

INEE QELO Mapping Project

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

Overview

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Project Background

Project Description

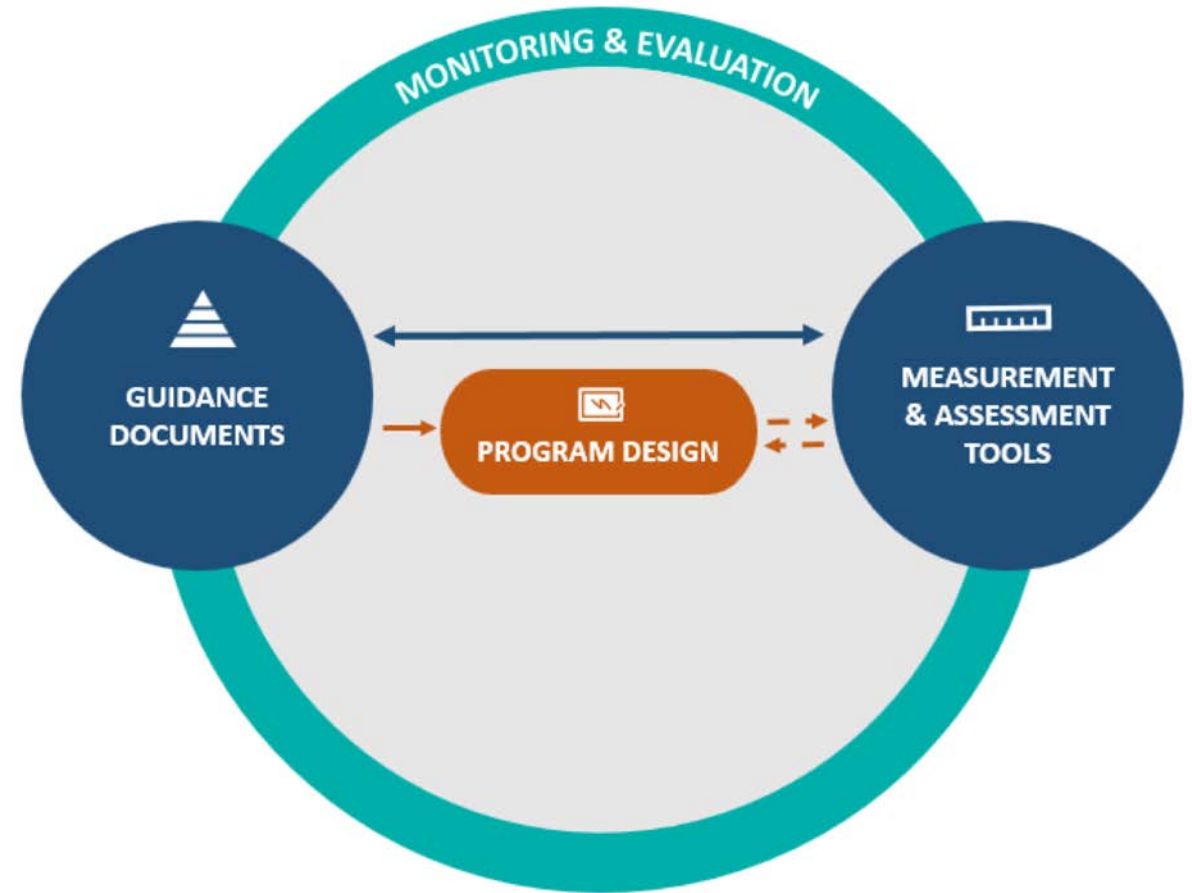
The INEE QELO project aims to identify and code, analyze and describe existing social emotional learning (SEL) and psychosocial support (PSS) measurement/assessment tools and guidance documents being used in the international Education in Emergencies (EiE) sector.

Purpose

The aim of the project is to **inform 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.

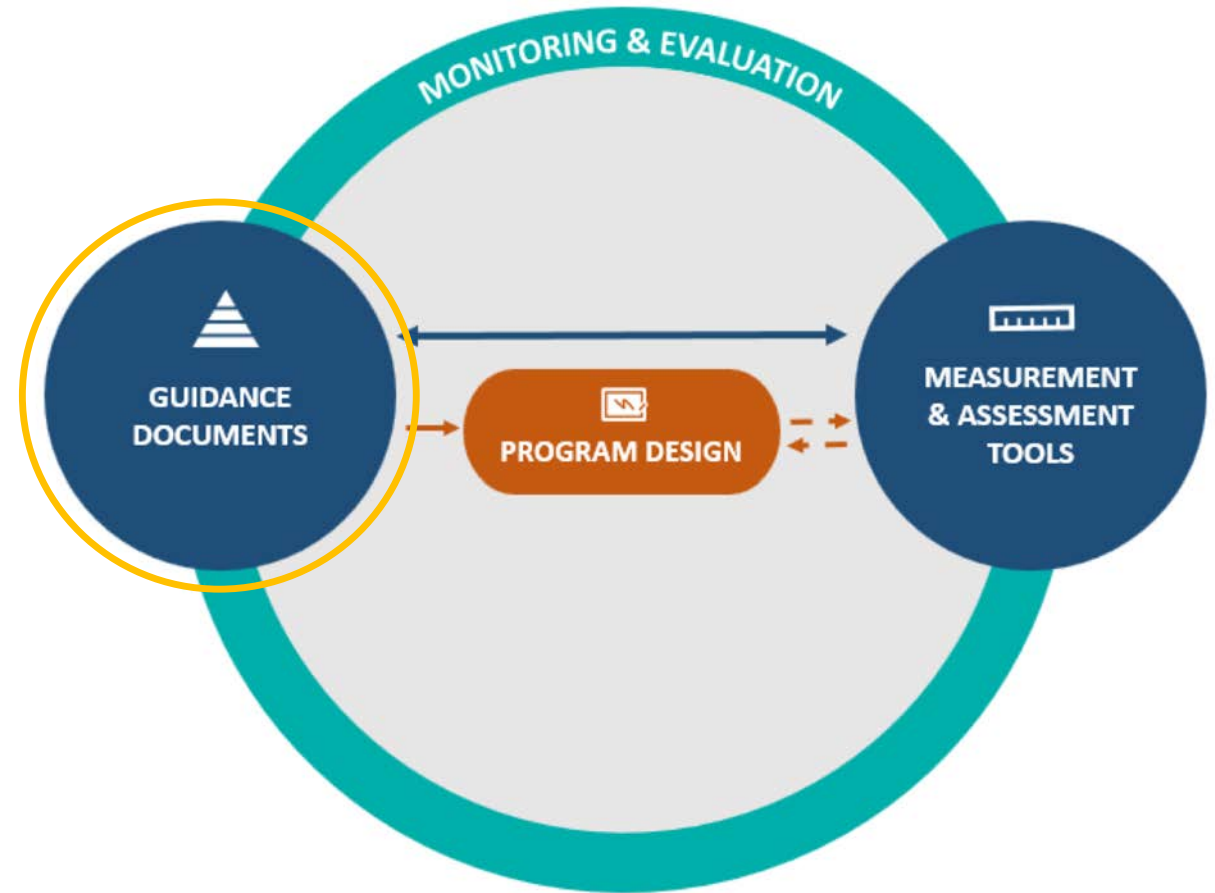
This figure illustrates ideal alignment between research, programmatic, and assessment activities in the field of EiE.



