

SEL and PSS Measurement and Assessment Tools in Education in Emergencies: Identifying, Analyzing, and Mapping Tools to Global Guidance Documents

Stephanie M. Jones, Rebecca Bailey, Sonya Temko, Melissa Donaher, Natasha Raisch, and Thelma Ramirez

EASEL Lab, Harvard Graduate School of Education

Final Report prepared for the QELO Work Stream, part of the Education Policy Working Group
Inter-agency Network for Education in Emergencies

Submitted January 31, 2020



**Inter-agency
Network for Education
in Emergencies**

Acknowledgements

The INEE QELO SEL Mapping Project is led by Stephanie Jones, Rebecca Bailey and Sonya Temko of the EASEL Lab at the Harvard Graduate School of Education, with funding from Porticus and project coordination from Margi Bhatt of the Inter-agency Network for Education in Emergencies (INEE).

We wish to acknowledge the contributions of EASEL Lab staff, research assistants, and graduate students who conducted desk research, coded measurement/assessment tools and guidance documents, and analyzed data from coding, stakeholder interviews, survey results and programmatic approaches – particularly Bryan Nelson, Emily Meland, Christine Park, Katharine Brush, Lucero Ramirez Varela, and Emma Sterling.

Many thanks to our academic partners on this project, Kate Anderson, Lindsay Read and Elena Losada of Unbounded Associates for their ongoing collaboration and feedback in each phase of this project.

This work builds on a parallel project to code social emotional learning (SEL) frameworks used in the international education sector, funded by Echidna Giving, from which we drew (a) qualitative data from interviews about SEL in international contexts and in particular about the challenges of contextualization and need for local input, and (b) coded data about international SEL frameworks, some of which we included in the set of guidance documents described for this report because they illustrate links between global education goals and existing SEL measurement/assessment tools.

We would also like to thank each of the education in emergencies stakeholders who contributed their time and expertise to this project through interviews, conversations, sharing documents, and reviewing profiles for feedback. Special thanks to the NYU Global TIES for Children 3EA Measurement and Metrics Initiative Team – particularly Roxane Caires and Carly Tubbs Dolan – for sharing their ongoing work and allowing our projects to build on one another.

Finally, we would like to thank Porticus and the INEE for their contributions and time, in particular Margi Bhatt and members of the INEE Quality and Equitable Learning Outcomes work stream of the Education and Policy Working Group for their valuable guidance, insight and feedback throughout this project.

Table of Contents

[Executive Summary](#)

[Chapter 1: Project Background](#)

[Chapter 2: Background Information on SEL](#)

[Chapter 3: Methodology](#)

[Chapter 4: Findings](#)

[Survey Results](#)

[Qualitative Findings](#)

[Visual Analyses and Tools](#)

[Validation and Cost Information](#)

[Discussion of Progress in Measuring Global Goals](#)

[Chapter 5: Set of Profiles of Measurement/Assessment Tools](#)

[Chapter 6: Summary Tables for Looking across Measurement/Assessment Tools and Guidance Documents](#)

[Summary Table of Tool Types by Domain](#)

[Summary Table of Tools by Age Range](#)

[Summary Table of Tools by Country](#)

[Summary Table of Guidance Documents and Tools by Skills/Constructs](#)

[Compendium of Guidance Documents](#)

[Compendium of Measurement/Assessment Tools](#)

[Chapter 7: Programmatic Approach Profiles](#)

[Appendices](#)

[Appendix 1: Contextual Factors Coding System](#)

[Appendix 2: Taxonomy Coding System](#)

[Appendix 3: Complete List of Key Stakeholders Consulted](#)

[Appendix 4: INEE Survey Protocol](#)

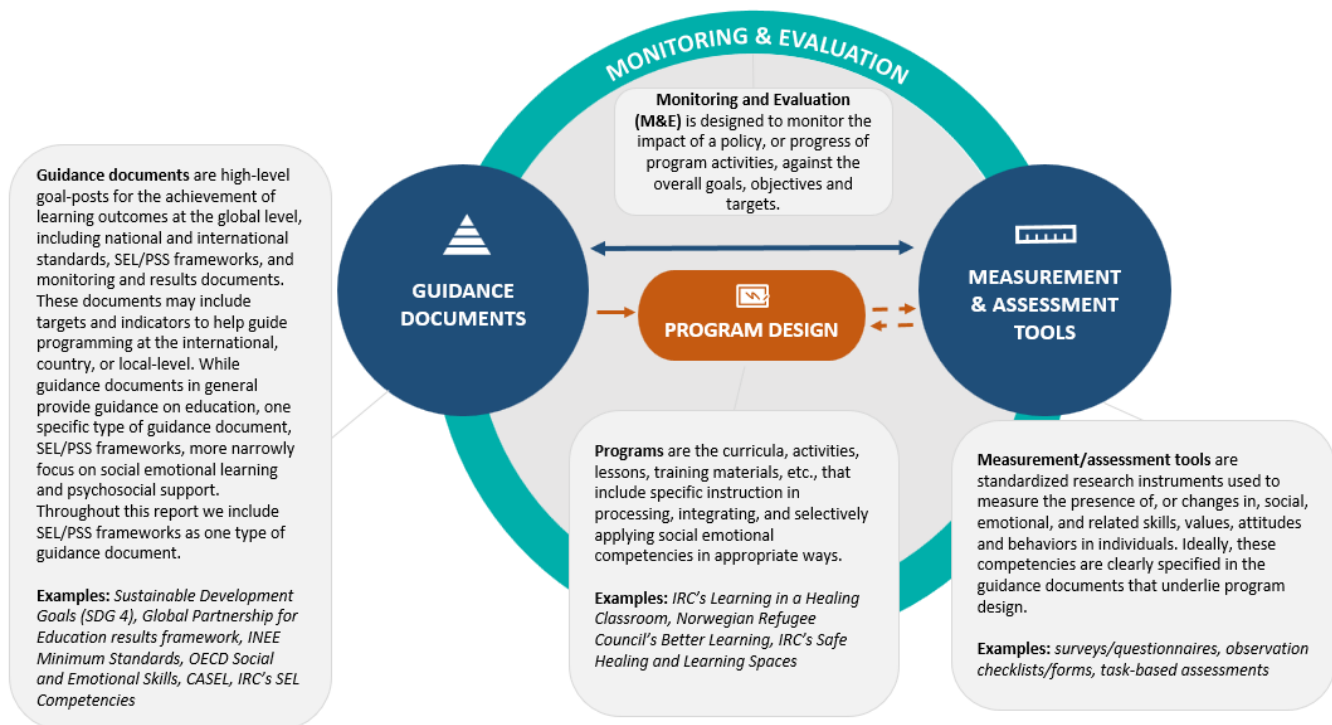
[Appendix 5: Legend - Full & Abbreviated Names of Measurement/Assessment Tools & Guidance Documents](#)

[Appendix 6: References](#)

Executive Summary

Project Background

The purpose of the INEE QELO Mapping Project is to identify and "map" (code, analyze, describe) existing social emotional learning (SEL) and psychosocial support (PSS) measurement/ assessment tools, as well as guidance documents, being used in the international Education in Emergencies (EiE) sector with the broad aim of informing policy that is grounded in a shared understanding of learning outcomes and monitoring. The work is a priority of the Quality and Equitable Learning Outcomes (QELO) work stream within INEE's Education Policy Working Group (EPWG) and is funded by Porticus. Chapter 1 of this report provides additional background information on this project and describes the figure below, which illustrates the alignment between research, monitoring, programmatic and policy activities in the field of SEL/PSS for EiE. The primary elements explored in this report are guidance documents, measurement/ assessment tools, and programmatic approaches. In addition, background information on SEL/PSS, particularly for conflict and crisis-affected settings, can be found in Chapter 2 of the report.



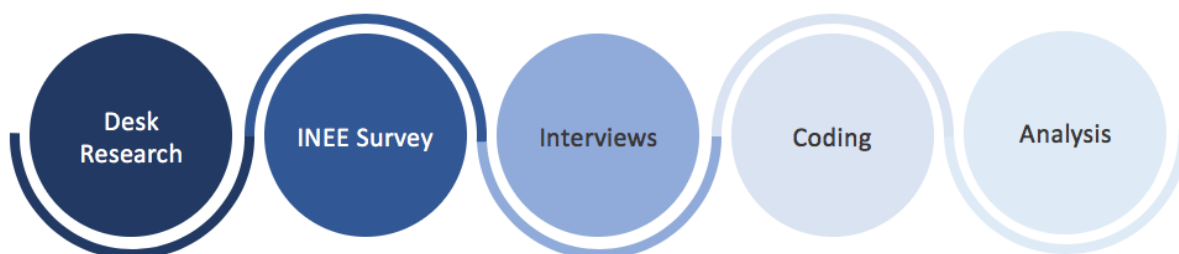
Overview of Methodology

Our methods included the following: (a) the identification via desk research of key documents based on coverage, quality and relevance to EiE, (b) a survey of INEE members, (c) interviews with stakeholders working in the field, (d) coding of SEL/PSS guidance documents, measurement/assessment tools, and information about programmatic approaches, and (e) analysis including mapping exercises, the creation of visual analyses, and documentation of key features.

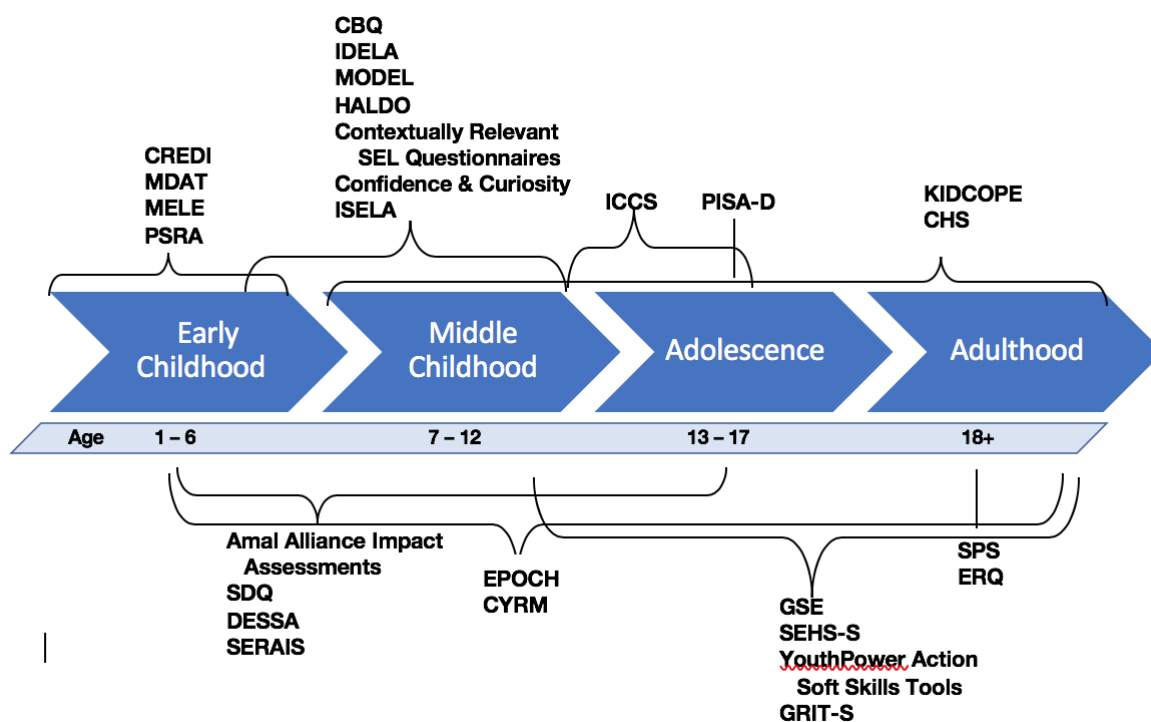
We coded the documents using our Taxonomy Coding System (see Appendix 2) designed to capture the six primary domains of SEL and 23 sub-domains. In addition, for the purposes of this project, we created a Contextual Factor Coding System (see Appendix 1) which we used to capture information about features

of the environment that may hinder or promote children’s social and emotional development in crisis and conflict-affected contexts, including equity, ecology, safety, health, and adult support. Our complete methodology and selection criteria can be found in Chapter 3 of this report.

The visual below represents an overview of our research process:



Our final coding and analysis included more than 65 documents: 37 measurement/assessment tools, 24 guidance documents, and programmatic approaches from 6 organizations. The visual below¹ shows the measurement/assessment tools included in our final coded set and illustrates which developmental stage each tool targets, spanning early childhood through adulthood.



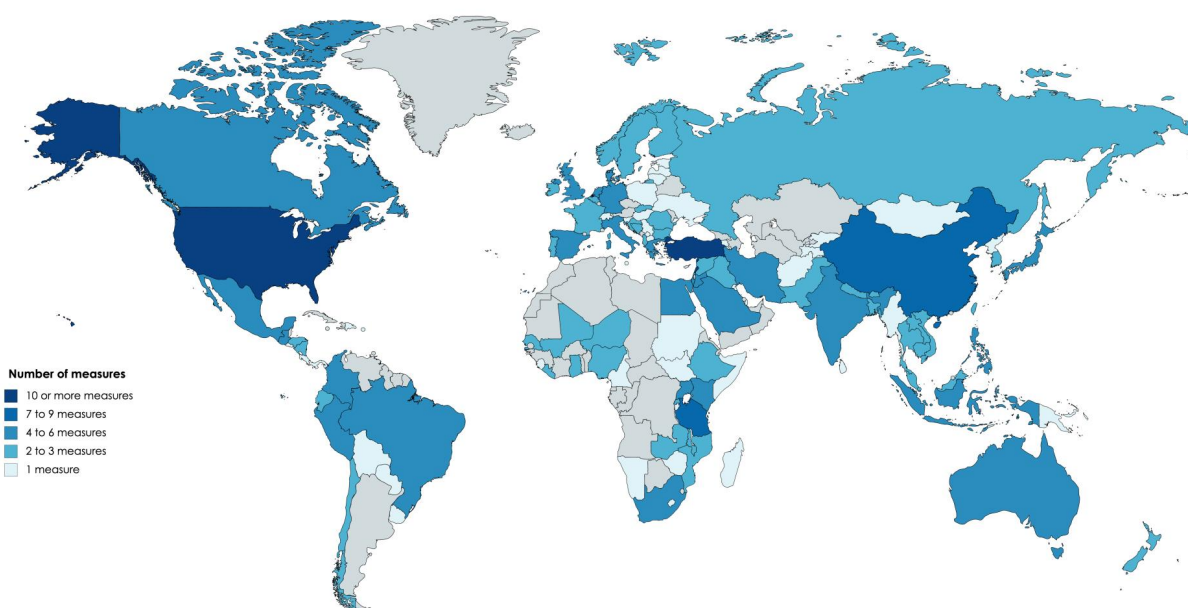
¹ This is based on a similar visual created by our academic partners from Unbounded Associates as part of their mapping report.

Key Findings

The key findings below are designed to respond to the priority questions of the INEE Quality and Equitable Learning Outcomes Work Stream.

How, where, and with whom are SEL/PSS measurement/assessment tools used?

Country coverage. The heat map below shows how many SEL/PSS tools, of the set that we coded, are being used in each country. Darker shades of blue indicate more tools; light gray indicates no tools. Overall, the set of tools in our analysis has wide global coverage, as shown below. The United States is the country with the highest number of SEL/PSS tools in use (13 tools). This is consistent with findings from our interviews with EiE stakeholders, who noted that many of the SEL/PSS guidance documents and tools used in the field are developed in the US, and there is a need for more culturally relevant and adaptable tools for EiE contexts. The country with the second highest number of tools in use is Turkey (11 tools). This finding may be a function of our work building on the NYU Global TIES 3EA Measurement and Metrics Initiative, which has focused on identifying tools in the MENAT region. The African continent currently has the fewest SEL/PSS tools being used; with the most tools being used in Tanzania (7 tools) and few to no tools reported in West and Central Africa, specifically in conflict-affected settings such as the Democratic Republic of the Congo.



Tool Purpose. The SEL/PSS measurement/assessment tools included in our analysis range in purpose. The following classifications, based on the 3EA Measurement and Metrics Initiative,

were used to distinguish² the purpose of each tool³:

- Population-based needs assessment and monitoring tools (n=13) serve to “describe and compare children’s skills and/or program quality across a population(s) to identify areas of need.” These tools typically include benchmarks or indicators.
- Basic research tools (n=5) serve to “study how neurobiological, cognitive, social-emotional and ecological factors interact to shape children’s development.”
- Program monitoring and evaluation tools (n=6) serve to “to track the level and quality of implementation of key activities and outputs a program or intervention is meant to achieve” (monitoring) and “to measure the extent to which participants are better off after having access to a program” (evaluation).
- Formative feedback tools (n=3) serve “to identify what skills/competencies children or service providers have and what skills they need in order to provide feedback and scaffolded support.”
- Screening tools (n= 2) serve “to identify children who may need further testing, diagnosis, and treatment (e.g., for developmental delays and mental health difficulties).”

Some tools served multiple purposes and were thus given multiple classifications. For many measurement/assessment tools, particularly population-based needs assessments, SEL/PSS was often only one of the domains included.

Validation information.⁴ Validation processes differ depending on the purposes they serve. For example, objectives might include testing for validity or reliability within a specific population or country for basic research purposes, or testing for sensitivity to change over time for program evaluation purposes. Processes might include field testing, translation and back-translation, relying heavily on internal consistency, using cognitive interviews to understand how people are thinking through responses as they are conducting an assessment, etc.

Please note that reliability and validity should be understood within the context in which they have been studied. Reliability and validity statistics are tied to specific populations and contexts, meaning that when a tool is found to be reliable and/or valid within a country or context, that doesn't imply it is reliable or valid in other contexts. Whereas reliability may be easier to achieve, validity is generally more time- and resource-intensive. Validity is essential to tool development and use, particularly in international and emergency contexts. SEL tools should be normed and validated in each new country/context in which a tool is used, in order to ensure accurate data and interpretation of findings.

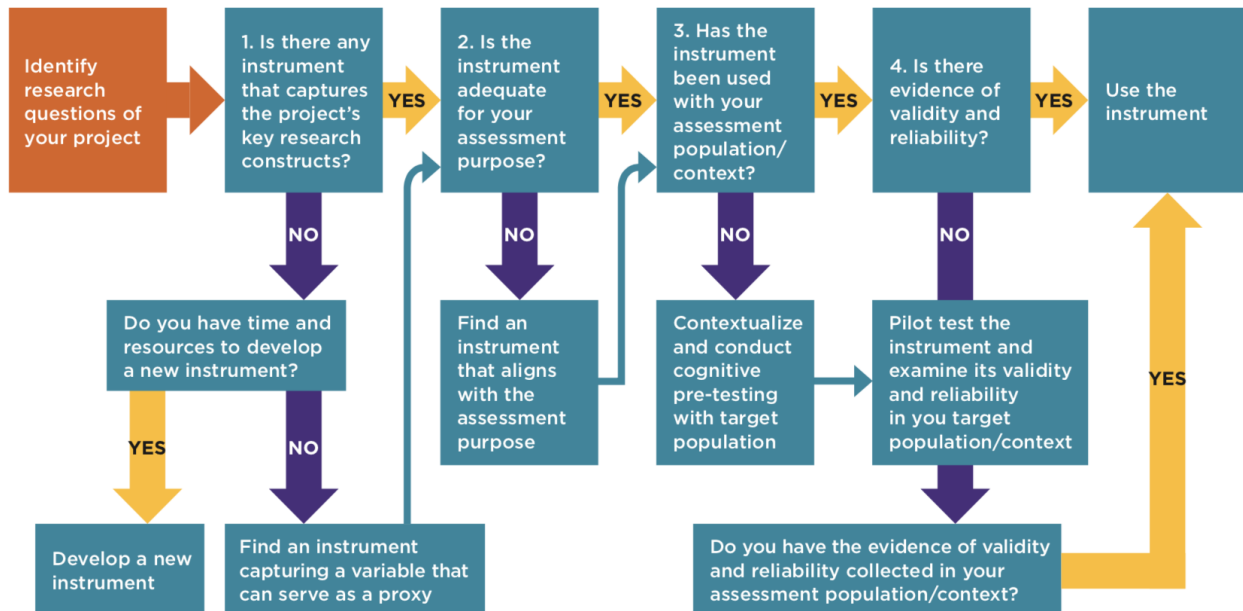
Diazgranados & Lee provide guidance on contextualizing and validating measurement/assessment tools in emergency contexts in their resource, *Guide for Choosing and Contextualizing Assessment Measures in Educational Contexts: A Decision Making Tree*; their step-by-step decision-making tree is presented in the figure below (Diazgranados, S. & Lee, J., p.2, 2019).

² In some cases, tools served multiple purposes and were thus categorized in two or more of the purpose categories. For example, some of the population based needs assessment tools also served as screening tools. This can be seen in the tool profiles and compendium.

³ The tool purpose classifications and their definitions reflect direct language from the 3EA Measurement and Metrics Initiative from NYU Global TIES for Children.

⁴ More details on validation information and the references for the information presented in this section can be found in the Validation Table in Chapter 4 of this report (pp. 73-92).

Figure 1: Decision-making tree to guide the process of choosing and contextualizing measures in contexts of conflict and crisis



Our research indicates that only a small number of the SEL and PSS measurement/assessment tools we coded have been adapted/validated for EiE contexts. The validation strategies used for each tool were different and range from simple translation of items to contextualization discussions with local stakeholders, cognitive interviews, psychometric analysis, and iterative field testing. Generally, tools were validated by their developers or by external researchers aiming to provide evidence on the robustness of each tool (including sensitivity to change over time), inform programming, or conduct further research on the constructs included in the tool.

Here we summarize the validation procedures for a small number of measurement/assessment tools including IDELA, SDQ, HALDO, ISELA, CREDI, DESSA, SERAIS, and the Children's Hope Scale.

The validation work for the IDELA was conducted by Save the Children and UNICEF (developers), to improve and select final items. This work focused on reviewing the appropriateness of items in relation to local or national curricula, and on field-testing materials to make sure they were familiar to the population. Additionally, IDELA developers observed and documented the degree to which the training and administration of items could be standardized in low-resource settings. The adapted versions of the IDELA have been piloted in countries such as Bangladesh, Bhutan, Egypt, Ethiopia, India, and Pakistan, among others; and overall, evidence of the reliability and validity of the instrument across these settings has been documented.

The validation work for the Strengths and Difficulties Questionnaire (SDQ) was led by external researchers at the Victorian Foundation for Survivors of Torture. Researchers were interested in reviewing the SDQ's sensitivity to change with refugee children. The validation of this measure included translation using a multi-step process. The tool was also field-tested through cognitive

interviews. A sub-sample was interviewed to elicit their understanding of items, and to ensure identical constructs were measured across languages.

The SDQ translated version has not been validated with refugee children and adolescents, but it has been validated in refugee-source countries, or with immigrant children from those countries. Results from these validations have shown that the vast majority of the adaptations failed to support the 5-factor model (from the original UK questionnaire). This finding might suggest that translated subscales do not measure the same constructs as the original SDQ. In addition, the mean scores for the translated SDQs showed considerable variation from the UK means, which indicates the importance of avoiding comparisons between refugee and majority population means unless local norms are developed.

The HALDO was intentionally created to account for varied skills in emergencies and to assess a wider age range than other available assessments. A team from Save the Children, who developed the tool, validated the measure to draw conclusions and recommendations on its effectiveness in particular emergency responses. HALDO was tested in a sample of 852 Kenyan children, and all of its domains showed good internal consistency and reliability (using Cronbach's alpha). Furthermore, the HALDO showed some predictive validity as it captured the developmental nature of children's literacy, numeracy, executive functioning, and SEL.

The ISELA tool went through a contextualization and validation process led by its developers, Save the Children, as part of an initiative to measure, monitor and evaluate SEL implementation. The adaptation phase was completed in countries such as Egypt and South Sudan, among others, where over the course of a week stakeholders met to discuss the local context and contextualization requirements. In addition, the tool was back-translated and pre-tested before being formally used. Internal consistency and reliability statistics for the adapted measures showed they have moderate to strong reliability (Cronbach's alpha from 0.61 to 0.95).

The DESSA tool was primarily validated by its developers on a sample from the United States. The aim of this process was to nationally standardize the measure. In addition, the Education Development Corporation (EDC) and Aperture Education collaborated on a study using the DESSA with refugee children in Mali. From this research study it was concluded that the SEL scales included in the measure held up well with refugee children.

The CREDI was validated by its developers in an attempt to provide empirical support from a low-income country setting for the acceptability, reliability, and validity of this new caregiver-reported ECD scale. Accordingly, the measure was examined in a sample of 2,481 children from the Morogoro region of Tanzania, where evidence of adequate levels of acceptability and internal consistency/reliability were documented. There was also some evidence of concurrent validity as correlations between the CREDI and the Bayley Scales of Infant Development (BSID-III) were high ($r > 0.50$) for the motor and cognitive subscales. However, it is important to note that correlations were low ($r < 0.20$) for the social-emotional subscale.

THE SERAIS tool was validated by its developers, researchers at New York University's Global TIES for Children, to test if the measure provided valid and reliable information about Syrian refugee children. This measure was tested in Lebanon in 2017-18 with a sample of 3,661 Syrian refugee children (ages 5-16) who were enrolled in Lebanese formal schools. Results from this test showed

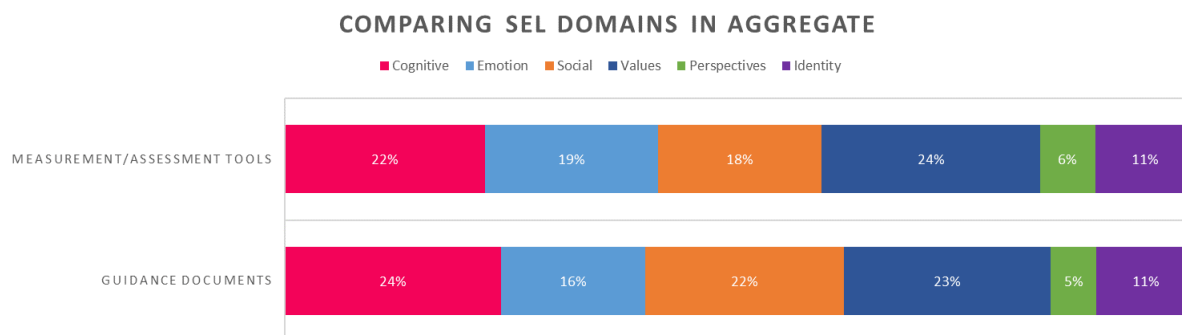
that the SERAIS assesses key developmental mechanisms reliably, and that it has a consistent factor structure across treatment groups and across time.

Finally, the Children’s Hope Scale (CHS) was validated by researchers at the Hebrew University of Jerusalem, to learn more about the links among hope, material resources, and subjective well-being (SWB) in children. Furthermore, the measure was tested in a nationally representative sample of Israeli school children from sixth grade (11 to 12 years old), fourth grade (9 to 10 years old), and second grade (7 to 8 years old). From this test, it was concluded that the CHS had a high internal consistency ($\alpha=.85$).

Chapter 4 of this report provides additional information about validation for a small number of measurement/assessment tools, including specific psychometric properties.

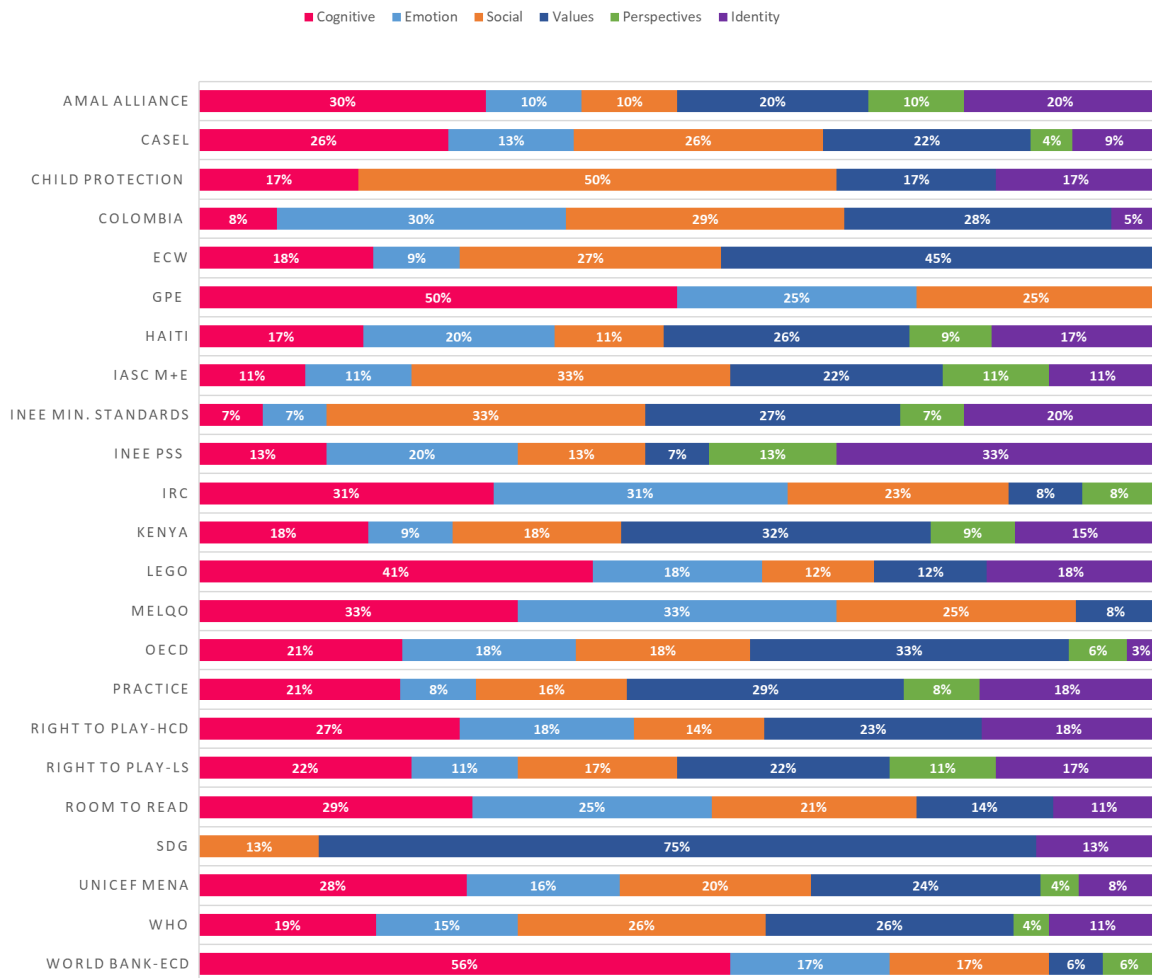
Which SEL competencies are priorities in the field of education in emergencies?

In aggregate, global guidance documents for EiE include all six SEL domains, and SEL/PSS measurement/assessment tools also include all six SEL domains. The results of our coding and analyses indicate that overall, the guidance documents and SEL tools used within EiE include all six domains of SEL: cognitive, emotion, social, values, perspectives, and identity. Overall, guidance documents and SEL/PSS measurement/assessment tools tend to emphasize the following four domains of SEL: cognitive, emotion, social, and values. Perspectives and identity domains are emphasized the least across the materials we coded.



However, each guidance document has slightly different priorities (i.e., has varying emphasis on different SEL domains, with some domains not represented in some guidance documents). As shown below, there is variability in the SEL domains that are included or emphasized by specific guidance documents, which may suggest that differing priorities are enacted by organizations measuring or promoting SEL/PSS, depending on the guidance document(s) they use to make measurement and programming decisions. The social domain is the only SEL domain included across all 24 guidance documents we coded, which may signify that social skills play a particularly important role for children in crisis-affected contexts. The relative emphasis each guidance document places on specific SEL domains is shown in the bar graph below:

COMPARING SEL DOMAINS ACROSS GUIDANCE DOCUMENTS



A comparison of SEL domains across guidance documents indicates the following:

- The SDGs include only three SEL domains: values, social, identity.
- The GPE Results Framework includes only three SEL domains, which are different from those included in the SDGs: cognitive, emotion, social.
- The INEE Minimum Standards include all six SEL domains, and places greatest emphasis on social and values.
- The INEE Psychosocial Support Guidance Note includes all six domains, and places greatest emphasis on emotion and identity.

These findings suggest that all six SEL domains are important to promote, though each organization operating in the field may place more or less emphasis on any given domain. For example, the World Bank Early Childhood Development (ECD) Framework focuses mainly on cognitive skills (56% of the framework received codes in the cognitive domain) with some emphasis on emotion and social domains (17% each), little emphasis on values and perspectives (6% each) and none on identity. This makes sense given the purpose of the framework; for very young children, cognitive skills such as executive function are highly salient, whereas values, perspectives, and identity may be less important to measure or promote during this developmental period. The example illustrates that actors in the field need to be aware of these differences and tailor their selection and use of guidance documents to specific efforts, in order

to ensure that there is good fit-for-purpose. To support the field of EiE, it will be important to provide transparent and accessible information so that stakeholders know what specific SEL skills and domains are represented in different guidance documents and tools.

SEL/PSS measurement/assessment tools tend to have wider variability in domain emphasis than do the guidance documents. Our analyses indicate there is wider variability in SEL/PSS measurement/assessment tools than there is in global guidance documents, in terms of their emphasis on specific domains of SEL. As shown in the graph below (see next page), many SEL/PSS measurement tools focus heavily or exclusively on only four of six SEL domains, typically: cognitive, emotion, social and values.

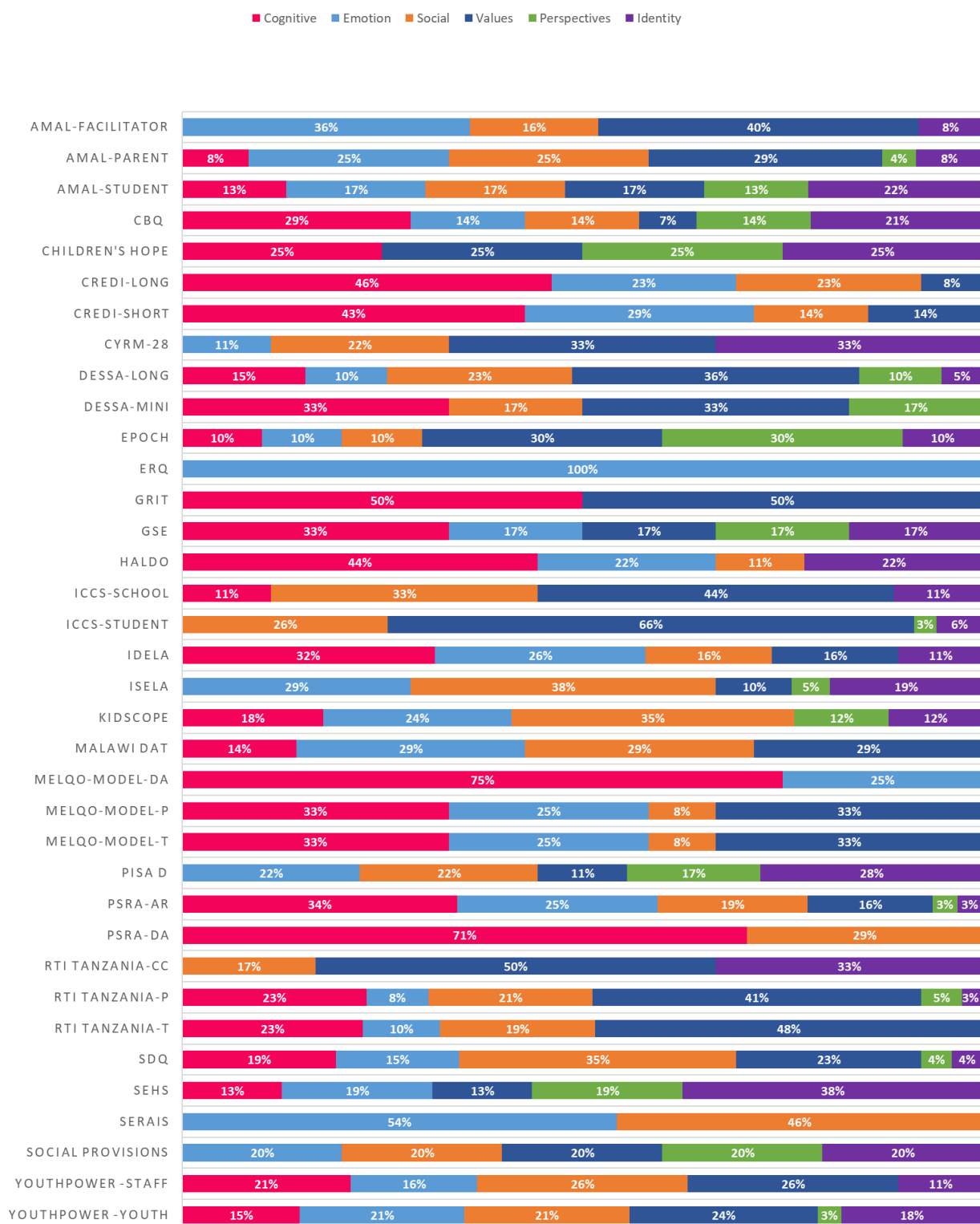
Although global guidance documents suggest that SEL skills across all six domains are important to promote, a significant number of SEL/PSS measurement/assessment tools do not include skills across all six domains and therefore cannot be used to capture outcomes across all relevant areas. For example:

- The Emotion Regulation Questionnaire includes only the emotion domain.
- The SERAIS, which was developed specifically for education in emergencies, includes only the emotion and social domains.
- The Grit Scale includes only the cognitive and values domains.
- The MELQO MODEL Direct Assessment includes only cognitive and emotion domains.
- The PSRA Direct Assessment includes only the cognitive and social domains.
- The AMAL Alliance Parent and Student assessment tools include all six SEL domains; however, the AMAL Alliance Facilitator tool includes only four SEL domains: emotion, social, values and identity.

For practical application, this means stakeholders need to be careful in selecting SEL/PSS measurement/assessment tools (and will sometimes need multiple tools) in order to adequately cover all relevant outcome areas (i.e., those prioritized in the guidance documents). Furthermore, there may be situations when only certain SEL domains need to be assessed, in which case it is important that stakeholders have access to information about which SEL domains are included in specific tools so they can select appropriately and maximize the likelihood of capturing information about the competencies and constructs of interest. These analyses highlight the importance of making this type of information easily accessible to stakeholders working in EiE settings.

Additional visual analyses are presented in Chapter 6 of this report, including (a) graphs showing the guidance documents and measurement/assessment tools sorted by their relative emphasis on each SEL domain, (b) tree diagrams showing direct comparisons between specific guidance documents and measurement/assessment tools, and (c) contextual factor heat maps showing how robustly each guidance document and measurement/assessment tool captures or includes factors such as ecology and equity.

COMPARING SEL DOMAINS ACROSS MEASUREMENT/ASSESSMENT TOOLS



Which features of children’s context, background, and experiences are being considered in guidance documents, SEL/PSS measurement/assessment tools, and programmatic approaches?

In order to better understand and document how various efforts in the field consider and address features of the environment that impact children’s development, our team created an additional set of codes for this project. These are briefly described in Chapter 3 and presented in full in Appendix 1 of this report. The contextual factor codes are designed to capture aspects of children’s environment that may hinder or promote social and emotional/psychosocial development. Below is a summary of the contextual factors included in our analysis:

- **Ecology:** This code is intended to capture children’s social networks, relationships, and experiences in different areas of their lives. Sub-codes of ecology capture information about children’s home lives (e.g., their relationships, and the beliefs about education that are present in the home), their friends, and their learning environment including their relationships with teachers and educators, and their relationships and available resources within their broader community.
- **Equity:** This broad term is used to capture dimensions of children’s identities, backgrounds and experiences that may give them an advantage or disadvantage in society. Sub-codes of equity include gender, race, socio-economic status, refugee or IDP status, disability status, and language.
- **Health:** This code captures different aspects of children’s physical and mental health as well as public health concerns/status such as water and sanitation.
- **Safety:** This code refers to children’s actual or perceived safety, and is often related to issues of child protection. This code captures information about physical and psychosocial safety including bullying and sexual and gender-based violence.
- **Adult Support:** This code captures information about support that is offered to or required for teachers or other caregivers (e.g., child protection staff) regarding either their own psychosocial/social emotional well-being or supporting children’s psychosocial/social emotional well-being.

Guidance documents emphasize all five contextual factors. Across the guidance documents we coded, all of the five contextual factor codes were applied, with the greatest focus on ecology, equity, health, and safety. Certain guidance documents, such as the UNICEF MENA Framework, and certain measurement/assessment tools, such as the MELE and PISA D, received high numbers of ecology codes, indicating that these documents place heavy emphasis on ecological features such as relationships at home, with friends, in the learning environment, and in the community. More in-depth information on contextual factors coded for each guidance document can be found in the Guidance Document Compendium in Chapter 6 of this report.

Programmatic approaches emphasize all five contextual factors. Across the six programmatic approaches included in our analysis, four received all five contextual factor codes (Better Learning Program, HEART, Safe Healing and Learning Spaces, and Convivimos). The remaining programs (Can’t Wait to Learn and PASE) received four and three contextual factor codes respectively, with health and safety being the two contextual factors that were coded least

frequently among the programmatic approaches. Equity, ecology, and adult support were coded across all six programmatic approaches. This suggests that programs place particular importance on contextual features when providing SEL/PSS interventions in crisis and conflict-affected settings. More in-depth information on contextual factors coded for each programmatic approach can be found in the Programmatic Approach Profiles in Chapter 7 of this report.

SEL/PSS measurement/assessment tools show most emphasis on equity and ecology. While across the guidance documents and programmatic approaches, all contextual factor codes were applied with varying frequency, among the SEL/PSS measurement/assessment tools specifically the ecology and equity codes were applied with much higher frequency than were the other contextual factor codes. There are a few measurement tools which place heavy emphasis on ecology – particularly in the learning environment (e.g., ICCS, MELQO, PISA-D). Some are student reports, while others are teacher, parent, or caregiver reports. These would be useful assessments when trying to understand the quality of and/or challenges in the learning environment. More in-depth information on contextual factors coded for each measurement/assessment tool can be found in the Measurement/Assessment Tool Profiles in Chapter 5 of this report.

Adult support represents a gap in alignment between global goals and existing SEL/PSS measurement/assessment tools. Adults supporting children in conflict and crisis-affected contexts experience a number of challenges, including managing over-crowded classrooms with students from multiple countries, who speak multiple languages, and are at many different learning levels. They also may have experienced trauma and have psychological needs that must be met in order to effectively support their students. Thus, it is critical that during the emergency response planning phase, an initial needs assessment is conducted to understand local teacher characteristics, including “displacement status, gender, employment status, teaching experience, level of education, and other important equity factors related to marginalization” (Falk, Varni, Johna, & Frisoli, 2019). However, our analysis found adult support features were more heavily emphasized in the guidance documents and in programmatic approaches than in the SEL/PSS measurement/assessment tools. Multiple influential guidance documents and programmatic approaches describe specific types of adult support teachers require in contexts affected by emergencies, though this contextual code was rarely applied to SEL/PSS measurement/assessment tools. This indicates that there is a gap in the EiE sector between identified priorities for quality education (e.g., well trained teachers and caregivers) and the field’s available tools to measure this in practice.

For stronger alignment, consideration should be given to when and how contextual factors are included in measurement/assessment. Contextual factor codes were most present in the guidance documents and the programmatic approaches, which suggests there is a need to more deeply consider how contextual factors can be included in measurement. For example, measures that focus primarily on child-level skills/competencies may be missing an opportunity to gather information about the features of the child’s environment that are promoting or inhibiting the targeted skill development, particularly because we know social emotional skills develop in and vary by context and ecologies. Additional measures of parent or teacher attitudes, practices or skills can provide insights into the supports available to children in emergency settings. Or, tools that include risk factors present in a particular context can allow programmers to adapt programming to target both child competencies and systems/structures that can promote resilience and growth in the face of these particular challenges. Moving forward, the field of EiE

would benefit from approaches to measurement that pair competency-level information, such as self-reports and performance-based assessments, with observations in various settings, and demographic information. For example, the developers of the SERAIS tool did not include contextual factors directly in their measure, but they did include nuanced questions about children's health, equity, and risk factors in parent interviews and collected demographic information through administrative data. This holistic approach was occasionally used by tool developers in validity studies in instances where the tool itself did not capture contextual features.

What considerations or barriers exist for including crisis and conflict-affected populations in SEL/PSS measurement and assessment?

Do no harm. Through our conversations with key stakeholders, adhering to principles of “do no harm” when considering SEL/PSS measurement/assessment tools in crisis-affected contexts was of vital importance. Ethical considerations were raised about control groups denying children valuable services, and the generation of evidence that is often unreliable due to challenges inherent to the EiE sector (such as short funding cycles, shifting locations, timelines, participant turnaround, etc.). The need to be particularly sensitive to the needs and experiences of children affected by conflict and crisis poses a large barrier to ethically measuring SEL/PSS in EiE contexts, where few measures have been designed for, or validated with, these populations. This includes paying particular attention to children's heightened cognitive and psychosocial load. For example, specific items in a measure, the length of a measure, or even the act of being assessed, which may be acceptable for children in stable contexts, poses the risk of re-traumatizing children and causing harm in the midst of crisis and conflict.

Validation. Few studies have shown SEL/PSS tools to be validated in crisis and conflict-affected settings. Moreover, our desk research and conversations with stakeholders surfaced the issue that validation is often conducted with varying levels of quality, which is a challenge for the broader field of SEL/PSS measurement/assessment. This is particularly so for crisis and conflict-settings where accurate measures of reliability and validity are needed to ensure that measurement/assessment serves children in fragile contexts as effectively and efficiently as possible, with limited stressors and burden to individuals and resources.

Contextualization. Contextualization surfaced as an important theme throughout this project. Contextualization was a major barrier for many stakeholders, because it requires significant funding, resources, and time, that is generally not allotted to SEL/PSS interventions, research, or monitoring and evaluation efforts in EiE settings. However, when local adaptation and contextualization is done well, it seems to be a particularly important component of what makes both implementing and measuring SEL/PSS feasible and successful. For example, a robust contextualization process was used to develop the Contextually Relevant SEL Questionnaires developed by RTI and Dar es Salaam School of Education as part of the USAID-funded Tusome Pamoja Program in Tanzania. Interviews and focus groups were conducted with parents, teachers, and students during an initial qualitative study to identify competencies that are important for children's education in Tanzania and contextually relevant behaviors that exemplify these competencies. These community-defined competencies were then used as the constructs to be assessed in developing the Contextually Relevant SEL Questionnaires (Jukes et al., 2018a).

Certain SEL/PSS measurement/assessment tools provided particular support for users adapting the tool for use in their local context. The Measurement/Assessment Tool Profiles presented in

Chapter 5 provide information on contextualization/adaptation guidance for each measurement/assessment tool included in our analysis. The visual below provides a snapshot of critical questions stakeholders ask during contextualization processes. More information on this can be found in the qualitative findings in Chapter 4.

Essential Questions Stakeholders Consider During Contextualization and Local Adaptation of SEL/PSS

- **What's missing?** What competencies are not covered by the current guidance document or measurement/assessment tool?
- **What's relevant?** What competencies (skills, knowledge, behaviors, values, attitudes) are most relevant and useful for this population?
- **What's adaptable?** What competencies make most sense to adapt and which are more universal and require less adaptation?
- **What's being addressed?** What are our priorities and core needs? How can we adapt programs/guidance documents/ measurement/assessment tools based on local needs and priorities?
- **Who needs to be at the table?** Who needs to be part of this conversation? Who will do the work on the ground and what supports do they need?
- **What's feasible?** What tool types (e.g., interview vs. survey), and modes of administration (pen/paper vs. digital) will be most feasible for measurement/assessment in this context?

Tools designed specifically for use in EiE contexts. Over 90% of the tools included in this analysis have been used in conflict and crisis-affected contexts,⁵ however, only four tools were specifically designed with consideration of emergency settings: HALDO, ISELA, IDELA and SERAIS. HALDO, ISELA and IDELA were developed by Save the Children while SERAIS was developed by NYU Global TIES for Children and the International Rescue Committee. HALDO assesses literacy, numeracy, and social emotional learning skills, while IDELA measures early childhood care and development, and ISELA and SERAIS focus specifically on social emotional learning. These assessments are designed to be administered in low-resource, unsafe, and rapidly evolving contexts. HALDO, specifically, is administered at the onset of a crisis to formulate a rapid response plan. HALDO, SERAIS and ISELA consider contextual factors related to education in emergencies, including displacement. While these contextual factors are included in the Save the Children tools directly, in the SERAIS they are captured through interviews with parents and administrative data. Finally, IDELA, HALDO and ISELA, each provide detailed information about how to adapt the tool for successful use in different contexts, and the developers of the SERAIS similarly provide guidance on adaptation and contextualization but through another document (*Guide for Choosing and Contextualizing Assessment Measures in Educational Contexts: A Decision Making Tree* (Diazgranados, S. & Lee, J., 2019).

⁵ This determination is based on the crisis and conflict-affected country list compiled by our academic partners, Kate Anderson, Lindsay Read and Elena Losada from Unbounded Associates.

Although a majority of the 37 SEL/PSS measurement/assessment tools we coded were not designed to be utilized in emergency contexts, we analyzed each tool along a few implementation-related factors that are important to consider when selecting a SEL/PSS measurement/assessment tool for an emergency context:

- **Number of items:** 8 of the tools have a version with 10 items or less, and 15 have a version with 30 items or less.
- **Administrative mode:** 88% of the measurement/assessment tools can be administered via paper and pencil, while 50% can be administered digitally.
- **Administrative time:** 8 of the tools have a version that can be administered in 10 minutes or less, and 15 have a version that can be administered in 30 minutes or less.
- **Cost and access requirements:** Most of the tools are free (85%) and open source (73%).
- **Scoring:** The vast majority (92%) of the tools include a guide and/or detailed information for scoring and interpreting the results of the assessment.
- **Contextualization:** Fewer than half (38%) of measurement tools include guidance and/or instructions for contextualizing the tool to a new context.

Drivers of cost. While the vast majority of tools included in our analysis are free (85%), there are underlying costs that occur when trying to deploy a SEL/PSS measurement/assessment tool in a crisis or conflict-affected context. Among the tools that were validated in EiE contexts, and also provided readily available information about associated costs, we identified the following drivers of cost:

- **Training and piloting.** Training processes for tools varied from one to five days, often with an additional day of field testing or piloting of the tool. Costs to consider for this process include international travel and consultant fees as well as getting all enumerators to a central location for a training, providing salaries, travel expenses, lodging, meals and per diems.
- **Administration.** Depending on the administration mode of the tool (paper/pen or digital) various expenses may be incurred for supplies such as printing or acquiring tablets for data collection. Further challenges or expenses may surface with digital formats in terms of access to reliable hardware, software, and internet, including the need for local capacity when malfunctions occur. Additional costs in terms of administration include ongoing salaries and training for enumerators throughout the data collection process, including potential staff turnover.
- **Scoring.** In a few cases, external scoring is required, which incurs additional costs.
- **Translation and adaptation.** Capacity building and staff salaries for the challenging and time-intensive work of translating and adapting measurement/assessment tools to accurately reflect the local language and context is another important cost. Not only must trainings/workshops and salaries be figured into this calculation, but local travel will need to be included as well to be sure that all populations to be studied are indeed included in translation, adaptation, and piloting processes.

How are SEL/PSS measurement/assessment tools aligned to guidance documents? How well equipped is the field to monitor progress towards global goals for EiE?

Progress:

Broad-reaching global goals for SEL/PSS in EiE. There are a number of global goals for PSS/SEL in education in emergencies which have been developed by different organizations, including the ECW, INEE, CPWG, and IASC. Of the 24 guidance documents reviewed, 13 have explicit goals for social-emotional learning and 7 for psychosocial support/well-being. There are a number of additional terms used across guidance documents to describe SEL-related goals, including life skills (5 guidance documents), citizenship skills (4 guidance documents), employability skills (4 guidance documents), and executive functioning (2 guidance documents). Some guidance documents did not use any of these specific terms, but our coding process identified the underlying SEL constructs in the global goals. Collectively, the global guidance documents capture all six domains of social and emotional learning, including cognitive, emotion, social, values, perspectives, and identity. (See Chapter 6 for a summary table of the terms used and skills/constructs coded in guidance documents and measurement/assessment tools.)

Alignment between guidance documents. In some cases, the global goals for EiE outlined in various guidance documents are closely aligned to one another in terms of SEL/PSS priorities. For example, ECW and GPE utilize the same SEL/PSS indicators, which are also aligned to SDG 4: Quality Education. This indicates that major global stakeholders are aligning around SEL/PSS as a global priority for all children - including those in conflict and crisis-affected settings. In other cases, there is wide variability in SEL/PSS priorities (i.e., different SEL domains are emphasized by different guidance documents). Continuing to develop a more nuanced understanding of diverse SEL needs and priorities in the field, along with their rationale (e.g., what skills matter most, for whom, and in what contexts) will support more effective policy and practice.

Global goals recognize unique EiE needs. There is an emerging sense that children and youth in crisis and conflict-affected settings have unique needs and circumstances which should influence SEL/PSS goals. For example, the ECW framework notes crisis-affected young people need skills to “gain employment and become global citizens.” Others, such as the IASC framework, identify mental health and psychosocial support and well-being as particularly important in education in emergencies given many children and youth’s experiences with trauma.

Global goals recognize the importance of contextual factors for EiE. In addition to SEL/PSS learning outcomes, many of the global guidance documents also highlight important contextual factors relevant to education in emergencies which impact policy and practice. These include equity-related outcomes (including gender, race, age, displacement status, etc.) and the ecology of the home, learning environment, community, and larger geographic context. They also include goals related to health (physical, mental, and sexual) and safety. All of these contextual factors are important to define and measure because they impact children’s learning, development, and well-being.

Programmatic approaches operationalize SEL/PSS content that is responsive to EiE needs. Similar to the global guidance documents, the programmatic approaches we analyzed, which had wide global coverage in emergency settings, had overarching goals of psychosocial well-being, healing trauma, and preventing violence. Collectively the six programs included all six SEL domains, with

the most emphasis on the social domain (n=6) and the values domain (n=6). It is encouraging to see alignment between the skills targeted by these programs and the Minimum Standards for Child Protection in Humanitarian Action, one of the guidance documents that is designed particularly for PSS in emergency contexts. Each of the six programmatic approaches has distinct programmatic features as well as a distinct theory of change through which it works to build skills and promote children's well-being. These range from arts activities, sports programming, relaxation and calming techniques, games, co-creation of content with children and parents, and cross-sectoral systems strengthening. More information on the programmatic approaches can be found in the Programmatic Approach Profiles in Chapter 7 of this report.

Gaps:

Common and operationalizable definitions for SEL/PSS. While the majority of guidance documents include global goals related to PSS/SEL, there is not a common definition for PSS/SEL that underlies all the global goals. Many of the global guidance documents utilize broad terms to describe SEL/PSS-related outcomes (e.g., global citizenship, life skills, employability skills) without definitions, which leaves their meaning open to interpretation. As our team has found in prior research, SEL/PSS competencies, including skills, attitudes, behaviors and values, are vast in number and varied in nature, and there is limited consensus about which competencies are important, what they should be called, and whether and how they are related to each other. This poses a challenge to aligning programs and measurement/assessment tools to global guidance documents.

When measuring SEL/PSS outcomes, education in emergencies is not often captured. While there are a number of influential global guidance documents which outline goals and policy recommendations for SEL/PSS in crisis and conflict-affected settings, our mapping exercise only identified four measurement/assessments tools specifically designed to assess SEL/PSS in EiE: HALDO, IDELA, and ISELA, and SERAIS. These four tools collectively assess all 6 SEL domains, 4 out of 5 contextual factor domains (all except adult support), and span the ages of 3.5 to 16 years old. Thus, there is a significant gap between policy guidance regarding SEL/PSS in the EiE sector and the number and types of tools available to measure, monitor, and evaluate SEL/PSS outcomes specifically in crisis and conflict-affected settings.

Lack of measurement/assessment tools for contextual factors in EiE settings. While the global goals include relevant contextual factors for education in emergencies, there is generally a lack of measurement/assessment tools to measure these contextual factors in EiE. For example, while multiple goals emphasize the importance of support and training for teachers and other caregivers in SEL/PSS, only two of the tools reviewed capture the information about adult support and teacher characteristics and practices that would be required to assess progress towards this goal (MELE and ICCS), and neither of these tools is designed to capture this information specifically in emergency contexts.

Lack of measurement/assessment tools for SEL/PSS at the population-level. There is currently a lack of international and national-level measurement/assessment tools utilized to assess SEL/PSS-related outcomes at the population level, which makes it difficult to assess progress towards outcomes specified in global guidance documents. However, before national-level measurement/assessment can generate usable knowledge within and across countries, there needs to be capacity-building efforts focused on a) defining priority/relevant competencies for

the range of contexts and cultures within a country, including exploratory research and participation of diverse stakeholders, b) creating systems and structures to build capacity for shared understanding of priority competencies and actionable strategies for implementation (e.g., standard and curriculum development, pre-service and in-service teacher training, etc.), and c) the development of national-level measurement/assessment tools that reflect priority competencies and current practices and provide actionable insights for necessary adjustments at the education system and classroom-level. Operationalizable definitions for competencies that are relevant to a particular context, shared understanding of those competencies across all levels of the education system, and supporting structures must be in place in order for the development of national-level SEL/PSS measurement/assessment tools to be effective and generate knowledge that can inform policy and practice.

Closing

The key findings from this project are that: (a) global emphasis is placed on SEL and PSS, but further alignment is needed to support stakeholders to enact global guidance policies through effective SEL/PSS measurement/assessment and programmatic efforts; (b) local adaptation and input from local stakeholders is largely missing from both the development and use of SEL/PSS measurement/assessment tools in EiE settings; and (c) with regard to components of the child's environment, there is mis-alignment between existing guidance documents, measurement/ assessment tools, and programmatic approaches – such that while contextual factors are broadly understood to be essential to consider in EiE settings (and are prevalent in the guidance documents and programmatic approaches we analyzed), they are largely missing from SEL/PSS measurement and assessment tools.

Additional detailed information about the guidance documents, SEL/PSS measurement/ assessment tools, and programmatic approaches included in our analyses can be found in the following Chapters:

- Chapter 5: Measurement/Assessment Tool Profiles
- Chapter 7: Programmatic Approach Profiles
- Chapter 6: Summary Tables (tools organized by Tool Type, SEL Domain, Age, and Country)
- Chapter 6: Compendia of Guidance Documents and Tools (high level info to enable comparisons)

Chapter 1: Project Background

Project Overview: Goals and Objectives

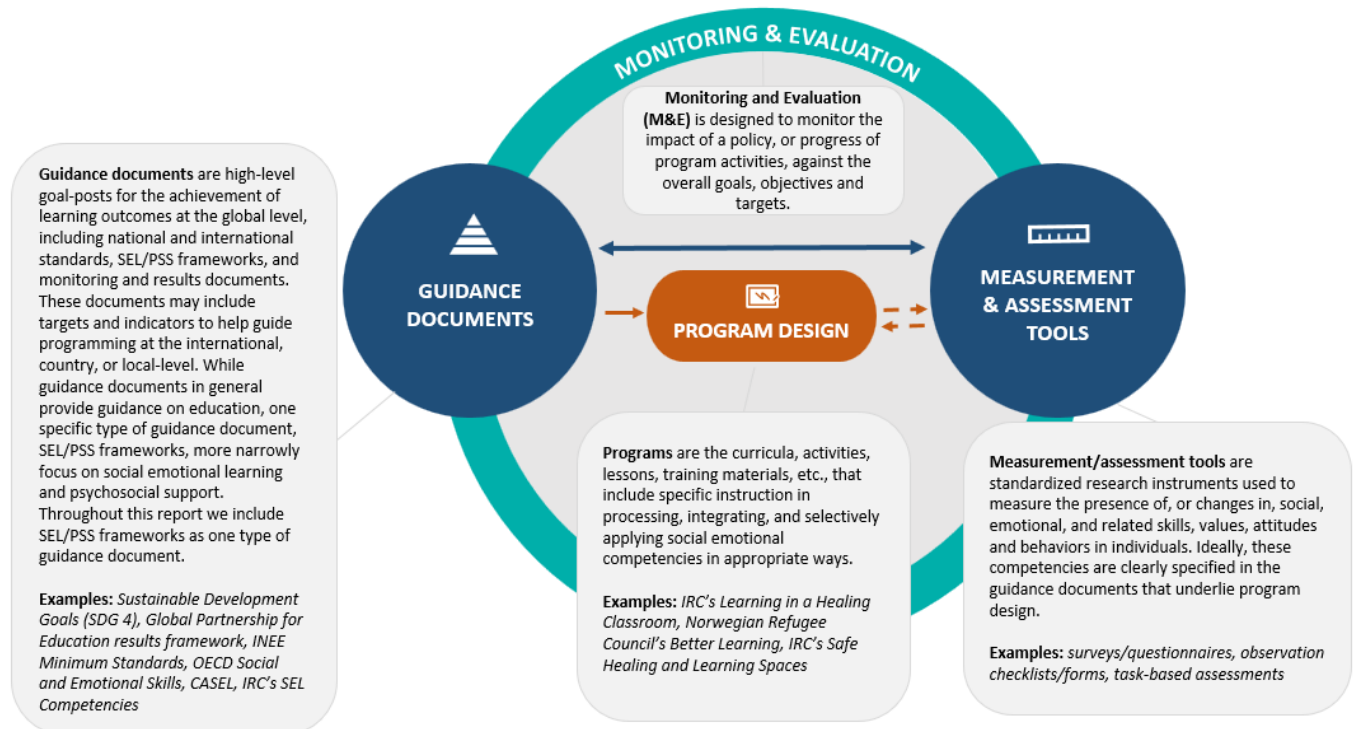
The purpose of the INEE QELO Mapping Project is to identify and "map" (code, analyze, describe) existing social emotional learning (SEL) and psychosocial support (PSS) measurement/ assessment tools, as well as guidance documents, being used in the international Education in Emergencies (EiE) sector with the broad aim of informing policy around a shared understanding of learning outcomes and monitoring. The work is a priority of the Quality and Equitable Learning Outcomes (QELO) work stream within INEE's Education Policy Working Group (EPWG) and is funded by Porticus.

The first goal of this project is to support EiE actors (NGOs, policy-makers, researchers, donors/funders, others) to better understand which measurement/assessment tools are available and which learning outcomes they are designed to capture. This requires providing information about which tools have been used with specific ages/populations, as well as where/how they overlap or differ from one another in terms of purpose, competencies measured, and geographic focus. The second goal of this work is to identify gaps in existing measurement/assessment tools to encourage their refinement or the development of new tools. The final goal of this project is to clarify how existing tools relate to global and national guidance documents and standards.

At a broader level, this project aims to show the relationships between guidance documents program design, measurement/assessment tools and monitoring and evaluation to demonstrate how each of these components, when aligned, can promote high-quality and equitable learning. A heuristic showing the connections between guidance documents, program design, measurement/assessment tools, and monitoring and evaluation systems is provided in *Figure 1* and described below.

1. First, guidance documents and measurement/assessment tools serve to inform one another. Guidance documents indicate which SEL/PSS constructs are critical/relevant and which research instruments (i.e. measurement/assessment tools) should be used to measure these constructs. Additionally, measurement/assessment tools allow for reflection on, and revision of, SEL/PSS constructs represented in guidance documents based on data generated from the use of these tools.
2. Second, guidance documents inform program design, as SEL/PSS programming relies on international, country, or local-level guidance documents to structure curricula such that they meet the high-level learning outcomes specified in the guidance documents.
3. Third, program design influences measurement/assessment tools, and vice versa, as measurement/assessment tools are used to assess the impact of programming on instruction and outcomes targeted by programs. Measurement/assessment tools, in turn, are often adapted for use by various programs. Additionally, once outcomes are measured, program designers reflect on data to revise and adapt their strategies.
4. Lastly, monitoring and evaluation cuts across these categories. Monitoring and evaluation (M&E) systems often include measurement/assessment tools that are used at the local, national, and international levels, for both formative and summative evaluation. Similarly, guidance documents and programmatic approaches both shape M&E, as these inform the selection of outcomes, targets, and indicators to monitor and evaluate.

Figure 1: Relationship between guidance documents, program design, measurement/assessment tools, and monitoring and evaluation



Chapter 2: Background Information on SEL

This section includes information to help stakeholders consider the broader context and developmental issues that should be part of any SEL/PSS measurement/assessment and/or programmatic effort.

SEL/PSS for Education in Emergencies

A broad and deep body of evidence has demonstrated that the social, emotional, and related “non-academic” competencies encompassed by SEL/PSS matter for many areas of development, including learning, health, and general well-being (Shonkoff & Phillips, 2000; Center on the Developing Child at Harvard University, 2011; Moffitt et al., 2011; Jones, Greenberg & Crowley, 2015; Jones & Kahn, 2017; Greenberg et al., 2017; Weissberg et al., 2015). Moreover, research indicates that when delivered well, high-quality, evidence-based SEL/PSS programs have positive impacts on children’s social, emotional, behavioral, and academic outcomes as well as on teacher practices and the culture and climate of schools (Brown, Jones, LaRusso & Aber, 2010; Jones et al., 2011; Raver et al., 2009; Bierman et al., 2008; Durlak et al., 2011; Sklad et al., 2012; Diamond, Barnett, Thomas & Munro, 2007). While much of this research has been conducted in stable, Western contexts, SEL/PSS programming may be especially relevant for children living in conflict-affected regions as children’s social and emotional development is particularly sensitive to the negative effects of stress and trauma. Specifically, children exposed to chronic stress and severe adversities are more likely to exhibit challenges with executive functioning, social skills, and emotion regulation (Evans & Kim, 2013; Noble, Norman & Farah, 2005; Raver, Blair & Willoughby, 2013). Research also indicates that SEL/PSS programs have the largest impact on children who face the highest number of risks (Jones, Brown & Aber, 2011), such as those living in emergency contexts who experience numerous recurring stressors (Evans & English, 2002), including exposure to violence; displacement; fear, anxiety, and uncertainty; and limited access to food, drinking water, safe housing, basic medical care, and education. SEL skills build resiliency and enable the positive relationships that help inoculate children against the negative effects of instability, conflict, and crisis (INEE, 2016).

What are SEL and PSS, and how are they related?

Broadly speaking, **Social and Emotional Learning (SEL)** refers to the process through which individuals learn and apply a set of social, emotional, and related “non-academic” skills, attitudes, behaviors, and values that help direct their thoughts, feelings, and actions in ways that enable them to succeed in school, work, and life (Jones et al., 2017). Examples include self-regulation and executive functioning skills that enable children to manage their thoughts, feelings, and behavior toward the attainment of a goal; the ability to identify, understand, and manage their own emotions as well as relate to the emotions of others through empathy and perspective-taking; and the skills and behaviors required to build and maintain healthy relationships, resolve conflicts, and work and play well with others.

However, as our team has described in various publications related to the Taxonomy Project (e.g., Jones, Bailey, Brush, Nelson & Barnes, 2016; Jones, Bailey, Brush & Nelson, 2019; the [Explore SEL website](#)) SEL competencies, including skills attitudes, behaviors and values, are vast in number and varied in nature, and there is limited consensus about which competencies are important, what they should be called, and whether and how they are related to each other. Complicating matters is the fact that SEL goes by many names. It is often conflated with, or used as an umbrella term for, many sub-fields of psychology and child development, including personality, character education, emotional intelligence, 21st century skills, life skills, conflict resolution and peace education, bullying and violence prevention, and more (Jones & Doolittle, 2017). And while in some ways these domains are fairly similar and overlapping, each has its own perspective and describes social, emotional, and related competencies using organizing frameworks and terminology specific to their own research tradition and goals. This is not a problem in and of itself, but it does complicate our understanding of the domain and makes it difficult to define and communicate about competencies in a unified, coherent way (Jones, Bailey, Brush & Nelson, 2019). This can understandably be challenging for those in the EiE sector tasked with making decisions about which SEL competencies to target and which intervention strategies and measurement/assessment tools are best suited for building and assessing those same competencies and their related outcomes.

Psychosocial Support (PSS) is a holistic approach to protecting and fostering psychological well-being and resilience in individuals, families, and communities that takes into consideration the dynamic relationship between the psychological and social dimensions of a person (INEE, 2018). PSS refers to any interventions or efforts that address both the psychological and social effects of conflict and crisis on an individual, including how it impacts their behavior, emotions, thoughts, perceptions, and memory (i.e., the psychological dimension) as well as their relationships, social support systems, social values, and cultural practices (i.e., the social dimension). PSS recognizes the interconnectedness of the psychological and social dimensions and seeks to address them in tandem.

PSS is often conflated with SEL; however, SEL sits under the umbrella of PSS and is considered an important component of a broader PSS approach to EiE. We know from research in stable contexts that the impact of adverse childhood experiences on brain development, behavior, relationships, and learning can be mitigated by quality educational opportunities that include social and emotional learning (Diamond et al., 2007; Raver et al., 2009). SEL contributes to the psychosocial well-being of children and youth by supporting them to build skills, values, attitudes and behaviors that reduce the negative developmental, behavioral, and academic effects that can result from exposure to conflict and violence and by creating opportunities to engage in positive interactions and build relationships with peers and adults in ways that strengthen children's social support systems and sense of control and self-worth.

Key Considerations for Developing and Measuring SEL for EiE

SEL/PSS competencies, including skills, values, attitudes and behaviors, are not developed in a vacuum; instead, they are deeply influenced by experiences, environments, relationships, economic, political and cultural contexts, and social norms of the specific settings in which children and youth learn, play, and

grow. The following should be important considerations for anyone seeking to develop or measure SEL/PSS competencies across childhood and adolescence in EiE settings:

a.) Development: *SEL/PSS programming and measurement should consider how SEL/PSS competencies are related and how they emerge and change over time.*

SEL/PSS competencies are interdependent, develop throughout the lifespan, and build on each other over time. While social, emotional, cognitive, and academic capabilities are often thought of, taught, and measured as distinct areas, they are in fact deeply intertwined (Jones & Zigler, 2002; Immordino-Yang & Damasio, 2007; Immordino-Yang, 2011). However, as our team describes in “The Evidence Base for How Learning Happens: A Consensus on Social, Emotional, and Academic Development” (Jones & Kahn, 2017), decades of research in child development, neuroscience, and education have shown that progress or setbacks in one developmental domain can accelerate or impede growth in another. Fortunately, evidence indicates that SEL/PSS competencies in these areas are malleable, meaning that children are not born with a fixed set of abilities or skills but instead learn and acquire them over time, and research shows that SEL/PSS competencies can be strengthened and taught through effective modeling and direct instruction. And while more research is needed to better understand exactly how SEL/PSS competencies emerge and change across the lifespan, two developmental principles are clear: First, as we write in *Navigating SEL from the Inside Out* (Jones et al., 2017), competencies build on each other, with some serving as building blocks for more complex competencies that emerge later in life. This suggests that children must develop certain basic SEL/PSS competencies before they can master others. For example, a child must have some ability to recognize and regulate their emotions in order to resolve complex social conflicts. Second, as children mature and enter into new environments and social situations, the social and emotional demands placed upon them change. Specific competencies may therefore be more relevant at certain developmental stages than others, and the way those competencies manifest may look different across ages. When designing programs or selecting measures, it is important to ensure that competencies are being built and measured in age-appropriate ways and with consideration for other, related competencies.

b) Context and Environment: *SEL/PSS programming and measurement should acknowledge and address the broader environments in which children live and learn.*

Development always occurs in context, meaning that the ways in which children learn and grow are heavily influenced not only by their own biology and temperament (although that comes into play), but also the relationships, environments, societal systems and structures, and socio-cultural milieu around them (Bronfenbrenner & Morris, 1998). This includes the interactions, experiences, and resources that children have in more immediate contexts (e.g., in their learning environment, at home, and within their neighborhoods and communities) as well as more distant forces such as government policies and systems and the broader cultural and political environment. All of these contexts are in dynamic interaction with one another and each present their own unique set of benefits and risks to healthy development. Consequently, children's ability to successfully develop and deploy SEL/PSS competencies is heavily influenced by context. Learning and home environments that are safe, secure, enriching, and conducive to developing positive relationships are more likely to enhance competency development, as well as buffer against the effects of trauma and stress (Osher et al., 2018). For this reason, SEL/PSS efforts also benefit from intentional coordination across learning, home, and community contexts in ways that enable children to build, transfer, and use competencies across diverse settings (Jones et al., 2017). Indeed, measures of SEL /PSS competencies that capture additional information about environmental factors may provide valuable insight into the links between setting and competency development.

c.) Equity: *Not all populations are affected equally by conflict and crisis.*

It is important to pay careful attention to factors of equity when designing, delivering, and measuring the impact of initiatives to support EiE in order to ensure that all populations have equal access to and can benefit from these initiatives. For example, refugee and internally displaced children in host communities are far less likely to attend formal schooling than their peers. Only half of refugee and internally displaced children attend primary school, and only one in four attend secondary school. Of those children, girls are

The Critical Role of Relationships

As we write in *Navigating SEL from the Inside Out* (Jones et al., 2017), relationships are the soil in which children's SEL competencies grow and are central to healthy development. Not only do strong, positive relationships help create a learning environment that is conducive to SEL, but research also shows that children who have positive relationships with adults (i.e., those that are reciprocal, culturally-responsive, trusting, and nurturing) have access to more interactions that support the development and practice of SEL competencies (Brion-Miesels & Jones, 2012; Osher et al., 2018).

Moreover, children are generally more willing to learn and adopt behaviors from adults they care about and trust. It is through these relationships that children first learn to self-regulate, develop a sense of agency, and begin to feel connected to other people. High-quality child-educator relationships in particular have been shown to help students develop and use SEL competencies, protect students who are at higher levels of risk, and mitigate against the effects of victimization and adversity (Osher et al., 2018). We found that tools for assessing SEL/PSS outcomes in conflict and crisis settings often include important questions about the important relationships in a child's life.

two and a half times more likely than boys to be out of school (Alan et al., 2016). Similarly, children with disabilities, children from resource-poor households, children of minority or marginalized races/ethnicities, and children whose native language is not the language of instruction in schools, are uniquely and disproportionately affected by the negative effects of conflict and crisis on their education, including exclusion from the education system, as well as risks to their safety and psychosocial well-being (Education Equity Research Initiative, 2016). Equity in this context has been defined as “a reassessment and redistribution of resources (human, institutional, and financial) in education with the goal of reducing or eliminating systematic inequality in outcomes... a path to achieving equality” (Education Equity Research Initiative, 2016). In order to assess one’s progress towards equal outcomes, it is essential to collect ongoing data about the impact of academic and SEL/PSS initiatives on marginalized and vulnerable populations, and to adjust and redistribute resources accordingly so that they have the greatest impact for those at greatest risk.

d.) Adult Development and Skills: *It is difficult for adults, educators and caregivers alike, to model and teach SEL competencies to children if they themselves do not understand, believe in, or possess those competencies (Jones & Kahn, 2017).*

Alongside building children’s competencies, there must also be focus on adult social and emotional competence including contextually and culturally relevant training and professional development that ensure that SEL/PSS content is aligned with the values, culture, needs, goals, and comfort-level of the adults delivering it. This is perhaps especially important in contexts where adults are also coping with the negative effects of violence and trauma and experiencing persistently high levels of stress that tax their own social and emotional competencies. Without the social and emotional skills, values, behavior and attitudes to manage their emotions and cope with stress, adults risk retraumatizing children by responding to challenging behavior in negative, reactive ways. However, when they have the knowledge and tools to combat this stress, it becomes easier to create safe, healing environments that are conducive to learning and competency development (Jones, Brion-Meisels & Bailey, 2017).

e.) Culture: *It is important to ensure that measurement/assessment tools for SEL/PSS are culturally relevant and valid for the populations of interest.*

Culture refers to a dynamic system of shared norms, beliefs, customs, values, and behavioral standards of a society and shapes the way people understand, interpret, and make meaning of their experience (Gay, 2018). These factors strongly influence how social and emotional competencies are understood, prioritized, defined, and displayed. For example, norms around interpersonal interactions, communication, and emotional expression vary greatly across cultures, as well as within cultures by gender, age, or other aspects of identity (Jukes et al., 2018a; Matsumoto, 2001; Savina & Wan, 2017). Behavioral expectations of children are also deeply culturally informed (Jukes et al., 2018b). Therefore, tools used to measure social and emotional competencies must be adapted to reflect the cultural norms relevant to the setting if they were not previously designed and developed in the local context with the

participation of local stakeholders. This may include consideration of which skills, values, attitudes and behavior are most important to assess, as well as how those competencies manifest in a particular cultural context (Jukes et al., 2018b). Measurement/ assessment tools should use language, symbolism, imagery, and examples/vignettes that are familiar to children in order to ensure valid results.

f.) Safety and Security: *It is important to consider children’s safety and security when implementing or assessing SEL/PSS in education in emergency settings.*

Safety and security refer to both actual and perceived protection from danger, risk, or injury. There are many physical and psychological threats to children’s safety in emergency contexts, including violence, discrimination, displacement, and bullying, which make it difficult for children to learn (McNatt et al., 2018). In an emergency context, attending school can also threaten children’s safety and security, as schools may be targets of combatants, making it physically unsafe to be in and travel to school. Additionally, teachers may have experienced trauma which can detrimentally impact their performance in the classroom (Burde et al., 2017).

