

## Schools2030 Global Forum

### Session Learnings and Recommendations: Roundtable 3

**SESSION TITLE:** *Measuring learning in challenging contexts: How might we assess what matters for learners on the move and in conflict or crisis?*

**SPEAKERS:** Maurits Spoelder, Education Cannot Wait; Leanne Turner, Schools2030 Global

**FOCUS AREAS:** Education in crisis contexts

#### **KEY DISCUSSION POINTS:**

- What knowledge, skills, attitudes and values do learners in conflict or crisis settings need to learn?
- How can these knowledge, skills, attitudes, and values be measured well in conflict or crisis settings?

#### **CONCLUSION:**

The competencies are clustered in 3 broad categories with the following skills identified:

- Resilience: coping mechanisms, ability to manage stress, sense of agency, problem solving, critical thinking, psychomotor skills, life skills
- Emotional intelligence: ability to communicate, ability to make meaning of their trauma, responsiveness, skills to express, skills to attach, capacity to heal and reconnect, growth mindset.
- Social and interpersonal: ability to trust, agency/courage, leadership, assertiveness, negotiation skills, communication, time-management, planning, prioritizing.

#### **ACTIONS AND RECOMMENDATIONS:**

To design measurements in conflict- or crisis settings it is important to:

- Defining the type of crisis ensures a strategic understanding of what skills will be most useful for learners to learn and measure. Use this information to determine what type of skills will create resilient learners.
- Engage community members in assessment
- Observations, role plays, case studies, logbooks can be used next to paper/pen tests.