Ideal Alignment

For example, a strong research-to-practice cycle works in the following ways:

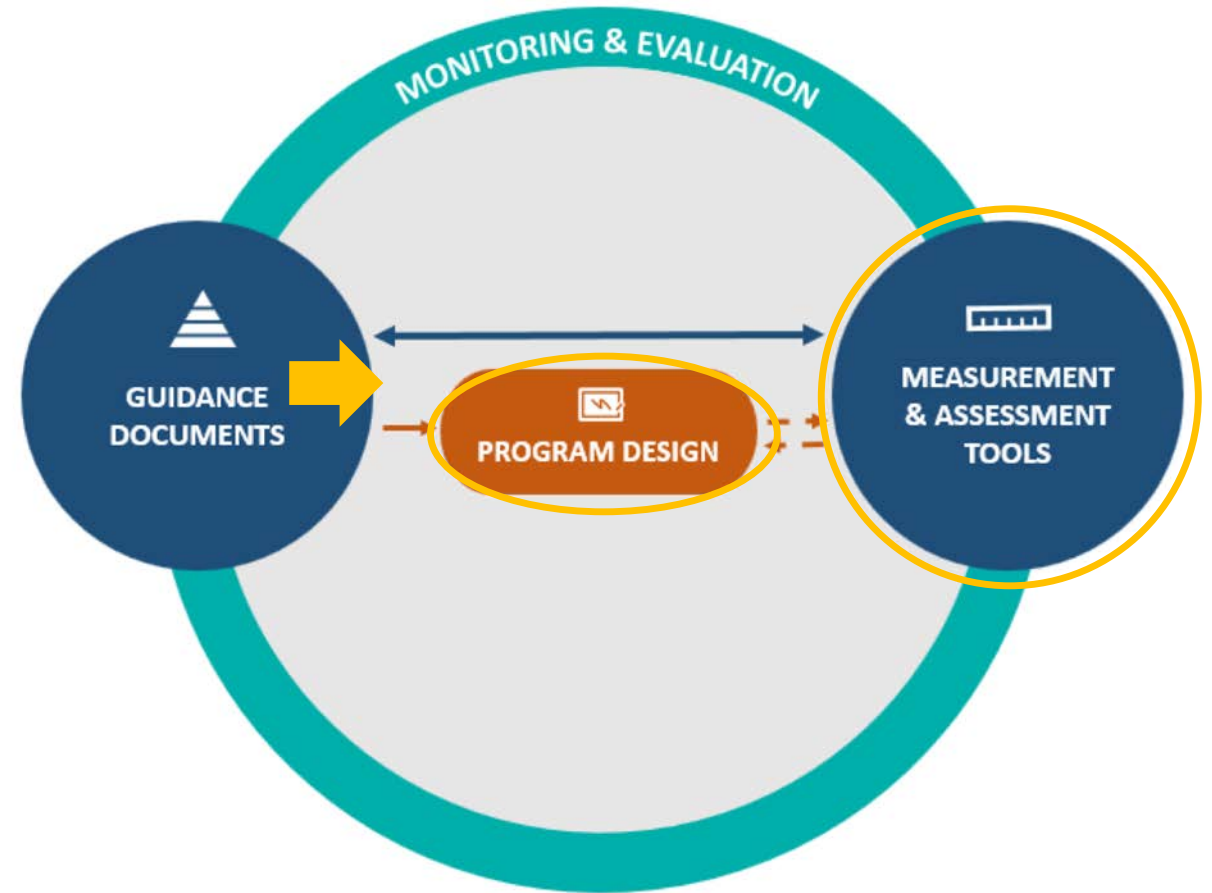
1. Guidance documents ideally reflect the research on SEL/PSS by **describing the specific skills or factors** that evidence indicates are tied to children's health, wellbeing, and success in EIE settings.



Ideal Alignment

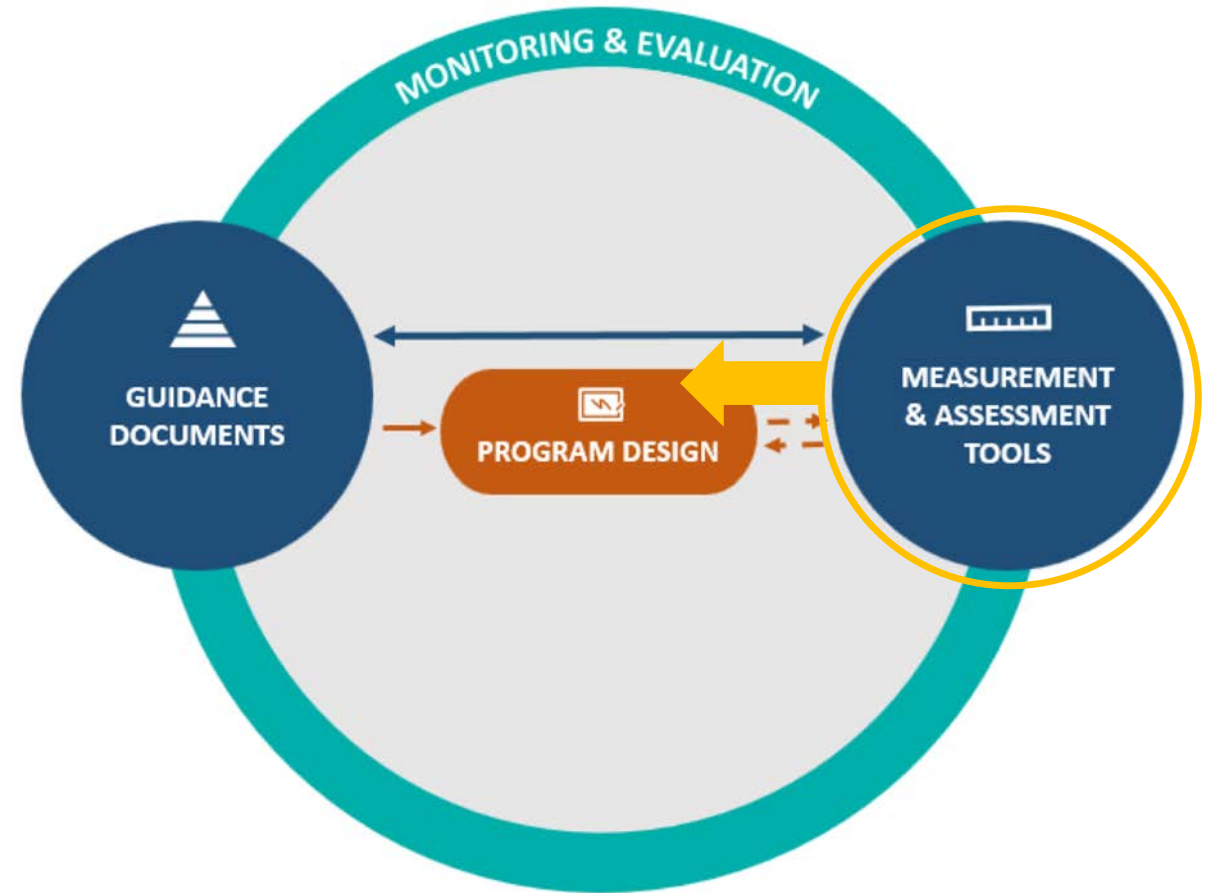
2. These Guidance documents ideally **inform the design of programs** and the development of **measurement & assessment tools**.

E.g., programs should aim to build the skills/factors tied to outcomes of interest, and measurement tools should assess those same skills/factors as well as the outcomes of interest.



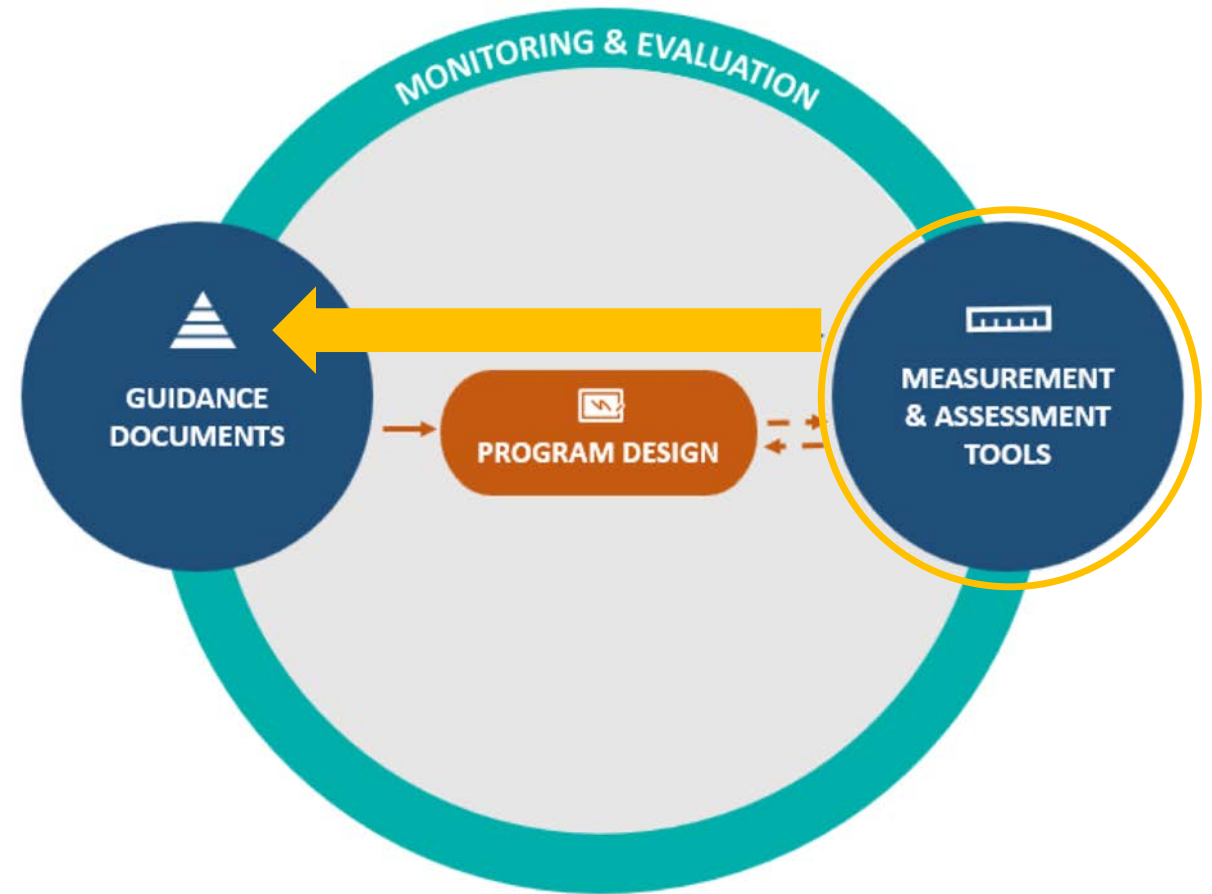
Ideal Alignment

3. Measurement & assessment tools ideally **inform ongoing program design**, as findings let program developers know whether or not their programs are successful at improving skills/factors they are designed to target.



Ideal Alignment

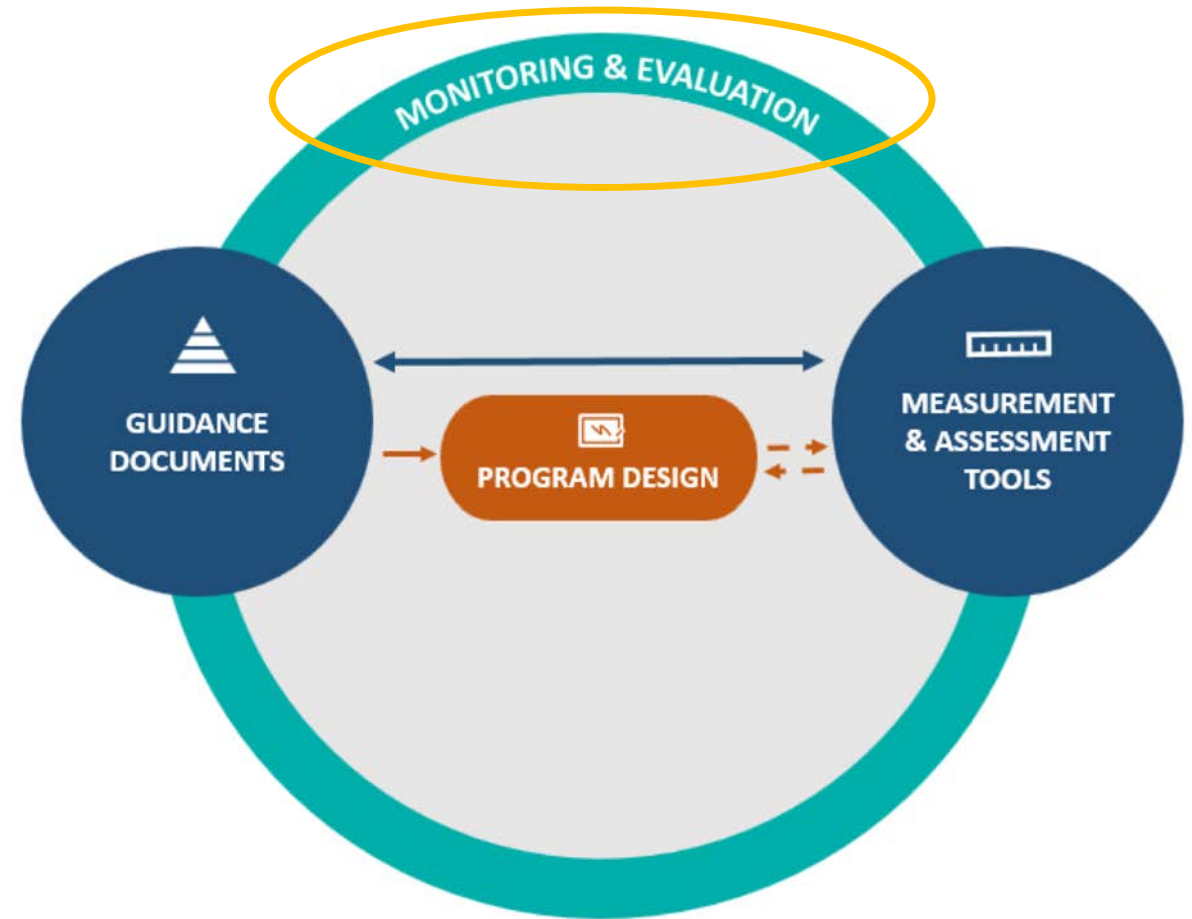
4. Measurement & assessment tools also ideally **inform revisions to guidance documents**, as basic research and program evaluation findings continue to refine our understanding of the goals, feasibility, and effectiveness of different types of programmatic efforts in the field.



Ideal Alignment

5. Ongoing monitoring and evaluation is made possible by effective measurement & assessment tools, and is shaped by key guidance documents.

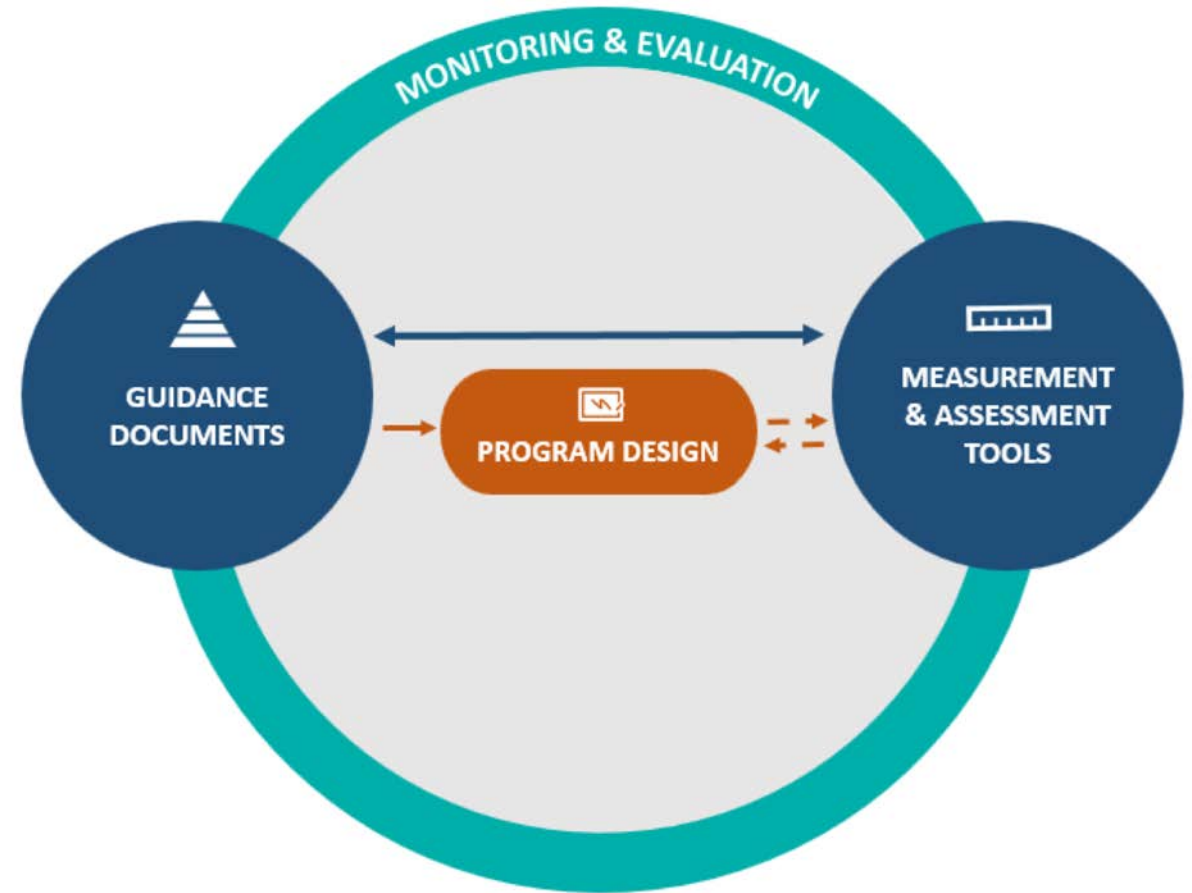
Effective tools are (a) valid, (b) reliable, and (c) aligned to the goals, context, age range, and other needs of the specific effort.



Measurement is Critical Link

Therefore, measurement & assessment tools are ***critical for the successful functioning*** of all aspects of the EiE field.

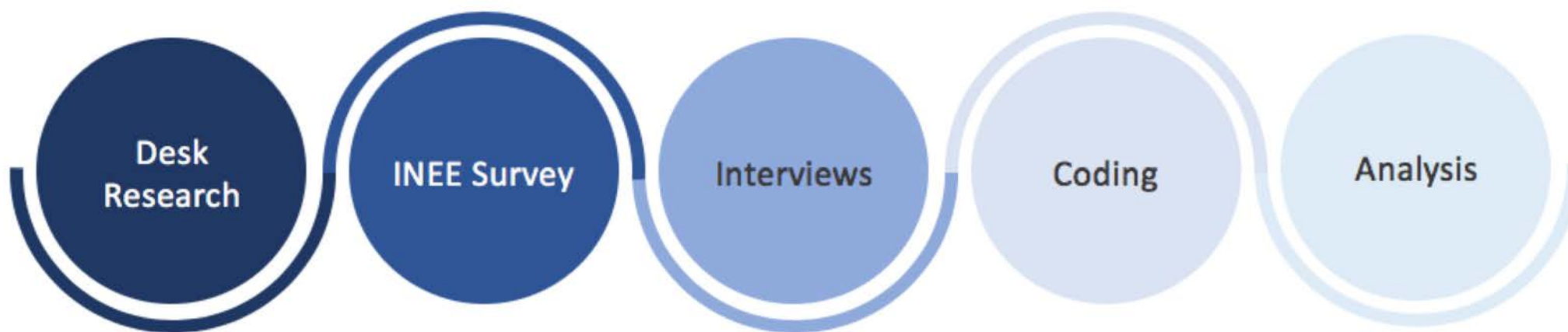
The INEE QELO Mapping Project is designed to identify the tools that are currently available and used to assess SEL/PSS in EiE contexts, and to better understand their relationships to current guidance documents and programmatic approaches.



Methodology

Methods

Project methods included the following five phases:

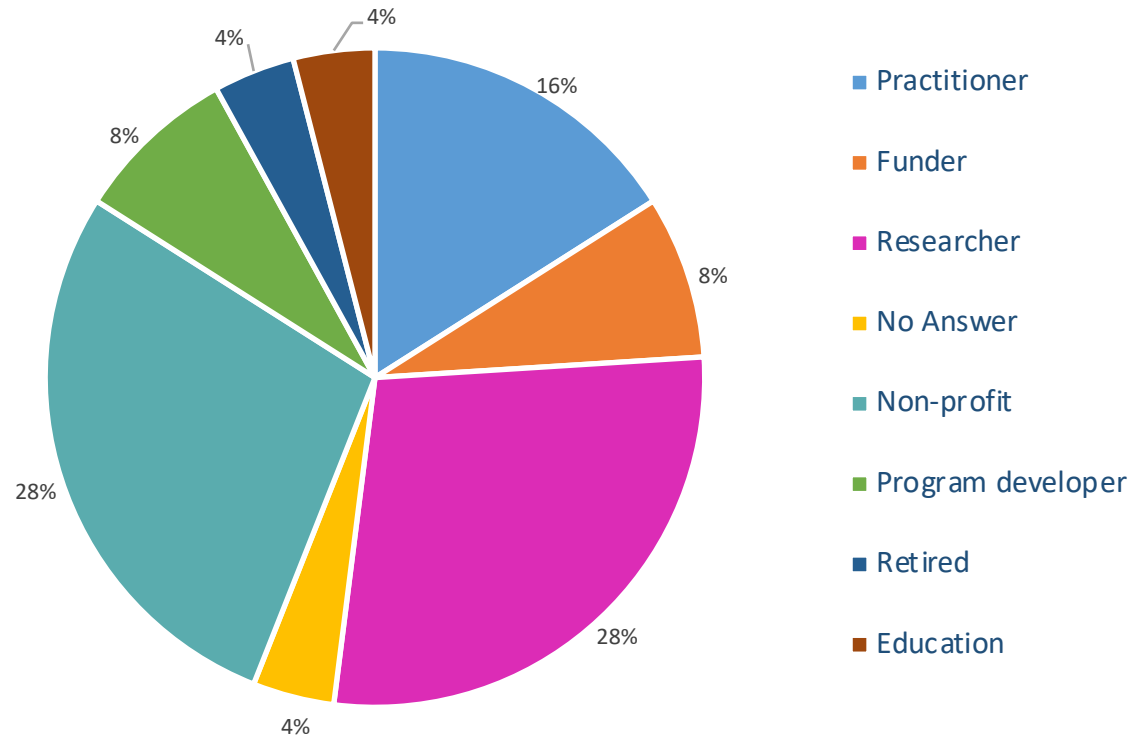


Methods

1. **Desk Research** was designed 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.
2. **An INEE Survey** was designed to gather information from INEE members about existing measurement/assessment tools used in the field as well as guidance documents related to SEL/PSS.
3. **Interviews with Key Stakeholders** were designed to gather details about how tools are currently being used (e.g., conditions necessary for their use, where and how tools have been validated) and how stakeholders are aligning the SEL/PSS tools to global guidance documents.
4. **Coding** was designed to determine which specific SEL constructs are targeted in current SEL/PSS measurement/assessment tools and guidance documents used within EIE contexts.
5. **Analysis** was designed to identify similarities and differences between the outcomes described, targeted, and assessed by different SEL/PSS measurement/assessment tools and guidance documents.

Survey to INEE Members

Twenty-five individuals from varying positions and institutions responded to the survey. 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.



Survey: SEL Guidance Documents

Most respondents (64%) are **not currently using** a guidance document for their work on SEL/PSS. Among those who are using a guidance document, 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

Survey: SEL Assessment Tools

Most respondents (64%) report they **are not currently** using a tool to measure, assess, and/or evaluate SEL/PSS competencies.

Despite the above, several tools were known by respondents:

- Minimum Standards for Child Protection
- Outcomes Stars
- ISELA
- Tools from the 3EA Education in Emergencies Project
- Youth Risk Behavior Survey Tool
- Other unnamed observation, questionnaire, and interview tools

Interviews

Interviews were conducted with **five stakeholders** from various organizations: two NGOs, one research institute, and one policy-level organization.

