Curriculum Progressions in Education in Emergencies: Challenges, opportunities and theoretical underpinnings

Conference Paper Abstract

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Presented at the EuroACS Annual Conference
Maynooth University, Maynooth, Ireland, June, 2019
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How to cite this publication:

EuroACS Abstract Submission

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Title: Curriculum Progressions in Education in Emergencies: Challenges, opportunities and theoretical underpinnings

Overview:
Curriculum development is a contentious area. There is disagreement about what constitutes a curriculum and what should be included in it. Curriculum development inevitably involves developers engaging in tricky decisions about curriculum design and in establishing a consensus around the decisions being made.

In this session we will outline a process of constructing a framework for curriculum development that may have applicability for Education in Emergencies (EiE) contexts. EiE refers to educational response in situations of crisis with the goal of providing quality learning opportunities for all ages.

This session will focus on the methods that we have employed as we have set out to develop a series of learning progressions for displaced learners aged 4 to 14. We anticipate that these progressions will provide the basis for a curriculum that will facilitate quality learning in an EiE context. The goal is that this framework will support learner reintegration into a more formal education system in the future. However, the many variables involved in this process add many complexities and challenges for framework development. Drawing on learning theories, we will outline the emerging methodology that we are using to identify and order areas of knowledge that may be of particular importance to learners. We will also discuss how we attend to the important contextual considerations for developing a framework for application in an EiE environment.

Methodology:
A wide variety of different sources, experts and stakeholders are considered in this paper, reflecting the range of organisations and stakeholders involved in EiE, the relative youth and interdisciplinary nature of the academic field of EiE, and the paucity of in-depth reporting on the practice, methodology and efficacy of specific EiE interventions.

Key findings:
We will be able to share the key findings from our curriculum development work and the aims and priorities that drove some of this work forward. Furthermore, an example of the progression will be able to be shared with the group (Maths progression).

Significance of paper:
Drawing on learning theories, we will outline the emerging methodology that we are using to identify and order areas of knowledge that may be of particular importance to learners. We will also discuss how we attend to the important contextual considerations for developing a framework for application in an EiE environment.
Conference theme:
Trajectories

References:

