



LOCAL ENGAGEMENT IN SOCIAL AND EMOTIONAL LEARNING AND SOFT SKILLS MEASUREMENT: A COMPENDIUM OF CASES

SEL/SS Measurement Taskforce

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ACRONYMS

ALiVE	Assessment of Lifeskills in East Africa
ALSA	Adolescent Life Skills Assessment
ASQ	Ages and Stages Questionnaire
CAR	Children-at-risk
CASEL	Collaborative for Academic, Social, and Emotional Learning
CICL	Children-in-conflict-with-the-law
CP	Child protection
CPD	Continuous professional development
CS4	Children’s Self-Report Social Skills Scale
CSTR	Caring Student-Teacher Relationship Scale
DEEP	Data and Evidence for Education Programs
DRC	Democratic Republic of Congo
DT	Design Thinking
EAGER	Every Adolescent Girl Empowered and Resilient
ECCN	Education in Crisis and Conflict Network
ECW	Education Cannot Wait
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EiE	Education in Emergencies
EPW	Education for Protection and Well-being
FCDO	Foreign Commonwealth & Development Office
FGD	Focus group discussion
GBV	Gender-based violence
GEP	Girls’ Education and Gender Equality Program
HPL	Humanitarian Play Lab
IDELA	International Development and Early Learning Assessment
IED	Institute of Educational Development (BRAC)
INEE	Inter-agency Network for Education in Emergencies
IRC	International Rescue Committee
ISELA	International Socio-emotional Learning Assessment
JICA	Japan International Cooperation Agency
LSC	Life Skills Collaborative
LSCE	Life Skills and Citizenship Education
LTA	Learn Together Activity
LtP	Learning through play
MENA	Middle East and North Africa

MESSY	Matson Evaluation of Social Skills with Youngsters
MoE	Ministry of Education
MOES	Ministry of Education and Science
MYRP	Multi-Year Resilience Programme
NGO	Nongovernmental organization
NTC	National Testing Center
OOS	Out of school
PALA-SEL	Palabek Adolescent Lifeskills Assessment of Social Emotional Learning
PANAS	Positive and Negative Affect Schedule
PARQ	Parental Acceptance and Rejection Questionnaire
PBL	Play-based
PSS	Psychosocial support
RASEL	Rwanda Assessment of Social-Emotional Learning
RCT	Randomized control trial
RELI-Africa	Regional Education Learning Initiative
RISE	Research on Improving Systems of Education
SC	Steering Committee
SCERT	State Council of Education Research and Training
SE	Social Emotional
SEL	Social and emotional learning
SERAIS	Social Emotional Response and Information Scenarios
SJT	Situational judgment tests
SLEC	Student Learning in Emergency Checklist
SRL-SRS	Self-Regulation of Learning Self-Report Scale
SS	Soft skills
TaRL	Teaching at the Right Level
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WA	WhatsApp
WHO	World Health Organization
VVOB	Flemish Association for Development Cooperation and Technical Assistance

OVERVIEW

HIGHLIGHTS AND KEY TAKEAWAYS



Highlights

- Localization efforts for social and emotional learning and soft skills (SEL/SS) measures are occurring in different developmental contexts, for different age groups, using a variety of methods, and across a continuum of local engagement.
- Despite diverse conceptualizations of SEL/SS competencies across contexts, there are a number of overlapping approaches to local engagement.
- Efforts to establish contextually appropriate SEL/SS measurement tools are expanding but there are challenges in this process that have not been addressed, including: determining which skills and competencies to measure, aligning those skills and competencies with existing SEL/SS tools, engaging consistently and meaningfully with local stakeholders, and developing reliable, valid tools that reflect national curricula, time, and resources.



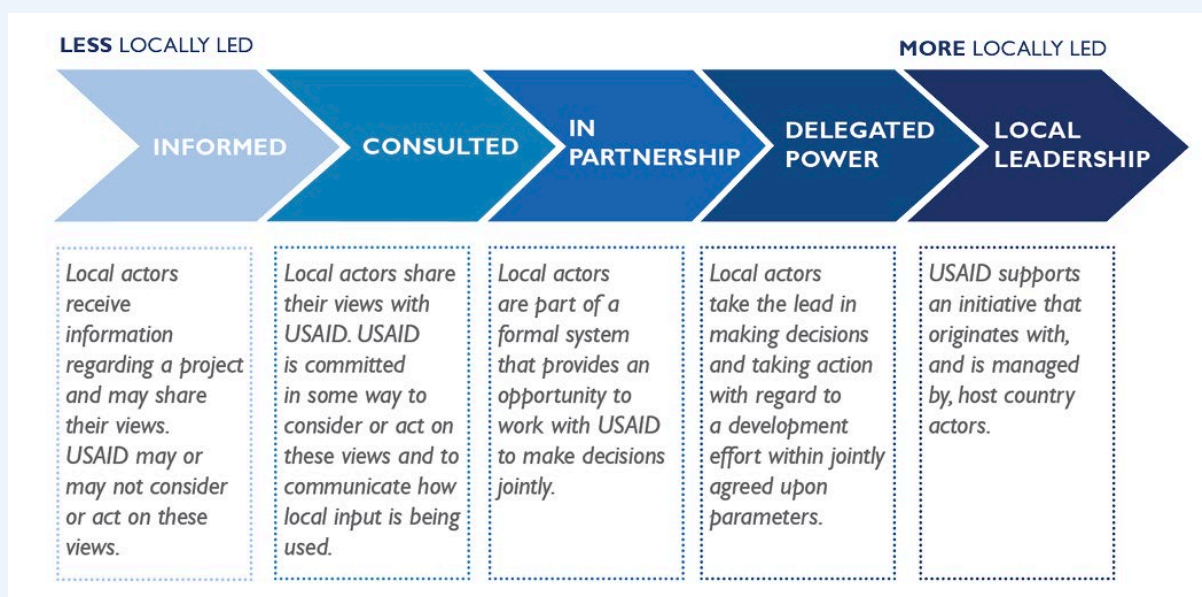
Key Takeaways

- Engaging local stakeholders in the process of adapting and developing measurement tools will enhance buy-in; local actors leading the process would be even better.
- Aligning tools with local SEL/SS frameworks is essential but often challenging.
- Language—both spoken and written—and the lack of consistent terminology being used to describe SEL/SS competencies can pose significant barriers to local engagement.
- Socializing and advocating for SEL/SS measurement across multiple levels of stakeholders are complex endeavors.
- Efforts aimed at increasing local engagement are time and resource intensive.

