



Holistic learning outcome measurement in EiEPC

27 February 2020, Dubai ExCom



**EDUCATION
CANNOT
WAIT**

The global fund for education in emergencies

Quick survey

Go to www.kahoot.it



Question

S

1. Given all other needs in EiEPC how important is proper learning outcome measurement to your organization?
2. Are you currently directly funding/implementing rigorous learning outcome measurements in EiEPC settings?
3. Does your organization consider learning outcomes as academic and/or social-emotional learning?
4. Could you fund/implement learning measurements more if ECW would provide a modality and promote this?
5. How much could you fund/allocate approximately? None, up to 500k, up to 2M, above 2M

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1. Why does ECW emphasize learning outcome measurement in EiEPC?
2. Principles of our approach, actions taken, and plans so far
3. NEW partnership with Porticus; observations from USAID and DFID
4. Discussion, feedback, Q&A

Why are we (not) doing this more?

Department for International Development

UKaid
from the British people

DFID Education Policy
Get Children Learning

A World Bank Group Flagship Report



FEBRUARY 2018

WORLD DEVELOPMENT REPORT 2018

LEARNING

TO REALIZE EDUCATION'S PROMISE

WORLD BANK GROUP

Education 2030

Incheon Declaration and Framework for Action

for the implementation of Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

UNESCO
UNDP
UNFPA
UNHCR
unicef
UN WOMEN
WORLD BANK GROUP

STATEGIC PLA 2016-2020

GPE 2020

Improving learning and equity through stronger education systems

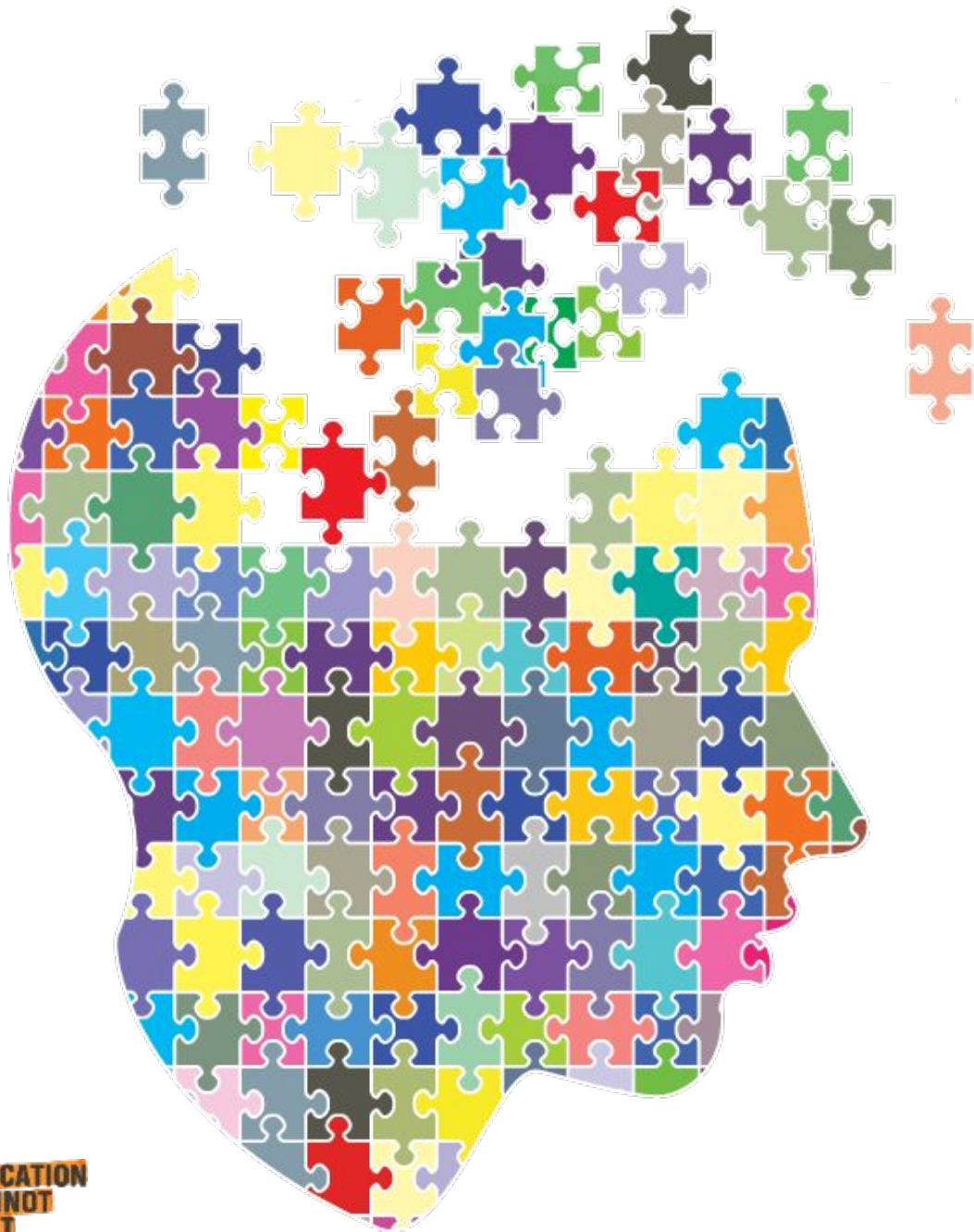
unicef
for every child

STRATEGY

Every Child Learns

UNICEF Education Strategy 2019-2030

EDUCATION CANNOT WAIT



“When correctly implemented, learning assessments can be used to monitor learning for all and, most importantly, to improve learning”

UNESCO/UIS (2018, p.5) Quick Guide No. 2: making the case for a learning assessment. Montreal.

Why are holistic learning outcome measurements important?



SDG4 and **education policies** of major actors i.e. results-focused

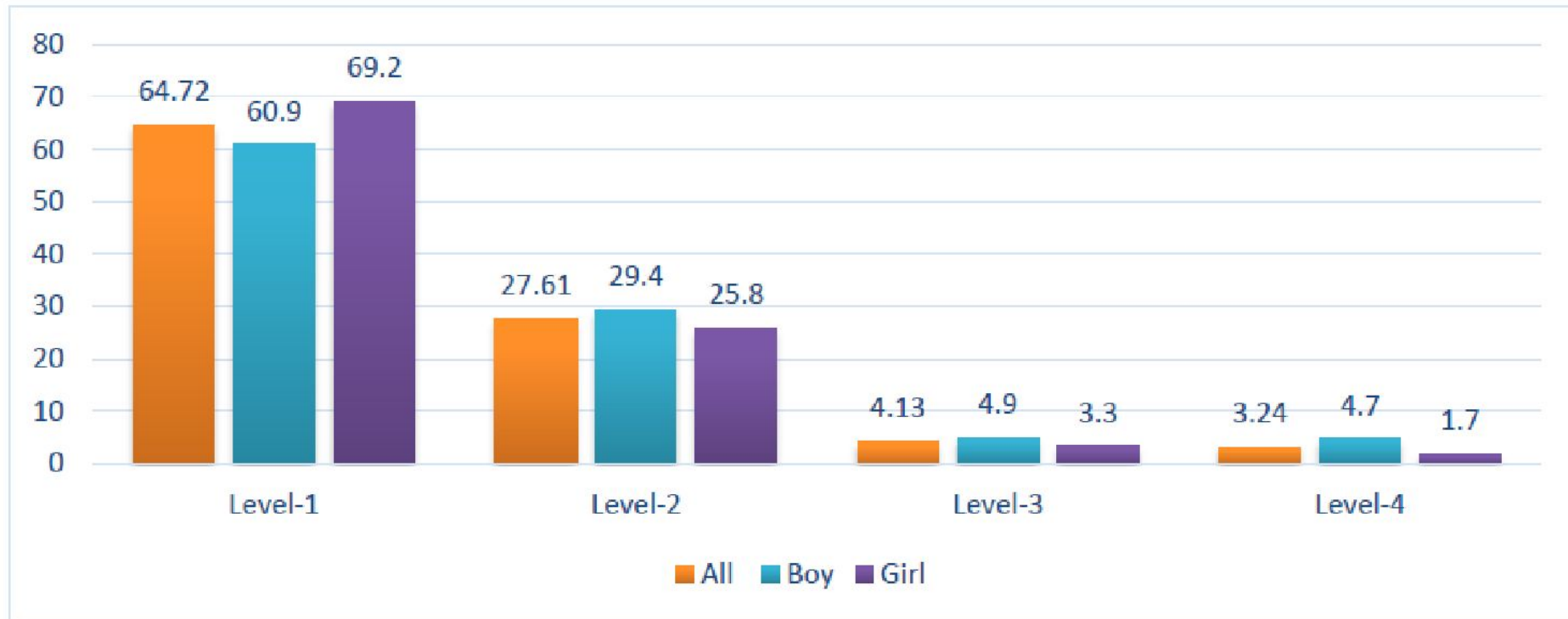


Better **understand when** children in EiEPC are learning
 37M are not in school and in the system.

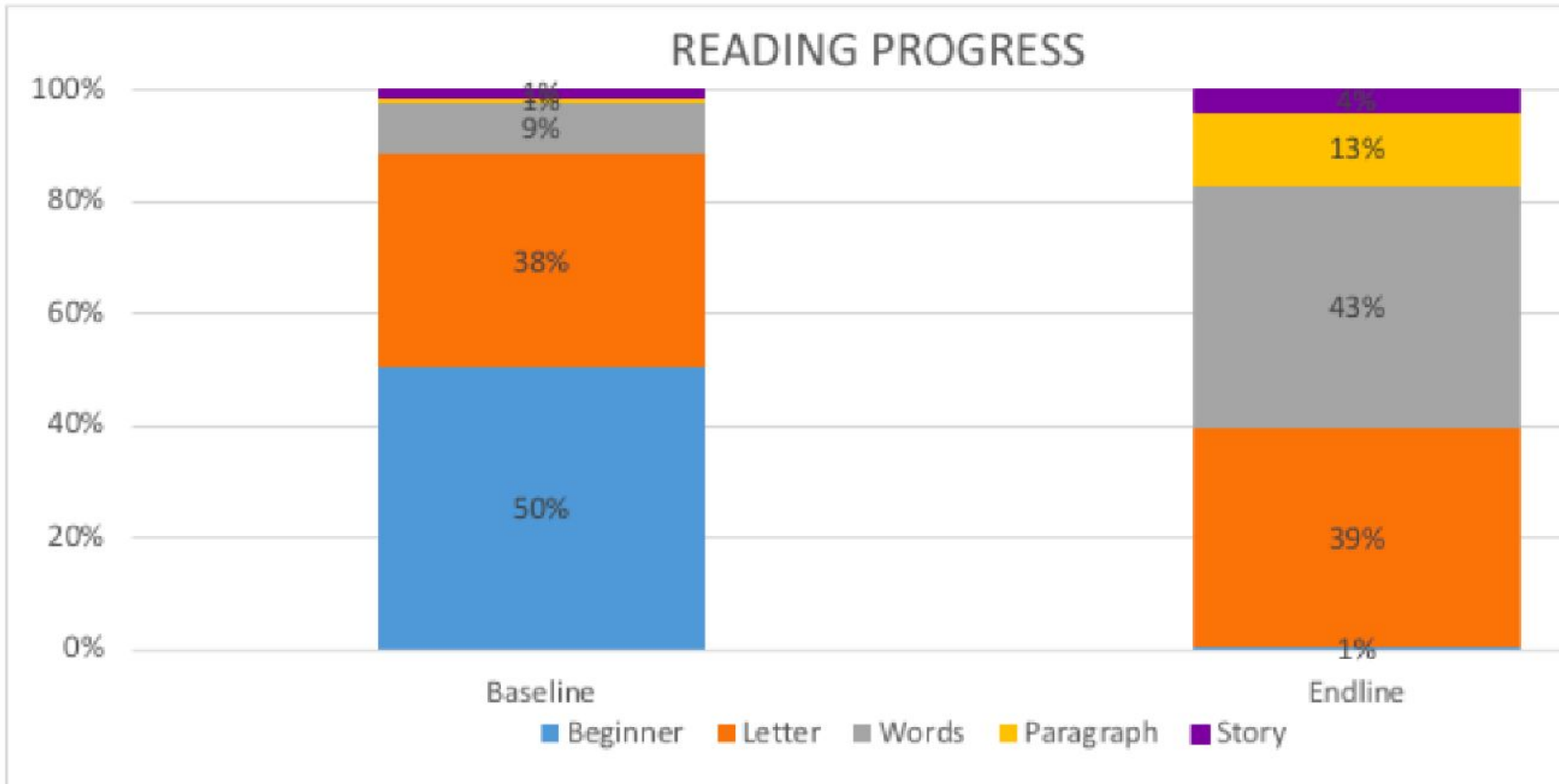
Example: ASER Plus Bangladesh (MYRP baseline)

Non-formal education, **diagnostic/placement** purpose, 2499 learning centers, N = 180,470, data from Dec. 2018/Jan. 2019, <18yrs, English/Myanmar/Mathematics

Graph 7: Percentage of children's competency aggregated in three subjects by gender



Example: North East Nigeria FER – 6 months



- Non-Formal education
- 4-5 hrs. a day in class
- Strong teacher training (10 days + refresher) on pedagogy/assessment.
- Measurement adapted from “Teaching at the Right Level (TARL).”
- N = 301, same kids (5-16 yrs)
- 95% confidence & 8% margin of error
- Reading & number recognition
- Oral assessment

Why are holistic learning outcome measurements important?



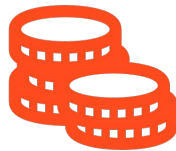
SDG4 and **education policies** of major actors i.e. results focused



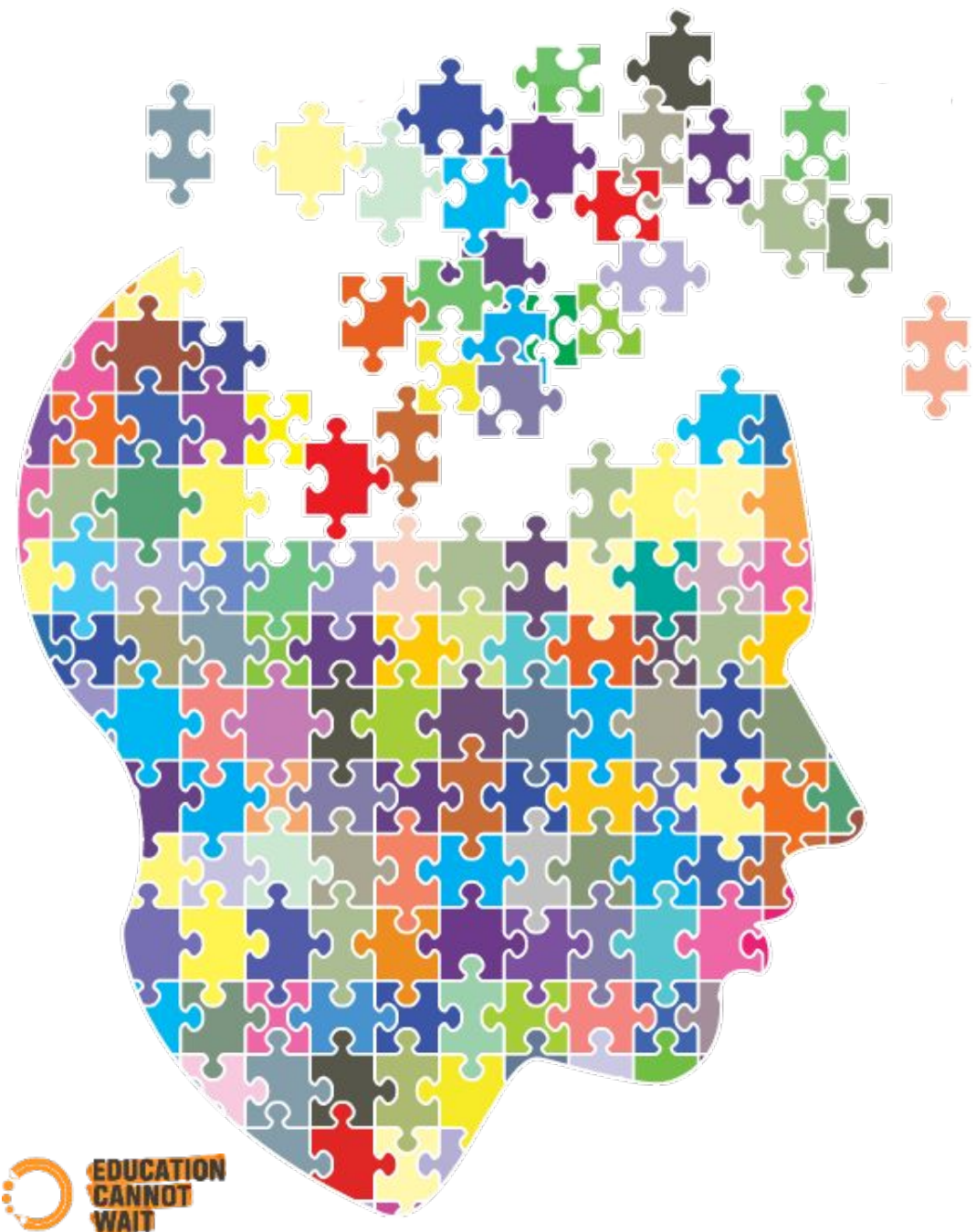
Better **understand when** children in EiEPC are learning
 37M are not in the system.



Improve **efficiency.**



Single best argument to **mobilize resources.**



Why is (measuring) learning difficult in EIE settings? Some points (not all)

- EIE affected children are more likely to have **missed-out on education or are not in school** (37 Million), and therefore are not necessarily included in national measurement or **EMIS**.
- Country **government capacity and resources** to manage large-scale measurements in EIE settings require investments.
- Learning becomes more problematic and therefore requires more support as these children:
 - Experience **language barriers** towards learning and assessment;
 - Lack **recognition of previous learnings** and certification;
 - **Content/curricula** of learning and assessment differs what previous known set-up.
 - Children and teachers are more likely to be socially-emotionally affected requiring **targeted interventions and measurement**



How and what is done

Principles, plans and actions

Principles that guide our work



Photo: UNICEF/
Sokhin

How do we envision it looks like?

