THE CHALLENGE

More than 62 million children and youth are out of school in countries impacted by conflict and crisis. Many others in these contexts are in school but not receiving the quality education they need to learn, develop and thrive. The world can either rise to the challenge of ensuring these young people receive their right to a quality education, or they can refuse to take action, risking the creation of a global lost generation.

To truly reach children impacted by crisis with quality education, we must recognize that increased financing is necessary but insufficient. Donors, policymakers, practitioners and researchers increasingly recognize the importance of prioritizing learning outcomes for children in crisis contexts. This means ensuring that children are not just enrolled in school but are safe and developing the academic and social-emotional skills necessary to succeed in school and life. But these outcomes are complex and difficult to measure.

Key stakeholders frequently lack the instruments necessary to assess, compare, communicate and learn from their strides and stumbles. We will never advance if we cannot measure how close or far we are from the very things we strive to accomplish and generate the actionable evidence on what it takes to achieve them.

THE MENAT MEASUREMENT LIBRARY

The MENAT Measurement Library supports those working to promote the learning, holistic development and well-being of children and youth in crisis and conflict situations. It does this by providing the tools necessary to collect high-quality data that can be used to make evidence-informed program, resource and policy decisions. Spearheaded by a consortium of research-practice-policy partnerships led by NYU Global TIES for Children, in partnership with the International Rescue Committee and in close collaboration with the Inter-agency Network for Education in Emergencies, the Measurement Library curates a collection of measures to assess child learning and holistic development that can help key stakeholders generate the high-quality data they need to reflect on their work and identify critical gaps and solutions. It will move the field beyond relying on intuition and instinct toward acting based on data and facts.

In its current phase, the tools in the Measurement Library can be used to generate data on the quality of service provision within specific education and psychosocial programs, the skills young people in these programs have or have not developed and the necessity, quality and effectiveness of targeted interventions. It provides measures and evidence of these measures’ reliability...
and validity for use in the Middle East, North Africa and Turkey (MENAT). These measures are developed and tested through collaboration between practitioners, policymakers and researchers across that region. The Library also contains training and guidance materials to facilitate the measures’ use, including a Decision-making Tree that helps users better understand the questions they should be asking themselves as they plan for their assessments and determine which measures are best-suited for the assessment they are pursuing.

The Measurement Library breaks new ground in this field and is the first big step of a nascent movement within education and holistic child development in crisis and conflict contexts. That movement is comprised of researchers, policymakers, practitioners and funders all committed to improving the way we generate, share and act upon evidence to improve children’s outcomes.

THE MEASUREMENT LIBRARY’S CONTENTS

The Measurement Library will contain three different types of materials:

- measures that can be used within the context of education and psychosocial programs with accompanying evidence on their validity and reliability in technical working papers;
- training and guidance materials to help guide those conducting assessments; and
- snapshots of over 100 measurement tools that have been used by practitioners to assess children’s holistic learning and development used in the MENAT region.

Examples of each include:

**Measures and Technical Working Papers**

- **SERAIS**: a measure that uses stories to gauge how primary school-aged children would process and react to hypothetical social situations
- **ISELA**: A measure with an explicit adaptation process that uses performance-based tasks and stories to assess social and emotional competencies hypothesized to be critical in crisis contexts
- **ARCH**: a performance and survey-based measure of school readiness that incorporates information from children, parents and teachers

**Training and Guidance Materials**

- **Measure Guidance**: this step-by-step guide will help people through the process of selecting, adapting and administering a measure
- **Environmental Spot Check**: this easy-to-use and adaptable instrument is used to quickly assess the physical environment and safety of a school or classroom
- **SERAIS Training**: guidance on how to effectively administer and use this measure

**Snapshots of Measures Used in MENAT**

- Early Grade Reading Assessment (EGRA)
- Developmental Assets Profile (DAP)

THE GOAL

A better approach to educating children in crisis contexts is possible. The Measurement Library places that approach within reach. Used correctly, the Measurement Library holds the potential to set a new standard for how data are collected and used. Ultimately, this kind of knowledge can dramatically advance the goal of preparing children impacted by displacement and conflict for healthy, fulfilling and productive lives.

For more information, visit: www.inee.org/measurement-library

ENDNOTES


2 This partnership includes the following organizations: American University of Beirut and Ministry of Public Health (Lebanon); New York University (Sirin), Bahçeşehir University and Hacettepe University; World Learning, Lebanese Ministry of Education and Higher Education Pedagogical and Scholastic Guidance Office (DGE-DOPS), Lebanese Center for Education Research and Development (CEERD); Norwegian Refugee Council and University of Tromsø; Save the Children; The International Rescue Committee and New York University Global TIES for Children (Aber); Queen Mary University of London (QMUL), Institute for Development, Research, Advocacy, and Applied Care (IDRAAC), and Médecins du Monde (MdM); War Child Holland and Kings College London.