In addition, 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 conducted for a separate project (funded by Echidna Giving, in 2018-2019).

Interview Themes

The following main themes emerged from the 40 interviews we analyzed:

A need for more culturally relevant SEL/PSS guidance documents and measurement tools

- *“The tools that exist were just, there was not a silver bullet... what was needed was to develop, draw from the best of these and to develop some tools that would be good for international programs.”*

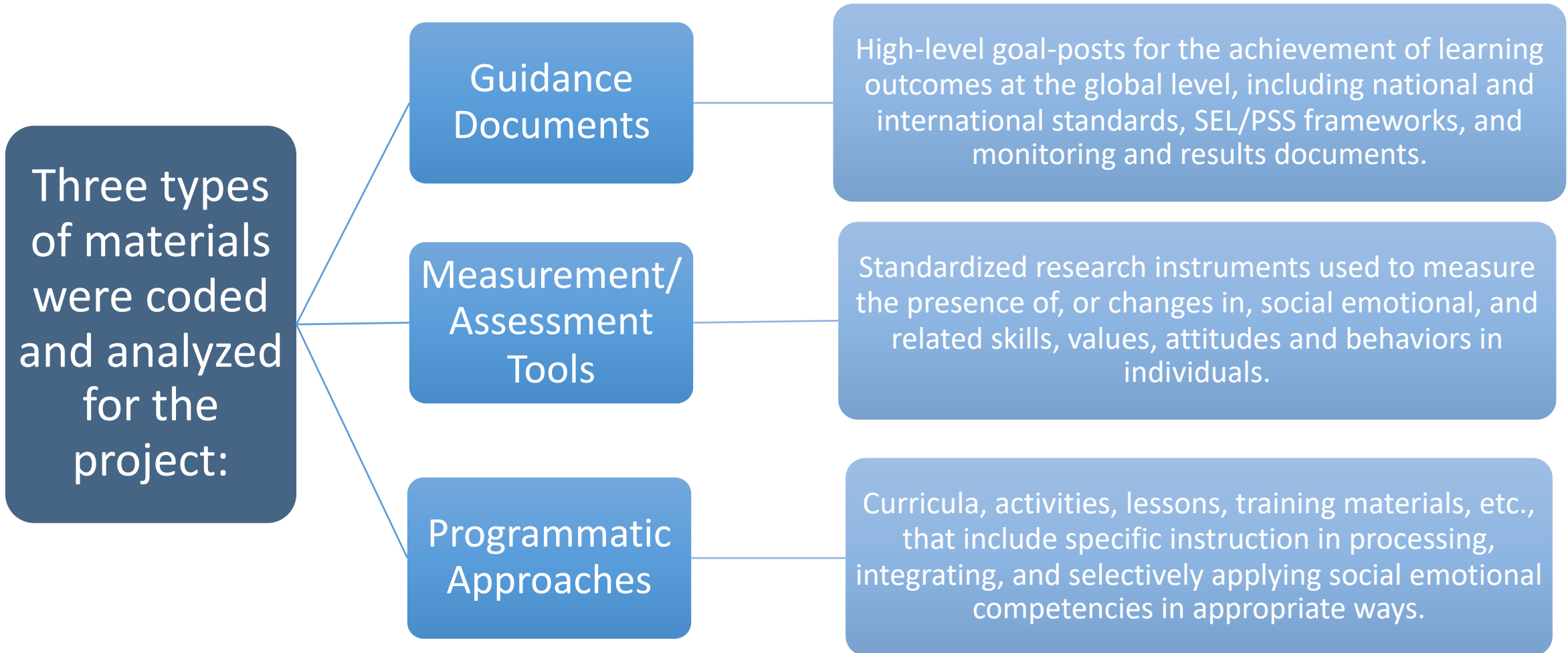
SEL skills and priorities vary by context

- *“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.”*

Going beyond the need for contextualization

- *“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?”*

Coding: Materials



Coding: Selection Criteria

- Documents were included based on **coverage**, **quality**, and **relevance** to crisis and conflict affected settings.
- Coding and analysis included more than 65 documents:
 - 37 measurement/assessment tools,
 - 24 guidance documents, and
 - programmatic approaches from 6 organizations
- The selected set of SEL/PSS measurement & assessment tools are used with children and youth ages 0 to 18+ in conflict-affected contexts across Africa, South Asia, Latin America, Pacific Islands, Eastern Europe, Central Asia, and the Middle East.

Guidance Documents

Amal Alliance Framework

Kenya Institute of Curriculum Development Basic Education Framework

Colombia National Standards of Citizenship Competencies

Developing Social-Emotional Skills for the Labor Market: PRACTICE Model (World Bank)

Guidelines on Mental Health and Psychosocial Support in Emergency Settings (IASC)

Right to Play Holistic Child Development Framework

IRC's Approach to Social-Emotional Learning

Right to Play Life Skills for Psychosocial Wellbeing

LEGO Skills for Holistic Development

Measuring Early Learning Quality and Outcomes (MELQO)

Mental Health and Psychosocial Support in Emergency Settings: A Common Monitoring and Evaluation Framework (IASC)

Minimum Standards for Child Protection in Humanitarian Action (CPWG)

INEE Minimum Standards for Education: Preparedness, Response, Recovery

Education Cannot Wait Principles and Results Framework

INEE Guidance Note on Psychosocial Support: Facilitating Psychosocial Wellbeing and Social Emotional Learning

Reimagining Life Skills and Citizenship Education in the Middle East and North Africa (UNICEF)

Global Partnership for Education Results Framework (GPE)

WHO Skills for Health

CASEL Social and Emotional Learning (SEL) Competencies

OECD Social and Emotional Skills: Well-being, Connectedness, and Success

Room to Read Life Skills Education Learning Outcomes Framework

Sustainable Development Goals (SDGs)

Toolkit for Measuring ECD in Low- and Middle-Income Countries (World Bank)

Vision of the Haitian Child: Social Emotional Framework

Measurement & Assessment Tools

Amal Alliance Impact Assessments

Children's Behavior Questionnaire (CBQ)

Children's Hope Scale (CHS)

Confidence and Curiosity Questionnaire

Contextually relevant SEL questionnaires

Caregiver Reported Early Childhood Development Instruments (CREDI)

Child and Youth Resilience Measure (CYRM)

Devereux Student Strengths Assessment (DESSA)

EPOCH Measure of Adolescent Well-being

Emotion Regulation Questionnaire (ERQ)

General Self-Efficacy Scale (GSE)

Holistic Assessment of Learning and Development Outcomes (HALDO)

International Civic and Citizenship Study (ICCS)

International Development and Early Learning Assessment (IDELA)

International Social and Emotional Learning Assessment (ISELA)

Kidcope

Malawi Development Assessment Tool (MDAT)

Measure of Early Learning Environments (MELE)

Measure of Development and Early Learning (MODEL)

Pisa for Development (PISA-D) Student Questionnaire

Preschool Self-Regulation Assessment (PSRA)

Social Emotional Health Survey-Secondary (SEHS-S)

Short Grit Scale (GRIT-S)

Social Provisions Scale (SPS)

Strengths and Difficulties Questionnaire (SDQ)

YouthPower Action Soft Skills Tools

SERAIS

Programmatic Approaches

The following SEL/PSS programmatic approaches were included:

1. Better Learning (NRC)
2. Healing and Education through the Arts (HEART; Save the Children)
3. Programa de Aprendizaje Socioemocional (PASE; Honduran Ministry of Education)
4. Safe Healing and Learning Spaces (IRC)
5. Can't Wait to Learn (War Child Holland)
6. CONVIVIMOS (Mercy Corps)

Coding System

EASEL Lab data collection & coding system is designed to do two things:

1

To **look inside documents** and **tag them** for specific social, emotional, and related psychosocial constructs, including skills, behaviors, knowledge, values and attitudes across 6 broad domains and 23 sub-domains.

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.

Coding System

The EASEL Lab Coding System includes the following domains and sub-domains:



Analysis

The coding process results in a database which can be used to identify similarities and differences between the selected documents. Analysis included the following activities:

Mapping Exercises

to compare the composition of different documents (e.g., side by side comparisons)

Visual Analyses

that provide accurate and clear descriptive data about what is included in the selected documents

Key Features

that are documented, synthesized and presented through a set of Profiles, Summary Tables, and Compendia

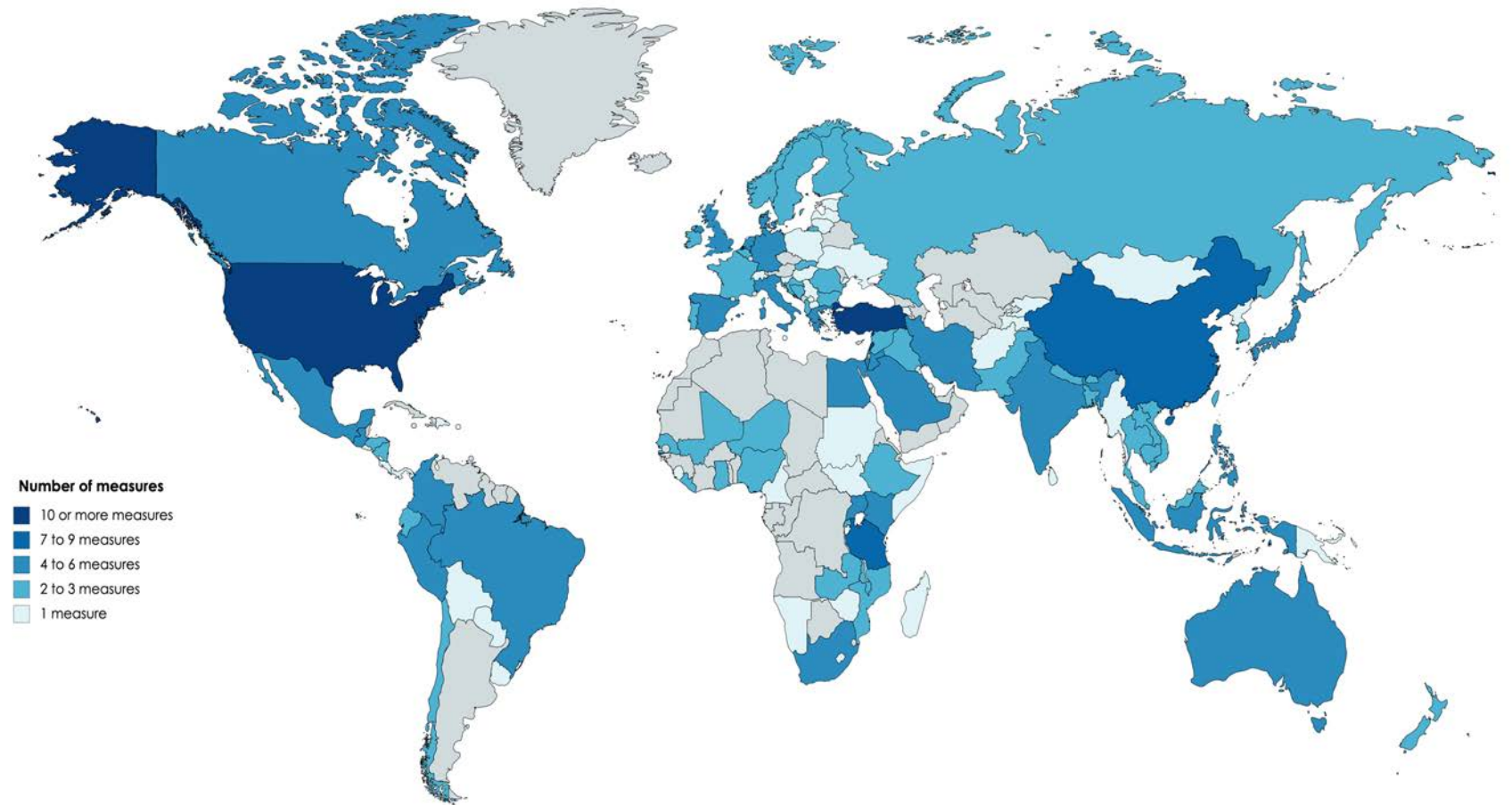
Key Findings

Research Questions

1. **How, where, and with whom** are SEL/PSS tools used?
2. **Which SEL competencies are priorities** in the field of education in emergencies?
3. Which features of **children's context, background, and experiences** are being considered in the SEL/PSS tools?
4. **What considerations or barriers** exist for including crisis and conflict-affected populations in the SEL/PSS tools?
5. How are the SEL/PSS tools **aligned to guidance documents**? How well equipped is the field to monitor progress towards global goals for EiE?

Global Coverage

- The **United States** is the country with the **highest number** of SEL/PSS tools in use.
- The country with the **second highest number** of tools in use is **Turkey**.
- The **African continent** currently has the **fewest SEL/PSS tools** being used.



Tool Purpose

The SEL/PSS tools included in our analysis are used in a variety of ways.

The following classifications are used to **distinguish the purpose** of each tool:

- Population-based needs assessment and monitoring tools (n=13)
- Basic research tools (n=5)
- Program monitoring and evaluation tools (n=5)
- Formative feedback tools (n=3)
- Screening tools (n= 2)

Tool Validation

A small number of SEL/PSS tools have been adapted or validated for EiE contexts.

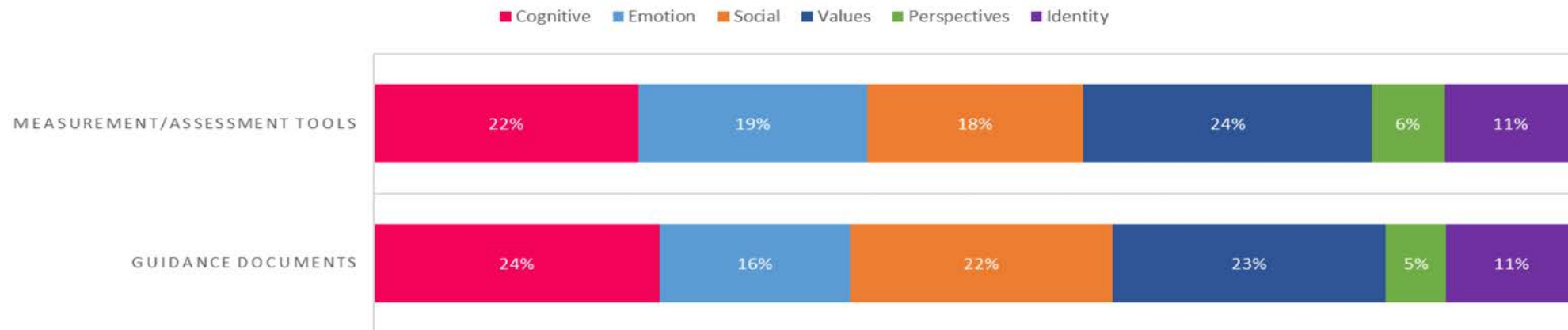
The validation strategies used for each tool were different and range from simple translation of items to contextualization discussions with local stakeholders.

In general, measures were validated by their developers or by researchers.

Prioritized SEL Competencies

- Overall, global guidance documents for EiE and SEL/PSS measurement tools include all six SEL domains.
- Overall, guidance documents and tools tend to **emphasize four domains** of SEL: cognitive, emotion, social, and values (see figure below).