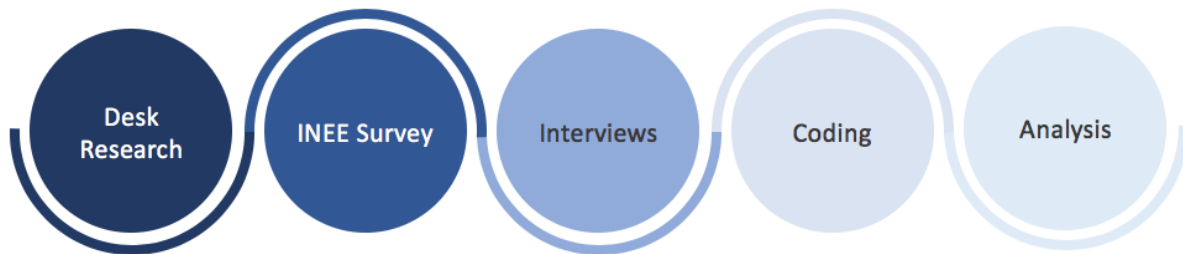
However, a safe and secure learning environment can serve as a protective factor to promote children’s physical, social and emotional, and academic development and well-being (McNatt et al., 2018; Varela et al., 2013). A stable, predictable learning environment and routine where children feel a sense of control, belonging, and self-worth provides opportunities for play and socialization with peers; builds coping mechanisms; fosters hope and resilience; and promotes intellectual stimulation and engagement (McNatt et al., 2018; Varela et al., 2013). UNDRR’s Comprehensive School Safety framework identifies three pillars of school safety: safe learning facilities, school disaster management, and risk reduction and resilience education (UNDRR & GADRRRES, 2017). It is important to consider the specific context to identify any unique threats to children’s safety based on gender, disability status, race, or other factors (McNatt et al., 2018).

g.) Measurement Challenges: *There are a number of challenges to data collection and analysis in education in emergencies.*

These challenges include difficulty collecting frequent, accurate, and relevant data in unsafe contexts and with transient populations and collecting data from multiple sources to avoid bias. Data collection should be done in a manner that is culturally sensitive to the affected population and inclusive of vulnerable and marginalized populations (INEE, 2018). Additionally, when conducting assessments of mental health and psychosocial issues in particular, it is important to ensure confidentiality of participants and respect the Do Not Harm principle (IASC, 2008).

Chapter 3: Methodology

This chapter describes the methods used to conduct this project, including the following steps: (1) desk research, (2) a survey to INEE members, (3) interviews with five key stakeholders working in EiE and transcript reviews of 35 relevant interviews from a parallel project focused on SEL in international education, (4) coding of key documents, and (5) analysis of data.



Below we summarize each step of our research process, with particular attention paid to the data collection and coding system, and our selection criteria for documents included in our final analysis.

Step 1: Desk Research

Our team conducted initial desk research in order to understand the landscape of measurement and assessment tools for SEL/PSS in EiE, and to identify key stakeholders to consult in subsequent phases of the project. We focused on materials designed for use in early childhood and the primary school years. We also focused on global guidance documents for education in order to identify goals, targets and indicators that reference SEL/PSS outcomes. We began desk research with a literature review of publications and resources focused on EiE, identifying key reports, guidance documents, and measurement/assessment tools, which were compiled in the SEL Mapping Inception Report and submitted to INEE QELO Working Group members. Additional documents were identified for inclusion based on INEE members' feedback.

As part of our desk research, we consulted multiple stakeholders working in the EiE sector. For a complete list of stakeholders consulted throughout this project, see Appendix 3. We also consulted NYU Global TIES research staff working on the 3EA Measurement and Metrics Initiative, whose work to-date has focused on child outcome tools (spanning multiple areas such as literacy, numeracy, mental health, and SEL) used in emergency settings within the Middle East, North Africa, and Turkey (MENAT) region. NYU TIES staff shared their draft measurement inventory, reports and briefs generated to date, including survey findings about SEL tools used in EiE settings in MENAT region. NYU TIES agreed to label the SEL-related tools included in the 3EA measurement inventory using our team's coding system, such that tools accessible via their online Library will be tagged using the six SEL domains described in this report. We agreed to code a number of the tools they identified in order to provide more nuanced information about

the specific SEL skills and domains targeted by each tool. These efforts were aimed at facilitating greater coordination, transparency and alignment in the field.

Throughout this phase, desk research focused on identifying the following types of documents:

- 1) **Measurement/assessment tools** designed to measure social, emotional, and related psychosocial skills, knowledge, attitudes and behavior in children and adults, and are commonly used for program evaluation including:
 - Surveys/questionnaires
 - Observation checklists/forms
 - Structured, task-based assessments

These measurement/assessment tools came from:

- Local programs/organizations
 - National governments and ministries of education
 - International programs/organizations
 - Multilateral organizations
- 2) **Guidance documents** that set goals for SEL/PSS outcomes at the global or national level.
 - 3) **Influential Programmatic Approaches** that are widely used in education in emergencies.
During their review of the Inception Report, INEE QELO Working Group members identified the following programmatic approaches for inclusion:
 - IRC's Learning in a Healing Classroom
 - War Child Holland's Can't Wait to Learn
 - Norwegian Refugee Council's Better Learning
 - IRC's Safe Healing and Learning Spaces
 - Convivimos
 - A Ganar a Escuela

Note that we were not able to acquire program materials for A Ganar a Escuela, so it is not included in our final analysis. We decided to include only Safe Healing and Learning Spaces for IRC. Additionally, we included USAID and the Honduran Ministry of Education's Social-Emotional Learning Program (PASE).

Below, we provide definitions for each of these document types.

What are measurement/assessment tools?

Measurement/assessment tools are standardized research instruments used to capture the presence of, or changes in, social, emotional, and related skills, knowledge, attitudes, and behaviors in individuals. They may capture skills, knowledge, attitudes, and behaviors directly or measure other indicators as proxies for particular skills or characteristics (e.g., aggression, social status, etc.). These are commonly used at the program level but may also be used to assess progress towards national and international benchmarks. Our final analysis includes 37 measurement/assessment tools. See Chapter 5 for a set of profiles with detailed information about each tool.

What are guidance documents?

Guidance documents are high-level, organizing systems often used for national or international results monitoring. They serve as goal-posts and guidance for achievement of learning outcomes at the global or national level, often through written policy documents or standards. These documents may include targets and indicators to help guide programming at the international-, country-, or local-level. Usually, the organizations that issue these guidance documents do not deliver direct programming/services, but rather provide technical assistance, research, or funding to the field at-large.

Our final analysis includes 24 guidance documents. See Chapter 6 for tables summarizing information about guidance documents. Note that we added six SEL/PSS frameworks into this category. We did this in order to link global goals to SEL/PSS measurement/assessment tools, because many guidance documents did not include detailed information about SEL skills and therefore did not enable in depth analysis or comparisons to measurement tools.

What are influential programmatic approaches?

Influential programmatic approaches are key programmatic documents developed by international organizations to shape their programmatic work across countries. These documents make the general social and emotional learning content explicit, so that we can see points of connection and divergence between what is being explicitly taught in widely used programs in education in emergencies, and existing social and emotional measurement/assessment tools and guidance documents.

Please note we did not code curricular content or teaching materials in detail as it is beyond the scope of this project. Instead, we conducted high-level analysis of influential programmatic approaches (e.g., we coded summary information available about programs, or brief descriptions of lesson content, but not the lessons or activities themselves) in order to explore alignment between program approaches and the other categories of documents listed above. Our final analysis includes 6 programmatic approaches. See Chapter 7 for a set of profiles with information about each program.

Step 2: Survey to INEE Members

Following our initial desk research, our team created an online survey to gather information from key stakeholders regarding existing measurement/assessment tools used in the field as well as guidance documents related to SEL. The survey was designed to identify and acquire the tools and materials, as well as to capture information about how they are currently being used, if/how they've been validated, information about populations/locations where they have been used, and which resources would be most helpful for the field. See Appendix 4 for a copy of the Survey circulated by INEE.

Step 3: Interviews with Key Stakeholders

After reviewing the survey data, we conducted follow-up interviews with five key stakeholders working in EiE in order to more deeply understand the ways tools are being used, including conditions necessary for their use, where and how tools have been validated, and how stakeholders are aligning the tools to guidance documents. These conversations were designed to address SEL/PSS measurement/evaluation challenges, including limitations of existing tools. These individuals were identified and selected based on our desk research and survey findings, suggesting that these individuals have unique experience and expertise and play a central role in SEL within the EiE sector.

We also reviewed 35 transcripts from interviews conducted recently (2018-2019) during a parallel project designed to identify SEL frameworks being used in the international education sector. As part of that project (funded separately by Echidna Giving) we identified 35 stakeholders working in international education and conducted one-hour semi-scripted interviews with each person. Interviews were designed to explore questions about SEL frameworks and measurement tools currently being used in diverse international settings, and local needs and challenges related to the contextualization of SEL frameworks and measurement tools. A review of these interviews uncovered relevant information about the use of SEL tools in EiE settings (as many of the interviewees worked in the humanitarian and EiE sector) and reinforced or elaborated on themes identified by the stakeholders we interviewed specifically for the INEE QELO project. See Chapter 4 (Findings) for a summary of findings from our interview data.

Step 4: Coding of Key Documents

Selection Criteria

Documents were included based on **coverage**, **quality**, and **relevance** to crisis and conflict affected settings. The final set of measurement/assessment tools described in this report are used with children and youth ages 0 to 18+ in conflict-affected contexts including Africa (Francophone, Anglophone, Lusophone), South Asia, Latin America, Pacific Islands, Eastern Europe, Central Asia and the Middle East *See Figures 2 and 3*). Information on where each tool is used can be found in the Profiles (Chapter 5),

Summary Tables (Chapter 6), and Compendium (Chapter 6).

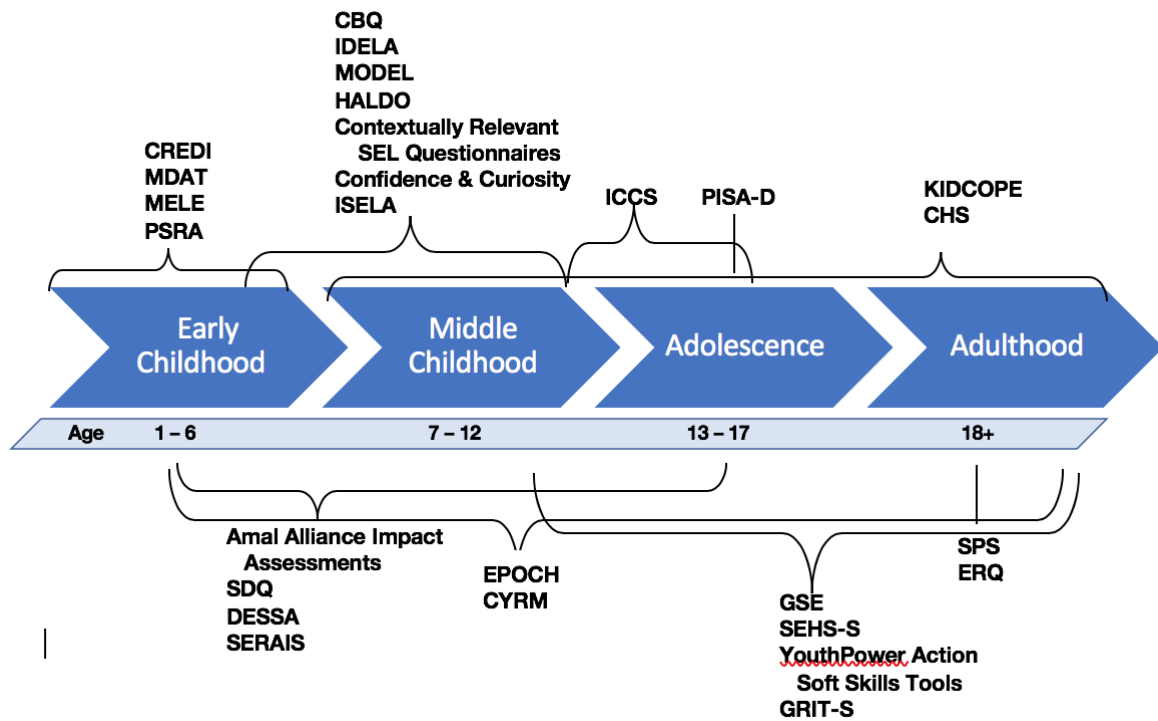
Guidance documents and programmatic approaches were selected based on the following criteria:

- They are influential in setting the agenda and/or guiding the field of education and/or SEL/PSS globally or regionally based on desk research and conversations with key stakeholders;
- They have materials that our team was able to access and acquire, either on our own or via organization/program staff; and
- They intend to target SEL/PSS outcomes.

Measurement/assessment tools were selected based on the following criteria:

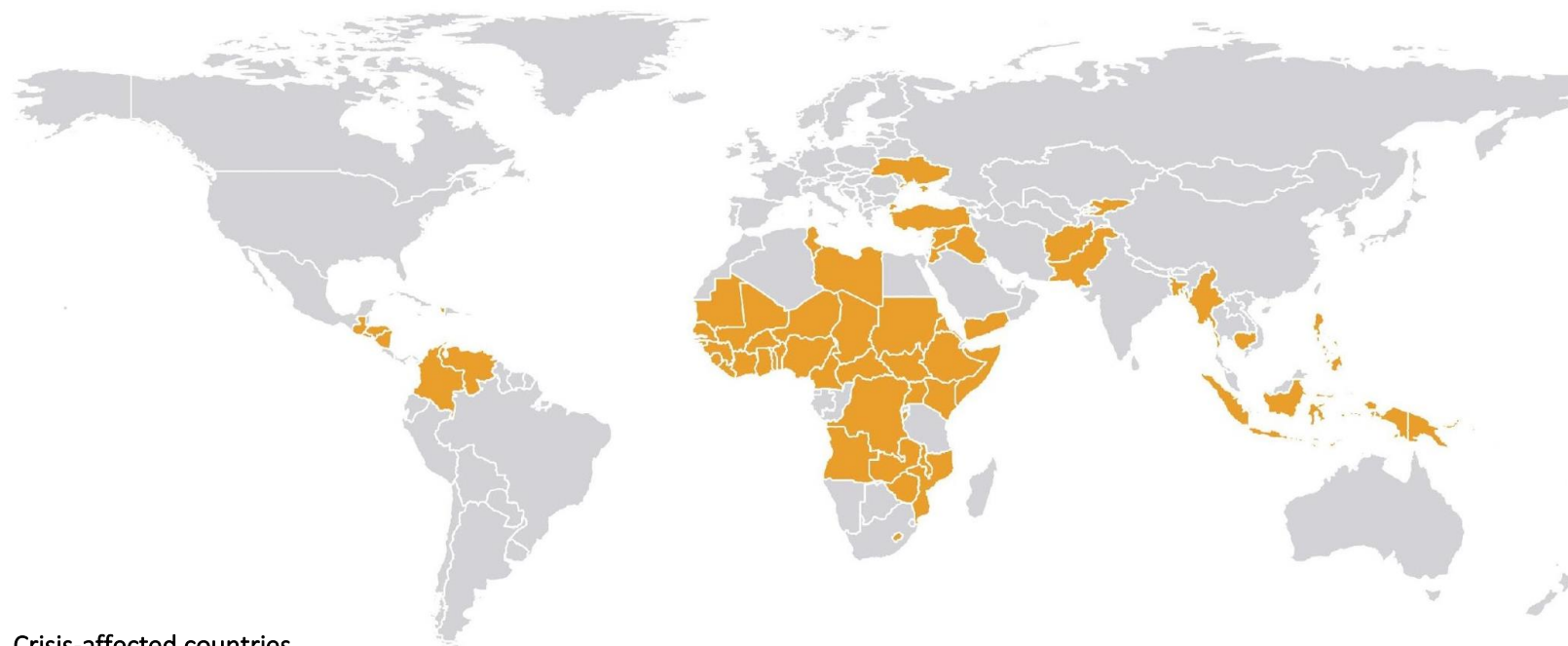
- They address SEL/PSS constructs.
- They are used by actors (a) operating in contexts affected by emergency, crisis or conflict, and/or (b) serving a large number of refugees or internally displaced persons (IDPs). Our academic partners for this report identified 61 countries for the purposes of this mapping exercise by combining the UN High Commissioner for Refugees (UNHCR) Refugee Situations list, the UN Office for the Coordination of Humanitarian Affairs (OCHA) Humanitarian Operations list, and suggestions from INEE QELO members (*See Figure 3*).
- They are tools that can be administered by local or regional programs/organizations, international or multilateral programs/organizations, or national governments and education systems.
- They are relevant to the early childhood, school-aged, and/or adolescent/secondary years or grades. Note: our primary focus was on tools for primary school-aged children, but we included a small number of tools that span early childhood through adolescence in order to illustrate developmental patterns that are important to consider when measuring or assessing SEL/PSS.
- They have materials, including the tool itself, that our team was able to access and acquire, either on our own or via external outreach to organization/program staff.
- They are codable (i.e., materials must explicitly define/describe individual constructs (competencies or skills, attitudes, behaviors, and values, etc.).

Figure 2: Target Population for Selection of SEL/PSS Measurement/Assessment Tools⁶



⁶ This figure is based on of a similar figure made by our academic partners in their report.

Figure 3: Countries of interest for analysis of measurement/assessment tools⁷



Crisis-affected countries

Afghanistan	Congo, DRC	Honduras	Mali	Senegal	Uganda
Angola	Cote d'Ivoire	Indonesia	Mauritania	Sierra Leone	Ukraine
Bangladesh	El Salvador	Iraq	Mozambique	Solomon Islands	Venezuela
Benin	Eritrea	Jordan	Myanmar	Somalia	Yemen
Burkina Faso	Ethiopia	Kenya	Nicaragua	South Sudan	Zambia
Burundi	Gambia	Kyrgyzstan	Niger	Sudan	Zimbabwe
Cambodia	Ghana	Lebanon	Nigeria	Syria	
Cameroon	Guatemala	Lesotho	Pakistan	Togo	
Chad	Guinea	Liberia	Palestine	Tonga	
Central African Republic	Guinea-Bissau	Libya	Papua New Guinea	Tunisia	
Colombia	Haiti	Malawi	Philippines	Turkey	

⁷ This figure was created by our academic partners at Unbounded Associates, Kate Anderson, Lindsay Read and Elena Losada and featured in their report *Assessment of Academic Learning Outcomes in Education in Emergencies: Mapping guidance documents, measurement tools and program approaches*.

After we identified a final set of measurement/assessment tools and guidance documents to include, we used a rigorous coding system developed by our team to determine which SEL constructs are targeted. The resulting database of coded material was then used to conduct mapping analyses and to generate the series of charts, tables, and profiles that showcase alignment and divergence between measurement/assessment tools and guidance documents used in EiE contexts.

Coding System

Our data collection/coding system is designed to do two things:

- 1) To look inside documents, such as guidance documents and measurement/assessment tools, at SEL-related information and tag them for specific social, emotional, and related psychosocial constructs, including skills, behaviors, knowledge, values and attitudes across 6 broad domains (cognitive, emotion, social, values, perspectives, identity) and 23 sub-domains (e.g., attention control, empathy/perspective-taking, conflict resolution, ethical values, optimism, purpose, etc.). We do this using a system that (a) is based on a comprehensive review of the developmental and prevention science literature, and (b) has been updated and revised over the course of multiple projects over the past 10+ years. The process of coding involves reading through documents and applying specific codes to these documents based on the language they use to define and describe terms. *Figure 4* below shows our domains with the subdomains listed just below. The full coding system can be found in Appendix 2.

Figure 4: Domains and Sub-domains



Coding was conducted by trained researchers who have demonstrated at least 80% inter-rater reliability using the system. Coders worked in pairs and attempted to resolve any points of difference through discussion and consensus seeking.

All codes for every document are entered into a database. This resulting database is used to create a distance matrix and similarity index, which are then used to generate analyses such as bar graphs and tree comparisons. A distance matrix allows us to identify how similarly two constructs were coded, and thus how closely they represent the same competency (as can be seen in the tree comparisons in Chapter 4, Findings).

- 2) To document and compare additional high-level information about guidance documents and measurement/assessment tools such as dimensions of equity and ecology. This information is captured through “contextual factor” codes that we added to the system and database specifically for this project. The list of contextual factors (e.g., ecology, equity, health, safety, adult support) were generated using a hybrid etic and emic approach. This included a combination of:
 - a. Desk research to determine which contextual factors other researchers were including in analysis of measurement/assessment tools, and;
 - b. A ground-up strategy whereby contextual factors that were present in the measurement/assessment tools and guidance documents we reviewed were then included in our coding system.
 - c. Given the iterative process of creating the additional contextual factor codes, each document went through multiple rounds of coding to ensure that all possible contextual factors were applied to each document by the end of the process. See Appendix 1 for the full Contextual Factor Coding System.

Step 5: Analysis

The coding process results in a database which can be used to identify similarities and differences between the outcomes described, targeted, and assessed by different measurement/assessment tools and guidance documents. This allows us to look across materials to identify when the same skills are being targeted, regardless of the terminology used by different organizations or developers. With this information, we are able to make comparisons between, and identify trends across, the different types of competencies targeted by specific measurement/assessment tools or included in guiding documents.

Our analysis included the following types of activities:

- (a) **Mapping exercises** using the coded data to compare the composition of different guidance documents and measurement/assessment tools and identify alignment, areas of priority, current gaps, etc.

(b) **Visual analyses** that provide accurate and clear descriptive data about what is included in specific guidance documents and measurement/assessment tools (e.g., quick sorts by domain to see focus of existing tools/guidance on cognitive skills vs. values, etc; direct comparisons between guidance documents and measurement/assessment tools to see how existing tools are meeting global goals for EiE and to see differences between tools even when using similar or same skill names, etc; heat matrices to show coverage of equity and ecology factors within current guidance docs and measurement tools).

(c) **Documentation of key features** of guidance documents and measurement/assessment tools that are synthesized and presented through a set of Profiles, Summary tables, and Compendia - all geared toward helping the field to understand what is currently available so stakeholders working in EiE can select the SEL tools and approaches that best fit their needs, context (language, region), age group, and purposes.

See Chapter 4 (Findings) for a review of the analyses we have completed to-date.

Chapter 4: Findings

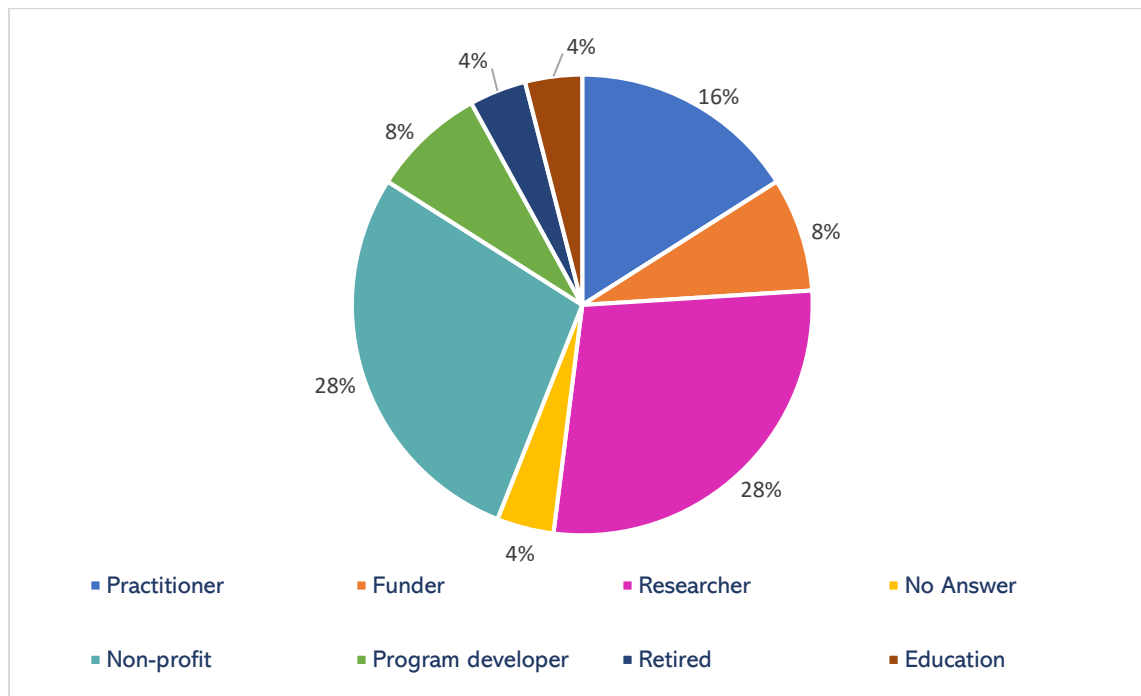
In this chapter we present key findings, organized around the steps in our research process. First, we present results from our INEE member survey. Second, we present qualitative findings from our interviews with key stakeholders. Third, we present analyses of the coded data from guidance documents and measurement/assessment tools using (a) bar graphs and quick sorts by SEL domain, (b) tree comparisons that show points of connection between any two documents, and (c) contextual factor heat matrices that show relative emphasis on the primary contextual factor codes. Fourth, we present validation information and drivers of cost for a subset of the measurement/assessment tools we coded. Finally, we present a discussion of progress in measuring global goals.

Survey Results

In collaboration with the academic partners and INEE communications team, we developed a survey that was sent to INEE members who subscribe to the INEE's Quality Education thematic list, as well as various working groups (EPWG, AWG, SPWG, PSS-SEL Collaborative) in June 2019. The survey was designed to identify the terminology, guidance documents, and measurement/assessment tools currently being used by stakeholders in the EiE sector to guide and assess their work in SEL/PSS. The survey included the following example questions: "Do you currently use a framework to guide work around SEL/PSS outcomes? Do you use a tool(s) to measure/assess/evaluate social emotional skills?" The survey was sent to participating INEE members via email listservs and was open for two weeks, with a reminder sent after the first week via social media. Below we present the results from the survey. We have organized the results into four sections, focusing on respondent background, terminology, guidance documents, and measurement/assessment tools. The complete survey protocol is in Appendix 4.

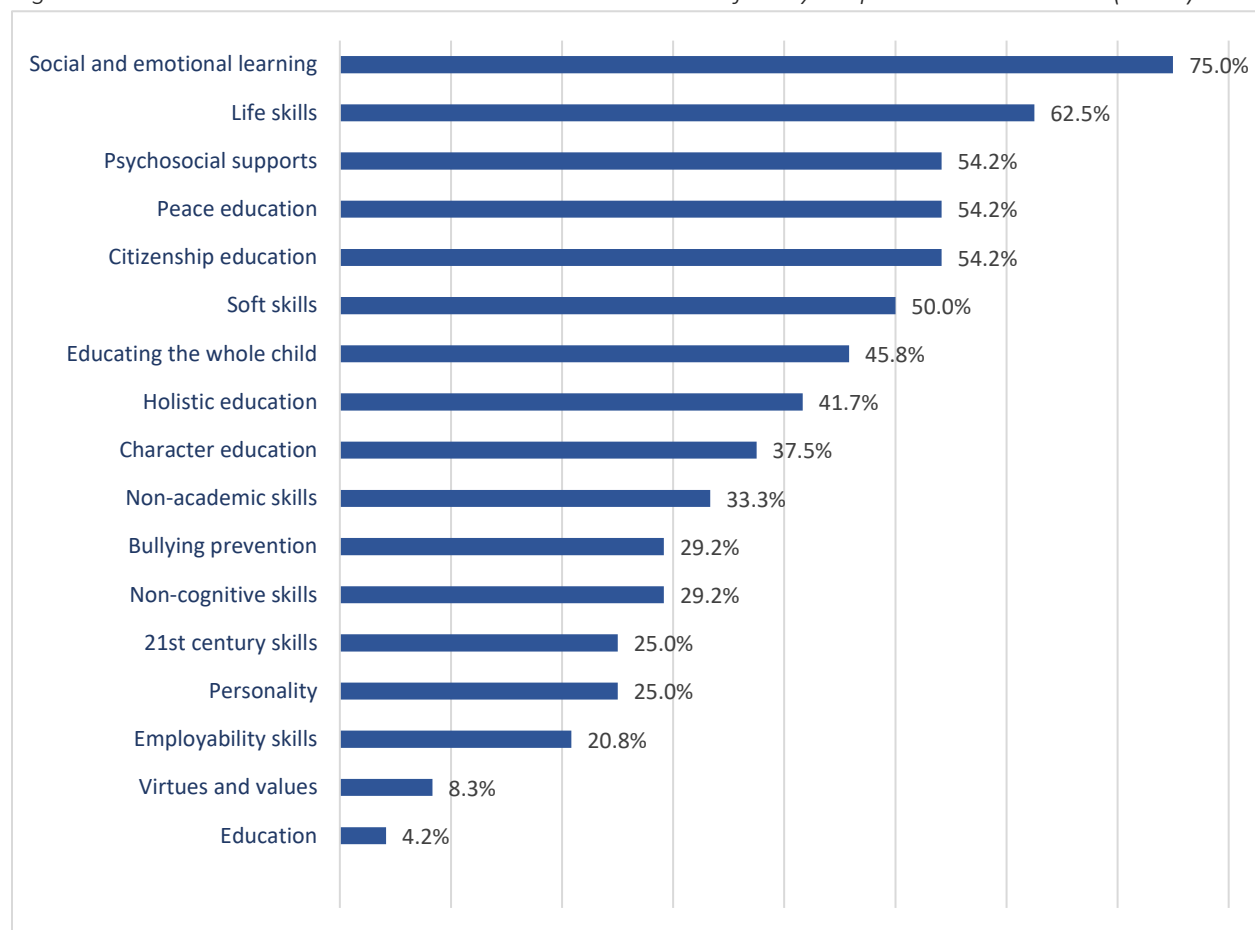
Respondent background. Twenty-five individuals from varying positions and institutions responded to the survey. As indicated in Figure 1, over half of respondents either worked in research (n=7) or for a nonprofit organization (n=7). Of the remaining respondents, 16% (n=4) were practitioners, two identified as funders, two as program developers, one as a former UNHCR staff, and one as working in the field of education more generally. Several respondents worked for universities in and out of the US, including: Arizona State University, UC Santa Barbara, Kathmandu University in Nepal and Universidad Centroamericana in El Salvador. Other respondents worked for nonprofits such as People in Need (PIN), Direct Focus Community Aid (DFCA), Right to Play, AllforDevelopment, and World Vision; funders and developers such as the Peace One Day Mali (POD-Mali), Porticus, and the Amal Alliance; and other organizations such as the Educational Directorate in Quesna, Egypt and Plan International in Cameroon.

Figure 5. Roles and Occupations of Survey Respondents (n=25)



Terminology. Survey respondents' use of terms varies widely, with most stakeholders using multiple terms that tend to overlap in meaning and focus. As shown in Figure 6, the most common term used by survey respondents to describe SEL and related fields is "Social and Emotional Learning," with three quarters of respondents (n=18) selecting it as a term familiar to them. At least half or more of respondents were also familiar with the terms Psychosocial Supports, Soft Skills, Life Skills, Peace Education, and Citizenship Education. The least familiar term was Virtues and Values, with only two respondents (8.3%) selecting it as familiar to them. Only one respondent marked "Other," adding the term "Education" to the list.

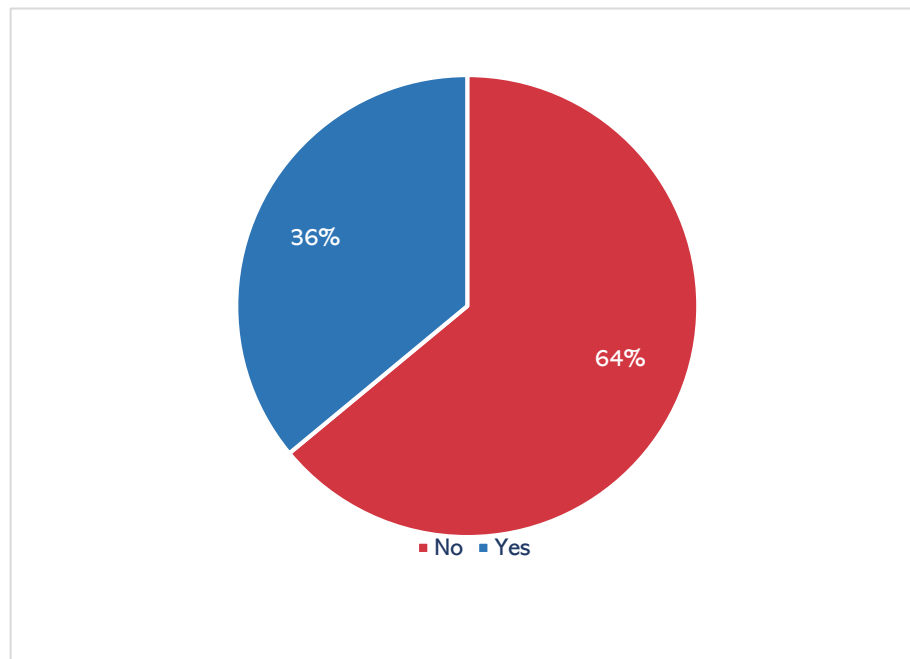
Figure 6. Terms Used to Describe SEL and Related Fields Identified by Respondents as Familiar (n=24)



Guidance documents. The majority of respondents (64%) are not currently using a guidance document for their work on SEL/PSS outcomes, as indicated in *Figure 7*. For those who are using a guidance document (36%), the following were identified:

- INEE Minimum Standards (identified by two individuals)
- CASEL (identified by two individuals)
- Global Life Skills Framework
- Sustainable Development Goals (SDGs)
- Psychosocial Support Life Skills Framework
- Project CoVitality's Framework
- DAFI Programme
- Quality Standards

Figure 7. Respondents Who Report Using a Guidance Document for their Work on SEL/PSS Outcomes (n=25)



Measurement/assessment tools. While most survey respondents did not report using a guidance document, the opposite is true for the use of measurement/assessment tools. As indicated in Figure 8, the majority of survey respondents (64%) report they are not currently using a tool to measure, assess, and/or evaluate SEL/PSS competencies. Among the eight respondents who indicated they are currently using an SEL/PSS tool, three indicated they had developed their own tools or were using tools developed for their local context. Four respondents indicated that they were using widely-available measurement/ assessment tools. Figure 9 shows the tools listed by respondents, where they are currently being used, and information that survey participants provided about the tool’s validation (psychometric properties, validity, and reliability) for crisis-affected contexts.

Although some respondents reported they are not currently using a measurement/assessment tool several listed tools they know of or have heard of including:

- Standard Minimum de Protection de l'Enfance (Minimum Standards for Child Protection)
- Outcomes Stars: <http://www.outcomesstar.org.uk/>
- ISELA
- Tools from the 3EA Education in Emergencies Project
- Youth Risk Behavior Survey Tool
- Other unnamed observation, questionnaire, and interview tools

Figure 8. Respondents Who Report Using a Tool to Measure, Assess, and/or Evaluate SEL/PSS (n=25)

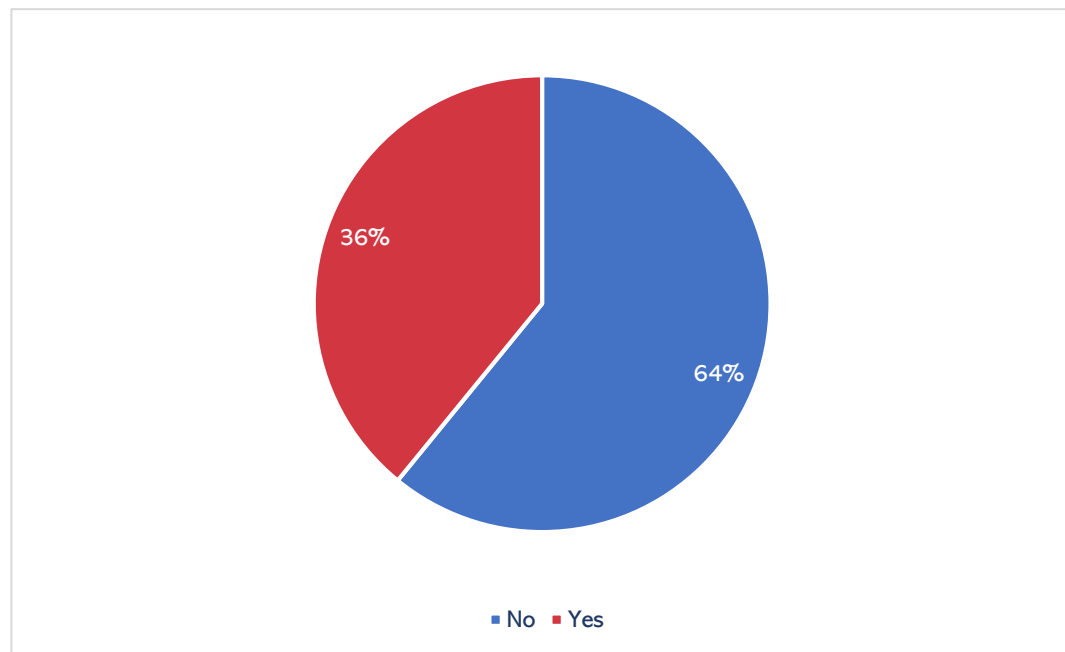


Figure 9. Tools Currently Used by Respondents, Countries where Used, and Validation

TOOL	COUNTRIES	VALIDATED IN COUNTRIES	VALIDATED IN EMERGENCY/CRISIS CONTEXT
Observation, checklist, and interview	Research, Nigeria	Yes	Yes
Developed relevant tools to local context	Nepal	Yes	No
Activity Evaluation Tool (اداة تقييم الأنشطة)	Schools in Egypt	Yes	Yes
Developed an emoji-based pre/post survey assessment for parents, teachers, and children	Greece, Lebanon, Turkey (coming months)	No	Information Not Provided
Social Emotional Health Survey (SEHS)	US, Australia, Indonesia, India, China, Korea, Japan, Mexico, Brazil, Spain, Turkey, Greece, Italy, Slovakia, Netherlands, UK	Yes	No
Strengths and Difficulties Questionnaire (SDQ)	Syria, Iraq, Myanmar	Unsure	Information Not Provided
International Social and Emotional Learning Assessment (ISELA)	Ethiopia, Palestine, Jordan, Lebanon, Tanzania	Yes	Yes
Development Assets Profile (DAP)	Nigeria	No	
Patience (Plan International)	Cameroon	Yes	No
Other psychosocial well-being tools	Information Not Provided	Information Not Provided	Information Not Provided

Qualitative Findings

In order to capture experiences from the field regarding how different organizations currently measure psychosocial support/social emotional learning, and to better understand what guides their work on SEL/PSS, we conducted interviews with five stakeholders from various organizations. Interviews were conducted with individuals from two NGOs, one research institute, and one policy-level organization. We keep the names of the individuals and the organizations in this section anonymous to protect the confidentiality of interview participants.

In addition to these interviews about specific experiences measuring SEL/PSS in crisis-affected contexts, in order to surface broader themes about SEL/PSS in international contexts, we analyzed transcripts from 35 semi-structured interviews of diverse actors in the SEL/PSS field globally, which our team gathered for a separate project (funded by Echidna Giving, in 2018-2019). While these interviews were not primarily focused on measuring or assessing SEL/PSS, measurement/assessment came up frequently, most often as a challenge for the field. The themes highlighted below were present across the interviews, including those conducted specifically for the QELO project.

A need for more culturally relevant SEL/PSS guidance documents and measurement/assessment tools. Although several of the stakeholders who were interviewed were familiar with and used guidance documents designed in the US context in their settings, they expressed a need for guidance documents and measurement/assessment tools that could be more applicable to SEL outside the US. One stakeholder explained, “There's definitely a need...right now to look at what other competencies and skills that are not covered by CASEL might also need to be covered by a broader framework that looks at social emotional learning internationally.” Another stakeholder shared that a recent global analysis of measurement/assessment tools found that “the tools that exist were just, there was not a silver bullet...that what was needed was to develop, draw from the best of these and to develop some tools that would be good for international programs.” Many organizations may be using guidance documents and measurement/assessment tools designed specifically in the US context because of their availability and convenience, not necessarily because of their adaptability.

Communities as experts in their own social and emotional needs and expressions

“When you speak to most people who work in Africa they're probably not surprised by this conclusion that...the character of the rural African child at least when they come into school, is different from the one that we imagined when we designed curricula and in trying to promote learning. But what always makes me uncomfortable is that even if you observe this, to be someone, either coming from Dar es Salaam or coming from Boston and saying...your kids are like this but actually we think they should be more like this. It's like uncomfortably, culturally imperialistic. Whereas, I feel what we do in this work is to get to identify that thing, dimension, the same issue, that there is this potential changing in kids as they learn to be effective learners. **We get the people themselves to describe what that change is and what it should look like, rather than some western or urban-based curriculum expert.**”

SEL priorities vary by context. Stakeholders discussed how the complexity and nuance of SEL across contexts shapes the priorities of communities. One stakeholder questioned whether similar competencies are prioritized across culture and whether those competencies are actually understood as meaning the same thing across different cultures, “It seems to me that the majority of the cognitive skills don't appear to be seen as particularly different across cultures and they do seem to be similarly valued across cultures. Once we move to the social, social emotional characteristics then I think we see more differences. We see more differences in what is prioritized across the cultures and we see more differences in how those competences might be understood. So as an example, we'll find some countries talk a great deal about values, whereas other countries talk more about social skills. Some countries talk more about religious values whereas others talk more about appropriate behaviors, so you definitely get those sorts of differences.” Recognizing these differences in priorities and balancing that with common needs of crisis-affected contexts seems to be especially difficult. One stakeholder explained, “There's a broad focus on very, very similar things for children. The nuances within those might be a little different, right. So what empathy looks like in one context may be a little different than what empathy looks like in different context.” Overall, stakeholders emphasized two distinct points about SEL priorities across contexts. First, the competencies prioritized across contexts may themselves differ (e.g, placing more emphasis on values than social skills). Second, even when the same skills are prioritized, the behavioral expression of the skills may differ across contexts (e.g, the expression of empathy). This has important implications for assessing/measuring SEL competencies, in that tools must both be aligned to the prioritized competencies and have items that are accurately written to capture the expression of the competency in that particular context.

Going beyond the need for contextualization.

What does effective adaptation look like in practice? While stakeholders unanimously agreed that SEL/PSS measurement/assessment tools need to be flexible and adaptable to different contexts and settings, it is clear that the conversation needs to extend beyond the need for contextualization to how to think more practically about the adaptation process. One stakeholder explained that while “people realize that different behaviors are likely to be exhibited in a new context, they're not very good at the bigger question of, “Which of these skills and competencies are most relevant to this population?” This sentiment was echoed by several stakeholders who agreed that a challenge they often face is taking the widely-used universal guidance documents and measurement/assessment tools and applying them responsibly in their setting. One stakeholder asked, “When we're thinking about measurement, how do we think about measuring...in a very flexible way so that it's not assuming that you achieve a particular mark on a task and that's it?” Stakeholders are aware of the need to adapt but require additional support to think critically about how measurement/assessment tools can be more user-friendly, context-specific, and meaningful.

Key considerations of contextualization. Despite a general lack of resources that directly support contextualization and adaptation processes, many organizations are addressing these issues internally. A stakeholder shared, “What we have really been working towards is working with our teams to identify, in your context, what are the core things that you want to address [and] we build our programs or adapt our programs based on that.” Several stakeholders put forth important questions they are asking themselves

as they approach conversations about contextualization, including questions about balancing the use of evidence-based universal tools with local priorities and needs. One stakeholder explained, “So how do we then deem what is the behavior we're looking for, keeping in mind how culture shapes what is appropriate, what's not appropriate, and then how that intersects with one’s gender identity, or even one’s social class, all these other different intersections of marginalization?”.

Barriers to measurement/assessment.

Lack of time, tools, and resources. Although stakeholders agree that the typical overly-broad approach “to measure everything” is not working, they expressed concerns about the resources that would be needed to effect real change. One stakeholder shared, “In each context we have to have the time, the resources, and the money to do that adaption...that's the problem, quite frankly, to be very cut and dry about it, is that everybody wants to do it, but we never, ever have the time, the resources, and the money allocated to actually do that well.” Another stakeholder agreed, “If we were to have that kind of time, space, and funding in every context, I think we really would be able to build something that was both user-friendly and context-specific. I think that would be great, but it's not realistic in most contexts.”

Essential Questions Stakeholders Consider During Contextualization and Local Adaptation of SEL/PSS

- ***What’s missing?*** What competencies are not covered by the current guidance document or measurement/assessment tool?
- ***What’s relevant?*** What competencies (skills, knowledge, behaviors, values, attitudes) are most relevant and useful for this population?
- ***What’s adaptable?*** What competencies make most sense to adapt and which are more universal and require less adaptation?
- ***What’s being addressed?*** What are our priorities and core needs? How can we adapt programs/guidance documents/ measurement/assessment tools based on local needs and priorities?
- ***Who needs to be at the table?*** Who needs to be part of this conversation? Who will do the work on the ground and what supports do they need?
- ***What’s feasible?*** What tool types (e.g., interview vs. survey), and modes of administration (pen/paper vs. digital) will be most feasible for measurement/assessment in this context?

A reminder to attend to children's psychosocial well-being, especially as we strive to measure it.

Below is an important perspective on measuring SEL/ PSS in crisis-affected settings, in the words of an interview participant.

"Evaluation of education programming or other programming that supports children's learning, development, and well-being, in humanitarian settings is extremely controversial. Some research methods, specifically those requiring a control group to compare impact over time, result in some children being denied timely access to services they need. Other research methods create an increasingly stressful environment for children that are already struggling to cope with very difficult conditions. As development practitioners and researchers, we have a responsibility to do no harm and to avoid methods that are likely to increase distress in children.

In recent years, a growing focus on evaluation, which is often donor driven, has seen dramatic transformation in the ways we evaluate programming in the global development sector. In many situations, complex and time consuming methods that were previously used to demonstrate impact through a select and short-term period of evaluation are being transformed into regular monitoring activities (using evaluation methods for constant project monitoring). This means that rather than conducting an evaluation once in a select classroom at a specific time every few years, we are now using the same evaluation methods repeatedly, sometimes multiple times on an annual basis, in the same classroom. This transforms the classroom into a highly stressful place, and often results in changes in teaching methods that are evaluation driven, with specific critical components of a quality classroom environment being neglected in favor of specific components of known focus within evaluations (teaching to the test instead of teaching holistically).

For children living in difficult situations, or having recently emerged from highly volatile contexts such as war, the process of evaluation can cause added distress. Children attending schools in war zones, refugee camps, or similar contexts, can find evaluation extremely distressing. The fear of low performance disappointing the teacher or other stable adults the child relies on, the fear of low performance resulting in exclusion from services, the fear of being judged or labeled in a way that will have negative impact on their current and future opportunities, and the struggle to concentrate for long periods of time, can harm a child's sense of self-worth, security, and overall well-being. Evaluations that are lengthy or that are timed, or include specific activities that are timed, can cause distress for children that struggle to concentrate or sit still for more than a few minutes at a time (the inability to focus or sit still is an indication of stress and is common amongst children in humanitarian settings). Some research methods, specifically those that attempt to capture impact beyond traditional academic subjects, risk triggering harmful emotional responses in an environment in which the evaluator is not trained or equipped to respond with necessary support. Evaluations that ask children to focus on their personal lives, identify friends and family or social assets, question children about stressful experiences or ask children to reflect on personal feelings, experiences, or future expectations, risk harm by provoking a topic the child might not be able to think about or talk about without triggering a traumatic memory or anxiety related to the child's current situation. For many children, being "tested" on their personal lives, feelings, and future aspirations in an uncertain and stressful environment, can provoke distress.[...]

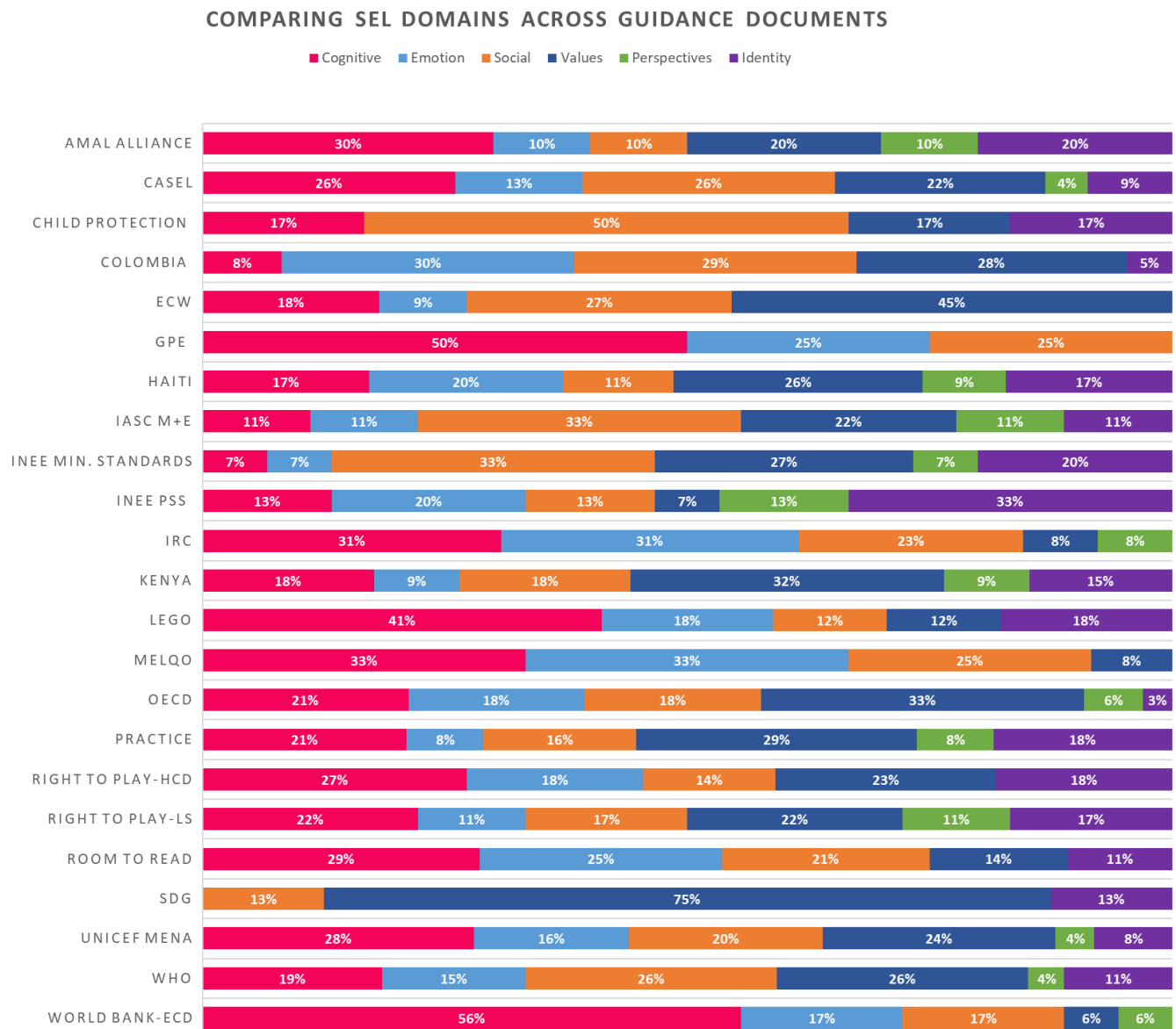
Some of the debate is on quantitative versus qualitative research methods. Some of the debate is on the age groups we evaluate (with significant critique of evaluation of younger children). Some of the debate is on what we actually measure. Some of the debate is on the length and frequency of evaluation. And some of the debate is on whether or not direct evaluation of children in humanitarian or other crisis settings is ever appropriate at all, given all the risks. Some argue against evaluation at all, others argue against evaluating children directly but do not oppose less intrusive evaluation methods such as teacher report or classroom observation."

Visual Analyses and Tools

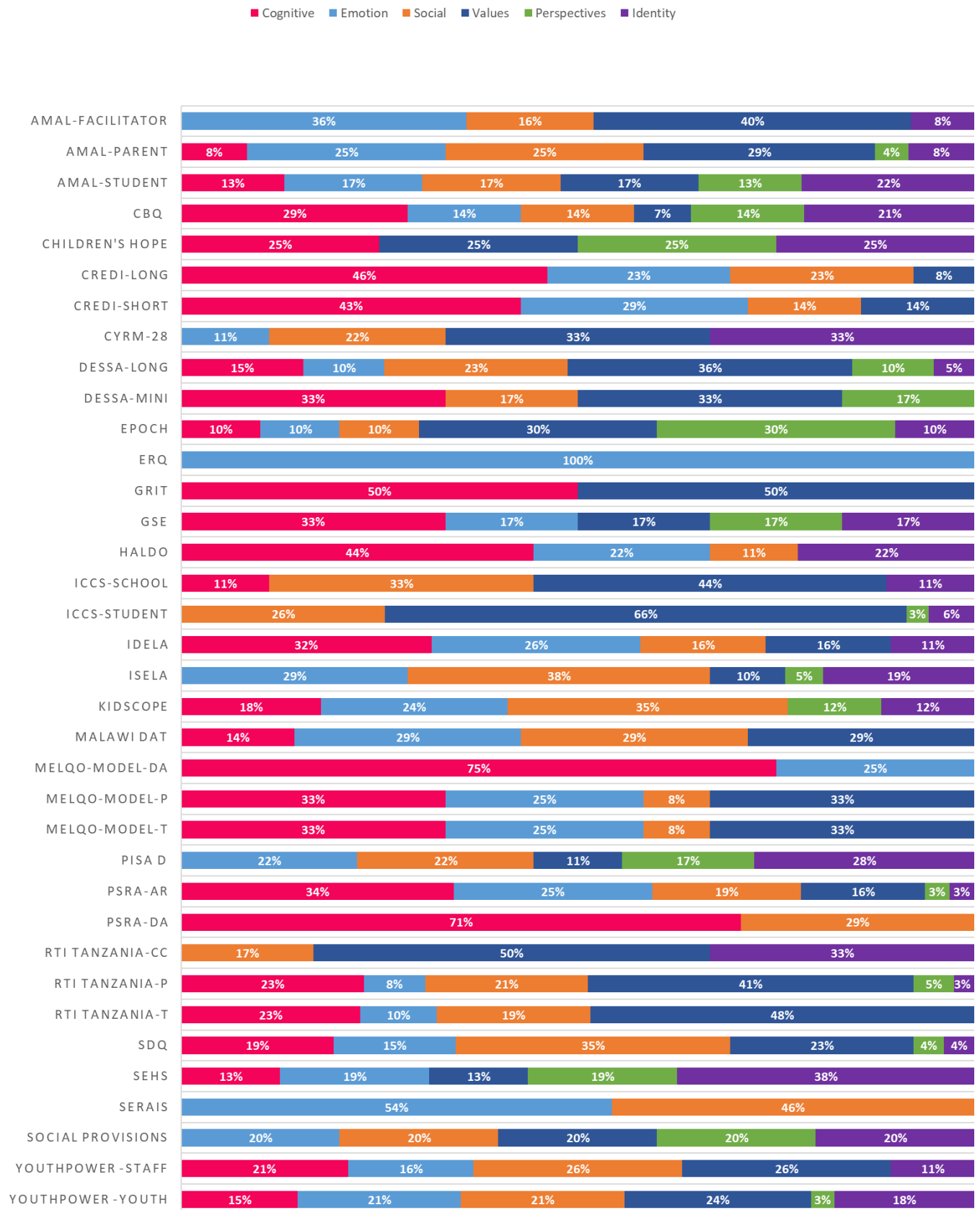
The information in this section includes preliminary analyses conducted by our team to identify big-picture trends in the data we coded. Our analyses and findings so far have focused on the SEL domain bar graphs and contextual factor heat matrices. We have included a small number of “tree comparisons” to show potential, additional analyses.

Skill Focus across Guidance Documents and Measurement/Assessment Tools

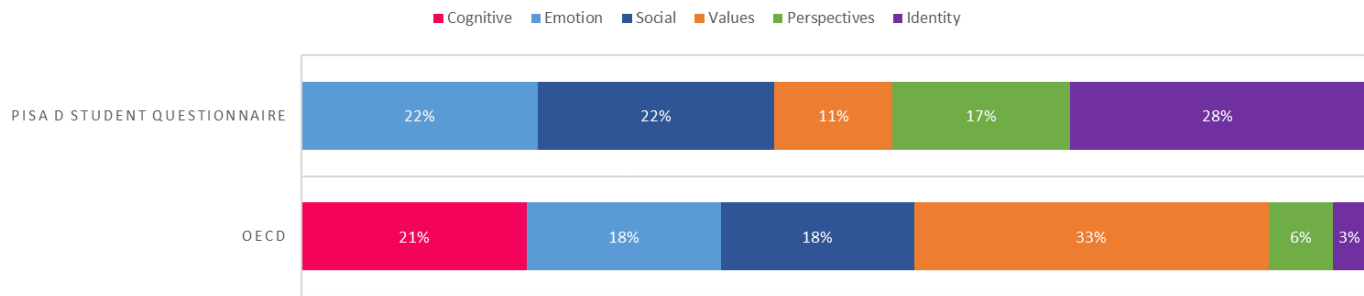
These graphs show the general focus, or which SEL domains receive the most attention, in a particular guidance document or measurement/assessment tool.



COMPARING SEL DOMAINS ACROSS MEASUREMENT/ASSESSMENT TOOLS



COMPARING SKILL FOCUS ACROSS OECD AND PISA D STUDENT QUESTIONNAIRE



We compared the skill focus of the OECD Social and Emotional Skills guidance document and the PISA-D tool, since both documents were developed by the OECD. While the PISA-D primarily assesses the identity (28%), emotion (22%), and social domains (22%), the OECD guidance document primarily emphasizes the values domain (33%), followed by the cognitive domain (21%), emotion domain (18%), and social domain (18%). This is an illustration of how frameworks and measurement/assessment tools, even when developed by the same organization may target different competencies. The implication is that additional or alternative measures would be required to assess the full range of skills in the OECD guidance document.

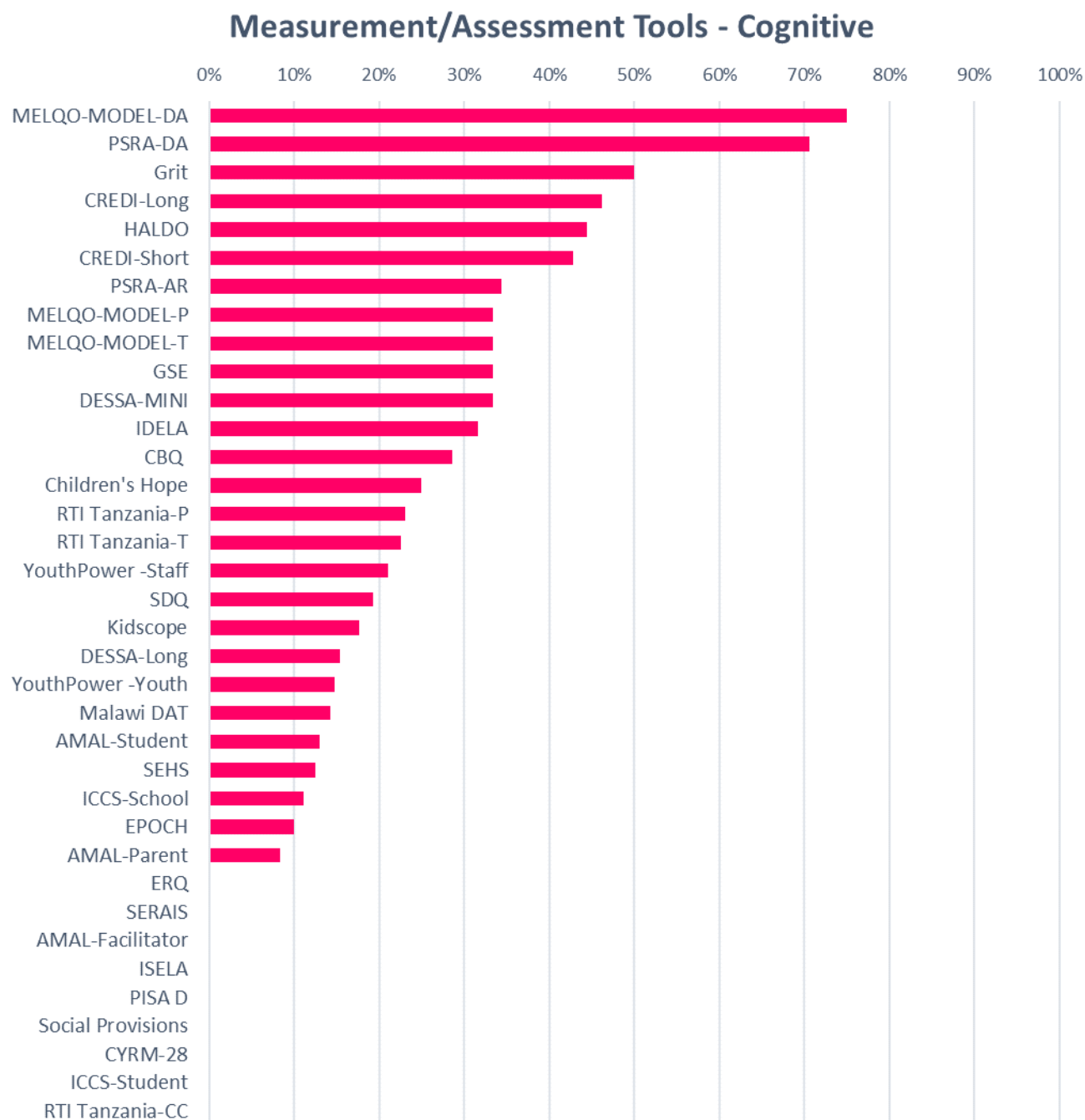
Quick Sorts by Domain

The quick sorts below sort the data to rank each document by most to least emphasis in one domain. We present quick sorts below for each of the six domains for both measurement/assessment tools and guidance documents.⁸

⁸ The quick sorts by domain exclude one measurement/assessment tool (MELE) and one guidance document (IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings) because these documents did not receive any SEL codes. These are not listed on the graphs, however they are included in the analysis presented in summary bullets before each quick sort graph.

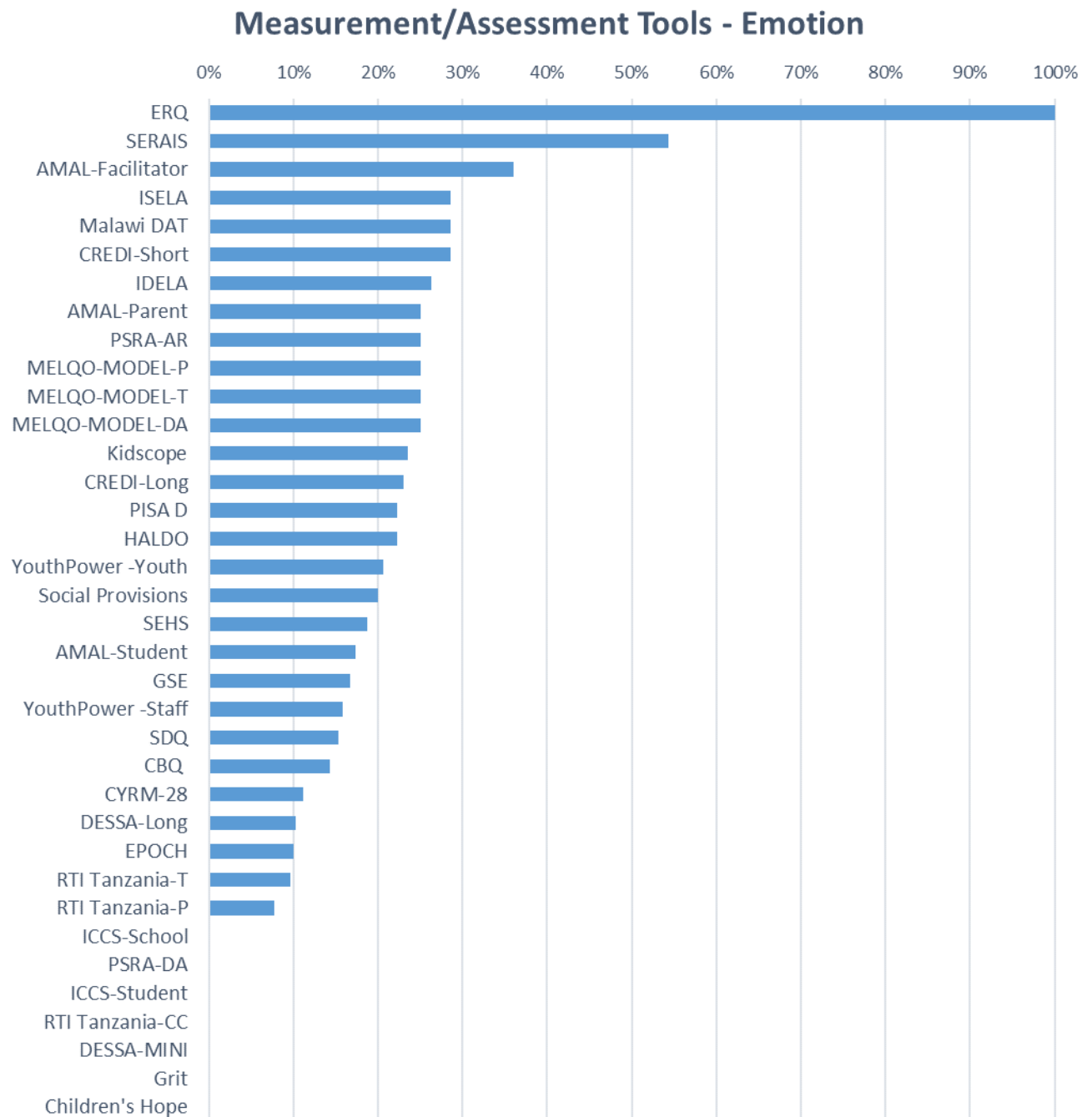
Cognitive

- 73% (n=27) of measurement/assessment tools measure the cognitive domain
- Three tools have a focus of 50% or more on the cognitive domain: MELQO-MODEL-DA, PSRA-AR, and Grit
- Ten tools do not measure the cognitive domain



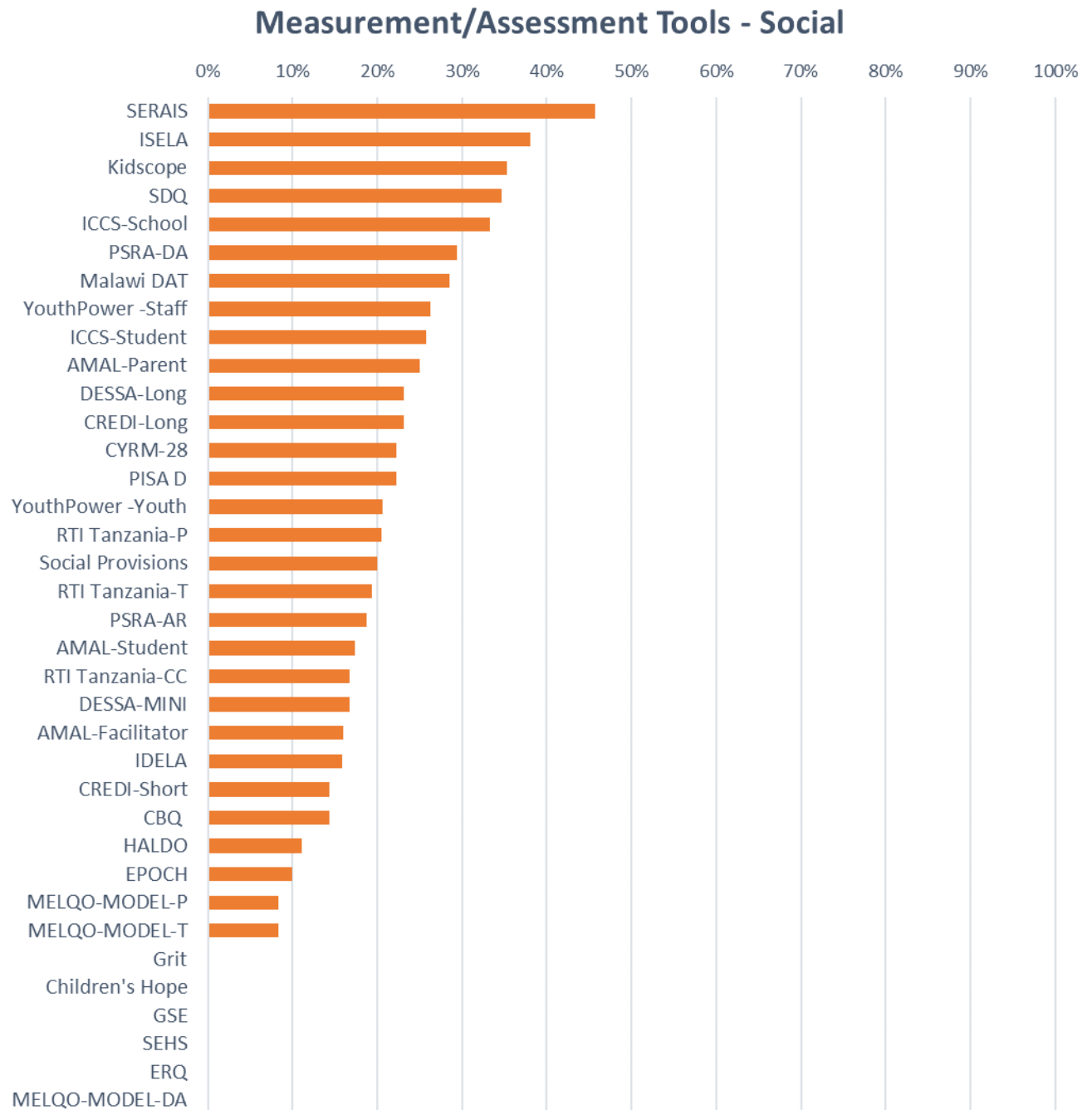
Emotion

- 78% (n=29) of measurement/assessment tools measure the emotion domain
- Two tools have a focus of 50% or more on emotional skills: ERQ and SERAIS
- Eight tools do not measure the emotion domain



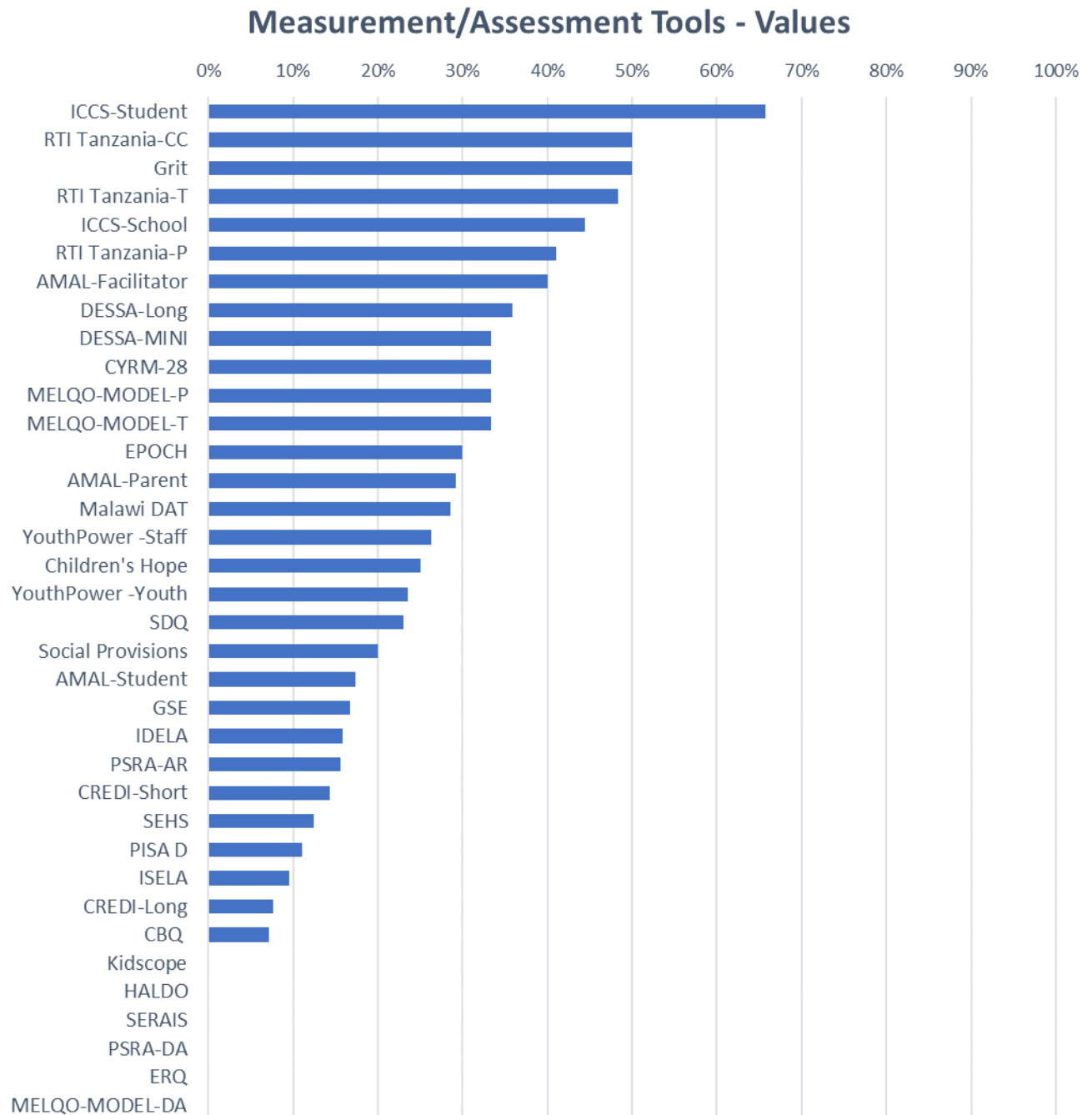
Social

- 81% (n=30) of measurement/assessment tools measure the social domain
- None of the tools has a focus of 50% or more on the social domain
- Seven tools do not measure the social domain



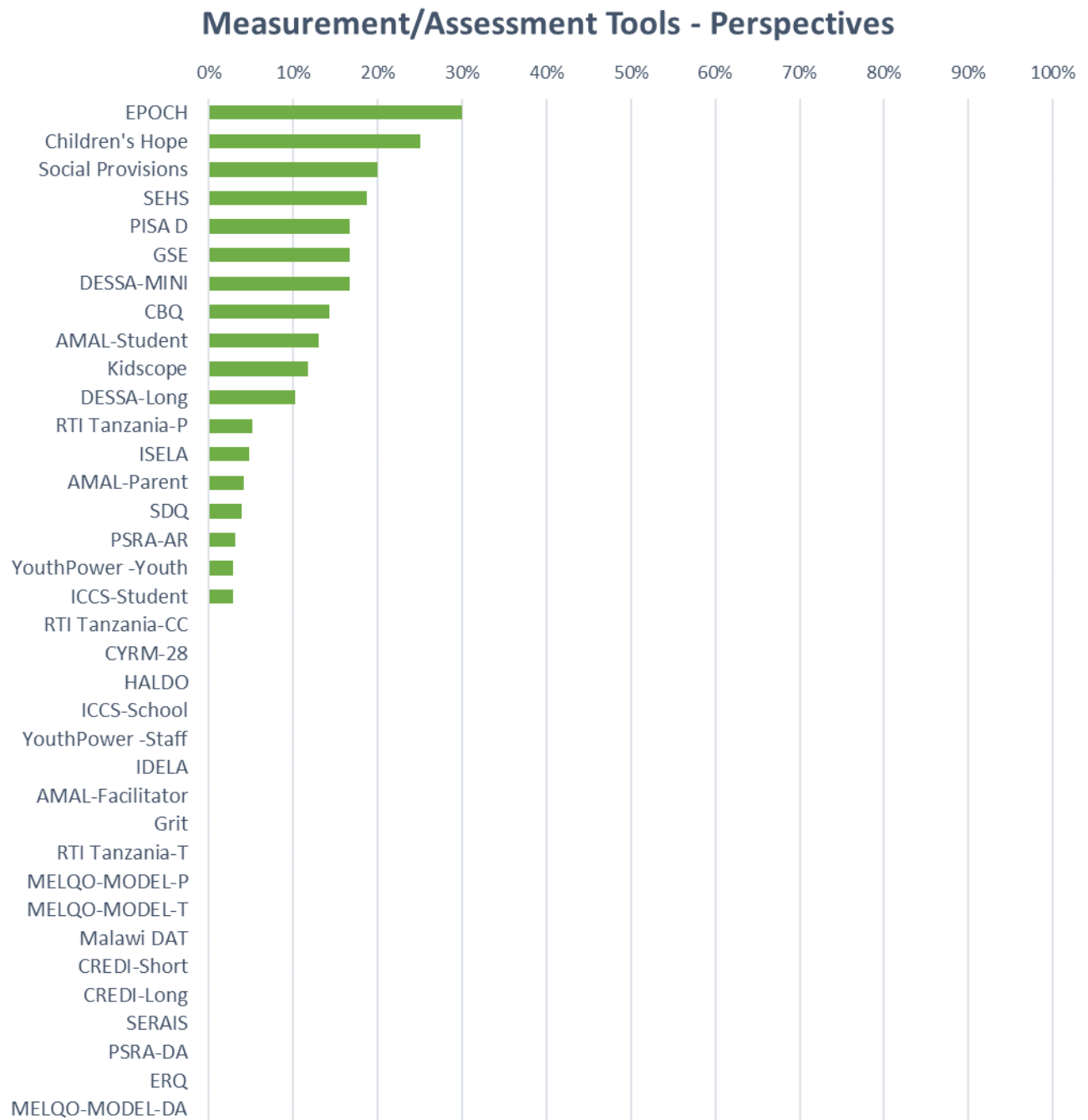
Values

- 81% (n=30) of measurement/assessment tools measure the values domain
- Three of the tools have a focus of 50% or more on the values domain: ICCS-Student, RTI-Tanzania-CC, and Grit
- Seven tools do not measure the values domain



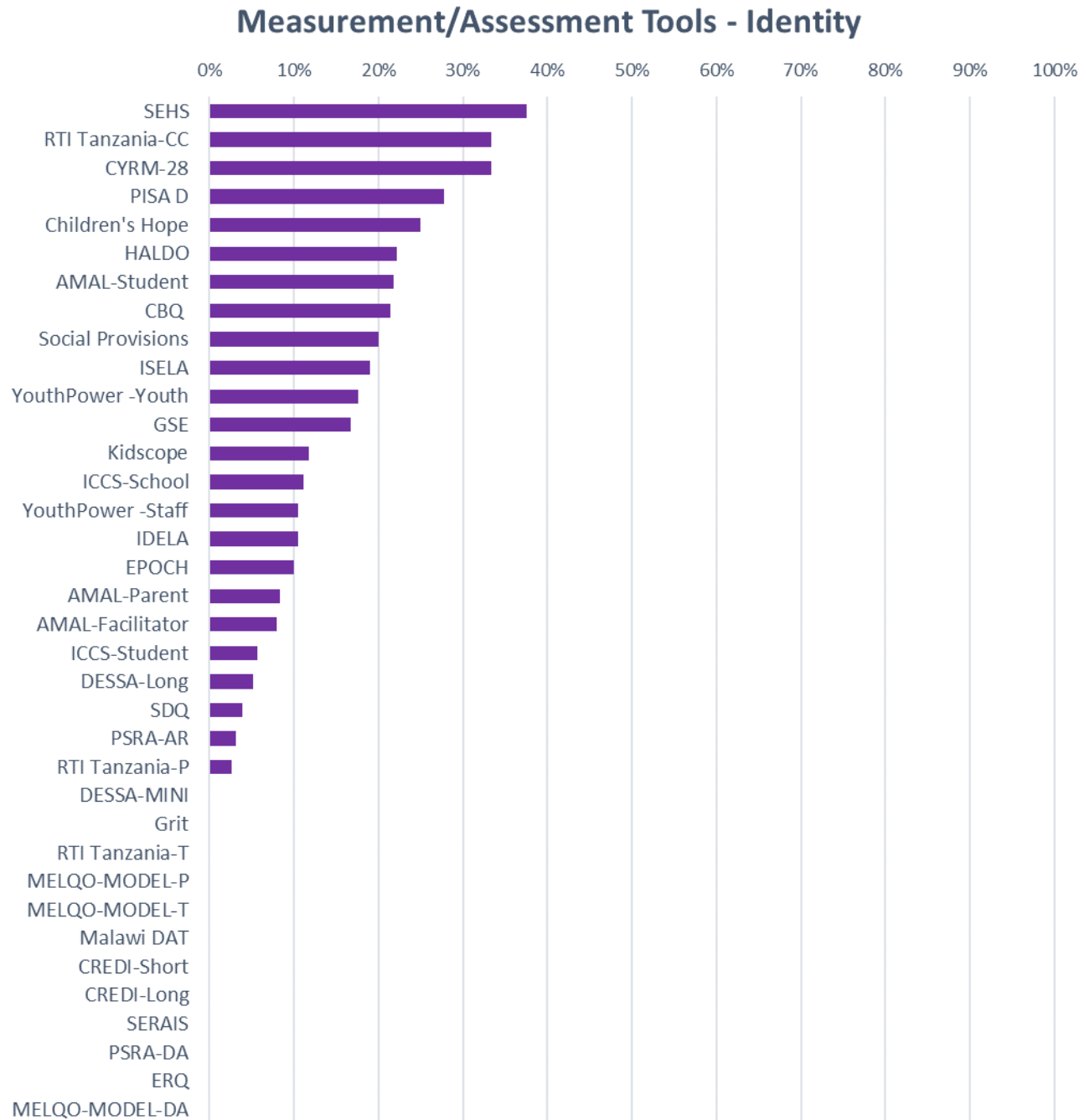
Perspectives

- 49% (n=18) of measurement/assessment tools measure the perspectives domain
- None of the tools have a focus of 50% or more on the perspectives domain
- Nineteen tools do not measure the perspectives domain



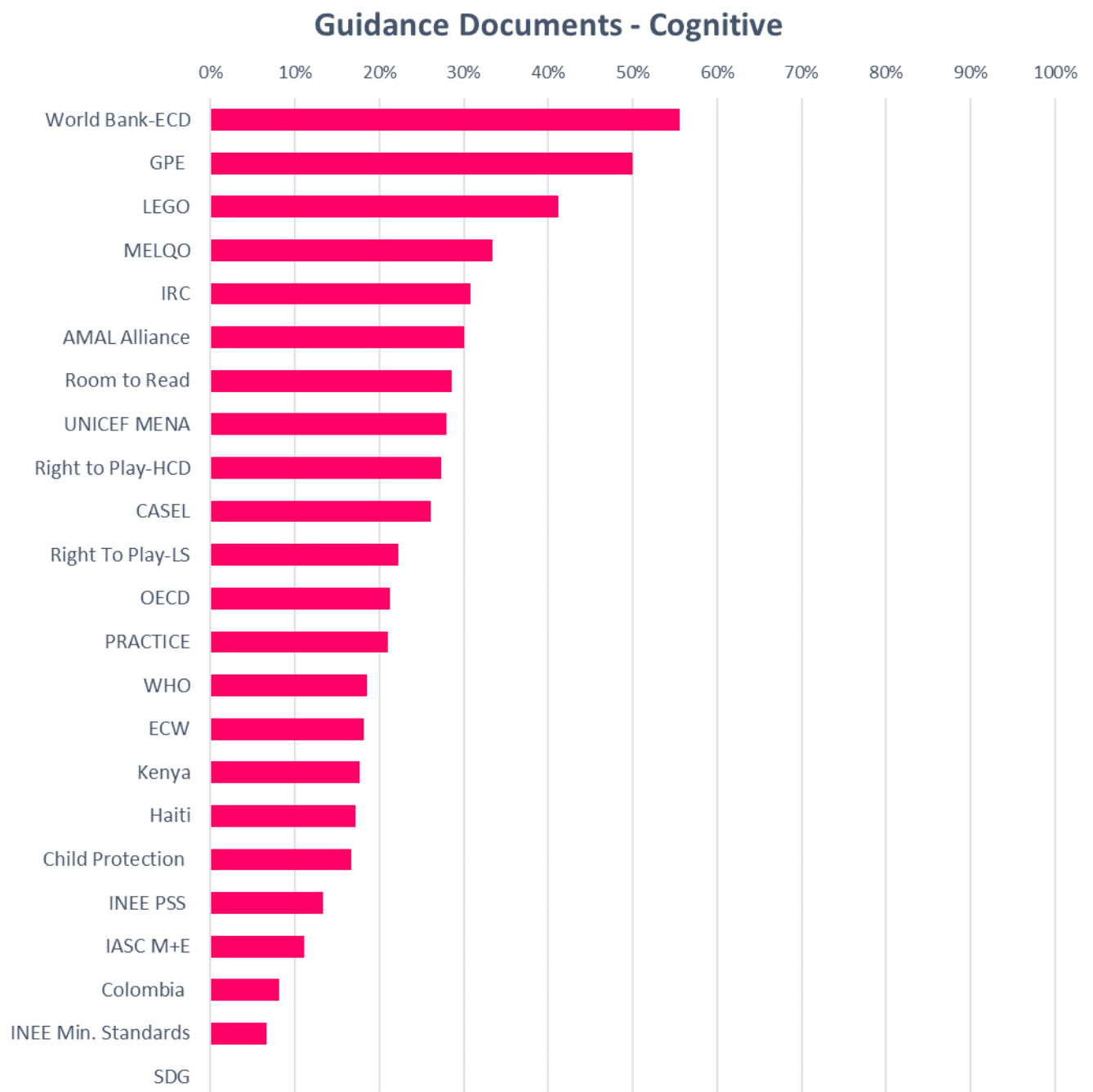
Identity

- 65% (n=24) of measurement/assessment tools measure the identity domain
- None of the tools have a focus of 50% or more on the identity domain
- Thirteen tools do not measure the identity domain



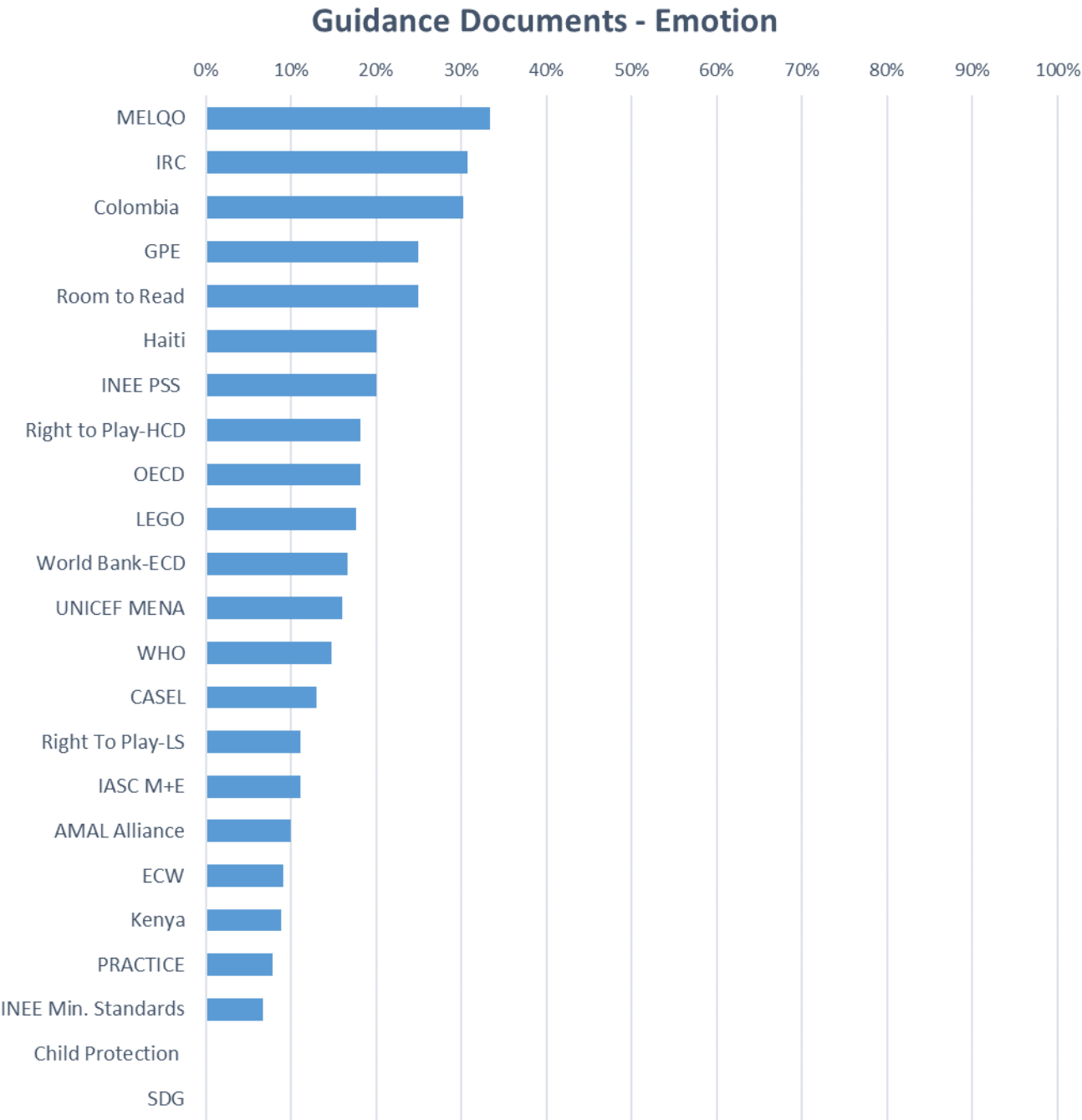
Cognitive

- 92% (n=22) of guidance documents include a focus on the cognitive domain
- Two of the guidance documents have a focus of 50% or more on the cognitive domain: World Bank-ECD and GPE
- Two guidance documents do not include a focus on the cognitive domain: Sustainable Development Goals and IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings



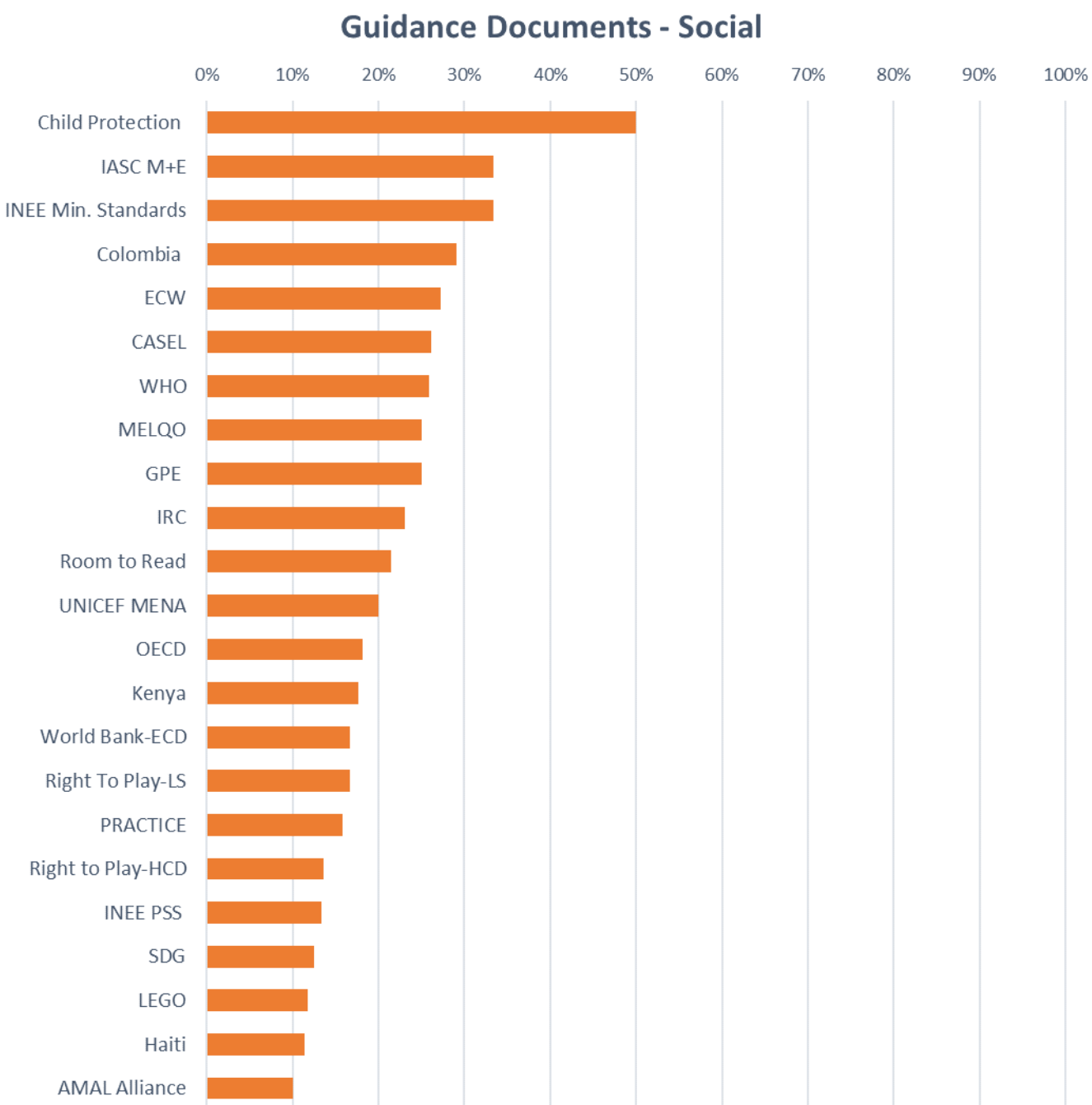
Emotion

- 86% (n=21) of guidance documents include a focus on the emotion domain
- None of the guidance documents have a focus of 50% or more on the emotion domain
- Three guidance documents do not include the emotion domain



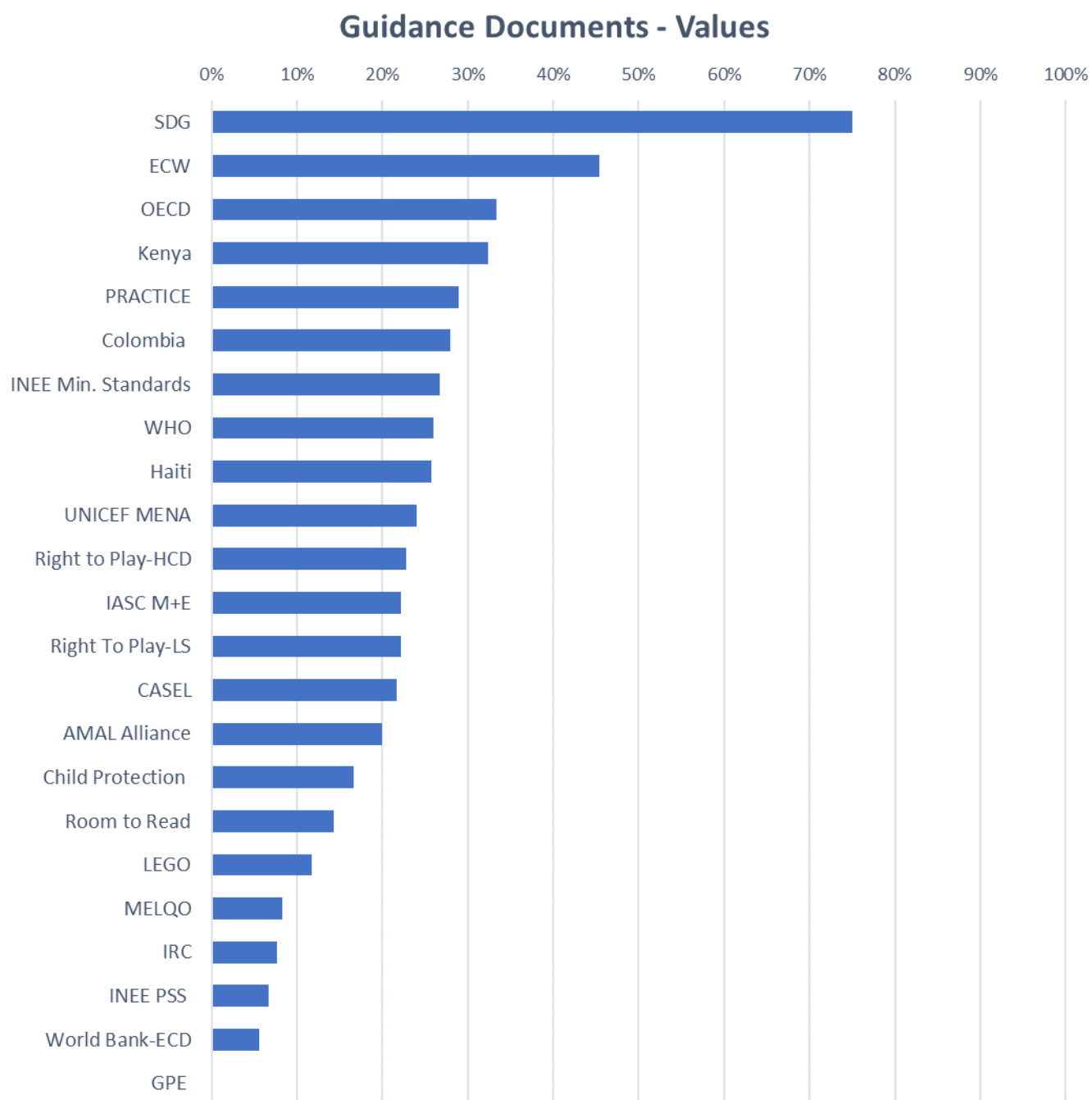
Social

- 96% (n=23) of guidance documents include a focus on the social domain
- One of the guidance documents has a focus of 50% or more on the social domain: Minimum Standards for Child Protection in Humanitarian Action (CPWG)
- One guidance document did not include the social domain: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings



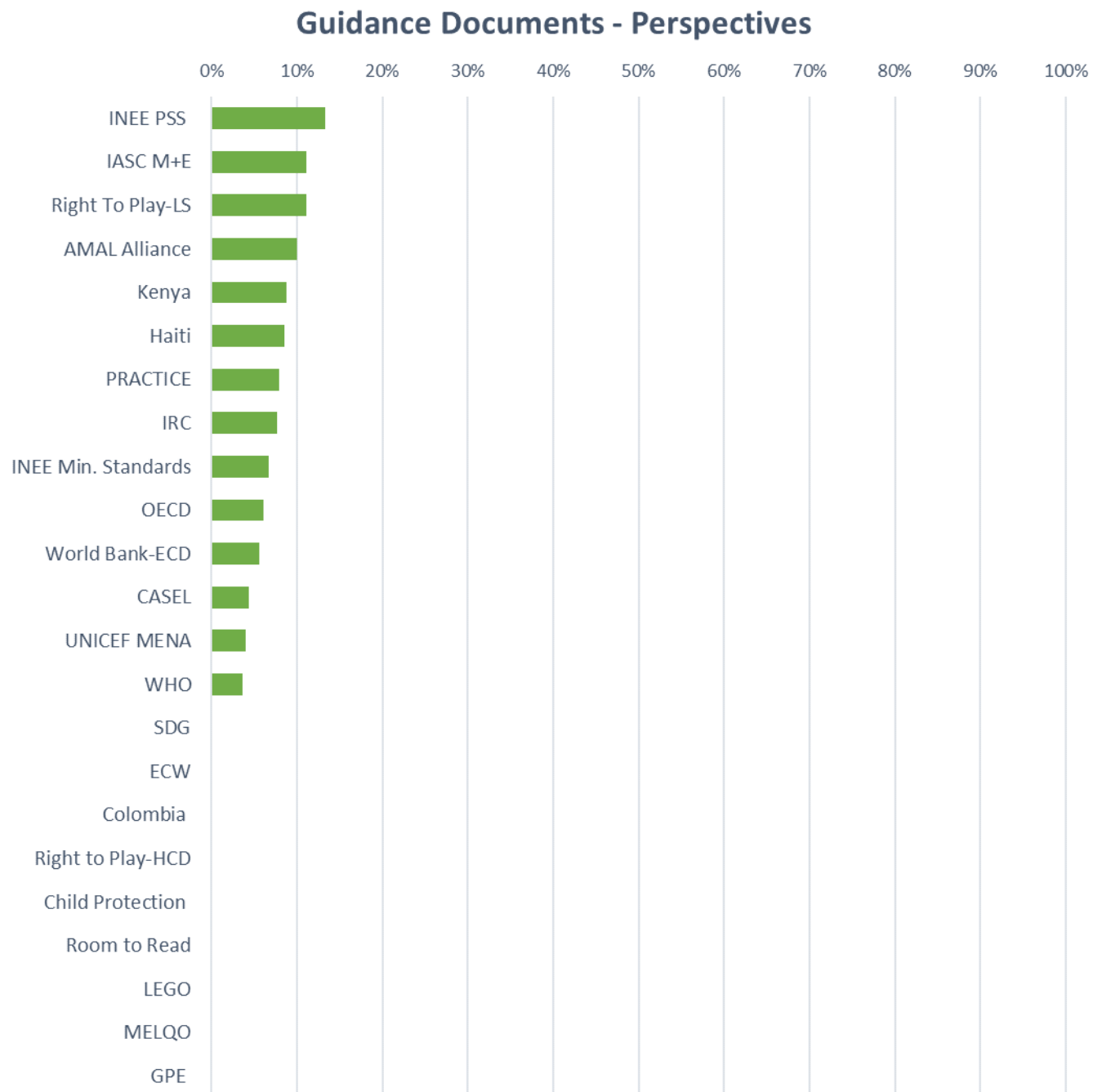
Values

- 92% (n=22) of guidance documents include a focus on the values domain
- One of the guidance documents has a focus of 50% or more on values: SDGs
- Two of the guidance documents do not include the values domain: GPE and IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings



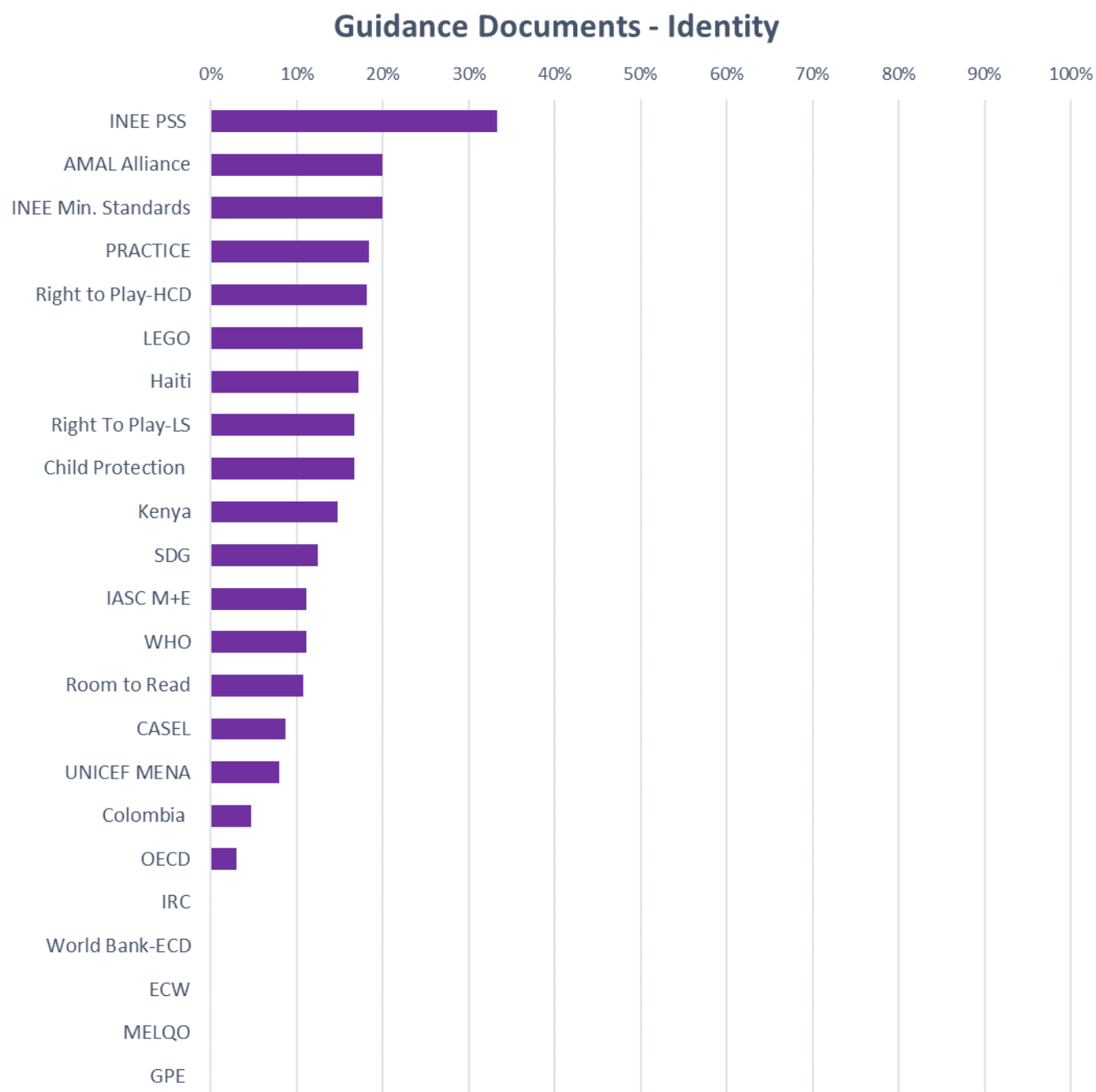
Perspectives

- 58% (n=14) of guidance documents include a focus on the perspectives domain
- None of the guidance documents have a focus of 50% or more on perspectives
- Ten of the guidance documents do not include the perspectives domain



Identity

- 75% (n=18) of guidance documents include a focus on the identity domain
- None of the guidance documents have a focus of 50% or more on identity
- Six of the guidance documents do not include the identity domain



Summary statistics for skill focus by domain

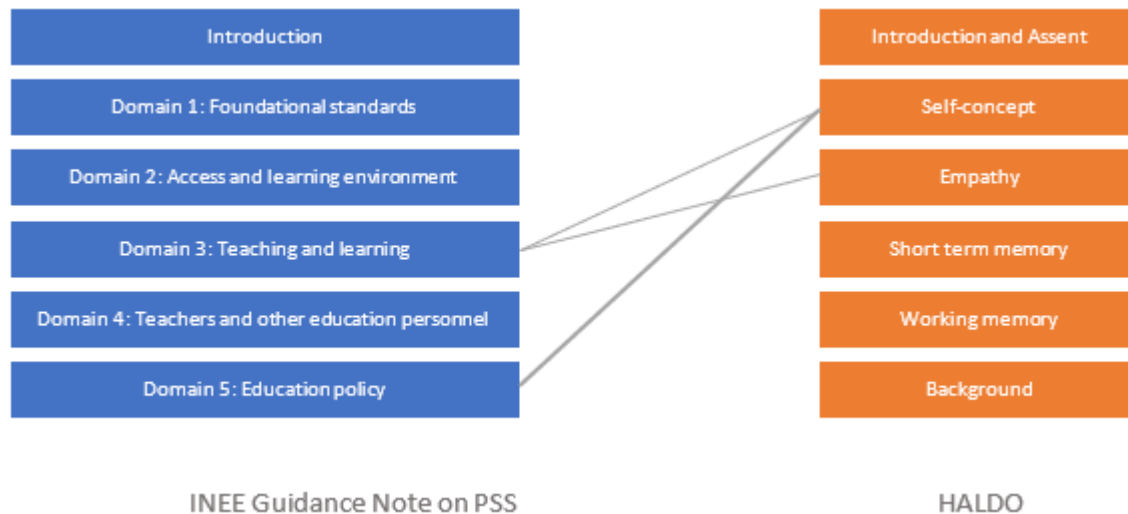
Summary statistics for skill focus by domain

	Cognitive			Emotion			Social			Values			Perspectives			Identity		
	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max
		(SD)			(SD)			(SD)			(SD)			(SD)			(SD)	
Guidance Documents	0%	24% (13)	56%	0%	16% (9)	33%	10%	22% (9)	50%	0%	23% (16)	75%	0%	5% (4)	13%	0%	11% (9)	33%
Measurement Tools	0%	22% (20)	75%	0%	20% (18)	100%	0%	18% (12)	46%	0%	24% (17)	66%	0%	6% (8)	30%	0%	11% (11)	38%

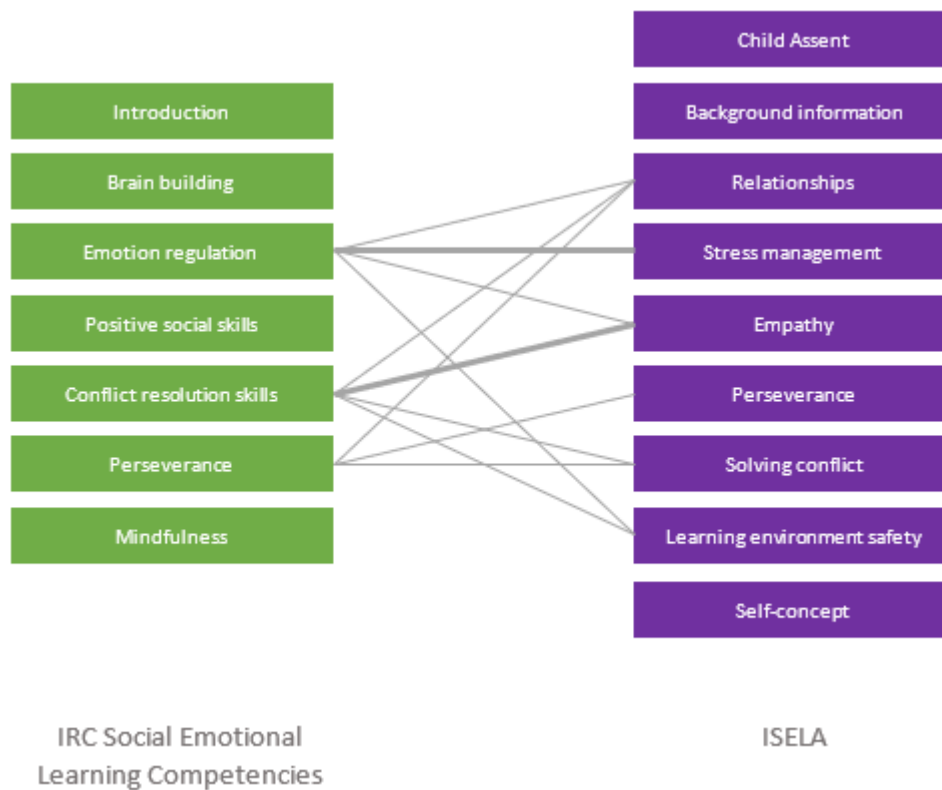
Direct Comparisons Between any Two Documents

The tree comparisons below display the links between related terms across two documents, based on terms definitions rather than names. The size of these connections depends on the number of overlapping codes that each term received. The thicker the line, the more related the terms.

Example A.



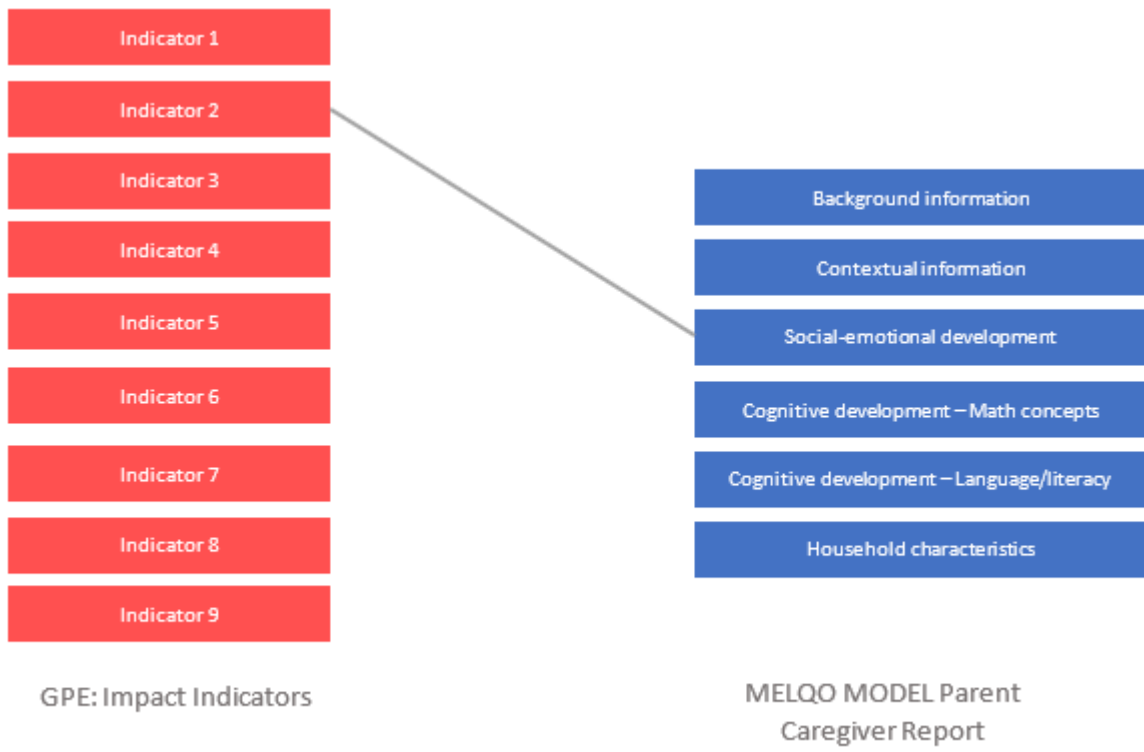
Example B.



Example C.



Example D.



Contextual Factor Heat Matrices

In order to understand how and to what degree the various documents in our analysis consider children’s contextual factors, our team created an additional set of codes for this project, as described in the methodology section of this report. The contextual factor codes are designed to capture aspects of children’s environment that may hinder or promote SEL/PSS. The complete list of contextual factor codes is included in Appendix 1. Below is a summary of the contextual factors included in our analysis:

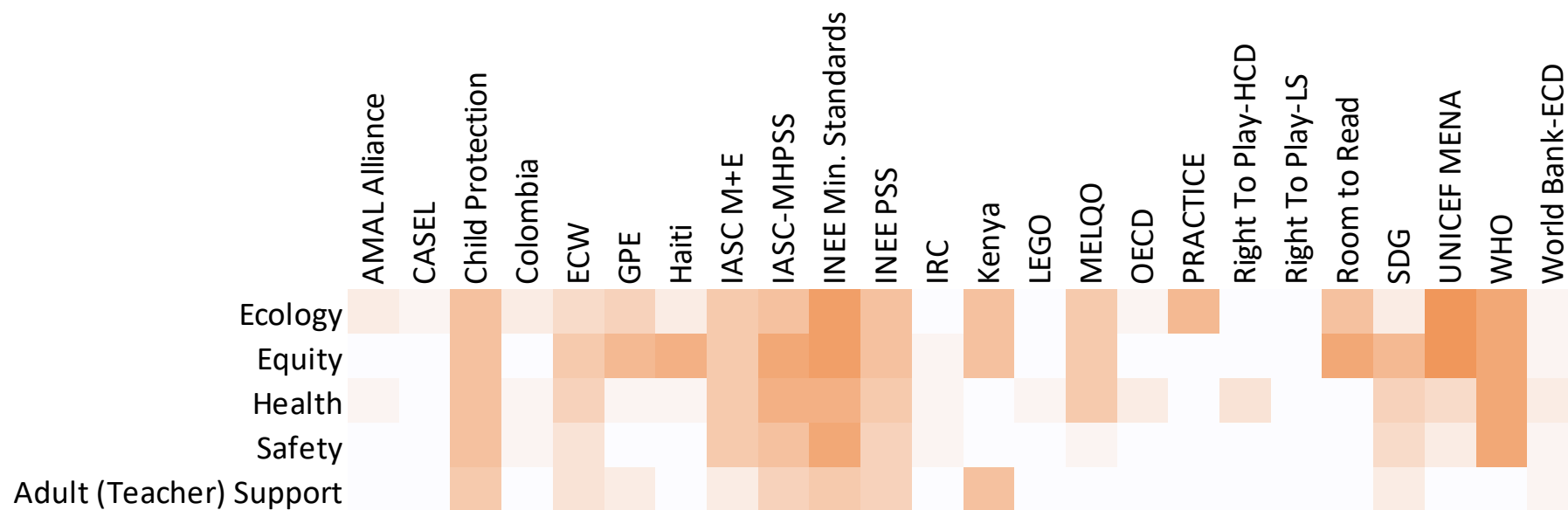
- **Ecology:** This code captures children’s social networks, relationships and experiences in the different areas of their lives. Sub-codes within the ecology code capture information about children’s home lives (e.g., their relationships, beliefs about education that are present in the home), their friends, and their learning environment including their relationships with teachers and educators, and their relationships and available resources within their broader community.
- **Equity:** This broad term captures dimensions of children’s identities, backgrounds and experiences that may give them an advantage or disadvantage in society. Sub-codes of equity include gender, race, socio-economic status, refugee or IDP status, disability status, and language.
- **Health:** This code captures different aspects of children’s physical and mental health as well as public health concerns/status such as water and sanitation for health.
- **Safety:** This code refers to the child’s actual or perceived safety, and is often related to issues of child protection. This code captures information about physical and psychosocial safety including bullying and sexual and gender-based violence.
- **Adult Support:** This code captures information about support that is offered to or required for teachers or other caregivers (e.g., child protection staff) regarding either their own psychosocial/social emotional well-being or supporting children’s psychosocial/social emotional well-being.

Below, we present contextual factor heat matrices that are based on these contextual factor codes. These matrices are designed to show the extent to which each contextual factor, as described above, is emphasized in each document included in our analysis.⁹ The contextual factor code heat matrices were created by summing the number of items in a given document that received the corresponding five “parent” contextual factor codes, or their respective sub-codes. Darker squares indicate more items that include these codes.¹⁰

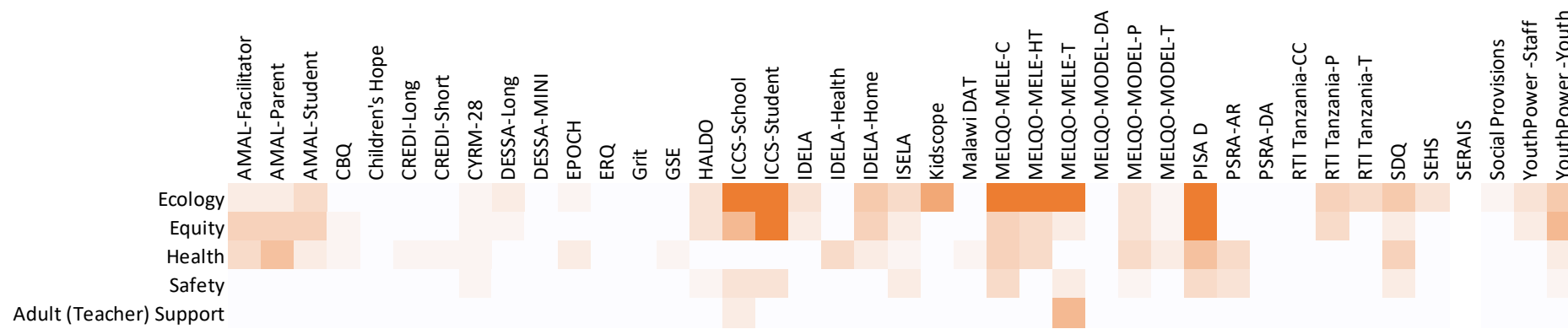
⁹ Information about the specific contextual factor sub-codes that each document received can be found in the Guidance Documents Compendium (Chapter 6), the Measurement/Assessment Tool Profiles (Ch. 5) and in the Programmatic Approach Profiles (Ch. 7).

¹⁰ For the heat matrices, only contextual factor codes that were applied directly to the document were included. For example, if a tool developer considered contextual factors by using administrative data, but didn’t have specific questions about this directly in their tool, then those factors are not included in the heat matrices below.

Contextual factor heat matrix for guidance documents.



Contextual factor heat matrix for measurement/assessment tools.



Legend. The following legend presents a list of the guidance documents and measurement/ assessment tools included in the graphs on pages 36-56. Guidance documents are listed first followed by measurement/assessment tools. On the left is the document or tool's abbreviated name (as they are presented in the graphs), and on the right is the corresponding document or tool's complete name.

Abbreviated name (as seen in graphs)	Full name
Guidance Documents	
AMAL Alliance	Amal Alliance-Framework
CASEL	CASEL Social and Emotional Learning Competencies
Colombia	Colombian basic standards of citizen competence
PRACTICE	Developing Social-Emotional Skills for the Labor Market: PRACTICE (World Bank)
ECW	Education Cannot Wait Principles and Results Framework
Haiti	Vision of the Haitian Child: Social Emotional Framework
GPE	Global Partnership for Education Results Framework
IASC-MHPSS	IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings
INEE PSS	INEE Guidance Note on Psychosocial Support
INEE Min. Standards	INEE Minimum Standards for Education: Preparedness, Response, Recovery
Kenya	Kenya Institute of Curriculum Development (KICD) Basic Education Framework
Right To Play-LS	Right to Play Life Skills for Psychosocial Wellbeing
MELQO	Measuring Early Learning Quality and Outcomes (MELQO)
IASC M+E	Mental Health and Psychosocial Support in Emergency Settings: A Common Monitoring and Evaluation Framework (IASC)
Child Protection	Minimum Standards for Child Protection in Humanitarian Action (CPWG)
OECD	OECD Social and Emotional Skills: Well-being, connectedness, and success
Right To Play-HCD	Right to Play Holistic Child Development Framework
Room to Read	Room to Read Life Skills Education Framework
SDG	Sustainable Development Goals (SDGs)
WHO	WHO Skills for Health
LEGO	LEGO Skills for Holistic Development
IRC	IRC's Approach to Social-Emotional Learning
World Bank-ECD	Toolkit for Measuring Early Childhood Development in Low- and Middle-Income Countries (World Bank)
UNICEF MENA	Reimagining Life Skills and Citizenship Education in the Middle East and North Africa (UNICEF)
Measurement/Assessment Tools	
AMAL-Facilitator	Amal Alliance-Local Facilitator Assessment
AMAL-Parent	Amal Alliance-Parent Assessment
AMAL-Student	Amal Alliance-Student Assessment
CBQ	Children's Behavior Questionnaire
RTI Tanzania-CC	Confidence and Curiosity (RTI-Tanzania)
CREDI-Long	CREDI-Long Form (30-35 months)

CREDI-Short	CREDI-Short Form (30-35 months)
CYRM-28	CYRM-28
DESSA-Long	Devereux Student Strengths Assessment (DESSA)-Grades K-8 (Long version)
DESSA-MINI	Devereux Student Strengths Assessment (DESSA)-Grades K-8 - MINI
ERQ	Emotion Regulation Questionnaire
EPOCH	EPOCH Measure of Adolescent Well-being
GSE	General Self-Efficacy Scale (GSE)
Grit	Grit Scale Survey
HALDO	HALDO
ICCS-School	ICCS-Introduction to School
ICCS-Student	ICCS-Introduction to Student
IDELA	IDELA
IDELA-Health	IDELA: Health and Hygiene Tool
IDELA-Home	IDELA: Home Environment Tool
ISELA	ISELA
Kidcope	Kidcope
Malawi DAT	Malawi Developmental Assessment Tool
MELQO-MELE-C	MELQO-MELE-Classroom Observation
MELQO-MELE-HT	MELQO-MELE-Head Teacher Interview
MELQO-MELE-T	MELQO-MELE-Teacher Interview
MELQO-MODEL-DA	MELQO-MODEL-Direct Assessment (DA) Tool
MELQO-MODEL-P	MELQO-MODEL-Parent Caregiver Report
MELQO-MODEL-T	MELQO-MODEL-Teacher Report
RTI Tanzania-P	Pilot Parent Questionnaire for SEL Quantitative Study (RTI Tanzania)
RTI Tanzania-T	Pilot Teacher Questionnaire from Qualitative Study (RTI Tanzania)
PISA D	PISA D Student Questionnaire
PSRA-AR	PSRA-Assessor Report (Preschool Self-Regulation Assessment)
PSRA-DA	PSRA-Direct Assessment (Preschool Self-Regulation Assessment)
SEHS	Social Emotional Health Survey-Secondary (CoVitality)
SERAIS	Social Emotional Response and Information Scenarios
SDQ	Strengths and Difficulties Questionnaire
Children's Hope	The Children's Hope Scale
Social Provisions	The Social Provisions Scale
YouthPower -Youth	Youth Power Action Youth Soft Skills
YouthPower -Staff	Youth Power Soft Skills Program Staff Tool

Validation and Cost Information

In this section, we present validation and cost information for selected measurement/assessment tools. Where available, specific information includes the tool development process, the tool sample (focused specifically on education in emergency contexts), validation subgroups, main findings and psychometric properties, changes made to the tool, additional validation and cost information.

IDELA

Designed for EiE	Yes
Competencies Measured	Early childhood development, including social-emotional competencies, emergent numeracy, emergent literacy, motor skills, and executive function.
Tool Components	<ol style="list-style-type: none"> 1. IDELA: 24-item performance-based assessment of children 2. IDELA Home Environment Tool: 39-item caregiver survey 3. IDELA Health and Hygiene: 4-item performance-based assessment of children
Tool Purpose	Program monitoring and evaluation tool used in randomized control trials to assess and compare Early Childhood Care and Development (ECCD) interventions, conduct national monitoring of ECCD programs, and evaluate school readiness at Grade 1 entry, providing programs, donors, and governments with clear evidence of a child's early learning and development
Target Population	<ul style="list-style-type: none"> • Location: LMICs • Age: early childhood (3.5-6) • Context: low resource, culturally and economically diverse

Tool Development Process	<ul style="list-style-type: none"> • In 2011, began pilot of 65+ items covering 4 developmental domains developed based on desk review • 3-year iterative process with qualitative and quantitative evaluation to narrow down possible items to more reliable and feasible • During qualitative testing of items, observed and documented how each item performed from multiple perspectives, including "contextual relevance, adaptability, feasibility with assessors, and appropriateness for children" • They worked with local country partners where "reviewed the appropriateness of items in relation to local or national curricula as well as national standards where available (e.g., Early Learning Development Standards (ELDS))" • They also observed and tested materials to make sure they were familiar without reducing reliability of the item. This also reduced the cost of resources (e.g., pebbles, sticks, beans) • They also observed and documented the ability to standardize training and administration of items in low-resource settings
Sample (Used Specifically for EiE)	<ul style="list-style-type: none"> • Countries pilot tested (2013-2015): Bangladesh, Bhutan, Egypt, Ethiopia, India, Indonesia, Mali, Malawi, Mozambique, Pakistan, Rwanda, and Zambia (not nationally representative) • Age: 3.5 - 6 years (different ages across sites) • Sample size (all countries): 5,649
Who has validated the tool?	Save the Children and UNICEF
Objective of Validation	Improving and selecting items for inclusion in the final assessment. Validation is a part of a thorough qualitative and quantitative evaluation.
Subgroups	Yes, validation is disaggregated based on: child attends ECCD, age, gender, # home learning activities, # home possessions

Main Findings & Psychometric Properties

1. Inter-rater reliability (tested in 4/11 countries): important to establish given assessors are trained community members; found overall high inter-class correlations (ICC) across all 4 domains (0.79-0.97), but higher in Egypt and Zambia where assessors had more professional experience.
2. Internal consistency (tested in 11/11 countries): "...inter-item relationships across 11 sites show strong correlations that are considered acceptable by common standards"; Cronbach's alpha across 4 domains range from 0.66-0.95.
3. Test-retest reliability (tested in 1/11 countries): Ethiopia (2015), retested sample of 100 children 3 weeks after original data collection; long one-way ANOVA analysis shows strong test-retest reliability.
4. Convergent validity (tested in 1/11 countries): In Bangladesh, used Ages and Stages Questionnaire (ASQ) and IDELA with 138 children ages 54-60 months; found significant positive correlations between relevant domains, small differences in tools likely due to differences in emphasis of items within domains and different administrative styles; IDELA domain had more normal distribution than ASQ domains.
5. Construct validity: tested across countries by age, socioeconomic, learning environment quality, etc.; IDELA captures meaningful differences in children's learning relative to differing levels of programmatic inputs; IDELA sensitive to non-classroom-based interventions

*Notes on enumerators: "Enumerators in Egypt were all women working as community organizers for local NGOs or for the local government, and the testing occurred in rural and semi-urban areas. Enumerators in Malawi and Rwanda were a mix of men and women from the local community and all testing locations were in rural areas. Enumerators in Zambia were grade 1 teachers and all testing locations were in rural areas."

Changes to Tool

- Qualitative testing showed difficult to administer direct-child assessment to children under 42 months, so this determined lower bound for age range
- Used locally resourced materials (e.g., pebbles for counting) to make contextually relevant and lower cost
- Developed standardized training for assessors for 5 days (in office and field)

Other Validation Info

Since 2018, IDELA has been used for program evaluation in over 50 countries and national monitoring in 2 countries

Cost

- There is no cost to access the IDELA manual/administrative guide.
- The primary costs likely include the 4+ days of assessor training (child safeguarding, field practice, and scoring practice) and compensation for assessors.

- Depending on the administration mode, additional costs will be required for supplies either for printing (paper and pen) or tablets/devices (digital).
- Time/expertise required to adapt tool, including translate and adapt items to context if needed

Pisani, L., Borisova, I., Dowd, A. (2018). Developing and validating the International Development and Early Learning Assessment (IDELA). *International Journal of Educational Research*, 91, 1-15. <https://doi.org/10.1016/j.ijer.2018.06.007>

Halpin, P. F., Wolf, S., Yoshikawa, H., Rojas, N., Kabay, S., Pisani, L., Dowd, A. (2019). Measuring Early Learning and Development Across Cultures: Invariance of the IDELA Across Five Countries. *Developmental Psychology*, Vol 55(1), 23-37.

Wolf, S., Halpin, P., Yoshikawa, H., Pisani, L., Dowd, A., Borisova, I. (2017). Measuring school readiness globally: Assessing the construct validity and measurement invariance of the International Development and Early Learning Assessment (IDELA) in Ethiopia. *Early Childhood Research Quarterly*, 41, 21-36. <http://dx.doi.org/10.1016/j.ecresq.2017.05.001>

References

SDQ

Designed for EIE	No
Competencies Measured	Emotional problems, conduct problems, hyperactivity, peer problems, and prosocial behavior.
Tool Components	<p>It exists in several versions to meet the needs of researchers, clinicians, and educators. Each version of the tool includes between one and three of the following components:</p> <ol style="list-style-type: none"> 1. 25-item psychological attributes questionnaire 2. An extended impact supplement that documents the degree of psychiatric challenges and enquires further about chronicity, distress, social impairment, and burden to others 3. Follow-up questions for progress monitoring after an intervention

Tool Purpose	Population-based needs assessment and monitoring tool, formative feedback tool, screening tool, program evaluation tool, and basic research tool that measures behavior among populations and individuals to guide and evaluate interventions; includes several versions to meet the needs of researchers, clinicians and educators which contain a combination of a 25-item psychological attributes questionnaire, an impact supplement that documents the degree of psychiatric challenges, and follow-up questions that address progress monitoring
Target Population	2-17-year-olds
Tool Development Process	Instruments were translated using a multi-step translation process. The instrument is forward- and back-translated by independent bilingual translators familiar with the field, in consultation with a bilingual expert advisory panel. Field-testing through cognitive interviews is undertaken with a respondent sub-sample to elicit their understanding of items, and ensure identical constructs are measured in both languages.
Sample (Used Specifically for EiE)	In the absence of studies validating translated SDQs with refugee children and adolescents, this study focused on translations validated in refugee- source countries, or with immigrant children from those countries.
Subgroups	No
Who has validated the tool?	Researchers at the Victorian Foundation for Survivors of Torture
Objective of Validation	Validation evidence comes from a review of the cultural equivalence of SDQ translated into languages spoken by major refugee groups resettled in Western countries (in the past 10 years). The aim of the study was to review SDQ's sensitivity to change with refugee children.

Main Findings &
Psychometric
Properties

- Factor analysis predominantly failed to support the 5-factor model, with only two of 13 translation studies showing clear structural equivalence. This suggests translated subscales may not measure the same constructs as the UK SDQ.
- Translated SDQs' evidence for clinical predictive validity was equivocal, with somewhat higher (though still low) sensitivity for detecting disorders than in the United Kingdom, and somewhat lower specificity.
- Mean scores for translated SDQs showed considerable variation from UK means, which indicates the importance of avoiding comparisons between refugee and majority population means unless local norms are developed.
- Studies of SDQs translated into refugee-relevant languages failed to report whether challenges were experienced in establishing conceptual and linguistic equivalence with the original SDQ.

Changes to Tool

The validation studies were of SDQs translated into:

Arabic (three studies)
Dari and Pashtu (one study)
French (one study)
Tamil (one study)
Urdu (one study)

Chinese (four studies)
Farsi/Persian (two studies)
Russian (three studies)
Turkish and Serbian (one study, included in a cross -
national validation)

Other Validation Info

Since 2018, IDELA has been used for program evaluation in over 50 countries and national monitoring in 2 countries

Cost

- There is no cost to access the paper/pencil version of the SDQ instruments
- Instrument in both paper/pencil and digital format
- Licensing/scoring fees for the digital format must be payed (US \$0.25/SDQ scored)

References

Stolk, Y., Kaplan, I., & Szwarc, J. (2017). Review of the strengths and difficulties questionnaire translated into languages spoken by children and adolescents of refugee background. International journal of methods in psychiatric research, 26(4), e1568.

Designed for EiE	Yes
Competencies Measured	Literacy, numeracy, social-emotional learning and executive functioning skills for children who have been affected by conflict and crisis. Among relevant domains are social-emotional learning and executive functioning, and particularly the following constructs: self-concept, empathy, short-term memory, and working memory.
Tool Components	68-item interview and performance-based assessment of children
Tool Purpose	Population-based needs assessment and monitoring tool to describe and compare children's literacy, numeracy, and social emotional learning skills as a cross-section to inform programming and longitudinally to assess changes over time, specifically in conflict and crisis settings.
Target Population	Children/youth (4-12 years)
Tool Development Process	The assessment focuses on a wider age range than other available assessments to account for varied skills in emergencies. The assessment is designed for rapid deployment with minimally trained assessors in the immediate onset of displacement, it is not a comprehensive measure of each domain but uses dynamic scoring to assess children's skill levels from emergent to advanced, with more advanced questions skipped for those with more emergent levels.
Sample (Used Specifically for EiE)	The Dadaab pilot included 852 children (48% female) from 27 centers and schools. The sample included five Alternative Basic Education centers targeting 4 to 10-year-old learners who were behind grade level, 20 primary schools targeting 4 to 12-year-old learners, and three Accelerated Learning Programs targeting 10 to 12-year-old learners who had spent significant time out of school.
Subgroups	No
Who has validated the tool?	Save the Children
Objective of Validation	Save the Children pilot study tested HALDO to understand gaps and inform programming. Specifically, the pilot study conducted in Dadaab, Kenya was aimed to draw conclusions and recommendations on HALDO's effectiveness in particular emergency response.

Main Findings & Psychometric Properties	<ul style="list-style-type: none"> With 20 percent of the sample (170 children) assessed in pairs, strong agreement levels were found between assessors for all HALDO domains using kappa and intra-class coefficient (ICC) measures Using Cronbach's alpha, it was found that domains had good internal consistency, with the weakest being in Somali literacy. The reliability testing showed that HALDO consistently measures learning outcomes both between assessors and within the assessment, supporting confidence in the findings HALDO has predictive validity: it measures the developmental nature of child literacy, numeracy, SEL, and EF. These differences also suggest that HALDO is sensitive to changes in children's learning and development and can evaluate potential intervention impact
Changes to Tool	The tool was designed to assess students in settings of conflict and crisis
Other Validation Info	HALDO is not an "out-of-the-box" tool; it requires contextualization to relevant local social and cultural norms. Although HALDO is designed for rapid response, it still requires time for translation, contextualization, assessor training, and pilot testing in each new context in order to ensure reliability.
Cost	<ul style="list-style-type: none"> There is no cost to access HALDO The primary costs likely include the 2-day training process.
References	Krupar, A., D'Sa, N., & Westrope, C., & Finder Johna, J. (2019). Developing a holistic assessment of children's learning in the context of forced displacement: Case study from Dadaab, Kenya. NORRAG, Special Issue(2), 80–83. Retrieved from: https://www.academia.edu/38419308/Developing_a_holistic_assessment_of_children_s_learning_in_the_context_of_forced_displacement_Case_study_from_Dadaab_Kenya

I SELA

Designed for EiE	Yes
Competencies Measured	Children's social and emotional learning (SEL) skills including relationships, stress management, empathy, perseverance, solving conflict, and self-concept, as well as aspects of children's learning environments which influence social and emotional learning and well-being.
Tool Components	70-item interview and performance-based assessment of children

Tool Purpose	Population-based needs assessment and monitoring tool to describe and compare children's literacy, numeracy, and social emotional learning skills as a cross-section to inform programming and longitudinally to assess changes over time, specifically in conflict and crisis settings.
Target Population	Children ages 6-12 years
Tool Development Process	<p>EiE Adaptation Process for Learning and Wellbeing in Emergencies (LWiE) (Egypt and South Sudan pilot)</p> <ul style="list-style-type: none"> • McKinney & Keenan, 2017) -ISELA was contextualized and adapted to local context in each country. ISELA was used as a longitudinal assessment to assess changes from baseline to endline from LWiE intervention (baseline: 2016, endline: 2017) • The LWiE materials went through a contextualization process in each country, where over the course of a week a number of stakeholders met to discuss the local context and contextualization requirements (representatives from government, the community, local education actors, parents, members of the school community, teachers and children) • Baseline ISELA assessment found 1/5 of students "below basic" literacy and students expressed desire for "more avenues to discuss their feelings and translate feelings into prosocial behaviour". These results were shared with field staff and teachers to inform classroom practices <p>Initial ISELA Tool Development Process</p> <ul style="list-style-type: none"> • Save the Children has been developing this tool since 2015. Since 2018 it is freely available to partners. • "Early in the process of designing ISELA, we realized that we had to ensure that the tool could flexibly incorporate an array of contextual norms that affect the manifestation of social and emotional skills in children and the varying low-resource and emergency contexts where Save the Children works. Drawing on experience from Save the Children's International Development and Early Learning Assessment (IDELA), ISELA was developed so that the response options -for the vignettes and performance-based items could be designed and changed in each context where the tool is used." <p>On the spectrum from adoption to development, this ISELA process sits between contextualization and a full adaptation, allowing teams to make necessary changes without having to modify the entire tool. The steps in this process, are described below:</p> <ul style="list-style-type: none"> ○ Step 1: Review by team: Field and program staff review ISELA to ensure it assesses skills that are meaningful in their context.

	<ul style="list-style-type: none"> ○ Step 2: Translation into program language: A professional translator translates ISELA into the appropriate assessment/program language. ○ Step 3: Back translation: A different professional translator who has not reviewed the English version of ISELA re-translates the translated and adapted version of ISELA back into English. ○ Step 4: Review by assessors: During the training, assessors review each item to ensure that the language that is used is appropriate and child friendly. ○ Step 5: Develop response options: During the training, the assessor team develops item responses that are appropriate and inappropriate, given their cultural and social context. ○ Step 6: Pre-testing assessment: Team conducts a 1-2-day pre-test in non-sampled schools/centers with children in target grades/ages to establish inter-rater reliability and field-test response options. ○ Step 7: Finalization: The assessment tool is revised and finalized based on pre-test data and feedback.
Sample (Used Specifically for EiE)	<p><u>EiE</u>: ISELA was used as part of the Learning and Well-Being in Emergencies (LWiE) pilot in Cairo, Egypt and Doro Camp, Maban, South Sudan, which targets school-aged refugee children from Syria, Sudan, and Eritrea in grades 1-6. It served 2,250 children (1000 girls/1250 boys) from March 2016 - December 2017.</p> <p><u>All</u>: ISELA has also been used in Thailand, Mexico, Jordan, Malawi, Ghana, Mozambique, Rwanda, Uganda</p>
Subgroups	No information provided on this for Egypt and South Sudan refugee pilot (McKinney & Keenan, 2017), however, the developers state ISELA can be disaggregated by " age, gender, socioeconomic status, exposure to adversity, and interpersonal threats in the environment around the child" (EducationLinks & USAID, 2019).
Who has validated the tool?	Save the Children
Objective of Validation	This process was a part of an initiative to measure, monitor and evaluate SEL implementation.

Main Findings & Psychometric Properties

ISELA 2.0:

- Egypt (2016), n=96: internal consistency reliabilities for sub-tests: prosocial behavior: 0.66, conflict behavior: 0.70, empathy: 0.61, social support: N/A, SEL environment: 0.61

ISELA 3.0:

- South Sudan (2017), n=144: internal consistency reliabilities for sub-tests: self-concept: 0.92, stress management: 0.77, perseverance: 0.82, prosocial behavior: 0.70, conflict behavior: 0.70, empathy: 0.82, social support: N/A, SEL environment: 0.68
- Malawi (2017), n=641; internal consistency reliabilities for sub-tests: self-concept: 0.90, stress management: 0.69, perseverance: 0.95, prosocial behavior: 0.75, conflict behavior: 0.79, empathy: 0.75, social support: N/A, SEL environment: 0.81
- Malawi (2017), criterion validity: predicted relationship of age and empathy, effect size by year of age: 0.09; predicted relationship of age and perseverance, effect size by year of age: 0.30

A robust assessor training—about three days—along with a pre-test, has helped improve the reliability of the competencies that we measure using ISELA.

Changes to Tool

- ISELA was adapted for Egypt and South Sudan pilot with refugees, limited information provided on specific adaptations made (McKinney & Keenan, 2017)
- D'Sa and Pisani (2018) describe some lessons learned from adaptation process which will be incorporated into future versions of ISELA. For example, "not all translation is equal" - while expert translation can be quick and effective, slang may be more approachable; they recommend having translation done by both community assessors and professional translators
- Develop socially appropriate response options, and use the pilot to test this
- Invest in training assessors
- Use pilot testing as a mini cognitive interview, with children close to the community where will be conducting the assessment
- Focus on inter-rater reliability; pilot test in pairs

Other Validation Info

N/A

Cost

- The tool is designed to be cost-free, feasible, and adaptable for different cultural and social contexts.

- The primary costs likely include the 2 days of classroom-based training and 1 day of piloting in pairs and individually
- Depending on the administration mode, additional costs will be required for supplies either for printing (paper and pen) or tablets/devices (digital).
- Time/expertise required to adapt tool, including translate and adapt items to context if needed

Save the Children. (2018). International Social & Emotional Learning Assessment (ISELA): Administration Guidance.

McKinney, R. & Keenan, C. (2017). Learning & Well-being in Emergencies: A three-pronged approach to improving refugee education. Save the Children. Retrieved from: https://static1.squarespace.com/static/583af1fb414fb5b3977b6f89/t/59bdbaa851a584fb03d43c1b/1505606314802/17_PromisingPractices_SCUS_WEB.pdf

EducationLinks & USAID. (2019). Measuring Social and Emotional Learning in Children. Retrieved from: <https://www.edu-links.org/learning/measuring-social-and-emotional-learning-children>

D'Sa, N. & Pisani, L. (2018). Developing and contextualizing an SEL measure: Learnings from ISELA. ECCN SEL Policy Roundtable. Expert Panel 2: Measurement and M&E of SEL Implementation, 18-39. Retrieved from: <https://eccnetwork.net/wp-content/uploads/Panel-2-Presentations-Working-Group-2.pdf>

References

YouthPower

Designed for EiE	No
Competencies Measured	The YouthPower Action Soft Skills Tool is a measure of positive self-concept, self-control, higher order thinking skills, social skills, and communication.
Tool Components	<ol style="list-style-type: none"> 1. <u>YouthPower Action Soft Skills Youth Tool</u>: 119-item child interview or self-report 2. <u>YouthPower Action Soft Skills Program Staff Tool</u>: 31-item program staff interview or self-report
Tool Purpose	Program evaluation tool designed as a response to the growth in soft skills-focused interventions and the resulting urgent need among youth development programs for measures that can reliably assess key soft skills at a group level at one point in time or over time, within a program implementation context, to inform decision making about program design, instruction, implementation, and funding.

Target Population	Youth interview: 15 to 19 years old Program staff interview
Tool Development Process	<p>Literature review prior to developing tool:</p> <ul style="list-style-type: none"> • YouthPower Action team reviewed approximately 300 pre-existing tools. 74 tools met their criteria to be free, measured soft skills, and designed for youth (ages 12-29) • They created an inventory of the 74 measures which describes the key characteristics of each instrument • Each tool scored based on 7 criteria developed with soft skill measurement experts and implementers: evidence of use by international youth development programs, evidence of validity, relevant validation sample, used with youth development outcomes of interest, evidence of reliability, evidence of international usage, ease of administration • Identified top 10 tools with highest scores and measured top 3 skills linked to outcomes: higher order thinking, positive self-concept, and self-control
Sample (Used Specifically for EiE)	The tool has been used in Guatemala and Uganda. However, education in emergencies was not a specific focus of tool development
Subgroups	No
Who has validated the tool?	No information provided
Objective of Validation	No information provided
Main Findings & Psychometric Properties	No information provided
Changes to Tool	No information provided
Other Validation Info	N/A
Cost	<ul style="list-style-type: none"> • Open source • No cost to access the measurement tools • Costs might be related to the training process that takes 4 to 5 days (not required).
References	USAID. (2017). YOUTHPower ACTION Measuring Soft Skills & Life Skills in International Youth Development Programs: A Review and Inventory of Tools. Retrieved from: https://www.fhi360.org/sites/default/files/media/documents/resource-yp-measuring-soft-skills.pdf

DESSA

Designed for EiE	No
Competencies Measured	The Devereux Student Strengths Assessment (DESSA) is a measure of decision making, goal-directed behavior, optimistic thinking, personal responsibility, relationship skills, self-awareness, self-management, and social-awareness.
Tool Components	<ol style="list-style-type: none"> 1. <u>DESSA</u>: 72-item survey of teachers or parents of children in grades K-8 2. <u>DESSA mini</u>: 8-item survey of teachers or parents of children in grades K-8 3. <u>Devereux Early Childhood Assessment for Preschoolers (DECA-P2)</u>: survey of teachers or parents of preschoolers 4. <u>Devereux Early Childhood Assessment for Infants and Toddlers (DECA-IT)</u>: survey of teachers or parents of infants and toddlers 5. <u>DESSA High School Edition (DESSA-HSE)</u>: 43-item survey of teachers of youth in grades 9-12 6. <u>DESSA High School Edition mini (DESSA-HSE mini)</u>: 8-item survey of teachers of youth in grades 9-12
Tool Purpose	Formative feedback tool that is commonly used as a needs assessment to measure children's social-emotional competence and inform the delivery of SEL, as well as a program evaluation tool that measures delivery results; additionally the DESSA-mini can be used to monitor students' social and emotional development throughout the school year, providing actionable data to steer quality SEL intervention.
Target Population	Children grades K-8
Tool Development Process	Development of tool items was based on a review of the literature on social-emotional competence, positive youth development, and resilience in school-aged children. DESSA items were also grounded in the research base used to inform the Devereux Early Childhood Assessment.
Sample (Used Specifically for EiE)	Education Development Corporation (EDC) and Aperture Education collaborated on a study using the DESSA with refugee children in Mali.
Subgroups	No
Who has validated the tool?	Validation for USA population was led by the measure developers.
Objective of Validation	Validation was conducted to nationally standardize the measure.

Main Findings & Psychometric Properties	The SEL scales held up well with Malian children and even the norms, which were developed in the United States, seemed to work well.
Changes to Tool	No information provided
Other Validation Info	N/A
Cost	Cost for the tools begins at \$1,500/site
References	<p>LeBuffe, P. A., Shapiro, V. B., & Robitaille, J. L. (2018). The Devereux Student Strengths Assessment (DESSA) comprehensive system: Screening, assessing, planning, and monitoring. <i>Journal of Applied Developmental Psychology</i>, 55, 62-70. http://dx.doi.org/10.1016/j.appdev.2017.05.002</p> <p>Shapiro, V. B., Kim, B. K. E., Robitaille, J. L., & LeBuffe, P. A. (2017). Protective factor screening for prevention practice: Sensitivity and specificity of the DESSA-Mini. <i>School Psychology Quarterly</i>, 32(4), 449–464. https://doi.org/10.1037/spq0000181</p>

CREDI

Designed for EiE	No
Competencies Measured	CREDI is a measure of early childhood development from birth to age 3. This includes the following domains and sub-domains: motor (fine and gross motor), language (receptive and expressive language), cognition (executive function, problem solving and reasoning, pre-academic knowledge), social-emotional (emotional and behavioral self-regulation, emotional knowledge, social competence), and mental health (internalizing and externalizing).
Tool Components	<ol style="list-style-type: none"> 1. <u>CREDI Long Form</u>: 117-item interview/survey for caregivers 2. <u>CREDI Short Form</u>: 20-item interview/survey for caregivers
Tool Purpose	Population-based needs assessment and monitoring tool to provide a population-level measure of early childhood development (ECD) across contexts to inform ECD policies and resource allocation and monitor progress towards ECD global development goals.

Target Population	<ul style="list-style-type: none"> • Set of caregiver-reported items for quickly and easily measuring the motor, cognitive, and socioemotional skills of children under three • Low-resourced settings
Tool Development Process	Low-cost, cross-culturally comparable measures of the motor, cognitive, and socioemotional skills of children under 3 years remain scarce. For this reason, a new caregiver-reported early childhood development (ECD) scale was designed to be implemented as part of household surveys in low-resourced settings.
Sample (Used Specifically for EiE)	<p>The sample for the present study was comprised of 2,481 children 18 to 36 months who had previously participated in a neonatal vitamin A supplementation trial in the Morogoro region of Tanzania.</p> <p>At the end of the quantitative pilot phase, 10 qualitative “exit” interviews were conducted with field staff (including six field workers, three nurses, and one field supervisor) to identify areas of confusion, difficulty, or lack of clarity in the CREDI based on their experiences over 9 months of data collection.</p>
Subgroups	No
Who has validated the tool?	Validation was led by the measure developers
Objective of Validation	To provide empirical support from a low-income country setting for the acceptability, reliability, and validity of this new caregiver-reported ECD scale.
Main Findings & Psychometric Properties	<ul style="list-style-type: none"> • Adequate levels of acceptability and internal consistency were found for the new scale and its motor, cognitive, and socioemotional subscales. • Correlations between the new scale and the Bayley Scales of Infant Development (BSID-III) were high ($r > .50$) for the motor and cognitive subscales, but low ($r < .20$) for the socioemotional subscale • The new scale discriminated between children’s skills based on age, stunting status, caregiver-reported disability, and adult stimulation • Test-retest reliability scores were variable among a subset of items tested
Changes to Tool	<p>The CREDI is designed to be:</p> <ol style="list-style-type: none"> 1. Simple and clear enough to be answered by a caregiver with minimal formal education 2. Short enough to be feasible integrated within large-sample household data collection efforts 3. Sufficiently “culturally neutral” to allow for cross-context comparison 4. Adequately aligned with “gold standard” direct assessment measures of proven clinical and developmental utility.

Other Validation Info	N/A
Cost	<ul style="list-style-type: none"> • There is no cost to access the CREDI • The primary costs likely include the 1-day training • The tool has a paper/pencil and a digital format
References	McCoy, D. C., Sudfeld, C., Bellinger, D. C., Muhihi, A., Ashery, G., Weary, T. E., Fawzi, W., & Fink, G. (2017). Development and validation of an early childhood development scale for use in low-resourced settings, <i>Population Health Metrics</i> , 15(3). Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5301363/ .

SERAIS

Designed for EiE	Yes
Competencies Measured	<p>Social Emotional Response and Information Scenarios (SERAIS) is a scenario-based student assessment tool that measures different SEL skills among children in conflict-affected, emergency settings. It introduces children to six hypothetical scenarios and prompts them to answer a series of questions aimed to measure the following four constructs:</p> <ol style="list-style-type: none"> 1. Hostile attribution bias: the tendency to interpret the behavior of others as hostile in intent when it may be ambiguous or benign. 2. Emotional orientation: the type and intensity of the emotions that a child would experience in a social situation. 3. Emotion dysregulation: the ability to modulate the expression of intense emotions in socially challenging situations. 4. Interpersonal negotiation strategies (INS): the strategies a child uses to deal with socially challenging situations.
Tool Components	Scenario-based Self-report
Tool Purpose	SERAIS employs a format in which children are asked to report what they would do and feel in a variety of different social situations. Responses are designed to capture information about a range of social, emotional, and cognitive skills among primary school-aged children in fragile, conflict-affected settings.
Target Population	Children 5 to 16 years old

Tool Development Process	The Social Emotional Response and Information Scenarios (SERAIS) measure was assembled as part of an evaluation study that tested the impact of the International Rescue Committee's (IRC's) social-emotional learning (SEL)-infused retention support programming in Lebanon on Syrian refugee children's holistic learning skills.
Sample (Used Specifically for EiE)	The measure was tested in Lebanon in school year 2017-18 with a sample of 3,661 Syrian refugee children (ages 5-16) who were enrolled in Lebanese formal schools and had access to IRC programming in the Bekaa and Akkar regions of Lebanon.
Subgroups	No
Who has validated the tool?	Validation was led by the measure developer (researchers at New York University's Global TIES for Children (TIES/NYU)).
Objective of Validation	To provide evidence on whether data from the SERAIS instrument can provide valid and reliable information about Syrian refugee children's cognitive, social, and emotional skills in negotiating potentially challenging social situations in Lebanon.
Main Findings & Psychometric Properties	SERAIS assesses key developmental mechanisms reliably. Additionally, a consistent factor structure can be identified across treatment groups and across time, enabling the comparison of mean differences between treatment and control groups and time points critical for estimating the impact of programming on change in skills.
Changes to Tool	No information provided
Other Validation Info	N/A
Cost	<ul style="list-style-type: none"> There is no cost to access the SERAIS
References	Kim, H. Y., & Tubbs Dolan, C. (2019, September). Social emotional response and information scenarios: Evidence on construct validity, measurement invariance, and reliability in use with Syrian refugee children in Lebanon. Technical working paper. New York, NY: NYU Global TIES for Children.

Children's Hope Scale (CHS)

Designed for EiE	No
Competencies Measured	The Children's Hope Scale (CHS) is a 6-item self-report tool developed by C.R. Snyder et al. Designed for use with children, it focuses on how children think about themselves and their overall perception that their goals can be met.

Tool Components	Scenario-based Self-report.
Tool Purpose	Basic research tool designed to evaluate the psychometric standards and validity of the constructs used to measure hope.
Target Population	Measure for children 8 to 19 years old.
Tool Development Process	The first step was to derive a pool of items that reflected agency and pathway thinking in children. The senior author's research group arrived at a consensus about six items that reflected agency thinking and six items reflecting pathways thought. This number of items provided a sufficient sample of hopeful thinking, but it was not so large as to decrease children's attention span in responding.
Sample (Used Specifically for EiE)	The sample was designed to achieve a nationally representative sample of Israeli school children from sixth grade (mainly ages 11-12), fourth grade (mainly ages 9–10), and second grade (mainly ages 7–8), with an aim of one thousand children in each grade. Elementary schools were used as the primary sampling unit.
Subgroups	As a first step, a list of all schools in Israel was stratified according to ethnicity (i.e., schools for Arab and for Jewish children). This was further broken down by religiosity level or religion, respectively (three strata among Jewish children; four among Arab children). A third stratification was made by dividing the schools according to seven geographical districts, taking into account the proportion of the specific population in each district.
Who has validated the tool?	Researchers from the Hebrew University of Jerusalem.
Objective of Validation	To conduct research on links among hope, material resources, and subjective well-being (SWB) of children from their own perspectives.
Main Findings & Psychometric Properties	In this study, internal consistency was high ($\alpha=.85$), similar to that reported by the authors of the questionnaire ($\alpha=.72-.86$).
Changes to Tool	No information provided
Other Validation Info	N/A
Cost	<ul style="list-style-type: none"> There is no cost to access the Children's hope scale (HCS)

References

Kaye-Tzadok, A., Ben-Arieh, A., & Kosher, H. (2019). Hope, Material Resources, and Subjective Well-Being of 8- to 12-Year-Old Children in Israel. 90(2), 344–358. <https://doi.org/10.1111/cdev.13130>

Discussion of Progress in Measuring Global Goals

Summary of Key Findings

- (1) Many of the global guidance documents utilize broad terms to describe SEL/PSS-related outcomes (e.g., global citizenship) without definitions, which leaves their meaning open to interpretation. This poses a challenge to aligning programs and measurement/assessment tools to global guidance documents.
- (2) There is currently a lack of international and national-level measurement/assessment tools utilized to assess SEL/PSS-related outcomes at the population level, which makes it difficult to assess progress towards outcomes specified in global guidance documents.
- (3) While there are a number of influential global guidance documents which outline goals and policy recommendations for SEL/PSS in crisis and conflict-affected settings, our mapping exercise only identified 4 measurement/assessments tools specifically designed to assess SEL/PSS in EiE. Thus, there is a significant gap between policy guidance regarding SEL/PSS in the EiE sector and the number and types of tools available to measure, monitor, and evaluate SEL/PSS outcomes in crisis and conflict-affected settings.

EiE versus non-EiE Contexts

Over 90% of the tools included in this analysis have been used in conflict and crisis-affected contexts, however, only 4 tools were specifically designed with consideration for emergency settings: HALDO, ISELA, IDELA and SERAIS. These tools were all developed by Save the Children. HALDO, ISELA and IDELA were developed by Save the Children while SERAIS was developed by NYU Global TIES for Children and the International Rescue Committee. HALDO assesses literacy, numeracy, and social emotional learning skills, while IDELA measures early childhood care and development, and ISELA and SERAIS focus specifically on social emotional learning. These assessments are designed to be administered in low-resource, unsafe, and rapidly evolving contexts. HALDO, specifically, is administered at the onset of a crisis to formulate a rapid response plan. HALDO, SERAIS and ISELA consider contextual factors related to education in emergencies, including displacement. While these contextual factors are included in the Save the Children tools directly, in the SERAIS they are captured through interviews with parents and administrative data. Finally, IDELA, HALDO and ISELA, each provide detailed information about how to adapt the tool for successful use in different contexts, and the developers of the SERAIS similarly provide guidance on adaptation and contextualization but through another document (*Guide for Choosing and Contextualizing Assessment Measures in Educational Contexts: A Decision Making Tree* (Diazgranados, S. & Lee, J., 2019)).

Although the majority of the 37 measurement/assessment tools reviewed were not designed by developers to be utilized in emergency contexts, we analyzed each tool along a few implementation-related factors that are important to consider when selecting a measurement/assessment tool for an emergency context:

- **Number of items:** 8 of the tools have a version with 10 items or less, and 15 have a version with 30 items or less.
- **Administrative mode:** 88% of the measurement/assessment tools can be administered via paper and pencil, while 50% can be administered digitally.

- **Administrative time:** 8 of the tools have a version that can be administered in 10 minutes or less, and 15 have a version that can be administered in 30 minutes or less.
- **Cost and access requirements:** Most of the tools are free (85%) and open source (73%).
- **Scoring:** The vast majority (92%) of the tools include a guide and/or detailed information for scoring and interpreting the results of the assessment.
- **Contextualization:** Fewer than half (38%) of measurement tools include guidance and/or instructions for contextualizing the tool to a new context.

Detailed Findings: Progress in Measuring Global Goals

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p><u>Relevant Targets:</u></p> <p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels</p>	<p>Sustainable Development Goals (SDGs)</p> <p>Developed by: UN General Assembly</p>	<p>Yes</p> <p>Target 4.5.1 notes indicators are disaggregated by parity indices, including conflict-affected status</p>	<ul style="list-style-type: none"> • Fifteen measurement/assessment tools measure all 3 SEL domains coded in the SDGs: social, values, and identity. • Only one measurement/assessment tool (MELE) measures all 5 contextual factors coded in the SDGs: ecology, equity, health, safety, and adult support. • The SDGs include a specific target related to safety (4.A) in the school environment. There are nine tools that were coded with the contextual factors “safety” and “ecology_learning environment”. • The SDGs include some examples of “the knowledge and skills needed to promote sustainable development” which align to various measurement/assessment tools (See Target 4.7). • There are two categories of tools for which all tools in the category were coded with the three domains coded in the SDGs: international 	<ul style="list-style-type: none"> • SDG indicators utilize broad terms for skills/competencies without definitions, such as “technical and vocational skills”, “knowledge and skills needed to promote sustainable development”, and “global citizenship and appreciation of cultural diversity” ; this poses a challenge to consistent and valid measurement. • Only one Goal 4 indicator explicitly mentions SEL/PSS (4.2.1: “Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex”). • Only one Goal 4 indicator explicitly mentions an education in emergencies context (“4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected...”).

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all</p>			<p>assessments (PISA-D, ICCS) and program-specific assessments (Amal Alliance).</p>	<ul style="list-style-type: none"> Currently in the field there are no national-level tools that would allow actors to capture the SEL/PSS-related outcomes that are described in SDG 4. As noted in our analysis, SDG 4 places value on three domains. National-level assessments that capture data from all children would allow more equitable monitoring and support for these important SEL/PSS-related global goals.

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>GPE Goal 2 [Impact]: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility.</p> <p>GPE Indicator 2: Percentage of children under five years of age who are developmentally on track in terms of health, learning and psychosocial well-being.</p> <p>Definition: Total number of children aged 36 to 59 months, in GPE DCPs, who are developmentally on track in at least three of four domains - Literacy-numeracy, Physical, Social-emotional, and Learning - expressed as a percentage of the total corresponding age-group population.</p>	<p>Global Partnership for Education Results Framework</p> <p>Developed by: Global Partnership for Education (GPE)</p>	<p>Yes</p> <p>GPE has a specific focus on increasing equity and targeting the poorest and most marginalized children, including those impacted by conflict or fragility</p>	<ul style="list-style-type: none"> There is an explicit focus on EiE in the GPE Results framework, as indicated by the overarching Goal 2 and in the indicators, where data are disaggregated by countries affected by fragility and conflict (FCAC) Indicator 2 includes a specific, measurable definition for the social-emotional domain, which is also aligned to the ECW Results framework: "Social-emotional: The child is considered developmentally on track if two of the following are true: The child gets along well with other children; the child does not kick, bite or hit other children; and the child does not get distracted easily." Fourteen measurement/assessment tools measure all three SEL domains coded in the GPE Results Framework: cognitive, emotion, and social. There was one category of tools for which all tools in the category were coded with the three domains coded in the GPE Results Framework: program-specific assessments (Amal Alliance). 	<ul style="list-style-type: none"> Although Indicator 2 in the GPE Results Framework includes a specific definition of social-emotional learning, there is still very limited detail on student-level SEL/PSS outcomes, which is necessary for selecting an appropriate and aligned measurement/assessment tool. Indicator 2 in the GPE Results Framework only requires children to be developmentally on track in 3 of the 4 domains (literacy-numeracy, physical, social-emotional, and learning). This requires making a decision about which domains to prioritize in programming and assessment. Only one measurement/assessment tool (MELE) measures all four contextual factors coded in the GPE Results Framework: ecology, equity, health, and adult support.
Indicator #3a: Proportion of ECW-supported countries meeting country-specific targets for: Percentage of children under five (5) years of age who	<p>Education Cannot Wait Principles and Results Framework</p> <p>Developed by:</p>	<p>Yes</p> <p>The ECW Principles and Results Framework is</p>	<ul style="list-style-type: none"> Multiple indicators make specific reference to SEL/PSS-related outcomes, including psychosocial wellbeing (3a, 8a), socio-emotional development (3a), social-emotional 	<ul style="list-style-type: none"> Although Indicator 3a includes a specific definition of social-emotional learning, there is still very limited detail on student-level SEL/PSS outcomes, which is necessary for

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>are developmentally on track in terms of health, learning, and psychosocial wellbeing; A child is developmentally on-track in socio-emotional development if they are able to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults.</p> <p>Indicator #8a: Proportion of ECW grantees meeting program-specific targets for: Proportion of ECW-supported children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being</p> <p>Indicator #8b: Proportion of ECW grantees meeting program-specific targets for: Proportion of children and young people supported by ECW (a) in Grades 2 or 3; and (b) at the end of lower secondary education and (c) at the end of secondary education who achieve at least a minimum proficiency level in (i) reading, (ii) math, and (iii) social and emotional learning (SEL)</p>	Education Cannot Wait (ECW)	designed specifically for children and youth in crisis and conflict-affected settings	<p>learning (8a), life skills (8c), and employability skills (8c).</p> <ul style="list-style-type: none"> Indicator 12 emphasizes policies on inclusive education also include refugees and IDPs. The framework emphasizes the importance of context in determining what skills are most relevant for children and youth in crisis and conflict-affected setting to “gain employment and become global citizens” (Indicator 8c). Indicator 3a includes a specific definition for social-emotional development, which is also aligned with the GPE Results framework. Twelve measurement/assessment tools measure all 4 SEL domains coded in the GPE Results Framework: cognitive, emotion, social, and values. There was one category of tools for which all tools in the category were coded with the four domains coded in the GPE Results Framework: program-specific assessments (Amal Alliance). 	<p>selecting an appropriate and aligned measurement/assessment tool. For example, while the framework frequently notes the importance of “life skills”, this term is not defined and would likely be conceptualized and measured differently context-to-context.</p> <ul style="list-style-type: none"> Only one measurement/assessment tool (MELE) measures all five contextual factors coded in the GPE Results Framework: ecology, equity, health, safety, and adult support.

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>Indicator #8c: Proportion of ECW grantees meeting program-specific targets for: Proportion of ECW-supported youth in upper-secondary education who meet minimum standards for skill attainment relevant to local context and aligned with the SDGs (e.g., employability, life skills); ECW should focus more broadly on skills that are crucial for crisis-affected young people to gain employment and become global citizens. These skills may include adult literacy, digital literacy, life skills, social & emotional learning, and employability skills</p> <p>Indicator #9: Proportion of ECW grantees meeting program-specific targets for: % of ECW-supported schools that meet safe learning environment standards, including disaster risk reduction and gender-specific issues</p> <p>Indicator #12: Proportion of ECW –supported countries meeting country-specific targets for: Girls' secondary education, in terms of enrollment,</p>				

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
retention, and completion is recognized, targeted, being a budgeted education priority; Policies on inclusive education covering children with disabilities; Education sector policy/plan specifying prevention and response mechanisms to address gender-based violence in and around schools; Policies on inclusive education covering refugees and internally displaced persons (IDPs)				
<p>Community Participation - Standard 1 Participation: Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education response.</p> <p>Community Participation - Standard 2 Resources: Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.</p> <p>Analysis - Standard 1 Assessment: Timely education</p>	<p>INEE Minimum Standards for Education: Preparedness, Response, Recovery</p> <p>Developed by: Inter-agency Network for Education in Emergencies (INEE)</p>	<p>Yes</p> <p>The INEE Minimum Standards for Education are designed specifically for education in emergencies.</p>	<ul style="list-style-type: none"> Eight measurement/assessment tools measure all six SEL domains coded in the INEE Minimum Standards: cognitive, emotion, social, values, perspectives, and identity. There was one category of tools for which all tools in the category were coded with the six domains coded in the INEE Minimum Standards: program-specific assessments (Amal Alliance). The INEE Minimum Standards have a specific and consistent focus on equity with regards to gender, disability, race/ethnicity, displacement, education access, nationality, religion, language, geographic location, SES, and development. There are six measurement/assessment tools which 	<ul style="list-style-type: none"> Although multiple standards describe the importance of psychosocial support and wellbeing, there is still very limited detail on student-level SEL/PSS outcomes, which is necessary for selecting an appropriate and aligned measurement/assessment tool. Only one measurement/assessment tool (MELE) measures all 5 contextual factors coded in the INEE Minimum Standards: ecology, equity, health, safety, and adult support. The INEE Minimum Standards place a strong focus on community participation and engagement (see Community Participation Standards 1 and 2). However, only six measurement/assessment tools

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.</p> <p>Analysis - Standard 2- Response Strategies: Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.</p> <p>Analysis - Standard 2- Monitoring: Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out</p> <p>Access and Learning Environment - Standard 1- Equal Access: All individuals have access to quality and relevant education opportunities.</p> <p>Access and Learning Environment - Standard 2 - Protection and Well-being: Learning environments are secure and safe, and promote</p>			<p>also place a strong emphasis on equity¹¹: Amal Assessments, ICCS, IDELA: Home Environment, MELQO-MELE- Classroom Observation, PISA-D, and Youth Power.</p> <ul style="list-style-type: none"> • The INEE Minimum Standards state educational facilities must be safe and provide linkages to other physical and mental health services (Learning Environment - Standard 3). Seven measurement/assessment tools received the following relevant contextual factor tags: ecology_ learning environment, safety, and health (CYRM, ISELA, MELE, MODEL, PISA-D, SDQ, Youth Power). • The INEE Minimum Standards provide specific examples of educational activities for children and youth in conflict and crisis-affected settings to support their emotional and social well-being (e.g., peace-building activities, distributing supplies, etc.). These examples can be used to develop SEL programming. 	<p>received the ecology_community code and this was primarily to capture a child's community context. The tools analyzed typically do not capture information about community participation in education.</p>

¹¹ Measurement/assessment tools are classified as having a strong emphasis on equity if they received a rating of 5 or more in the Contextual factor heat matrices (See Chapter 6).

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p>Access and Learning Environment - Standard 3 - Facilities and Services: Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p> <p>Teaching & Learning - Standard 1 - Curricula: Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p>Teaching & Learning - Standard 2 - Training, Professional Development and Support: Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p>				

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
Teaching & Learning - Standard 3: Instruction and Learning Processes: Instruction and learning processes are learner-centred, participatory and inclusive.				
<p><u>Domain 2: Access and learning environment</u></p> <ol style="list-style-type: none"> 1. Identify the different risks boys and girls are facing and sensitize responses accordingly. 2. Consider hiring teachers' assistants. 3. Mobilize youth volunteers. 4. Implement double-shifting. 5. Make use of non-formal community-based spaces. <p><u>Domain 3: Teaching and learning</u></p> <ol style="list-style-type: none"> 1. Teachers should seek to create safe and supportive learning environments that strengthen learners' physical, mental, and emotional development. 2. In addition to integrating PSS into classroom management strategies, SEL skills and activities should be integrated into the existing curricula 	<p>INEE Guidance Note on Psychosocial Support: Facilitating psychosocial wellbeing and social emotional learning</p> <p>Developed by: Inter-agency Network for Education in Emergencies (INEE)</p>	<p>Yes</p> <p>The INEE Guidance Note on Psychosocial Support is specifically designed for education in emergencies.</p>	<ul style="list-style-type: none"> • The INEE Guidance Note on Psychosocial Support provides concrete, actionable strategies for facilitating psychosocial wellbeing and social emotional learning in emergencies which are directly aligned to the INEE Minimum Standards. • Eight measurement/assessment tools measure all six SEL domains coded in the INEE Guidance Note on Psychosocial Support: cognitive, emotion, social, values, perspectives, and identity. • There was one category of tools for which all tools in the category were coded with the six domains coded in the INEE Minimum Standards: program-specific assessments (Amal Alliance). • The INEE Guidance Note provides some specific, measurable SEL/PSS student-level outcomes. For example, it includes a definition of social-emotional learning (p. 14) which 	<ul style="list-style-type: none"> • The INEE Guidance note emphasizes the importance of ensuring teacher wellbeing through appropriate support and training to effectively implement PSS/SEL in the classroom. Only two measurement/assessment tools received all of the following relevant contextual factor tags: adult support, ecology_learning environment_teacher practice, ecology_learning environment_teacher characteristics: ICCS and MELE. This indicates a gap in the ability to measure teacher characteristics and practices related to PSS/SEL in crisis and conflict settings. • As with the INEE Minimum Standards, the measurement/assessment tools analyzed do not capture information on community participation. • Only one measurement/assessment tool (MELE) measures all 5 contextual factors coded in the INEE Guidance Note on Psychosocial Support:

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>whenever possible.</p> <p>3. These interventions and their impact on individual learners and the community should be formally assessed through monitoring and evaluation techniques.</p> <p><u>Domain 4: Teachers and other education personnel</u></p> <p>1. Developing a plan for teacher and staff wellbeing</p> <p>2. Trainings must be inclusive, gender sensitive, and participatory.</p>			<p>received codes from 5 of the 6 SEL domains, including: cognitive (working memory and planning skills, inhibitory control, cognitive flexibility); emotion (emotional knowledge and expression, emotional and behavioral regulation, empathy/perspective - taking); social (prosocial and cooperative behavior); values (performance values, ethical values); and identity (self-knowledge, self-esteem, self-efficacy/growth mindset). This SEL definition was not coded with the perspective domain.</p>	<p>ecology, equity, health, safety, and adult support.</p>
<p>Principle 6: Strengthen Children's Resilience in Humanitarian Action</p> <p>Standard 7: Dangers and Injuries</p> <p>Standard 8: Physical Violence and other Harmful Practices</p> <p>Standard 9: Sexual Violence</p> <p>Standard 10: Psychological Distress and Mental Disorders</p> <p>Standard 17: Child Friendly Spaces</p>	<p>Minimum Standards for Child Protection in Humanitarian Action (CPWG)</p> <p>Developed by: Child Protection Working Group (CPWG); funded by Save the Children, Terre des Hommes, UNICEF</p>	<p>Yes</p> <p>The Minimum Standards for Child Protection and Humanitarian Action are designed to protect children from violence, exploitation, abuse, and neglect in humanitarian situations.</p>	<ul style="list-style-type: none"> • Ten measurement/assessment tools measure the four SEL domains coded in the INEE Guidance Note on Psychosocial Support: cognitive, social, values, and identity. • There was one category of tools for which all tools in the category were coded with the six domains coded in the INEE Minimum Standards: program-specific assessments (Amal Alliance). • Standard 10: Psychosocial Distress and Mental Disorders uses the term “mental health and psychosocial support”(MHPSS) and provides some examples of observable behaviors for 	<ul style="list-style-type: none"> • Standard 17 describes child-friendly spaces as “safe spaces where communities create nurturing environments in which children can access free and structured play, recreation, leisure and learning activities.” Only three measurement/assessment tools received the following relevant contextual factors: ecology_learning environment, safety, and health_mental: MODEL, PISA-D, and SDQ. This indicates a gap in the availability of tools to assess the implementation of child-friendly spaces.

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
Standard 20: Education and Child Protection			<p>children who have expressed stress (e.g., nightmares, withdrawal, problems concentrating, etc.). It also describes psychological first aid (PFA) as a technique for supporting children and adults who have been exposed to a serious crisis event.</p> <ul style="list-style-type: none"> The Minimum Standards for Child Protection in Humanitarian Action have a specific and consistent focus on equity with regards to race/ethnicity, language, gender, religion, disability, development, education access, displacement, SES, and documentation. There are six measurement/assessment tools which also place a strong emphasis on equity: Amal Assessments, ICCS, IDEAL: Home Environment, MELQO-MELE- Classroom Observation, PISA-D, and Youth Power. 	<ul style="list-style-type: none"> The standards address a variety of safety and health-related factors: physical (standard 8), mental (standard 10), and sexual (standard 9). Only one measurement/assessment tool (PISA-D) also addresses all three contextual health factors. Only one measurement/assessment tool (MELE) measures all five contextual factors coded in the INEE Guidance Note on Psychosocial Support: ecology, equity, health, safety, and adult support.
Domain 1: Executive Function <ol style="list-style-type: none"> Working memory Inhibitory control Domain 2: Social-emotional development <ol style="list-style-type: none"> Self-regulation Social cognition Social competence Emotional well-being 	Measuring Early Learning Quality and Outcomes (MELQO) Developed by: UNESCO, UNICEF, the Center for Universal Education at Brookings, World Bank	No The MELQO guidance document does not contain goals specific to education in emergencies, but the MELQO modules have been adapted and used	<ul style="list-style-type: none"> MELQO provides guidelines for measuring early child development and the quality of early learning environments, and includes two aligned measurement/assessment tools: MODEL and MELE. The modules are intended to provide a starting point for national measurement and inform global and regional ECD monitoring. The MELQO guidance document 	<ul style="list-style-type: none"> While MELQO provides comprehensive guidance and tools for measuring early childhood development and learning environments, it is not designed for conflict and crisis settings, and therefore does not provide guidance for EiE contextualization and adaptation. There was only one category of tools for which all tools in the category

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
		in multiple conflict and crisis-affected settings.	<p>includes two SEL-related domains for early childhood development (executive functioning and social-emotional development). These domains received the following codes: cognitive, emotion, social, and values. The MODEL tool was developed by the MELQO initiative to measure the basic domains of early childhood development. The tool received the same four codes as the MELQO guidance document, indicating there is strong alignment between the guidance document and its corresponding measurement tool.</p> <ul style="list-style-type: none"> • Twelve measurement/assessment tools measure the four SEL domains coded in MELQO: cognitive, emotion, social, and values. • The MELQO initiative developed the MELE tool to assess the quality of early learning environments, which includes the following constructs: play, pedagogy, interactions, environment, personnel, parent and community engagement, inclusiveness. Seven measurement/assessment tools measure all four contextual factors coded in MELQO: ecology, equity, health, and safety. 	were coded with the four domains coded in MELQO: program-specific assessments (Amal Alliance).

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>The framework's overall goal: Reduced suffering and improved mental health and psychosocial well-being.</p> <p><u>Key Impact Indicators</u></p> <ul style="list-style-type: none"> ● Gi.2 Subjective well-being (aspects of subjective well-being that could be measured include feeling calm, safe, strong, hopeful, capable, rested, interested, happy, not feeling helpless, depressed, anxious or angry) ● Gi.3 Extent of prolonged disabling distress and/or presence of mental, neurological and substance use disorder (or symptoms thereof) ● Gi.4 Ability of people with mental health and psychosocial problems to cope with problems (for example, through skills in communication, stress management, problem-solving, conflict management or vocational skills) ● Gi.5 Social behaviour (for example, helping others, 	<p>Mental Health and Psychosocial Support in Emergency Settings: A Common Monitoring and Evaluation Framework (IASC)</p> <p>Developed by: Inter-Agency Standing Committee (IASC) Reference group for Mental Health and Psychosocial Support in Emergency Settings</p>	<p>Yes</p> <p>The IASC Monitoring & Evaluation framework was written specifically for emergency settings, including protracted conflicts</p>	<ul style="list-style-type: none"> ● The guidance document was created to establish a common M&E framework to supplement the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. ● The guidance document includes a clear definition for mental health and psychosocial support: "Mental health and psychosocial support refers to any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorders." ● Eight measurement/assessment tools measure all six SEL domains coded in the IASC M&E guidance document: cognitive, emotion, social, values, perspectives, and identity. ● The IASC M&E guidance document has a specific and consistent focus on equity with regards to gender, development, disability, religion, and race/ethnicity. There are six measurement/assessment tools which also place a strong emphasis on equity: Amal Assessments, ICCS, IDEAL: Home Environment, MELQO-MELE- Classroom Observation, PISA-D, and Youth Power. 	<ul style="list-style-type: none"> ● The IASC M&E framework emphasizes the importance of ecological factors including social connectedness (Gi6) and family, community, and social structures (O3) which influence mental health and psychosocial well-being. The framework received the following ecology contextual tags: home, community, friends, learning environment. Only six measurement/assessment tools also received all of these ecology tags. ● Only one measurement/assessment tool measures all five contextual factors coded in the IASC M&E guidance document: ecology, equity, health, safety, and adult support (MELE). ● There was one category of tools for which all tools in the category were coded with all six domains coded in the IASC M&E guidance document: program-specific assessments (Amal Alliance).

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<p>aggressive behaviour, use of violence, discriminatory actions)</p> <ul style="list-style-type: none"> Gi.6 Social connectedness referring to the quality and number of connections an individual has (or perceives to have) with other people in their social circles of family, friends and acquaintances. Social connections may also go beyond one's immediate social circle and extend, for example, to other communities. <p><u>Key Outcome Indicators</u></p> <ul style="list-style-type: none"> O1: Emergency responses do not cause harm and are dignified, participatory, community-owned, and socially and culturally acceptable O2: People are safe, protected, and human rights violations are addressed O3: Family, community and social structures promote the well-being and development of all their members 				

Goals	Source	Considers EiE?	Progress	Gaps
<i>Influential global goals for social emotional learning/psychosocial support</i>	<i>Guidance document and developer</i>	<i>Does this contain explicit goals for education in emergencies?</i>	<i>How do existing tools measure progress towards this goal?</i>	<i>What gaps remain in measuring progress towards this goal?</i>
<ul style="list-style-type: none"> • O4: Communities and families support people with mental health and psychosocial problems • O5: People with mental health and psychosocial problems use appropriate focused care 				

Chapter 5: Set of Profiles of Measurement/Assessment Tools

This section includes profiles for each of the following measurement/assessment tools¹²:

1. Amal Alliance Impact Assessments
2. Children’s Behavior Questionnaire (CBQ)
3. Children’s Hope Scale (CHS)
4. Confidence and Curiosity Questionnaire
5. Contextually relevant SEL questionnaires
6. Caregiver Reported Early Childhood Development Instruments (CREDI)
7. Child and Youth Resilience Measure (CYRM)
8. Devereux Student Strengths Assessment (DESSA)
9. EPOCH Measure of Adolescent Well-being
10. Emotion Regulation Questionnaire (ERQ)
11. General Self-Efficacy scale (GSE)
12. Holistic Assessment of Learning and Development Outcomes (HALDO)
13. International Civic and Citizenship Study (ICCS)
14. International Development and Early Learning Assessment (IDELA)
15. International Social and Emotional Learning Assessment (ISELA)
16. Kidcope
17. Malawi Development Assessment Tool (MDAT)
18. Measure of Early Learning Environments (MELE)
19. Measure of Development and Early Learning (MODEL)
20. Pisa for Development (PISA-D) Student Questionnaire
21. Preschool Self-Regulation Assessment (PSRA)
22. Short Grit Scale (GRIT-S)
23. Social Emotional Health Survey-Secondary (SEHS-S)
24. Social Emotional Response and Information Scenarios (SERAIS)
25. Social Provisions Scale (SPS)
26. Strengths and Difficulties Questionnaire (SDQ)
27. YouthPower Action Soft Skills Tools

¹² Note: We coded a total of 37 measurement/assessment tools, however, there are 27 tool profiles because we often included separate tools, that were part of the same organization, measurement package, or different versions of the same tool for different audiences (e.g., parent and teacher) in a single tool profile.

Note about tool classification

The following definitions are used to classify tools are based on definitions used in the NYU Global TIES for Children 3EA Measurement and Metrics Initiative measurement inventory.

Tool Format

Tools were classified based on the following types of formats: 1) interviews collect data with an enumerator who orally asks the respondent a set of questions, 2) observations collect data by examining the respondent in their natural setting or naturally occurring settings, 3) performance-based assessments collect data by asking the respondent to demonstrate their skills by completing a set of tasks, 4) self-reports collect data through a respondent's self-completion of a tool, 5) surveys collect data through a written survey, and 6) other tools collect data through measures other than those described above. These definitions were guided by information provided by the NYU Global TIES for Children 3EA Measurement and Metrics Initiative.

Tool Purpose

Tools were classified based on the following types of purposes: 1) population-based needs assessment and monitoring tools describe and compare children's skills and/or program quality across a population(s) to identify areas of need, 2) formative feedback tools identify what skills/competencies children or service providers have and what skills they need in order to provide feedback and scaffolded support, 3) screening tools identify children who may need further testing, diagnosis, and treatment, 4) program monitoring tools track the level and quality of implementation of key activities and outputs a program or intervention is meant to achieve, 5) program evaluation tools measure the extent to which participants are better off after having access to a program, and 6) basic research tools study how neurobiological, cognitive, social-emotional, and ecological factors interact to shape children's development. These definitions were guided by information provided by the NYU Global TIES for Children 3EA Measurement and Metrics Initiative.

AMAL ALLIANCE IMPACT ASSESSMENTS

I. TOOL OVERVIEW

The Amal Alliance Impact Assessments are pre- and post-assessments developed by Amal Alliance to survey participants in Amal Alliance Rainbow of Education programs. The assessments include 3 tools: a 47-item child survey, a 34-item parent survey, and a 32-item local facilitator survey. Designed for use with children and youth, caregivers, and program staff, they focus on evaluating how a young person's thoughts, feelings, and actions change as a result of participation in Amal Alliance programs.

Tool Format	Respondents	Countries
Interview	✓ Child/Youth	Greece, Lebanon, Mexico (forthcoming), Turkey
Observation	✓ Caregiver	
Performance-Based Assessment	Teacher	
✓ Self-report	School Administrator	
✓ Survey	✓ Program Staff	
Other	Other	



✓ Evidence of use in conflict & crisis-affected settings¹³

Developer	Name: Amal Alliance			
Key Parameters	Age: 3-16 years <i>Note: Coded materials include ages 7-12; additional assessments are available for children ages 3-6 (Parent/Teacher tool), and 13-16</i>	Administration Mode: Paper/pencil format, digital	Administration Time: ~ 30 minutes	Languages: English <i>Note: Interpreters are used during administration, and implementation partners have the option to translate tools</i>
Purpose	<i>Formative feedback tool</i> designed to measure the impact of Amal Alliance programming and ascertain children's progress in meeting program goals and developing social emotional competencies			
Access Information	Requirements Access granted to official Rainbow of Education curriculum implementation partners	Copyright None	Cost No cost	

¹³ Amal Alliance programs are targeted towards displaced and refugee youth living in refugee camps and informal settlements across the globe. Programs are also inclusive of disenfranchised youth in the host community.

Administrator Information	Administrator Program facilitators, teachers implementing Rainbow Curriculum	Training Requirements Rainbow of Education teacher training, virtual partner observation meetings, online Partner Portal administration instructions	Training Duration 2-hour program evaluation module delivered during teacher training
Key Publications	<ul style="list-style-type: none"> • <i>Child Impact and Assessment Survey</i> (Amal Alliance, 2018) • <i>Parent Impact and Assessment Survey</i> (Amal Alliance, 2018) • <i>Local Facilitator Impact and Assessment Survey</i> (Amal Alliance, 2018) 		
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • Mentions that programs serve both displaced populations and disenfranchised youth in host communities, therefore program materials consider language barriers, cultural heritage, religious diversity, disabilities, and gender identity 		

II. COMPETENCIES MEASURED

The Impact Assessments are described by developers as a measure of happiness, confidence, education, mindfulness, parental engagement, community engagement, and literacy.

Based on our analysis, the Impact Assessments received the following codes:

- Attention Control
- Working Memory and Planning Skills
- Critical Thinking
- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking
- Prosocial/Cooperative Behavior
- Ethical Values
- Civic Values
- Intellectual Values
- Optimism
- Gratitude
- Openness
- Self-Knowledge
- Self-Efficacy/Growth Mindset
- Self-Esteem

III. CONTEXTUAL FACTORS

✓ Ecology

- ☐ Home
 - ✓ Relationships
 - ✓ Education Beliefs & Practices
- ✓ Friends
- ✓ Learning Environment
 - ✓ Teacher-Student Relationships
 - ☐ Teacher Practice
 - ☐ Teacher Characteristics
 - ☐ Resources
- ✓ Community
 - ✓ Relationships
 - ☐ Resources
- ✓ Geographic Location

✓ Equity

- ☐ Development
- ☐ Disability
- ✓ Displacement
- ☐ Documentation
- ☐ Education Access
 - ✓ Early Learning Opportunities
- ✓ Gender
- ☐ Language
- ✓ Nationality
- ✓ Race/Ethnicity
- ☐ Religion
- ☐ SES

✓ Health

- ✓ Mental
- ☐ Nutrition
- ✓ Physical
- ☐ Sexual & Reproductive
- ☐ WASH

☐ Safety

- ☐ Physical
 - ☐ Bullying
- ☐ Psychosocial
 - ☐ Bullying
- ☐ Sexual

☐ Adult Support

- ☐ Adult Support

- Considers relationships in terms of the child’s sense of belonging and the characteristics of home and learning environment networks
- Emphasizes mental health in the context of the child’s emotional states and reactions to stress

IV. AVAILABLE RESOURCES



Contextualization Guide¹⁴



Scoring Guide¹⁵

V. LEARN MORE

Contact Information

Website: <https://amalalliance.org/>

Contact: Danielle De La Fuente, Founder & Director

Phone: (646) 535-4563

Email: danielle@amalalliance.org

References

Amal Alliance. (2018). *Child Impact and Assessment Survey*.

Amal Alliance. (2018). *Local Facilitator Impact and Assessment Survey*.

Amal Alliance. (2018). *Parent Impact and Assessment Survey*.


¹⁴ Although Amal Alliance programs and teacher trainings are sensitive to linguistic, cultural, religious, ability, and gender identity and diversity, the measurement tools do not explicitly reference diversity considerations.

¹⁵ Program materials describe observational tools like informal conversations, surveys, pre- and post-assessments, and testimonials to measure children’s happiness and confidence. Although indicators are provided to facilitators, via an online partner portal, scoring guidance is not publicly available.

CHILDREN'S BEHAVIOR QUESTIONNAIRE (CBQ)

I. TOOL OVERVIEW

The Children's Behavior Questionnaire (CBQ) is a 195-item survey developed by Mary Rothbart. Three different versions of the questionnaire are available: a 195-item standard form (CBQ), a 94-item short form (CBQ-SF), and a 36-item very short form (CBQ-VSF). Designed for use with caregivers and teachers, it focuses on various aspects of child temperament.

Tool Format	Respondents	Countries
Interview	Child/Youth	China, Japan, Turkey, United States
Observation	✓ Caregiver	
Performance-Based Assessment	✓ Teacher	
Self-report	School Administrator	
✓ Survey	Program Staff	
Other	Other	

✓ Evidence of use in conflict & crisis-affected settings¹⁶

Developer	Name: Mary Rothbart, University of Oregon (CBQ) Mary Rothbart & Samuel Putnam (CBQ-SF, CBQ-VSF) Hedy Teglassi (teacher-report version of the CBQ Short Form)			
Key Parameters	Age: 3-7 years	Administration Mode: Paper/pencil format	Administration Time: CBQ: 60 minutes CBQ-SF: 30-40 minutes CBQ-VSF: 10-15 minutes	Languages: 30 languages
Purpose	<i>Population-based needs assessment and monitoring and basic research tool</i> designed to study genetic and environmental influences on temperament, longitudinal change and consistency in temperament, cross-cultural similarities and differences in the structure of temperament, and temperament in relation to a variety of topics			
Access Information	Requirements Request form	Copyright No	Cost No cost	
Administrator Information	Administrator Caregiver, teacher	Training Requirements Recommends completion of college-level course or certification in psychological assessment	Training Duration No information provided	

¹⁶ The tool was tested for reliability and validity in Turkey with a sample of children from three different socio-economic regions.

Key Publications

- *Children's Behavior Questionnaire: Version I* (Rothbart, M.K., 1996)
- *Investigations of temperament at 3-7 years: The Children's Behavior Questionnaire* (Rothbart, M. K. et al., 2001)
- *Çocuk davranış listesi kısa formunun Türkçe güvenilirlik çalışması ve geçerliliğine ilişkin ön çalışma* [Reliability study of Turkish version of Children's Behavior Questionnaire Short Form and validity prestudy] (Sarı, B. A. et al., 2012)
- Putnam, S. P., & Rothbart, M. K. (2006). *Development of short and very short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87, 102-112.*

Adaptation/ Contextualization Considerations

- Recommends the use of self-developed local norms as an alternative to published means and standard deviations, and the use of continuous scale scores (rather than categories) in analyses or the provision of a theoretical basis for the use of quartiles, quintiles, or other uses of percentile ranks for categorizing scores into high and low levels.

II. COMPETENCIES MEASURED

The CBQ is described by developers as a measure of activity level, anger/frustration, approach, attentional focusing, discomfort, falling reactivity and soothability, fear, high intensity pleasure, impulsivity, inhibitory control, low intensity pleasure, perceptual sensitivity, sadness, shyness, smiling and laughter.

Based on our analysis, the CBQ received the following codes:

- | | |
|---------------------------------------|----------------------------------|
| • Attention Control | • Prosocial/Cooperative Behavior |
| • Working Memory and Planning Skills | • Performance Values |
| • Inhibitory Control | • Openness |
| • Cognitive Flexibility | • Enthusiasm/Zest |
| • Emotional Knowledge and Expression | • Self-Knowledge |
| • Emotional and Behavioral Regulation | • Self-Efficacy/Growth Mindset |
| • Understanding Social Cues | • Self-Esteem |

III. CONTEXTUAL FACTORS

☐ Ecology

☐ Home

- ☐ Relationships
- ☐ Education Beliefs & Practices

☐ Friends

☐ Learning Environment

- ☐ Teacher-Student Relationships
- ☐ Teacher Practice
- ☐ Teacher Characteristics
- ☐ Resources

☒ Equity

☒ Development

- ☐ Disability
- ☐ Displacement
- ☐ Documentation
- ☐ Education Access
- ☐ Early Learning Opportunities

☒ Gender

- ☐ Language
- ☐ Nationality
- ☐ Race/Ethnicity

☒ Health

☒ Mental

- ☐ Nutrition
- ☐ Physical
- ☐ Sexual & Reproductive
- ☐ WASH

☐ Safety

☐ Physical

- ☐ Bullying
- ☐ Psychosocial
- ☐ Bullying
- ☐ Sexual

☐ Adult Support

☐ Adult Support

- ☐ Community
 - ☐ Relationships
 - ☐ Resources
- ☐ Geographic Location

- ☐ Religion
- ☐ SES

- Considers mental health in the context of a child's tendency to express depressive or downcast emotions

IV. AVAILABLE RESOURCES



Contextualization Guide¹⁷



Scoring Guide¹⁸

V. LEARN MORE

Contact Information

Website: <https://research.bowdoin.edu/rothbart-temperament-questionnaires/instrument-descriptions/the-childrens-behavior-questionnaire/>

Contact: Samuel Putnam, Professor of Psychology, Chair of Psychology Department, Bowdoin College

Phone: N/A

Email: sputnam@bowdoin.edu

References

- Rothbart, M.K. (1996). *Children's Behavior Questionnaire: Version I*.
- Rothbart, M. K., Ahadi, S. A., Hershey, K. L., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72(5), 1394–1408. Retrieved from: <https://onlinelibrary.wiley.com/doi/epdf/10.1111/1467-8624.00355>
- Sarı, B. A., İşeri, E., Yalçın, Ö., Aslan, A. A., & Şener, Ş. (2012). *Çocuk davranış listesi kısa formunun Türkçe güvenirlik çalışması ve geçerliliğine ilişkin ön çalışma [Reliability study of Turkish version of Children's Behavior Questionnaire Short Form and validity prestudy]*. Klinik Psikiyatri. 135-143.
- The Rand Corporation. (2018). *Children's Behavior Questionnaire Short Form (CBQ-SF)*. Retrieved from: <https://www.rand.org/education-and-labor/projects/assessments/tool/2006/childrens-behavior-questionnaire-short-form-cbq-sf.html>
- The Rand Corporation. (2018). *Children's Behavior Questionnaire Very Short Form (CBQ-VSF)*. Retrieved from: <https://www.rand.org/education-and-labor/projects/assessments/tool/2006/childrens-behavior-questionnaire-very-short-form-cbq.html>

¹⁷ Recommends using local, self-developed norms but does not provide specific guidance around contextualization to diverse populations.


¹⁸ The tool provides instructions for scoring measures and questionnaire administrators have access to average scores across specific measures (although cautioned not to consider them norms).

CHILDREN'S HOPE SCALE (CHS)

I. TOOL OVERVIEW

The Children's Hope Scale (CHS) is a 6-item self-report tool developed by C.R. Snyder et al. Designed for use with children, it focuses on how children think about themselves and their overall perception that their goals can be met.

Tool Format	Respondents	Countries
Interview	✓ Child/Youth	Israel, Lebanon
Observation	Caregiver	
Performance-Based Assessment	Teacher	
✓ Self-report	School Administrator	
Survey	Program Staff	
Other	Other	



✓ Evidence of use in conflict & crisis-affected settings¹⁹

Developer	Name C.R. Snyder, Betsy Hoza, William E. Pelham, Michael Rapoff, Leanne Ware, Michael Danovsky, Lori Highberger, Howard Rubinstein, and Kandy J. Stahl			
Key Parameters	Age 8-19 years	Administration Mode ² Paper/pencil format	Administration Time ²⁰ < 10 minutes	Languages ² English
Purpose	<i>Basic research tool</i> designed to evaluate the psychometric standards and validity of the constructs used to measure hope			
Access Information	Requirements Open source and available for download: https://academic.oup.com/jpepsy/article/22/3/399/917485	Copyright Open source	Cost ²¹ No cost	
Administrator Information	Administrator No information provided	Training Requirements ² None	Training Duration No information provided	
Key Publications	<ul style="list-style-type: none">• <i>The Development and Validation of the Children’s Hope Scale</i> (Snyder, C. R. et al., 1997)• <i>Resiliency predicts academic performance of Lebanese adolescents over demographic variables and hope</i> (Ayyash-Abdo, H. et al., 2016)• <i>Hope, Material Resources, and Subjective Well-Being of 8-to 12-Year-Old Children in Israel</i> (Kaye-Tzadok, A. et al., 2019)			

¹⁹ The tool has been used in Lebanon.

²⁰ The Rand Corporation. (2018). *Children's Hope Scale (CHS)*. Retrieved from: <https://www.rand.org/education-and-labor/projects/assessments/tool/1997/childrens-hope-scale-chs.html>

²¹ Education Endowment Foundation. (n.d.). *Children's Hope Scale (CHS)*. Retrieved from: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/measuring-essential-skills/spectrum-database/childrens-hope-scale/>

- No information provided

II. COMPETENCIES MEASURED

The CHS is described by developers as a measure of children’s overall perceptions that their goals can be met. Based on our analysis, the CHS received the following codes:


- Cognitive Flexibility
 - Performance Values
- Optimism
 - Self-Efficacy/Growth Mindset


III. CONTEXTUAL FACTORS

<div><input type="checkbox"/> Ecology</div> <div><input type="checkbox"/> Home<ul style="list-style-type: none"><input type="checkbox"/> Relationships<input type="checkbox"/> Education Beliefs & Practices</div> <div><input type="checkbox"/> Friends</div> <div><input type="checkbox"/> Learning Environment<ul style="list-style-type: none"><input type="checkbox"/> Teacher-Student Relationships<input type="checkbox"/> Teacher Practice<input type="checkbox"/> Teacher Characteristics<input type="checkbox"/> Resources</div> <div><input type="checkbox"/> Community<ul style="list-style-type: none"><input type="checkbox"/> Relationships<input type="checkbox"/> Resources</div> <div><input type="checkbox"/> Geographic Location</div>	<div><input type="checkbox"/> Equity</div> <div><input type="checkbox"/> Development</div> <div><input type="checkbox"/> Disability</div> <div><input type="checkbox"/> Displacement</div> <div><input type="checkbox"/> Documentation</div> <div><input type="checkbox"/> Education Access<ul style="list-style-type: none"><input type="checkbox"/> Early Learning Opportunities</div> <div><input type="checkbox"/> Gender</div> <div><input type="checkbox"/> Language</div> <div><input type="checkbox"/> Nationality</div> <div><input type="checkbox"/> Race/Ethnicity</div> <div><input type="checkbox"/> Religion</div> <div><input type="checkbox"/> SES</div>	<div><input type="checkbox"/> Health</div> <div><input type="checkbox"/> Mental</div> <div><input type="checkbox"/> Nutrition</div> <div><input type="checkbox"/> Physical</div> <div><input type="checkbox"/> Sexual & Reproductive</div> <div><input type="checkbox"/> WASH</div>	<div><input type="checkbox"/> Safety</div> <div><input type="checkbox"/> Physical<ul style="list-style-type: none"><input type="checkbox"/> Bullying</div> <div><input type="checkbox"/> Psychosocial<ul style="list-style-type: none"><input type="checkbox"/> Bullying</div> <div><input type="checkbox"/> Sexual</div>	<div><input type="checkbox"/> Adult Support</div> <div><input type="checkbox"/> Adult Support</div>
---	--	---	---	---

- No contextual factors noted in analysis

IV. AVAILABLE RESOURCES

 Contextualization Guide²²

 Scoring Guide²³

V. LEARN MORE

Contact Information

Website: <https://doi.org/10.1093/jpepsy/22.3.399>

Contact: N/A

Phone: N/A

²² No contextualization guidance offered for adaptations across contexts.
²³ Provides a brief scoring guide as well as detailed descriptive statistics.

118

Email: N/A


References

- Ayyash-Abdo, H., Sanchez-Ruiz, M.-J., & Barbari, M. L. (2016). Resiliency predicts academic performance of Lebanese adolescents over demographic variables and hope. *Learning and Individual Differences, 48*, 9–16. <https://doi.org/10.1016/j.lindif.2016.04.005>
- Education Endowment Foundation. (n.d.). Children's Hope Scale (CHS). Retrieved from: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/measuring-essential-skills/spectrum-database/childrens-hope-scale/>
- Kaye-Tzadok, A., Ben-Arieh, A., & Kosher, H. (2019). Hope, material resources, and subjective well-being of 8- to 12-year-old children in israel. *Child Development, 90*(2), 344–358. <https://doi.org/10.1111/cdev.13130>
- Snyder, C. R., Hoza, B., Pelham, W. E., Rapoff, M., Ware, L., Danovsky, M., ... Stahl, K. J. (1997). The development and validation of the Children's Hope Scale. *Journal of Pediatric Psychology, 22*(3), 399–421. <https://doi.org/10.1093/jpepsy/22.3.399>
- The Rand Corporation. (2018). Children's Hope Scale (CHS). Retrieved from: <https://www.rand.org/education-and-labor/projects/assessments/tool/1997/childrens-hope-scale-chs.html>

CONFIDENCE AND CURIOSITY QUESTIONNAIRE

I. TOOL OVERVIEW

The Confidence and Curiosity Questionnaire is a 17-item interview developed by Research Triangle Institute (RTI) International, and researchers at the University of Dar es Salaam School of Education as part of the United States Agency for International Development (USAID)'s Tusome Pamoja Program in Tanzania. An 8-item brief version of the tool is also available. Designed for use with children and youth, it focuses on confidence and curiosity.

Tool Format	Respondents	Countries	 Evidence of use in conflict & crisis-affected settings ²⁴	
✓ Interview	✓ Child/Youth	Tanzania		
Observation	Caregiver			
Performance-Based Assessment	Teacher			
Self-report	School Administrator			
Survey	Program Staff			
Other	Other			
Developer				
Name: Research Triangle Institute (RTI) International, and the University of Dar es Salaam School of Education, including Matthew Jukes, Jovina Tibenda, Prosper Gabrieli, Nkanileka Mgonda, Kellie Betts, Grace Jeremiah, Kristen Bub, Florentina Nsolezi, Corina Owens, Sarrynna Sou				
Key Parameters	Age: 6-8 years	Administration Mode: No information provided	Administration Time: No information provided	Languages: English, Swahili
Purpose	<i>Basic research tool</i> designed to assess confidence and curiosity, two domains that may be key in the Tanzanian context and possibly overlooked in other frameworks			
Access Information	Requirements No information provided	Copyright Open source	Cost No information provided	
Administrator Information	Administrator Trained data collector	Training Requirements Electronic data collection training, interview skills practice, participation in Assessor Accuracy Measure (AAM) test	Training Duration 5 days	
Key Publications	<ul style="list-style-type: none">• <i>Confidence and Curiosity Questionnaire – Complete</i> (RTI, n.d.)• <i>Confidence and Curiosity Questionnaire – Brief</i> (RTI, n.d.)• <i>USAID Tusome Pamoja: Developing a Culturally Relevant Assessment of Social and Emotional Learning for Tanzania</i> (Jukes et al., 2018)			

²⁴ The materials reviewed did not provide evidence of use with refugee or displaced populations or in crisis and conflict-affected settings.

II. COMPETENCIES MEASURED

The Confidence and Curiosity Questionnaire is described by developers as a measure of confidence and curiosity.

Based on our analysis, the Confidence and Curiosity Questionnaire received the following codes:

- Prosocial/Cooperative Behavior
 - Performance Values
 - Intellectual Values
- Self-Efficacy/Growth Mindset
 - Self-Esteem

III. CONTEXTUAL FACTORS

<div><input type="checkbox"/> Ecology</div> <div><input type="checkbox"/> Home<ul style="list-style-type: none">RelationshipsEducation Beliefs & Practices</div> <div><input type="checkbox"/> Friends</div> <div><input type="checkbox"/> Learning Environment<ul style="list-style-type: none">Teacher-Student RelationshipsTeacher PracticeTeacher CharacteristicsResources</div> <div><input type="checkbox"/> Community<ul style="list-style-type: none">RelationshipsResources</div> <div><input type="checkbox"/> Geographic Location<ul style="list-style-type: none">No contextual factors noted in analysis</div>	<div><input type="checkbox"/> Equity</div> <div><input type="checkbox"/> Development</div> <div><input type="checkbox"/> Disability</div> <div><input type="checkbox"/> Displacement</div> <div><input type="checkbox"/> Documentation</div> <div><input type="checkbox"/> Education Access<ul style="list-style-type: none">Early Learning Opportunities</div> <div><input type="checkbox"/> Gender</div> <div><input type="checkbox"/> Language</div> <div><input type="checkbox"/> Nationality</div> <div><input type="checkbox"/> Race/Ethnicity</div> <div><input type="checkbox"/> Religion</div> <div><input type="checkbox"/> SES</div>	<div><input type="checkbox"/> Health</div> <div><input type="checkbox"/> Mental</div> <div><input type="checkbox"/> Nutrition</div> <div><input type="checkbox"/> Physical</div> <div><input type="checkbox"/> Sexual & Reproductive</div> <div><input type="checkbox"/> WASH</div>	<div><input type="checkbox"/> Safety</div> <div><input type="checkbox"/> Physical<ul style="list-style-type: none">Bullying</div> <div><input type="checkbox"/> Psychosocial<ul style="list-style-type: none">Bullying</div> <div><input type="checkbox"/> Sexual</div>	<div><input type="checkbox"/> Adult Support</div> <div><input type="checkbox"/> Adult Support</div>
--	---	---	---	---

IV. AVAILABLE RESOURCES

²⁵ No contextualization guidance is offered for using this tool in different contexts. This tool is developed specifically for its target population.
²⁶ The materials reviewed did not include guidance for scoring.

V. LEARN MORE

Contact Information

Website: <https://shared.rti.org/>
Contact: Matthew Jukes, RTI International
Phone: N/A
Email: mjukes@rti.org

References

RTI. (n.d.). *Confidence and Curiosity Questionnaire – Brief*.


RTI. (n.d.). *Confidence and Curiosity Questionnaire – Complete*.

Jukes, M., Tibenda, J., Gabrieli, P., Mgonda, N., Betts, K., Jeremiah, G., ...Sou, S. (2018). *USAID Tusome Pamoja: Developing a Culturally Relevant Assessment of Social and Emotional Learning for Tanzania*. Retrieved from: <http://shared.rti.org/content/developing-culturally-relevant-assessment-social-and-emotional-learning-tanzania>

CONTEXTUALLY RELEVANT SEL QUESTIONNAIRES

I. TOOL OVERVIEW

The Contextually Relevant SEL Questionnaires are pilot surveys developed by Research Triangle Institute (RTI) International, and researchers at the University of Dar es Salaam School of Education as part of RTI's Strategic Investment Fund in Early Childhood Education and the United States Agency for International Development (USAID)'s Tusome Pamoja Program in Tanzania. The questionnaires consist of 2 tools: a 93-item parent survey and a 48-item teacher survey. Designed for use with caregivers and teachers, they focus on child behaviors at home and at school.

Tool Format	Respondents	Countries
Interview	Child/Youth	Tanzania
Observation	✓ Caregiver	
Performance-Based Assessment	✓ Teacher	
Self-report	School Administrator	
✓ Survey	Program Staff	
Other	Other	
✗ Evidence of use in conflict & crisis-affected settings ²⁷		

Developer	Name: RTI International, University of Dar es Salaam School of Education, including Matthew Jukes, Jovina Tibenda, Prosper Gabrieli, Nkanileka Mgonda, Kellie Betts, Grace Jeremiah, Kristen Bub, Florentina Nsolezi, Corina Owens, Sarrynna Sou			
Key Parameters	Age: 5-10 years	Administration Mode: Digital	Administration Time: 45 minutes	Languages: English, Swahili
Purpose	Basic research tool developed to identify competencies that are important for children’s education in Tanzania and to identify contextually relevant behaviors that exemplify these competencies; this study is the first step in a research program to develop assessments of social and emotional competencies that are underrepresented in current test batteries			
Access Information	Requirements Open source and available for download: http://shared.rti.org/content/developing-culturally-relevant-assessment-social-and-emotional-learning-tanzania		Copyright Open source	Cost No cost
Administrator Information	Administrator Trained data collector	Training Requirements Electronic data collection		Training Duration 5 days

²⁷ The materials reviewed did not provide evidence of use with refugee or displaced populations or in crisis and conflict-affected settings.

training, interview skills practice,
participation in Assessor Accuracy
Measure (AAM) test

Key Publications	<ul style="list-style-type: none"> • <i>Pilot Parent Questionnaire for SEL Quantitative Study</i> (Jukes et al., 2018) • <i>Pilot Teacher Questionnaire for SEL Quantitative Study</i> (Jukes et al., 2018) • <i>USAID Tusome Pamoja: Developing a Culturally Relevant Assessment of Social and Emotional Learning for Tanzania</i> (Jukes et al., 2018)
Adaptation/ Contextualization Considerations	<ul style="list-style-type: none"> • These tools are the result of a deep contextualization process aimed at identifying competencies that are important for children’s education in Tanzania and contextually relevant behaviors that exemplify these competencies. These tools are highly specific to this population, providing an example of measures that capture locally relevant constructs and how they are expressed.

II. COMPETENCIES MEASURED

The Tusome Pamoja Questionnaires are described by developers as measures of obedience, curiosity, respect, courageousness, cooperativeness, self-direction/self-motivation, attentive listening, persistence, politeness and calmness, sociability, carefulness, empathy, and religiousness.

Based on our analysis, the Tusome Pamoja Questionnaires received the following codes:

- | | |
|--|----------------------------------|
| • Attention Control | • Prosocial/Cooperative Behavior |
| • Working Memory and Planning Skills | • Ethical Values |
| • Inhibitory Control | • Performance Values |
| • Cognitive Flexibility | • Civic Values |
| • Critical Thinking | • Intellectual Values |
| • Emotional and Behavioral Regulation | • Openness |
| • Empathy/Perspective-Taking | • Enthusiasm/Zest |
| • Conflict Resolution/Social Problem Solving | • Self-Efficacy/Growth Mindset |

III. CONTEXTUAL FACTORS

<input checked="" type="checkbox"/> Ecology <input checked="" type="checkbox"/> Home <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Education Beliefs & Practices <input type="checkbox"/> Friends <input checked="" type="checkbox"/> Learning Environment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher-Student Relationships <input type="checkbox"/> Teacher Practice <input checked="" type="checkbox"/> Teacher Characteristics <input type="checkbox"/> Resources <input type="checkbox"/> Community	<input checked="" type="checkbox"/> Equity <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Development <input type="checkbox"/> Disability <input type="checkbox"/> Displacement <input type="checkbox"/> Documentation <input checked="" type="checkbox"/> Education Access <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Early Learning Opportunities <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Language <input type="checkbox"/> Nationality <input type="checkbox"/> Race/Ethnicity <input checked="" type="checkbox"/> Religion 	<input type="checkbox"/> Health <ul style="list-style-type: none"> <input type="checkbox"/> Mental <input type="checkbox"/> Nutrition <input type="checkbox"/> Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH 	<input type="checkbox"/> Safety <ul style="list-style-type: none"> <input type="checkbox"/> Physical <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Psychosocial <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual 	<input type="checkbox"/> Adult Support <ul style="list-style-type: none"> <input type="checkbox"/> Adult Support
---	--	---	---	---

- ☐ Relationships
- ☐ Resources
- ✓ Geographic Location

✓ SES

- Considers socioeconomic status (SES) in the context of the home
- Collects teacher demographic information that includes aspects of teacher characteristics and teacher-student relationships

IV. AVAILABLE RESOURCES



Contextualization Guide²⁸



Scoring Guide²⁹

V. LEARN MORE

Contact Information

Website: <https://shared.rti.org/>

Contact: Matthew Jukes, RTI International

Phone: N/A

Email: mjukes@rti.org

References

- Jukes, M., Tibenda, J., Gabrieli, P., Mgonda, N., Betts, K., Jeremiah, G., ... Sou, S. (2018). *Pilot Parent Questionnaire for SEL Quantitative Study*.
- Jukes, M., Tibenda, J., Gabrieli, P., Mgonda, N., Betts, K., Jeremiah, G., ... Sou, S. (2018). *Pilot Teacher Questionnaire for SEL Quantitative Study*.
- Jukes, M., Tibenda, J., Gabrieli, P., Mgonda, N., Betts, K., Jeremiah, G., ... Sou, S. (2018). *USAID Tusome Pamoja: Developing a Culturally Relevant Assessment of Social and Emotional Learning for Tanzania*. Retrieved from: <http://shared.rti.org/content/developing-culturally-relevant-assessment-social-and-emotional-learning-tanzania>

²⁸ No contextualization guidance is offered for using this tool in different contexts. This tool is highly contextualized to its target population.

²⁹ Guidance on scoring and interpretation of scores is provided in the report (Jukes et al., 2018).

CAREGIVER REPORTED EARLY CHILDHOOD DEVELOPMENT INSTRUMENTS (CREDI)

I. TOOL OVERVIEW

Caregiver Reported Early Development Instruments (CREDI) is a 117-item interview/survey developed by the CREDI team at Harvard University, with about 5-20 items per age group. It also includes a 20-item short form. Designed for use with caregivers, it focuses on social-emotional skills and mental health in early childhood.

Tool Format	Respondents	Countries
✓ Interview	Child/Youth	Bangladesh, Brazil, Cambodia, Chile, Colombia, Ghana, Guatemala, Hong Kong, Jordan, Laos, Lebanon, Nepal, Pakistan, Philippines, Tanzania, US, Zambia
Observation	✓ Caregiver	
Performance-Based Assessment	Teacher	
Self-report	School Administrator	
✓ Survey	Program Staff	
Other	Other	



✓ Evidence of use in conflict & crisis-affected settings³⁰

Developer	Name: Dana Charles McCoy (Harvard), Günther Fink (Swiss TPH), & CREDI Field Team			
Key Parameters	Age: 0-3 years <i>Coded materials include ages 30-35 months</i>	Administration Mode: Paper/pencil format Digital	Administration Time: Long form: ~ 15 minutes; Short form: < 5 minutes	Languages: Armenian, Cebuano, Chinese, Filipino, French, Hindi, Ilonggo, Japanese, Khmer, Korean, Nepali, Portuguese, Spanish, Swahili
Purpose	<i>Population-based needs assessment and monitoring tool</i> to provide a population-level measure of early childhood development (ECD) across contexts to inform ECD policies and resource allocation and monitor progress towards ECD global development goals			
Access Information	Requirements Available for download: https://sites.sph.harvard.edu/credi/credi-materials/	Copyright Open source	Cost No cost	
Administrator Information	Administrator Trained assessor (or self-administered)	Training Requirements Recommends training in research, CREDI goals, items, and scoring	Training Duration Recommended 1 day	

³⁰ The tool has been used in Guatemala in the Northern Triangle, which is classified by INEE as a “complex emergency”: <https://inee.org/emergencies>. It has also been used in Bangladesh, Colombia, Ghana, Jordan, Lebanon, Pakistan, Philippines, and Zambia.

Key Publications	<ul style="list-style-type: none"> • <i>Measuring early childhood development at a global scale: Evidence from the Caregiver-Reported Early Development Instruments</i> (McCoy et al., 2018) • <i>Development and validation of an early childhood development scale for use in low-resourced settings</i> (McCoy et al., 2017) • <i>Measuring early childhood development in Brazil: validation of the Caregiver Reported Early Development Instruments</i> (Altafim et al., 2018) • CREDI website
Adaptation/ Contextualization Considerations	<ul style="list-style-type: none"> • CREDI is designed to be culturally and linguistically neutral, so developers state local adjustments should not be necessary and may impact comparability across contexts, but encourage addition of supplemental items or measures relevant to context • Adaptations may be made to clarify an item (e.g., substitution word “ball” if is linguistically complex, difficult to say, or culturally inappropriate) • Recommends consulting with CREDI team before making substantial changes to items • Includes multiple translations on CREDI website

II. COMPETENCIES MEASURED

CREDI is described by developers as a measure of early childhood development from birth to age 3. This includes the following domains and sub-domains: motor (fine and gross motor), language (receptive and expressive language), cognition (executive function, problem solving and reasoning, pre-academic knowledge), social-emotional (emotional and behavioral self-regulation, emotional knowledge, social competence), and mental health (internalizing and externalizing).

Based on our analysis, CREDI received the following codes:

- Attention Control
- Working Memory and Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking
- Understanding Social Cues
- Prosocial/Cooperative Behavior
- Intellectual Values

III. CONTEXTUAL FACTORS

<input type="checkbox"/> Ecology	<input type="checkbox"/> Equity	<input checked="" type="checkbox"/> Health	<input type="checkbox"/> Safety	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Home	<input type="checkbox"/> Development	<input checked="" type="checkbox"/> Mental	<input type="checkbox"/> Physical	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Relationships	<input type="checkbox"/> Disability	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Education Beliefs & Practices	<input type="checkbox"/> Displacement	<input type="checkbox"/> Physical	<input type="checkbox"/> Psychosocial	
<input type="checkbox"/> Friends	<input type="checkbox"/> Documentation	<input type="checkbox"/> Sexual & Reproductive	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Learning Environment	<input type="checkbox"/> Education Access	<input type="checkbox"/> WASH	<input type="checkbox"/> Sexual	
<input type="checkbox"/> Teacher-Student Relationships	<input type="checkbox"/> Early Learning Opportunities			
<input type="checkbox"/> Teacher Practice	<input type="checkbox"/> Gender			
<input type="checkbox"/> Teacher Characteristics	<input type="checkbox"/> Language			
<input type="checkbox"/> Resources	<input type="checkbox"/> Nationality			
<input type="checkbox"/> Community	<input type="checkbox"/> Race/Ethnicity			
	<input type="checkbox"/> Religion			

- ☐ Relationships
- ☐ Resources
- ☐ Geographic Location

☐ SES

- CREDI captures children’s early symptoms of mental health, including behaviors related to aggression, anxiety, and distress

IV. AVAILABLE RESOURCES



Contextualization Guide³¹



Scoring Guide³²

V. LEARN MORE

Contact Information

Website: <https://sites.sph.harvard.edu/credi/>

Contact: Dana McCoy, PhD., Assistant Professor of Education, Harvard Graduate School of Education

Phone: (617) 495-0624

Email: dana_mccoy@gse.harvard.edu

References

McCoy, D. C., Waldman, M., CREDI Field Team, & Fink, G. (2018). Measuring early childhood development at a global scale: Evidence from the Caregiver-Reported Early Development Instruments. *Early Childhood Research Quarterly*, 45, 58-68. Retrieved from: <https://cdn2.sph.harvard.edu/wp-content/uploads/sites/74/2017/04/CREDI-Short-Form.pdf>

McCoy, D. C., Sudfeld, C., Bellinger, D. C., Muhihi, A., Ashery, G., Weary, T. E., Fawzi, W., & Fink, G. (2017). *Development and validation of an early childhood development scale for use in low-resourced settings*, Population Health Metrics, 15(3). Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5301363/>.

Altafim, E. R. P., McCoy, D. C., Brentani, A., de Ulhôa Escobar, A. M., Grisi, S. J., & Fink, G. (2018). *Measuring early childhood development in Brazil: validation of the Caregiver Reported Early Development Instruments (CREDI)*. *Jornal de pediatria*. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S002175571830367X>

CREDI website: <https://sites.sph.harvard.edu/credi/>

³¹ CREDI Materials includes *CREDI User Guide* which provides information regarding adaptation and translation (p. 10): <https://sites.sph.harvard.edu/credi/credi-materials/>

³² CREDI Materials includes *CREDI Scoring Manual* with instructions for scoring items: <https://sites.sph.harvard.edu/credi/credi-materials/>

CHILD AND YOUTH RESILIENCE MEASURE (CYRM)

I. TOOL OVERVIEW

The Child and Youth Resilience Measure (CYRM) is a 28-item interview and self-report tool developed by the Resilience Research Centre. The CYRM is also available in a version that can be used with younger children, adults, and individuals familiar with the target individual (also referred to as a *person most knowledgeable*, or PMK). A 12-item version of the questionnaire can be used with youth in North America, and a 17-item revised version is also available. Designed for use with children and youth, it focuses on resources (individual, relational, communal and cultural) that may bolster resilience.

Tool Format	Respondents	Countries
✓ Interview	✓ Child/Youth	Australia, Bahamas, Canada, China, Egypt, France, Germany, Haiti, India, Indonesia, Iran, Ireland, Italy, Japan, Jordan, Netherlands, New Zealand, Nigeria, Norway, Palestine, Philippines, Romania, Singapore, South Africa, Sweden, Syria, Turkey, United Kingdom, United States  ✓ Evidence of use in conflict & crisis-affected settings ³³
Observation	Caregiver	
Performance-Based Assessment	Teacher	
✓ Self-report	School Administrator	
Survey	Program Staff	
Other	✓ Other: PMK	

Developer	Name			
	Resilience Research Centre, including Michael Ungar and Linda Liebenberg			
Key Parameters	Age	Administration Mode	Administration Time	Language
	5-18+ years <i>Note: Coded materials include ages 9-23; additional assessments are available for children ages 5-9, adults ages 18+, and individuals familiar with the target individual (person most knowledgeable, or PMK)</i>	Paper/pencil format, digital	5-10 minutes	s > 20 languages

³³ The Child and Youth Resilience Measure (CYRM) is used in Palestine and Israel.

Purpose	<i>Program evaluation tool</i> that explores the resources (individual, relational, communal and cultural) that may bolster the resilience of youth through pre- and post-program assessments that measure progress and change in individuals and their social surroundings; <i>basic research tool</i> for the study of resilience across the lifespan and resilience in cross-cultural contexts to discern which internal and external assets most influence successful developmental outcomes across cultural groups		
Access Information	Requirements Request form	Copyright Yes (proprietary, free)	Cost No cost
Administrator Information	Administrator Researcher	Training Requirements Information not provided	Training Duration Information not provided
Key Publications	<ul style="list-style-type: none"> • <i>The Child and Youth Resilience Measure – 28 (CYRM-28)</i> (Resilience Research Centre, 2013) • <i>CYRM and ARM user manual</i> (Resilience Research Centre, 2019) • <i>Assessing Resilience Across Cultures Using Mixed Methods: Construction of the Child and Youth Resilience Measure</i> (Ungar & Liebenberg, 2011) 		
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • Recommends a contextualization process (including convening a local advisory committee, exploring resilience in the local context, determining additional items for measure, and evaluating the items in the measure) to ensure community input on research implementation, findings, and data interpretation and enhance the culturally sensitive properties of the measures 		

II. COMPETENCIES MEASURED

The CYRM is described by developers as a measure of individual personal skills, individual peer support, individual social skills, physical caregiving, psychological caregiving, spiritual context, education context, and cultural context.

Based on our analysis, the CYRM received the following codes:

- Emotional Knowledge and Expression
- Conflict Resolution/Social Problem Solving
- Prosocial/Cooperative Behavior
- Performance Values
- Civic Values
- Intellectual Values
- Self-Knowledge
- Purpose
- Self-Esteem

III. CONTEXTUAL FACTORS

<input checked="" type="checkbox"/> Ecology <input checked="" type="checkbox"/> Home <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Education Beliefs & Practices <input checked="" type="checkbox"/> Friends <input checked="" type="checkbox"/> Learning Environment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher-Student Relationships <input checked="" type="checkbox"/> Teacher Practice 	<input checked="" type="checkbox"/> Equity <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Development <input type="checkbox"/> Disability <input type="checkbox"/> Displacement <input type="checkbox"/> Documentation <input type="checkbox"/> Education Access <ul style="list-style-type: none"> <input type="checkbox"/> Early Learning Opportunities <input checked="" type="checkbox"/> Gender 	<input checked="" type="checkbox"/> Health <ul style="list-style-type: none"> <input type="checkbox"/> Mental <input checked="" type="checkbox"/> Nutrition <input type="checkbox"/> Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH 	<input checked="" type="checkbox"/> Safety <ul style="list-style-type: none"> <input type="checkbox"/> Physical <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Psychosocial <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual 	<input type="checkbox"/> Adult Support <input type="checkbox"/> Adult Support
---	--	---	--	--

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Teacher Characteristics | <input type="checkbox"/> Language |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Nationality |
| ✓ Community | ✓ Race/Ethnicity |
| ✓ Relationships | <input type="checkbox"/> Religion |
| ✓ Resources | ✓ SES |
| <input type="checkbox"/> Geographic Location | |

- Considers safety in the context of the home environment and nutrition in the context of a family's SES
- Emphasizes home ecology in terms of the safety and support provided to the child by caregivers

IV. AVAILABLE RESOURCES

- ✓ Contextualization Guide³⁴ ✓ Scoring Guide³⁵

V. LEARN MORE

Contact Information

Website: <http://cym.resilienceresearch.org/>

Contact: N/A

Phone: (902) 494-8482

Email: RRC@dal.ca

References

- Resilience Research Centre. (2013). *The Child and Youth Resilience Measure – 28 (CYRM-28)*.
- Resilience Research Centre. (2019). *CYRM and ARM user manual*. Halifax, NS: Resilience Research Centre, Dalhousie University. Retrieved from <http://www.resilienceresearch.org/>
- Ungar, M. & Liebenberg, L. (2011). *Assessing Resilience Across Cultures Using Mixed Methods: Construction of the Child and Youth Resilience Measure*. Retrieved from: <https://journals.sagepub.com/doi/10.1177/1558689811400607>


³⁴ Emphasizes community involvement in contextualizing the tool to local needs and practices.

³⁵ Provides scoring guide that offers explicit guidance in calculating and interpreting scores.

DEVEREUX STUDENT STRENGTHS ASSESSMENT (DESSA)

I. TOOL OVERVIEW

The Devereux Student Strengths Assessment (DESSA) is a 72-item survey developed by Aperture Education and The Devereux Center for Resilient Children. The DESSA-mini is an 8-item abbreviated version of the tool. Designed for use with caregivers, teachers, and out-of-school-time program staff, it focuses on strengths-based child behaviors and social-emotional competence. The Devereux Early Childhood Assessment for Preschoolers (DECA-P2) and the Devereux Early Childhood Assessment for Infants and Toddlers (DECA-IT) are similar to the DESSA, but for younger children. The DESSA High School Edition (DESSA-HSE) is a 43-item survey of teachers of youth in grades 9-12, and the DESSA High School Edition mini (DESSA-HSE mini) is an 8-item abbreviated version of the tool.

Tool Format	Respondents	Countries	 Evidence of use in conflict & crisis-affected settings ³⁶
Interview	Child/Youth	China, Mali, Netherlands, South Africa, United Kingdom, United States	
Observation	✓ Caregiver		
Performance-Based Assessment	✓ Teacher		
Self-report	School Administrator		
✓ Survey	✓ Program Staff		
Other	Other		

Developer	Name			
	Aperture Education and The <u>Devereux Center for Resilient Children</u> , including Paul A. LeBuffe, Valerie B. Shapiro, and Jack A. Naglieri			

Key Parameters	Age	Administration Mode	Administration Time	Languages
	4-15 years <i>Note: Our analysis included the K-8 version; there is also a high school edition of the DESSA</i>	Paper/pencil format, digital	5-8 minutes	English, Spanish, Dutch

Purpose	Formative feedback tool that is commonly used as a needs assessment to measure children's social-emotional competence and inform the delivery of SEL, as well as a program evaluation tool that measures delivery results; additionally the DESSA-mini can be used to monitor students' social and emotional development throughout the school year, providing actionable data to steer quality SEL intervention			
---------	--	--	--	--

Access Information	Requirements	Copyright	Cost
	Fee, minimum requirements	Yes (proprietary)	Begins at \$1,500/site

³⁶ Education Development Corporation (EDC) and Aperture Education collaborated on a study using the DESSA with refugee children in Mali (P. LeBuffe, personal communication, July 22, 2019).

	regarding number of students to be assessed and length of subscription		
Administrator Information	Administrator Parents/guardians, teachers, or staff at schools and child-serving agencies, including after-school, social service, and mental health programs	Training Requirements None	Training Duration No information provided
Key Publications	<ul style="list-style-type: none"> • <i>Devereux Student Strengths Assessment (DESSA)</i> (LeBuffe et al., 2014) • <i>Protective Factor Screening for Prevention Practice: Sensitivity and Specificity of the DESSA-Mini</i> (Shapiro et al., 2017) • <i>The Devereux Student Strengths Assessment (DESSA) comprehensive system: Screening, assessing, planning, monitoring</i> (LeBuffe et al., 2018) 		
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • No information provided 		

II. COMPETENCIES MEASURED

The Devereux Student Strengths Assessment (DESSA) is described by developers as a measure of decision making, goal-directed behavior, optimistic thinking, personal responsibility, relationship skills, self-awareness, self-management, and social-awareness.

Based on our analysis, the Devereux Student Strengths Assessment (DESSA) received the following codes:

- | | |
|--|--------------------------------|
| • Attention Control | • Ethical Values |
| • Critical Thinking | • Performance Values |
| • Inhibitory Control | • Civic Values |
| • Working Memory and Planning Skills | • Intellectual Values |
| • Emotional Knowledge and Expression | • Optimism |
| • Emotional and Behavioral Regulation | • Gratitude |
| • Empathy/Perspective-Taking | • Openness |
| • Understanding Social Cues | • Self-Knowledge |
| • Conflict Resolution/Social Problem Solving | • Self-Efficacy/Growth Mindset |
| • Prosocial/Cooperative Behavior | |

III. CONTEXTUAL FACTORS

☒ Ecology
 ☒ Equity
 ☐ Health
 ☐ Safety
 ☐ Adult Support

<input type="checkbox"/> Home	<input checked="" type="checkbox"/> Development	<input type="checkbox"/> Mental	<input type="checkbox"/> Physical	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Relationships	<input type="checkbox"/> Disability	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Education Beliefs & Practices	<input type="checkbox"/> Displacement	<input type="checkbox"/> Physical	<input type="checkbox"/> Psychosocial	
<input checked="" type="checkbox"/> Friends	<input type="checkbox"/> Documentation	<input type="checkbox"/> Sexual & Reproductive	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Learning Environment	<input type="checkbox"/> Education Access	<input type="checkbox"/> WASH	<input type="checkbox"/> Sexual	
<input type="checkbox"/> Teacher-Student Relationships	<input type="checkbox"/> Early Learning Opportunities			
<input type="checkbox"/> Teacher Practice	<input checked="" type="checkbox"/> Gender			
<input type="checkbox"/> Teacher Characteristics	<input type="checkbox"/> Language			
<input type="checkbox"/> Resources	<input type="checkbox"/> Nationality			
<input type="checkbox"/> Community	<input type="checkbox"/> Race/Ethnicity			
<input type="checkbox"/> Relationships	<input type="checkbox"/> Religion			
<input type="checkbox"/> Resources	<input type="checkbox"/> SES			
<input type="checkbox"/> Geographic Location				

- Considers ecology in terms of child interactions with adults through role modeling and positive recognition

IV. AVAILABLE RESOURCES



Contextualization Guide³⁷



Scoring Guide³⁸

V. LEARN MORE

Contact Information

Website: <https://apertureed.com/dessa-overview/9/>

Contact: Paul LeBuffe, author and Vice President of Research and Development

Phone: (704) 644-8676

Email: plebuffe@Apertureed.com

References

LeBuffe, P. A., Shapiro, V.B., & Naglieri, J.A. (2014). *Devereux Student Strengths Assessment (DESSA)*.

LeBuffe, P. A., Shapiro, V. B., & Robitaille, J. L. (2018). The Devereux Student Strengths Assessment (DESSA) comprehensive system: Screening, assessing, planning, and monitoring. *Journal of Applied Developmental Psychology*, 55, 62-70. <http://dx.doi.org/10.1016/j.appdev.2017.05.002>

Shapiro, V. B., Kim, B. K. E., Robitaille, J. L., & LeBuffe, P. A. (2017). Protective factor screening for prevention practice: Sensitivity and specificity of the DESSA-Mini. *School Psychology Quarterly*, 32(4), 449–464. <https://doi.org/10.1037/spq0000181>

³⁷ The materials reviewed did not include guidance for adapting the tool for use across contexts.


³⁸ Provides a scoring guide that prefaces the tool and includes guidance for interpreting the results.

EPOCH MEASURE OF ADOLESCENT WELL-BEING

I. TOOL OVERVIEW

The EPOCH Measure of Adolescent Well-being is a 20-item self-report tool developed by researchers at the University of Pennsylvania and Temple University. Designed for use with adolescents, it focuses on positive characteristics that support well-being.

Tool Format	Respondents	Countries
Interview	✓ Child/Youth	Australia, China, Turkey, United States
Observation	Caregiver	
Performance-Based Assessment	Teacher	
✓ Self-report	School Administrator	
Survey	Program Staff	
Other	Other	



✓ Evidence of use in conflict & crisis-affected settings³⁹

Developer	**Name** The University of Pennsylvania and Temple University, including Margaret L. Kern, Lisbeth Benson, Elizabeth A. Steinberg, and Laurence Steinberg			
Key Parameters	**Age** 3-19 years	**Administration Mode** Paper/pencil format	**Administration Time** No information provided	**Languages** English, Turkish
Purpose	*Basic research tool* designed to create a brief, reliable scale that researchers, schools, or organizations can use as an evaluative and descriptive measure to assess the five EPOCH characteristics (engagement, perseverance, optimism, connectedness, and happiness)			
Access Information	**Requirements** Registration	**Copyright** Yes (proprietary, free)	**Cost** No cost	
Administrator Information	**Administrator** No information provided	**Training Requirements** No information provided	**Training Duration** No information provided	
Key Publications	- *The EPOCH Measure of Adolescent Well-Being* (Kern, M. L. et al., 2016) - *Turkish adaptation of the comprehensive inventory of mindfulness experiences-adolescents: A reliability and validity study* (Kirca, B., & Eksi, H., 2018) - *Social and emotional well-being in IB World Schools (age 3-19)* (Cooker, L. et al., 2016)			
Adaptation/Contextualization Considerations	- Considers developmental stage in adapting the PERMA model to youth			

³⁹ The tool has been used in Turkey.

II. COMPETENCIES MEASURED

The EPOCH Measure of Adolescent Well-being is described by developers as a measure of engagement, perseverance, optimism, connectedness, and happiness.

Based on our analysis, the EPOCH Measure of Adolescent Well-being received the following codes:

- Attention Control
- Emotional Knowledge and Expression
- Prosocial/Cooperative Behavior
- Performance Values
- Intellectual Values
- Optimism
- Enthusiasm/Zest
- Self-Esteem

III. CONTEXTUAL FACTORS

✓ Ecology

☐ Home

- ☐ Relationships
- ☐ Education Beliefs & Practices

✓ Friends

☐ Learning Environment

- ☐ Teacher-Student Relationships
- ☐ Teacher Practice
- ☐ Teacher Characteristics
- ☐ Resources

☐ Community

- ☐ Relationships
- ☐ Resources

☐ Geographic Location

- Considers people in the respondent's general ecology that provide support

☐ Equity

- ☐ Development
- ☐ Disability
- ☐ Displacement
- ☐ Documentation
- ☐ Education Access
 - ☐ Early Learning Opportunities
- ☐ Gender
- ☐ Language
- ☐ Nationality
- ☐ Race/Ethnicity
- ☐ Religion
- ☐ SES

✓ Health

✓ Mental

- ☐ Nutrition
- ☐ Physical
- ☐ Sexual & Reproductive
- ☐ WASH

☐ Safety

- ☐ Physical
 - ☐ Bullying
- ☐ Psychosocial
 - ☐ Bullying
- ☐ Sexual

☐ Adult Support

- ☐ Adult Support

IV. AVAILABLE RESOURCES



Contextualization Guide⁴⁰



Scoring Guide⁴¹

V. LEARN MORE

Contact Information

Website:

http://www.peggykern.org/uploads/5/6/6/7/56678211/epoch_measure_of_adolescent_well-being_102014.pdf

<https://docs.google.com/forms/d/e/1FAIpQLSejwZHb7ysvCnKXLI0Gk4-XKa->

⁴⁰ No contextualization guidance offered.

⁴¹ Includes brief instructions for computing scores plus recommendation on how to display results.

Contact: Dr. Margaret L. Kern, Associate Professor, Centre for Positive Psychology,
Melbourne Graduate School of Education, University of Melbourne

Phone: N/A

Email: Margaret.Kern@unimelb.edu.au


References

- Cooker, L., Bailey, L., Stevenson, H., & Joseph, S. (2016). Social and emotional well-being in IB World Schools (age 3-19) Final Report. 1-102. Retrieved from:
<https://www.ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/research-continuum-social-and-emotional-well-being-in-ib-world-school-final-report.pdf>
- Kern, M. L., Benson, L., Steinberg, E. A., & Steinberg, L. (2016). The EPOCH Measure of Adolescent Well-Being. *Psychological Assessment*, 28(5), 586-597. <http://dx.doi.org/10.1037/pas0000201>
- Kirca, B., & Eksi, H. (2018). Turkish adaptation of the comprehensive inventory of mindfulness experiences-adolescents: A reliability and validity study. *SHS Web of Conferences*, 48. 01038. 10.1051/shsconf/20184801038.

EMOTION REGULATION QUESTIONNAIRE (ERQ)

I. TOOL OVERVIEW

The Emotion Regulation Questionnaire is a 10-item interview tool developed by James J. Gross and Oliver P. John. Designed for use with a wide age range, including children, adolescents, and adults, it focuses on measuring respondents' tendency to regulate their emotions through cognitive reappraisal and expressive suppression.

Tool Format	Respondents	Countries	 <div>✓ Evidence of use in conflict & crisis-affected settings⁴²</div>	
Interview	✓ Child/Youth	Egypt, Kuwait, Lebanon, Palestine, Qatar, Saudi Arabia, Turkey		
Observation	Caregiver			
Performance-Based Assessment	Teacher			
✓ Self-report	School Administrator			
Survey	Program Staff			
Other	Other			
Developer	Name			
	James J. Gross and Oliver P. John			
Key Parameters	Age	Administration Mode	Administration Time	Languages
	Intended for use with late adolescents and adults; Used by researchers in international contexts with ages 10-30	Paper/pencil format	3-4 minutes	⁴³ 36 languages
Purpose	Population-based needs assessment and monitoring tool and basic research tool, designed to understand individual differences in the use of suppression and reappraisal strategies and the acute and long-term consequences of using these strategies in everyday life			
Access Information	Requirements	Copyright	Cost	
	Open source and available for download: https://spl.stanford.edu/resources	Yes (proprietary, free)	No cost	
Administrator Information	Administrator	Training Requirements	Training Duration	
	No information provided	No information provided	No information provided	

⁴² The tool is used in Lebanon, Palestine, and Turkey.

⁴³ Stanford Psychophysiology Laboratory. (n.d). *Resources*. Retrieved from: <https://spl.stanford.edu/resources>

Key Publications	<ul style="list-style-type: none"> • <i>Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being</i> (Gross, J.J., & John, O.P., 2003) • <i>The Emotion Regulation Questionnaire: Psychometric Properties in General Community Samples</i> (Preece, D.A. et al., 2019)
Adaptation/ Contextualization Considerations	<ul style="list-style-type: none"> • No information provided

II. COMPETENCIES MEASURED

The ERQ is described by developers as a measure of cognitive reappraisal and expressive repression. Based on our analysis, the ERQ received the following codes:

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation

III. CONTEXTUAL FACTORS

<input type="checkbox"/> Ecology	<input type="checkbox"/> Equity	<input type="checkbox"/> Health	<input type="checkbox"/> Safety	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Home	<input type="checkbox"/> Development	<input type="checkbox"/> Mental	<input type="checkbox"/> Physical	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Relationships	<input type="checkbox"/> Disability	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Education Beliefs & Practices	<input type="checkbox"/> Displacement	<input type="checkbox"/> Physical	<input type="checkbox"/> Psychosocial	
<input type="checkbox"/> Friends	<input type="checkbox"/> Documentation	<input type="checkbox"/> Sexual & Reproductive	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Learning Environment	<input type="checkbox"/> Education Access	<input type="checkbox"/> WASH	<input type="checkbox"/> Sexual	
<input type="checkbox"/> Teacher-Student Relationships	<input type="checkbox"/> Early Learning Opportunities			
<input type="checkbox"/> Teacher Practice	<input type="checkbox"/> Gender			
<input type="checkbox"/> Teacher Characteristics	<input type="checkbox"/> Language			
<input type="checkbox"/> Resources	<input type="checkbox"/> Nationality			
<input type="checkbox"/> Community	<input type="checkbox"/> Race/Ethnicity			
<input type="checkbox"/> Relationships	<input type="checkbox"/> Religion			
<input type="checkbox"/> Resources	<input type="checkbox"/> SES			
<input type="checkbox"/> Geographic Location				
<ul style="list-style-type: none"> • No contextual factors noted in analysis 				

IV. AVAILABLE RESOURCES



Contextualization Guide⁴⁴



Scoring Guide⁴⁵

V. LEARN MORE

Contact Information

Website: <https://spl.stanford.edu/resources>

Contact: James Gross, Director, Psychophysiology Laboratory, Stanford University

⁴⁴ No contextualization guidance offered for adapting the tool for use across contexts.

⁴⁵ Provides brief scoring instructions.

Phone: N/A

Email: gross@stanford.edu

References


Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85, 348-362.

Preece, D.A., Becerra, R., Robinson, K., & Gross, J.J. (2019). *The Emotion Regulation Questionnaire: Psychometric Properties in General Community Samples*. Retrieved from: <https://doi.org/10.1080/00223891.2018.1564319>

GENERAL SELF-EFFICACY SCALE (GSE)

I. TOOL OVERVIEW

The General Self-Efficacy Scale (GSE) is a 10-item self-report tool developed by Ralf Schwarzer & Matthias Jerusalem. Designed for use with the general adult population, including adolescents, it focuses on coping and adaptation.

Tool Format	Respondents	Countries		
Interview	✓ Child/Youth	 Evidence of use in conflict & crisis-affected settings ⁴⁶		
Observation	Caregiver			
Performance-Based Assessment	Teacher			
✓ Self-report	School Administrator			
Survey	Program Staff			
Other	Other			
<hr/>				
Developer	Name Ralf Schwarzer & Matthias Jerusalem			
Key Parameters	Age > 12 years	Administration Mode Paper/pencil format	Administration Time < 4 minutes	Languages 32 languages
Purpose	Basic research tool designed to assess perceived self-efficacy to predict an individual’s ability to cope with daily hassles as well as adapt after experiencing stressful life events, relevant for clinical practice and behavior change			
Access Information	Requirements Open-source and available for download: http://userpage.fu-berlin.de/health/engscal.htm		Copyright Yes (proprietary, free)	Cost No cost
Administrator Information	Administrator No information provided		Training Requirements No information provided	Training Duration No information provided
Key Publications	<ul style="list-style-type: none">• Generalized Self-Efficacy scale (Schwarzer, R., & Jerusalem, M., 1995)• The General Self-Efficacy Scale: Multicultural Validation Studies (Luszczynska, A., et al., 2005)• Is General Self-Efficacy a Universal Construct? Psychometric Findings from 25 Countries (Scholz, U. et al., 2002)• Seven methods to determine the dimensionality of tests: Application to the General Self-Efficacy Scale in twenty-six countries (Villegas Barahona, G. et al., 2018)			

⁴⁶ The tool has been used in Lebanon, Turkey, and Syria.

- No information provided

II. COMPETENCIES MEASURED

The GSE is described by developers as a measure of self-efficacy.

Based on our analysis, the GSE received the following codes:

- Cognitive Flexibility
 - Critical Thinking
 - Emotional and Behavioral Regulation
- Performance Values
 - Optimism
 - Self-Efficacy/Growth Mindset

III. CONTEXTUAL FACTORS

<div><input type="checkbox"/> Ecology</div> <div><input type="checkbox"/> Home<ul style="list-style-type: none"><input type="checkbox"/> Relationships<input type="checkbox"/> Education Beliefs & Practices</div> <div><input type="checkbox"/> Friends</div> <div><input type="checkbox"/> Learning Environment<ul style="list-style-type: none"><input type="checkbox"/> Teacher-Student Relationships<input type="checkbox"/> Teacher Practice<input type="checkbox"/> Teacher Characteristics<input type="checkbox"/> Resources</div> <div><input type="checkbox"/> Community<ul style="list-style-type: none"><input type="checkbox"/> Relationships<input type="checkbox"/> Resources</div> <div><input type="checkbox"/> Geographic Location</div>	<div><input type="checkbox"/> Equity</div> <div><input type="checkbox"/> Development</div> <div><input type="checkbox"/> Disability</div> <div><input type="checkbox"/> Displacement</div> <div><input type="checkbox"/> Documentation</div> <div><input type="checkbox"/> Education Access<ul style="list-style-type: none"><input type="checkbox"/> Early Learning Opportunities</div> <div><input type="checkbox"/> Gender</div> <div><input type="checkbox"/> Language</div> <div><input type="checkbox"/> Nationality</div> <div><input type="checkbox"/> Race/Ethnicity</div> <div><input type="checkbox"/> Religion</div> <div><input type="checkbox"/> SES</div>	<div><input checked="" type="checkbox"/> Health</div> <div><input checked="" type="checkbox"/> Mental</div> <div><input type="checkbox"/> Nutrition</div> <div><input type="checkbox"/> Physical</div> <div><input type="checkbox"/> Sexual & Reproductive</div> <div><input type="checkbox"/> WASH</div>	<div><input type="checkbox"/> Safety</div> <div><input type="checkbox"/> Physical<ul style="list-style-type: none"><input type="checkbox"/> Bullying</div> <div><input type="checkbox"/> Psychosocial<ul style="list-style-type: none"><input type="checkbox"/> Bullying</div> <div><input type="checkbox"/> Sexual</div>	<div><input type="checkbox"/> Adult Support</div> <div><input type="checkbox"/> Adult Support</div>
---	--	---	---	---

- Tests for validity indicate that the tool is negatively correlated with the following mental health indicators: depression, stress, anxiety, and burnout

IV. AVAILABLE RESOURCES

 Contextualization Guide⁴⁷

 Scoring Guide⁴⁸

⁴⁷ The materials reviewed did not include guidance for contextualizing the tool for use across contexts.
⁴⁸ Provides scoring instructions and broad guidelines for score interpretation.

V. LEARN MORE

Contact Information

Website: <http://userpage.fu-berlin.de/health/engscal.htm>

Contact: Prof. Dr. Ralf Schwarzer, Developer

Phone: N/A

Email: health@zedat.fu-berlin.de

References

- Luszczynska, A., Scholz, U., & Schwarzer, R. (2005). The General Self-Efficacy Scale: Multicultural Validation Studies. *The Journal of Psychology*, 139:5, 439-457. DOI: 10.3200/JRLP.139.5.439-457
- Scholz, U., Gutiérrez-Doña, B., Sud, S., & Schwarzer, R. (2002). Is General Self-Efficacy a Universal Construct? Psychometric Findings from 25 Countries. *European Journal of Psychological Assessment*. 18. 242-251. 10.1027//1015-5759.18.3.242.
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.
- Villegas Barahona, G., González García, N., Sánchez-García, A. B., Sánchez Barba, M., & Galindo-Villardón, M. P. (2018). Seven methods to determine the dimensionality of tests: Application to the General Self-Efficacy Scale in twenty-six countries. *Psicothema*, 30(4), 442–448. <https://doi.org/10.7334/psicothema2018.113>

HOLISTIC ASSESSMENT OF LEARNING AND DEVELOPMENT OUTCOMES (HALDO)

I. TOOL OVERVIEW

Holistic Assessment of Learning and Development Outcomes (HALDO) is a 68-item interview and performance-based assessment developed by Save the Children. Designed for use with children/youth, it focuses on social-emotional learning, executive functioning, and academic skills for children who have been affected by conflict and crisis. Of the 68 items in this tool, there are 16 items focused on social-emotional learning and 9 items focused on executive functioning.

Tool Format

- ✓ Interview
- Observation
- ✓ Performance-Based Assessment
- Self-report
- Survey
- Other

Respondents

- ✓ Child/youth
- Caregiver
- Teacher
- School Administrator
- Program Staff
- Other

Countries

Uganda, Kenya, Lebanon



- ✓ Evidence of use in conflict & crisis-affected settings⁴⁹

Developer	Name: Save the Children			
Key Parameters	Age: 4-12 years	Administration Mode: Paper/pencil format Digital	Administration Time: Approximately 30-40 minutes	Languages: English, Arabic, Kiswahili (online only), Kinyabusha/Kinyarwanda (online only), Somali (online only)
Purpose	Population-based needs assessment and monitoring tool to describe and compare children’s literacy, numeracy, and social emotional learning skills as a cross-section to inform programming and longitudinally to assess changes over time, specifically in conflict and crisis settings.			
Access Information	Requirements Email learningassessment@savechildren.org	Copyright Yes (proprietary, free)	Cost No cost	
Administrator Information	Administrator Trained Assessor	Training Requirements HALDO, ethics, child safety	Training Duration At least 2 days classroom-based and 1 day piloting in pairs and individually	
Key Publications	• Holistic Assessment of Learning and Development Outcomes (HALDO): Administration and Adaption Guidance (Save the Children, 2018)			

⁴⁹ This tool has been used in multiple conflict and crisis-affected settings, including in the Rwamwanja and Kyangwali refugee settlements in western Uganda and Dadaab Refugee Complex in Kenya.

- *Feasible measurement of learning in emergencies: lesson from Uganda* (D'Sa et al., 2019)
- *Developing a holistic assessment of children's learning in the context of forced displacement: Case study from Dadaab, Kenya* (Krupar et al., 2019)

Adaptation/ Contextualization Considerations

- Includes *Guide for Adaptation* for each set of items to ensure HALDO is contextually relevant and accessible to all children, including children with disabilities (e.g, adaptations for visual impairments, culturally relevant images, etc.)

II. COMPETENCIES MEASURED

HALDO is described by developers as a measure of literacy, numeracy, social-emotional learning and executive functioning skills for children who have been affected by conflict and crisis. The relevant domains for our purposes were social-emotional learning and executive functioning. This includes the following constructs: self-concept, empathy, short-term memory, and working memory.

Based on our analysis, HALDO received the following codes:

- Attention Control
- Working Memory and Planning Skills
- Emotional Knowledge and Expression
- Empathy/Perspective-Taking
- Understanding Social Cues
- Purpose
- Self-Efficacy/Growth Mindset

III. CONTEXTUAL FACTORS

<input checked="" type="checkbox"/> Ecology <input checked="" type="checkbox"/> Home <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Education Beliefs & Practices <input type="checkbox"/> Friends <input checked="" type="checkbox"/> Learning Environment <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-Student Relationships <input type="checkbox"/> Teacher Practice <input type="checkbox"/> Teacher Characteristics <input type="checkbox"/> Resources <input type="checkbox"/> Community <ul style="list-style-type: none"> <input type="checkbox"/> Relationships <input type="checkbox"/> Resources <input checked="" type="checkbox"/> Geographic Location	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Development <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Displacement <input type="checkbox"/> Documentation <input type="checkbox"/> Education Access <ul style="list-style-type: none"> <input type="checkbox"/> Early Learning Opportunities <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Nationality <input type="checkbox"/> Race/Ethnicity <input type="checkbox"/> Religion <input checked="" type="checkbox"/> SES	<input type="checkbox"/> Health <input type="checkbox"/> Mental <input type="checkbox"/> Nutrition <input type="checkbox"/> Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH	<input checked="" type="checkbox"/> Safety <input type="checkbox"/> Physical <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Psychosocial <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual	<input type="checkbox"/> Adult Support <input type="checkbox"/> Adult Support
--	--	---	--	---

- Considers primarily the home and learning environment ecologies, as well as the geographic location and conflict and crisis-setting context
- Emphasizes various aspects of equity and safety

IV. AVAILABLE RESOURCES

✓ Contextualization Guide⁵⁰

✓ Scoring Guide⁵¹

V. LEARN MORE

Contact Information

Website: <https://www.savethechildren.org/>
Contact: N/A
Phone: N/A
Email: learningassessment@savechildren.org

References

- Save the Children. (2018). *Holistic Assessment of Learning and Development Outcomes (HALDO): Administration and Adaption Guidance*.
- D'Sa, N., Krupar, A., & Westrope, C. (2019). *Feasible measurement of learning in emergencies: lesson from Uganda*. Forced Migration Review 60 (2019): 74-75. Retrieved from: <https://www.fmreview.org/education-displacement/dsa-krupar-westrope>
- Krupar, A., D'Sa, N., & Westrope, C., & Finder Johna, J. (2019). *Developing a holistic assessment of children's learning in the context of forced displacement: Case study from Dadaab, Kenya*. NORRAG, Special Issue(2), 80–83. Retrieved from: https://www.academia.edu/38419308/Developing_a_holistic_assessment_of_children_s_learning_in_the_context_of_forced_displacement_Case_study_from_Dadaab_Kenya

⁵⁰ *Holistic Assessment of Learning and Development Outcomes (HALDO): Administration and Adaption Guidance* includes detailed contextualization information

⁵¹ *Holistic Assessment of Learning and Development Outcomes (HALDO): Administration and Adaption Guidance* including scoring form (p. 18). Within the assessment, sample or correct answers are provided for scoring purposes (e.g, solutions to math problems, suggested correct and incorrect responses for SEL/executive function (EF) questions)

INTERNATIONAL CIVIC AND CITIZENSHIP STUDY (ICCS)

I. TOOL OVERVIEW

International Civic and Citizenship Study (ICCS) is a four-component tool which includes a 35-item student questionnaire, 22-item teacher questionnaire, 21-item principal questionnaire, and a 29-item national context survey, developed by the International Association for the Evaluation of Education Achievement (IEA). Designed for use with children/youth in grade 8, teachers, and school administrators, it focuses on knowledge, perceptions, and the instruction of civics and citizenship education.

Tool Format	Respondents	Countries	
Interview	✓ Child/youth	Belgium, Bulgaria, Chile, Chinese Taipei, Colombia, Croatia, Denmark, Dominican Republic, Estonia, Finland, Germany, Hong Kong, Italy, Latvia, Lithuania, Malta, Mexico, Netherlands, Norway, Peru, Russia, Slovenia, South Korea, Sweden	
Observation	Caregiver		
Performance-Based Assessment	✓ Teacher		
Self-report	✓ School Administrator		
✓ Survey	Program Staff		✓ Evidence of use in conflict & crisis-affected settings ⁵²
Other	Other		

Developer	Name: International Association for the Evaluation of Education Achievement (IEA)			
Key Parameters	Age: 12-15 years (Grade 8)	Administration Mode: Paper/pencil format Digital	Administration Time: 30-45 minutes	Languages: Dutch, Bulgarian, Chinese, Spanish, Croatian, Danish, Estonian, Russian, Finnish, Swedish, German, English, Italian, Korean, Latvian, Lithuanian, Polish, Maltese, Bokmal, Nynorsk, Slovenian
Purpose	<i>Population-based needs assessment and monitoring tool that provides nationally representative data on students' knowledge, attitudes, perceptions, and activities related to civics and citizenship. It also allows for examination of differences in civic and citizenship education across countries. Principal and teacher questionnaires provide school-level contextual information</i>			
Access Information	Requirements Participation in ICCS is open to all IEA member countries	Copyright Yes	Cost No information provided	
Administrator Information	Administrator Designated school	Training Requirements No information	Training Duration No information provided	

⁵² The tool has been used in Colombia.

coordinator and test administrator at each school provided

Key Publications	<ul style="list-style-type: none"> • <i>ICCS 2016 User Guide for the International Database</i> (Köhler et al., 2018) • <i>Becoming citizens in a changing world</i> (Schulz et al., 2018) • International Association for the Evaluation of Education Achievement (IEA) website
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • Includes list of materials which require adaptation and translation and guidance on translation into dominant language(s) of country • Recommends adaption maintain same meaning and level of difficulty, while matching target language and country's cultural context • Countries also have the option to add a small number of "national interest questions or categories" to existing questionnaire • Includes versions of student questionnaire specifically for European and Latin American students

II. COMPETENCIES MEASURED

International Civic and Citizenship Study (ICCS) is described by developers as a measure of students' civic and citizenship knowledge, analysis, and reasoning; students' perceptions about civics and citizenship; and teachers' and principals' perceptions of civic and citizenship education in their school.

Based on our analysis, International Civic and Citizenship Study (ICCS) received the following codes:

- | | |
|--|--------------------------------|
| • Critical Thinking | • Civic Values |
| • Conflict Resolution/Social Problem-Solving | • Intellectual Values |
| • Prosocial/Cooperative Behavior | • Optimism |
| • Ethical Values | • Self-Efficacy/Growth Mindset |
| • Performance Values | • Self-Esteem |

III. CONTEXTUAL FACTORS

✓ Ecology ✓ Home ✓ Relationships □ Education Beliefs & Practices ✓ Friends ✓ Learning Environment ✓ Teacher-Student Relationships ✓ Teacher Practice ✓ Teacher Characteristics ✓ Resources ✓ Community ✓ Relationships ✓ Resources ✓ Geographic Location	✓ Equity ✓ Development □ Disability □ Displacement □ Documentation ✓ Education Access □ Early Learning Opportunities ✓ Gender ✓ Language ✓ Nationality ✓ Race/Ethnicity ✓ Religion ✓ SES	□ Health □ Mental □ Nutrition □ Physical □ Sexual & Reproductive □ WASH	✓ Safety ✓ Physical ✓ Bullying ✓ Psychosocial ✓ Bullying ✓ Sexual	✓ Adult Support ✓ Adult Support
---	---	---	--	--

- Considers how resources and teacher-related aspects of the learning environment influence students' civics and citizenship education
- Emphasizes various aspects of equity and safety, including physical and psychosocial bullying

IV. AVAILABLE RESOURCES

✓ Contextualization Guide⁵³

✓ Scoring Guide⁵⁴

V. LEARN MORE

Contact Information

Website: <https://www.iea.nl/studies/iea/iccs>

Contact: IEA Amsterdam

Phone: +31 20 625 3625

Email: secretariat@iea.nl

References

Köhler, H., Weber, S., Brese, F., Schulz, W., Carstens, R. (2018). *ICCS 2016 User Guide for the International Database*. Retrieved from: <https://www.iea.nl/publications/user-guides/iccs-2016-user-guide-international-database>

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). *Becoming citizens in a changing world: IEA International Civic and Citizenship Education Study 2016 international report*. Springer International Publishing. Retrieved from: <https://www.iea.nl/index.php/publications/study-reports/international-reports-iea-studies/becoming-citizens-changing-world>

International Association for the Evaluation of Education Achievement (IEA) website: <https://www.iea.nl/studies/iea/iccs>

Losito, B., Agrusti, G., Damiani, V., & Schulz, W. (2018). *Young people's perceptions of Europe in a time of change: IEA International Civic and Citizenship Education Study 2016 European Report*. Springer International Publishing. Retrieved from: <https://link.springer.com/book/10.1007%2F978-3-319-73960-1>

Schulz, W., Ainley, J., Cox, C., & Friedman, T. (2018). *Young people's views of government, peaceful coexistence, and diversity in five Latin American countries: IEA International Civic and Citizenship Education Study 2016 Latin American Report*. Springer International Publishing. Retrieved from: <https://link.springer.com/book/10.1007%2F978-3-319-95393-9>

⁵³ *ICCS 2016 User Guide for the International Database* provides suggestions throughout for contextualization

⁵⁴ Ch. 4 of *ICCS 2016 User Guide for the International Database* provides detailed information for analyzing results, with a specific section on scoring the individual items (p. 34)


INTERNATIONAL DEVELOPMENT AND EARLY LEARNING ASSESSMENT (IDELA)

I. TOOL OVERVIEW

The International Development and Early Learning Assessment (IDELA) is a performance-based assessment tool developed by Save the Children. The IDELA is a 24-item performance-based assessment used with children and designed to measure social-emotional skills, emergent numeracy, executive function, emergent literacy, fine motor skills, and gross motor skills. Of the 24 items in the IDELA performance-based assessment, there are 7 emergent numeracy items, 6 emergent literacy items, 5 social emotional items, 3 fine motor items, 2 executive function items, and 1 gross motor item.

The IDELA Home Environment Tool is a 39-item survey used with caregivers and designed to measure general family information, early childhood care and development experience/educational aspirations, home environment/caretaking practices, socio-economic background, disability, and parent attitudes.

Additionally, the IDELA Health and Hygiene assessment is a 4-item performance-based assessment used with children and youth and designed to measure basic WASH and nutrition habits.

Tool Format	Respondents	Countries
Interview	✓ Child/Youth	Over 55 countries in East Asia & Pacific, Europe & Central Asia, Latin America & the Caribbean, Middle East & North Africa, North America, South Asia, & Sub-Saharan Africa, including Afghanistan, Guatemala, Mali, Rwanda, & Syria
Observation	✓ Caregiver	
✓ Performance-Based Assessment	Teacher	
Self-report	School Administrator	
✓ Survey	Program Staff	
Other	Other	
		
		✓ Evidence of use in conflict & crisis-affected settings ⁵⁵

Developer	Name			
	Save the Children			
Key Parameters	Age	Administration Mode	Administration Time	Languages
	3.5-6 years	Paper/pencil format, digital	35 minutes	> 50 languages
Purpose	Program monitoring and evaluation tool used in randomized control trials to assess and compare Early Childhood Care and Development (ECCD) interventions, conduct national monitoring of ECCD programs, and evaluate school readiness at Grade 1 entry, providing programs, donors, and governments with clear evidence of a child’s early learning and development			
Access Information	Requirements	Copyright	Cost	
	MOU, data sharing	Yes (free)	No cost	

⁵⁵ Afghanistan, Guatemala, Mali, and Syria are on the INEE list of countries affected by crisis and conflict.

Administrator Information	Administrator No information provided	Training Requirements Manual/administration guides (free); additional training (at cost) includes modules on child safeguarding, field practice, and scoring practice	Training Duration 4 days or longer
Key Publications	<ul style="list-style-type: none"> • <i>International Development and Early Learning Assessment (IDELA)</i> (Save the Children, 2019) • <i>IDELA: Home Environment Tool</i> (Save the Children, n.d.) • <i>Health and Hygiene</i> (Save the Children, n.d.) • IDELA website 		
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • Includes guidance for administration in low-resource contexts • Notes specific questions that are commonly adapted to meet country contexts and allows for context-specific questions to be added as needed 		

II. COMPETENCIES MEASURED

IDELA is described by the developers as a measure of social-emotional competencies, emergent numeracy, executive function, emergent literacy, and fine motor skills.

Based on our analysis, IDELA received the following codes:

- Attention Control
- Working Memory and Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking
- Conflict Resolution/Social Problem Solving
- Prosocial/Cooperative Behavior
- Performance Values
- Intellectual Values
- Self-Knowledge
- Self-Efficacy/Growth Mindset

III. CONTEXTUAL FACTORS

*Note: the checklist below includes the IDELA as well the IDELA Home Environment Tool and Health and Hygiene assessment

✓ Ecology	✓ Equity	✓ Health	☐ Safety	☐ Adult Support
✓ Home	✓ Development	☐ Mental	☐ Physical	☐ Adult Support
✓ Relationships	✓ Disability	✓ Nutrition	☐ Bullying	
✓ Education Beliefs & Practices	☐ Displacement	✓ Physical	☐ Psychosocial	
✓ Friends	☐ Documentation	☐ Sexual & Reproductive	☐ Bullying	
✓ Learning Environment	✓ Education Access	✓ WASH	☐ Sexual	
☐ Teacher-Student Relationships	✓ Early Learning Opportunities			
☐ Teacher Practice	✓ Gender			
☐ Teacher Characteristics	✓ Language			
☐ Resources	☐ Nationality			
	✓ Race/Ethnicity			

- ✓ Community
 - ✓ Relationships
 - ✓ Resources
- ✓ Geographic Location

- ☐ Religion
- ✓ SES

- IDELA considers geographic location and relational information about home and friends through basic demographic information collection
- IDELA Home Environment Tool emphasizes a variety of equity and ecology factors, primarily focusing on SES in both home and learning environments and education beliefs and practices
- IDELA Health and Hygiene assessment emphasizes WASH information

IV. AVAILABLE RESOURCES



Contextualization Guide⁵⁶



Scoring Guide⁵⁷

V. LEARN MORE

Contact Information

Website: <https://idela-network.org/>

Contact: N/A

Phone: N/A

Email: IDELA@savechildren.org

References

Save the Children. (n.d.). *Health and Hygiene*.

Save the Children. (n.d.). *IDELA: Home Environment Tool*.

Save the Children. (2019). *International Development and Early Learning Assessment (IDELA)*.

IDELA website: <https://idela-network.org/>


⁵⁶ Provides guidance for each question in the IDELA tool, including information around the question objective, instructions for administration, and instructions for adaptation.

⁵⁷ Provides instructions for scoring.

INTERNATIONAL SOCIAL & EMOTIONAL LEARNING ASSESSMENT (ISELA)

I. TOOL OVERVIEW

International Social & Emotional Learning Assessment (ISELA) is a 70-item interview and performance-based assessment developed by Save the Children. Designed for use with children, it focuses on social-emotional learning and children's learning environments.

Tool Format	Respondents	Countries		
<div><div>✓</div> Interview</div> <div>Observation</div> <div><div>✓</div> Performance-Based Assessment</div> <div>Self-report</div> <div>Survey</div> <div>Other</div>	<div><div>✓</div> Child/youth</div> <div>Caregiver</div> <div>Teacher</div> <div>School Administrator</div> <div>Program Staff</div> <div>Other</div>	Egypt, Ghana, Iraq, Jordan, Malawi, Mexico, Mozambique, Rwanda, South Sudan, Thailand, Uganda	<div><div>✓</div> Evidence of use in conflict & crisis-affected settings⁵⁸</div>	
				
Developer	Name: Save the Children			
Key Parameters	Age: 6-12 years	Administration Mode: Paper/pencil format Digital	Administration Time: Estimated 30 minutes	Languages: English, Arabic
Purpose	Population-based needs assessment and monitoring tool that provides both cross-sectional and longitudinal data on children’s social-emotional learning competencies and their social-emotional learning environments			
Access Information	Requirements Email learningassessment@savechildren.org	Copyright Yes (proprietary, free)	Cost No cost	
Administrator Information	Administrator Trained assessor	Training Requirements ISELA, ethics, child safety	Training Duration At least 2 days classroom-based and 1 day piloting in pairs and individually	
Key Publications	<ul style="list-style-type: none">International Social & Emotional Learning Assessment (ISELA): Administration Guidance (Save the Children, 2018)Learning & Well-being in Emergencies: A three-pronged approach to improving refugee education. (McKinney & Keenan, 2017)Measuring Social and Emotional Learning in Children (EducationLinks & USAID, 2019)			

⁵⁸ This tool has been used in multiple conflict and crisis-affected settings, including as part of the Learning and Well-Being in Emergencies (LWiE) pilot in Egypt and South Sudan, which targets school-aged refugee children from Syrian, Sudan, and Eritrea in grades 1-6.

Adaptation/ Contextualization Considerations

- Recommends Save the Children’s eight-step process for adapting ISELA to context: (1) review by country team, (2) translation into program language, (3), review of translation, (4) back translation, (5) cognitive testing with assessors, (6) develop response options, (7) pre-testing assessments, and (8) finalization
- Includes a description of each task in ISELA and guidance on how items can be adapted (e.g., culturally relevant images)

II. COMPETENCIES MEASURED

ISELA is described by developers as a measure of children’s social and emotional learning (SEL) skills including relationships, stress management, empathy, perseverance, solving conflict, and self-concept, as well as aspects of children’s learning environments which influence social and emotional learning and well-being.

Based on our analysis, ISELA received the following codes:

- | | |
|--|--------------------------------|
| • Emotional Knowledge and Expression | • Performance Values |
| • Emotional and Behavioral Regulation | • Optimism |
| • Empathy/Perspective-Taking | • Self-Knowledge |
| • Understanding Social Cues | • Purpose |
| • Conflict Resolution/Social Problem Solving | • Self-Efficacy/Growth Mindset |
| • Prosocial/Cooperative Behavior | |

III. CONTEXTUAL FACTORS

✓ Ecology ✓ Home ✓ Relationships □ Education Beliefs & Practices ✓ Friends ✓ Learning Environment ✓ Teacher-Student Relationships □ Teacher Practice □ Teacher Characteristics □ Resources ✓ Community ✓ Relationships □ Resources □ Geographic Location	✓ Equity ✓ Development □ Disability ✓ Displacement □ Documentation ✓ Education Access □ Early Learning Opportunities ✓ Gender ✓ Language □ Nationality □ Race/Ethnicity □ Religion ✓ SES	✓ Health □ Mental ✓ Nutrition □ Physical □ Sexual & Reproductive □ WASH	✓ Safety ✓ Physical □ Bullying ✓ Psychosocial ✓ Bullying □ Sexual	□ Adult Support □ Adult Support
--	---	--	---	---

- Emphasizes ecological aspects of children’s environment, including home, friends, learning environment, and community, with a specific focus on relationships across ecologies
- Considers equity, health, and safety-related contextual factors which may impact children’s SEL development

IV. AVAILABLE RESOURCES



Contextualization Guide⁵⁹



Scoring Guide⁶⁰

V. LEARN MORE

Contact Information

Website: <https://www.savethechildren.org/>

Contact: N/A

Phone: N/A

Email: learningassessment@savechildren.org

References

Save the Children. (2018). *International Social & Emotional Learning Assessment (ISELA): Administration Guidance*.

McKinney, R. & Keenan, C. (2017). *Learning & Well-being in Emergencies: A three-pronged approach to improving refugee education*. Save the Children. Retrieved from: https://static1.squarespace.com/static/583af1fb414fb5b3977b6f89/t/59bdbaa851a584fb03d43c1b/1505606314802/17_PromisingPractices_SCUS_WEB.pdf

EducationLinks & USAID. (2019). *Measuring Social and Emotional Learning in Children*. Retrieved from: <https://www.edu-links.org/learning/measuring-social-and-emotional-learning-children>

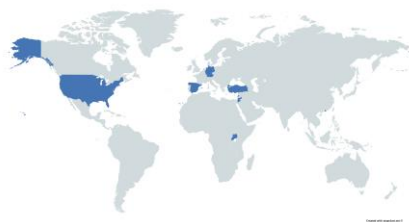
D'Sa, N. & Pisani, L. (2018). *Developing and contextualizing an SEL measure: Learnings from ISELA*. ECCN SEL Policy Roundtable. Expert Panel 2: Measurement and M&E of SEL Implementation, 18-39. Retrieved from: <https://eccnetwork.net/wp-content/uploads/Panel-2-Presentations-Working-Group-2.pdf>

⁵⁹ *International Social & Emotional Learning Assessment (ISELA): Administration Guidance* includes detailed information for contextualizing the tool (p. 6-12)

⁶⁰ *International Social & Emotional Learning Assessment (ISELA): Administration Guidance* includes scoring form (p. 14). Any additional questions regarding scoring can be emailed to learningassessment@savechildren.org

I. TOOL OVERVIEW

KIDCOPE is a 15-item interview for younger children and 11-item interview/survey for older children developed by Dr. Anthony Spirito. It also includes a separate scale for children with a chronic illness. Designed for use with children/youth, it focuses on measuring coping skills.

Tool Format	Respondents	Countries	
<div>✓ Interview</div> <div>Observation</div> <div>Performance-Based Assessment</div> <div>Self-report</div> <div>✓ Survey</div> <div>Other</div>	<div>✓ Child/Youth</div> <div>Caregiver</div> <div>Teacher</div> <div>School Administrator</div> <div>Program Staff</div> <div>Other</div>	Germany, Hong Kong, Jordan, Lebanon, Spain, Turkey, Uganda, US	<div>✓ Evidence of use in conflict & crisis-affected settings⁶¹</div> 
Developer	Name: Anthony Spirito, Lori J. Stark and Connie Williams		
Key Parameters	Age: 7-18 years	Administration Mode: Paper/pencil format	Administration Time: Estimated 5-7 minutes
			Languages: Chinese, Dutch, English, German, Norwegian, Slovakian, Spanish, Sudanese, Ugandan, Turkish
Purpose	<i>Population-based needs assessment and monitoring tool</i> to provide a brief, clinically-useful checklist to screen cognitive and behavioral coping skills in children and adolescents over time and across contexts		
Access Information	Requirements Contact developer	Copyright No information provided	Cost No cost
Administrator Information	Administrator No information provided	Training Requirements No information provided	Training Duration No information provided
Key Publications	<ul style="list-style-type: none"> • <i>Development of a brief coping checklist for use with pediatric populations</i> (Spirito et al., 1988) • <i>Posttraumatic stress disorder and emotion dysregulation among Syrian refugee children and adolescents resettled in Lebanon and Jordan</i> (Khamis, 2019) • <i>The psychological impact of war and the refugee situation on South Sudanese children in refugee camps in Northern Uganda</i> (Paardekooper et al., 1999) 		
Adaptation/	<ul style="list-style-type: none"> • Assessment of coping skills is based on a child-generated problem, with all questions 		

⁶¹ The tool has been used with Syrian refugees in Lebanon and Jordan and South Sudanese refugees in Uganda.

Contextualization Considerations	asked in the context of this particular problem, so it is highly contextualized to the individual child
----------------------------------	---

II. COMPETENCIES MEASURED

KIDCOPE is described by developers as a measure of cognitive and behavioral coping skills, which include the following constructs: distraction, social withdrawal, cognitive restructuring, self-criticism, blaming others, problem-solving, emotional regulation, wishful thinking, social support, and resignation.

Based on our analysis, KIDCOPE received the following codes:

- Cognitive Flexibility
 - Critical Thinking
 - Emotional and Behavioral Regulation
 - Conflict Resolution/Social Problem Solving
 - Prosocial/Cooperative Behavior
- Optimism
 - Openness
 - Self-Efficacy/Growth Mindset
 - Self-Esteem

III. CONTEXTUAL FACTORS

<div> <div>✓ Ecology</div> <div> <div>✓ Home</div> <div> <div>✓ Relationships</div> <div> <input type="checkbox"/> Education Beliefs & Practices </div> </div> </div> <div> <div>✓ Friends</div> <div> <input type="checkbox"/> Learning Environment <div> <input type="checkbox"/> Teacher-Student Relationships <input type="checkbox"/> Teacher Practice <input type="checkbox"/> Teacher Characteristics <input type="checkbox"/> Resources </div> </div> </div> <div> <input type="checkbox"/> Community <div> <input type="checkbox"/> Relationships <input type="checkbox"/> Resources </div> </div> <div> <input type="checkbox"/> Geographic Location <div> <ul style="list-style-type: none"> • Considers spending time with family and friends as a possible coping skill </div> </div> </div>	<div> <input type="checkbox"/> Equity <div> <input type="checkbox"/> Development <input type="checkbox"/> Disability <input type="checkbox"/> Displacement <input type="checkbox"/> Documentation <input type="checkbox"/> Education Access <div> <input type="checkbox"/> Early Learning Opportunities </div> <input type="checkbox"/> Gender <input type="checkbox"/> Language <input type="checkbox"/> Nationality <input type="checkbox"/> Race/Ethnicity <input type="checkbox"/> Religion <input type="checkbox"/> SES </div> </div>	<div> <input type="checkbox"/> Health <div> <input type="checkbox"/> Mental <input type="checkbox"/> Nutrition <input type="checkbox"/> Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH </div> </div>	<div> <input type="checkbox"/> Safety <div> <input type="checkbox"/> Physical <div> <input type="checkbox"/> Bullying </div> <input type="checkbox"/> Psychosocial <div> <input type="checkbox"/> Bullying </div> <input type="checkbox"/> Sexual </div> </div>	<div> <input type="checkbox"/> Adult Support <div> <input type="checkbox"/> Adult Support </div> </div>
--	--	---	---	---

IV. AVAILABLE RESOURCES

- X

Contextualization Guide⁶²
- ✓

Scoring Guide⁶³

⁶² Although the assessment itself is highly adaptive, there is no explicit guidance provided for contextualizing across contexts.

⁶³ Developer-provided materials include scoring sheet and instructions for analyzing KIDCOPE responses.

V. LEARN MORE

Contact Information

Website: N/A

Contact: Anthony Spirito, PhD., ABPP, Professor and Director, Division of Clinical Psychology, Department of Psychiatry and Human Behavior, Alpert Medical School of Brown University

Phone: (401) 444-4515

Email: anthony_spirito@brown.edu


References

- Spirito, A., Stark, L. J., & Williams, C. (1988). *Development of a brief coping checklist for use with pediatric populations*. Journal of Pediatric Psychology, 13(4), 555–574. Retrieved from: <https://academic.oup.com/jpepsy/article-abstract/13/4/555/976613>
- Khamis, V. (2019). *Posttraumatic stress disorder and emotion dysregulation among Syrian refugee children and adolescents resettled in Lebanon and Jordan*. Child Abuse & Neglect, 89, 29-39. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S0145213418304678>
- Paardekooper, B. B., de Jong, J. M., & Hermanns, J. A. (1999). *The psychological impact of war and the refugee situation on South Sudanese children in refugee camps in Northern Uganda: An exploratory study*. Journal of Child Psychology and Psychiatry, 40(4), 529-536. Retrieved from: <https://doi.org/10.1111/1469-7610.00471>
- Kutlu, A., & Bedel, A. (2019). *The effects of recovery techniques taught to children after trauma experience on the coping strategies*. European Journal of Education Studies, 5(11), 42-55. Retrieved from: <https://www.oapub.org/edu/index.php/ejes/article/view/2292>

MALAWI DEVELOPMENT ASSESSMENT TOOL (MDAT)

I. TOOL OVERVIEW

The Malawi Development Assessment Tool (MDAT) is a 136-item interview developed by Melissa Gladstone et al. Designed for use with caregivers and their children, it focuses on four domains of development, including gross motor, fine motor, language, and social. Of the 136 items in this tool, there are 34 gross motor items, 34 fine motor items, 34 language items, and 34 social items.

Tool Format	Respondents	Countries	 <div>✓ Evidence of use in conflict & crisis-affected settings⁶⁴</div>	
✓ Interview	Child/Youth	Malawi		
Observation	✓ Caregiver			
Performance-Based Assessment	Teacher			
Self-report	School Administrator			
Survey	Program Staff			
Other	Other			
Developer	Name Melissa Gladstone, Gillian A. Lancaster, Eric Umar, Maggie Nyirenda, Edith Kayira, Nynke R. van den Broek, and Rosalind L. Smyth			
Key Parameters	Age 0-6 years	Administration Mode Paper/pencil format	Administration Time 30 minutes	Languages English, Chichewa
Purpose	Screening tool designed as a culturally appropriate child developmental assessment measure for use in rural Sub-Saharan African settings to identify children with neurodisabilities and developmental delays			
Access Information	Requirements Open source and available for download: https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1000273	Copyright Yes (proprietary, free)	Cost No cost	
Administrator Information	Administrator Community health workers, researchers	Training Requirements No information provided	Training Duration No information provided	
Key Publications	<ul style="list-style-type: none">The Malawi Developmental Assessment Tool (MDAT): The Creation, Validation, and Reliability of a Tool to Assess Child Development in Rural African Settings (Gladstone, M. et al., 2010)			

⁶⁴ The tool has been used in Malawi.

Adaptation/
Contextualization
Considerations

- Includes culturally-relevant gross motor and social milestones compiled from focus groups, qualitative community studies and consensus meetings that addressed concepts and ideas of child development in sub-Saharan Africa
- Provides a detailed explanation of how the tool was adapted from Western standards as a more culturally-sensitive alternative for sub-Saharan African populations

II. COMPETENCIES MEASURED

The MDAT is described by developers as a measure of four domains of development, including gross motor, fine motor, language, and social.

Based on our analysis, the MDAT received the following codes:

- Cognitive Flexibility
 - Emotional Knowledge and Expression
 - Emotional and Behavioral Regulation
 - Understanding Social Cues
- Prosocial/Cooperative Behavior
 - Ethical Values
 - Civic Values

III. CONTEXTUAL FACTORS

☐ Ecology

☐ Home

- ☐ Relationships
- ☐ Education Beliefs & Practices

☐ Friends

☐ Learning Environment

- ☐ Teacher-Student Relationships
- ☐ Teacher Practice
- ☐ Teacher Characteristics
- ☐ Resources

☐ Community

- ☐ Relationships
- ☐ Resources

☐ Geographic Location

- Mentions WASH in terms of the respondent’s ability to independently wash hands before and after eating

☐ Equity

☐ Development

☐ Disability

☐ Displacement

☐ Documentation

☐ Education Access

- ☐ Early Learning Opportunities

☐ Gender

☐ Language

☐ Nationality

☐ Race/Ethnicity

☐ Religion

☐ SES

☒ Health

☐ Mental

☐ Nutrition

☐ Physical

☐ Sexual & Reproductive

☒ WASH

☐ Safety

☐ Physical

- ☐ Bullying

☐ Psychosocial


- ☐ Bullying

☐ Sexual

☐ Adult Support

☐ Adult Support

IV. AVAILABLE RESOURCES

 Contextualization Guide⁶⁵

 Scoring Guide⁶⁶

⁶⁵ No contextual guidance offered for adapting the tool across contexts; the tool was developed to be culturally-relevant and culturally-sensitive to sub-Saharan African populations.

⁶⁶ Provides guidance around what constitutes successful completion of an item, and pass/fail scoring instructions based on the child’s chronological age.

V. LEARN MORE

Contact Information

Website: N/A

Contact: Melissa Gladstone, University of Liverpool

Phone: N/A

Email: mgladstone@btinternet.com

References

Gladstone, M., Lancaster G.A., Umar E., Nyirenda M., Kayira E., et al. (2010). The Malawi Developmental Assessment Tool (MDAT): The Creation, Validation, and Reliability of a Tool to Assess Child Development in Rural African Settings. *PLoS Med* 7(5): e1000273. doi:10.1371/journal.pmed.1000273

MEASURE OF EARLY LEARNING ENVIRONMENTS (MELE)

I. TOOL OVERVIEW

Measure of Early Learning Environments (MELE) is a three-component tool which includes a 42-item classroom observation, 37-item teacher interview, and 19-item supervisor interview, developed by the Measuring Early Learning Quality and Outcomes (MELQO) Initiative, a collaboration of UNESCO, UNICEF, the Center for Universal Education at Brookings, and the World Bank. Designed for use with teachers and school administrators, it measures the quality of early learning environments.

Tool Format	Respondents	Countries
✓ Interview	Child/Youth	Brazil, Colombia, Ethiopia, Indonesia, Kenya, Liberia, Mozambique, Nicaragua, Pakistan, Peru, Tanzania, Uganda
✓ Observation	Caregiver	
Performance-Based Assessment	✓ Teacher	
Self-report	✓ School Administrator	
Survey	Program Staff	
Other	Other	



✓ Evidence of use in conflict & crisis-affected settings⁶⁷

Developer	Name: Measuring Early Learning Quality and Outcomes (MELQO) Initiative, including UNESCO, UNICEF, the Center for Universal Education at Brookings, World Bank			
Key Parameters	Age: 3-6 years	Administration Mode: Paper/pencil format or tablet	Administration Time: Classroom Observation: 1.5-2 hours Teacher and Administrator Interviews: 10 minutes	Languages: English, French, Spanish, Portuguese, Swahili, Amharic, and others
Purpose	<i>Population-based needs assessment and monitoring tool</i> to assess quality of early learning environments in low- and middle-income country contexts to inform policies, professional development, and classroom practices			
Access Information	Requirements Register to access: http://ecdmeasure.org/melqo-portal/register/	Copyright No information provided	Cost No cost	
Administrator Information	Administrator Trained, outside observer	Training Requirements Training delivered by certified/reliable trainer	Training Duration 1-2 weeks	

⁶⁷ This tool has been used in Colombia, Ethiopia, Indonesia, Kenya, Liberia, Mozambique, Nicaragua, and Uganda.

(to become reliable,
trainer must pass written
quiz and inter-rater
reliability)

Key Publications

- *Overview MELQO: Measuring Early Learning Quality and Outcomes* (UNESCO, UNICEF, Center for Universal Education at Brookings, & World Bank, 2017)
- ECD Measure website

Adaptation/ Contextualization Considerations

- The adaptation process requires local experts and stakeholders examine the 7 MELE constructs and design a scale that is appropriate and useful for the context, with items removed, added, or modified as needed
- Includes detailed guidance for adapting tool to country context
- Includes online MELQO portal with forum for discussing adaptation and use of MELE

II. COMPETENCIES MEASURED

Measure of Early Learning Environments (MELE) is described by developers as a measure of the following aspects of the quality of early learning environments: play, pedagogy, interactions, environment, personnel, parent and community engagement, and inclusiveness.

Our coding system only captures student-level competencies, which are not assessed in MELE, so no codes were applied here. However, codes referring to contextual factors were applied (see below).

III. CONTEXTUAL FACTORS

✓ Ecology

- ☐ Home
 - ☐ Relationships
 - ☐ Education Beliefs & Practices
- ☐ Friends
- ✓ Learning Environment
 - ☐ Teacher-Student Relationships
 - ✓ Teacher Practice
 - ✓ Teacher Characteristics
 - ✓ Resources
- ☐ Community
 - ☐ Relationships
 - ☐ Resources
- ☐ Geographic Location

✓ Equity

- ✓ Development
- ✓ Disability
- ☐ Displacement
- ☐ Documentation
- ✓ Education Access
 - ✓ Early Learning Opportunities
- ✓ Gender
- ✓ Language
- ☐ Nationality
- ☐ Race/Ethnicity
- ☐ Religion
- ☐ SES

✓ Health

- ☐ Mental
- ☐ Nutrition
- ☐ Physical
- ☐ Sexual & Reproductive
- ✓ WASH

✓ Safety

- ✓ Physical
 - ☐ Bullying
- ✓ Psychosocial
 - ☐ Bullying
- ☐ Sexual

✓ Adult Support

- ✓ Adult Support

- Considers various aspects of the learning environment, including resources, teacher practices, and teacher characteristics
- Emphasizes equity, safety, and adult support in early learning environments

IV. AVAILABLE RESOURCES



V. LEARN MORE

Contact Information

Website: <http://ecdmeasure.org/about-melgo>

Contact: <http://ecdmeasure.org/contact/>

Phone: N/A

Email: info@ecdmeasure.org

References

UNESCO, UNICEF, Center for Universal Education at Brookings, & World Bank. (2017). *Overview MELQO: Measuring Early Learning Quality and Outcomes*. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000248053>

ECD Measure website: <http://ecdmeasure.org/>

Weatherholt, T. (2018). *Understanding Pre-primary Quality in Tanzania*. RTI International. Retrieved from: <http://ecdmeasure.org/resource/understanding-pre-primary-quality-in-tanzania-data-from-the-melgo-study-cies-2018-presentation/>

Martins de Souza, C., Domingues dos Santos, D., Lima de Siqueira, H., Marques Silva de Carvalho, I., França Natal, J., Pedro Souza Lavinhas, J., Duarte Ogando, L., Carvalho de Castilho, P., Helena de Souza Lemos, R. (2019). *Educação Infantil em Boa Vista*. Laboratório de Estudos e Pesquisa em Economia Social (LEPES). Retrieved from: <http://ecdmeasure.org/resource/educacao-infantil-em-boa-vista/>

Raikes, A., Sayre, R., Davis, D., Anderson, K., Hyson, M., Seminario, E., Burton, A. (2019) The Measuring Early Learning Quality & Outcomes initiative: purpose, process and results, *Early Years*, 39:4, 360-375, <http://ecdmeasure.org/wp-content/uploads/2019/11/Raikes-et-al-MELQO-process-2019.pdf>

Raikes, A., Koziol, N., Janus, M., Platas, L., Weatherholt, T., Smeby, A., Sayre, R. 2019. Examination of school readiness constructs in Tanzania: Psychometric evaluation of the MELQO scales. *Journal of Applied Dev. Psychology* (62) 122-134.

Additional MELE references can be found at: <http://ecdmeasure.org/new-map/>

⁶⁸ Contextualization guidance included in *Overview MELQO: Measuring Early Learning Quality and Outcomes* (p. 87).

⁶⁹ The MELE materials on the ECD measures website include a scoring guide for classroom observations.

MEASURE OF DEVELOPMENT AND EARLY LEARNING (MODEL)

I. TOOL OVERVIEW

Measure of Development and Early Learning (MODEL) is a three-component tool which includes a 124-item direct child observation, 75-item parent/caregiver interview, and 53-item teacher interview developed by the Measuring Early Learning Quality and Outcomes (MELQO) Initiative, a collaboration of UNESCO, UNICEF, the Center for Universal Education at Brookings, and the World Bank. Designed for use with caregivers and teachers, it measures the basic domains of early childhood development, including executive function, social-emotional development and pre-academic skills. Of the 124 items in the child observation tool, there are 39 items focused on executive functioning and 5 items focused on social-emotional learning. In both the parent/caregiver and teacher interview, there are 20 items focused on social-emotional learning.

Tool Format

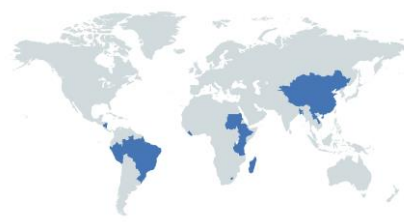
- ✓ Interview
- ✓ Observation
- Performance-Based Assessment
- Self-report
- Survey
- Other

Respondents

- Child/Youth
- ✓ Caregiver
- ✓ Teacher
- School Administrator
- Program Staff
- Other

Countries

Bangladesh, Brazil, China, Ethiopia, Kenya, Kyrgyzstan, Laos, Lesotho, Liberia, Madagascar, Mongolia, Nicaragua, Pakistan, Peru, Sudan, Tanzania



- ✓ Evidence of use in conflict & crisis-affected settings⁷⁰

Developer

Name:

Measuring Early Learning Quality and Outcomes (MELQO) Initiative, including UNESCO, UNICEF, the Center for Universal Education at Brookings, World Bank

Key Parameters

Age:

4-6 years

Administration Mode:

Paper/pencil format or tablet

Administration Time:

Direct Assessment: 20-25 minutes
Teacher Interview: 10-15 minutes
Parent Interview: 15-25 minutes

Languages:

English, Spanish, French, Chinese, Portuguese, Swahili, Amharic, and others

Purpose

Population-based needs assessment and monitoring tool to assess early learning and development in low- and middle-income country contexts to inform policies, professional development, and classroom practices

Access Information

Requirements

Register to access:
<http://ecdmeasure.org/melqo-portal/register/>

Copyright

Open source

Cost

No cost

Administrator

Administrator

Training Requirements

Training Duration

⁷⁰ This tool has been used in Bangladesh, Ethiopia, Kenya, Kyrgyzstan, Lesotho, Liberia, Nicaragua, and Sudan.

Information	Trained enumerator	To become reliable, enumerator must pass written quiz and reliably administer assessment to child	1-2 weeks
Key Publications	<ul style="list-style-type: none"> • <i>Overview MELQO: Measuring Early Learning Quality and Outcomes</i> (UNESCO, UNICEF, Center for Universal Education at Brookings, & World Bank, 2017) • ECD Measure website 		
Adaptation/ Contextualization Considerations	<ul style="list-style-type: none"> • Provides guidance for adapting MODEL core items to country, cultural, and linguistic context • Country-specific items may be added, but all adaptations must provide same sub-construct measurement as original item for validity and reliability • Includes online MELQO portal with forum for asking questions about adaptation and use of MODEL 		

II. COMPETENCIES MEASURED

MODEL is described by developers as a measure of the basic domains of children's development at the start of school, including executive function, social-emotional development and pre-academic skills (early mathematics and literacy skills).

The relevant domains for our purposes were social-emotional development and executive functioning. This includes the following social-emotional development constructs: perspective-taking/empathy and understanding feelings.

Based on our analysis, Measure of Development and Early Learning (MODEL) received the following codes:

- Attention Control
- Working Memory and Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking
- Prosocial/Cooperative Behavior
- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values

III. CONTEXTUAL FACTORS

<input checked="" type="checkbox"/> Ecology <input checked="" type="checkbox"/> Home <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Education Beliefs & Practices <input type="checkbox"/> Friends <input checked="" type="checkbox"/> Learning Environment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher-Student Relationships <input type="checkbox"/> Teacher Practice <input type="checkbox"/> Teacher Characteristics <input type="checkbox"/> Resources <input type="checkbox"/> Community <ul style="list-style-type: none"> <input type="checkbox"/> Relationships 	<input checked="" type="checkbox"/> Equity <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Development <input type="checkbox"/> Disability <input type="checkbox"/> Displacement <input checked="" type="checkbox"/> Documentation <input checked="" type="checkbox"/> Education Access <ul style="list-style-type: none"> <input type="checkbox"/> Early Learning Opportunities <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Language <input type="checkbox"/> Nationality <input type="checkbox"/> Race/Ethnicity <input type="checkbox"/> Religion <input checked="" type="checkbox"/> SES 	<input checked="" type="checkbox"/> Health <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental <input checked="" type="checkbox"/> Nutrition <input checked="" type="checkbox"/> Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH 	<input checked="" type="checkbox"/> Safety <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Physical <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Psychosocial <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual 	<input type="checkbox"/> Adult Support <input type="checkbox"/> Adult Support
--	---	---	---	--

- ☐ Resources
- ✓ Geographic Location
 - Considers children’s relationships in the home and learning environment
 - Emphasizes equity, health, and safety in early childhood development

IV. AVAILABLE RESOURCES

- ✓ Contextualization Guide⁷¹
- ✓ Scoring Guide⁷²

V. LEARN MORE

Contact Information

Website: <http://ecdmeasure.org/about-melgo>

Contact: <http://ecdmeasure.org/contact/>

Phone: N/A

Email: info@ecdmeasure.org

References

UNESCO, UNICEF, Center for Universal Education at Brookings, & World Bank. (2017). *Overview MELQO: Measuring Early Learning Quality and Outcomes*. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000248053>

ECD Measure website: <http://ecdmeasure.org/>

Weatherholt, T. (2018). *Understanding Pre-primary Quality in Tanzania*. RTI International. Retrieved from: <http://ecdmeasure.org/resource/understanding-pre-primary-quality-in-tanzania-data-from-the-melqo-study-cies-2018-presentation/>

Martins de Souza, C., Domingues dos Santos, D., Lima de Siqueira, H., Marques Silva de Carvalho, I., França Natal, J., Pedro Souza Lavinas, J., Duarte Ogando, L., Carvalho de Castilho, P., Helena de Souza Lemos, R. (2019). *Educação Infantil em Boa Vista*. Laboratório de Estudos e Pesquisa em Economia Social (LEPES). Retrieved from: <http://ecdmeasure.org/resource/educacao-infantil-em-boa-vista/>

Raikes, A., Sayre, R., Davis, D., Anderson, K., Hyson, M., Seminario, E., Burton, A. (2019) The Measuring Early Learning Quality & Outcomes initiative: purpose, process and results, *Early Years*, 39:4, 360-375, <http://ecdmeasure.org/wp-content/uploads/2019/11/Raikes-et-al-MELQO-process-2019.pdf>

Raikes, A., Koziol, N., Janus, M., Platas, L., Weatherholt, T., Smeby, A., Sayre, R. 2019. Examination of school readiness constructs in Tanzania: Psychometric evaluation of the MELQO scales. *Journal of Applied Dev. Psychology* (62) 122-134.

Additional MODEL references can be found at: <http://ecdmeasure.org/new-map/>

⁷¹ Contextualization guidance included in *Overview MELQO: Measuring Early Learning Quality and Outcomes* (p. 47)

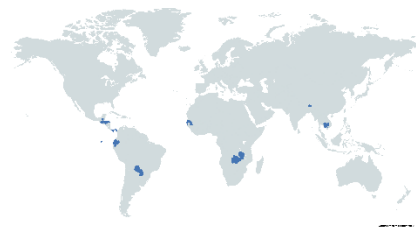
⁷² The MODEL materials on the ECD measures website include a scoring guide for direct observations

PISA FOR DEVELOPMENT (PISA-D) STUDENT QUESTIONNAIRE

I. TOOL OVERVIEW

The PISA for Development (PISA-D) Student Questionnaire is a 171-item survey developed by the Organization for Economic Co-operation and Development (OECD). The PISA-D initiative aims to encourage and facilitate PISA participation among interested and motivated low- and middle-income countries. Designed for use with children and youth, it focuses on information about the student and their lives at school and home. Of the 171 items in this tool, there are 23 items about the student, 86 items about the student's school experience, and 62 items about the student's family and life at home.

Tool Format	Respondents	Countries
Interview	✓ Child/Youth	Cambodia, Ecuador, Guatemala, Honduras, Panama, Paraguay, Senegal and Zambia
Observation	Caregiver	
Performance-Based Assessment	Teacher	
Self-report	School Administrator	
✓ Survey	Program Staff	
Other	Other	



✓ Evidence of use in conflict & crisis-affected settings⁷³

Developer	Name
	Organization for Economic Co-operation and Development (OECD)

Key Parameters	Age	Administration Mode	Administration Time	Languages
	14-16 years	Paper/pencil format	35 minutes	English

Purpose	<i>Population-based needs assessment and monitoring tool</i> that provides policy makers with data and evidence to determine how to improve educational systems while monitoring and evaluating student progress in achieving skills targeted in the Education Sustainable Development Goals Framework
---------	--

Access Information	Requirements	Copyright	Cost
	Open source and available for download: https://www.oecd.org/pisa/pisa-for-development/database/	Open source	No cost

Administrator Information	Administrator	Training Requirements	Training Duration
	No information provided	No information provided	No information provided

Key Publications	<ul style="list-style-type: none"> • <i>PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science, Preliminary Version</i> (OECD, 2017) • OECD PISA for Development website
------------------	--

⁷³ Guatemala and Honduras are on the INEE list of countries affected by crisis and conflict.

Adaptation/ Contextualization Considerations

- Developed to make original PISA assessment more accessible and relevant to low- and middle-income countries
- Technical terms are noted throughout the questionnaire and are adapted to the national context by the national data collection center of the participating country or economy

II. COMPETENCIES MEASURED

The PISA-D Student Questionnaire is described by developers as a measure of information about the student, their school experience, and their family and life at home.

Based on our analysis, the PISA-D Student Questionnaire received the following codes:

- | | |
|--------------------------------------|--------------------------------|
| • Emotional Knowledge and Expression | • Gratitude |
| • Empathy/Perspective-Taking | • Enthusiasm/Zest |
| • Understanding Social Cues | • Purpose |
| • Prosocial/Cooperative Behavior | • Self-Efficacy/Growth Mindset |
| • Performance Values | • Self-Esteem |
| • Optimism | |

III. CONTEXTUAL FACTORS

<ul style="list-style-type: none"> ✓ Ecology ✓ Home <ul style="list-style-type: none"> ✓ Relationships ✓ Education Beliefs & Practices ✓ Friends ✓ Learning Environment <ul style="list-style-type: none"> ✓ Teacher-Student Relationships ✓ Teacher Practice ✓ Teacher Characteristics ✓ Resources ✓ Community <ul style="list-style-type: none"> □ Relationships □ Resources □ Geographic Location 	<ul style="list-style-type: none"> ✓ Equity <ul style="list-style-type: none"> ✓ Development ✓ Disability □ Displacement □ Documentation ✓ Education Access <ul style="list-style-type: none"> □ Early Learning Opportunities ✓ Gender ✓ Language ✓ Nationality □ Race/Ethnicity □ Religion ✓ SES 	<ul style="list-style-type: none"> ✓ Health <ul style="list-style-type: none"> ✓ Mental ✓ Nutrition ✓ Physical ✓ Sexual & Reproductive ✓ WASH 	<ul style="list-style-type: none"> ✓ Safety <ul style="list-style-type: none"> ✓ Physical <ul style="list-style-type: none"> □ Bullying □ Psychosocial <ul style="list-style-type: none"> □ Bullying ✓ Sexual 	<ul style="list-style-type: none"> ✓ Adult Support <ul style="list-style-type: none"> ✓ Adult Support
---	--	--	--	--

- Considers student health and safety in the context of both home and learning environment
- Emphasizes equity and ecological aspects of the learning environment

IV. AVAILABLE RESOURCES

- ✓ Contextualization Guide⁷⁴
- ✓ Scoring Guide⁷⁵

⁷⁴ The tool covers a range of well-being outcomes and risk and protective factors while considering differences in life experiences of children in developing countries.

⁷⁵ The tool provides summary descriptions of observable behaviors and skills associated with degrees of task proficiency.

V. LEARN MORE

Contact Information

Website: <https://www.oecd.org/pisa/pisa-for-development/>

Contact: Michael Ward

Phone: +(33-1) 45 24 76 47

Email: Michael.WARD@oecd.org

References

OECD. (2017). PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science, Preliminary Version, OECD Publishing, Paris. Retrieved from: <https://www.oecd.org/pisa/pisa-for-development/PISA-D-Assessment-and-Analytical-Framework-Ebook.pdf>

OECD PISA for Development website: <https://www.oecd.org/pisa/pisa-for-development/>

PRESCHOOL SELF-REGULATION ASSESSMENT (PSRA)

I. TOOL OVERVIEW

Preschool Self-Regulation Assessment (PSRA) is a 9-item performance-based assessment/interview and 28-item assessor report survey developed by the University of Chicago. Designed for use with children, it focuses on measuring self-regulatory skills.

Tool Format

- ✓ Interview
- Observation
- ✓ Performance-Based Assessment
- Self-report
- ✓ Survey
- Other

Respondents

- ✓ Child/Youth
- Caregiver
- Teacher
- School Administrator
- Program Staff
- ✓ Other: Assessor

Countries

Albania, Antilles, Australia, Belgium, Bosnia and Herzegovina, Brazil, Canada, Chile, China, Colombia, Croatia, Curacao, Denmark, Ecuador, Egypt, Greece, Grenada, Hong Kong, India, Indonesia, Iran, Ireland, Israel, Japan, Lebanon, Malaysia, Maldives, Mexico, Netherlands, New Zealand, Pakistan, Peru, Philippines, Portugal, Puerto Rico, Romania, Saudi Arabia, Singapore, Slovakia, South Africa, South Korea, Spain, Taiwan, Tanzania, Thailand, Turkey, United Kingdom, United States, Uruguay, Vietnam



✓ Evidence of use in conflict & crisis-affected settings⁷⁶

Developer	Name: University of Chicago, including Radiah Smith-Donald, C. Cybele Raver, Tiffany Hayes & Breeze Richardson			
Key Parameters	Age: 3-6 years	Administration Mode: Paper/pencil format	Administration Time: No information provided	Languages: English, Spanish, Turkish
Purpose	<i>Population-based needs assessment and monitoring tool and basic research tool, designed to assess young children's self-regulation in emotional, attentional, and behavioral domains for field research and to capture natural variation across children</i>			
Access Information	Requirements Request access to complete PSRA toolkit: https://steinhardt.nyu.edu/ihdsc/csrp/psra		Copyright Yes (proprietary, free)	Cost No cost
Administrator Information	Administrator Trained assessor		Training Requirements Training on PRSA, reliability, trouble-shooting, assessor report	Training Duration 1 day

⁷⁶ The tool has been used in Colombia, Indonesia, Lebanon, Pakistan, Philippines, and Turkey.

Key Publications	<ul style="list-style-type: none"> • <i>Preliminary construct and concurrent validity of the Preschool Self-Regulation Assessment (PSRA) for field-based research</i> (Smith-Donald et al., 2007) • <i>Preschool Self-Regulation Assessment (PSRA): Adaptation Study for Turkey</i>. (Findik & Guler Yildiz, 2014) • <i>CSRP's impact on low-income preschoolers' pre-academic skills: Self-regulation and teacher-student relationships as two mediating mechanisms</i> (Raver et al., 2011)
-------------------------	--

Adaptation/ Contextualization Considerations	<ul style="list-style-type: none"> • Includes English and Spanish versions of PSRA script and code sheet
---	---

II. COMPETENCIES MEASURED

PSRA is described by developers as a measure of self-regulation in emotional, attentional, and behavioral domains, which includes the following constructs: executive functioning, effortful control, attention/impulsivity, and positive emotionality.

Based on our analysis, PSRA received the following codes:

- Attention Control
- Working Memory and Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Emotional and Behavioral Regulation
- Understanding Social Cues
- Prosocial/Cooperative Behavior
- Ethical Values
- Performance Values
- Enthusiasm/Zest
- Self-Efficacy/Growth Mindset

III. CONTEXTUAL FACTORS

<input type="checkbox"/> Ecology	<input type="checkbox"/> Equity	<input checked="" type="checkbox"/> Health	<input checked="" type="checkbox"/> Safety	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Home	<input type="checkbox"/> Development	<input checked="" type="checkbox"/> Mental	<input checked="" type="checkbox"/> Physical	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Relationships	<input type="checkbox"/> Disability	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Education Beliefs & Practices	<input type="checkbox"/> Displacement	<input type="checkbox"/> Physical	<input checked="" type="checkbox"/> Psychosocial	
<input type="checkbox"/> Friends	<input type="checkbox"/> Documentation	<input type="checkbox"/> Sexual & Reproductive	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Learning Environment	<input type="checkbox"/> Education Access	<input type="checkbox"/> WASH	<input type="checkbox"/> Sexual	
<input type="checkbox"/> Teacher-Student Relationships	<input type="checkbox"/> Early Learning Opportunities			
<input type="checkbox"/> Teacher Practice	<input type="checkbox"/> Gender			
<input type="checkbox"/> Teacher Characteristics	<input type="checkbox"/> Language			
<input type="checkbox"/> Resources	<input type="checkbox"/> Nationality			
<input type="checkbox"/> Community	<input type="checkbox"/> Race/Ethnicity			
<input type="checkbox"/> Relationships	<input type="checkbox"/> Religion			
<input type="checkbox"/> Resources	<input type="checkbox"/> SES			
<input type="checkbox"/> Geographic Location				

- The PSRA considers children's safety and mental health in the assessor report, including verbal and physical aggression

IV. AVAILABLE RESOURCES



Contextualization Guide⁷⁷



Scoring Guide⁷⁸

V. LEARN MORE

Contact Information

Website: <https://steinhardt.nyu.edu/ihdsc/csrp/psra>

Contact: Javanna Obregon, Project Manager, Chicago School Readiness Project at New York University

Phone: (212) 998-5647

Email: javanna.obregon@nyu.edu

References

Smith-Donald, R., Raver, C. C., Hayes, T., & Richardson, B. (2007). *Preliminary construct and concurrent validity of the Preschool Self-Regulation Assessment (PSRA) for field-based research*. *Early Childhood Research Quarterly*, 22, 173-187. Retrieved from: <https://steinhardt.nyu.edu/ihdsc/csrp/psra>.

Findik, E. & Guler Yildiz, T. (2014). *Preschool Self-Regulation Assessment (PSRA): Adaptation Study for Turkey*. *Eğitim ve Bilim*. 39. 317-328. 10.15390/EB.2014.3647. Retrieved from: https://www.researchgate.net/publication/279035668_Preschool_Self-Regulation_Assessment_PSRA_Adaptation_Study_for_Turkey

Raver, C. C., Jones, S. M., Li-Grining, C., Zhai, F., Bub, K., Pressler, E. (2011). *CSRP's impact on low-income preschoolers' pre-academic skills: Self-regulation and teacher-student relationships as two mediating mechanisms*. *Child Development*, 82(1), 362-378. Retrieved from: <https://steinhardt.nyu.edu/ihdsc/csrp/psra>

Smith-Donald, R., Raver, C. C., Hayes, T., & Richardson, B. (n.d.) *PSRA Toolkit*. Chicago School Readiness Project. Retrieved from: <https://research.steinhardt.nyu.edu/ihdsc/csrp/psra>

Additional PSRA references can be found at:

<https://research.steinhardt.nyu.edu/scmsAdmin/uploads/003/982/PSRA%20Reference%20Page.pdf>


⁷⁷ No contextualization materials included except for Spanish translations of all PSRA resources.

⁷⁸ PSRA Toolkit includes PSRA Codebook and Assessor Report Codebook for scoring purposes.

SHORT GRIT SCALE (GRIT-S)

I. TOOL OVERVIEW

The Short Grit Scale (GRIT-S) is an 8-item self-report tool developed by Angela Lee Duckworth and Patrick D. Quinn. The GRIT-S retains the 2-factor structure of the original Grit Scale (Duckworth, Peterson, Matthews, & Kelly, 2007) with 4 fewer items and improved psychometric properties. Designed for use with children and youth, it focuses on trait-level perseverance and passion for long-term goals.

Tool Format	Respondents	Countries	 Evidence of use in conflict & crisis-affected settings ⁷⁹	
Interview	✓ Child/Youth	Turkey, United States		
Observation	Caregiver			
Performance-Based Assessment	Teacher			
✓ Self-report	School Administrator			
Survey	Program Staff			
Other	Other			
<hr/>				
Developer	Name: Angela Lee Duckworth and Patrick D. Quinn (University of Pennsylvania)			
Key Parameters	Age: Intended for use with ages 14+; Used by researchers in international contexts with ages 6-18	Administration Mode: Paper/pencil format, digital	Administration Time: No information provided	Languages: English, Turkish
Purpose	Basic research tool designed to validate a more efficient measure of grit than an original 12-item self-report grit measure (Grit–O) that proposed a theory of grit as a compound trait comprising stamina in dimensions of interest and effort			
Access Information	Requirements None	Copyright Yes (proprietary, free)	Cost No cost	
Administrator Information	Administrator No information provided	Training Requirements No information provided	Training Duration No information provided	
Key Publications	<ul style="list-style-type: none">• Development and validation of the Short Grit Scale (GRIT–S) (Duckworth, A. L., & Quinn, P. D., 2009)• Grit and test anxiety in Turkish children and adolescents (Çelik, I. & Sarıçam, H., 2016)• The relationship between positive thinking skills, academic locus of control and grit in adolescents (Çelik, I., & Sarıçam, H., 2018)			

⁷⁹ The tool has been used in Turkey.

- No information provided

II. COMPETENCIES MEASURED

GRIT-S is described by developers as a measure of perseverance and passion for long-term goals. Based on our analysis, GRIT-S received the following codes:

- Working Memory and Planning Skills
- Performance Values

III. CONTEXTUAL FACTORS

<input type="checkbox"/> Ecology	<input type="checkbox"/> Equity	<input type="checkbox"/> Health	<input type="checkbox"/> Safety	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Home	<input type="checkbox"/> Development	<input type="checkbox"/> Mental	<input type="checkbox"/> Physical	<input type="checkbox"/> Adult Support
<input type="checkbox"/> Relationships	<input type="checkbox"/> Disability	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Education Beliefs & Practices	<input type="checkbox"/> Displacement	<input type="checkbox"/> Physical	<input type="checkbox"/> Psychosocial	<input type="checkbox"/> Bullying
<input type="checkbox"/> Friends	<input type="checkbox"/> Documentation	<input type="checkbox"/> Sexual & Reproductive	<input type="checkbox"/> Sexual	
<input type="checkbox"/> Learning Environment	<input type="checkbox"/> Education Access	<input type="checkbox"/> WASH		
<input type="checkbox"/> Teacher-Student Relationships	<input type="checkbox"/> Early Learning Opportunities			
<input type="checkbox"/> Teacher Practice	<input type="checkbox"/> Gender			
<input type="checkbox"/> Teacher Characteristics	<input type="checkbox"/> Language			
<input type="checkbox"/> Resources	<input type="checkbox"/> Nationality			
<input type="checkbox"/> Community	<input type="checkbox"/> Race/Ethnicity			
<input type="checkbox"/> Relationships	<input type="checkbox"/> Religion			
<input type="checkbox"/> Resources	<input type="checkbox"/> SES			
<input type="checkbox"/> Geographic Location				

- No contextual factors noted in analysis

IV. AVAILABLE RESOURCES

 Contextualization Guide⁸⁰

 Scoring Guide⁸¹

V. LEARN MORE

Contact Information

Website: <https://angeladuckworth.com/grit-scale/>

Contact: Angela Duckworth, CEO of Character Lab & Christopher H. Browne Distinguished Professor of Psychology, University of Pennsylvania

Phone: N/A

⁸⁰ The materials reviewed did not provide guidance for contextualizing the tool for use across contexts.
⁸¹ Extensive descriptive statistics are provided for the GRIT-S in relation to the GRIT-O and study outcomes (Duckworth & Quinn, 2009).

Email: aduckworth@characterlab.org

References

- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (GRIT–S). *Journal of personality assessment*, 91(2), 166-174. DOI: 10.1080/00223890802634290
- Çelik, I. & Sarıçam, H. (2016). Grit and test anxiety in Turkish children and adolescents. *ERPA International Congress on Education*, 119.
- Çelik, I., & Sarıçam, H. (2018). The relationship between positive thinking skills, academic locus of control and grit in adolescents. *Universal Journal of Educational Research*, 6(3), 392-398. DOI: 10.13189/ujer.2018.060305

SOCIAL EMOTIONAL HEALTH SURVEY-SECONDARY (SEHS-S)

I. TOOL OVERVIEW

The Social Emotional Health Survey-Secondary (SEHS-S) is a 36-item self-report tool developed by Project CoVitality at the University of California (UC) Santa Barbara International Center for School Based Youth Development. Designed for use with children and youth, it focuses on youth strengths. There are additional SEHS forms for primary (20 items) and higher education (36 items). An updated version of the tool is in development and set for release in October 2019.

Tool Format	Respondents	Countries
Interview	✓ Child/Youth	Australia, Brazil, China, Greece, India, Indonesia, Italy, Japan, Mexico, Netherlands, Slovakia, South Korea, Spain, Turkey, United Kingdom, United States
Observation	Caregiver	
Performance-Based Assessment	Teacher	
✓ Self-report	School Administrator	
Survey	Program Staff	
Other	Other	

✓ Evidence of use in conflict & crisis-affected settings⁸²

Developer	Name Project CoVitality at the UC Santa Barbara International Center for School Based Youth Development, including Michael Furlong, Erin Dowdy, and Karen Nylund-Gibson			
Key Parameters	Age 13-18 years <i>Note: Primary and higher education versions of the SEHS exist, but our analysis focused only on the SEHS for secondary</i>	Administration Mode Paper/pencil format, digital	Administration Time 25 minutes	Languages English, Spanish, Chinese, Korean, Japanese, Maltese, Turkish, Greek, Slovak, Lithuanian
Purpose	<i>Population-based needs assessment and monitoring tool designed as a validated measure to be used by educators to assess and monitor the positive development of all students</i>			
Access Information	Requirements Open source and available for download:	Copyright Open source	Cost No cost	

⁸² The tool has been used in Turkey.

Administrator Information	Administrator No information provided	Training Requirements No information provided	Training Duration No information provided
Key Publications	<ul style="list-style-type: none"> • <i>Social Emotional Health Survey-Secondary Manual</i> (Furlong, M. J., Dowdy, E., & Nylund-Gibson, K., 2018) • <i>Modification and standardization of the Social Emotional Health Survey-Secondary — 2020 edition</i> (Furlong, M. J., Dowdy, E., Nylund-Gibson, K., 2020) • <i>Adaptation and validation of the Social Emotional Health Survey-Secondary into Turkish culture</i> (Telef, B. B., & Furlong, M. J., 2017) 		
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • No information provided 		

II. COMPETENCIES MEASURED

The SEHS-S is described by developers as a measure of belief-in-self (self-awareness, persistence, self-efficacy), belief-in-others (school support, family coherence, peer support), emotional competence (empathy, self-control, behavioral self-control), and engaged living (gratitude, zest, and optimism).

Based on our analysis, the SEHS-S received the following codes:

- Inhibitory Control
- Critical Thinking
- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking
- Ethical Values
- Performance Values
- Optimism
- Gratitude
- Enthusiasm/Zest
- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem

III. CONTEXTUAL FACTORS

<input checked="" type="checkbox"/> Ecology <input checked="" type="checkbox"/> Home <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Education Beliefs & Practices <input checked="" type="checkbox"/> Friends <input checked="" type="checkbox"/> Learning Environment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher-Student Relationships <input checked="" type="checkbox"/> Teacher Practice <input type="checkbox"/> Teacher Characteristics <input type="checkbox"/> Resources <input type="checkbox"/> Community <ul style="list-style-type: none"> <input type="checkbox"/> Relationships 	<input type="checkbox"/> Equity <ul style="list-style-type: none"> <input type="checkbox"/> Development <input type="checkbox"/> Disability <input type="checkbox"/> Displacement <input type="checkbox"/> Documentation <input type="checkbox"/> Education Access <ul style="list-style-type: none"> <input type="checkbox"/> Early Learning Opportunities <input type="checkbox"/> Gender <input type="checkbox"/> Language <input type="checkbox"/> Nationality <input checked="" type="checkbox"/> Race/Ethnicity <input type="checkbox"/> Religion 	<input type="checkbox"/> Health <ul style="list-style-type: none"> <input type="checkbox"/> Mental <input type="checkbox"/> Nutrition <input type="checkbox"/> Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH 	<input type="checkbox"/> Safety <ul style="list-style-type: none"> <input type="checkbox"/> Physical <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Psychosocial <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual 	<input type="checkbox"/> Adult Support <ul style="list-style-type: none"> <input type="checkbox"/> Adult Support
---	---	---	---	---

- ☐ Resources
- ☐ Geographic Location
 - Considers school, family, and peer support

☐ SES

IV. AVAILABLE RESOURCES



Contextualization Guide⁸³



Scoring Guide⁸⁴

V. LEARN MORE

Contact Information

Website: <https://www.covitalityucsb.info/index.html>

Contact: Michael Furlong, Distinguished Professor Emeritus and Research Professor, University of California, Santa Barbara

Phone: N/A

Email: mfurlong@ucsb.edu

References

- Furlong, M. J., Dowdy, E., & Nylund-Gibson, K. (2018). *Social Emotional Health Survey-Secondary Manual*. Santa Barbara, CA: UC Santa Barbara International Center for School-Based Youth Development. Retrieved from <https://www.covitalityucsb.info/sehs-measures/index.html>
- Furlong, M. J., Dowdy, E., & Nylund-Gibson, K. (2020). *Modification and standardization of Social Emotional Health Survey-Secondary— 2020 edition*. Santa Barbara, CA, University of California Santa Barbara, International Center for School Based Youth Development. Retrieved from <https://www.covitalityucsb.info/sehs-measures/index.html>
- Telef, B. B., & Furlong, M. J., (2017). *Adaptation and validation of the Social Emotional Health Survey-Secondary into Turkish culture*. International Journal of School & Educational Psychology, 5, 255–265. <http://dx.doi.org/10.1080/21683603.2016.1234988>


⁸³ The materials reviewed did not provide guidance for contextualization.

⁸⁴ Provides brief scoring instructions and detailed statistical descriptions of scoring subscales.

SOCIAL-EMOTIONAL RESPONSE AND INFORMATION SCENARIOS (SERAIS)

I. TOOL OVERVIEW

The Social-Emotional Response and Information Scenarios (SERAIS) is a scenario-based interview tool assembled and adapted by NYU Global TIES for Children based on formats and items used in prior studies in global contexts.⁸⁵ It was first used as part of an effort to test the impact of the International Rescue Committee's (IRC's) SEL-infused programming in Lebanon and Niger. The measure has since been further adapted by the IRC's Research and Innovation (R&I) team for use in Nigeria. It is designed to measure SEL skills among primary school-aged children in conflict-affected, emergency settings by introducing children to six hypothetical scenarios and prompting them to answer a series of questions about what they would do in that scenario. The version tested in Lebanon captures information about children's hostile attribution bias, emotional orientation, emotion dysregulation, and interpersonal negotiation strategies.

Tool Format	Respondents	Countries ⁸⁶	 Evidence of use in conflict & crisis-affected settings
✓ Interview	✓ Child/Youth	Lebanon, Niger, Nigeria	
Observation	Caregiver		
Performance-Based Assessment	Teacher		
✓ Self-report	School Administrator		
Survey	Program Staff		
Other	Other		

Developer	Name: NYU Global TIES for Children, International Rescue Committee (IRC)			
------------------	--	--	--	--

Key Parameters	Age: 5-16 years	Administration Mode: Paper/pencil format, digital	Administration Time: ~ 20 minutes	Languages: Arabic, English, French
-----------------------	---------------------------	---	---	--

Purpose	<i>Program evaluation tool</i> designed to capture information about a suite of social, emotional, and cognitive skills among elementary school-aged children in fragile, conflict-affected settings			
----------------	--	--	--	--

Access Information	Requirements Open source and available for download:	Copyright None	Cost No cost	
---------------------------	--	--------------------------	------------------------	--

⁸⁵ The SERAIS was constructed and adapted based on formats and items used in the following studies: Dodge et al., "Hostile Attributional Bias and Aggressive Behavior in Global Context"; Di Giunta et al., "Measurement Invariance and Convergent Validity of Anger and Sadness Self-Regulation Among Youth From Six Cultural Groups"; Leadbeater et al., "Assessment of Interpersonal Negotiation Strategies in Youth Engaged in Problem Behaviors"; Selman et al., "Assessing Adolescent Interpersonal Negotiation Strategies."

⁸⁶ The version we reviewed, and the supporting evidence, was from Lebanon. Contact the measure developers for more information on versions administered and evidence from Niger and Nigeria.

<https://inee.org/measurement-library>

Administrator Information	Administrator Trained enumerator	Training Requirements Enumerators must read and understand the information on the enumerator training PowerPoint	Training Duration 2-hour program evaluation module delivered during enumerator training
Key Publications	<ul style="list-style-type: none"> • Social emotional response and information scenarios: Evidence on construct validity, measurement invariance, and reliability in use with Syrian refugee children in Lebanon (Kim, H. Y., & Tubbs Dolan, C., 2019) • SERAIS User Guide (NYU Global TIES for Children & International Rescue Committee, 2019) 		
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • Measure was built to assess different SEL skills among children in conflict-affected, emergency settings. It has been implemented in Lebanon and Niger and further adapted by the IRC's Research and Innovation (R&I) team for use in Nigeria 		

II. COMPETENCIES MEASURED

SERAIS⁸⁷ is described by developers as a measure of the following constructs:

- Hostile attribution bias: the tendency to interpret the behavior of others as hostile in intent when it may be ambiguous or benign.
- Emotional orientation: the type and intensity of the emotions that a child would experience in a social situation.
- Emotion dysregulation: the ability to modulate the expression of intense emotions in socially challenging situations.
- Interpersonal negotiation strategies: the strategies a child uses to deal with socially challenging situations.

Based on our analysis, SERAIS received the following codes:

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Conflict Resolution/Social Problem Solving
- Understanding Social Cues
- Prosocial/Cooperative Behavior

III. CONTEXTUAL FACTORS*

✓ Ecology	✓ Equity	✓ Health	✓ Safety	□ Adult Support
✓ Home	✓ Development	□ Mental	□ Physical	□ Adult Support
✓ Relationships	□ Disability	□ Nutrition	□ Bullying	
□ Education Beliefs & Practices	✓ Displacement	✓ Physical	□ Psychosocial	
□ Friends	□ Documentation	□ Sexual & Reproductive	□ Bullying	
	✓ Education Access			

⁸⁷ The constructs mentioned here are for the version of the SERAIS that has been validated in Lebanon.

- ✓ Learning Environment
 - ☐ Teacher-Student Relationships
 - ☐ Teacher Practice
 - ✓ Teacher Characteristics
 - ✓ Resources
- ✓ Community
 - ☐ Relationships
 - ☐ Resources
- ✓ Geographic Location

- ☐ Early Learning Opportunities
- ✓ Gender
- ☐ Language
- ☐ Nationality
- ☐ Race/Ethnicity
- ☐ Religion
- ✓ SES


✓ WASH

- ☐ Sexual

- Considers risk factors common among refugee populations with emphasis on equity, particularly socio-economic status, across ecological levels

*These contextual factors were collected using administrative data as well as parent interviews. While these were not specifically included in the instrument itself, we included them here to represent the careful consideration given to contextual factors in the development of this tool that is designed specifically for use in crisis and conflict settings.

IV. AVAILABLE RESOURCES

 Contextualization Guide

 Scoring Guide⁸⁸

V. LEARN MORE

Contact Information

Website: <https://inee.org/resources/social-emotional-response-and-information-scenarios-serais>

Contact: Roxane Caires, Research Scientist, New York University Global TIES for Children

Phone: N/A

Email: roxane.caires@nyu.edu

References

Kim, H. Y., & Tubbs Dolan, C. (2019). *Social emotional response and information scenarios: Evidence on construct validity, measurement invariance, and reliability in use with Syrian refugee children in Lebanon*. Technical working paper. New York, NY: NYU Global TIES for Children. Retrieved from: <https://inee.org/resources/social-emotional-response-and-information-scenarios-serais>


NYU Global TIES for Children & International Rescue Committee. (2019). *SERAIIS User Guide*. Retrieved from: <https://inee.org/resources/social-emotional-response-and-information-scenarios-serais>

⁸⁸ The user guide, enumerator training PowerPoint, and technical working paper are public and can be downloaded from the INEE Measurement Library: <https://inee.org/resources/social-emotional-response-and-information-scenarios-serais>

SOCIAL PROVISIONS SCALE (SPS)

I. TOOL OVERVIEW

The Social Provisions Scale (SPS) is a 24-item interview tool developed by Carolyn E. Cutrona and Daniel W. Russell. Designed for use with children and youth, it focuses on social relationships. The Social Provisions Scale-10 item (SPS-10) is a shortened version of the Social Provisions Scale.

Tool Format	Respondents	Countries	 <div>✓ Evidence of use in conflict & crisis-affected settings⁸⁹</div>	
Interview	✓ Child/Youth	Canada, Turkey, United States		
Observation	Caregiver			
Performance-Based Assessment	Teacher			
✓ Self-report	School Administrator			
Survey	Program Staff			
Other	Other			
Developer	Name: Carolyn E. Cutrona and Daniel W. Russell			
Key Parameters	Age: Intended for use with adults; Used by researchers in international contexts with ages 9-20+	Administration Mode: Paper/pencil format	Administration Time: No information provided	Languages: Arabic, English, French
Purpose <i>Basic research tool</i> designed to refine techniques for measuring health-promoting aspects of relationships to understand the specific interpersonal needs of individuals who face different life situations				
Access Information	Requirements Open source (email drussell@iastate.edu), share research findings	Copyright Yes (proprietary, free)	Cost No cost	
Administrator Information	Administrator No information provided	Training Requirements No information provided	Training Duration No information provided	
Key Publications	<ul style="list-style-type: none"><i>The Provisions of Social Relationships and Adaptation to Stress</i> (Cutrona, C.E., & Russell, D.W., 1987)<i>Bahçeşehir Study of Syrian Refugee Children in Turkey</i> (Özer, S., Şirin, A., & Oppedal, B., 2013)			

⁸⁹ This tool was used with Syrian refugees in Turkey (Özer, S., Şirin, A., & Oppedal, B., 2013).

- *Traumatic events, social support, and depression: Syrian refugee children in Turkish camps* (Oppedal, B., Özer, S., & Şirin, A., 2018)

Adaptation/ Contextualization Considerations

- No information provided

II. COMPETENCIES MEASURED

The SPS is described by developers as a measure of the availability of social support, including guidance, reliable alliance, reassurance of worth, attachment, social integration, and opportunity for nurturance.

Based on our analysis, the SPS received the following codes:

- Emotional Knowledge and Expression
- Prosocial/Cooperative Behavior
- Civic Values
- Optimism
- Self-Esteem

III. CONTEXTUAL FACTORS

✓ Ecology

- ☐ Home
 - ☐ Relationships
 - ☐ Education Beliefs & Practices
- ☐ Friends
- ☐ Learning Environment
 - ☐ Teacher-Student Relationships
 - ☐ Teacher Practice
 - ☐ Teacher Characteristics
 - ☐ Resources
- ☐ Community
 - ☐ Relationships
 - ☐ Resources
- ☐ Geographic Location

☐ Equity

- ☐ Development
- ☐ Disability
- ☐ Displacement
- ☐ Documentation
- ☐ Education Access
 - ☐ Early Learning Opportunities
- ☐ Gender
- ☐ Language
- ☐ Nationality
- ☐ Race/Ethnicity
- ☐ Religion
- ☐ SES

☐ Health

- ☐ Mental
- ☐ Nutrition
- ☐ Physical
- ☐ Sexual & Reproductive
- ☐ WASH

☐ Safety

- ☐ Physical
 - ☐ Bullying
- ☐ Psychosocial
 - ☐ Bullying
- ☐ Sexual

☐ Adult Support

- ☐ Adult Support

- Considers the social supports available through relationships that surround the respondent, including those with friends, family members, coworkers, and community members

IV. AVAILABLE RESOURCES



Contextualization Guide⁹⁰



Scoring Guide⁹¹

⁹⁰ The materials reviewed did not include contextualization guidance.

⁹¹ The tool includes instructions for scoring and score interpretation (Cutrona & Russell, 1987).

V. LEARN MORE

Contact Information

Website: N/A

Contact: Carolyn Cutrona, Associate Dean of Iowa State University,
College of Liberal Arts and Sciences, Department of Psychology
Daniel Russell, Professor of Human Development and Family Studies, College
of Human Sciences, Iowa State University

Phone: (515) 294-5990; (515) 294-4187

Email: ccutrona@iastate.edu; drussell@iastate.edu


References

- Caron J. (2013). Une validation de la forme abrégée de l'Échelle de provisions sociales : l'ÉPS-10 items [A validation of the Social Provisions Scale: the SPS-10 items]. *Sante mentale au Quebec*, 38(1), 297–318. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/24337002>
- Cutrona, C.E., & Russell, D.W. (1987). The Provisions of Social Relationships and Adaptation to Stress. *Advances in Personal Relationships*, 1, 37-67. Retrieved from: http://depts.washington.edu/uwcsc/sites/default/files/hw00/d40/uwcsc/sites/default/files/Social%20Provisions%20Scale_0.pdf
- Özer, S., Şirin, A., & Oppedal, B. (2013). Bahçeşehir Study of Syrian Refugee Children in Turkey. Retrieved from: <https://www.fhi.no/globalassets/dokumenterfiler/studier/ungkul/bahcesehir-study-report.pdf>
- Oppedal, B., Özer, S., & Şirin, A. (2018). Traumatic events, social support, and depression: Syrian refugee children in Turkish camps, *Vulnerable Children and Youth Studies*, 13(1), 46-59. DOI: 10.1080/17450128.2017.1372653

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ)

I. TOOL OVERVIEW

The Strengths and Difficulties Questionnaire (SDQ) is a 30-item survey developed by YouthinMind. Designed for use with caregivers and teachers, it focuses on positive and negative psychological attributes.

Tool Format	Respondents	Countries	
Interview	Child/Youth	Australia, Denmark, Finland, Germany, Italy, Japan, Spain, Sweden, United Kingdom, United States	
Observation	✓ Caregiver		
Performance-Based Assessment	✓ Teacher		
Self-report	School Administrator		
✓ Survey	Program Staff		
Other	Other		

Developer	Name YouthinMind			
Key Parameters	Age 3-16 years <i>Note: Coded materials include ages 4-10; an adolescent self-report is also available</i>	Administration Mode ⁹³ Paper/pencil format, digital	Administration Time No information provided	Languages ⁹⁴ > 80 languages
Purpose	<i>Population-based needs assessment and monitoring tool, formative feedback tool, screening tool, program evaluation tool, and basic research tool that measures behavior among populations and individuals to guide and evaluate interventions; includes several versions to meet the needs of researchers, clinicians and educators which contain a combination of a 25-item psychological attributes questionnaire, an impact supplement that documents the degree of psychiatric challenges, and follow-up questions that address progress monitoring</i> ⁹⁵			
Access Information	Requirements Open source and available for	Copyright Yes (proprietary)	Cost No cost (paper/pencil format); licensing/scoring fees (US \$0.25/SDQ scored)	

⁹² The tool is cited as used with refugees in the following studies:

Lau, W., Silove, D., Edwards, B., Forbes, D., Bryant, R., McFarlane, A., ... O'Donnell, M. (2018). Adjustment of refugee children and adolescents in Australia:

Outcomes from wave three of the Building a New Life in Australia study. *BMC Medicine*, 16(1), 157. <https://doi.org/10.1186/s12916-018-1124-5>

Fängström, K., Dahlberg, A., Ådahl, K., Rask, H., Salari, R., Sarkadi, A., & Durbeej, N. (n.d.). Is the strengths and difficulties questionnaire with a trauma supplement a valuable tool in screening refugee children for mental health problems? *Journal of Refugee Studies*. <https://doi.org/10.1093/jrs/fey073>

⁹³ YouthinMind. (n.d.). *Frequently Asked Questions*. Retrieved from: <https://youthinmind.com/faq/>

⁹⁴ YouthinMind. (2015). *Downloadable SDQs and related items*. Retrieved from: <http://www.sdqinfo.com/py/sdqinfo/b0.py>

⁹⁵ YouthinMind. (2012). *What is the SDQ?* Retrieved from: <http://www.sdqinfo.com/a0.html>

	download (digital) (paper/pencil format): https://sdqinfo.org/py/sdqinfo/b3.py?language=English&country=USA ; registration and licensing/scoring fees (digital)		
Administrator Information	Administrator No information provided	Training Requirements No information provided	Training Duration No information provided
Key Publications	<ul style="list-style-type: none"> • <i>SDQ and impact supplement for the parents of 4-10-year olds</i> (YouthinMind, 2005) • YouthinMind website 		
Adaptation/Contextualization Considerations	<ul style="list-style-type: none"> • No information provided 		

II. COMPETENCIES MEASURED⁹⁶

The SDQ is described by developers as a measure of emotional problems, conduct problems, hyperactivity, peer problems, and prosocial behavior.

Based on our analysis, the SDQ received the following codes:

- Attention Control
- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking
- Prosocial/Cooperative Behavior
- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
- Openness
- Self-Efficacy/Growth Mindset

III. CONTEXTUAL FACTORS

<input checked="" type="checkbox"/> Ecology <input checked="" type="checkbox"/> Home <ul style="list-style-type: none"> <input type="checkbox"/> Relationships <input type="checkbox"/> Education Beliefs & Practices <input checked="" type="checkbox"/> Friends <input checked="" type="checkbox"/> Learning Environment <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-Student Relationships 	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Development <ul style="list-style-type: none"> <input type="checkbox"/> Disability <input type="checkbox"/> Displacement <input type="checkbox"/> Documentation <input type="checkbox"/> Education Access <ul style="list-style-type: none"> <input type="checkbox"/> Early Learning Opportunities <input checked="" type="checkbox"/> Gender	<input checked="" type="checkbox"/> Health <input checked="" type="checkbox"/> Mental <ul style="list-style-type: none"> <input type="checkbox"/> Nutrition <input checked="" type="checkbox"/> Physical <ul style="list-style-type: none"> <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Physical <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bullying <input checked="" type="checkbox"/> Psychosocial <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bullying <input type="checkbox"/> Sexual	<input type="checkbox"/> Adult Support <input type="checkbox"/> Adult Support
--	--	--	--	---

⁹⁶ YouthinMind. (2016). *Scoring the SDQ*. Retrieved from: <https://www.sdqinfo.com/py/sdqinfo/c0.py>

- ☐ Teacher Practice
- ☐ Teacher Characteristics
- ☐ Resources
- ☐ Community
 - ☐ Relationships
 - ☐ Resources
- ☐ Geographic Location

- ☐ Language
- ☐ Nationality
- ☐ Race/Ethnicity
- ☐ Religion
- ☐ SES

- Considers child behaviors and their effects on functioning within different settings and relationships

IV. AVAILABLE RESOURCES



Contextualization Guide⁹⁷



Scoring Guide⁹⁸

V. LEARN MORE

Contact Information

Website: <https://youthinmind.com/products-and-services/sdq/>

Contact: N/A

Phone: N/A

Email: youthinmind@gmail.com

References

YouthinMind. (2005). *SDQ and impact supplement for the parents of 4-10-year olds*. Retrieved from: [https://sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz\(USA\)](https://sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(USA))

YouthinMind website: <https://sdqinfo.org/a0.html>


⁹⁷ The materials reviewed did not include guidance for adapting this tool for use across contexts.

⁹⁸ Includes coding website and instructions for coding responses by hand: <https://www.sdqinfo.com/py/sdqinfo/c0.py>

YOUTHPower ACTION SOFT SKILLS TOOLS

I. TOOL OVERVIEW

The YouthPower Action Soft Skills Tools are interview tools developed by USAID and FHI 360. The Soft Skills Tools consist of a 119-item youth interview and a 31-item program staff interview. Both tools focus on measuring youth's key soft skills, including positive self-concept, self-control, higher-order thinking skills, and communication and social skills. Of the 119 items in the youth interview tool, there are 63 soft skills items and 56 items related to demographic information, sexual and reproductive health, violence, employment, activities, school attendance, poverty, disability, and language. Of the 31 items in the program staff interview tool, there are 21 soft skills items and 10 items related to program staff demographic information, school attendance, and language.

Tool Format	Respondents	Countries		✓ Evidence of use in conflict & crisis-affected settings ⁹⁹
✓ Interview	✓ Child/Youth	Guatemala, Uganda		
Observation	Caregiver			
Performance-Based Assessment	Teacher			
✓ Self-report	School Administrator			
Survey	✓ Program Staff			
Other	Other			

Developer	Name: USAID, FHI 360			
Key Parameters	Age: 15-19 years	Administration Mode: Digital	Administration Time: ¹⁰⁰ ~45 minutes	Languages: English, Spanish
Purpose	Program evaluation tool designed as a response to the growth in soft skills-focused interventions and the resulting urgent need among youth development programs for measures that can reliably assess key soft skills at a group level at one point in time or over time, within a program implementation context, to inform decision making about program design, instruction, implementation, and funding			
Access Information	Requirements Open source (email sgates@fhi360.org)	Copyright No information provided	Cost No cost	
Administrator Information	Administrator: ² Program staff that have worked closely with the particular youth being assessed	Training Requirements None (training provides administrator materials and is considered best practice, although not required)	Training Duration 4-5 days	

⁹⁹ The tool has been used in Guatemala and Uganda. However, education in emergencies was not a specific focus of tool development (S. Gates, personal communication, May 29, 2019).

¹⁰⁰ S. Gates, personal communication, May 29, 2019.

Key Publications	<ul style="list-style-type: none"> • <i>YouthPower Action Soft Skills Youth Tool</i> (USAID, 2019) • <i>YouthPower Action Soft Skills Program Staff Tool</i> (USAID, 2019) • <i>YOUTHPOWER ACTION Measuring Soft Skills & Life Skills in International Youth Development Programs: A Review and Inventory of Tools</i> (USAID, 2017)
Adaptation/ Contextualization Considerations	<ul style="list-style-type: none"> • Includes methods that anchor skills in objective phenomena to help adapt tools across cultures by enhancing within-country validity and cross-country score comparability, including anchoring vignettes, which provide respondents with a reference point for their judgments • Recommends being mindful of cultural perceptions of soft skills, a country's literacy levels and the extent to which the test-taking or administration relies on literacy, and the extent to which measures can adapt to multiple delivery mechanisms, from pen and paper to computer-based methods • Forthcoming guide will include guidelines for adaptation/contextualization

II. COMPETENCIES MEASURED

The YouthPower Action Soft Skills Tool is described by developers as a measure of positive self-concept, self-control, higher order thinking skills, social skills, and communication.

Based on our analysis, The YouthPower Action Soft Skills Youth Tool received the following codes:

- | | |
|--|--------------------------------|
| • Attention Control | • Ethical Values |
| • Inhibitory Control | • Performance Values |
| • Cognitive Flexibility | • Intellectual Values |
| • Critical Thinking | • Optimism |
| • Emotional Knowledge and Expression | • Self-Knowledge |
| • Emotional and Behavioral Regulation | • Purpose |
| • Empathy/Perspective-Taking | • Self-Efficacy/Growth Mindset |
| • Conflict Resolution/Social Problem Solving | • Self-Esteem |
| • Prosocial/Cooperative Behavior | |

Based on our analysis, The YouthPower Action Soft Skills Program Staff Tool received the following codes:

- | | |
|--|----------------------------------|
| • Attention Control | • Prosocial/Cooperative Behavior |
| • Cognitive Flexibility | • Ethical Values |
| • Critical Thinking | • Performance Values |
| • Emotional and Behavioral Regulation | • Intellectual Values |
| • Empathy/Perspective-Taking | • Self-Efficacy/Growth Mindset |
| • Understanding Social Cues | • Self-Esteem |
| • Conflict Resolution/Social Problem Solving | |

III. CONTEXTUAL FACTORS

✓ Ecology

- ✓ Home
 - ✓ Relationships
 - ✓ Education Beliefs & Practices
- ✓ Friends
- ✓ Learning Environment
 - ☐ Teacher-Student Relationships
 - ☐ Teacher Practice
 - ✓ Teacher Characteristics
 - ☐ Resources
- ☐ Community
 - ✓ Relationships
 - ☐ Resources
- ☐ Geographic Location

✓ Equity

- ✓ Development
- ✓ Disability
- ☐ Displacement
- ☐ Documentation
- ✓ Education Access
 - ☐ Early Learning Opportunities
- ☐ Gender
- ✓ Language
- ☐ Nationality
- ☐ Race/Ethnicity
- ☐ Religion
- ✓ SES

✓ Health

- ☐ Mental
- ✓ Nutrition
- ☐ Physical
- ✓ Sexual & Reproductive
- ✓ WASH

✓ Safety

- ✓ Physical
 - ✓ Bullying
- ✓ Psychosocial
 - ✓ Bullying
- ☐ Sexual

☐ Adult Support

- ☐ Adult Support

- Emphasizes general SES-related information and SES in the context of the home

IV. AVAILABLE RESOURCES

✓ Contextualization Guide¹⁰¹

✓ Scoring Guide¹⁰²

V. LEARN MORE

Contact Information

Website: N/A

Contact: N/A

Phone: N/A

Email: sgates@fhi360.org

References

USAID. (2017). *YOUTHPOWER ACTION Measuring Soft Skills & Life Skills in International Youth Development Programs: A Review and Inventory of Tools*. Retrieved from: <https://www.fhi360.org/sites/default/files/media/documents/resource-yp-measuring-soft-skills.pdf>

USAID. (2019). *YouthPower Action Soft Skills Program Staff Tool*.

USAID. (2019). *YouthPower Action Soft Skills Youth Tool*.

¹⁰¹ The importance of contextualization is addressed in the report, and it gives reasoning behind some of the question format decisions in the tool, but there is no explicit adaptation guidance throughout the guide for contextualization to different populations. Nevertheless, materials are in development that address how to adapt the tool to users' cultural context through translation and backtranslation, cognitive testing, and revision.

¹⁰² The materials reviewed did not include guidance for scoring interviews. However, the developer is currently designing materials that include mapping the tool items to the initial theoretical structure as well as the 4-factor structure, accompanied by recommendations for analysis depending on user goals. Analysis recommendations will be contextualized for program staff seeking to understand change in their beneficiaries' soft skills over time; policymakers seeking to analyze youth soft skill levels across contexts; and educators, program staff, or youth seeking to assess their skill levels at one point in time.

Chapter 6: Summary Tables for Looking across Measurement/Assessment Tools and Guidance Documents

The tables below allow readers to look across guidance documents and measurement/assessment tools to see the social emotional domains that are included in each document, as well as other general information such as purpose, tool type, countries of use, age range, and contextual factors noted in the analysis. We documented five key contextual factors when they occurred and they are: ecology, equity, safety, health and adult support (see Appendix 1 for full list of contextual factor codes and descriptions). All guidance documents and measurement/assessment tools were coded with contextual factor codes where relevant. Below is a brief summary of the purpose of each table, and brief key findings.

Types of Measurement/Assessment Tools by SEL Domain

Based on tables created by our academic partners and represented for literacy and numeracy in their report, this table provides a quick overview of the tools in our sample broken down by the following categories, highlighting the SEL domains coded for each category. The categories include:

- International assessments
- National and regional assessments
- Program-specific assessments
- Population-based needs assessments, monitoring and evaluation tools
- Basic research tools
- Designed for EiE contexts

Measurement/Assessment Tools by Age Range

This summary table provides a quick look across the sample of measurement/assessment tools to see the age ranges that each the tools target. In certain cases, such as the Social Provisions Scale, Grit Scale and the Emotion Regulation Questionnaire, the age range they were designed to target is different from how they have been used by researchers in studies with populations affected by crisis or conflict. This table shows that the sample of measurement/assessment tools in this analysis is pretty evenly distributed across the age groups. This even distribution is despite our team's efforts to focus primarily on tools used with children in "middle childhood" or primary school-aged children (ages 7-12). There seem to be a higher number of tools available for early childhood (ages 0-6) and adolescents (ages 13-17).

Measurement/Assessment Tools by Country

The heat map and table, on page 6 shows the concentration of measurement/assessment tools from our sample used across the globe. This map indicates, as predicted by our desk research, that the highest number of tools in the sample are used in the US (13 tools). Surprisingly, the other country where more than ten tools from the sample are being used is Turkey (11 tools). The work of the NYU Global TIES 3EA Measurement and Metrics initiative has highlighted the use of tools used in the MENAT region; a portion of the tools in our study were brought in to build on NYU's work. The example of Turkey highlights the success of the 3EA initiative. Globally, there is wide use of at least one of the tools in our sample. However, the regions where we see few to no tools being used generally are on the African continent, with the most

tools being used in Tanzania (7 tools) and few to no tools reported in Western Africa, specifically in conflict settings such as the Democratic Republic of the Congo. The concentration of measurement/assessment tools is represented in color with the darkest color representing the highest concentration of tools from our sample (10+ tools) and the lightest color representing the lowest concentration of tools from our sample (one single tool).

Compendium of Guidance Documents

This table captures high-level information about each of the guidance documents included in our analysis, including document title, developer, document type (SEL/PSS framework, global monitoring and results framework, etc.), purpose, age groups targeted, geographic focus, social emotional domains and contextual factors from our analysis of relevant SEL/PSS-related content, and evidence of use in crisis-affected contexts. The purpose of this table is to look across all the guidance documents in a single table to see what is being used where and what documents cover, at a high-level, in terms of social emotional domains and contextual factors. Questions guiding the use of the Guidance Documents Compendium may include:

- How do specific types of guidance documents compare with one another, for example monitoring and results frameworks? How might these differ from SEL/PSS Frameworks?
- Which factors of equity are covered by certain types of guidance documents?





Compendium of Measurement/Assessment Tools

Similar to the Guidance Document Compendium, the Compendium of Measurement/Assessment Tools allows readers to see high-level information about each tool in our analysis in a single table. The Measurement/Assessment Tools Compendium captures information about each tool's name, developers, purpose, tool type, age range, languages, access and administration information, the social emotional domains from our analysis, as well as the countries where the tools are used and evidence of use in crisis-affected contexts. This table allows readers to explore high-level information about measurement/assessment tools from across our sample and make connections and comparisons between them. Questions guiding the use of the Measurement/Assessment Tools Compendium may include:

- How similar are two specific tools in target population and social emotional domains assessed?
- Do certain tool types tend to be used to measure certain social emotional domains?
- Are specific tool types used more often with certain age groups?

Summary Table of Tool Types by Domain

Category	Tools	Cognitive	Emotion	Social	Values	Perspectives	Identity
International assessments	PISA-D, ICCS						
National and regional assessments	Contextually Relevant SEL, Confidence and Curiosity, MDAT						
Program-specific assessments	Amal Alliance						
Population-based needs assessment, monitoring, and evaluation tools	CREDI, KIDCOPE, CBQ, CYRM, MODEL, MELE, DESSA, ERQ, PSRA, SEHS-S, Youth Power Action, SDQ						
Basic research tool	CHS, EPOCH, GSE, GRIT-S, SPS						
Designed for EIE contexts	HALDO, IDELA, ISELA, SERAIS						

 Darkest color indicates all tools in the category include domain;
 Lighter color blue indicates half or more tools in the category include domain;
 Lightest blue indicates one or a few tools in the category include domain;
 No color indicates that no tools in the category include domain.

Summary Table of Tools by Age Range

Measure	Early Childhood						Middle Childhood						Adolescence					Adulthood		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18+		
CREDI	0-3 years																			
MDAT	0-6 years																			
MELE			3-6 years																	
PSRA			3-6 years																	
CBQ			3-7 years																	
Amal Alliance Impact Assessments			3-16 years																	
SDQ			3-16 years																	
EPOCH			3-19 years																	
IDELA				3.5-6 years																
MODEL				4-6 years																
HALDO				4-12 years																
DESSA				4-15 years																
Contextually Relevant SEL Questionnaires					5-10 years															
SERAIS					5-16 years															
CYRM					5-18+ years															
Confidence & Curiosity						6-8 years														
ISELA						6-12 years														
GRIT-S						6-18 years								> 14 years						
KIDCOPE							7-18 years													
CHS								8-19 years												
SPS									(9-20 years)							18+ years				
ERQ											(10-30 years)					18+ years				
ICCS												12-15 years								
GSE												> 12 years								
SEHS-S													13-18 years							
PISA-D														14-16 years						
YouthPower Action Soft Skills Tools																15-19 years				

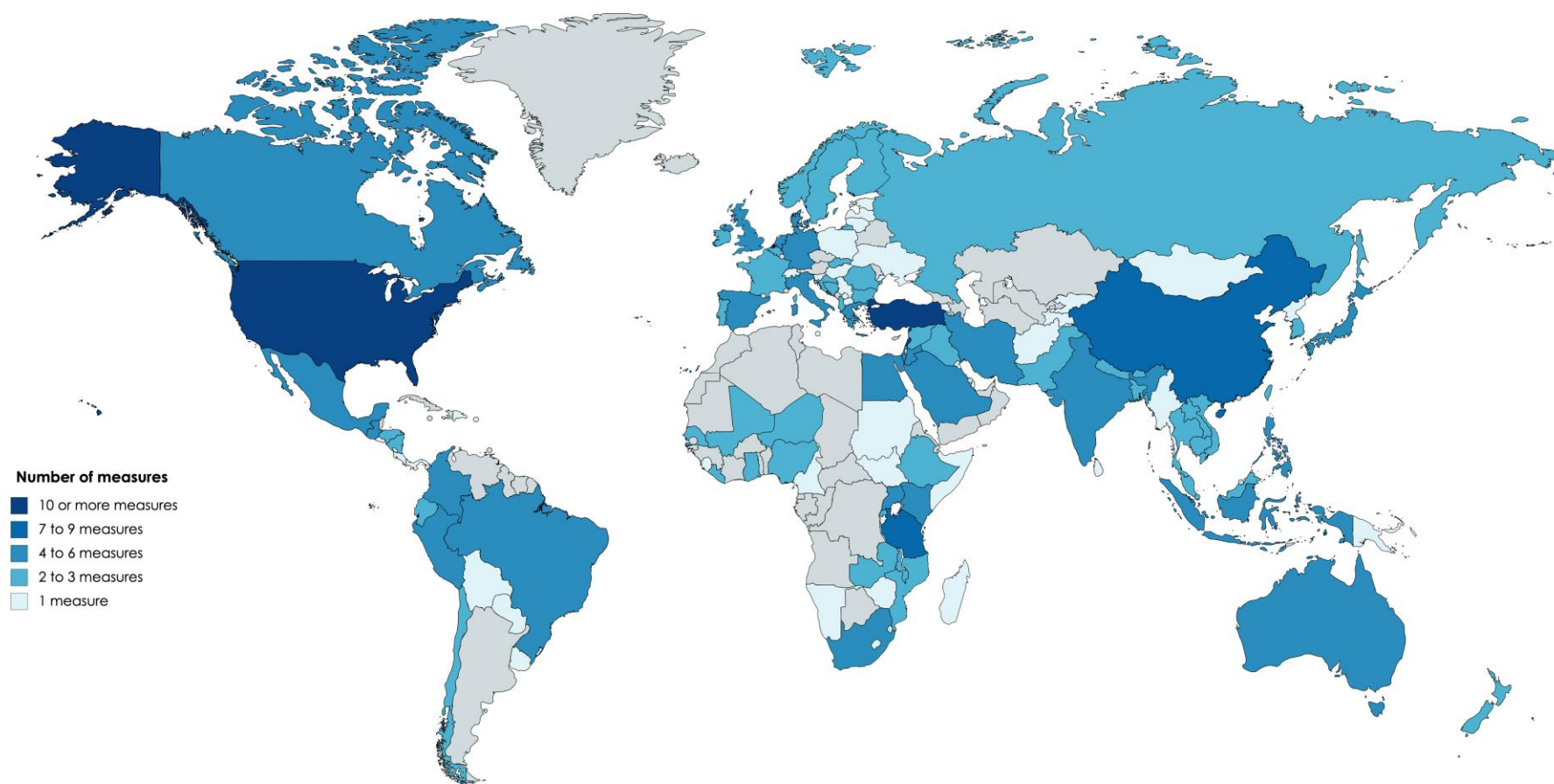


Measurement/assessment tool target age range intended by developer



Measurement/assessment tool has been used with (age range) by researchers in international contexts

Summary Table of Tools by Country



Country	Number of tools	Names of measurement/assessment tools
Afghanistan	1	IDELA
Albania	2	IDELA
		Preschool Self-regulation Assessment (PSRA)
Antilles	1	Preschool Self-regulation Assessment (PSRA)
Armenia	1	IDELA
Australia	5	CYRM
		EPOCH Measure of Adolescent Well-being
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
		Strengths and Difficulties Questionnaire (SDQ)
Bahamas	1	CYRM
Bangladesh	3	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		Measure of Development and Early Learning (MODEL)
Belgium	3	General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
		Preschool Self-regulation Assessment (PSRA)
Bhutan	2	IDELA
		PISA for Development- Student Questionnaire
Bolivia	1	IDELA
Bosnia and Herzegovina	2	IDELA
		Preschool Self-regulation Assessment (PSRA)
Brazil	6	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		Measure of Development and Early Learning (MODEL)
		Measure of Early Learning Environments (MELE)
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
Bulgaria	2	IDELA
		International Civic and Citizenship Study (ICCS)
Burundi	1	IDELA
Cambodia	3	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		PISA for Development- Student Questionnaire
Cameroon	1	IDELA
Canada	4	CYRM
		General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
		Social provisions scale (SPS)
Chile	3	Caregiver Reported Early Childhood Development Instruments (CREDI)
		International Civic and Citizenship Study (ICCS)
		Preschool Self-regulation Assessment (PSRA)
China	8	Children's Behavior Questionnaire (CBQ)
		CYRM
		Devreux Student Strengths Assessment (DESSA)
		EPOCH Measure of Adolescent Well-being
		IDELA
		Measure of Development and Early Learning (MODEL)
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
Colombia	5	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		International Civic and Citizenship Study (ICCS)

		Measure of Early Learning Environments (MELE)
		Preschool Self-regulation Assessment (PSRA)
Costa Rica	1	General Self-Efficacy Scale (GSE)
Croatia	2	International Civic and Citizenship Study (ICCS)
		Preschool Self-regulation Assessment (PSRA)
Curacao	1	Preschool Self-regulation Assessment (PSRA)
Denmark	4	General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
		Preschool Self-regulation Assessment (PSRA)
		Strengths and Difficulties Questionnaire (SDQ)
Dominican Republic	1	International Civic and Citizenship Study (ICCS)
Ecuador	2	PISA for Development- Student Questionnaire
		Preschool Self-regulation Assessment (PSRA)
Egypt	5	CYRM
		Emotion Regulation Questionnaire (ERQ)
		IDELA
		International Social & Emotional Learning Assessment (ISELA)
		Preschool Self-regulation Assessment (PSRA)
El Salvador	1	IDELA
Estonia	1	International Civic and Citizenship Study (ICCS)
Ethiopia	3	IDELA
		Measure of Development and Early Learning (MODEL)
		Measure of Early Learning Environments (MELE)
Finland	3	General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
		Strengths and Difficulties Questionnaire (SDQ)
France	2	CYRM
		General Self-Efficacy Scale (GSE)
Germany	5	CYRM
		General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
		Kidcope
		Strengths and Difficulties Questionnaire (SDQ)
Ghana	3	IDELA
		International Social & Emotional Learning Assessment (ISELA)
		Caregiver Reported Early Childhood Development Instruments (CREDI)
Greece	4	Amal Alliance Impact Assessments
		General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
Grenada	1	Preschool Self-regulation Assessment (PSRA)
Guatemala	4	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		PISA for Development- Student Questionnaire
		Youthpower Action Soft skills tools
Haiti	2	CYRM
		IDELA
Honduras	2	PISA for Development- Student Questionnaire
		IDELA
Hong Kong	5	Caregiver Reported Early Childhood Development Instruments (CREDI)
		General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
		Kidcope
		Preschool Self-regulation Assessment (PSRA)
Hungary	1	General Self-Efficacy Scale (GSE)
India	5	CYRM

		General Self-Efficacy Scale (GSE)
		IDELA
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
Indonesia	6	CYRM
		General Self-Efficacy Scale (GSE)
		IDELA
		Measure of Early Learning Environments (MELE)
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
Iran	4	CYRM
		IDELA
		General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
Iraq	2	International Social & Emotional Learning Assessment (ISELA)
		IDELA
Ireland	2	CYRM
		Preschool Self-regulation Assessment (PSRA)
Israel	4	Children's hope scale
		IDELA
		General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
Italy	6	CYRM
		General Self-Efficacy Scale (GSE)
		IDELA
		International Civic and Citizenship Study (ICCS)
		Social Emotional Health Survey-Secondary (SEHS-S)
		Strengths and Difficulties Questionnaire (SDQ)
Japan	6	Children's Behavior Questionnaire (CBQ)
		CYRM
		General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
		Strengths and Difficulties Questionnaire (SDQ)
Jordan	5	Caregiver Reported Early Childhood Development Instruments (CREDI)
		CYRM
		IDELA
		International Social & Emotional Learning Assessment (ISELA)
		Kidcope
Kenya	5	Amal Alliance Impact Assessments
		IDELA
		Holistic Assessment of Learning and Development outcomes (HALDO)
		Measure of Development and Early Learning (MODEL)
		Measure of Early Learning Environments (MELE)
Korea	1	General Self-Efficacy Scale (GSE)
Kosovo	1	IDELA
Kuwait	1	Emotion Regulation Questionnaire (ERQ)
Kyrgyzstan	1	Measure of Development and Early Learning (MODEL)
Laos	3	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		Measure of Development and Early Learning (MODEL)
Latvia	1	International Civic and Citizenship Study (ICCS)
Lebanon	10	Amal Alliance Impact Assessments
		Caregiver Reported Early Childhood Development Instruments (CREDI)
		Children's hope scale
		Emotion Regulation Questionnaire (ERQ)

		General Self-Efficacy Scale (GSE)
		Holistic Assessment of Learning and Development outcomes (HALDO)
		IDELA
		Kidcope
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Response and Information Scenarios (SERAIS)
Lesotho	1	Measure of Development and Early Learning (MODEL)
Liberia	3	IDELA
		Measure of Development and Early Learning (MODEL)
		Measure of Early Learning Environments (MELE)
Lithuania	1	International Civic and Citizenship Study (ICCS)
Madagascar	1	Measure of Development and Early Learning (MODEL)
Macedonia	1	IDELA
Malawi	3	IDELA
		International Social & Emotional Learning Assessment (ISELA)
		Malawi Development Assessment Tool (MDAT)
Malaysia	2	Preschool Self-regulation Assessment (PSRA)
		IDELA
Maldives	1	Preschool Self-regulation Assessment (PSRA)
Mali	2	Devreux Student Strengths Assessment (DESSA)
		IDELA
Malta	1	International Civic and Citizenship Study (ICCS)
Mexico	6	Amal Alliance Impact Assessments
		IDELA
		International Civic and Citizenship Study (ICCS)
		International Social & Emotional Learning Assessment (ISELA)
		Preschool Self-regulation Assessment (PSRA)
Mongolia	1	Social Emotional Health Survey-Secondary (SEHS-S)
		Measure of Development and Early Learning (MODEL)
Mozambique	3	IDELA
		International Social & Emotional Learning Assessment (ISELA)
		Measure of Early Learning Environments (MELE)
Myanmar	1	IDELA
Namibia	1	IDELA
Nepal	2	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
Netherlands	6	CYRM
		Devreux Student Strengths Assessment (DESSA)
		General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
		Preschool Self-regulation Assessment (PSRA)
New Zealand	2	Social Emotional Health Survey-Secondary (SEHS-S)
		CYRM
Nicaragua	3	Preschool Self-regulation Assessment (PSRA)
		Measure of Development and Early Learning (MODEL)
		IDELA
Niger	2	Measure of Early Learning Environments (MELE)
		IDELA
Nigeria	2	Social Emotional Response and Information Scenarios (SERAIS)
		CYRM
Norway	2	Social Emotional Response and Information Scenarios (SERAIS)
		CYRM
Pakistan	3	International Civic and Citizenship Study (ICCS)
		Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		Preschool Self-regulation Assessment (PSRA)

Palestine	3	CYRM
		Emotion Regulation Questionnaire (ERQ)
		IDELA
Panama	1	PISA for Development- Student Questionnaire
Papua New Guinea	1	IDELA
Paraguay	1	PISA for Development- Student Questionnaire
Peru	5	General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
		Measure of Development and Early Learning (MODEL)
		Measure of Early Learning Environments (MELE)
		Preschool Self-regulation Assessment (PSRA)
Philippines	4	Caregiver Reported Early Childhood Development Instruments (CREDI)
		CYRM
		IDELA
		Preschool Self-regulation Assessment (PSRA)
Poland	1	General Self-Efficacy Scale (GSE)
Portugal	2	General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
Puerto Rico	1	Preschool Self-regulation Assessment (PSRA)
Qatar	1	Emotion Regulation Questionnaire (ERQ)
Romania	3	CYRM
		IDELA
		Preschool Self-regulation Assessment (PSRA)
Russia	2	General Self-Efficacy Scale (GSE)
		International Civic and Citizenship Study (ICCS)
Rwanda	2	IDELA
		International Social & Emotional Learning Assessment (ISELA)
Saudi Arabia	4	Emotion Regulation Questionnaire (ERQ)
		IDELA
		General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
Senegal	2	PISA for Development- Student Questionnaire
		IDELA
Serbia	1	IDELA
Sierra Leone	1	IDELA
Singapore	2	CYRM
		Preschool Self-regulation Assessment (PSRA)
Slovakia	2	Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
Slovenia	1	International Civic and Citizenship Study (ICCS)
Solomon Islands	1	IDELA
Somalia	1	IDELA
South Africa	4	CYRM
		Devreux Student Strengths Assessment (DESSA)
		IDELA
		Preschool Self-regulation Assessment (PSRA)
South Korea	3	International Civic and Citizenship Study (ICCS)
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
South Sudan	1	International Social & Emotional Learning Assessment (ISELA)
Spain	6	General Self-Efficacy Scale (GSE)
		Kidcope
		IDELA
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
		Strengths and Difficulties Questionnaire (SDQ)

Sri Lanka	1	IDELA
Sudan	1	Measure of Development and Early Learning (MODEL)
Sweden	3	CYRM
		International Civic and Citizenship Study (ICCS)
		Strengths and Difficulties Questionnaire (SDQ)
Switzerland	1	General Self-Efficacy Scale (GSE)
Syria	3	CYRM
		General Self-Efficacy Scale (GSE)
		IDELA
Tajikistan	1	IDELA
Taiwan	2	Preschool Self-regulation Assessment (PSRA)
		International Civic and Citizenship Study (ICCS)
Tanzania	7	Caregiver Reported Early Childhood Development Instruments (CREDI)
		Confidence and Curiosity Questionnaire
		Contextually relevant SEL questionnaires
		IDELA
		Measure of Development and Early Learning (MODEL)
		Measure of Early Learning Environments (MELE)
		Preschool Self-regulation Assessment (PSRA)
Thailand	3	IDELA
		International Social & Emotional Learning Assessment (ISELA)
		Preschool Self-regulation Assessment (PSRA)
Turkey	12	Amal Alliance Impact Assessments
		Children's Behavior Questionnaire (CBQ)
		CYRM
		Emotion Regulation Questionnaire (ERQ)
		EPOCH Measure of Adolescent Well-being
		IDELA
		General Self-Efficacy Scale (GSE)
		Kidcope
		Preschool Self-regulation Assessment (PSRA)
		Short Grit Scale (GRIT-S)
		Social Emotional Health Survey-Secondary (SEHS-S)
		Social provisions scale (SPS)
		Holistic Assessment of Learning and Development outcomes (HALDO)
Uganda	6	IDELA
		International Social & Emotional Learning Assessment (ISELA)
		Kidcope
		Measure of Early Learning Environments (MELE)
		Youthpower Action Soft skills tools
Ukraine	1	IDELA
United Kingdom	6	CYRM
		Devreux Student Strengths Assessment (DESSA)
		General Self-Efficacy Scale (GSE)
		Preschool Self-regulation Assessment (PSRA)
		Social Emotional Health Survey-Secondary (SEHS-S)
		Strengths and Difficulties Questionnaire (SDQ)
United States	13	Caregiver Reported Early Childhood Development Instruments (CREDI)
		Children's Behavior Questionnaire (CBQ)
		CYRM
		Devreux Student Strengths Assessment (DESSA)
		EPOCH Measure of Adolescent Well-being
		General Self-Efficacy Scale (GSE)
		IDELA
		Kidcope
		Preschool Self-regulation Assessment (PSRA)

		Short Grit Scale (GRIT-S)
		Social Emotional Health Survey-Secondary (SEHS-S)
		Social provisions scale (SPS)
		Strengths and Difficulties Questionnaire (SDQ)
Uruguay	1	Preschool Self-regulation Assessment (PSRA)
Vietnam	2	IDELA
		Preschool Self-regulation Assessment (PSRA)
Zambia	3	Caregiver Reported Early Childhood Development Instruments (CREDI)
		IDELA
		PISA for Development- Student Questionnaire
Zimbabwe	1	IDELA

Summary Table of Guidance Documents by Skills/Construct

The tables below summarize the terms used directly in the guidance documents and measurement/assessment tools, as well as the specific skills/constructs that were coded for our analysis.

Guidance Document	Terms Used						Skills/Constructs
	Social emotional learning (SEL)	PSS (psycho-social support or well-being)	Life skills	Citizenship	Executive function	Employability skills	
Amal Alliance Framework							Happiness Confidence Education Mindfulness Parental Engagement Community Engagement Literacy
Kenya Institute of Curriculum Development Basic Education				✓			Communication and collaboration Self-efficacy Critical thinking and problem solving Creativity and imagination Citizenship Digital literacy Learning to learn
Colombia National Standards of Citizenship Competencies				✓			Constructive relationships and peace Participation and democratic responsibility Pluralism, identity and valuing difference

Developing Social Emotional Skills for the Labor Market: PRACTICE	✓					✓	Problem Solving Resilience Achievement Motivation Control (self-control) Teamwork Initiative Confidence Ethics
Guidelines on Mental Health and Psychosocial Support in Emergency Settings (IASC)		✓					Introduction Coordination Assessment, monitoring and evaluation Protection and human rights standards Human resources Community mobilisation and support Health services Education Dissemination of information Food security and nutrition Shelter and site planning Water and sanitation

Right to Play Holistic Child Development Framework	✓						Physical Wellbeing-Middle Childhood Physical Wellbeing-Youth Physical Wellbeing-Early Childhood Cognitive regulation-Early childhood Creativity-early childhood Cognitive regulation-Middle Childhood/Youth Creativity-Middle Childhood/Youth self-awareness-early childhood self-management-early childhood social awareness-early childhood relationship building-early childhood responsible decision-making-early childhood self-awareness-middle childhood/youth self-management-middle childhood/youth social awareness-middle childhood/youth relationship building-middle childhood/youth responsible decision-making-middle childhood/youth language skills-early childhood emergent literacy-early childhood emergent numeracy-early childhood Literacy skills-middle childhood Numeracy skills-middle childhood Literacy skills-youth Numeracy skills-youth
IRC's Approach to Social-Emotional Learning (SEL)	✓						Brain Building Emotion Regulation Positive Social Skills Conflict Resolution Skills Perseverance Mindfulness

Right to Play Life Skills for Psychosocial Wellbeing		✓	✓				self-awareness managing emotions attention/concentration working memory creativity communication collaboration respect for similarities and differences Empathy managing negative interactions accountability sense of belonging goal setting responsible decision-making agency/self-efficacy joy hope critical reflection
LEGO Skills for Holistic Development	✓						emotional skills cognitive skills physical skills social skills creative skills
MELQO	✓				✓		Working memory inhibitory control self-regulation social cognition social competence emotional well-being

Minimum Standards for Child Protection in Humanitarian Action (CPWG)							Principle 6: Strengthen Children's Resilience in Humanitarian Action Standard 7: Dangers and Injuries Standard 8: Physical Violence and other Harmful Practices Standard 9: Sexual Violence Standard 10: Psychological Distress and Mental Disorders Standard 17: Child Friendly Spaces Standard 20: Education and Child Protection
INEE Minimum Standards for Education: Preparedness, Response, Recovery	✓	✓					Standard 1: Participation Standard 2: Resources Standard 1: Assessment Standard 2: Response Strategies Standard 3: Monitoring Standard 1: Equal Access Standard 2: Protection and Well-being Standard 3: Facilities and Services Standard 1: Curricula Standard 2: Training, Professional Development and Support Standard 3: Support and Supervision
Education Cannot Wait (ECW) Principles and Results Framework	✓	✓	✓			✓	Impact Quality Equity Protection Political Action Global Systems Building Breakthrough Fund

INEE Guidance Note on Psychosocial Support: Facilitating psychosocial wellbeing and social emotional learning	✓	✓					Introduction Definitions and principles Domain 1: Foundational standards Domain 2: Access and learning environment Domain 3: Teaching and learning Domain 4: Teachers and other education personnel Domain 5: Education policy
Reimagining Life Skills and Citizenship Education in the Middle East and North Africa (UNICEF)			✓	✓		✓	-Learning: Creativity, Critical Thinking, Problem-Solving -Employability: Cooperation, Negotiation, Decision-making -Personal Empowerment: Self-Management, Resilience, Communication -Active Citizenship: Respect for Diversity, Empathy, Participation
GPE's Results Framework	✓	✓					Indicator 2 Indicator 4 Indicator 5 Indicator 6 Indicator 7 Indicator 8 Indicator 9 Indicator 11 Indicator 12 Indicator 22 Indicator 23 Goal 2

WHO Skills for Health			✓				-Communication and Interpersonal skills: Interpersonal communication skills, Negotiation/Refusal skills, Empathy Building, Cooperation and Teamwork, Advocacy Skills -Decision-making and critical thinking skills: decision-making/problem-solving skills, critical thinking skills -Coping and self-management skill: Skills for Increasing Personal Confidence and Abilities to Assume Control, Take Responsibility, Make a Difference, or Bring About Change; Skills for Managing Feelings; Skills for Managing Stress
CASEL Social and Emotional Learning (SEL) Competencies	✓						self-awareness self-management social awareness relationship skills responsible decision making

OECD Social and Emotional Skills: Well-being, connectedness, and success	✓						Achievement Orientation Responsibility Self-control Persistence Stress Resistance Optimism Emotional Control Empathy Trust Cooperation Curiosity Tolerance Creativity Sociability Assertiveness Energy Self-efficacy Critical thinking/independence self-reflection/meta-cognition
Room to Read Life Skills Education Learning Outcomes Framework			✓				-Self-Awareness: "I am valuable": Self-confidence, Expressing & Managing Emotions, Empathy -Self-Efficacy: "I am empowered": Self-control, Critical thinking, Decision-making, Perseverance -Social Awareness: "We can do it": Communication, Creative Problem-solving, Relationship building

Sustainable Development Goals (SDGs)		✓		✓		✓	<p>SDG 1: End poverty in all its forms everywhere</p> <p>SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p> <p>SDG 3: Ensure healthy lives and promote well-being for all at all ages</p> <p>SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>SDG 5: Achieve gender equality and empower all women and girls</p> <p>SDG 6: Ensure availability and sustainable management of water and sanitation for all</p> <p>SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>SDG 10: Reduce inequality within and among countries</p> <p>SDG 12: Ensure sustainable consumption and production patterns</p> <p>SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>
--------------------------------------	--	---	--	---	--	---	--

Toolkit for Measuring ECD in Low- and Middle-Income Countries	✓				✓		Cognitive skills language skills motor skills executive functioning/self-regulation/effortful control temperament social-emotional skills persona-social/adaptive skills pre- and early-academic skills approaches to learning
Vision of the Haitian Child: Social Emotional Framework	✓						Self Concept Self-awareness Emotional understanding/regulation Collaboration/Konbit Relationship Skills Acceptance Critical Thought Self-Management Resilience/persistence
Total	13	7	5	4	2	4	

Summary Table of Measurement/Assessment Tools by Skills/Construct

Tool	Terms Used						Constructs Coded
	SEL	Mental health	Citizenship	Executive function	Empathy	Social skills/support	
Amal Alliance Assessments							What is your name? What is your gender? How old are you? What is your ethnicity? (the country your family comes from) What is your nationality? (the country you are a citizen to)

							How long have you been displaced/a refugee? Where are you traveling from? (point of entry) Happiness Confidence Education Mindfulness Parental Engagement Community Engagement
CBQ							N/A ¹⁰³
Children's Hope							Hope
RTI Tanzania-CC							Confidence Curiosity
RTI Tanzania-P/T	✓				✓		Demographic Child's Background Information Educational and Socio-Economic Background Family and Home Demographics Obedient Curious Respect Courageous Cooperative Self-directed/Self-motivated Attentive Listener Persistence Polite and calm Sociable Careful Empathy Religious Background information Self-confidence, courage and daring

¹⁰³ N/A indicates the tool did not indicate the underlying skills/constructs for the individual items.