- **Tailored** to each context
- **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**
- **Methodological soundness** – two measurement points
- **Inclusive** - include those not in school

Our initiatives to improve the holistic learning agenda so far



Quality & learning in **results-framework**



Created **quality education and learning in EiEPC** internal position paper



Compulsory for each **MYRP**



Established **partnership with Porticus**



Inventory of FER projects



Allocate Acceleration Facility (AF) funds i.e. UNESCO EMIS project.

Our initiatives taken so far

- Updated **results-framework** promoting quality education and learning, linked to SDG4 targets/indicators.
- Made learning outcome measurements **compulsory for each MYRP** and support grantees when necessary in doing so.
- **Inventory of FER projects** where a learning outcome measurement could be relevant: 3 countries as a pilot.
- Created **quality education and learning in EiE** internal position paper to guide (on-going) discussion on how to achieve quality education and learning.
- Established **partnership with Porticus** to conduct three innovate holistic learning outcome measurements. Co-fund this initiative via AF (explain later).
- **Allocate Acceleration Facility (AF) funds** towards data system strengthening and approaches to measure learning outcomes in EiEPC settings i.e. UNESCO EMIS project.



Photo: UNICEF/ Sokhin



Q&A

So far



ECW and Porticus partnership

Measuring holistic learning in EiEPC

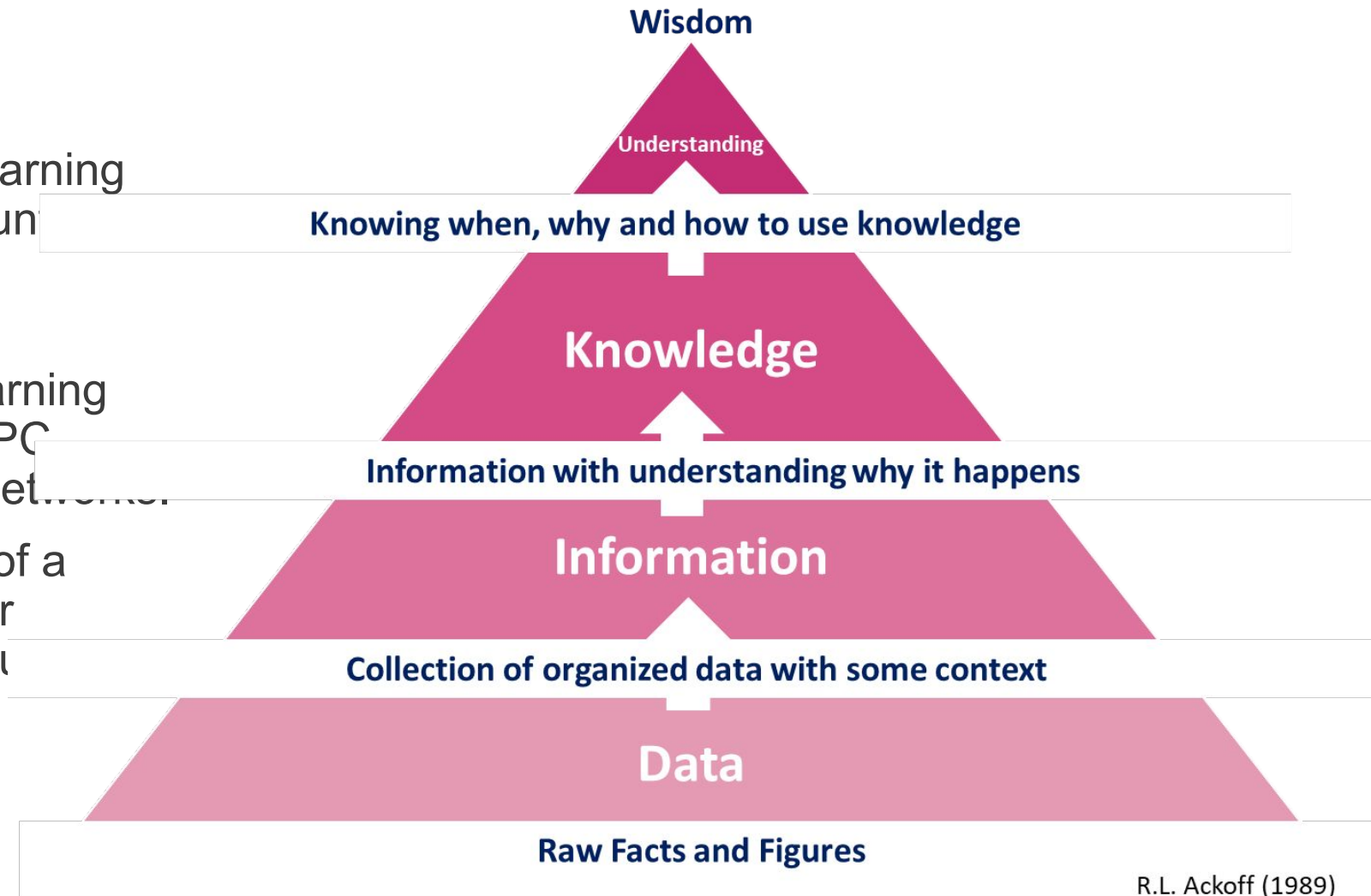
Purpose

- The **global purpose** of this partnership is to learn and document how (existing) holistic learning outcome measurements can and are to be tailored to EiEPC settings.
- The **national purpose** of the exercise is to systematically learn from and improve implementation approaches towards quality education and learning for children in and affected by conflict, and in doing so build systemic institutional capacity.

ECW/PORTICUS partnership project

Objectives:

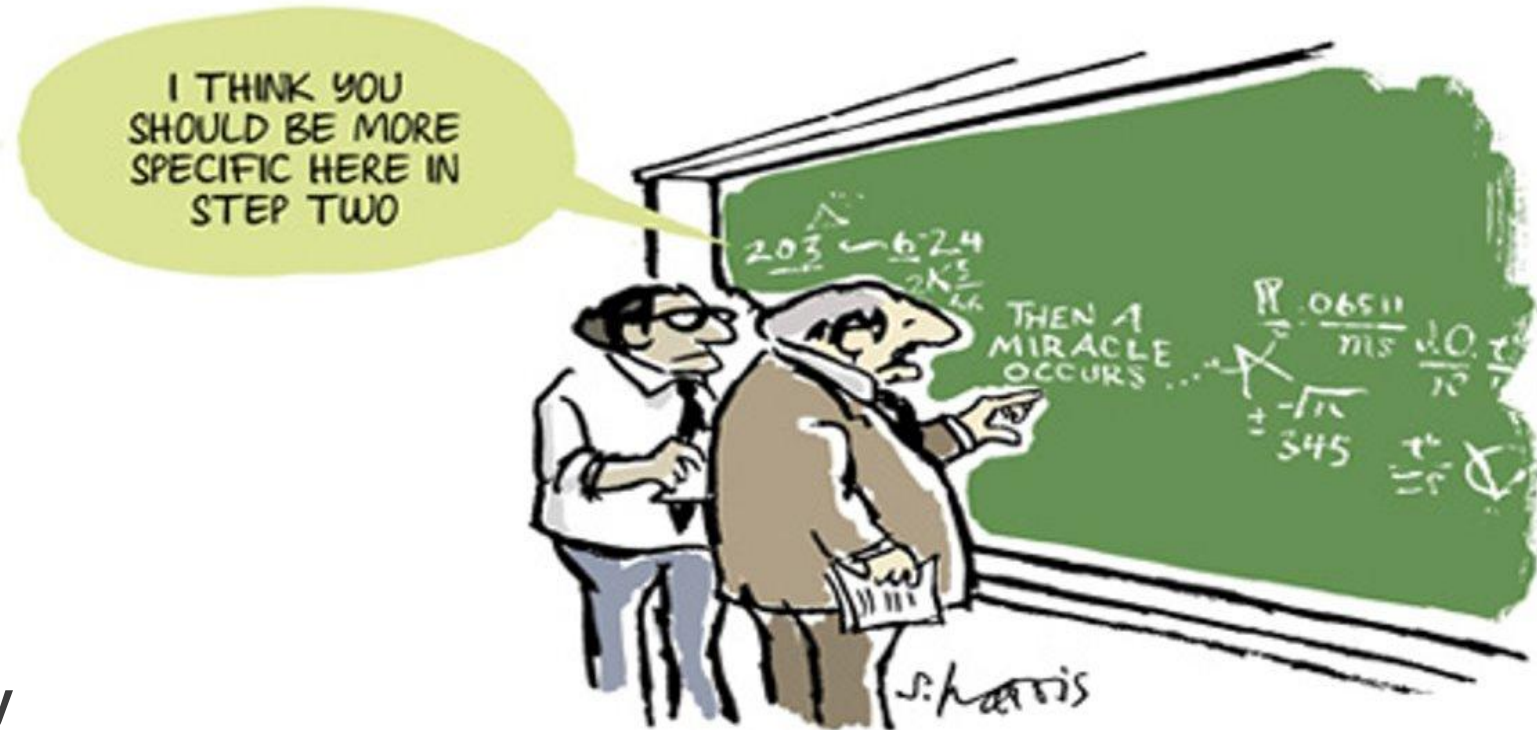
1. Develop, test and document contextualized fit for purpose learning “solutions” through 3 MYRP country case studies.
2. Share learnings and facilitate discussion on strengthening learning outcome measurements in EiEPC settings in the EiEPC existing network.
3. Contribute to the development of a guidance document/white paper towards tailoring learning measures in EiEPC settings.



For now: 3 countries & 3 years

Partnership Approach

- **Bottom-up:** focus on what works and doesn't when measuring
- **Learning angle:** what do we need to emphasize in our responses to achieve learning (3 years).
- **Aligned to MYRPs** in-country.
- **Holistic approach:** academic and SEL.
- Led by research focused **global partner** i.e. University
- Part of ECWs **acceleration facility** that promotes innovation.
- Seek **alignment with other initiatives** i.e. INEE-QELO, ERICC, GPE-KIX, GAML, 3EA, etc.



ABOUT PORTICUS

Since 1995, we've coordinated the philanthropic endeavours of the Brenninkmeijer family entrepreneurs, continuing a tradition of social engagement stretching back as far as 1841. Porticus' roots are strongly connected to the business that became the global retailer C&A.

Together with our partners, our purpose is to create a just and sustainable future where human dignity flourishes. To achieve this we build on:

- Improving Impact – the Effect of Evidence
- Inspiring Involvement – Meaningful

Participation
Our sense of purpose drives over 180 of us every day across the globe.

OUR GOAL: SYSTEMIC CHANGE IN THE EDUCATION OF DISPLACED CHILDREN



Current situation ...

The problem:

- » Many displaced children are in school, **but not learning**. There is no culture of responsibility for learning outcomes
- » A narrow focus on academic learning neither responds to displaced children's distinct needs, nor does it promote the skills required later in life

What we aspire ...

Change the system:

Education systems for displaced children:

- » Take responsibility for **learning outcomes**;
- » Encompass both academic and **social & emotional learning**

Systemic change objectives

In order to change society:

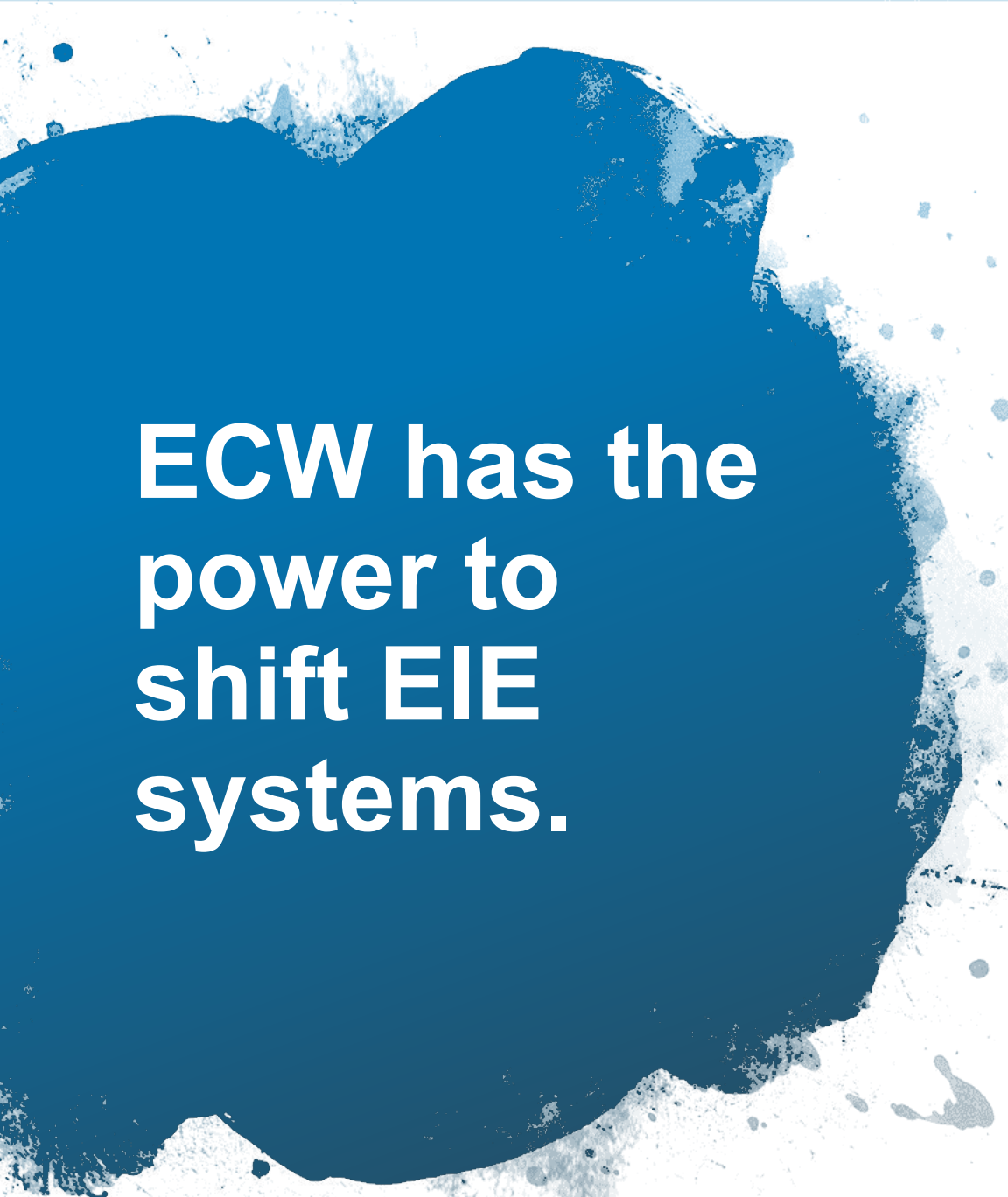
Education contributes to inclusivity and equity in society by ensuring quality learning for displaced children and host communities

Social change goal

Porticus is committed to working with others to find what works.

- 3EA □ new research-practice consortium model in MENAT; tools scored on reliability, validity that could be adapted to other contexts
- INEE □ Measurement Library; next phase will see a Reference Group, more tools added and more user data on tools that are already there; SEL Framework development (Harvard EASEL);
- International Education Funders Group (IEFG):
 - How can the philanthropic community cooperate in the service of holistic learning outcome measurements;
 - How can those investments complement (not replicate) those of other donors and funders, to maximize the benefits derived from scarce resources.
- Supporting holistic learning outcome measurement across the humanitarian-development nexus towards SDG4 □ GPE, Brookings, ACER.





**ECW has the
power to
shift EIE
systems.**

- ECW's reach is deeply into the systems that provide education for crisis affected children
- With supportive capacity at global and local levels, they can learn more about what works at scale
- Once they know, they can share their learning, linking with development actors across the nexus

Our pledge: *The first 1 Million Euros of what is expected to be a larger investment to support ECW's efforts towards holistic learning outcome measurement in the selected MYRP countries over the coming 3 years.*



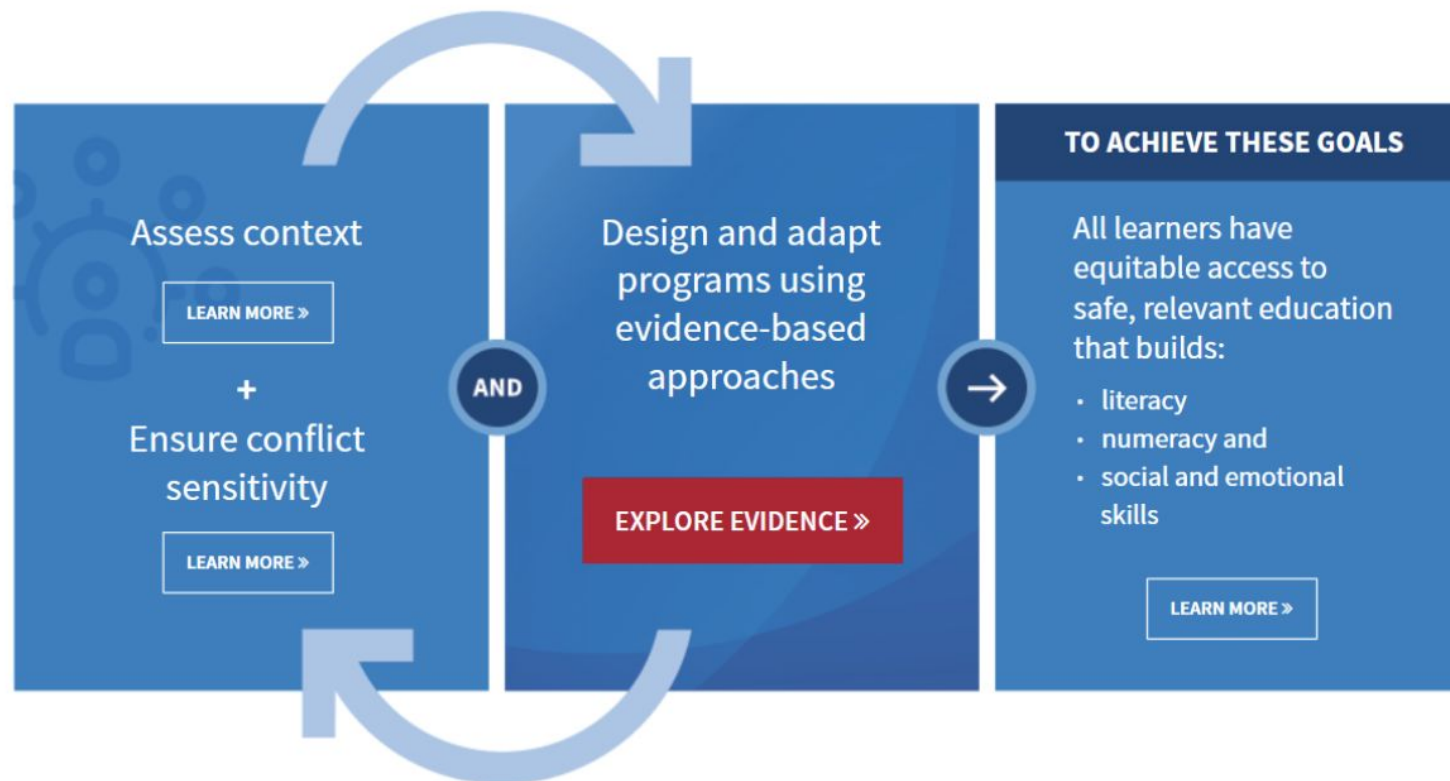
Implementing and measuring quality education in crisis and conflict contexts

Nina Papadopoulos, USAID E3/ED
ECW Executive Committee Meeting
Dubai, UAE
February 2020

MOE-2013

Theory of Change in Crisis and Conflict Settings: Evidence Pathways

IN A COMPLEX, CONFLICTED,
CHANGING CONTEXT:



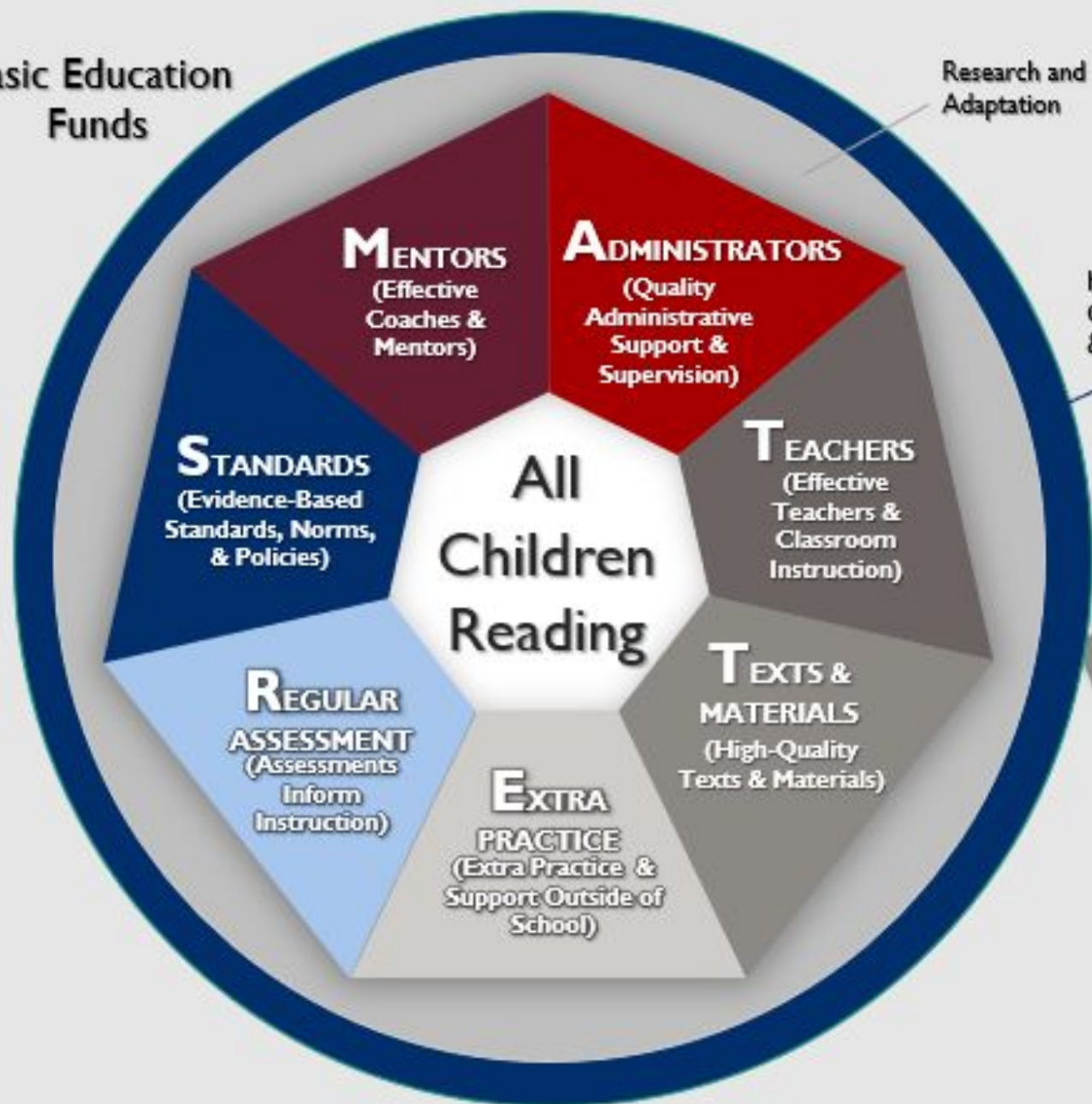
What is USAID Measuring in Crisis and Conflict Settings?