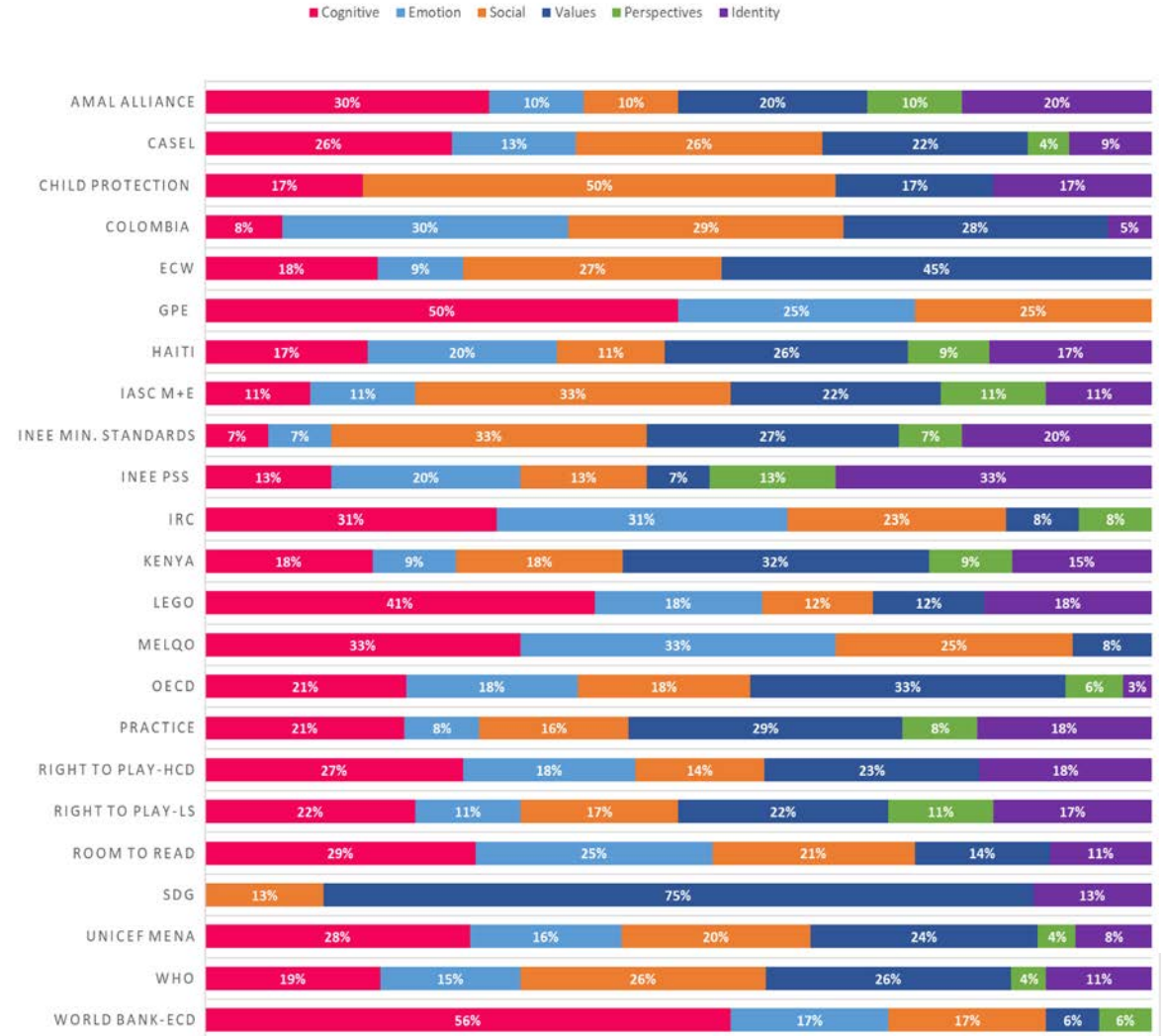
COMPARING SEL DOMAINS IN AGGREGATE



SEL in Guidance Documents

- Each guidance document has **different priorities** (see figure beside).
- The **social domain** is the only SEL domain included in all 24 guidance documents that were coded.
 - This may signify that social skills play a particularly important role for children in crisis-affected contexts.

COMPARING SEL DOMAINS ACROSS GUIDANCE DOCUMENTS



Notable Differences

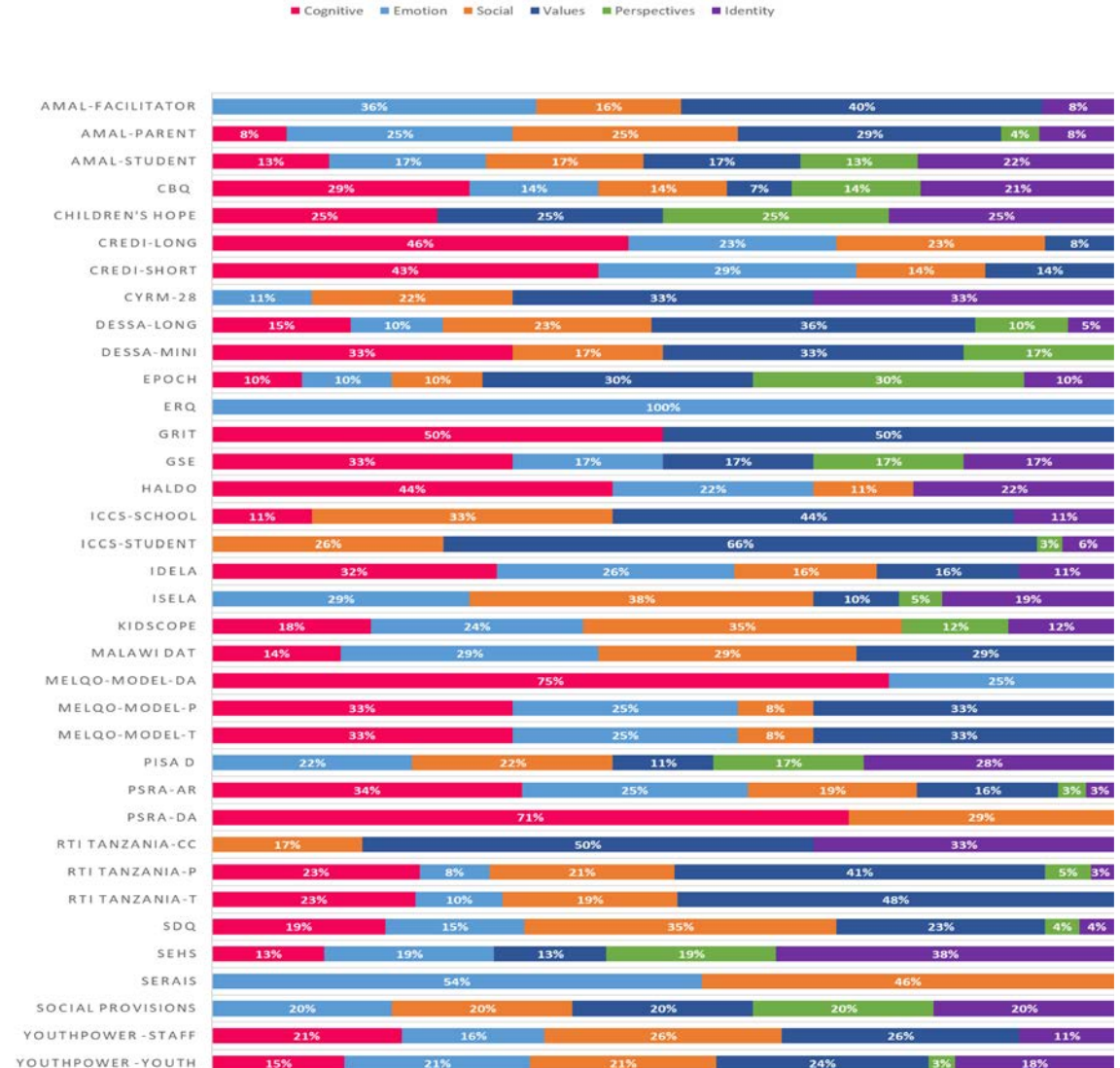
A comparison of SEL across guidance documents indicates, for example, that:

- The **GPE Results Framework** includes only **three** SEL domains (cognitive, emotion, social), which are different from those included in the **SDGs** (social, values, identity).
- 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.

SEL in Measurement & Assessment Tools

Many SEL/PSS measurement tools focus heavily or exclusively on only **four of six SEL domains**, typically: cognitive, emotion, social and values.

COMPARING SEL DOMAINS ACROSS MEASUREMENT/ASSESSMENT TOOLS



Notable Differences

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 Grit Scale includes only the cognitive and values domains
- The MELQO MODEL Direct Assessment includes only cognitive and emotion domains

SEL/PSS measurement/assessment tools tend to have wider variability in the skills they include, compared to global guidance documents.

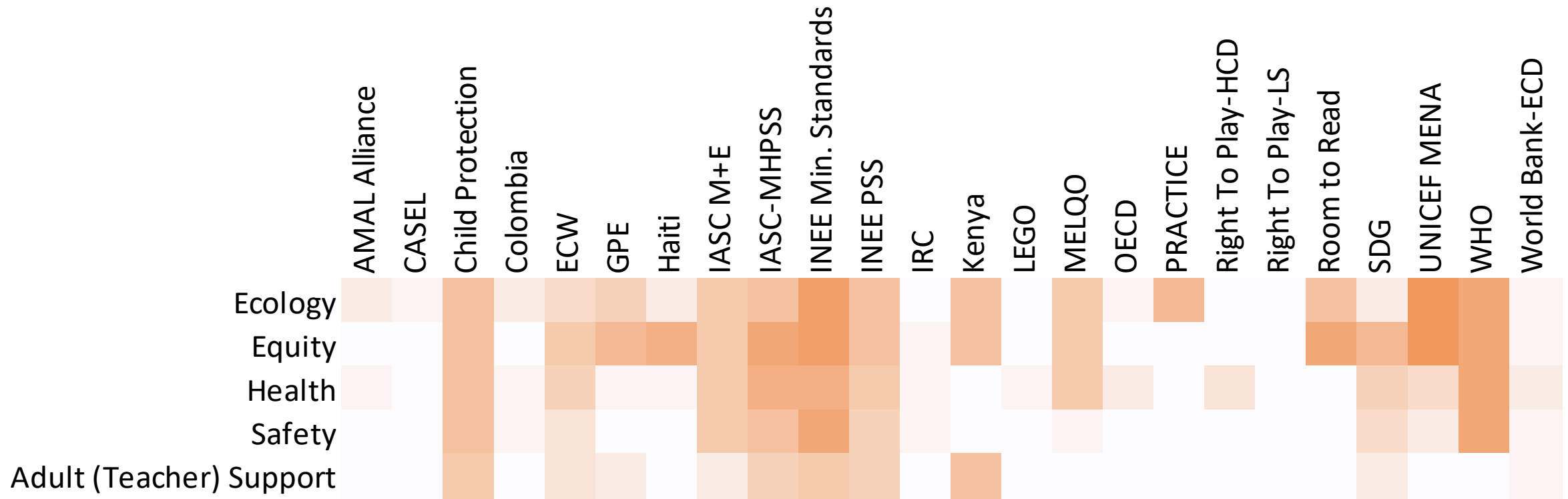
Contextual Factors

To better understand how SEL/PSS tools address features of the environment, the following set of codes was created and applied across all documents:

Ecology	Equity	Health	Safety	Adult Support
Children's social networks, relationships, and experiences in different areas of their lives.	Children's identities, backgrounds and experiences that may give them an advantage or disadvantage in society.	Children's physical and mental health as well as public health concerns/status such as water and sanitation.	Child's actual or perceived safety, and is often related to issues of child protection.	Support that is offered to or required for teachers or other caregivers (e.g., child protection staff).

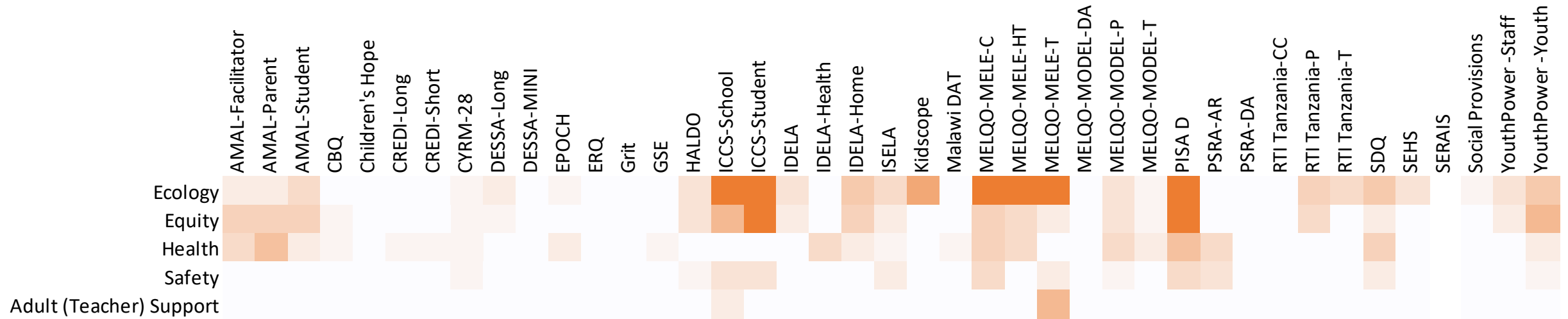
Context in Guidance Documents

Across the guidance documents, all of the five contextual factor codes were applied, with the greatest focus on ecology, equity, health, and safety.



Context in Measurement Tools

Among the SEL/PSS measurement/assessment tools, the **ecology** and **equity** codes were applied with much higher frequency than other codes.



SEL and Context in Programs

- Overall, **programmatic approaches include all six SEL domains** (cognitive, emotion, social, values, perspectives, and identity).
- Across the programmatic approaches, four received all five contextual factor codes (Better Learning Program, HEART, Safe Healing and Learning Spaces, and Convivimos).
- **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.

Key Considerations for EiE

Do no harm

- 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.
- 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.

Key Considerations for EiE

Validation

- **Few studies** have shown SEL/PSS tools to be **validated in crisis and conflict-affected settings**.
 - **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, as accurate measures are needed to ensure that they serve children as effectively and efficiently as possible, with limited stressors and burden to individuals and resources.

Key Considerations for EiE

Contextualization

- Contextualization was a **major barrier** for many stakeholders, because it requires significant funding, resources, and time.
- 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**.

Key Considerations for EiE

Tools designed specifically for use in EiE contexts

- Over **90%** of the tools have been **used in conflict and crisis-affected contexts**, however, only **four tools** were specifically designed with consideration of emergency settings: HALDO, ISELA, IDELA, and SERAIS.
- These tools were developed by Save the Children (3 tools) and NYU Global TIES* (1 tool).

*The SERAIS tool was compiled by NYU Global TIES and is based on existing measures; see Profile section of the Report for more details.

Key Considerations for EiE

Drivers of cost

- The **vast majority** of tools included in our analysis are **free**, but there are **underlying costs** of using them in conflict-affected contexts:
 - Piloting (e.g., training duration, consultant fees, enumerator costs)
 - Administration (depending on the mode of the tool)
 - Scoring (if external scoring needed)
 - Translation and adaptation (costs of time-intensive translation and adaptation work)

Progress and Gaps...

Based on our analyses, we identified **progress** and **gaps** in relation to the field's capacity to monitor progress towards global goals for EiE:

Progress Toward Global Goals

Alignment between guidance documents.

Major global stakeholders are aligning around SEL/PSS as a global priority for all children, including those in conflict and crisis-affected settings.

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.

Global goals recognize the importance of contextual factors for EiE.

Many of the global guidance documents also highlight important contextual factors relevant to education in emergencies which impact policy and practice.

Gaps in Current Capacity

Common and operationalizable definitions for SEL/PSS

While the majority of guidance documents include goals related to PSS/SEL, there is not a common definition for PSS/SEL that underlies all the global goals.

When measuring SEL/PSS outcomes, education in emergencies is not often captured

We identified only four SEL/PSS measurement/assessments tools specifically designed for use in EiE settings.

Lack of measurement/assessment tools for contextual factors in EiE settings

There is a lack of measurement/assessment tools designed to capture and understand contextual factors in education in emergencies.

Lack of measurement/assessment tools for SEL/PSS at the population-level

There is a lack of international and national-level measurement/assessment tools to assess SEL/PSS-related outcomes at the population level.

Thank you!

Please contact us with any questions:

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