CREDI	✓	✓					Motor Cognitive Language Social-Emotional Mental Health
CYRM-28							N/A
DESSA						✓	background personal responsibility optimistic thinking goal-directed behavior social-awareness decision-making relationship skills self-awareness self-management
EPOCH							Connectedness Perseverance Optimism Happiness Engagement
ERQ							Cognitive Reappraisal Expressive Suppression
Grit							Grit
GSE							Self-Efficacy
HALDO					✓		Introduction and assent Self-Concept Empathy Short Term Memory Working Memory Background

ICCS			✓			General The School Environment The <Local Community> Civic and Citizenship Education at School School Size and Resources About You Your Home and Your Family Your Activities Outside School Your School Citizens and Society Rights and Responsibilities Institutions and Society Participating in Society You and Religion
IDELA	✓			✓		Introduction Background Questions Social-Emotional Emergent Numeracy Executive Function Emergent Literacy Fine Motor Overall Observation of Child Part 1: General Family Information Part 2: ECCD Experience and Education aspirations Part 3: Home Environment / Caretaking Practices Part 4: Socio-economic background Part 5: Disability Part 6: Parent Attitudes (Optional) Health and Hygiene
ISELA					✓	Child Assent Background Information Relationships Stress Management

							Empathy Perseverance Solving Conflict Learning Environment Safety Self-concept
Kidcope						✓	Distraction Social Withdrawal Cognitive Restructuring Self-criticism Blaming Others Problem-Solving Emotional Regulation Wishful Thinking Social Support Resignation
Malawi DAT						✓	Social questions
MELE							Basic Classroom Information Learning Activities Classroom Interactions and Approaches to Learning Classroom arrangement, space, and materials Facilities and safety Teacher Experience, Qualifications, and Compensation Motivation & Attitude Professional Development Experiences Curriculum & Language Safety School information Preprimary children and classes/streams Characteristics of Teachers and Assistant

						Teachers Water, Sanitation, and Hygiene
MODEL	✓				✓	#1 Literacy Interest #17 Head, Toes, Knees, Shoulders Task #19 Backward Digit Span #20 Pencil Tap #21 Perspective-Taking/Empathy #22 Understanding Feelings Background Information Contextual Information Social-emotional development Cognitive development-math concepts Cognitive development-language/literacy Household Characteristics Child's Social-Emotional Development Child's Cognitive Development-Math concepts Child's Cognitive Development-Language/literacy concepts
PISA-D						About the student About the student's school experience About the student's family and life at home
PSRA-AR						A. Balance Beam B. Pencil Tap C. Tower Task D. Tower Cleanup E. Toy Sorting F. Toy Wrap G. Toy Return H. Snack Delay I. Tongue Task
SDQ						N/A

SERAIS	✓					✓	Hostile Attribution Bias Emotional Orientation Emotion Dysregulation Interpersonal Negotiation Strategies
SEHS					✓		Self-Efficacy Self-Awareness Persistence School Support Family Support Peer Support Emotional Regulation Empathy Self-Control Optimism Gratitude Zest
Social Provisions						✓	Social Provisions
YouthPower						✓	self-control higher order thinking skills social skills communication demographics & program background school attendance language
Total	5	1	1	1	5	7	

Compendium of Guidance Documents

Document Name	Purpose	Age/Grade Levels	Domain/Competencies Measured						Contextual Factors	Geographic Focus, Evidence of use in EiE
Amal Alliance Framework Developed by: Amal Alliance <i>Impact and assessment plan</i>	The Amal Alliance Framework outlines survey and observation components designed to measure the organization's progress in establishing meaningful and trusting relationships; boosting self-esteem, self-assurance, and confidence; strengthening social and communication skills; embracing a positive outlook that creates a sense of happiness and hope; fostering community integration and social cohesion; fostering civility and good behavior; and rebuilding lives.	3-16 years	Cognitive	Emotion	Social	Values	Perspective	Identity	<ul style="list-style-type: none"> • <i>Ecology</i>: home, community • <i>Health</i>: mental 	<ul style="list-style-type: none"> • Greece • Lebanon • Mexico (forthcoming) • Turkey Evidence of use in EiE

<p>Kenya Institute of Curriculum Development Basic Education Framework</p> <p>Developed by: Kenya Institute of Curriculum Development (KICD)</p> <p><i>National curriculum framework</i></p>	<p>The Kenya Basic Education Curriculum Framework (BECF) provides a comprehensive conceptualization of reforms in basic education (pre-primary through secondary; inclusive) aligned to the Constitution of Kenya, Vision 2030. It includes the reform vision, mission, and pillars, the organization of basic education, core competencies, curriculum approaches, pedagogical practices, assessments, teaching and learning resources, general learning outcomes by subject, and supporting policies.</p>	<p>Pre-K-secondary</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspective</p>	<p>Identity</p>	<ul style="list-style-type: none"><i>Ecology</i>: home, learning environment (teacher practice, resources, teacher-student relationships)<i>Equity</i>: development, race/ethnicity, gender, language, religion, disability, education access, nationality<i>Adult support</i>	<ul style="list-style-type: none">Kenya <p>Evidence of use in EiE</p>
<p>Colombia National Standards of Citizenship Competencies</p> <p>Developed by: Ministry of Education – Colombia</p> <p><i>National curriculum framework</i></p>	<p>The Colombia National Standards of Citizenship Competencies outline a national framework for citizenship competencies in Colombia.</p>	<p>First-eleventh grade</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>		<p>Identity</p>	<ul style="list-style-type: none"><i>Ecology</i>: learning environment (teacher-student relationships), friends, home (relationships), community (relationships), geographic location<i>Health</i>: sexual and reproductive health<i>Safety</i>	<ul style="list-style-type: none">Colombia <p>Evidence of use in EiE</p>

<p>Developing Social-Emotional Skills for the Labor Market: PRACTICE</p> <p>Developed by: World Bank</p> <p><i>Policy research working paper</i></p>	<p>The PRACTICE policy research working paper provides a coherent framework and related policies and programs that bridge psychology, economics, and education literature, specifically related to skills employers value, non-cognitive skills that predict positive labor market outcomes, and skills targeted by psycho-educational prevention and intervention programs.</p>	0-29 years	<div> <div>Cognitive</div> <div>Emotion</div> <div>Social</div> <div>Values</div> <div>Perspective</div> <div>Identity</div> </div>	<ul style="list-style-type: none"> • <i>Ecology</i>: community 	<ul style="list-style-type: none"> • Global
<p>Guidelines on Mental Health and Psychosocial Support in Emergency Settings (IASC)</p> <p>Developed by: Inter-Agency Standing Committee (IASC)</p> <p><i>Checklist for field use</i></p>	<p>The IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings were designed to enable humanitarian actors and communities to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people's mental health and psychosocial well-being in the midst of an emergency.</p>	N/A	N/A	<ul style="list-style-type: none"> • <i>Ecology</i>: community (resources), home (relationships), learning environment (teacher characteristics, teacher practice), community (relationships) • <i>Equity</i>: gender, documentation, displacement, disability, education access, geographic location, religion, development, race/ethnicity • <i>Health</i>: physical, mental, nutrition, WASH • <i>Safety</i>: physical, sexual • <i>Adult support</i> 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>

<p>Right to Play Holistic Child Development Framework</p> <p>Developed by: Right to Play</p>	<p>The Right to Play Holistic Child Development framework serves as a menu of skills or outcomes that programs may seek to achieve and measure. The framework is deliberately broad and flexible in order to ensure compatibility and relevance to (i) multiple country contexts, (ii) a wide age range of beneficiaries, (iii) multiple outcome areas, and (iv) two program modalities of explicit skill building and implicit skill building.</p>	<p>2-18+ years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Health</i>: physical, WASH, sexual and reproductive, nutrition	<ul style="list-style-type: none">• Multiple country contexts	
<p>IRC's Approach to Social-Emotional Learning (SEL)</p> <p>Developed by: International Rescue Committee (IRC)</p> <p><i>Manager manual to train SHLS leaders and facilitators</i></p>	<p>The IRC's Approach to Social-Emotional Learning (SEL) was created to ensure that children are safe, well and learning in emergencies by providing them with the tools to acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p>	<p>6-11 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspectives</p>	<ul style="list-style-type: none">• <i>Equity</i>: SES, displacement• <i>Health</i>: mental• <i>Safety</i>	<ul style="list-style-type: none">• Global <p>Evidence of use in EiE</p>	
<p>Right to Play Life Skills for Psychosocial Wellbeing</p> <p>Developed by: Right to Play</p>	<p><i>Information not provided</i></p>	<p><i>Information not provided</i></p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspective</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>None</i>	<p><i>Information not provided</i></p>

<div>LEGO Skills for Holistic Development</div> <div>Developed by: LEGO</div> <div>Skills framework</div>	<div>The LEGO Skills for Holistic Development framework highlights the importance of physical, social, cognitive, creative, and emotional skills to children’s learning and development, and how they complement and interact with one another.</div>	0-8 years	Cognitive	Emotion	Social	Values	Identity	<div><div></div><div>Health</div></div>	<div><div></div><div>Global</div></div> <div>Evidence of use in EiE</div>	
<div>Measuring Early Learning Quality and Outcomes (MELQO)</div> <div>Developed by: UNESCO, UNICEF, the Center for Universal Education at Brookings, World Bank</div> <div>Global guidance document</div>	<div>The MELQO modules, which include both MODEL and MELE, provide guidelines and tools for measuring early child development and the quality of early learning developments. The modules are intended to provide a starting point for national measurement and inform global and regional ECD monitoring.</div>	Early childhood	Cognitive	Emotion	Social	Values		<div><div></div><div>Ecology: home (relationships), learning environment, geographic location, friends</div></div> <div><div></div><div>Equity: education access (early learning opportunities), SES, development</div></div> <div><div></div><div>Health: physical, mental, nutrition</div></div> <div><div></div><div>Safety: physical</div></div>	<div><div></div><div>Global</div></div> <div>Evidence of use in EiE</div>	
<div>Mental Health and Psychosocial Support in Emergency Settings: A Common Monitoring and Evaluation Framework (IASC)</div> <div>Developed by: Inter-Agency Standing Committee (IASC) Reference group for Mental Health and Psychosocial Support in Emergency Settings</div> <div>Global monitoring and results framework</div>	<div>The Mental Health and Psychosocial Support in Emergency Settings framework provides guidance in the assessment, research, design, implementation and monitoring and evaluation of mental health and psychosocial support (MHPSS) programs in emergency settings.</div>	N/A	Cognitive	Emotion	Social	Values	Perspective	Identity	<div><div></div><div>Ecology: home (relationships), community (relationships, resources), friends, learning environment</div></div> <div><div></div><div>Equity: gender, development, disability, religion, race/ethnicity</div></div> <div><div></div><div>Health: mental, physical</div></div> <div><div></div><div>Safety: psychosocial, physical, sexual</div></div> <div><div></div><div>Adult support</div></div>	<div><div></div><div>Global</div></div> <div>Evidence of use in EiE</div>

<p>Minimum Standards for Child Protection in Humanitarian Action (CPWG)</p> <p>Developed by: Child Protection Working Group (CPWG); funded by Save the Children, Terre des Hommes, UNICEF</p> <p><i>Global monitoring and results framework</i></p>	<p>The Minimum Standards for Child Protection in Humanitarian Action were created to support child protection work in humanitarian settings, including establishing common principles, improving the quality of programming, improving accountability, synthesizing good practice, and enabling better advocacy and communication.</p>	<p>N/A</p>	<p>Cognitive</p>	<p>Social</p>	<p>Values</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Ecology</i>: learning environment (resources, teacher characteristics, teacher-student relationships, teacher practice), community (resources, relationships), home (relationships), friends • <i>Equity</i>: disability, gender, development, displacement, education access (early learning opportunities), documentation, race/ethnicity, language, religion, SES • <i>Health</i>: physical, mental, sexual and reproductive, WASH, nutrition • <i>Safety</i>: physical (bullying), psychosocial (bullying), sexual • <i>Adult support</i> 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>
--	--	------------	------------------	---------------	---------------	-----------------	--	--

<p>INEE Minimum Standards for Education: Preparedness, Response, Recovery</p> <p>Developed by: Inter-agency Network for Education in Emergencies (INEE)</p> <p><i>Global guidance document</i></p>	<p>The INEE Minimum Standards Handbook contains 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services.</p>	<p>N/A</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspective</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Ecology</i>: learning environment (teacher-student relationships, teacher characteristics, teacher practice, resources) home, community (resources) • <i>Equity</i>: education access (early learning opportunities), gender, disability, nationality, race/ethnicity, religion, language, geographic location, SES, development, displacement • <i>Health</i>: physical, mental, WASH, nutrition, sexual and reproductive • <i>Safety</i>: psychosocial (bullying), physical, sexual • <i>Adult support</i> 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>
---	--	------------	------------------	----------------	---------------	---------------	--------------------	-----------------	---	--

<p>Education Cannot Wait Principles and Results Framework</p> <p>Developed by: Education Cannot Wait (ECW)</p> <p><i>Global monitoring and results framework</i></p>	<p>The Education Cannot Wait (ECW) Principles and Results framework includes 34 indicators to monitor the recommendations made through the ECW results framework design process.</p>	<p>N/A</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<ul style="list-style-type: none"> • <i>Ecology</i>: community, learning environment (teacher practice, teacher characteristics, resources), home (education beliefs and practices), geographic location • <i>Equity</i>: gender, disability, displacement, education access (early learning opportunities), development, language • <i>Health</i>: physical, mental, WASH, sexual and reproductive • <i>Safety</i>: psychosocial (bullying), physical (bullying), sexual • <i>Adult support</i> 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>
---	--	------------	------------------	----------------	---------------	---------------	---	--

<p>INEE Guidance Note on Psychosocial Support: Facilitating psychosocial wellbeing and social emotional learning</p> <p>Developed by: Inter-agency Network for Education in Emergencies (INEE)</p> <p><i>Guidance note</i></p>	<p>The INEE Guidance Note on Psychosocial Support was created to address a gap in the tools currently available to educators and professionals operating in emergency and crisis contexts by providing PSS guidance specifically oriented to the education sector. It encourages more intentional and consistent implementation of practical, good quality psychosocial interventions on the education frontlines by teachers, education administrators, parents, counselors, peers, ministries, and other education personnel in three concrete ways: 1) clarifying the education sector's importance in supporting the psychosocial wellbeing of children and youth, 2) providing educators with practical tips and advice about how to integrate PSS into formal and non-formal education efforts, and 3) highlighting linkages between PSS in education and other sectors.</p>	<p>Children and youth</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspective</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Ecology</i>: home, community (resources), learning environment (resources, teacher-student relationships, teacher characteristics, teacher practice) • <i>Equity</i>: gender, disability, race/ethnicity, displacement, nationality, religion, language, geographic location, SES, development, education access (early learning opportunities) • <i>Health</i>: physical, mental, WASH, sexual and reproductive, nutrition • <i>Safety</i>: psychosocial (bullying), physical, sexual • <i>Adult support</i> 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>
---	--	---------------------------	------------------	----------------	---------------	---------------	--------------------	-----------------	--	--

<p>Reimagining Life Skills and Citizenship Education in the Middle East and North Africa (UNICEF)</p> <p>Developed by: United Nations International Children's Emergency Fund, Middle East and North Africa (UNICEF MENA)</p> <p><i>Global monitoring and results framework</i></p>	<p>UNICEF MENA's Conceptual and Programmatic Framework on life skills and citizenship education serves as a guide for strategy development, programming, and implementation in the MENA region. The framework includes the following four dimensions of learning which underpin life skills and citizenship education: cognitive (learning to know), instrumental (learning to do), individual (learning to be), and social (learning to live together).</p>	N/A	Cognitive	Emotion	Social	Values	Perspective	Identity	<ul style="list-style-type: none"> • <i>Ecology</i>: geographic location, learning environment, home, community, friends • <i>Equity</i>: gender, development, displacement, disability, language, race/ethnicity, religion • <i>Health</i>: mental, physical • <i>Safety</i>: physical, psychosocial 	<ul style="list-style-type: none"> • Middle East and North Africa <p>Evidence of use in EiE</p>
<p>Global Partnership for Education Results Framework</p> <p>Developed by: Global Partnership for Education (GPE)</p> <p><i>Global monitoring and results framework</i></p>	<p>The GPE's Results Framework is a 37-indicator tool for measuring progress towards the goals and objectives of GPE 2020 - GPE's five-year strategic plan. It also supports improved implementation of GPE's operating model and holds all GPE members accountable for shared outcomes.</p>	N/A	Cognitive	Emotion	Social				<ul style="list-style-type: none"> • <i>Ecology</i>: geographic location, learning environment (resources, teacher characteristics) • <i>Equity</i>: education access (early learning opportunities), gender, development, SES, disability, displacement, race/ethnicity • <i>Health</i>: physical, mental • <i>Adult support</i> 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>

<p>WHO Skills for Health</p> <p>Developed by: WHO, UNICEF, UNFPA, UNESCO, World Bank</p> <p><i>Global guidance document</i></p>	<p>Skills for Health was developed to support policymakers, NGOs, local organizations, and school-based staff, including educators and health workers, in advocating for, initiating, and strengthening skills-based health education, including life skills. The framework describes the knowledge, attitudes, skills, and support that children and adolescents need to act in healthy ways, develop healthy relationships, seek services, and create healthy environments.</p>	N/A	Cognitive	Emotion	Social	Values	Perspective	Identity	<ul style="list-style-type: none"> • <i>Ecology</i>: learning environment, community • <i>Equity</i>: gender, language • <i>Health</i>: physical, sexual and reproductive, WASH • <i>Safety</i> 	<ul style="list-style-type: none"> • Global
<p>CASEL Social and Emotional Learning (SEL) Competencies</p> <p>Developed by: Collaborative for Academic, Social, and Emotional Learning (CASEL)</p> <p><i>Core SEL Competencies Framework</i></p>	<p>CASEL's Social and Emotional Learning framework promotes intrapersonal, interpersonal, and cognitive competence through five core competencies that can be taught in many ways across many settings.</p>	Children and youth	Cognitive	Emotion	Social	Values	Perspective	Identity	<ul style="list-style-type: none"> • <i>Ecology</i>: home (relationships), learning environment (resources, teacher-student relationships), community (relationships, resources) 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>

<p>OECD Social and Emotional Skills: Well-being, connectedness, and success</p> <p>Developed by: Organization for Economic Cooperation and Development (OECD)</p> <p><i>Global guidance document</i></p>	<p>The OECD Social and Emotional Skills guidance document was created to supplement students' technical or academic skills with the social emotional skills necessary for them to achieve success, connectedness and well-being in whatever endeavors they wish to pursue.</p>	<p>Childhood-old age</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspective</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Ecology</i>: learning environment • <i>Health</i>: mental 	<ul style="list-style-type: none"> • Global
<p>Room to Read Life Skills Education Learning Outcomes Framework</p> <p>Developed by: Room to Read</p> <p><i>Learning outcomes framework</i></p>	<p>The Room to Read Life Skills Education Learning Outcomes framework outlines the learning outcomes expected at the conclusion of each unit of the Girls' Education Program life skills curriculum.</p>	<p>10-19 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>		<p>Identity</p>	<ul style="list-style-type: none"> • <i>Ecology</i>: home (relationships), friends, learning environment (teacher-student relationships), community (relationships) • <i>Equity</i>: gender 	<ul style="list-style-type: none"> • Bangladesh • Cambodia • India • Laos • Nepal • Sri Lanka • Tanzania • Vietnam • Zambia <p>Evidence of use in EiE</p>

<p>Sustainable Development Goals (SDGs)</p> <p>Developed by: UN General Assembly</p> <p><i>Global monitoring and results framework</i></p>	<p>The UN Sustainable Development Goals (SDGs) are a set of 17 interconnected goals which serve as a universal call to action and provide a shared blueprint for ending poverty, protecting the planet, and ensuring all people enjoy peace and prosperity by 2030. The SDGs replaced the Millennium Development Goals (MDGs), which started a global effort to eradicate global poverty in 2000 by setting measurable, universally-agreed objectives. Goal 4 is "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".</p>	N/A	Social	Values	Identity	<ul style="list-style-type: none"> • <i>Ecology</i>: geographic location, learning environment (resources, teacher characteristics), community (resources) • <i>Equity</i>: SES, gender, disability, development, education access (early learning opportunities) displacement, religion, race/ethnicity • <i>Health</i>: nutrition, physical, mental, sexual and reproductive, WASH • <i>Safety</i>: physical, psychosocial, sexual • <i>Adult support</i> 	<ul style="list-style-type: none"> • Global <p>Evidence of use in EiE</p>
---	--	-----	--------	--------	----------	--	--

<p>Toolkit for Measuring ECD in Low- and Middle-Income Countries (World Bank)</p> <p>Developed by: World Bank</p> <p><i>Toolkit</i></p>	<p>The World Bank Toolkit for Measuring ECD in Low- and Middle-Income Countries is intended to provide a resource for researchers, evaluators, and program personnel from various disciplines interested in assessing early childhood development (ECD) in low- and middle-income countries—either for planning and evaluating interventions, monitoring development over time, or conducting a situation analysis. The Toolkit is intended to help produce reliable, actionable data on child development.</p>	0-8 years	Cognitive	Emotion	Social	Values	Perspective	Identity	<ul style="list-style-type: none"> • <i>Ecology</i>: community (resources), home (relationships), learning environment (resources, teacher-student relationships, teacher practice, teacher characteristics) • <i>Equity</i>: education access (early learning opportunities), SES, development • <i>Health</i>: physical, WASH, nutrition • <i>Safety</i>: physical • <i>Adult support</i> 	<ul style="list-style-type: none"> • Low- and middle-income countries
<p>Vision of the Haitian Child: Social Emotional Framework</p> <p>Developed by: Alliance for Catholic Education in Haiti; University of Notre Dame</p> <p><i>National guidance document</i></p>	<p>The Framework for Social-Emotional Learning (SEL) in Haiti is intended to serve as a resource and guide for those working in Haitian education and related fields, particularly those working in supporting schools or education organizations at the pre-primary through post-secondary levels. The framework provides an overview of key elements of socio-emotional learning relevant to the Haitian socio-cultural and historical contexts.</p>	Pre-K-post-secondary	Cognitive	Emotion	Social	Values	Perspective	Identity	<ul style="list-style-type: none"> • <i>Ecology</i>: home, learning environment, community, geographic location • <i>Equity</i>: race/ethnicity, gender • <i>Health</i>: mental 	<ul style="list-style-type: none"> • Haiti <p>Evidence of use in EiE</p>

Compendium of Measurement/Assessment Tools

Measure/Tool Name	Purpose	Age	Domain/Competencies Measured						Measurement Strategy	Countries, Language, Evidence of EiE
Amal Alliance Impact Assessments¹⁰⁴ Developed by: Amal Alliance	Formative feedback tool designed to measure the impact of Amal Alliance programming and ascertain children's progress in meeting program goals and developing social emotional competencies	3-16 years	Cognitive	Emotion	Social	Values	Perspectives	Identity	<ul style="list-style-type: none"> • <i>Tool Format:</i> Self-report, Survey • <i>Respondents:</i> Child/youth, Caregiver, Teacher, Program Staff • <i>Administrator:</i> Program facilitators, teachers implementing Rainbow Curriculum 	<ul style="list-style-type: none"> • Greece • Lebanon • Mexico (forthcoming) • Turkey <p><i>Languages:</i> English</p> <p>Evidence of use in EiE</p>

¹⁰⁴ Note: The Amal Alliance Impact Assessments are program specific documents, designed specifically to evaluate the Amal Alliance programs. This is the only measurement/assessment tool in this compendium that is program specific.

<p>Caregiver Reported Early Childhood Development Instruments (CREDI)</p> <p>Developed by: Dana Charles McCoy (Harvard), Günther Fink (Swiss TPH), & CREDI Field Team</p>	<p>Population-based needs assessment and monitoring tool to provide a population-level measure of early childhood development (ECD) across contexts to inform ECD policies and resource allocation and monitor progress towards ECD global development goals</p>	<p>0-3 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Survey • <i>Respondents:</i> Caregiver • <i>Administrator:</i> Trained assessor (or self-administered) 	<ul style="list-style-type: none"> • Bangladesh • Brazil • Cambodia • Chile • Colombia • Ghana • Guatemala • Hong Kong • Jordan • Laos • Lebanon • Nepal • Pakistan • Philippines • Tanzania • United States • Zambia <p><i>Languages: 14</i></p> <p>Evidence of use in EiE</p>
--	--	------------------	------------------	----------------	---------------	---------------	---	--

<p>Child & Youth Resilience Measure (CYRM)</p> <p>Developed by: Resilience Research Centre, including Michael Ungar and Linda Liebenberg</p>	<p>Program evaluation tool that explores the resources (individual, relational, communal and cultural) that may bolster the resilience of youth through pre- and post-program assessments that measure progress and change in individuals and their social surroundings; basic research tool for the study of resilience across the lifespan and resilience in cross-cultural contexts to discern which internal and external assets most influence successful developmental outcomes across cultural groups</p>	<p>5-18+ years</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Self-report • <i>Respondents:</i> Child/youth, Other (PMK) • <i>Administrator:</i> Researcher 	<ul style="list-style-type: none"> • Australia • Bahamas • Canada • China • Egypt • France • Germany • Haiti • India • Indonesia • Iran • Ireland • Italy • Japan • Jordan • Netherlands • New Zealand • Nigeria • Norway • Palestine • Philippines • Romania • Singapore • South Africa • Sweden • Syria • Turkey • United Kingdom • United States <p><i>Languages: > 20</i></p> <p>Evidence of use in EiE</p>
---	--	--------------------	----------------	---------------	---------------	-----------------	--	---

<p>Children’s Behavior Questionnaire (CBQ)</p> <p>Developed by: Mary Rothbart (University of Oregon)</p>	<p>Population-based needs assessment and monitoring and basic research tool designed to study genetic and environmental influences on temperament, longitudinal change and consistency in temperament, cross-cultural similarities and differences in the structure of temperament, and temperament in relation to a variety of topics</p>	<p>3-7 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Tool Format:</i> Survey• <i>Respondents:</i> Caregiver, Teacher• <i>Administrator:</i> Caregiver, Teacher	<ul style="list-style-type: none">• China• Japan• Turkey• United States <p><i>Languages:</i> 30</p> <p>Evidence of use in EiE</p>
<p>Children’s Hope Scale (CHS)</p> <p>Developed by: C.R. Snyder, Betsy Hoza, William E. Pelham, Michael Rapoff, Leanne Ware, Michael Danovsky, Lori Highberger, Howard Rubinstein, and Kandy J. Stahl</p>	<p>Basic research tool designed to evaluate the psychometric standards and validity of the constructs used to measure hope</p>	<p>8-19 years</p>	<p>Cognitive</p>		<p>Values</p>		<p>Perspective</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Tool Format:</i> Self-report• <i>Respondents:</i> Child/youth• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Israel• Lebanon <p><i>Languages:</i> English</p> <p>Evidence of use in EiE</p>

<p>Confidence & Curiosity Questionnaire</p> <p>Developed by: Research Triangle Institute (RTI) International, and the University of Dar es Salaam School of Education, including Matthew Jukes, Jovina Tibenda, Prosper Gabrieli, Nkanileka Mgonda, Kellie Betts, Grace Jeremiah, Kristen Bub, Florentina Nsolezi, Corina Owens, Sarrynna Sou</p>	<p>Basic research tool designed to assess confidence and curiosity, two domains that may be key in the Tanzanian context and possibly overlooked in other frameworks</p>	<p>6-8 years</p>	<p>Social</p>	<p>Values</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Tool Format:</i> Interview• <i>Respondents:</i> Child/youth• <i>Administrator:</i> Trained data collector	<ul style="list-style-type: none">• Tanzania <p><i>Languages:</i> English, Swahili</p>			
<p>Devereux Student Strengths Assessment (DESSA)</p> <p>Developed by: Aperture Education and The Devereux Center for Resilient Children, including Paul A. LeBuffe, Valerie B. Shapiro, and Jack A. Naglieri</p>	<p>Formative feedback tool that is commonly used as a needs assessment to measure children’s social-emotional competence and inform the delivery of SEL, as well as a program evaluation tool that measures delivery results; additionally the DESSA-mini can be used to monitor students’ social and emotional development throughout the school year, providing actionable data to steer quality SEL intervention</p>	<p>4-15 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Tool Format:</i> Survey• <i>Respondents:</i> Caregiver, Teacher, Program Staff• <i>Administrator:</i> Parents/guardians, teachers, or staff at schools and child-serving agencies, including after-school, social service, and mental health programs	<ul style="list-style-type: none">• China• Mali• Netherlands• South Africa• United Kingdom• United States <p><i>Languages:</i> English, Spanish, Dutch</p> <p>Evidence of use in EiE</p>

<p>Emotion Regulation Questionnaire (ERQ)</p> <p>Developed by: James J. Gross and Oliver P. John</p>	<p>Population-based needs assessment and monitoring tool and basic research tool, designed to understand individual differences in the use of suppression and reappraisal strategies and the acute and long-term consequences of using these strategies in everyday life</p>	<p>Intended for use with late adolescents and adults; Used by researchers in international contexts with ages 10-30</p>	Emotion					<ul style="list-style-type: none">• <i>Tool Format:</i> Self-report• <i>Respondents:</i> Child/youth• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Egypt• Kuwait• Lebanon• Palestine• Qatar• Saudi Arabia• Turkey <p><i>Languages:</i> > 30</p> <p>Evidence of use in EiE</p>	
<p>EPOCH Measure of Adolescent Well-Being</p> <p>Developed by: The University of Pennsylvania and Temple University, including Margaret L. Kern, Lisbeth Benson, Elizabeth A. Steinberg, and Laurence Steinberg</p>	<p>Basic research tool designed to create a brief, reliable scale that researchers, schools, or organizations can use as an evaluative and descriptive measure to assess the five EPOCH characteristics (engagement, perseverance, optimism, connectedness, and happiness)</p>	<p>3-19 years</p>	Cognitive	Emotion	Social	Values	Perspectives	Identity	<ul style="list-style-type: none">• <i>Tool Format:</i> Self-report• <i>Respondents:</i> Child/youth• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Australia• China• Turkey• United States <p><i>Languages:</i> English, Turkish</p> <p>Evidence of use in EiE</p>

<p>General Self-Efficacy Scale (GSE)</p> <p>Developed by: Ralf Schwarzer and Matthias Jerusalem</p>	<p>Basic research tool designed to assess perceived self-efficacy to predict an individual's ability to cope with daily hassles as well as adapt after experiencing stressful life events, relevant for clinical practice and behavior change</p>	<p>> 12 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Values</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Self-report • <i>Respondents:</i> Child/youth • <i>Administrator:</i> No information provided 	<ul style="list-style-type: none"> • Belgium • Canada • Costa Rica • Denmark • Finland • France • Germany • Greece • Hong Kong • Hungary • India • Indonesia • Iran • Israel • Italy • Japan • Lebanon • Netherlands • Peru • Poland • Portugal • Russia • Saudi Arabia • South Korea • Spain • Switzerland • Syria • Turkey • United Kingdom • United States <p><i>Languages:</i> > 30</p> <p>Evidence of use in EiE</p>
--	---	----------------------	------------------	----------------	---------------	---------------------	-----------------	---	--

<p>Holistic Assessment of Learning and Development Outcomes (HALDO)</p> <p>Developed by: Save the Children</p>	<p>Population-based needs assessment and monitoring tool to describe and compare children's literacy, numeracy, and social emotional learning skills as a cross-section to inform programming and longitudinally to assess changes over time, specifically in conflict and crisis settings</p>	<p>4-12 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Performance-Based Assessment • <i>Respondents:</i> Child/youth • <i>Administrator:</i> Trained assessor 	<ul style="list-style-type: none"> • Kenya • Lebanon • Uganda <p><i>Languages:</i> English, Arabic, Kiswahili (online only), Kinyabusha / Kinyarwanda (online only), Somali (online only)</p> <p>Evidence of use in EiE</p>
---	--	-------------------	------------------	----------------	---------------	-----------------	--	--

<p>International Civic and Citizenship Study (ICCS)</p> <p>Developed by: International Association for the Evaluation of Education Achievement (IEA)</p>	<p>Population-based needs assessment and monitoring tool that provides nationally representative data on students' knowledge, attitudes, perceptions, and activities related to civics and citizenship. It also allows for examination of differences in civic and citizenship education across countries. Principal and teacher questionnaires provide school-level contextual information</p>	<p>12-15 years</p>	<p>Cognitive</p>	<p>Social</p>	<p>Values</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Survey • <i>Respondents:</i> Child/youth, teacher, school Administrator • <i>Administrator:</i> School and test coordinator 	<ul style="list-style-type: none"> • Belgium • Bulgaria • Chile • Chinese Taipei • Colombia • Croatia • Denmark • Dominican Republic • Estonia • Finland • Germany • Hong Kong • Italy • Latvia • Lithuania • Malta • Mexico • Netherlands • Norway • Peru • Russia • Slovenia • South Korea • Sweden <p><i>Languages: 21</i></p> <p>Evidence of use in EiE</p>
---	---	--------------------	------------------	---------------	---------------	---------------------	-----------------	---	---

<p>International Development & Early Learning Assessment (IDELA)</p> <p>Developed by: Save the Children</p>	<p>Program monitoring and evaluation tool used in randomized control trials to assess and compare Early Childhood Care and Development (ECCD) interventions, conduct national monitoring of ECCD programs, and evaluate school readiness at Grade 1 entry, providing programs, donors, and governments with clear evidence of a child's early learning and development</p>	<p>3.5-6 years</p>	Cognitive	Emotion	Social	Values	Identity	<ul style="list-style-type: none"> • <i>Tool Format:</i> Performance-Based Assessment, Survey • <i>Respondents:</i> Child/youth, Caregiver • <i>Administrator:</i> No information provided 	<ul style="list-style-type: none"> • > 70 countries <p><i>Languages:</i> > 50</p> <p>Evidence of use in EiE</p>
<p>International Social & Emotional Learning Assessment (ISELA)</p> <p>Developed by: Save the Children</p>	<p>Population-based needs assessment and monitoring tool that provides both cross-sectional and longitudinal data on children's social-emotional learning competencies and their social-emotional learning environments</p>	<p>6-12 years</p>	Emotion	Social	Values	Perspectives	Identity	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Performance-Based Assessment • <i>Respondents:</i> Child/youth • <i>Administrator:</i> Trained assessor 	<ul style="list-style-type: none"> • Egypt • Ghana • Iraq • Jordan • Malawi • Mexico • Mozambique • Rwanda • South Sudan • Thailand • Uganda <p><i>Languages:</i> English, Arabic</p> <p>Evidence of use in EiE</p>

<p>KIDCOPE</p> <p>Developed by: Anthony Spirito, Lori J. Stark and Connie Williams</p>	<p>Population-based needs assessment and monitoring tool to provide a brief, clinically-useful checklist to screen cognitive and behavioral coping skills in children and adolescents over time and across contexts</p>	<p>7-18 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Survey • <i>Respondents:</i> Child/youth • <i>Administrator:</i> No information provided 	<ul style="list-style-type: none"> • Germany • Hong Kong • Jordan • Lebanon • Spain • Turkey • Uganda • United States <p><i>Languages:</i> 10</p> <p>Evidence of use in EiE</p>
<p>Malawi Developmental Assessment Tool (MDAT)</p> <p>Developed by: Melissa Gladstone, Gillian A. Lancaster, Eric Umar, Maggie Nyirenda, Edith Kayira, Nynke R. van den Broek, and Rosalind L. Smyth</p>	<p>Screening tool designed as a culturally appropriate child developmental assessment measure for use in rural Sub-Saharan African settings to identify children with neurodisabilities and developmental delays</p>	<p>0-6 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>		<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview • <i>Respondents:</i> Caregiver • <i>Administrator:</i> Community health workers, researchers 	<ul style="list-style-type: none"> • Malawi <p><i>Languages:</i> English, Chichewa</p> <p>Evidence of use in EiE</p>

<p>Measure of Development and Early Learning (MODEL)</p> <p>Developed by: UNESCO, UNICEF, the Center for Universal Education at Brookings, World Bank</p>	<p>Population-based needs assessment and monitoring tool to assess early learning and development in low- and middle-income country contexts to inform policies, professional development, and classroom practices</p>	<p>4-6 years</p>	<p>Cognitive</p> <p>Emotion</p> <p>Social</p> <p>Values</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Observation • <i>Respondents:</i> Caregiver, Teacher • <i>Administrator:</i> Trained enumerator 	<ul style="list-style-type: none"> • Bangladesh • Brazil • China • Ethiopia • Kenya • Kyrgyzstan • Laos • Lesotho • Liberia • Madagascar • Mongolia • Nicaragua • Peru • Sudan • Tanzania <p><i>Languages:</i> English, Spanish, French</p> <p>Evidence of use in EiE</p>
<p>Measure of Early Learning Environments (MELE)</p> <p>Developed by: UNESCO, UNICEF, the Center for Universal Education at Brookings, World Bank</p>	<p>Population-based needs assessment and monitoring tool to assess quality of early learning environments in low- and middle-income country contexts to inform policies, professional development, and classroom practices</p>	<p>3-6 years</p>	<p>No codes applied</p>	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Observation • <i>Respondents:</i> Teacher, School Administrator • <i>Administrator:</i> Trained outside observer 	<ul style="list-style-type: none"> • Brazil • Colombia • Ethiopia • Indonesia • Kenya • Liberia • Mozambique • Nicaragua • Peru • Tanzania • Uganda <p><i>Language:</i> English, Spanish, French</p> <p>Evidence of use in EiE</p>

<p>PISA for Development (PISA-D) Student Questionnaire</p> <p>Developed by: Organization for Economic Co-operation and Development (OECD)</p>	<p>Population-based needs assessment and monitoring tool that provides policy makers with data and evidence to determine how to improve educational systems while monitoring and evaluating student progress in achieving skills targeted in the Education Sustainable Development Goals Framework</p>	<p>14-16 years</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Tool Format:</i> Survey• <i>Respondents:</i> Child/youth• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Bhutan• Cambodia• Ecuador• Guatemala• Honduras• Panama• Paraguay• Senegal• Zambia <p><i>Languages:</i> English</p> <p>Evidence of use in EiE</p>
<p>Preschool Self-Regulation Assessment (PSRA) Assessor Report</p> <p>Developed by: University of Chicago, including: Radiah Smith-Donald, C. Cybele Raver, Tiffany Hayes & Breeze Richardson</p>	<p>Population-based needs assessment and monitoring tool and basic research tool, designed to assess young children’s self-regulation in emotional, attentional, and behavioral domains for field research and to capture natural variation across children</p>	<p>3-6 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Social</p>	<p>Values</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Tool Format:</i> Interview, Performance-Based Assessment, Survey• <i>Respondents:</i> Child/youth, Other: Assessor• <i>Administrator:</i> Trained assessor <ul style="list-style-type: none">• 50 countries <p><i>Languages:</i> English, Spanish, Turkish</p> <p>Evidence of use in EiE</p>
<p>Short Grit Scale (GRIT-S)</p> <p>Developed by: Angela Lee Duckworth and Patrick D. Quinn (University of Pennsylvania)</p>	<p>Basic research tool designed to validate a more efficient measure of grit than an original 12-item self-report grit measure (Grit–O) that proposed a theory of grit as a compound trait comprising stamina in dimensions of interest and effort</p>	<p>Intended for use with ages 14+; Used by researchers in international contexts with ages 6-18</p>	<p>Cognitive</p>			<p>Values</p>		<ul style="list-style-type: none">• <i>Tool Format:</i> Self-report• <i>Respondents:</i> Child/youth• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Turkey• United States <p><i>Languages:</i> English, Turkish</p> <p>Evidence of use in EiE</p>

<p>Social Emotional Health Survey-Secondary (SEHS-S)</p> <p>Developed by: Project CoVitality at the UC Santa Barbara International Center for School Based Youth Development, including Michael Furlong, Erin Dowdy, and Karen Nylund-Gibson</p>	<p>Population-based needs assessment and monitoring tool designed as a validated measure to be used by educators to assess and monitor the positive development of all students</p>	<p>13-18 years</p>	<p>Cognitive</p>	<p>Emotion</p>	<p>Values</p>	<p>Perspectives</p>	<p>Identity</p>	<ul style="list-style-type: none">• <i>Tool Format:</i> Self-report• <i>Respondents:</i> Child/youth• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Australia• Brazil• China• Greece• India• Indonesia• Italy• Japan• Mexico• Netherlands• Slovakia• South Korea• Spain• Turkey• United Kingdom• United States <p><i>Languages:</i> English, Spanish, Chinese, Korean, Japanese, Maltese, Turkish, Greek, Slovak, Lithuanian</p> <p>Evidence of use in EiE</p>
<p>Social Emotional Response and Information Scenarios (SERAIS)</p> <p>Developed by: NYU Global TIES for Children, International Rescue Committee (IRC)</p>	<p>Program evaluation tool designed to capture information about a suite of social, emotional, and cognitive skills among elementary school-aged children in fragile, conflict-affected settings</p>	<p>5-16 years</p>	<p>Emotion</p>		<p>Social</p>			<ul style="list-style-type: none">• <i>Tool Format:</i> Interview, Self-report• <i>Respondents:</i> Child/youth• <i>Administrator:</i> Trained enumerator	<ul style="list-style-type: none">• Lebanon• Niger• Nigeria <p><i>Languages:</i> English, French</p> <p>Evidence of use in EiE</p>

<p>Social Provisions Scale (SPS)</p> <p>Developed by: Carolyn E. Cutrona and Daniel W. Russell</p>	<p>Basic research tool designed to refine techniques for measuring health-promoting aspects of relationships to understand the specific interpersonal needs of individuals who face different life situations</p>	<p>Intended for use with adults; Used by researchers in international contexts with ages 9-20+</p>	Emotion	Social	Values	Perspectives	Identity	<ul style="list-style-type: none">• <i>Tool Format:</i> Self-report• <i>Respondents:</i> Child/youth• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Canada• Turkey• United States <p><i>Languages:</i> Arabic, English, French</p> <p>Evidence of use in EiE</p>	
<p>Strengths and Difficulties Questionnaire (SDQ)</p> <p>Developed by: YouthinMind</p>	<p>Population-based needs assessment and monitoring tool, formative feedback tool, screening tool, program evaluation tool, and basic research tool that measures behavior among populations and individuals to guide and evaluate interventions; includes several versions to meet the needs of researchers, clinicians and educators which contain a combination of a 25-item psychological attributes questionnaire, an impact supplement that documents the degree of psychiatric challenges, and follow-up questions that address progress monitoring</p>	<p>3-16 years</p>	Cognitive	Emotion	Social	Values	Perspectives	Identity	<ul style="list-style-type: none">• <i>Tool Format:</i> Survey• <i>Respondents:</i> Caregiver, Teacher• <i>Administrator:</i> No information provided	<ul style="list-style-type: none">• Australia• Denmark• Finland• Germany• Italy• Japan• Spain• Sweden• United Kingdom• United States <p><i>Languages:</i> > 80</p> <p>Evidence of use in EiE</p>

Contextually Relevant SEL Questionnaires Developed by: RTI International, University of Dar es Salaam School of Education, including Matthew Jukes, Jovina Tibenda, Prosper Gabrieli, Nkanileka Mgonda, Kellie Betts, Grace Jeremiah, Kristen Bub, Florentina Nsolezi, Corina Owens, Sarrynna Sou	Basic research tool developed to identify competencies that are important for children's education in Tanzania and to identify contextually relevant behaviors that exemplify these competencies; this study is the first step in a research program to develop assessments of social and emotional competencies that are underrepresented in current test batteries	5-10 years	Cognitive	Emotion	Social	Values	Perspectives	Identity	<ul style="list-style-type: none"> • <i>Tool Format:</i> Survey • <i>Respondents:</i> Caregiver, Teacher • <i>Administrator:</i> Trained data collector 	<ul style="list-style-type: none"> • Tanzania <i>Languages:</i> English, Swahili
YouthPower Action Soft Skills Tools Developed by: USAID, FHI 360	Program evaluation tool designed as a response to the growth in soft skills-focused interventions and the resulting urgent need among youth development programs for measures that can reliably assess key soft skills at a group level at one point in time or over time, within a program implementation context, to inform decision making about program design, instruction, implementation, and funding	15-19 years	Cognitive	Emotion	Social	Values	Perspectives	Identity	<ul style="list-style-type: none"> • <i>Tool Format:</i> Interview, Self-report • <i>Respondents:</i> Child/youth, Program Staff • <i>Administrator:</i> Program staff that have worked closely with the particular youth being assessed 	<ul style="list-style-type: none"> • Guatemala • Uganda <i>Languages:</i> English Evidence of use in EiE

Chapter 7: Programmatic Approach Profiles

This section includes profiles for each of the following programmatic approaches:

1. Better Learning
2. Healing and Education through the Arts (HEART)
3. Programa de Aprendizaje Socioemocional (PASE)
4. Safe Healing and Learning Spaces
5. Can't Wait to Learn
6. CONVIVIMOS

BETTER LEARNING

Developer: Norwegian Refugee Council

Countries: Palestine, Jordan

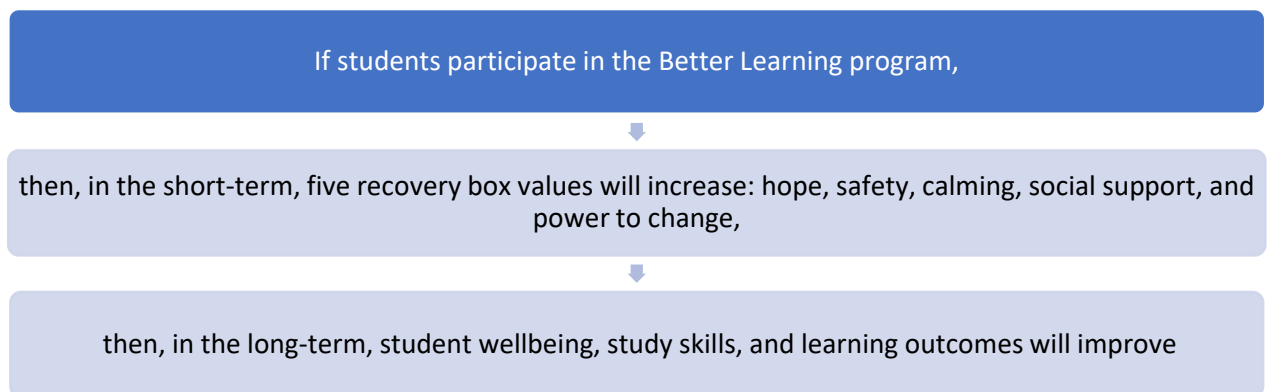
Better Learning is a psychosocial and trauma-focused programmatic approach developed by the Norwegian Refugee Council (NRC) to improve learning conditions for children and adolescents exposed to war and conflict. The Better Learning program includes three components. The first component (BLP 1) provides psycho-education and coping skills to all students. The second component (BLP 2) is a small group intervention to support resilience among academic under-achievers. The third component (BLP 3) is a more specialized intervention for students with chronic symptoms of traumatic stress.

Program Objectives

- Improve students' learning capacity by empowering the school community
- Establish a sense of stability and safety for children
- Promote capacity for self-regulation, mastery, and hope for children
- Increase children's sense of community and self-efficacy

Theory of Change

The theory of change driving Better Learning has both short- and long-term outcomes:



Key Parameters

Age:	Duration:	Languages:	Setting:	Administrator:
Ages 10-16	BLP 1: not specified BLP 2: 5 weeks BLP 3: 8 weeks	English, Arabic	School	BLP 1: teacher BLP 2: teacher or counselor BLP 3: counselors with clinical training

Key Programmatic Components

- **BLP 1:** Whole class calming exercises (e.g., relaxation, breathing techniques, self-instruction), regulating stress (e.g., establishing the safe place technique), tension-relieving exercises, relaxation exercises, concentration and balance exercises, visualization exercises
- **BLP 2:** Same activities as BLP 1, as well as support with planning and organization (e.g., organizing schoolwork, homework log, weekly calendar, study skills)
- **BLP 3:** Same activities as BLP 1, as well as activities with specific strategies for dealing with nightmares, including small group and individual sessions

SEL Constructs¹⁰⁵

The following SEL constructs emerged in our analysis of the Better Learning programmatic materials:

BLP 1

Cognitive Regulation

- Attention Control
- Working Memory and Planning Skills
- Cognitive Flexibility

Emotional Processes

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation

Interpersonal Processes

- Prosocial/Cooperative Behavior

Identity/Self-Image

- Self-Efficacy/Growth Mindset

Perspectives

- Optimism

BLP 2

Cognitive Regulation

- Attention Control
- Working Memory and Planning Skills
- Cognitive Flexibility

Emotional Processes

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation

Interpersonal Processes

- Prosocial/Cooperative Behavior

Identity/Self-Image

- Self-Efficacy/Growth Mindset

Perspectives

- Optimism

Values

- Performance Values

BLP 3

Cognitive Regulation

- Attention Control
- Cognitive Flexibility

Emotional Processes

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation

Interpersonal Processes

- Prosocial/Cooperative Behavior

Identity/Self-Image

- Self-Efficacy/Growth Mindset

¹⁰⁵ Note: We did not code curriculum or lessons for this program. This analysis was completed using high-level descriptive information about the program. Further analysis would be needed to determine which lessons or components of the program target which SEL constructs.

Contextual Factors

The following contextual factors emerged in our analysis of the Better Learning programmatic materials:

✓ Ecology	✓ Equity	✓ Health	✓ Safety	✓ Adult Support
<ul style="list-style-type: none"> ✓ Home <ul style="list-style-type: none"> ✓ Relationships ✓ Education Beliefs & Practices ✓ Friends ✓ Learning Environment <ul style="list-style-type: none"> ✓ Teacher-Student Relationships ✓ Teacher Practice ✓ Teacher Characteristics <input type="checkbox"/> Resources ✓ Community <ul style="list-style-type: none"> <input type="checkbox"/> Relationships ✓ Resources ✓ Geographic Location 	<ul style="list-style-type: none"> <input type="checkbox"/> Development <input type="checkbox"/> Disability ✓ Displacement <input type="checkbox"/> Documentation <input type="checkbox"/> Education Access <ul style="list-style-type: none"> <input type="checkbox"/> Early Learning Opportunities <input type="checkbox"/> Gender <input type="checkbox"/> Language <input type="checkbox"/> Nationality <input type="checkbox"/> Race/Ethnicity <input type="checkbox"/> Religion <input type="checkbox"/> SES 	<ul style="list-style-type: none"> ✓ Mental <input type="checkbox"/> Nutrition ✓ Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH 	<ul style="list-style-type: none"> ✓ Physical <ul style="list-style-type: none"> <input type="checkbox"/> Bullying ✓ Psychosocial <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual 	<ul style="list-style-type: none"> ✓ Adult Support

Adaptation/Contextualization Considerations

- The Better Learning program is administered by local teachers and counselors trained in the Better Learning approach
- BLP 1 and BLP 2 are flexible and include activities and strategies that can be implemented as part of the program or in isolation (e.g., relaxation exercises). Thus, BLP 1 and BLP 2 can be adapted based on teacher and counselor discretion and/or unique student needs
- BLP 3 is a more structured, intensive intervention where sessions are meant to be followed in the order they are listed and in the manner described to ensure no harm is done and desired effects are achieved

Learning Resources

Each of the programmatic tiers (BLP 1-3) has a manual for teachers/counselors facilitating the program which includes:

- Introduction to program, definition of key terms (e.g., traumatic stress), exercises and activities, worksheets, list of sessions and lesson plans with detailed instructions, and assessments

Associated Outcomes

The Better Learning program targets the following outcomes, as described in their theory of change:

- **Support children's well-being:** promote calming and self-regulation, improved engagement in school, greater life satisfaction, increased comfort sharing feelings with others, improved concentration and participation in class, and reduction in nightmares (BLP 3)
- **Strengthen the school and home environment in support of children's well-being:** teachers and counselors have increased knowledge, expertise and support; parents have increased awareness of the importance of nightmares as markers of traumatic stress and are supported to improve their own psychosocial well-being

An evaluation of the Better Learning program in Palestine in 2016 found the program¹⁰⁶:

- Improved the well-being of participating children by equipping them with skills for coping with the fear, stress, and anxiety of living in an ongoing conflict context
- Supported conditions for children to succeed in school, by improving their ability to focus/concentrate in class, strengthening school-home connections, improving their ability to complete homework, and increasing overall enjoyment of school. However, the study did not find support for a link between the BL program and improved learning outcomes (e.g., academic achievement, attendance)
- Strengthened the home and school environment for students by improving the capacity of caregivers in both contexts to acknowledge, respond to, and address symptoms of traumatic stress

Measurement Tools

The following measurement tools are included in the Better Learning program manuals for assessing and screening students:

- BLP 1: Measuring Well-being at School Questionnaire
- BLP 2: Screening & Evaluation Questionnaire
- BLP 3: Nightmare Screening and Measuring Wellbeing

There are also 2 assessments used specifically for the Palestinian program which assess:

- Well-being and academic functioning
- Improved study skills

Contact Information

Website: <https://www.nrc.no/what-we-do/activities-in-the-field/education/>

Contact: Sonia Gomez, Global Education Advisor, Norwegian Refugee Council

Phone: N/A

Email: sonia.gomez@nrc.no

¹⁰⁶ Shah. R. (2017). *Improving Children's Wellbeing: An evaluation of NRC's Better Learning Programme in Palestine*. Norwegian Refugee Council. Retrieved from: <https://www.nrc.no/resources/evaluations/improving-childrens-wellbeing---an-evaluation-of-nrcs-better-learning-programme-in-palestine/>

HEALING AND EDUCATION THROUGH THE ARTS (HEART)

Developer: Save the Children

Countries: Albania, Armenia, Bosnia, China, Egypt, El Salvador, Georgia, Guatemala, Haiti, Honduras, Iraq, Jordan, Kosovo, Lebanon, Malawi, Mexico, Nigeria, South Sudan, Syria, Tanzania, Uganda, United States

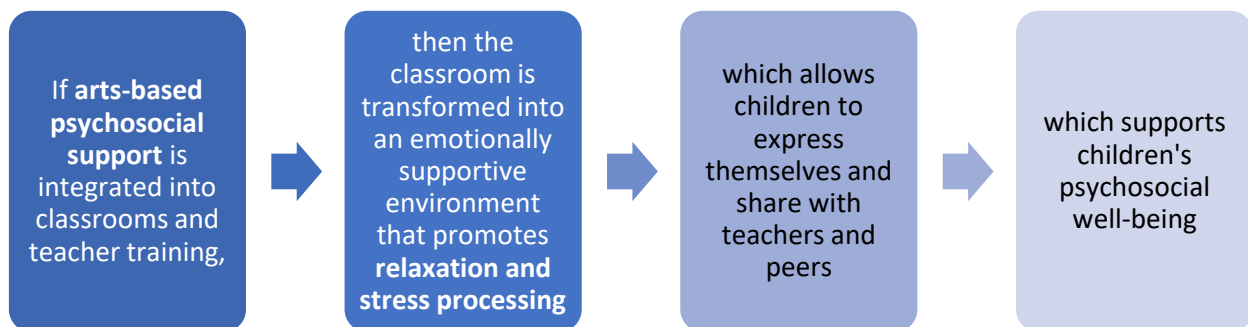
HEART is an approach to providing psychosocial support that uses the arts to help children affected by stress process and communicate feelings related to their experiences and ideas. The healing process helps the child feel less isolated, more connected to their peers, and safe amidst trusted adults in their lives and the larger community. In addition to using arts for healing, HEART also uses arts-based creative learning methods to make education more engaging in math, vocabulary, literacy, history, and other subject areas, as well as introduce children to local cultural arts traditions.

Program Objectives

- Encourage children to share their memories and feelings through artistic expression, alleviating feelings of isolation and enhancing feelings of connection and safety
- Strengthen children's psychosocial well-being, and support their education, through artistic expression

Theory of Change

The theory of change driving HEART is four-pronged:



Key Parameters

Age:

Children and youth
ages 3 - 25

Duration:

Varies

Languages:

No information
provided

Setting:

Classrooms, Child
Friendly Spaces,
youth centers,
health clinics, and
community centers
focusing on children
affected by stressful
situations in both
humanitarian and
development
contexts

Administrator:

Local teachers and
school counselors
trained as
facilitators of
structured arts
activities

Key Programmatic Components

Arts programming

Parental programming

SEL Constructs¹⁰⁷

The following SEL constructs emerged in our analysis of the HEART programmatic materials:

Our analysis indicates that the "healing" benefits described in HEART programming are related to SEL constructs.

However, it is important to note that HEART activities target psychosocial well-being; SEL outcomes are not the primary focus of this program.

Cognitive Regulation

- Attention Control
- Critical Thinking

Emotional Processes

- Emotional Knowledge and Expression
- Empathy/Perspective Taking

Interpersonal Processes

- Prosocial/Cooperative Behavior

Values

- Performance Values
- Intellectual Values

Identity/Self-Image

- Self-Knowledge
- Self-Esteem
- Self-Efficacy/Growth Mindset

¹⁰⁷ Note: We did not code curriculum or lessons for this program. This analysis was completed using high-level descriptive information about the program. Further analysis would be needed to determine which lessons or components of the program target which SEL constructs.

Contextual Factors

The following contextual factors emerged in our analysis of the HEART programmatic materials:

✓ Ecology	✓ Equity	✓ Health	✓ Safety	✓ Adult Support
<ul style="list-style-type: none"> ✓ Home <ul style="list-style-type: none"> ✓ Relationships <input type="checkbox"/> Education Beliefs & Practices ✓ Friends ✓ Learning Environment <ul style="list-style-type: none"> ✓ Teacher-Student Relationships ✓ Teacher Practice <input type="checkbox"/> Teacher Characteristics <input type="checkbox"/> Resources ✓ Community <ul style="list-style-type: none"> <input type="checkbox"/> Relationships <input type="checkbox"/> Resources <input type="checkbox"/> Geographic Location 	<ul style="list-style-type: none"> <input type="checkbox"/> Development <input type="checkbox"/> Disability ✓ Displacement <input type="checkbox"/> Documentation <input type="checkbox"/> Education Access <ul style="list-style-type: none"> <input type="checkbox"/> Early Learning Opportunities <input type="checkbox"/> Gender <input type="checkbox"/> Language <input type="checkbox"/> Nationality <input type="checkbox"/> Race/Ethnicity <input type="checkbox"/> Religion ✓ SES 	<ul style="list-style-type: none"> ✓ Mental <input type="checkbox"/> Nutrition <input type="checkbox"/> Physical <input type="checkbox"/> Sexual & Reproductive <input type="checkbox"/> WASH 	<ul style="list-style-type: none"> ✓ Physical <input type="checkbox"/> Bullying ✓ Psychosocial <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual 	<ul style="list-style-type: none"> ✓ Adult Support

Adaptation/Contextualization Considerations

- The HEART program trains local teachers and school counselors as program facilitators
- Local cultural traditions of song and dance, or other forms of artistic expression, are utilized in HEART programming as special sessions

Learning Resources

- The HEART parent program includes support for parents to process and recover from their own stress (in the form of structured group activities that meet regularly over several months) as well as instruction in teaching methods and activities to use at home to support children in times of stress

Associated Outcomes¹⁰⁸

- **Improved socioemotional and academic outcomes**, including numeracy, literacy, and fine motor skills development
- **Enhanced self-expression, communication, emotional regulation, concentration, future orientation, problem-solving skills, interest and engagement in learning, and program attendance**

Measurement Tools

The following measurement tools have been used to assess socioemotional development, emergent literacy, emergent numeracy, and motor skills in HEART programs in previous evaluations:

- International Development and Early Learning Assessment (IDELA)
- Focus group discussions
- Key informant interviews

¹⁰⁸ Pisani, L. (2019). *Save the Children's HEART Program* [PowerPoint slides].

- Case studies

However, the 2018-2019 evaluation cycle includes a Knowledge, Attitudes, and Practices Survey focusing on adult stress levels and their effect on children. Additionally, a qualitative evaluation package is currently in design for use in humanitarian (emergency) settings (to be piloted in November 2019).

Contact Information

Website: <https://www.savethechildren.org/us/what-we-do/global-programs/protection/healing-and-education-through-the-arts>

Contact: Sara Hommel, Director of Psychosocial Support, Save the Children International Programs

Phone: N/A

Email: shommel@savechildren.org

PROGRAMA DE APRENDIZAJE SOCIOEMOCIONAL (PASE)

Developer: Honduran Ministry of Education; Supported by USAID

Countries: Honduras

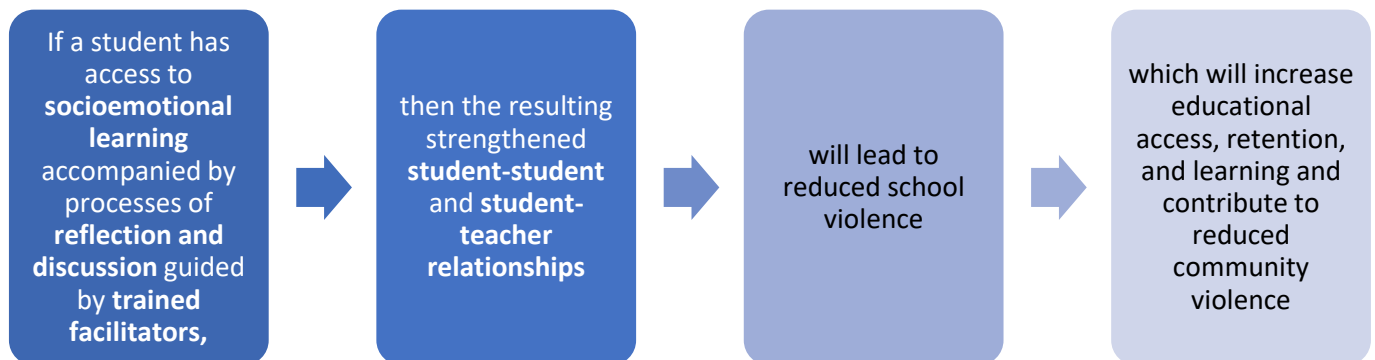
Programa de Aprendizaje Socioemocional (PASE) is a school-based sports programming curriculum developed by the Honduran Ministry of Education with support from USAID as part of the Ensuring Education Project (Proyecto Asegurando la Educación, or ALE). The framework focuses on addressing school and community violence by promoting safe learning spaces that support adolescent students' socioemotional development and resilience.

Program Objectives

- Reduce school violence to improve educational access, learning, and retention
- Mobilize education and educational processes to prevent community violence

Theory of Change

The theory of change driving PASE is four-pronged:



Key Parameters

Age:

Adolescents
(ages 12-17)

Duration:

27 base classes and 7 complementary classes across 5 units to be implemented over one academic year

Languages:

Spanish

Setting:

Ministry of Education school physical education classes

Administrator:

Physical education teachers trained as facilitators

Key Programmatic Components

Sports programming

Reflection and group discussion

SEL Constructs¹⁰⁹

The following SEL constructs emerged in our analysis of the PASE programmatic materials (*the information in parentheses denotes the frequency of the construct's appearance*):

Cognitive Regulation

- Critical Thinking (3 classes)

Emotional Processes

- Emotional Knowledge and Expression (1 class)
- Emotional and Behavioral Regulation (3 classes)
- Empathy/Perspective-Taking (2 classes)

Interpersonal Processes

- Prosocial/Cooperative Behavior (6 classes)

Values

- Ethical Values (7 classes)
- Performance Values (2 classes)
- Civic Values (3 classes)

Perspectives

- Optimism (2 classes)
- Gratitude (1 class)
- Openness (2 classes)

Identity/Self-Image

- Self-Knowledge (1 class)
- Purpose (1 class)
- Self-Efficacy/Growth Mindset (4 classes)

Contextual Factors

The following contextual factors emerged in our analysis of the PASE programmatic materials:

✓ Ecology	✓ Equity	□ Health	□ Safety	✓ Adult Support
□ Home	□ Development	□ Mental	□ Physical	✓ Adult Support
□ Relationships	□ Disability	□ Nutrition	□ Bullying	
□ Education Beliefs & Practices	□ Displacement	□ Physical	□ Psychosocial	
✓ Friends	□ Documentation	□ Sexual & Reproductive	□ Bullying	
✓ Learning Environment	□ Education Access	□ WASH	□ Sexual	
✓ Teacher-Student Relationships	□ Early Learning Opportunities			
✓ Teacher Practice	✓ Gender			
✓ Teacher Characteristics	□ Language			
□ Resources	□ Nationality			
✓ Community	□ Race/Ethnicity			
	□ Religion			

¹⁰⁹ Note: We did not code curriculum or lessons for this program. This analysis was completed using high-level descriptive information about the program. Further analysis would be needed to determine which lessons or components of the program target which SEL constructs.

☐ Relationships
 ☐ SES

☐ Resources

☐ Geographic Location

Adaptation/Contextualization Considerations

- The PASE curriculum goals and objectives are tailored to the Honduran context and designed to promote safe learning spaces and reduce violence
- The PASE pilot project documented various challenges unique to the Honduran context as lessons to impact future program design, including territorial violence that affected school functioning, school calendar conflicts like holiday observance and end-of-year evaluations, and a need for trained P.E. teachers

Learning Resources

- The PASE program forms part of 10 program offerings currently implemented in Honduras by USAID under the umbrella of the Securing Education program (Asegurando la Educación, or ALE), which also targets additional interventions towards students, families, teachers and administrators, and educational centers
- The PASE pilot project facilitator training program provided teachers with a basic sports kit and facilitator's manual, and USAID later accompanied participating teachers in the implementation phase through school visits, recordkeeping, an observation/ recommendation feedback system, weekly progress reports, weekly planning tools, and monthly reports; facilitators were evaluated on the following areas: preparation, implementation timing, methodological clarity and content, and participant learning

Associated Outcomes

*All associated outcomes reference findings from the pilot program.*¹¹⁰

- **Reduction of violent incidents** reported in schools
- **Strengthened student-teacher relationships** through the facilitation of trust and student cognitive and emotional expression
- **Improved comradeship** among students and **enhanced school climate**

Measurement Tools

The pilot study explicitly mentions that a current program challenge is the lack of measurement tools to assess student learning during the program, and that measurement has been restricted to the collection of perceptions regarding changes in student/teacher attitudes and school climate. The following measurement tools have been used to assess program viability and student socioemotional learning process outcomes in the PASE pilot project in 2018:

- Surveys and conversations with participating teachers
- Workshops with participating students

Contact Information

¹¹⁰ USAID. (2019). *Sistematización/Resumen de Aprendizajes: Pilotaje del Programa de Aprendizaje Socioemocional (PASE)* [Socioemotional Learning Program (PASE) Pilot Systemization/Learning Summary].

Website: <https://www.dai.com/our-work/projects/honduras-securing-education>

Contact: Gustavo Payan-Luna, Senior Technical Advisor and Deputy Chief of Party,
Asegurando la Educación, USAID

Phone: N/A

Email: Gustavo_Payan@dai.com

SAFE HEALING AND LEARNING SPACES

Developer: International Rescue Committee

Countries: Iraq, Chad, Nigeria

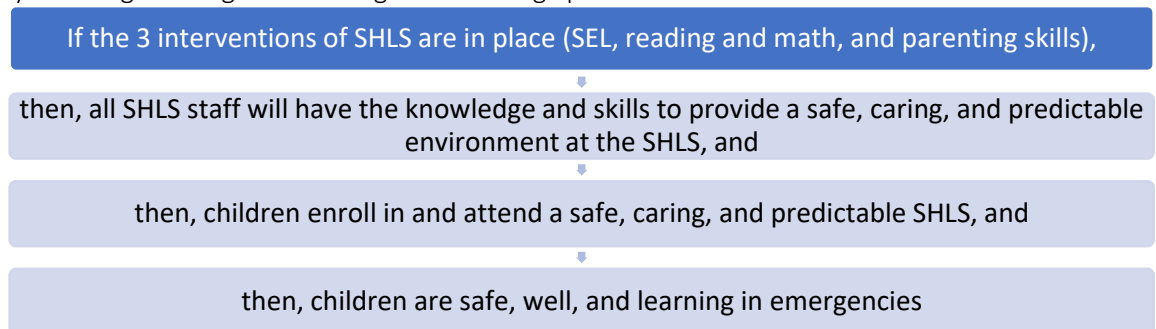
Safe Healing and Learning Spaces (SHLS) is a programmatic approach developed by the International Rescue Committee (IRC) to provide caring and predictable learning spaces for children and adolescents in conflict and crisis settings. The SHLS Toolkit includes interventions in social-emotional learning, math, reading, and parenting skills. The SHLS Toolkit is comprehensive, evidence-based and practitioner-tested, and includes open-source, user-friendly materials.

Program Objectives

- Children feel safe from violence, abuse, exploitation, and neglect in the Safe Healing and Learning Spaces
- For the social-emotional intervention specifically, children develop the social and emotional skills to succeed in life

Theory of Change

The theory of change driving Safe Healing and Learning Spaces is:



Key Parameters

Age:

Ages 6-11;
adolescents

Duration:

9 months

Languages:

English, French

Setting:

Refugee camp or
host community;
rural and urban

Administrator:

Facilitators trained
in foundations of
SHLS and
psychological first
aid (PFA)

Key Programmatic Components

SEL lessons and games

Foundational reading and math intervention

Parental programming

SEL Constructs¹¹¹

The following SEL constructs emerged in our analysis of the SHLS programmatic materials:

Cognitive Regulation

- Attention Control
- Working Memory and Planning Skills
- Cognitive Flexibility

Emotional Processes

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking

Interpersonal Processes

- Understanding Social Cues
- Conflict Resolution/Social Problem Solving
- Prosocial/Cooperative Behavior

Values

- Ethical Values
- Performance Values

Perspectives

- Openness

Contextual Factors

The following contextual factors emerged in our analysis of the SHLS Manager's Guide, a comprehensive guide for managers to set up, monitor, and evaluate a Safe Healing and Learning space:

✓ Ecology	✓ Equity	✓ Health	✓ Safety	✓ Adult Support
✓ Home	<input type="checkbox"/> Development	✓ Mental	✓ Physical	✓ Adult Support
✓ Relationships	✓ Disability	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Bullying	
✓ Education Beliefs & Practices	✓ Displacement	✓ Physical	✓ Psychosocial	
<input type="checkbox"/> Friends	<input type="checkbox"/> Documentation	<input type="checkbox"/> Sexual & Reproductive	<input type="checkbox"/> Bullying	
✓ Learning Environment	<input type="checkbox"/> Education Access	<input type="checkbox"/> WASH	<input type="checkbox"/> Sexual	
✓ Teacher-Student Relationships	<input type="checkbox"/> Early Learning Opportunities			
✓ Teacher Practice	✓ Gender			
✓ Teacher Characteristics	✓ Language			
<input type="checkbox"/> Resources	✓ Nationality			
✓ Community	✓ Race/Ethnicity			
	✓ Religion			

¹¹¹ Note: We did not code curriculum or lessons for this program. This analysis was completed using high-level descriptive information about the program. Further analysis would be needed to determine which lessons or components of the program target which SEL constructs.

✓ Relationships	✓ SES	
✓ Resources		
☐ Geographic Location		

Adaptation/Contextualization Considerations

- The first step in establishing a Safe Healing and Learning Space is to conduct a context analysis and needs assessment to determine if the Safe Healing and Learning Space can be implemented safely and whether it is a necessary and appropriate intervention in the context
- Given that emergency contexts evolve rapidly, the Safe Healing and Learning Space requires ongoing adaptation during implementation to ensure relevance, appropriateness, and adherence to ‘do no harm’

Learning Resources

- The SHLS Manager’s Guide provides practical guidance and adaptable tools for establishing, monitoring, and evaluating the implementation of Safe Healing and Learning Spaces
- For the SEL intervention, learning resources include a trainer’s manual, trainee handbook, lesson plan bank, and SEL games bank
- All resources are open-source and available on the SHLS website

Associated Outcomes

- The SEL intervention is designed to strengthen the following 5 SEL competencies:
 - Brain building
 - Emotional regulation
 - Positive social skills
 - Conflict resolution
 - Perseverance

Measurement Tools

- The following measurement tools are recommended in the SHLS Manager’s Guide:
 - ASER assessment (reading and math)
 - Safe and Supportive Schools Questionnaire
 - Safety and Security Observation Checklist
 - Safe Healing and Learning Spaces Session Observation Checklist

Contact Information

Website: <https://www.rescue.org/resource/safe-healing-and-learning-spaces-toolkit>

Contact: N/A

Phone: (212) 551-3000

Email: children@rescue.org

CAN'T WAIT TO LEARN

Developer: War Child Holland and national and international partners

Countries: Chad, Jordan, Lebanon, Sudan, Uganda

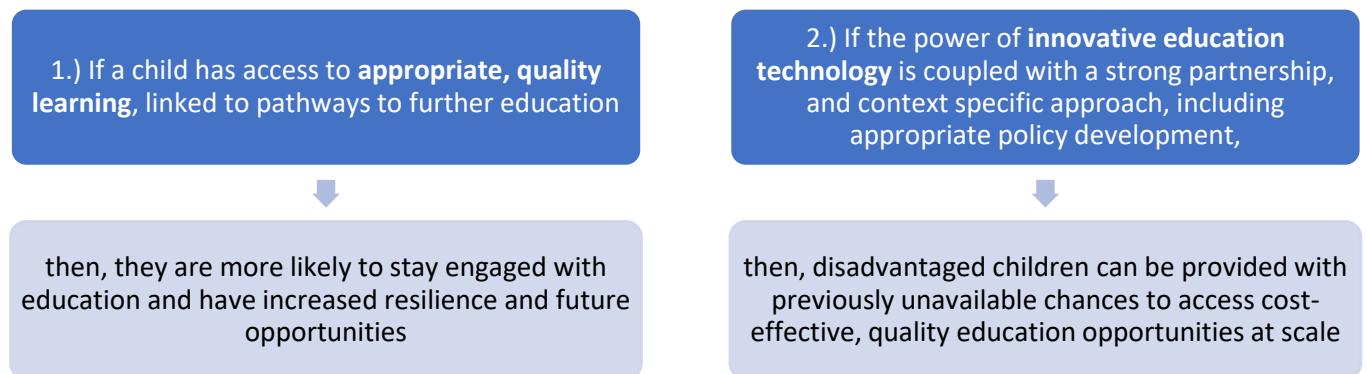
Can't Wait to Learn is a self-paced, tablet-based reading and numeracy program developed by War Child Holland and its partners for children in conflict-affected settings in both formal and non-formal learning spaces. Based on national curricula, it prepares students to transition to formal school, when available, or other recognized education pathways. Can't Wait to Learn is adapted for each country using a structured co-creation approach working with children, caregivers, teachers, ministries and other actors. As of 2018, War Child Holland has plans to integrate psychosocial support interventions into the Can't Wait to Learn program. The psychosocial support interventions will use a hybrid game approach based on digital applications contextualizing mindfulness and other approaches for children and a movement component aimed to support peer to peer interaction and learning.

Program Objectives

- Conflict-affected children globally access to quality education opportunities
- Children acquire reading and numeracy skills
- Children transition to/progress through formal education and/or other recognized education pathways

Theory of Change

The theory of change driving Can't Wait to Learn is two-fold:



Key Parameters

Age:	Duration:	Languages:	Setting:	Administrator:
Grades 1-5 <i>*The grade levels offered differ by country; Ages served by the program also vary to accommodate children who have been out-of-school</i>	Varies	Arabic, English, French	Formal and non-formal learning environments, including Ministry of Education schools, catch-up learning programs, accelerated learning programs, community centers	Local teachers or facilitators trained in child-friendly approaches and technical aspects of Can't Wait to Learn

Key Programmatic Components

Digital tablet-based learning based on curricula	Differentiated, self-paced learning
Reading and numeracy games	Diagnostic assessment
	Adapted for context

SEL Constructs¹¹²

While the content of Can't Wait to Learn focuses on literacy and numeracy, the following SEL constructs emerged in our analysis of the Can't Wait to Learn programmatic materials:

Interpersonal Processes

- Prosocial/Cooperative Behavior

Values

- Performance Values

Perspectives

- Enthusiasm/Zest
- Optimism

Identity/Self-Image

- Self-Esteem
- Self-Efficacy/Growth Mindset

¹¹² Note: We did not code curriculum or lessons for this program. This analysis was completed using high-level descriptive information about the program. Further analysis would be needed to determine which lessons or components of the program target which SEL constructs.