INTRODUCTION

To better understand the diversity of practices around local engagement in the development and adaptation of SEL/SS measurement tools, the SEL/SS Measurement Taskforce set out to gather information from those engaging in this work globally, in development and humanitarian contexts. The *Local Engagement in Social and Emotional Learning and Soft Skills Measurement Compendium* presents 20 unique cases of projects, programs, or initiatives that strive to promote locally led processes for adapting existing tools or developing new tools that prioritize and reflect local contexts. The cases and accompanying synthesis offer an opportunity for those working on SEL/SS measurement to reflect on ongoing work and identify strategies to continue strengthening efforts to both increase or strengthen local engagement and improve the validity of measurement.

Localization efforts occur along a continuum and employ multiple techniques to centralize the needs, priorities, and values of the local context. At one end of the continuum, local stakeholders are provided with information about a program, practice, or initiative (i.e., less locally led). As efforts progress along the continuum, local stakeholders share their views on or jointly develop or create a program, project, or initiative. At the other end of the continuum, local stakeholders make decisions, manage, and carry out the program, practice, or initiative.



Localization efforts for SEL/SS measurement reflect the process of engaging local stakeholders in generating and delivering culturally, contextually, and developmentally appropriate SEL/SS measurement tools. Locally led SEL/SS measurement extends beyond simply translating a tool to adapting the meaning of the tool for a given context. In doing so, power is shifted toward local stakeholders and the SEL/SS measure becomes more relevant and sustainable. Throughout this compendium, the term “localization efforts” reflects the process of adapting existing tools or developing new tools that engage with and prioritize the local context.

BACKGROUND

The measurement field within the social sciences has typically emphasized the importance of using standardized and validated measurement tools to assess constructs. Constructs are broad theoretical concepts or topics that investigators wish to assess. This approach is thought to allow for more accurate comparisons across studies, contexts, and cultures, which establishes evidence for or against a particular construct. To date, most SEL/SS measurement tools have been developed in the global north or in western contexts; adapting these tools for other regions including the global south is extremely resource intensive and often results in poor reliability and validity. Yet we know that social and emotional learning and soft skills are inherently context specific: different competencies are valued

DEFINITION

Construct validity reflects the extent to which an assessment tool (or set of tools) measures the intended construct, for example self-esteem or critical thinking.

and displayed in different settings by different groups. Moreover, the way one context or culture conceptualizes SEL/SS competencies may vary considerably from the way another context or culture conceptualizes it; these differences often exist across groups and within them. Therefore, it is important to develop or adapt existing assessment tools to better assess the contextually relevant competencies to arrive at a better understanding of learners' social and emotional and soft skills learning and challenges.

A simple language translation of an existing tool is not a full adaptation because it does not ensure construct validity, but there is no single or universally applied “best practice” approach to the adaptation of existing tools. This has led to a wide range of measurement adaptation and development approaches, some of which may be context specific but many of which are likely similar across settings.

Exhibit 2: Terms commonly used to describe skills^{iv, v}

There is growing evidence demonstrating the links between SEL/SS and other foundational learning skills, which has led to greater recognition among stakeholders that these skills deserve increased attention. As the SEL/SS field has expanded, so too has the number of terms used to describe the skills targeted by programs and practices. These terms commonly include *social-emotional skills*, *soft skills*, *transferrable skills*, *twenty-first-century skills*, *life skills*, and *non-cognitive skills*, among others. With such a diversity of terms to describe overlapping skills, it is essential to clearly communicate which specific skills or competencies are being targeted.

PURPOSE

To better understand the diversity of practices around local engagement in the development and adaptation of SEL/SS measurement tools, the SEL/SS Measurement Taskforce, chaired by USAID and UNICEF with technical guidance through the USAID Data and Evidence for Education Programs (DEEP) Activity, set out to gather information from those engaging in this work globally, in development and humanitarian contexts. The impetus for the compendium emerged from a series of discussions, activities, and surveys among the Chairs, Steering Committee (SC), and broader Taskforce membership around critical challenges with SEL/SS measurement. Across all discussions, activities, and surveys, stakeholders consistently identified the need for locally developed, contextually appropriate assessments as a priority. Additionally, Taskforce members have expressed great interest in working with local stakeholders and benefiting from local knowledge to develop or adapt appropriate SEL/SS measurement tools for specific contexts.

This compendium represents an opportunity for professionals and practitioners working in SEL/SS measurement to deeply explore the challenge of local engagement in developing measurement tools and to exchange knowledge and information about why and how SEL/SS measurement tools have been grounded in local contexts. The compendium is designed to highlight the unique processes that participants have undertaken to ensure that the development and delivery of SEL/SS measurement tools are locally driven. Cases represent efforts across the full education spectrum (i.e., pre-primary through post-secondary), including non-formal or informal learning contexts (e.g., youth development programs or employability programs), and reveal challenges and gaps with these processes. This exchange can help to better understand ongoing approaches, challenges, and possible strategies to move SEL/SS measurement forward. The cases in this compendium provide detailed processes that can ideally be replicated across diverse contexts to provide practitioners, researchers, and government officials with data on how to increase local engagement in developing and adapting SEL/SS measurement tools.

STRUCTURE OF THE COMPENDIUM

This document has two main sections: (1) the present Overview section, and (2) a set of 20 local engagement case examples. Each case provides background information about the project, an introduction to the measure, and details of the process. This information is self-reported.

