cohort of children - and their specific learning needs. It may however help the school obtain more relevant teaching guides or teaching and learning resources on specific areas of the curriculum or learning area.