Contextual Factors

The following contextual factors emerged in our analysis of the Can't Wait to Learn programmatic materials:

✓ Ecology	✓ Equity	✓ Health	<input type="checkbox"/> Safety	✓ Adult Support
✓ Home	✓ Development	✓ Mental	<input type="checkbox"/> Physical	✓ Adult Support
<input type="checkbox"/> Relationships	✓ Disability	✓ Nutrition	<input type="checkbox"/> Bullying	
<input type="checkbox"/> Education Beliefs & Practices	✓ Displacement	<input type="checkbox"/> Physical	<input type="checkbox"/> Psychosocial	
<input type="checkbox"/> Friends	✓ Documentation	<input type="checkbox"/> Sexual & Reproductive	<input type="checkbox"/> Bullying	
✓ Learning Environment	✓ Education Access	<input type="checkbox"/> WASH	<input type="checkbox"/> Sexual	
<input type="checkbox"/> Teacher-Student Relationships	<input type="checkbox"/> Early Learning Opportunities			
✓ Teacher Practice	✓ Gender			
✓ Teacher Characteristics	✓ Language			
✓ Resources	<input type="checkbox"/> Nationality			
<input type="checkbox"/> Community	<input type="checkbox"/> Race/Ethnicity			
<input type="checkbox"/> Relationships	<input type="checkbox"/> Religion			
<input type="checkbox"/> Resources	✓ SES			
✓ Geographic Location				

Adaptation/Contextualization Considerations

- The Can't Wait to Learn program is designed uniquely for each country in collaboration with the Ministry of Education and other stakeholders, including local children, to ensure it is aligned to the national curriculum and uses contextually relevant images and content
- The Can't Wait to Learn digital based-based materials are self-guided and competency-based; children progress at their own pace following an initial diagnostic to identify learning needs
- All instructions are provided in both audio and video format, so it is accessible for children who cannot yet read and children with disabilities
- Depending on availability of resources and teacher capacity, Can't Wait to Learn can be implemented with limited facilitator/teacher support or as a blended learning tool integrated into the existing classroom/curriculum

Learning Resources

Each country program has a customized teaching and learning package which includes:

- Can't Wait to Learn digital games for reading and math, math and reading curriculum document, teacher training materials (master trainer manual, teachers games manual, training certificates),

classroom posters, CWTl attendance register, children's story books, short films, and other resources

Associated Outcomes

- **Improved learning outcomes** in math and literacy
- **Psychosocial well-being** including pride, self-confidence, excitement, motivation, happiness, self-reliance, collaboration, competition, social interaction, and hope

Measurement Tools

The following measurement tools have been used to assess mental health/psychosocial support, numeracy, and reading outcomes in Can't Wait to Learn programs from 2017-2019:

- Adapted Rosenberg Self Esteem Scale
- Children's Hope Scale
- Kessler Psychological Distress Scale
- Early Grade Math Assessment (EGMA)
- Early Grade Reading Assessment (EGRA)
- Self-Efficacy, Motivation, and Future Orientation
- Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)
- Stirling Children's Wellbeing Scale
- Literacy test 1-3 (War Child Holland)
- Numeracy test 1-3 (War Child Holland)
- Numeracy test 4-6 (War Child Holland)
- Pediatric Symptom Checklist

Contact Information

Website: <https://www.warchildholland.org/projects/cant-wait-to-learn/>

Contact: Kate Radford, Programme Director

Phone: N/A

Email: kate.radford@warchild.nl

CONVIVIMOS

Developer: Mercy Corps, Supported by the United States Agency for International Development (USAID)

Countries: Guatemala

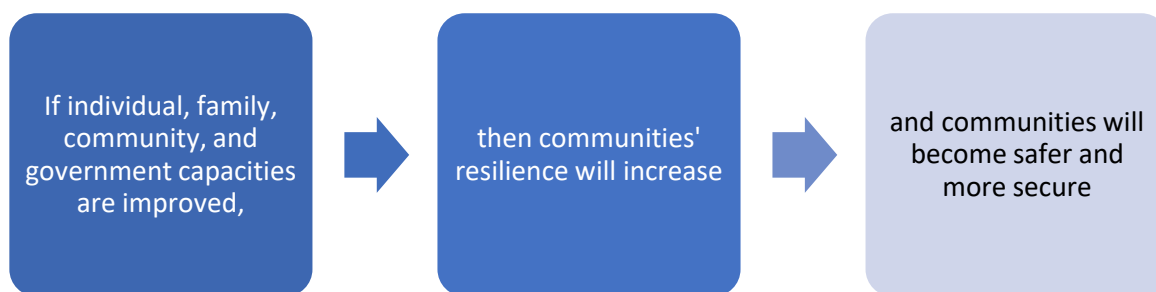
The CONVIVIMOS Project is an innovative violence prevention program and coordination effort led by Mercy Corps Guatemala in partnership with USAID. CONVIVIMOS supports efforts by the Government of Guatemala, civil society, and community actors to address the causes and consequences of violence through holistic prevention approaches. CONVIVIMOS focuses on primary prevention, which seeks to strengthen protective factors and reduce risk factors that increase the likelihood that a person or group will be a victim or perpetrator of crime or a violent act through broad-based interventions that seek to prevent violence before it occurs. This primary prevention approach is complemented with pilot initiatives that focus more specifically on individuals deemed at risk of violent behavior such as joining a criminal gang. CONVIVIMOS partners with Fe y Alegría, FLACSO, FUNDAESPRO and IEPADES to carry out youth programming including civic, artistic, cultural, sports, and other recreational activities, as well as literacy-based tutoring services. They also provide support to teachers and parents through various education interventions.

Program Objectives

- Support community commissions to institutionalize proven integrated violence prevention initiatives in targeted areas
- Strengthen and mobilize municipal and national stakeholders and resources to develop and implement municipal-level prevention plans through a multi-stakeholder, inter-institutional process
- Support secondary prevention projects in close coordination with municipal authorities
- Promote and integrate evidence-based policymaking among prevention actors

Theory of Change

The CONVIVIMOS Project is based on the following theory of change which seeks to promote inclusive communities where citizens can exercise their rights while addressing the key drivers of violence:



Key Parameters

Participants:

Youth of all ages
Teachers
Parents

Duration:

Varies

Languages:

Spanish

Setting:

Schools and local programs in 115 communities across six targeted municipalities

Administrator:

Teachers, CONVIVIMOS staff

Key Programmatic Components

In an effort to increase individual and family capacities, Convivimos carries out 12 distinct education interventions with a focus on:

- Improving early grade reading and literacy in school environments including tutoring services and teacher training in reading education methodology (e.g. Happy Circles, Literacy Groups)
- Psychosocial counseling services (e.g. partnership with psychology students at a local university)
- Adolescents' and youths' access to formal education (e.g. Vacation School, alternative education offered via radio or digital instruction formats through IGER, FUNDAESPRO basic education courses)
- Capacity-building in conflict management & transformation and resilience in school settings (leadership skills through the partner's J-Lideres Program, "With a Confident Step Forward, I Secure my Future" project)
- Diversifying spaces for youth to participate in their communities (e.g. creation of school governments and youth municipal commissions)
- Workforce readiness for youth and women (e.g. CV prep and soft skills trainings through Youth Action for Employment project, computer literacy classes through Digital Divide project)
- Other civic, artistic, cultural, sports/recreational activities for targeted at-risk youth (e.g. "In My Community, We Coexist" initiative, photography classes through the Foundation for Artistic Children)
- Parental support (School for Parents)

SEL Constructs¹¹³

The following SEL constructs emerged in our analysis of CONVIVIMOS' programmatic approach:

Interpersonal Processes

- Conflict Resolution/Social Problem Solving
- Prosocial/Cooperative Behavior

Values

Civic Values

¹¹³ Note: We did not code curriculum or lessons for partner programs. This analysis was completed using high-level descriptive information about the program and its partners. Further analysis would be needed to determine which lessons or components of partner programs target which SEL constructs.

The following SEL constructs emerged in our analysis of partner program descriptions including PLENITUD, School for Parents, Happy Circles, Reading in a Click, and School Government:

Cognitive Regulation

- Critical Thinking/Problem Solving

Emotional Processes

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation
- Empathy/Perspective-Taking

Interpersonal Processes

- Conflict Resolution/Social Problem Solving
- Prosocial/Cooperative Behavior

Values

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values

Identity/Self-Image

- Self-Efficacy/Growth Mindset
- Self-Esteem

Emotional Processes

- Emotional Knowledge and Expression
- Emotional and Behavioral Regulation

Contextual Factors

The following contextual factors emerged in our analysis of the CONVIVIMOS programmatic materials:

✓ Ecology

- ✓ Home
 - ✓ Relationships
 - ✓ Education Beliefs & Practices
- ✓ Friends
- ✓ Learning Environment
 - ☐ Teacher-Student Relationships
 - ✓ Teacher Practice
 - ☐ Teacher Characteristics
 - ✓ Resources
- ✓ Community
 - ✓ Relationships
 - ✓ Resources
- ☐ Geographic Location

✓ Equity

- ☐ Development
- ☐ Disability
- ☐ Displacement
- ☐ Documentation
- ✓ Education Access
 - ☐ Early Learning Opportunities
- ✓ Gender
- ☐ Language
- ☐ Nationality
- ☐ Race/Ethnicity
- ☐ Religion
- ☐ SES

✓ Health

- ✓ Mental
- ☐ Nutrition
- ☐ Physical
- ☐ Sexual & Reproductive
- ☐ WASH

✓ Safety

- ✓ Physical
- ✓ Bullying
- ✓ Psychosocial
- ✓ Bullying
- ✓ Sexual

✓ Adult Support

- ✓ Adult Support

Adaptation/Contextualization Considerations

- Although CONVIVIMOS programming is not exclusively administered by teachers, many educators who participate in related programming are trained using the PLENITUD pedagogical method developed by partner Fe y Alegría
- CONVIVIMOS is deeply rooted in local communities and much of the work in community assessment and relationship-building that took place in the first two years of the project only translated into action during its third year

Learning Resources

- Provides the PLENITUD pedagogical methodology training, as well as the literacy-focused Reading in a Click methodology training for teachers
- Offers parental support through Schools for Parents

Associated Outcomes

- CONVIVIMOS¹¹⁴ is overseeing several studies, but program-related outcomes have not been published. Proposed studies include family structure in the target communities and the effects of the School for Parents and the relation between CONVIVIMOS educational programs and improvement in early grade reading
- According to CONVIMOS' theory of change, the program hopes to decrease educational desertion and lag, build coping skills for stress related to poverty and violence, reduce attractiveness of gang membership, improve parenting practices, and strengthen nonviolent communication

Measurement Tools

No related measurement tools were listed in the programmatic materials.

Contact Information

Website: <https://convivimos.mercycorps.org/>

Contact: N/A

Phone: (502) 2299-8200

Email: comunicacion-gt@mercycorps.org

¹¹⁴ CONVIVIMOS has a research team that publishes research on crime & violence in Guatemala. CONVIVIMOS has produced important research on: 1) constructing an analytical framework for the concept of resilience in violence prevention project, 2) adolescents in conflict with criminal law, 3) the different faces of violence in Central America, 4) new approaches in urban violence prevention policies, and 5) pioneering research on violence against Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) populations

Appendices

The following appendices are included in the report:

- Appendix 1: Contextual Factors Coding System
- Appendix 2: Taxonomy Coding System
- Appendix 3: Complete List of Key Stakeholders Consulted
- Appendix 4: INEE Survey Protocol
- Appendix 5: Legend - Full & Abbreviated Names of Measurement/Assessment Tools & Guidance Documents

Appendix 1: Contextual Factors Coding System

For the QELO project the following contextual factor codes have been added to the Taxonomy Coding System and measurement database to capture features of children's environment, experiences, background and context that may hinder or promote their social emotional development, particularly in crisis and conflict settings:

- **Ecology:** This broad code refers to anything that is in the child's ecology but not specific to any of the ecological levels specified in sub-codes below (e.g., transportation issues, political situations/affiliations, etc.). This code is intended to capture children's social networks, relationships and experiences in the different areas of their lives.
 - **Ecology_Home:** This code captures information about the child's home environment. See below for sub-codes.
 - **Ecology_Home_Relationships** This refers to information about the child's relationships with family members, caretakers, and others in the home environment (e.g., who lives with the child, who the child speaks to at home about problems, etc.).
 - **Ecology_Home_Education Beliefs and Practices:** This code refers to education-related activities that take place in the home as well as family's beliefs and attitudes about education. This code captures practices and beliefs at home that support children's education, or, in some cases, may potentially hinder children's education.
 - Examples include:
 - In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? (IDELA Home Environment Tool)
 - Read books or look at pictures books with child? Tell stories to the child? (IDELA Home Environment Tool)
 - Ask parents to rate how they feel about each of these statements: *Parents play an important role in children's learning and development.* (IDELA Home Environment Tool)
 - In the last week, have you seen someone reading at home? (HALDO)
 - *Parent self-report:* Parents can support children's educational development at home. (IDELA Home Environment Tool)
 - Q: ST083-In general, how often do your parents or someone in your family do the following things with you? A: Discuss how well you are doing at school; Talk to you about the importance of completing <secondary school>. (PISA-D)
 - **Ecology_Friends:** This code refers to the child's friends, including interactions between and relationships among friends (e.g., Can you tell me the names of your good friends?

(ISELA); If you are working on something difficult, do you ask any of your friends for help? (ISELA)).

- **Ecology_Learning Environment:** This refers to environmental components of the child's classroom, school or learning environment at large (e.g., observations of violence between other children at school, feelings of safety at school, etc.). Note: this code refers to non-formal and informal education spaces as well as formal schools. While this code is categorized under "ecology" it has particularly significant equity implications for children's quality of education.
 - **Ecology_Learning Environment_Resources:** This refers to the resources and quality/quantity of resources available in the school or learning environment (e.g., infrastructure including hand washing facilities/toilets; learning materials such as books, workbooks, pencils and paper, slates, chalkboards; outdoor spaces; the ratio of children to educators; curriculum, etc.).
 - Examples include:
 - All children have a seat and access to a writing surface that are appropriately sized for pre-primary-aged children (MELE-Classroom Observations)
 - Children engage with the following materials...writing utensils, art, blocks... (MELE-Classroom Observations)
 - Q10 Are the following devices with internet access provided by the school to <target grade> students for their learning activities? A: Desktop computers (ICCS)
 - **Ecology_Learning Environment_Teacher Characteristics:** This code refers to teacher characteristics which may impact their effectiveness or how they are perceived by children, family and community members (e.g, certification, years of experience, specific training, education level, gender, age, professional status, monetary or other forms of compensation, etc.). This code also includes teachers' attitudes about their school, role, job satisfaction and students. Teacher characteristics include aspects of teachers' background and what they bring to their classroom.
 - Examples include:
 - *[teacher self-report]* What is the highest educational level you have completed? (MELE-Teacher Interview)
 - *[teacher self-report]* I am satisfied with my job. (MELE-Teacher Interview)
 - *[teacher self-report]* I feel I have the training I need to be an effective pre-primary teacher. (MELE-Teacher Interview)
 - Teachers have a positive attitude towards the school. (ICCS)

- **Ecology_Learning Environment_Teacher Practice:** This code refers to the specific strategies, pedagogical, instructional, discipline, and classroom management, that teachers use in their classrooms (e.g., grouping students, asking students open ended questions, differentiated instruction, encouraging children to share examples from their own lives, etc.). This code captures observable behaviors that teachers practice in their classrooms.
 - Note: If it is difficult to determine whether the focus is on teacher-student relationships or teacher practices, it is ok to co-code both.
 - Examples include:
 - *[classroom observation]* Book reading to support children’s listening and speaking skills. (MELE-Classroom Observations)
 - *[classroom observation]* In a typical school day, estimate the number of hours you spend on the following
- **Ecology_Learning Environment_Teacher-Student Relationships:** This is used to capture information about beliefs, attitudes, and perceptions about student-teacher relationships (e.g., To what extent do you agree that your teacher will help you when you need help? Does your teacher treat students fairly?).
 - Examples include:
 - Does name love his/her teachers? (RTI Tanzania)
 - At my school, there is a teacher or some other adult who believes that I will be a success. (Social Emotional Health Survey-Secondary (CoVitality))
 - At my school, there is a teacher or some other adult who listens to me when I have something to say. ((Social Emotional Health Survey-Secondary (CoVitality))
- **Ecology_Community:** This code captures information about the students’ larger community environment, including available resources and social networks outside of the home and school. (e.g., “Are the following resources available in the immediate area where the school is located? public library, cinema, park” (ICCS))
 - **Ecology_Community_Relationships:** This code refers to the relationships students have with adults and others in their community and their sense of belonging in their community (e.g., Are there adults in your community who care about your health and safety?). Note: this code captures relationships outside of the home and the learning environment.
 - **Ecology_Community_Resources:** This code refers to the resources available in a child’s community. These resources may include community or youth centers, parks, libraries, etc.

- Example: Are the following resources available in the immediate area where the school is located? A: public library (ICCS)
- **Ecology_Geographic Location:** This code is used to capture information about the geographic location including state, region, district, country, setting (urban, rural, inner-city, etc.).
- **Equity:** This broad term is being used to capture dimensions of children's identities, backgrounds and experiences that may give them an advantage or disadvantage in society. Sub-codes are used to capture gender, race, socio-economic status, refugee or IDP status, disability status, etc.
 - **Equity_Gender:** Gender of child/youth (e.g., male or female, boy or girl)
 - Note: Gender of family members, head of household and teachers should be captured under the ecology codes.
 - **Equity_Language:** This code refers to the child's mother tongue, languages spoken at home and/or at school. This is included in equity because it allows the assessor to know whether the child is in the majority or minority language group in the community and at school. (e.g., What language(s) do you speak at home? What language do you learn at school?)
 - **Equity_SES:** This code refers to the socio-economic status of the child/family. Information relevant to this code is often measuring resources (physical or financial) in the home as well as the family or child's income, education and occupation (e.g., Does your home have a tin or straw roof? Does your home have a flush toilet? Does any member of your household have a bank account? Parents' occupation or educational attainment, etc.). When coding for Equity_SES, additional codes may also be necessary such as Health_Nutrition or Ecology_Home.
 - Examples:
 - Does your house have electricity? (HALDO)
 - Do you have books in your home? (HALDO)
 - Why did you not attend school? I could not pay <school fees>. (PISA-D)
 - Which of the following are in your home? A desk to sit at, a dictionary, a table (PISA-D)
 - Do you share a toilet facility with others who are not members of your family? (PISA-D)
 - In the past 30 days, how often were you hungry because there was not enough food? (PISA-D)
 - What is the <highest level of schooling> completed by your mother? (PISA-D)
 - Q8a What is your father's or <male guardian>'s main <job>? (ICCS)
 - Q13 Do you have an Internet connection at home? (ICCS)
 - Have you ever had to work to earn money to support your family? (ISELA)
 - **Equity_Race/Ethnicity:** This code refers to the child's self-reported race and or ethnicity. This may include options such as white, black, etc., or it may include tribal affiliation or other ethnic identity.

- **Equity_Disability:** This code refers to any physical disability the child may have including sight, hearing, loss of limbs, etc. (e.g., Can you see writing on the chalkboard at school? How often did you miss school because you were sick?).
 - Examples: Autism, Deaf/Mute, Poor Vision/Visually Impaired/Blind, Mentally Impaired, Physical Impaired, or other permanent health conditions that may affect children's learning
- **Equity_Religion:** This code refers to a child's religion (e.g, religious minority or majority status).
- **Equity_Nationality:** This code refers to a child's nationality and/or citizenship status.
- **Equity_Displacement:** This code refers to any child who has been displaced from their home or community, including refugees and internally displaced persons (IDP). This code can be applied to specific references to refugee or IDP status (registered or unregistered) as well as more implicit questions regarding displacement (e.g., How long have you lived here? (HALDO)). This code is also used to refer to children affected by conflict and crisis more broadly, whether or not the focus is on displacement (e.g., vulnerable children including those affected by crisis or fragility (GPE)). Additional examples include:
 - Is the child: a refugee, international migrant, an internally displaced person, from host community, national migrant, other? (HALDO)
 - Have you ever had to leave your home because it was not safe? (ISELA)
 - Note: This example from the ISELA would also receive the Ecology_Home and Safety tags in addition to Equity_Displacement.
- **Equity_Development:** This code refers to a child's developmental stage (e.g, age, DOB, adolescent). This code should also be applied to grade level where grade level is likely to be quite different than expected for a child's age (for example, youth who are studying at the primary level). While this code may not necessarily have equity implications, tools that include information about a child's age or developmental stage allow for analysis by age, which may have equity implications. (Example: Do you have any concerns about (name's) learning or development? (MELQO/MODEL)
- **Equity_Education Access:** This code refers to a child's access to education, including interrupted education and absences (e.g., Have you ever missed school for more than three months in a row?; How many days in the past week has (name) missed school?).
 - **Equity_Education Access_Early Learning Opportunities:** This code refers to children's access to early learning opportunities including early childhood education pre-primary, etc.
 - Examples include:
 - Has (name) studied in pre-primary?
 - By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- **Equity_Documentation:** This code refers to possession of children's documentation (e.g, birth certificates, residency permit, passport, refugee card, school diplomas, etc.).

- **Health:** This code refers to different aspects of children’s physical and mental health as well as public health concerns/status such as water and sanitation for health. See sub-codes below.
 - **Health_Physical:** This code refers to children’s physical health, often inquiring about how many days a child missed school due to illness or asking about specific illnesses a child may have. In the case of missed school due to illness and other specific questions regarding the implications of the child’s health on their education, this should be co-coded with Equity_education access.
 - **Health_Mental:** This broad code is currently being used to capture information about the child’s psychological well-being that is outside the scope of our coding system (e.g., symptoms of anxiety or depression). This includes questions about children’s feelings and thinking about themselves and their situation (e.g., I worry a lot. I often have feelings I should not have. I cry for no reason. Child shows intense apprehensive, sad, or worried feelings during session).
 - **Health_Sexual and Reproductive:** This code refers to questions of children’s and youth’s practices around sexual and reproductive health, including access to and experiences with sexual education or access to contraception.
 - Examples include:
 - The last time you had sexual intercourse, was a condom used? (Youth Power Action)
 - Are you currently doing something or using any method to delay or avoid pregnancy or getting someone else pregnant? (Youth Power Action)
 - **Health_WASH:** This code refers to children’s hygiene habits as well as their access to potable water (e.g., How often do you brush your teeth? Does your home have running water?).
 - **Health_Nutrition:** This refers to information specific to a child’s diet and nutrition, including eating habits and frequency of meals as well as access to healthful foods such as meat and other protein-rich foods and fresh fruit and vegetables. This may also include information about hunger/food scarcity, which should be co-coded with Equity_SES (e.g., Have you ever gone hungry because there was not enough food at home? (ISELA)).
- **Safety:** This code refers to the child’s actual or perceived safety, and is often related to issues of child protection (e.g., I feel unsafe walking to and from school; How many days in the past week was your child left home alone/in the care of someone under 10 years old for more than one hour? (MELQO/MODEL), etc.). This code can be used to capture general concerns about safety, and the sub-codes below can be used to capture more specific safety concerns. This code is often used in conjunction with the Ecology sub-codes that specify where in the child’s context they feel unsafe (e.g., the sexual harassment question would receive the code “Safety_Sexual violence” and the code “Ecology_Learning Environment” or “Ecology_Learning Environment_Student-Teacher Relationships” if the question were specifically about sexual harassment by teachers).
Safety_psychosocial: This code refers to aspects of the child’s safety that are not necessary physically threatening, but may cause psychological distress (e.g., verbal abuse, threats).

- **Safety_psychosocial_bullying:** This refers to psychological bullying that the child may experience or perpetuate (e.g., Threats without physical harm, cyberbullying, intentionally embarrassing another student, etc.).
 - Examples include:
 - A teacher reported to <the principal, the head teacher, the school head> that a student was <bullied> by other students. (ICCS)
 - A student posted offensive pictures or text about you on the Internet (ICCS); How often have you said mean things to someone to make others laugh? (YPA)
 - **Safety_physical:** This code refers to the child's physical safety, including threats to physical safety such as land mines, armed conflict, terrorist attacks, fire and other natural disasters, prevalence of weapons, etc. This can also be applied to interpersonal violence, such as engaging in fights at school.
 - **Safety_physical_bullying:** This code refers to experiences of bullying with physical safety implications (e.g., physical attacks or actions by a peer that are intended to injure, embarrass, and instill fear in the victim). Note, the child being assessed could either be the victim or perpetrator of physical bullying for this code to apply.
 - **Safety_sexual violence:** includes gender-based violence, questions about sexual harassment at school
 - **Adult Support:** This refers to information (usually in guidance documents) about support that is offered to or required for teachers or other caregivers (e.g., child protection staff) regarding either their own psychosocial/social-emotional well-being or supporting children's psychosocial/social-emotional well-being. This may be referred to as professional development, training, coaching, materials, resources or other forms of support.
 - Examples include:
 - Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support (ECW)
 - Teachers need support in positive classroom management (INEE)
 - Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances (INEE)

Appendix 2: Taxonomy Coding System

1 Overview

The Taxonomy Project addresses key issues in the field:

Skills are defined, conceptualized, operationalized and measured with great variety and imprecision, depending on discipline, research tradition, context, and the developmental age/stage.

Definitional messiness or cloudiness leads to misalignment between standards, assessments and strategies, and to the development of interventions and standards that are ineffective, imperiling the value and status of the field overall.

This document describes the current system of coding that has been developed by the EASEL Lab.

2 Coding Frameworks¹¹⁵

2.1 Database

2.1.1 Database Description

The constructs portion of the database is the coding of the constructs within the frameworks to a common set of benchmarks. Each row in this portion of the database represents one construct within one framework.

Construct details. The constructs details include the ConstructID, which is a unique identifier for each construct; the framework from which the construct is taken; the FrameworkID, which corresponds to the identifier for the framework from the Framework section of the database; the tier or hierarchical to which the constructs resides in the original framework; and the construct name.

<i>ConstructID</i>	<i>Framework</i>	<i>FrameworkID</i>	<i>Tier</i>	<i>Construct</i>
--------------------	------------------	--------------------	-------------	------------------

Definition and observable behavior. The definition and observable behaviors, where supplied, are included and used to assign the corresponding codes to the construct row.

<i>Definition</i>	<i>Observable Behavior</i>
-------------------	----------------------------

Applying codes. Because definitions and observable behaviors in the frameworks are often multi-faceted, one primary code is not sufficient to capture the entirety of a construct. For this reason, the database contains a grid of all of the possible codes. The current list of codes includes 100 codes. For each construct, the column with the corresponding code is marked with a “1” if the definition or observable behavior includes that code. As many codes are to be included as there are in the definition and observable behaviors.

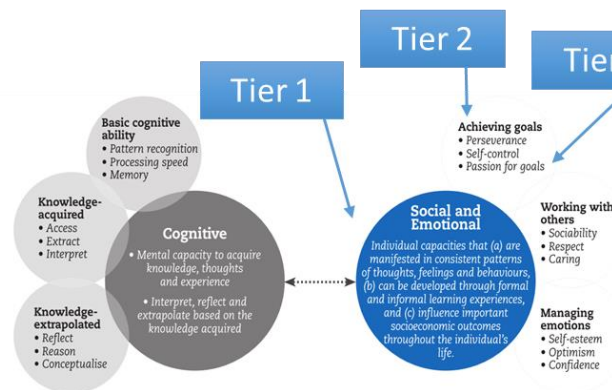
¹¹⁵ The term “frameworks” is used broadly here, since our Taxonomy was originally developed to code SEL frameworks. For this QELO project, these same instructions were used to code guidance documents and measurement/assessment tools.

Cognitive Domain								...
Attention Control				Working Memory and Planning				...
111	112	113	114	121	122	123		...

2.1.2 Adding constructs to the database

Each row of the database corresponds to one construct of one framework.

Constructs in frameworks are often organized hierarchically. For example, in the image below (OECD), at the highest level, there is a *Cognitive* domain and a *Social and Emotional* domain. This would be Tier 1. Beneath these, there are two more levels. For example, Tier 2 includes *Achieving goals*, *Working with others*, and *Managing emotions* in the Social and emotional domain. Tier 3 includes *Perseverance*, *Self-control*, and *Passion for goals* under Tier 2 *Achieving goals*.



Once each construct is added, the corresponding definition and observable behavior (if applicable) is added to the row under the corresponding headings.

Once each construct is added, the corresponding definition and observable behavior (if applicable) is added to the row under the corresponding headings.

Cons	Framework	Frat	Tier	Construct
26	OECD	13	1	social and emotional
27	OECD	13	2	achieving goals
28	OECD	13	3	perseverance
29	OECD	13	3	self-control
30	OECD	13	3	passion for goals

2.2 Coding Process

- Skills and definitions are collected from the framework and entered into the database so that each row corresponds to one construct from one framework.

2. Coders are paired together to apply codes to the constructs. The coders work side by side, in the same space.
3. Coders first independently read the framework, and independently do a preliminary coding of the constructs in that framework. Once the preliminary codes are applied, the coders discuss the skills, definitions, codes, and discrepancies between coding.
4. Definitions should be coded based on **what is explicitly stated in the definition of the construct**. Do not apply codes based on unstated portions of a definition that you may believe is implied.
5. Once a consensus has been reached for a construct, the codes are added to the database.
6. In areas that a consensus cannot be reached, questions are gathered to discuss as a larger coding team. The questions will be decided as a larger group, and if necessary, the codebook is updated with any decisions that have been made.

2.3 Coding Examples

Codes are applied to the definition based on **what is explicitly said in the definition of the construct**.

When applying a code, you should be able to highlight the precise part of the definition that the code applies to.

Example 1: Zest (KIPP)

In the KIPP framework, Zest is defined as “Enthusiastic and energetic participation in life.” The definition corresponds with code 541: Approaches activities with enthusiasm and excitement. In this case the construct and the code are equivalent and only one code is applied to the construct.

Example 2: Communicate Clearly (P21)

In other cases, multiple codes apply to one construct. These are often broader skills or skills that are described in more detail. In the P21 framework, Communicate Clearly is defined as:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Here, more than one code will be needed for this definition. For example, “Listening effectively...” can be coded to 113: Uses listening skills. “...nonverbal communication skills in a variety of forms and contexts” can be coded to 311: Uses social cues such as body language tone of voice in standard and appropriate ways (refers to self). A full list of codes applied to this construct can be seen in the table below (note: codes are listed in order, not next to the part of the definition they were applied to).

Construct	Framework	Definition	Code(s)
Zest	KIPP	Enthusiastic and energetic participation in life	541: Approaches activities with enthusiasm and excitement
Communicate Clearly	P21	<p>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts;</p> <p>Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions;</p> <p>Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade);</p> <p>Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact;</p> <p>Communicate effectively in diverse environments (including multi-lingual)</p>	<p>113: Uses listening skills</p> <p>231: Acknowledges others' experiences, feelings, and viewpoints (including characters)</p> <p>233: Uses active interpersonal listening strategies (e.g., asking probing questions, making eye contact, paraphrasing and reflecting, nodding, and leaning forward)</p> <p>311: Uses social cues such as body language and tone of voice in standard and appropriate ways (refers to <u>self</u>)</p> <p>336: Listens to other children and adults/team members (often co-coded w/ 233, 113, 314)</p> <p>3322: Shares stories and ideas with others</p>

2.4 Tips from Experienced Coders

- Two options seemed to work best for reviewing framework and applying codes.
 - Recommended uploading the documents to Google Sheets so both coders can work in the same document. This would allow for easier comparison of codes.
 - Print the codes and frameworks instead of reading them from a screen
- Select a way to write/organize the codes in the paper and to mark the codes that overlap and those that don't.
 - Ex: we wrote a dot next to the codes that overlapped and used color red and question mark for those we want to challenge.
- Worked on “chunks” of constructs – anywhere from one to five constructs: code, discuss, and enter into database before moving on to the next chunk.
- Articulate your reasoning behind choosing a particular code, and, simply by verbalizing it, you will realize if it is, or is not, a good fit.
- Break down the periods of time you and your partner are coding silently, and come together to check your work every 10 or 15 minutes. This helps you stay on your toes and sharp, and keeps the process interactive!
- When doing data entry, cross check the codes in your and partner's documents to make sure you didn't miss any codes.

3 Coding Measurement Tools

3.1 Database

3.1.1 Adding measures to the database

The constructs portion of the database is the coding of the constructs within the frameworks to a common set of benchmarks. Each row in this portion of the database represents one construct within one framework.

Each row of the database corresponds to one item of one measurement tool.

3.2 Coding Process

3.2.1 Process overview

1. Items are collected from the measurement tools and entered into the database so that each row corresponds to one item from one measurement tool.
2. Coders are paired together to apply codes to the items. The coders work side by side, in the same space.
3. Coders first independently read the measurement tool, and independently do a preliminary coding of the items in that tool. Once the preliminary codes are applied, the coders discuss the items, descriptions, codes, and discrepancies between coding.
4. Definitions should be coded based on **what is explicitly stated in the items the tools, but assessor instructions and scoring instructions can be used for context**. Do not apply codes based on unstated portions of an item that you may believe is implied.
5. Once a consensus has been reached for a construct, the codes are added to the database.
6. In areas that a consensus cannot be reach, questions are gathered to discuss as a larger coding team. The questions will be decided as a larger group, and if necessary, the codebook is update with any decisions that have been made.

3.2.2 Read the item

When coding measures, the codes are applied to the question read by or read to the participant, along with additional images or videos shown to the participant, if applicable.

In the example seen below (**Error! Reference source not found.**), the bold paragraphs are instructions for the assessor and are not coded. The italicized questions are asked of the participant are coded.

There are 6 sets of 2 questions in this section. Ask the child the first question of each set (4a, 5a, etc.).

Read each question to the child exactly as it appears. Do not offer any hints or explanations. If the child responds "Yes" ask them the following question: "Is this most of the time or just sometimes?" If the child responds "Most of the time" then mark "Yes" in the score column. If the child responds "Sometimes" then mark "Sometimes" in the score column.

If the final response of the child is "Never" then do not ask the second question of the set (4b, 5b, etc.) and proceed to the next set of questions. For example, if the child responds "Never" to 4a then skip 4b and proceed to 5a.

For the second question in each set (4b, 5b, etc.) the child can name more than one person. Please write down the total number of people the child mentions

4a) Do you talk to anybody when you are sad or upset?

4b) Who do you talk to when you are sad or upset?

5a) Do you talk to anybody when you need help?

5b) Who do you talk to when you have need help?

6a) Do you share your feelings with anyone in your life?

6b) Who do you share your feelings with?

7a) Do you share your accomplishments with anyone in your life?

7b) Who do you share your accomplishments with?

DO NOT CODE, but should be read to provide context for coding the items.

DO CODE

Figure 1. A portion of the International Social & Emotional Learning Assessment (ISELA)

3.2.2 Apply codes

Codes are applied at the sub-domain level, however, when possible, indicate codes that apply in parentheses.

If one code within a sub-domain definitely applies, it gets the sub-domain code. Additionally, note all others that might apply. If you are unsure if something should be applied in a sub-domain, it should be noted to bring up in the next coding meeting.

For neutral questions, that were given a meaning based on the sub-scale or surrounding items, indicate this by writing "neutral."

The scoring can be used as an additional guide for how to apply codes to the items.

In the example below (**Error! Reference source not found.**), each item has the sub-domains indicated, with the specific codes in parentheses.

4a) Do you talk to anybody when you are sad or upset? 4b) Who do you talk to when you are sad or upset?	PCB (3324)
5a) Do you talk to anybody when you need help? 5b) Who do you talk to when you have need help?	PCB (3324)
6a) Do you share your feelings with anyone in your life? 6b) Who do you share your feelings with?	PCB (3320)
7a) Do you share your accomplishments with anyone in your life? 7b) Who do you share your accomplishments with?	PCB (3320)

Figure 2. A portion of ISELA coded

More than one sub-domain can be applied to an item, but the codes are binary; for each item a sub-domain code receives a 0 or 1.

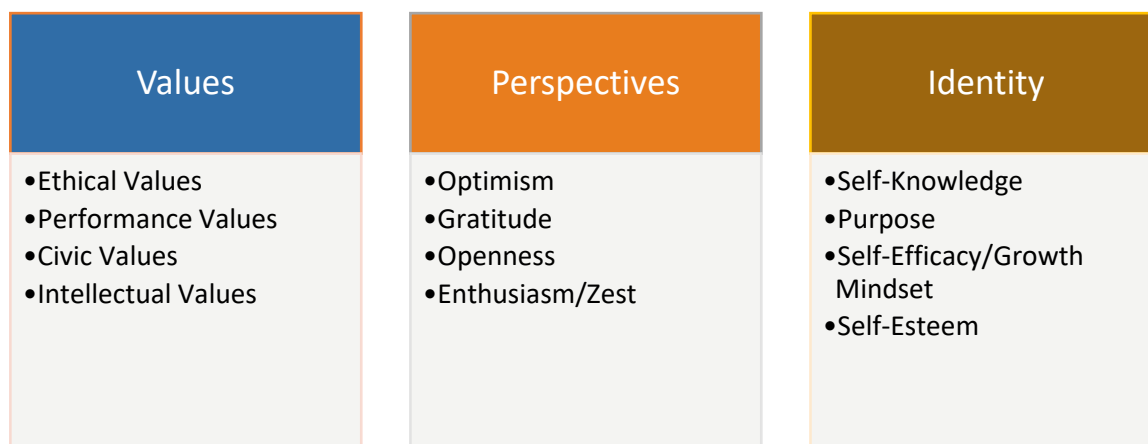
4 Taxonomy Codes

Note: These codes are a work in progress. As coding progresses, additional codes will be added to the database as they arise during coding and pass consensus by the research team.

4.1 Overview

The coding system includes six domains and 23 sub-domains, placed into the domains as can be seen in the figure below. A full list of domains, sub-domains, and skill codes can be found in the pages that follow.

Cognitive	Emotional	Social
<ul style="list-style-type: none"> •Attention Control •Working Memory and Planning Skills •Inhibitory Control •Cognitive Flexibility •Critical Thinking 	<ul style="list-style-type: none"> •Emotional Knowledge and Expression •Emotional and Behavioral Regulation •Empathy/Perspective-Taking 	<ul style="list-style-type: none"> •Understanding Social Cues •Conflict Resolution/Social Problem Solving •Prosocial/Cooperative Behavior



4.2 Codes

Cognitive

Attention Control (AC)

Selecting and attending to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary (e.g., listening to the teacher and ignoring kids outside on the playground).

1101	Sustains attention by focusing on task at hand
1102	Uses strategies to maintain attention (e.g., uses self-talk to keep focused)
1103	Uses listening skills to focus (e.g., looks at speaker, sits still, puts hands in lap, doesn't talk)
1104	Ignores distractions when doing a task

Working Memory and Planning Skills (WMPS)

Working memory involves cognitively maintaining and manipulating information over a relatively short period of time. Planning skills include identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal.

1201	Uses strategies to make a plan (independently or under the direction of a teacher)
1202	Carries out complex tasks (e.g., completing multi-step tasks, thinking through options and choosing one, etc.)
1203	Engages in goal-directed behavior independently and when instructed (i.e. acting to achieve a goal)
1204	Remembers and follows complex (e.g., two- and three-part) commands

1205	Uses strategies to remember and follow complex (e.g., two- and three-part) commands(e.g. repeating directions out loud or in head, making a list, periodically consulting the directions, etc.)
1206	Remembers and recalls information (e.g., recalls multiple rules during a game, remembers key points from reading, recalls a plan and if it was followed, etc.)
1207	Uses strategies to remember and recall information (e.g., self-talk)
1208	Sets goals (differs from acting to achieve a goal)

Inhibitory Control (IC)

The ability to suppress or modify a behavioral response in the service of attaining a longer-term goal (e.g., inhibiting automatic reactions like shouting out the answer while initiating controlled responses appropriate to the situation such as remembering to raise one's hand).

1301	Inhibits inappropriate responses (e.g. raising hand instead of shouting out answer)
1302	Uses strategies to inhibit inappropriate responses (e.g., taking a deep breath, counting to 10, sitting on hands, covering mouth, self talk, covering ears, folding arms, etc.)
1303	Waits (e.g. waits turn to play game or talk, waits for teacher to finish giving instructions, stays in seat until time to leave and lines up appropriately without reminding, etc.)
1304	Uses strategies to wait (e.g., playing game or singing a song while in line, engaging in other tasks such as reading while waiting for others to finish, self talk)

Cognitive Flexibility (CF)

The mental ability to switch between thinking about two different concepts to think about multiple concepts simultaneously. Additionally, the ability to redirect or shift one's focus of attention away from one salient object, instruction, or strategy to another.

1401	Easily transitions to new tasks
1402	Uses strategies to transition to new tasks or activities (e.g. song, two-minute warning)
1403	Shifts attention from one task, aspect, or perspective to another
1404	Compares and contrasts ideas
1405	Generates and updates hypotheses (e.g., consequential thinking: "if X, then Y")
1406	Downplays less relevant information when solving problems

1407	Approaches problems in flexible ways (e.g., brainstorms multiple solutions to a problem)
1408	Role plays and acts out familiar experiences or activities or uses inanimate objects or props to represent other objects, actions, or ideas as play (i.e. symbolic play, pretend play, dramatic play, or imaginative play)

Critical Thinking/Problem Solving (CT)

Critical thinking is the ability to reason, analyze, evaluate, and problem solve. For resolving social conflicts, see Conflict Resolution/Social Problem-Solving.

1501	Utilizes reason to understand, predict, and/or deduce
1502	Asks and answers questions for clarification
1503	Defines, interprets and explains terms and/or ideas
1504	Plans processes needed to solve a problem
1505	Evaluates options for solving a problem
1506	Carries out a solution to solve a problem
1507	Monitors progress in solving a problem
1508	Evaluates progress in solving a problem
1509	Systems thinking; understands the complexity of systems and actors (including how parts interact with the whole)
1510	Interprets and draws conclusions
1511	Monitors the quality of their thought (e.g. reflection or metacognition)
1512	Employs strategies to analyze information, evidence, and/or arguments (including assessing assumptions, separating fact from opinion, questioning validity, verifying information, and/or listening and observing)
1513	Recognizes multiple sides of an issue and/or understands multiple perspectives
1514	Processes information efficiently
1515	Identifies and understands the existence and nature of problems
1516	Demonstrates motivation and/or dispositions conducive to critical thinking (including open-mindedness, fair-mindedness, inquisitiveness, flexibility, and/or respect for others' viewpoints)

1517	Employs problem-solving process to make a decision (code if stress is on selecting a solution)
1518	Reflects on past thoughts and actions

Emotion

Emotional Knowledge and Expression (EKE)

Emotional knowledge/understanding refers to the ability to recognize, comprehend, and label one's own and others' feelings. Emotional expression refers to the ability to express one's feelings in ways appropriate to the context.

2101	Uses feeling words appropriate to the situation
2102	Appropriately uses a range of feeling words of varying intensity (e.g., I felt angry vs. I felt furious)
2103	Expresses emotions to others in effective ways (e.g., Uses "I messages")
2104	Identifies emotions in self or others
2105	Identifies intensity of emotions/feelings in self and others
2106	Differentiates between feelings and behaviors (e.g., I feel angry vs. I feel like hitting you)
2107	Understands relationships between situation and emotion (e.g., accurately identifies the emotion a particular situation would elicit)
2108	Understands complex/simultaneous feelings (e.g., being nervous and excited at the same time)
2109	Is able to monitor and predict emotions

Emotional and Behavioral Regulation (EBR)

Ability to use effortful control strategies to moderate one's emotional reactivity (e.g., to cope with aversive feelings) and/or automatic behavioral responses.

2201	Uses effective regulatory strategies when upset (e.g., self talk, taking deep breaths, walking away, Stop and Stay Cool, etc.)
2202	Uses feeling words to explain one's behavior
2203	Identifies and communicates how a problem or challenge makes one feel
2204	Can regulate one's emotions (including anxiety, anger, and other emotions)

2205	Utilizes effective strategies to cope with disappointment and failure
2206	Understands what constitutes appropriate vs. inappropriate expressions of emotion and expresses oneself appropriately

Empathy/Perspective-Taking (EPT)

Ability to understand another person's viewpoint, opinion, and/or feelings. Can also include emotional matching and the vicarious experiencing of another person's emotions.

2301	Identifies and acknowledges the experiences, feelings, and viewpoints of others (including characters)
2302	Offers examples of times when one had similar emotions or experiences (including characters)
2303	Uses active interpersonal listening strategies to elicit and understand the feelings and opinions of others (e.g., asking probing questions, making eye contact, paraphrasing and reflecting, nodding, and leaning forward)
2304	Identifies and acknowledges how another's <u>feelings</u> differ from one's own (including characters)
2305	Makes connections (compare and contrast) between self and other (including characters) (e.g., offers examples of times when one had similar emotions or experiences)
2306	Acknowledges how another's <u>point of view and thoughts</u> differ from one's own (including characters)
2307	Demonstrates active role-taking (considering oneself in another's situation)
2308	Identifies the relationship between the behaviors/emotions/situation of one individual and the feelings of another (e.g., Suzy is sad because her mom is sad/sick/crying")
2309	Recognizes/lists potential ways to respond to empathic concern (e.g., asking for help, laughing at a victim, giving verbal reassurance)
2310	Identifies which responses to empathic concern are most appropriate and effective (e.g. whether solution was effective, whether all parties are satisfied)
2311	Seeks help or comfort from others to deal with distress caused by empathy (verbal and physical)
2312	Uses effective self-control strategies to cope with distress caused by empathy (e.g., self talk, deep breaths, etc.)
2313	Uses physical gestures or verbal expressions to comfort or provide relief to another person in distress (e.g., hugs, pats, expressing concern, verbal sympathy)

Social

Understanding Social Cues (USC)

Processes through which one interprets cues from their social environment, including causal attributions and intent attributions for others' behavior.

3101	Uses social cues such as body language and tone of voice in standard and appropriate ways (refers to <u>self</u>)
3102	Accurately interpreting and appropriately responding to others' social cues such as body language and tone of voice (refers to <u>others</u> , including characters)
3103	Identifies motivations and intentions of others (including when others' actions are accidental or purposeful/hostile)

Conflict Resolution/Social Problem-Solving (CRSPS)

Ability to generate and act on effective strategies/solutions to deal with challenging interpersonal situations.

3201	Faces conflicts and deals with them in constructive ways (e.g., win-win, compromising) (including situations involving characters)
3202	After conflict, reflects appropriately on its outcome(s) (including situations involving characters)
3203	Uses strategies to effectively address or solve social dilemmas and conflicts (e.g., talking to an adult, seeking out mediation, peace path, using "I messages," etc.)
3204	Identifies the problem or its antecedents
3205	Uses strategies to think about/see the bigger picture
3206	Uses strategies to avoid interpersonal conflicts (including jumping to conclusions, not waiting, interrupting, etc)
3207	Understands that conflict and disagreement are normal parts of life but how one handles them is important
3208	Generates and evaluates potential responses and their consequences
3209	Identifies effective and ineffective outcomes to conflict
3210	Asserts oneself in an appropriate manner during a conflict (e.g., uses I messages, calmly and diplomatically states values and preferences, etc.)

Prosocial/Cooperative Behavior (PCB)

Ability to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes listening, communication, cooperation, helping, and community-building.

3301	Effectively enters and engages in a variety of social situations
3302	Is inclusive of other children
3303	Stands up for other children when they are teased, insulted, or left out
3304	Stands one's ground when another child tries to pressure him or her
3305	Calmly and diplomatically states values and preferences (e.g., is assertive in ways appropriate to situation)
3306	Listens attentively to others (e.g., listening to group members, not talking over others)
3307	Acts respectfully and kindly toward others
3308	Encourages/supports others/team members
3309	Follows classroom/institution/society rules and expectations (norms, directions) and exhibits appropriate behavior for context
3310	Participates as an active and successful member of a team/community
3311	Completes one's responsibilities within a team in a timely manner (code only if responsibility within a team is explicit, not regular teamwork)
3312	Demonstrates leadership in team tasks
3313	Allows others to lead in team tasks
3314	Helps others to resolve conflicts/disputes
3315	Identifies and takes action to correct hurtful situations (e.g., apologizes)
3316	Gives compliments to others
3317	Works as a team to achieve a goal (doing something together)
3318	Works as a team to remember and summarize information (thinking together)
3319	Takes turns with peers

3320	Effectively communicates ideas, stories, and information to others
3321	Shares with others (toys, belongings, objects, etc.)
3322	Understands the actions and behaviors that foster friendship (e.g., understands what a friend is and how to make and sustain them)
3323	Knows how, when, and/or who to ask for help/assistance
3324	Seeks help when needed
3325	Builds and maintains positive relationships
3326	Understands how one's actions affect others/the community
3327	Manages/copos with unfair situations or situations one perceives to be unfair

Values

Ethical Values (EV)

Values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.

4101	Expresses care/shows consideration for the feelings of others (e.g., sympathy, compassion)
4102	Selflessly offers, gives to, or shares with others (e.g., is generous)
4103	Understands the importance of accepting and/or forgiving the shortcomings of others (e.g., is patient, forgiving)
4104	Demonstrates a willingness to sacrifice personal gain or comfort for the sake of others (e.g., is altruistic)
4105	Believes it is important to be tolerant and accepting of differences in others; or celebrates/appreciates diversity
4106	Understands and avoids acting on stereotypes and pre-conceived notions
4107	Understands the importance of treating others with courtesy (e.g., polite, respectful, demonstrates good sportsmanship)
4108	Takes care of and treats property with respect (e.g., school facilities, classroom materials, family/friends' belongings)
4109	Accepts responsibility for one's words, actions, and attitudes
4110	Conducts self with honesty and integrity (e.g., tells the truth, admits wrong-doing, doesn't cheat or steal)
4111	Does the right thing in the face of difficulty (e.g., follows conscience instead of the crowd, stands up for one's beliefs, demonstrates courage)
4112	Constructs and/or expresses opinions about right and wrong (e.g., makes ethical judgements)
4113	Weighs options and considers consequences to make ethical decisions
4114	Resists temptation (e.g., recognizes and avoids unsafe, unhealthy, dangerous, or undesirable situations)
4115	Understanding and respecting the intrinsic worth and rights of all people (e.g., belief in human rights/human dignity, equality, etc.)

Performance Values (PV)

Values and habits related to accomplishing tasks, meeting goals, and performing to one's highest potential (e.g., work ethic) that enable you to work effectively in accordance with prosocial norms. Relevant to both achievement contexts (e.g., school, work, sports, etc.) and ethical contexts (e.g., continuing to do the right thing even in the face of temptation).

4201	Follows through on commitments
4202	Tries one's best in challenging situations or in spite of difficulty, delay, or boredom (e.g., perseveres, does not easily give up)
4203	Strives for excellence and takes pride in one's work (e.g., does not do things half-way or half-heartedly)
4204	Remains on task and committed to goals in the face of distractions or temptations (e.g., completes homework before watching TV); is disciplined in the face of temptation
4205	Sets one or more tasks/goals and shows motivation or passion to complete them; is determined
4206	Demonstrates good organizational skills (e.g., plans ahead, manages time wisely, arrives to class prepared, etc.)
4207	Identifies and takes advantage of available resources in order to accomplish a goal, sometimes in the context of limited resources
4208	Shows a willingness to learn from one's mistakes

Civic Values (CV)

Values and habits related to effectively and responsibly participating in community life and serving the common good.

4301	Is aware of and works to correct unfairness/promote social justice in school, community, and the world
4302	Understands one's connection and responsibility to family, classroom, school community, neighborhood, country, and world; understands the value of civic responsibility
4303	Understands and actively participates in democratic process (e.g., votes, stays informed, involved in community affairs, etc.)
4304	Strives to help others to make their community and/or world a better place (e.g., through community service)

4305	Expresses love of and loyalty to the things that are good about one's country (e.g., patriotic)
4306	Values and works toward consensus (e.g., strives to find common ground as opposed to debating or convincing)
4307	Is willing to make personal sacrifices for friends, family, and country
4308	Volunteers to help when needed
4309	Understands the importance of setting a good example for others and acting as a positive influence
4310	Understands the need for rules/ laws and makes reasoned decisions about when and how to advocate for their change
4311	Values and strives to be obedient

Intellectual Values (IV)

Values and habits related to one's approach to knowledge and thinking.

4401	Displays a love of learning (e.g., is enthusiastic about and actively engaged in learning)
4402	Expresses an eagerness to know and learn new things (e.g., is curious)
4403	Seeks out new information and learns new skills on one's own
4404	Demonstrates a willingness to admit error and change one's mind when confronted with new evidence
4405	Investigates the truth (e.g., does not simply accept information and evidence at face value)
4406	Thinks outside the box; approaches tasks and problems in novel ways (e.g., is creative)
4407	Thinks things through from all sides; avoids jumping to conclusions (e.g. about people, circumstances, situations, etc.)

Perspectives

Optimism (OPT)

An approach to others, events, or circumstances characterized by a positive attitude and sense of hope about the future and one's ability to impact it.

5101	Expresses optimism and/or maintains optimistic outlook
5102	Expects good things to happen
5103	Approaches and reflects on challenging situations with a positive attitude

Gratitude (GR)

An approach to others, events, or circumstances characterized by a sense of appreciation for what one has received and/or the things in one's life.

5201	Expresses gratitude and appreciation for good and/or everyday things
------	--

Openness (OPN)

An approach to others, events (especially change), circumstances (past, present, or future), and ideas characterized by adaptability and acceptance.

5301	Adapts willingly and easily to change, both positive and negative
5302	Notices and appreciates beauty and excellence
5303	Accepts both past and present circumstances or feelings in life (e.g., is able to consider them without opinion or judgement)
5304	Receptive to new and unfamiliar ideas, feelings, and experiences
5305	Interested in and open to whatever is in the present moment

Enthusiasm/Zest (ENT)

An approach to events or circumstances characterized by an attitude of excitement and energy.

5401	Approaches activities with enthusiasm and excitement
------	--

Identity

Self-Knowledge (SK)

Understanding of oneself – one’s personality, strengths, and weaknesses.

Includes: self-concept, self-awareness

6101	Identifies and understands personality/character traits
6102	Recognizes and understands one’s own strengths and weaknesses
6103	Honest about what you know and don't know
6104	Develop and maintain a coherent sense of self and roles over time
6105	Identifies and understands one’s interests and preferences

Purpose (PU)

A purpose or drive motivated by something larger than yourself that shapes your values, goals, behavior, and plans for the future.

6201	Considers existential questions (e.g., what is the purpose of my life, what is my life passion, what is happiness, what is my place in the world, etc.)
6202	Imagines the future; formulates life goals and ways to pursue them
6203	Expresses and derives comfort from a belief in something greater than self

Self-Efficacy/Growth Mindset (SEGM)

A belief in one’s own ability to improve and succeed.

Includes: self-confidence, self-competence, growth mindset, empowerment

6301	Believes that intellectual abilities and personality traits are qualities that can be developed and improved
6302	Expresses confidence in oneself and one’s ability to improve or succeed
6303	Sees challenges as things that one can take on and overcome with time and effort
6304	Belief that one has a choice (agency)

Self-Esteem (SES)

A belief in one's own self-worth.

Includes: self-acceptance, self-compassion, self-respect

6401	Feels a sense of belonging; feels valued by others in the community
6402	Extends kindness and understanding to oneself (e.g., has self-compassion, emotional self-respect, etc.)
6403	Forgives oneself for errors and mistakes (e.g., accepts and moves on from past actions)
6404	Demonstrates physical self-respect by maintaining good hygiene
6405	Understands the effects of risk behaviors (e.g., drugs, alcohol, tobacco, sex, etc.) on their body and uses that information to make responsible choices
6406	Believes that one is not defined by one's thoughts, emotions, or circumstances

Appendix 3: Complete List of Key Stakeholders Consulted

The list below reflects the full list of key stakeholders within the EASEL Lab network consulted for the QELO project who directed us to the measurement/assessment tools and guidance documents that they use for their work in the field. These stakeholders' work relates to SEL/PSS internationally, often within settings impacted by crisis, conflict, and/or a large refugee population. We conducted one-hour interviews with representatives from these organizations as part of a parallel project funded by Echidna Giving. Additional follow-up conversations were conducted with 5 stakeholders specifically for the QELO project.

1. Aga Khan Foundation
2. Blue Butterfly Collective
3. BRAC
4. Brookings Institution
5. Committee for Children
6. CorStone Resilience Programs
7. Dream a Dream
8. European Union (EU)
9. Eval+Design
10. FHI360
11. FinnChurchAid
12. Harvard Graduate School of Education
13. Hope Lab
14. INEE
15. International Youth Foundation
16. IRC
17. Jaslika Consulting
18. Lego Foundation
19. Norwegian Refugee Council
20. NYU Global TIES
21. OECD
22. Porticus
23. Pratham
24. Right to Play International
25. Room to Read
26. RTI International
27. Save the Children
28. Sesame Workshop
29. UNESCO
30. UNICEF
31. UNRWA
32. US Institute of Peace
33. USAID
34. War Child Holland
35. World Bank

Appendix 4: INEE Survey Protocol

The survey below was administered to INEE members to identify additional measurement/assessment tools and guidance documents used to track and measure SEL skills in the EiE sector.

INEE Survey: Social and Emotional Learning Outcomes

The EASEL Lab at the Harvard Graduate School of Education is working with the Inter-Agency Network on Education in Emergencies to "map" onto one another the social and emotional/psychosocial skills that are captured by measurement and assessment tools, and global monitoring and results frameworks (e.g., SDG4, GPE) that are influential in the Education in Emergencies (EiE) sector. This work is a priority of the Quality and Equitable Learning Outcomes (QELO) work stream within INEE's Education Policy Working Group (EPWG).

The main goal of this project is to help EiE actors (NGOs, policy-makers, researchers, others) to better understand which tools are available, identify gaps, and clarify how existing measurement tools relate to global and national frameworks and standards. On a broader level, this project aims to show the relationships between guiding frameworks and measurement tools to demonstrate how each of these components, when aligned, help to promote quality and equitable learning.

The purpose of this survey is to identify the various frameworks and measurement tools used to track and measure SEL skills in the EiE sector. In order to do this, we are collecting views from INEE members. Your participation in this survey will help us ensure that our findings accurately represent the diverse opinions and observations of those with experience in monitoring SEL/PSS in emergency and crisis situations. This survey is about SEL/PSS. Academic learning outcomes are covered in a separate survey, located here: <https://docs.google.com/forms/d/1JOWyqLTZDtsjntdbk7fTOM1nbfmUfZSBYyHVhnLLjQ/edit>. The survey should take you about 15-25 minutes to complete. As this is a consultation for the partnership, survey responses will not be anonymous. If you feel another person within your organization could better answer these types of questions, please forward to that person. Thank you for your time!

Background Information

- 1) Which of the following best describes your job/occupation/position?
 - a) Practitioner
 - b) Funder
 - c) Researcher
 - d) Policy-maker
 - e) Non-profit
 - f) Program developer
 - g) Other
- 2) Which organization do you work for? (optional)
- 3) Social and emotional learning (SEL) is an umbrella term used to describe the social, emotional, behavioral, character, and life skills required to successfully navigate school, work, relationships, and life. There are many terms used to describe SEL and related fields. Which of the following terms are you familiar with? Select all that apply.
 - a) Social and emotional learning

- b) 21st century skills
- c) Personality
- d) Character education
- e) Psychosocial supports
- f) Bullying prevention
- g) Soft skills
- h) Non-cognitive skills
- i) Virtues and values
- j) Educating the whole child
- k) Employability skills
- l) Life skills
- m) Non-academic skills
- n) Holistic education
- o) Peace education
- p) Citizenship education
- q) None of the above
- r) Other

Guiding Frameworks

For the purposes of our project, guiding frameworks are high-level monitoring and results frameworks. They serve as goal-posts and guidance for achievement of learning outcomes at the global level, often through written policy documents or standards. These may be published by multilateral organizations, national governments, and/or influential NGOs in the Education in Emergencies sector. Examples include: Sustainable Development Goals (SDG 4), Global Partnership for Education results framework, INEE Minimum Standards, OECD-PISA, The Global Alliance to Monitor Learning Result Framework, UNICEF MENA framework, and Kenya Basic Education framework.

- 1) Do you currently use a framework to guide work around SEL/PSS outcomes?
 - a) Yes, I use a guiding framework (Continue to next section)
 - b) No, I do not use a guiding framework (Go to section 5)

Guiding Framework Information

- 1) Please list below the names of any frameworks you are currently using and provide relevant links if possible.
- 2) Please upload any framework documents you would like to share with us that guide your work in social and emotional learning.

Measurement and Assessment Tools

Measurement and assessment tools are standardized research instruments used to measure the presence of, or changes in, social, emotional, and related skills and behaviors in individuals. They may capture skills and behaviors directly or measure other indicators as a proxy for a particular skill or characteristic (e.g., aggression, social status, etc.). Examples: surveys/questionnaires, observation checklists/forms, and structured, task-based assessments.

- 1) Do you currently use a tool(s) to measure/assess/evaluate social and emotional skills?
 - a) Yes (Continue to next section)
 - b) No (Go to Section 8)

Measurement/Assessment Tool Information

- 1) Please list the name of the tool(s) and any relevant links.
- 2) If you are able to share a copy of the tool with our team for the purposes of this project, please upload the file here.
- 3) Where is this tool(s) being used (by your organization or others)? Please list the countries where this tool is being used.
- 4) Can you connect us with the person at your organization who oversees the development and implementation of the tool(s)? Please list their name and email address.
- 5) Has this tool been validated in any countries/contexts?

Measurement Tool Validation

- 1) Has this tool been validated in any emergency or crisis contexts?
 - a) Yes
 - b) No
 - c) Unsure
- 2) Can you point us to any studies (published or unpublished) or reports (e.g., internal/organization reports) on the psychometric properties of the tool (i.e. reliability and validity)? If yes, please feel free to paste a link to the citation or a short summary below.
- 3) If you would like to share documents about tool validation, please upload them here.
- 4) Do you have demographic information about the population for which the tool has been validated? If yes, please feel free to paste a link to the citation or a short summary below.

Additional Measurement/Assessment Tools

- 1) Are you aware of any other tools used to measure/assess/evaluate social and emotional skills?
 - a) Yes (Continue to next section)
 - b) No (Go to section 11)

Measurement/Assessment Tool Information

- 1) Please list the name of the tool(s) and any relevant links.
- 2) If you are able to share a copy of the tool with our team for the purposes of this project, please upload the file here.
- 3) Where is this tool(s) being used (by your organization or others)? Please list the countries where this tool is being used.
- 4) Has this tool(s) been validated in any countries/contexts?
 - a) Yes (Continue to next section)
 - b) No (Go to section 11)
 - c) Unsure (Go to section 11)

Measurement Tool Validation

- 1) Has this tool been validated in any emergency or crisis contexts?
 - a) Yes
 - b) No
 - c) Unsure
- 2) Can you point us to any studies on the psychometric properties of the tool(s) (i.e. reliability and validity)? If yes, please feel free to paste a link to the citation or a short summary below.
- 3) If you would like to share documents about tool validation, please upload them here.

- 4) Do you have demographic information about the population for which the tool(s) has been validated?
If yes, please feel free to paste a link to the citation or a short summary below.

Staying in Touch

- 1) May we contact you for further information?
- a) Yes (Go to section 12)
 - b) No, thanks (submit form)

Thank you for your participation in this survey and for allowing us to contact you for more information.

We look forward to being in touch with you soon!

Please provide your contact details below.

Appendix 5: Legend - Full & Abbreviated Names of Measurement/Assessment Tools & Guidance Documents

Abbreviated document name (as in graphs)	Full document name
Guidance documents	
AMAL Alliance	Amal Alliance-Framework
CASEL	CASEL Social and Emotional Learning Competencies
Colombia	Colombian basic standards of citizen competence
PRACTICE	Developing Social-Emotional Skills for the Labor Market: PRACTICE (World Bank)
ECW	Education Cannot Wait Principles and Results Framework
Haiti	Vision of the Haitian Child: Social Emotional Framework
GPE	Global Partnership for Education Results Framework
IASC-MHPSS	IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings
INEE PSS	INEE Guidance Note on Psychosocial Support
INEE Min. Standards	INEE Minimum Standards for Education: Preparedness, Response, Recovery
Kenya	Kenya Institute of Curriculum Development (KICD) Basic Education Framework
Right To Play-LS	Right to Play Life Skills for Psychosocial Wellbeing
MELQO	Measuring Early Learning Quality and Outcomes (MELQO)
IASC M+E	Mental Health and Psychosocial Support in Emergency Settings: A Common Monitoring and Evaluation Framework (IASC)
Child Protection	Minimum Standards for Child Protection in Humanitarian Action (CPWG)
OECD	OECD Social and Emotional Skills: Well-being, connectedness, and success
Right To Play-HCD	Right to Play Holistic Child Development Framework
Room to Read	Room to Read Life Skills Education Framework
SDG	Sustainable Development Goals (SDGs)
WHO	WHO Skills for Health
LEGO	LEGO Skills for Holistic Development
IRC	IRC's Approach to Social-Emotional Learning
World Bank-ECD	Toolkit for Measuring Early Childhood Development in Low- and Middle-Income Countries (World Bank)
UNICEF MENA	Reimagining Life Skills and Citizenship Education in the Middle East and North Africa (UNICEF)
Measurement/Assessment Tools	
AMAL-Facilitator	Amal Alliance-Local Facilitator Assessment
AMAL-Parent	Amal Alliance-Parent Assessment
AMAL-Student	Amal Alliance-Student Assessment
CBQ	Children's Behavior Questionnaire

RTI Tanzania-CC	Confidence and Curiosity (RTI-Tanzania)
CREDI-Long	CREDI-Long Form (30-35 months)
CREDI-Short	CREDI-Short Form (30-35 months)
CYRM-28	CYRM-28
DESSA-Long	Devereux Student Strengths Assessment (DESSA)-Grades K-8 (Long version)
DESSA-MINI	Devereux Student Strengths Assessment (DESSA)-Grades K-8 -MINI
ERQ	Emotion Regulation Questionnaire
EPOCH	EPOCH Measure of Adolescent Well-being
GSE	General Self-Efficacy Scale (GSE)
Grit	Grit Scale Survey
HALDO	HALDO
ICCS-School	ICCS-Introduction to School
ICCS-Student	ICCS-Introduction to Student
IDELA	IDELA
IDELA-Health	IDELA: Health and Hygiene Tool
IDELA-Home	IDELA: Home Environment Tool
ISELA	ISELA
Kidcope	Kidcope
Malawi DAT	Malawi Developmental Assessment Tool
MELQO-MELE-C	MELQO-MELE-Classroom Observation
MELQO-MELE-HT	MELQO-MELE-Head Teacher Interview
MELQO-MELE-T	MELQO-MELE-Teacher Interview
MELQO-MODEL-DA	MELQO-MODEL-Direct Assessment (DA) Tool
MELQO-MODEL-P	MELQO-MODEL-Parent Caregiver Report
MELQO-MODEL-T	MELQO-MODEL-Teacher Report
RTI Tanzania-P	Pilot Parent Questionnaire for SEL Quantitative Study (RTI Tanzania)
RTI Tanzania-T	Pilot Teacher Questionnaire from Qualitative Study (RTI Tanzania)
PISA D	PISA D Student Questionnaire
PSRA-AR	PSRA-Assessor Report (Preschool Self-Regulation Assessment)
PSRA-DA	PSRA-Direct Assessment (Preschool Self-Regulation Assessment)
SEHS	Social Emotional Health Survey-Secondary (CoVitality)
SERAIS	Social Emotional Response and Information Scenarios
SDQ	Strengths and Difficulties Questionnaire
Children's Hope	The Children's Hope Scale
Social Provisions	The Social Provisions Scale
YouthPower -Youth	Youth Power Action Youth Soft Skills
YouthPower -Staff	Youth Power Soft Skills Program Staff Tool

Appendix 6: References

- Alan, M., Warren, R., and Applebaum, A. (2016). Closing the gap: Adolescent girls' access to education in conflict-affected settings. Washington, DC: Georgetown Institute for Women, Peace and Security.
- Bierman, K. L., Domitrovich, C.E., Nix, R., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. *Child Development*, 79(6), 1802-1817.
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology* (pp. 993-1028). Hoboken, NJ: John Wiley & Sons Inc.
- Brown, J. L., Jones, S.M., LaRusso, M. D. & Aber, J. L. (2010). Improving classroom quality: Teacher influences and experimental impacts of the 4Rs program. *Journal of Educational Psychology*, 102(1), 153-167.
- Burde, D., Kapit, A., Wahl, R. L., Guven, O., & Skarpeteig, M. I. (2017). *Education in Emergencies: A Review of Theory and Research*. Review of Educational Research, 87(3), 619–658.
<https://doi.org/10.3102/0034654316671594>
- Center on the Developing Child at Harvard University (2011). *Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11*. Retrieved from www.developingchild.harvard.edu
- Diamond, A., Barnett, S. W., Thomas, J. & Munro, S. (2007). Preschool program improves cognitive control. *Science*, 318(5855), 1387-1388.
- Diazgranados, S. & Lee, J. (2019). *Measure Guidance: Choosing and Contextualizing Assessment Measures in Educational Contexts*. International Rescue Committee. Retrieved from:
<https://inee.org/resources/measure-guidance-choosing-and-contextualizing-assessment-measures-educational-contexts>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- Education Equity Research Initiative (2016). Measuring Equity in Education Review of the Global and Programmatic Data Landscape. Washington, DC: Education Equity Research Initiative. Retrieved from: <https://static1.squarespace.com/static/57aa9cce6b8f5b8163fdc9a3/t/582bdaebe3df28e79513dc46/1479269100751/Equity+Initiative+Measurement+and+Metrics+Landscape+Review+2016.pdf>
- Education Equity Research Initiative, Education Development Center (EDC), and the USAID Education in Crisis and Conflict Network (ECCN). (2018). Education Equity Indicators for Access: Guidance for Practitioners in Crisis and Conflict-Affected Contexts. Washington, DC: Education Equity Research Initiative. Retrieved from:
<https://static1.squarespace.com/static/57aa9cce6b8f5b8163fdc9a3/t/5beaf6f80ebbe8e56673fd1/1542125304891/FINAL+-+Equity+of+Access+Indicator+Guidance+-+11.13.18.pdf>
- Evans, G. W., & English, K. (2002). The environment of poverty: Multiple stressor exposure, psychophysiological stress, and socioemotional adjustment. *Child development*, 73(4), 1238-1248.
- Evans, G.W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives*, 7(1), 43-48.
- Falk, D., Varni, E., Johna, J.F., & Frisoli, P. (2019). Landscape Review: Teacher Well-being in

- Low Resource, Crisis, and Conflict-affected Settings. *Education Equity Research Initiative*. Retrieved from: https://static1.squarespace.com/static/57aa9cce6b8f5b8163fdc9a3/t/5d5ad4e86419d40001863c61/1566233833841/TWB+Landscape+Review_August+2019.pdf
- Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*, Third Edition. New York, NY: Teachers College Press.
- Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*, 27(1), 13-32
- Immordino-Yang, M. (2011). Implications of Affective and Social Neuroscience for Educational Theory. *Educational Philosophy and Theory*, 43(1), 98-103.
- Immordino-Yang, M., & Damasio, A. (2007). We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education. *Mind, Brain, and Education*, 1(1), 3-10.
- Inter-Agency Network for Education in Emergencies [INEE]. (2016). *Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings*. Retrieved from http://s3.amazonaws.com/inee-assets/resources/INEE_PSS-SEL_Background_Paper_ENG_v5.3.pdf
- Jones, D. E., Greenberg, M. & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105(11), 2283-2290.
- Jones, S., Bailey, R., Brush, K., & Nelson, B. (2019). *Establishing Practical Social-Emotional Competence Assessments Work Group Introduction to the Taxonomy Project: Tools for Selecting & Aligning SEL Frameworks*. 1–13.
- Jones, S. M., Brown, J. L., & Aber, J. L. (2011). Two-year impacts of a universal school-based social-emotional and literacy intervention: An experiment in translational developmental research. *Child Development*, 82(2), 533-554.
- Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). *Navigating Social & Emotional Learning from the Inside Out: A Practical Resource for Schools & OST Providers*. The Wallace Foundation, New York, NY. Retrieved from <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>
- Jones, S., & Doolittle, E. (2017). Social and Emotional Learning: Introducing the Issue. *The Future of Children*, 27(1), 3-11.
- Jones, S. M., & Kahn, J. (2017). *The evidence base for how we learn: Supporting students' social, emotional, and academic development*. National Commission on Social, Emotional, and Academic Development, The Aspen Institute. Retrieved from: https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf
- Jones, S.M., & Zigler, E. (2002). The Mozart effect: Not learning from history. *Journal of Applied Developmental Psychology*, 23(3), 355-372.
- Jukes, M., Tibenda, J., Gabrieli, P., Mgonda, N., Betts, K., Jeremiah, G., Nsolezi, F., Owens, C., & Sou, S. USAID tusome pamoja: Developing a culturally relevant assessment of social and emotional learning for Tanzania. Research Triangle Park, NC: RTI International and USAID.
- Jukes, M., Gabrieli, P., Mgonda, N. M., Nsolezi, F. S., Jeremiah, J. J., & Bub, K. L. (2018). "Respect is an investment": Community perceptions of social and emotional competencies in early childhood from Mtwara, Tanzania. *Global Education Review*, 5(2): 160-188.
- Matsumoto, D. (2001). *The Handbook of Culture and Psychology*. New York, NY: Oxford University Press.
- McNatt, Z., Boothby, N., Wessells, M., & Lo, R. (2018). *Guidance Note: Psychosocial Support: Facilitating psychosocial wellbeing and social and emotional learning*. INEE. Retrieved from: <https://inee.org/resources/inee-guidance-note-psychosocial-support>.

- Moffitt, T. E., Arseneault, L., Belsky, D., Dickinson, N., Hancox, R. J., Harrington, H., ... Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108(7), 2693-2698.
- Noble, K. G., Norman, M. F., & Farah, M. J. (2005). Neurocognitive correlates of socioeconomic status in kindergarten children. *Developmental Science*, 8(1), 74-87.
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development1. *Applied Developmental Science*, 1-31. DOI: [10.1080/10888691.2017.1398650](https://doi.org/10.1080/10888691.2017.1398650)
- Savina, E., & Wan, K. (2017). Cultural pathways to socio-emotional development and learning. *Journal of Relationships Research*, 8, E19. doi:10.1017/jrr.2017.19
- Shonkoff, J. & Phillips, D. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Sklad, M., Diekstra, R., Ritter, M. D., Ben, J., & Gravesteyn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools*, 49(9), 892-909.
- Raver, C.C., Blair, C. & Willoughby, M. (2013). Poverty as a predictor of 4-year-olds' executive function: New perspectives on models of differential susceptibility. *Developmental Psychology*, 49(2), 292-304.
- United Nations Office for Disaster Risk Reduction (UNDRR) & Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). (2017). *Comprehensive School Safety*. Retrieved from <https://www.unisdr.org/we/inform/publications/55548>
- Varela, A., Kelcey, J., Reyes, J., Gould, M., Sklar, J. (2013). *Learning and resilience: the crucial role of social and emotional well-being in contexts of adversity*. World Bank Group. Retrieved from: <http://documents.worldbank.org/curated/en/849991468337162828/Learning-and-resilience-the-crucial-role-of-social-and-emotional-well-being-in-contexts-of-adversity/>
- Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present, and future. In Durlak, J.A., Domitrovich, C.E., Weissberg, R.P., Gullotta, T.P., & Comer, J. (Ed.), *Handbook of social and emotional learning: Research and practice* (pp. 3-19). New York, NY: Guilford Press.