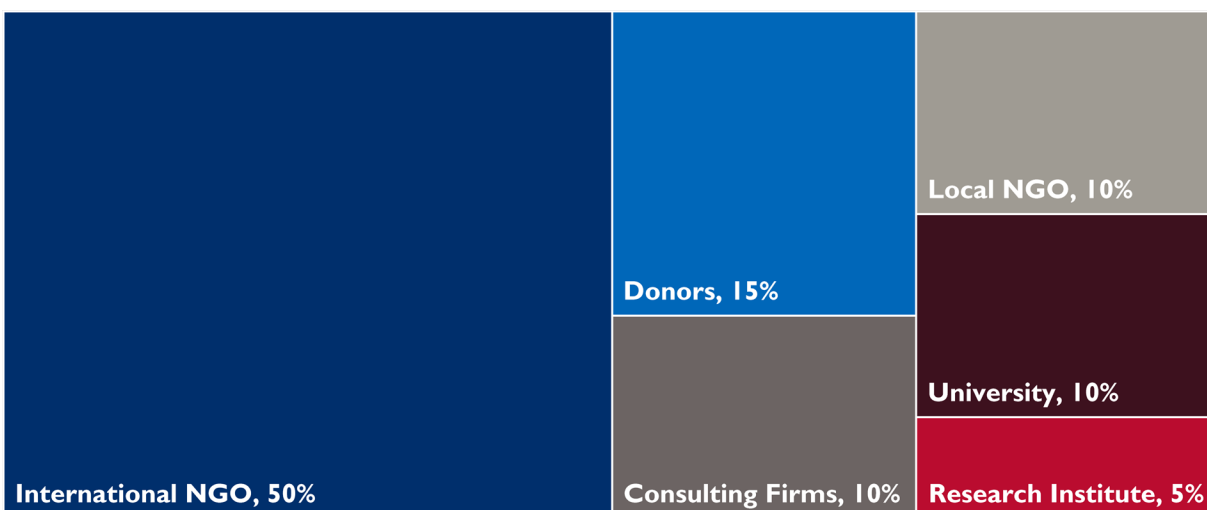
METHODOLOGY

The case studies in this compendium were gathered through an online survey collected over an extended two-stage period. Across stages, the survey remained the same but in the first stage, submitters had the opportunity to be considered as a feature case in a virtual Localization Roundtable. In the second stage, the survey remained open for additional case entries to be considered for inclusion in the compendium. Participants learned about the opportunity through the SEL/SS Measurement Taskforce listserv, announcements at conferences (e.g., Comparative and International Education Society, Society for Research in Child Development), social media platforms (LinkedIn, Facebook, and Twitter), and through other networks (Inter-agency Network for Education in Emergencies [INEE], USAID's Education in Crisis and Conflict Network [ECCN]). The DEEP team, led by a subject-matter expert, reviewed submissions for completeness; in cases where responses were unclear or incomplete, the team sent individual emails to invite respondents to clarify their submission for inclusion. Although the survey existed in three other languages (Arabic, French, and Spanish) submissions in these languages were incomplete. All complete submissions that focused on the adaptation or development of an SEL/SS measurement tool were included in the compendium.

OVERVIEW OF RESPONDENTS

The compendium comprises a total of 20 case studies representing 18 unique organizations. Organizations include donors, international nongovernmental organizations (NGOs), local NGOs, research institutes, and universities (see Exhibit 3). Submissions reflect SEL/SS measurement work being carried out in 25 countries and one regional approach in the Middle East and North Africa (MENA), with efforts most frequently occurring in Tanzania, Uganda, Bangladesh, and Ethiopia. Fourteen of the twenty cases took place in formal school settings while the remaining six SEL/SS efforts occurred in non-formal learning settings such as soccer fields, communities/community centers, and households. Every age (0 to young adult) and education level (early childhood through late secondary) was targeted by at least one project; most projects covered multiple age/education levels. The majority of assessments were for system monitoring and evaluation (17 out of 20) or formative assessment (2 out of 20) purposes; one respondent noted that they were using their SEL/SS measurement tool for both purposes. The most common measurement tool formats were self-report and learner-led, where the learner completes a task.

Exhibit 3: Case studies by organization type (n = 20)



KEY FINDINGS

The section below summarizes findings across three areas: (1) the need for local engagement in SEL/SS measurement work, (2) the process and continuum of localization efforts, and (3) the challenges faced prior to and during processes of local engagement. Each section offers a summary of the findings for that area as well as example cases reflecting each set of findings. Active links to highlighted cases are also provided. Although there were a number of commonalities across cases, each case provides a unique perspective on why and how localization efforts might occur and the challenges that such processes present.

THE NEED FOR LOCAL ENGAGEMENT

Analysis of the 20 cases suggests that while the need for local engagement in the development and adaptation of tools is strong, there are a variety of factors that drive that need.

- Participants highlighted the fact that assessments in general, and SEL/SS constructs specifically, are culture dependent and require adapting or developing tools to ground them in local knowledge and culture and make them culturally responsive. Efforts to do this ranged from reviewing existing curricula and frameworks to identify contextually salient skills to creating advisory committees composed of local stakeholders (e.g., parents, educators, ministry staff) to guide the SEL/SS measurement development process. For example, the *Social and Emotional Well-Being Survey for Adolescents* project highlighted the importance of designing measurement tools with attention to culture and students' cultural identities. The Life Skills Collaborative reported that the diversity of a nation and the fact that SEL/SS skills are contextual by nature shaped its efforts to create contextually appropriate assessments in India.
- Respondents also indicated that there was a strong need to expand local expertise and buy-in around SEL/SS measurement (e.g., the *Assessment of Life Skills and Values in East Africa* project). The lack of a tool for a particular context or the fact that an existing tool had not been used in a particular context drove their local engagement efforts. For example, the *Translating SEL* project noted that there were no tools within Palabek to assess SEL/SS and highlighted the importance of tools being developed with, for, and by the local community.

- Participants identified the need to align SEL/SS assessments with national curricula, which are placing a greater emphasis on SEL/SS competency development, as a key factor that necessitated the localization of measures. The *Tunoze Gusoma*, *Design Thinking (DT)* and *Play-Based Teaching* projects, and the *Projecto Piloto de Habilidade para a Vida* all noted that existing national or local curricula as well as shifts in the focus of those curricula to emphasize SEL/SS competencies motivated their efforts to localize measurement.

THE CONTINUUM OF LOCALIZATION EFFORTS

The cases included in this compendium reflect the continuum of localization efforts, ranging from “informed,” where local stakeholders receive information about SEL/SS measurement, to “locally led,” where local stakeholders initiate and manage the SEL/SS measurement process.^{vi} Most SEL/SS measurement tools described in the compendium were for the purpose of system monitoring/evaluation (16/20). The processes for local engagement shared some commonalities but also offered some unique perspectives on SEL/SS measurement in each context. Many of the processes identified by respondents reflect standard best practices in the adaptation of measures (e.g., translation and back translation, pilot testing measures, refining measures). However, respondents also highlighted the particular importance of these processes for assessing SEL/SS, given the highly contextual nature of these competencies, and emphasized the engagement of local stakeholders as a part of this process. Common features of localization efforts included:

- **Reflecting continuum of engaging local partners.** The cases included in this compendium reflect USAID’s continuum of local engagement efforts, ranging from efforts to consult with local stakeholders about the skills and competencies that are relevant for the context to partnering with local stakeholders in developing their own SEL/SS measurement tools. For example, the *Design Thinking* and *Play-Based Teaching* projects began with conversational workshops for local stakeholders to identify essential skills and competencies and worked with these stakeholders throughout their measurement development process. The *Adolescent Life Skills Assessment and Girls’ Education and Gender Equity Program* created two independent teams of experts that were engaged at multiple stages of the process. The *Tunoze Gusoma* project developed its SEL/SS measurement tool in partnership with a local team, education ministries, and local stakeholders. Many teams began with an ethnographic study of their context to better identify the skills it was necessary to assess. Others indicated that the creation of advisory teams that included field experts, psychologists, ministry staff, and educators, among others, was central to generating local buy-in.
- **Developing new frameworks or adapting existing frameworks.** The *Translating SEL* and *Tunoze Gusoma* projects highlighted the need to work with both local stakeholders (e.g., parents, teachers, and students) and Ministry of Education staff to identify or develop a guiding framework as an important first step in identifying culturally and contextually relevant tools or items.
- **Identifying a pool of existing measures or items to be considered for a local tool.** The *Children’s Socio-Emotional Learning during COVID-19 School Closures in Ethiopia* project reviewed existing measures to develop a set of items that reflected learners’ actual experiences in their context and had been successfully implemented and validated in similar contexts. They then engaged a panel of local child development experts to independently review the items, and identified items that the experts agreed were appropriate for their context before finalizing and piloting the SEL/SS measurement tool.
- **Beginning to establish the reliability and validity of new or revised measures using standard adaptation processes like translation and back translation, pilot testing measures, etc.** The *Education and Protection Program*, the *Life Skills Collaborative*, and the *Unpacking Socio-Emotional Skills for Women’s Economic Empowerment* project all noted the central role that

language and translation played in their localization efforts. Many noted that they used panels of experienced translators, local community members, and bilingual members of their teams in this process.

