

EDUCATION IN EMERGENCIES: EVIDENCE FOR ACTION

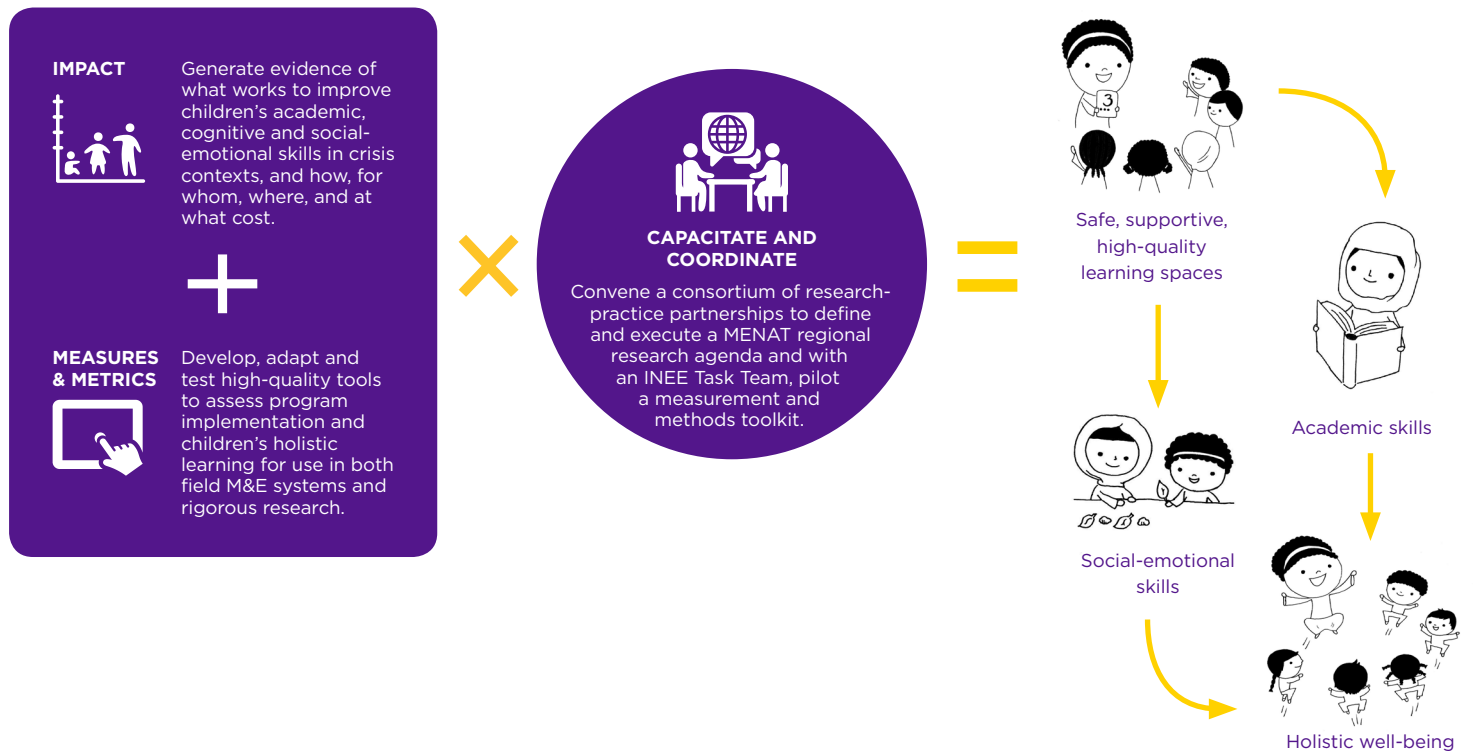
Measurement and Metrics Initiative

With the launch of the Sustainable Development Goals (SDGs), global leaders acknowledged that the education SDG will never be achieved unless there is renewed commitment to education in crisis settings. The leadership and momentum to increase funding for the education sector is promising and urgently needed. It is also clear, however, that without a more robust evidence base for education in emergencies (EiE), funders, implementers and policy-makers will lack the knowledge required to make sound decisions about the most effective programs and approaches in which to invest scarce time and resources. Without such evidence, decisions will continue to be based on intuition, and most importantly, children in crisis contexts will continue to be denied the opportunity to receive a quality, safe education that offers them the chance to build the social-emotional and academic skills they need to survive and thrive.

What is 3EA?