- Outcome indicators measuring reading proficiency and workforce development
- Future indicators include math proficiency, school readiness and social-emotional learning



Basic Education Funds

Research and Adaptation



Host-Country Government Capacity & Commitment

Children are motivated

Mixed Funds



Sequencing in Reading/Literacy Programs

- We don't yet have clear evidence on **effective sequence** is for implementing each of these components.
- Improvement in learning outcomes **takes time and may not be readily apparent within the first year or two of an activity.**
- Although there's no clear evidence on sequencing of different components from the framework, **teacher professional development and support should be central to any education activity.**
- In USAID's experience, **programs demonstrating a statistically significant, positive impact on learning outcomes address all components in the framework at some level.**



Reading Matters Framework

A focus on reading/math/ social and emotional skills catalyzes improvements in those skills

Effective Teachers & Classroom Instruction



Teacher training focuses on instructional strategies, tools and best practices that are specific to literacy instruction.



Improved reading outcomes

Evidence-Based Standards, Norms & Policies



Evidence-based standards that define grade-level, proficiency levels for reading are adopted and student progress is monitored and assessed against them.



Improved reading outcomes

Interventions to Improve Access and Quality in Crisis and Conflict

- USAID has a substantial portfolio of interventions that are focused on access and quality in crisis and conflict settings
 - Nigeria - NEI Plus in
 - DRC - Improving Reading, Equity and Accountability (ACCELERE!)
 - Pakistan Reading Project



NEI Plus- Northeastern Nigeria

Goal: The quality of, and access to, education improved equitability and sustainability in Northern Nigeria. The program trains teachers and learning facilitators who reach children through schools and non-formal learning centers.

ACCELERE!- Democratic Republic of Congo

Goal: To improve educational outcomes for boys and girls in select education provinces in the DRC. To contribute to achieving this purpose, ACCELERE! is supporting education service delivery in public primary schools and non-formal alternative/accelerated learning programs.

Pakistan Reading Project- Pakistan

The Pakistan Reading Project has developed high quality early grade reading materials, provided in-service teacher training and strengthened systems and policies to support reading instruction in pre-service teacher education in order to improve reading skills of Grade 1 and 2 children.

for any questions or comments

npapadopoulos@usaid.gov



USAID
FROM THE AMERICAN PEOPLE



Measuring Learning in Conflict Settings

Evidence from North West Syria

ECW ExCom Dubai Feb 2020

The Context

- Manahel programme operates in North West Syria, 6,186 staff in circa 450 schools
- Has reached 330,000 children in grades 1-4, ages six to fourteen and 51 % girls and about 10 % with disabilities
- And focus on literacy, numeracy and wellbeing– child friendly spaces, teacher support and training on supporting children with trauma
- School administration captured children's learning levels, Washington group questions and child gender

Research Questions

1. **What teaching practices and behaviours are in use across different areas of Syria?**
2. **What correlations exist amongst teaching practice, learning environments, learning outcomes, and child wellbeing?**

Methodology

Desk review (150+ pieces)

Stakeholder mapping (350+)

Design workshops (3, approximately 30 people)

Development of methodological framework

Daily security and context analysis

Contingency planning

Snowball sampling, time location sampling, and targeted sampling

KII, surveys, group interviews, observations (5800+ informants)

Concurrent triangulation

Real time data

analysis INTEGRITY

What teaching practices and behaviours are in use across different areas of Syria?

- Teachers have high self-efficacy rates
 - **88%** felt that they had the skills to recognise and support the individual needs of all children, including those with disabilities
- Teachers are open to the use of participatory methods.
 - **But 38%** of teachers stated that they often or always saw their teaching colleagues use participatory methodologies
 - **And 83% & 84%** of children said that individual work and blackboard based learning were the most common
- Under observation, teachers can model good practices that support child social and emotional wellbeing
 - **85%** of teachers often or always positively and patiently redirected children's negative behaviour
 - **But** more children (**32%**) were afraid of their teachers than they were of airstrikes (**24%**)
 - **And 42%** of children said that their teachers discriminated

Continuous teacher professional development (CTPD)

Through mentoring & coaching, and peer learning groups focused on

- Differentiation
- teaching early grade maths
- teaching early grades reading
- positive discipline
- formative assessment, and
- partnerships with parents/caregivers.

Focus on men and teachers in Aleppo

Question 2

What associations exist between teaching behaviours and education outcomes focusing on academic learning and socio-emotional wellbeing?

Findings (examples)

- Enumerators observed sound
 - maths-related pedagogy amongst **70%** of teachers
 - reading-related pedagogy amongst **71%** of teachers.
 - However, **over 60%** of children in Grade 3 and above are not reaching literacy competencies expected of children at a Grade 2 level.
 - Furthermore, above Grade 2, **only 1-9%** of children in each grade could recognise numbers between 0-9.
- **41%** of children reported that some or all teachers or school personnel hit children
- **64%** of children stated that that some or all teachers or school personnel shouted at or threatened children
- **41%** of children were found to be in the borderline to abnormal wellbeing range.

Recommendation

Continuous teacher professional development (CTPD)

Through mentoring & coaching, and peer learning groups focused on

- Differentiation
- teaching early grade maths
- teaching early grades reading
- positive discipline
- formative assessment, and
- partnerships with parents/caregivers.

Focus on men and teachers in Aleppo

As a result of this research

- The programme hired 21 new MHPSS staff inside Syria
- They have refined their methodology for MHPSS as a result of this research
- Next quarter, the MHPSS workers will accept up to 6,300 referrals from 476 schools while directing who will receive additional one-on-one support or referral to psychiatrists
- We have a better understanding of the links between MHPSS and learning for children in crises
- MHPSS support should not be considered as an additional activity where funds allow but should be considered as foundational need of children that can support educational attainment.

Education Research in Conflict and Protracted Crisis (ERICC)

- Six year, £26.5m research programme (2020 – 2026)
- Six focal countries/regions with dedicated research teams
- Six key research themes – focus on “what works” to deliver
- Broad education focus, linked to DFID priorities in-country
- Responsive component to work with DFID country offices & in-country partners
- Grant component for piloting approaches & adapting existing programmes
- Partnerships to disseminate evidence and engage in Knowledge System Strengthening (INEE & British Academy)
- Indicative timeline



Your feedback and advise



In groups of ± 5 please discuss:

- What is your advise to ECW for the future?
- Questions/feedback you might have for us.
- Would you be interested funding an expansion of ECWs work on holistic learning measurements in EiEPC via separate funding and/or AF



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THANK YOU



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mspoelder@un-ecw.org