- **Strengthening the capacity of local stakeholders.** Several cases highlighted their efforts to develop or strengthen local stakeholders' capacity to support SEL/SS assessment. For example, the *Education Cannot Wait (ECW) Holistic Learning Outcome Measurement* project highlighted its efforts to train local enumerators in the process of developing its tool because many were unfamiliar with data collection. Others highlighted the importance of this process for particular contexts (e.g., rural contexts) and for programs targeting specific populations (e.g., girls).

THE CHALLENGES OF LOCALIZATION EFFORTS ACROSS THE CONTINUUM

Respondents experienced many similar challenges of localization as well as some contextually specific challenges, including:

- **A lack of standard terminology for SEL/SS competencies or constructs across contexts.** Language was the most frequently identified barrier to localization efforts. For example, several projects raised concerns about losing the meaning of a skill or construct following translation (e.g., *Systematic Integration of Socio-Emotional Learning in Context*), while others indicated situations where the tool included a term for which there was no equivalent in the intended language (e.g., Russian and Tajik in the *Learn Together Activity*).
- **Diverse conceptions of SEL/SS constructs and their relative importance.** The *Social and Emotional Well-Being Survey for Adolescents* project highlighted both the cultural differences in how SEL/SS is conceptualized and the multidimensional nature of SEL/SS as a particular challenge to its localization process. Similarly, the *Design Thinking and Play-Based Learning* project reflected on negotiating between cultural norms and universally desirable behaviors, and between contextual nuances and national agendas, which was especially challenging. The *Life Skills Collaborative* project noted the challenge of bringing together education staff from different states or regions within a country and both establishing and maintaining a common understanding of their purposes.
- **Time and resources.** Respondents noted that the extensive time and resources required to localize a tool presented a challenge. For example, the *PlayMatters* and *ALiVE* projects highlighted how engaging with local stakeholders to develop or adapt SEL/SS measurement tools is a lengthy process with many challenges; navigating and addressing these challenges takes time and resources that are not always available. Others highlighted that the need for a “quick solution” is not always compatible with the process of comprehensive localization.
- **Limited local capacity.** Several respondents noted the low capacity of local enumerators, educators, or parents to administer SEL/SS assessments, as well as the limited number of qualified enumerators. For example, the *Every Adolescent Girl Empowered and Resilient (EAGER)* project reported that the low capacity of mentors posed a considerable challenge to its process. These challenges were commonly exacerbated in rural contexts and for programs targeting specific populations (e.g., girls).
- **Other challenges.** Respondents also cited the inherent complexities of using a collaborative approach to develop measurement tools, the format of the tool (e.g., observation or use of vignettes vs. self-report), and sampling of learners as challenges.

DIRECTORY OF CASES

This listing identifies cases according to geographic region and education level. Note that no cases were received for Europe or Latin America and the Caribbean, nor for post-secondary education.

AFRICA

Project Name	Country	Education Level				
		Early Childhood/ Pre-primary	Early Primary (grades K–3)	Late Primary (grades 4–6)	Early Secondary (grades 7–9)	Late Secondary (grades 10–12)
Adolescent Life Skills Assessment (Tool) and Girls’ Education Program	Tanzania				✓	✓
Assessment of Lifeskills and Values in East Africa (ALiVE)	Kenya, Tanzania, Uganda				✓	
Catch Up Lusaka— Strengthening LtP via Scaling in Zambia	Zambia		✓	✓		
Children’s Socio-Emotional Learning during COVID-19 School Closures in Ethiopia (part of the Research on Improving Systems of Education [RISE] Programme)	Ethiopia		✓	✓		
Education Cannot Wait (ECW) Holistic Learning Outcome Measurement Programme	Burkina Faso, Ethiopia, Democratic Republic of Congo (DRC)		✓	✓		
Education for Protection and Well-being (EPW) Program	Gambia, Sierra Leone, Uganda		✓	✓		
The Effect of Design Thinking (DT) and Play-Based (PBL) Teaching Approaches on Raising Contextualized Measures of Holistic Skills (Academic & SEL) at Primary School Level	Tanzania			✓		

Project Name	Country	Education Level				
		Early Childhood/ Pre-primary	Early Primary (grades K–3)	Late Primary (grades 4–6)	Early Secondary (grades 7–9)	Late Secondary (grades 10–12)
Every Adolescent Girl Empowered and Resilient (EAGER)	Sierra Leone					✓
Translating SEL: Developing the PALA-SEL	Uganda			✓		
Tunozu Gusoma (USAID)	Rwanda	✓	✓			
Unpacking Socio-Emotional Skills for Women’s Economic Empowerment	Nigeria, Tanzania, Côte d’Ivoire					✓



ASIA

Project Name	Country	Education Level				
		Early Childhood/ Pre-primary	Early Primary (grades K–3)	Late Primary (grades 4–6)	Early Secondary (grades 7–9)	Late Secondary (grades 10–12)
Adolescent Life Skills Assessment (Tool) and Girls’ Education Program	India, Bangladesh, Sri Lanka, Nepal, Laos, Cambodia, Vietnam				✓	✓
BRAC Humanitarian Play Lab	Bangladesh	✓				
Education Cannot Wait (ECW) Holistic Learning Outcome Measurement Programme	Bangladesh		✓	✓		
Education for Protection and Well-being (EPW) Program	Sri Lanka		✓	✓		
Learn Together Activity (LTA)	Tajikistan		✓	✓		
Life Skills Collaborative (LSC)	India				✓	✓
Play to Thrive	Hong Kong, China		✓	✓		
Social and Emotional Well-Being Survey for Adolescents	India			✓	✓	✓

Project Name	Country	Education Level				
		Early Childhood/ Pre-primary	Early Primary (grades K–3)	Late Primary (grades 4–6)	Early Secondary (grades 7–9)	Late Secondary (grades 10–12)
Systematic Integration of Socio-Emotional Learning into Interventions for Children-in-Conflict-with-the-Law (CICL) and Children-at-Risk (CAR)	Philippines				✓	✓

