INEE Webinar

Investing in Learning: the Case for Strengthening the Collection and Use of Learning Assessment Data in EiE Contexts

25 February 2021
Webinar Housekeeping

Participant audio and video are disabled.

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This session is being recorded.

Closed captioning available in En

The recording and presentations will be shared on the INEE website – [http://www.inee.org](http://www.inee.org)
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Who are we?

INEE is a network of more than 18,000 individual members and 130 partner organizations in 190 countries. INEE members are NGO and UN personnel, ministries of education and other government staff, students, teachers, donors, and researchers who do work related to education in emergencies (EiE). INEE exists for and because of its members.

INEE’s goal is to enable quality, safe, and relevant education for all in emergencies and crisis contexts through prevention, preparedness, response, and recovery.
INEE PHILOSOPHY OF CHANGE

INDIVIDUAL IMPACT

COORDINATED IMPACT

COLLECTIVE IMPACT
Purpose of the Webinar

1. Share INEE’s new policy paper on Investing in Learning

2. Discuss key issues related to the measurement of holistic learning outcomes
Introductions

Gerhard Pulfer - Responsible for “Education in Displacement” at Porticus and co-chair of the QELO workstream within the EPWG at INEE.

Audrey Nirrengarten - Task Teal Leader at Agence Francaise de Development and co-chair of the QELO workstream within the EPWG at INEE.

Catherine Johnston - Consultant and expert in teacher professional development, refugee and migrant education policy, and author of the policy paper.

Andrea Sayrota - Consultant and expert in participatory qualitative research, program design and management, advocacy and technical advising.
Introductions to Panelists

**Elyas Abdi** - Director General in the Ministry of Education in Kenya.

**Benoit d'Ansembourg** - Senior Education Officer at UNHCR and serves as the co-chair of the INEE Steering Group.

**Julia Finder Johna** - Education in Emergencies Advisor at Save the Children and the co-chair of the INEE PSS-SEL Collaborative. She is also a member of the QELO workstream within the EPWG at INEE.

**Dr. Silvia Diazgranados Ferrans** - Associate Director, Education Research at the International Rescue Committee and the co-chair of the INEE PSS-SEL Collaborative. She is also a member of the QELO workstream within the EPWG at INEE.

**Dr. Christian Stoff** - Head of Monitoring, Evaluation and Global Reporting at Education Cannot Wait. Christian also co-chairs the new INEE EiE Data Reference Group.

**Nina Weisenhorn** - Senior Advisor in Education in Crisis and Conflict for USAID’s Center for Education. Nina is also a member of the QELO workstream within the EPWG at INEE and co-chairs the INEE Humanitarian-Development Task Force.

**Ieva Raudonyte** - Associate Research Officer in the UNESCO IIEP Research & Development team.
Situating the work within INEE
INEE Quality & Equitable Learning Outcomes
Workstream Members

Audrey Nirrengarten (AFD)
Nina Weisenhorn (USAID)
Gerhard Pulfer (Porticus )
Nilse Ryman (GPE)
Peter Darvas (World Bank)
Bassem Nasir (UNICEF)
Yuki Murakami (UNESCO GEM Report)
Julia Finder Johna (Save the Children)
Silvia Diazgranados Ferrans (IRC)
Stefanie Kendall (FHI 360)
Patrick Montjourides (NORRAG)
Our starting point: In conflict and crisis settings we seek a shift from an access orientation towards a focus on access, as well as the quality of learning. We believe such a shift requires better evidence about the learning of the most vulnerable children, and whether programmes actually deliver on their needs. Here learning assessment plays a key role in driving donors, policy makers, practitioners and researchers toward the collective goal of equitably improving holistic learning outcomes for children and youth.

Based on the above we seek to:
- Identify bottlenecks to uptake of holistic education and evidence at policy and practice levels;
- Identify relevant measurement frameworks and practices within the EiE field;
- Support alignment of measurement frameworks for EiE (with evidence-based measurement tools that cover academic learning and SEL);
- Drive policies and practices that promote measurement of learning outcomes in order to strengthen responsibility/accountability for comprehensive learning outcomes (academic + SEL) among funders (public and private donors, as well as International Organizations) and subsequently implementers and national education systems working within EiE.
Two mappings to identify measurement tools & approaches, as well as monitoring & results frameworks related to learning outcomes for both academic learning and social and emotional learning (SEL). Both reports provide:

- an overview of various measurement tools and assessment frameworks
- a review of competencies assessed
- information about how the tools were developed and are used, in both emergency and non-emergency contexts
- an understanding and clarification of the linkages between measurement and assessment programmatic level (learning environment) with higher-level international and global education indicators and results/monitoring frameworks, especially with SDG 4 progress measurement

A policy paper, which will be presented now, with a view to build the case for measuring learning outcomes in crisis and conflict contexts, on the full spectrum of learning needs.

The objectives for this policy paper were to:

- Convince the target audience (donors, MoE, implementing partners and organizations) of the need (why and how) to focus on learning outcomes
- Provide a clear overview of existing tools and increase ability to identify, collect, analyse and use data appropriately with a view to increase quality for all children
- Provide shared key messages for joint dialogue on quality education
- Identify ways to lift barriers regarding the use of adapted measurement and remediation tools
- Outline arguments to articulate the cost of inaction on this issue
- Provide talking points for advocating to and supporting MOE to capture crisis-affected populations in their national assessments
INEE QELO - What’s next

- Develop action plan for dissemination of the policy paper and realization of policy commitments, both with QELO organisations and with other stakeholders
- Coordinate with other workstream within the INEE for cross discussion
- Potentially identify some countries for local discussion using the paper.

Your support and ideas are welcome!
Policy Paper Objectives

This policy paper is for

- EiE sector donors, both in humanitarian and protracted crisis contexts,
- national governments, and
- humanitarian and development agencies.

The paper is a tool to engage in policy dialogue - a launching point for advocacy on how to increase and improve the measurement of holistic learning outcomes for crisis-affected learners.

The paper builds on two extensive mapping reports commissioned by the Quality and Equitable Learning Outcomes (QELO) work stream (Academic Learning and PSS and SEL Measurement and Assessment Tools in EiE).
The process

**Inception report**
(analysis of the mapping reports)
- Lines of enquiry - e.g. cost of inaction, principles, ethical considerations, policy gaps
- Additional issues to consider for policy messaging - e.g. holistic assessments, parallel systems, assessment purpose.

**Literature review**
- Recent publications / case studies that highlight current progress, successes and challenges
- Messages and audience applicability

**Brainstorming**
- “Why are holistic learning assessments and the data it produces not readily used in policy and planning at the local and national level in conflict and crisis settings?” Reflect on the question: from the perspective of your assigned group.

**Focus group discussions**
- Refine the key messages with QELO workstream
- Tested these with humanitarian, development and national government stakeholders
- Validation process with QELO workstream to ensure balance between aspiration and reality
INVESTING IN LEARNING:
THE CASE FOR STRENGTHENING THE COLLECTION AND USE OF LEARNING ASSESSMENT DATA IN EIE CONTEXTS
Our insights

- Need to focus on **full spectrum of learning needs**
- Assessments underpinned by **principles for humanitarian and development action** including a **framework for ethical decision making**
- **Teachers** are the most important component of an education system
- **Assessment for learning** is as important as assessment of learning
- The problem is **complex** - multi-dimensional and difficult to tackle
- Assessments can play a critical role in bridging humanitarian and development approaches and maintaining a focus on learning throughout the response–recovery continuum.
- **Collaboration** is key
- Momentum is building with progress being made
- There is an **enormous cost of inaction**
Panel Discussion
Questions?