In February 2016, with initial funding from Dubai Cares, the International Rescue Committee (IRC) and Global TIES for Children at New York University (TIES/NYU) launched the Education in Emergencies: Evidence for Action (3EA) partnership—a pioneering initiative that seeks to fundamentally change way the field responds to educational needs in crisis and conflict settings around the world. 3EA now encompasses two programs of work designed to provide the evidence of impact and measurement tools that—through coordination and capacity building—can multiplicatively improve children’s learning outcomes in crisis-affected contexts around the world.

3EA Overview



The Problem

One of the systemic elements critical for improving the quality of education—and consequently, children’s learning and well-being—is information. The collection and feedback of key indicators about how programs are implemented and whether children are learning allows for common understanding of whether goals were met and resources were well used, in turn allowing for accountability and quality improvement processes. Moreover, information about what works to improve children’s learning outcomes—as well as how, where and for whom it works and at what cost—can drive program and policy decision-making. The ability to effectively generate and use such information, however, is predicated on the availability of reliable, valid, comparable and feasible measurement tools and methods.

Current tools for collecting information about children’s learning and well-being in crisis-affected countries are inadequate. Children’s holistic learning and development (CHILD) outcomes such as literacy, numeracy and social-emotional well-being are frequently assessed in crisis contexts using measures that are too difficult for

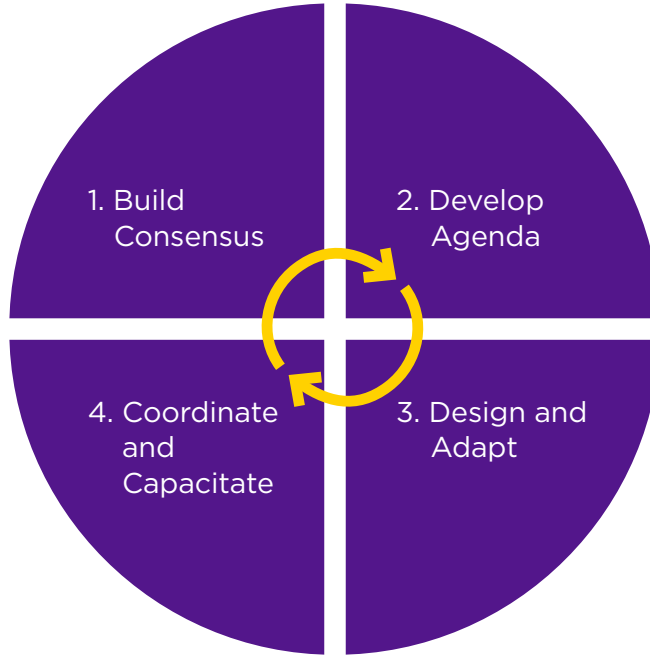
children, not contextually valid and/or deficit-oriented. Developmental processes such as executive functioning and social-emotional skills—on the infrequent occasions they are assessed at all—are typically measured using self-report surveys that can be unreliable due to reporter bias, language and translational issues and fatigue effects. And little attention has been given to tracking program implementation quality (PIQ), despite the enormous challenges to maintaining the level and quality of implementation in volatile and low-resource contexts, as well as strong evidence that the quality of implementation determines the extent to which children benefit from education and psychosocial programs.

The Solution

The goal of the 3EA Measurement and Metrics Initiative is to accelerate stakeholders’ ability to generate actionable evidence in EiE settings by designing, adapting, testing, and building capacity to use high-quality CHILD and PIQ measurement tools and methods. We will do so by convening a consortium of research-practice partnerships, first in the Middle East/North Africa and Turkey (MENAT) region, to engage in four interrelated strategies:

3EA Measurement and Metrics Initiative

- Conduct a multi-stakeholder consultative process to identify and prioritize critical domains of CHILD and PIQ to assess in crisis contexts.
- Develop and disseminate a dynamic toolbox of measures and training materials.
- Convene stakeholders to communicate evidence.



- Identify measurement gaps in key domains of CHILD and PIQ and develop regional agenda
- Design new measures and adjust existing ones
- Pilot innovative data collection methods
- Test reliability, validity, comparability, feasibility

For more information, contact:

Carly Tubbs Dolan

3EA Director of Measurement & Metrics, TIES/NYU
carly.tubbs@nyu.edu

Jamie Weiss-Yagoda

Education Policy Advisor, IRC
jamie.weissvagoda@rescue.org