MIDDLE EAST

Project Name	Country	Education Level				
		Early Childhood/ Pre-primary	Early Primary (grades K–3)	Late Primary (grades 4–6)	Early Secondary (grades 7–9)	Late Secondary (grades 10–12)
Education Cannot Wait (ECW) Holistic Learning Outcome Measurement Programme	Iraq		✓	✓		
Life Skills and Citizenship Education (LSCE) Measurement Instrument	Middle East				✓	

Background	Name of SEL/SS Project: Adolescent Life Skills Assessment (Tool) and Girls' Education and Gender Equality Program (GEP)	Organization: Room to Read		
	Project Dates: 2001–Present	Description of SEL/SS Programming: The core program consists of a 7-year life skills curriculum, typically delivered after school, where participants engage in activities meant to increase their learning and their opportunity to exercise life skills that are critical for their acquisition of agency and, ultimately, the improvement of their lives.		
	Location/s: Multiple (India, Bangladesh, Sri Lanka, Nepal, Laos, Cambodia, Vietnam, Tanzania)	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input checked="" type="checkbox"/> Early Secondary (grades 7–9) <input checked="" type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): Multiple donors, non-restricted funding.	
Measure Information	Name/Description of Measure: Adolescent Life Skills Assessment (ALSA) The ALSA is a well-researched tool designed to measure life skills and report separate scores on each skill. Until 2022, the ALSA focused on nine skills: self-confidence, self-control, decision making, empathy, relationship building, communication, perseverance, problem-solving, and recognizing and managing emotions. Starting in 2023, the ALSA framework focuses on a smaller set of skills that are better aligned to the updated GEP curriculum and emphasize the gender-transformative goals of the program. The new ALSA was developed following best practices in participatory assessments and measurement justice.			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? The first version of the ALSA (used up until 2022) contextualized items but not the constructs. Constructs were thought of globally because Room to Read's GEP is a global program with a common curriculum. Starting in 2023, the team moved toward a mixed approach where constructs are mostly developed from the ground up, at the country level (country-specific constructs). A smaller portion of the constructs is developed directly from the global curriculum (global constructs). Items measuring the global constructs are used for country-level comparisons, provided they meet measurement invariance requirements. All items, particularly those that measure country-specific constructs, are used to learn and to evaluate the program within each specific context.			
	 How would you describe your process? Until 2022, the contextualization of the ALSA went through several steps: (1) reviewing items for appropriateness, (2) translating/back translating into the corresponding languages and ensuring that linguistic "noise" was removed, and (3) field testing the questions to understand participants' response processes. More on the ALSA details can be found here. Since 2023, the ALSA has followed a different development process. Global items follow a similar approach to what has been done historically. However, country-specific constructs are shaped directly by participants' experiences. Country-specific items are contextually relevant in the sense that they mirror contextually relevant constructs. However, these items are developed in English and require adaptation and translation into the corresponding languages. Items are translated and later reviewed by two independent groups with knowledge of the program and about the constructs being measured. Using the feedback from these independent groups, the team finalizes items and pilots them using quantitative and qualitative techniques, including cognitive			

interviews. After pilot evidence is gathered and analyzed, the team makes a final decision about which items to retain and how to word them. This pilot process also focuses on item types, because not all groups are equally comfortable with different item types (this is also a culturally specific decision). A gender lens is kept throughout this process.





What key considerations or guiding principles informed your process?

The ALSA contextualization has been driven by best practices and by an enormous concern for cultural and contextual relevance. The GEP is a global program but is adapted for each context, and so is the tool. Recently, the psychometric field has made enormous progress in developing frameworks to improve equitable practices in test development and use. These new frameworks tend to emphasize participatory methodologies and anti-racist lenses. Room to Read has followed these advances closely and adapted its test development and localization approaches to meet the best practices put forth by the psychometricians and measurement experts. We will continue to adapt as the field provides more and better information about contextualizing measures.



What were the greatest challenges this process faced?

In a way, the new methodology used to develop the ALSA has facilitated the work enormously. Team members and participants value and understand the effort made to create measures that matter in each context. However, some challenges remain. The adaptation and translation of concepts and terminology are not easy, especially when dealing with topics such as gender. The cognitive interviews have helped, but there have been more substantial adaptations in some contexts than was initially foreseen. In relation to global items, measurement invariance between countries is not a given. Cross-cultural comparisons are not the most important purpose of the ALSA but measurement invariance is a desirable property.

Background	Name of SEL/SS Project: Assessment of Life Skills and Values in East Africa (ALiVE)	Organization: Zizi Afrique Foundation, Luigi Giussani Foundation, Milele Foundation, Uwezo Uganda, Regional Education Learning Initiative (RELI-Africa) members		
	Project Dates: 08/01/2020–12/31/2025	Description of SEL/SS Programming: The Assessment of Life Skills and Values in East Africa (ALiVE) project seeks to catalyze the education systems of Kenya, Tanzania, and Uganda to focus on life skills and values. This is achieved by: developing contextualized, open-sourced assessment tools; conducting a large-scale assessment among children and adolescents ages 6–17 years; using the evidence to raise public awareness and advocate for system focus; strengthening local capabilities to assess the complex competencies; and nurturing the agency of local experts to amplify their voices at the national, regional, and global levels.		
	Location/s: Kenya, Uganda, Tanzania	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Settings: <input type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input checked="" type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: Private Foundations Source (if applicable):	
Measure Information	Name/Description of Measure: Reliafrical The ALiVE tool is a context-based tool that focuses on measuring three skills (problem-solving, self-awareness, and collaboration) and one value (respect). The tool is administered orally.			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Child performs task <input type="checkbox"/> Open ended <input type="checkbox"/> Self-report <input checked="" type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? Life skills have been measured using many different tools tested internationally. Most of these are self-rating scales, and few of them have been developed for Sub-Saharan African contexts. ALiVE responded to the need to develop assessment tools for the East African context while growing local expertise to understand these competencies and develop hands-on skills in nurturing and measuring these competencies.			
	 How would you describe your process? We started by mapping the skills incorporated in the curriculum frameworks in the three countries (Kenya, Tanzania, and Uganda). We selected three skills (one for the cognitive, one for the social, one for the self-identity domain) and one value. We conducted a rapid ethnographic study in each country (15 districts) to understand the meaning of the skills in context. The study helped to give a contextual understanding of the three skills and the value, and to build a foundation for the tool development processes. A team of 47 local experts and an external facilitator worked collaboratively to develop assessment criteria and a framework for developing the assessment tool. Next, the contextualized tool was drafted and tested in two pre-pilots (with over 250 respondents in each country) to assess its functionality. We then conducted a household-based assessment in over 37,000 households, assessing more than 45,000 adolescents in Kenya, Tanzania, and Uganda under the supervision of Professor Esther Care.			






What key considerations or guiding principles informed your process?

Both the cognitive and social dimensions of SEL highlight the importance of the context in which a person lives, including their background, language, understanding, and knowledge. This builds on the works of Vygotsky and Lurii, which have explored language, culture, beliefs, and social experience as fundamental in shaping cognitive development. For this process, we investigated understandings of the selected SEL-skills in the context through a rapid-ethnographic study. We then engaged local experts and stakeholders, who were co-researchers, at every step of the tool development process. Even the enumerators were community members.



What were the greatest challenges this process faced?




Language was one of the major challenges experienced. Tasks had to be translated into different languages to ensure that the test was not assessing language proficiency but the skill itself. This made the process both costly and lengthy, with double-translation as the standard. Local languages often do not have some of the words or phrases that are commonly used in English. The translation from English to local languages requires a certain degree of interpretation to ensure that the same amount of information is offered to the respondent and that the pieces of information given, or the questions asked are clear and in line with the original version. For example, the tool had to be translated into 12 languages in Uganda; 17 languages in Kenya; and into different dialects of Kiswahili in Tanzania. The processes of tool development, piloting, and capacity strengthening were deeply engaging, which left minimal time for the team to reflect on the learning process of the ALiVE initiative and contribute to the field reports on the findings and lessons learned. The team engaged a learning expert later on to help catch up on documenting learning. ALiVE aimed to maximize the power of performance tasks and demonstrated behavior.. Other challenges include but are not limited to: catering for different student identities including age, gender, and whether youth were in or out of school; eliciting and capturing real emotional responses within ethical, safe and respectful boundaries; recognizing cognitive versus non-cognitive responses from the scenarios; and mitigating diverse cultural contexts and realities within the measured sample.

Background	Name of SEL/SS Project: BRAC Humanitarian Play Lab		Organization: BRAC Institute of Educational Development (BRAC IED)		
	Project Dates: 01/01/2019–12/31/2023		Description of SEL/SS Programming: The BRAC Humanitarian Play Lab (HPL) is a play-based model designed to provide a safe platform for healing and promote the development and well-being of Rohingya learners ages 0–6. Integrating “Play to Heal” and “Play to Learn” frameworks, the model focuses on cultural retention and play activities from Rohingya culture.		
	Location/s: Dhaka, Bangladesh		Region/s: <input type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East		Type of Setting/s: <input type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal
	Age Range: <input checked="" type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18		Education Level: <input checked="" type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary		Funding Type: Donor Source (if applicable): LEGO Foundation
Measure Information	Name/Description of Measure: Ages and Stages Questionnaires: Social Emotional (ASQ: SE) We are using the ASQ: SE to measuring SEL. It assesses self-regulation, affect, social communication, interaction, adaptive functioning, and autonomy.				
	Purpose of SEL/SS Measure: System monitoring/evaluation		Tool Format: <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Adult report <input type="checkbox"/> Child performs task <input type="checkbox"/> Open ended <input type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	<p> What necessitated the localization efforts? Localizing research tools is necessary to ensure the validity and reliability of data collected in a particular cultural, linguistic, and contextual setting. It aids in preventing bias that could result from linguistic and cultural variations. Additionally, it ensures that the local translated tool measures the same thing as the source tool.</p>				
	<p> How would you describe your process? The tool’s items are evaluated by SEL/SS experts to determine their appropriateness for the cultural context. The original scale is then translated from its original form into the local dialect; it is then back-translated. The accuracy of the translation is checked through cognitive understanding of the target population. Following translation, we conduct a pilot study of the tool to identify any sensitive items pertaining to the specific culture. If the tool includes any sensitive items, those are either modified or removed from the tool. The tool is finalized by evaluating its feasibility, reliability, and validity.</p>				
	<p> What key considerations or guiding principles informed your process? Reliability, consistency, and validity for the intended population, as well as the quality of the translation, are important factors for localizing a tool. To address these factors, we use cognitive understanding practices, in which individuals from the target population are asked to express tool items in their own words. This process is valuable for assessing the accuracy of translation and ensuring that the wording of the translated tool is understandable to the target population. Examining cultural sensitivity, viability, user-friendliness, and usability is also important. It is crucial to evaluate the tool’s suitability for use in the target context, taking into account cost, time, and ease of administration. The feasibility of the tool also depends on factors like the clarity of the administration instructions and the ease of scoring.</p>				



What were the greatest challenges this process faced?



Collecting data on SEL for local contexts can be challenging due to the language barrier and lack of skills in administration procedure among the workforce, especially in the humanitarian context. Although the tool validation process necessitates translation, it is challenging to find translators who are fluent in both English and the local tongue. Sometimes finding the appropriate words and idioms for the local context is difficult as well. The validation process is more difficult due to scarce resources like time and money, ethical issues, and a lack of qualified individuals, technology, or data management systems. There is also a need to increase funding for contextualization of tools.

Background	Name of SEL/SS Project: Catch Up Lusaka—Strengthening Learning through Play (LtP) via Scaling in Zambia		Organization: The Flemish Association for Development Cooperation and Technical Assistance (VVOB)—Education for Development		
	Project Dates: 04/01/2021–03/31/2023		Description of SEL/SS Programming: The research focuses broadly on an accelerated learning intervention in primary education (Teaching at the Right Level; TaRL) implemented in Lusaka Province, Zambia. The SEL research focuses on the following questions: (1) Does TaRL, including features of LtP, contribute to children’s socio and emotional learning? (2) What are the core features of the TaRL methodology regarding LtP?		
	Location/s: Zambia (Lusaka Province)		Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East		Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18		Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary		Funding Type: Donor funded Source (if applicable): Confidential
Measure Information	Name/Description of Measure: International Socio-emotional Learning Assessment tool (ISELA) This project employs an adapted ISELA and an observation checklist of LtP activities based on the 7Cs (Concrete, Captivating, Connected, Challenging, Collaborating, Creative, and Cheerful). Using the ISELA, we measured five domains of social and emotional learning: self-concept, stress management, perseverance, empathy, and conflict resolution. We also measured the social-ecological domains of relationships and environmental safety, which allow us to understand the broader system in which learners operate.				
	Purpose of SEL/SS Measure: Formative		Tool Format: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Adult report <input checked="" type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? Adaptation of ISELA to the local/ Zambian context.				
	 How would you describe your process? Adaptation was done by the local research team, the Centre for the Promotion of Literacy in Sub-Saharan Africa (CAPOLSA) and the VVOB researchers based on a literature review and experience in child assessment in Zambian primary schools. The tools were translated into three local languages: Tonga, Nyanja, and Bemba. During this process, specific attention was focused on assuring that translated items would measure the same thing conceptually as the English items, instead of just directly translating them. Pictures of children in the original ISELA were replaced with pictures of Zambian children. Tasks to be performed by learners took into account what was feasible in local contexts. For example, activities that required a learner to draw or write on paper allowed learners to write on the ground. Lastly, some items in the environment safety domain were rephrased to match the lived realities of Zambian students. For example, since Zambia has not experienced war in recent times, items making explicit reference to war were left out.				
	 What key considerations or guiding principles informed your process? The purpose was to develop a reliable and valid tool for the Zambian context to measure SEL competencies in relation to factors such as socioeconomic status and culture.				



What were the greatest challenges this process faced?

As mentioned above, the translation of the tool from English into local languages aimed to stay as close as possible to the original meaning of items. This was a difficult process, because some words could not be translated directly. For example, the English word “feeling” could not be directly translated because it would have meant something different in the local languages. These kinds of translations required in-depth discussions about how these concepts are understood and phrased in local languages. Other challenges were determining the criteria for SEL competencies that are culturally recognized, and time constraints in adapting the tool in time for the baseline.

Background	<p>Name of SEL/SS Project: Children’s Socio-Emotional Learning during COVID-19 School Closures in Ethiopia (part of the Research on Improving Systems of Education [RISE] Programme)</p>	<p>Organization: University of Cambridge, United Kingdom</p>		
	<p>Project Dates: 05/01/2019–06/30/2022</p>	<p>Description of SEL/SS Programming: The research used adapted self-reporting scales with learners ages 9–13 in Ethiopia to capture data regarding their social and emotional learning (SEL), including their social skills, self-efficacy, emotional regulation, and mental health and well-being. Data on learners’ social skills were collected at multiple time points, enabling longitudinal analyses of changes over time.</p>		
	<p>Location/s: Ethiopia (Addis Ababa; Amhara; Benishangul Gumuz; Oromia; Somali; and Southern Nations, Nationalities, and Peoples Region)</p>	<p>Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East</p>	<p>Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal</p>	
	<p>Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18</p>	<p>Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary</p>	<p>Funding Type: Donor Source(if applicable): LEGO Foundation</p>	
Measure Information	<p>Name/Description of Measure: no link available Scales from multiple measures were used to assess different aspects of learners’ SEL. Key measures were: the Children’s Self-Report Social Skills Scale (CS4) and Matson Evaluation of Social Skills with Youngsters (MESSY) to assess social skills; the Self-Regulation of Learning Self-Report Scale (SRL-SRS) to assess self-efficacy; the Student Learning in Emergency Checklist (26) (SLEC-26), to assess emotional regulation; and the World Health Organization (WHO) Well-Being Index to assess well-being and mental health.</p>			
	<p>Purpose of SEL/SS Measure: Formative, system monitoring</p>	<p>Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)</p>		
Localization Efforts	<p> What necessitated the localization efforts? Most of the scales used had been developed in high-income countries and we needed to ensure that they would be suitable for young learners in diverse contexts across Ethiopia, including rural and urban settings. We recognized that cultural knowledge, norms, values, and beliefs shape how SEL is perceived and enacted.</p>			
	<p> How would you describe your process? We worked closely with partners at Addis Ababa University and the Ethiopian Policy Studies Institute. We first identified existing self-report scales for the relevant SEL constructs to create a pool of 91 items, in each case prioritizing measures that had been successfully used and validated in similar contexts. A panel of local child development experts from Addis Ababa University and the Ethiopian Policy Studies Institute then individually and independently reviewed all items and considered their suitability for learners across the country. Specifically, the specialists identified items that could be used in their current form, those that required amendment, and those that were inappropriate for the Ethiopian context—items such as “I look at people when I talk to them,” being less indicative of good social skills in Ethiopia than elsewhere. Next, we compared areas of consensus and divergence between experts to select and finalize the items to use. These comprised positively worded items to keep the language as simple as possible, for which learners rated their agreement using a 5-point Likert scale. The measures</p>			

were then translated into eight Ethiopian languages by experienced translators, supervised by bilingual members of the research team. Finally, we piloted the items and analyzed the pilot data to assess their psychometric properties and confirm that they offered variation and demonstrated validity.





What key considerations or guiding principles informed your process?

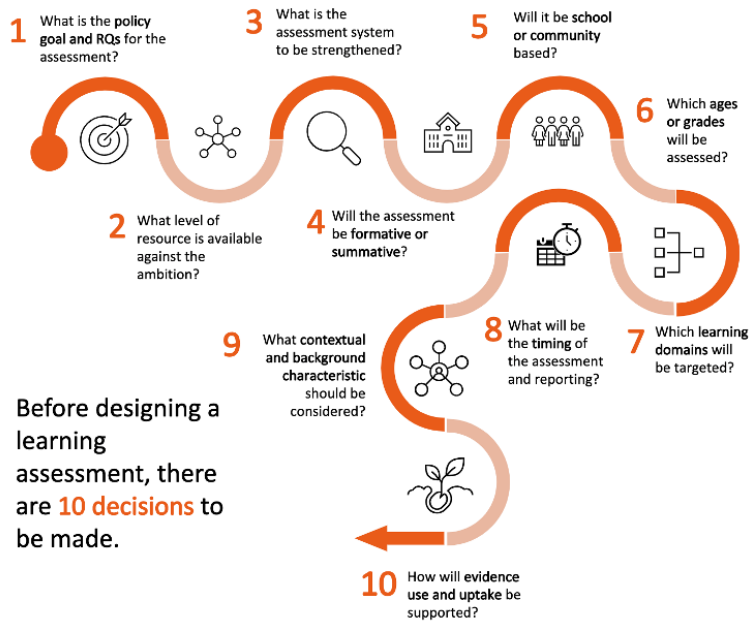
The key considerations guiding the process concerned the importance of the measures being culturally appropriate and reflective of learners' actual experiences and levels of learning. These included factors such as any deference to authority, any tendency toward more individual or collective ways of thinking, the age and literacy level of participants, and expectations of learners and childhood according to their context and location. The latter could vary, for example along gender lines, in terms of learners' opportunities or responsibilities, whether they lived in an urban or rural setting.



What were the greatest challenges this process faced?

One challenge affecting the process was learners' apparent unfamiliarity with being asked to share their opinions and perspectives. We used positively worded scale items only to minimize their cognitive demands and because measures combining both positive and negative items can evoke confused emotional reactions. We also presented the less-favorable response options first, but the data nevertheless revealed a strong propensity for learners to agree with the statements. In some cases, younger learners expressed stronger agreement than older learners, which could highlight their greater reticence to disagree with the adults enumerating them (the older learners, being more literate, provided their responses in writing).

Background	Name of SEL/SS Project: Education Cannot Wait (ECW) Holistic Learning Outcome Measurement Programme	Organization: Education Cannot Wait, Cambridge Education and Oxford MeasurEd		
	Project Dates: 09/01/2021–12/31/2024	Description of SEL/SS Programming: The Holistic Learning Outcome Measurement Programme develops new or strengthens existing holistic learning outcomes measurement systems, adapted to conflict and crisis settings in selected ECW-supported countries. Practically, the initiative aims to increase the availability of quality holistic learning outcome data in Multi-Year Resilience Programs (MYRPs) .		
	Location/s: Ethiopia, Iraq, Bangladesh, Burkina Faso, DRC	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input checked="" type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): Education Cannot Wait with Porticus Foundation	
Measure Information	Name/Description of Measure: no link available SEL measures of interest are selected through a consultative process with grantees, implementing partners, government (when relevant), ECW, and the global technical partner (Cambridge Education and Oxford MeasurEd). The program uses different tools in different places, as appropriate. Rather than focusing solely on a tool, ECW considers how to make decisions about what is most appropriate for different settings and determine whether to adapt an available tool or develop a new one. SEL/SS measures include empathy, self-awareness, problem-solving, and self-concept. In some settings the ISELA tool has been adapted, and in others, tools have been developed by the local assessment partner and the global technical partner.			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input checked="" type="checkbox"/> Child performs task <input type="checkbox"/> Open ended <input type="checkbox"/> Self-report <input checked="" type="checkbox"/> Other (specify) Scenarios		
Localization Efforts	 What necessitated the localization efforts? Localization is necessary because validity, and therefore quality, is entrenched in context-appropriate items. Assessments also need to be well targeted to the proficiency levels of children in the Education in Emergencies (EiE) setting (not just the national setting).			
	 How would you describe your process? We engaged a range of stakeholders to make design decisions about the measurement process as a whole (not just focusing on the specific tool), determine the purpose of the assessment, and establish what decisions will be informed by the results. The next step was deciding on the tool based on those bigger questions, including determining whether an available tool was appropriate if adapted. If so, we engaged implementing partners, assessment experts, MoE officials (where appropriate), and teachers (when possible) in adapting items. This was followed by a face validity review with global experts and local actors, a pilot of the items, use feedback from enumerators, and psychometric analysis of item and test performance to inform any necessary revisions. The global technical partner led national stakeholders through a series of design decisions. The policy goal and research questions are the basis for all other decisions. See diagram:			









What key considerations or guiding principles informed your process?

Instrumentation (cognitive and social and emotional) that does not reflect the experiences of children in the locale will unlikely capture the intended attribute in a meaningful manner. Therefore, validity and quality are embedded in contextually driven tools. Additionally, the knowledge children have in these settings is rarely cultivated in a safe schooling environment or “picked up” on a traditional school test. In addition to the challenges individual learners face, the systems providing education services are often weak, sometimes temporary, and lack accurate, reliable, and timely data. Each EiE system is structured differently, can serve various displaced groups differently, and is integrated with national development systems to different extent. For example, in Bangladesh, education services for the Rohingya children are entirely provided through humanitarian systems. In Kenya, refugee children attend public schools within camps but do not have access to full rights of education financing as host children. This necessitates an approach that identifies where it is best to build capacity and that is nimble and able to flex in a rapidly changing environment.

What were the greatest challenges this process faced? Challenges included: sampling where data are rarely complete; access to EiE contexts; training low-capacity enumerators; procurement of national assessment partners; and piloting in “like” settings in some contexts. Identifying what we are assessing and why has also been a challenge. The question of *what* we assess in conflict-affected settings is complicated by displacement, where learners may be studying a curriculum that they had not previously followed or are not following a fixed curriculum at all. For example, in Cox’s Bazar in Bangladesh, the curriculum learners follow, and the language they are learning in, are determined by the political situation—which can and has changed over time. Some settings may have learners from multiple countries, with experiences of different curricula, and there may be different levels of confidence that learners will return to their home countries in the future. All of these factors complicate the question of *what* should be assessed and *why*.

The need for rapid, simple, yet credible evidence within the decision-making window is also a challenge. In EiE settings, there is often little information on the sample population and we may have to use old and incomplete data to develop a sampling strategy, and there is a trade-off between the extent to which this is appropriate—using weights later where assumptions have not held—and whether investments in these population data should be made before sampling. In a conflict-affected setting, there is a need to understand where the balance between timeliness, usability, and technical rigor should lie. Realities often evolve rapidly, so the need for evidence to be available quickly enough to inform decision-making increases. We do need to be mindful that if approaches are “oversimplified” or timelines are constantly shifting the credibility of the data produced will be undermined, as will its ability to inform decisions. Low capacity in assessment constrains partners in the timely procurement and onboarding process.

Background	Name of SEL/SS Project: Education for Protection and Well-being (EPW) Program	Organization: ChildFund International		
	Project Dates: 12/01/2022–06/01/2024	Description of SEL/SS Programming: Integration of SEL into classroom lessons and after-school activities for learners ages 6 to 12. The program uses ISELA to establish an understanding of SEL skills. The program adapted ISELA for Gambia, Sri Lanka, Sierra Leone, Uganda, the Philippines, and Zambia. Data collection in Sri Lanka, Uganda, Gambia, and Sierra Leone took place between December 2022 and September 2023.		
	Location/s: Gambia, Sierra Leone, Sri Lanka, Uganda, Philippines, Zambia	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): Individual donor and institutional funds	
Measure Information	Name/Description of Measure: no link available EPW uses four survey tools to measure 14 constructs at the learner, caregiver, teacher, and School Director level. The caregiver and teacher surveys measure adult SEL skills (problem-solving, stress management, communication, and responsible decision-making). The learner survey uses the following validated tools to measure SEL and constructs that influence SEL: (1) International Social Emotional Learning Assessment (ISELA; conflict resolution, self-concept, perseverance, empathy, stress management, and relationship skills), (2) Parental Acceptance and Rejection Questionnaire-Child (PARQ; learner-caregiver relationship), (3) Teacher Support and Attunement (Caring Student-Teacher Relationship scale, CSTR; learner-teacher relationship). Items also measure self-protection skills: identification of a trusted adult, recognizing abuse, safe/unsafe situation, reporting incidents, and violence at school.			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input checked="" type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? The tool was developed outside of the countries where it was to be used for this project and there were no other appropriate tools in these countries for this context and this age range.			
	 How would you describe your process? Training from Save the Children on ISELA, confirmation of SEL skills by Ministry of Education and local implementing partners, and review with technical committee composed of these representatives and other Ministries, translation, back translation, identification of contextualized answers for ISELA, validation of these answers by enumerators, and piloting of the tool.			
	 What key considerations or guiding principles informed your process? Local knowledge and input from local implementing partners on culturally acceptable behaviors.			
	 What were the greatest challenges this process faced? COVID-19 (this is the second baseline for several countries), time, and resources to develop country-specific tools connected to locally identified SEL skills. The SEL measurement tool was leading the decision on which SEL skills to focus on; however, now a new SEL framework is being designed in two of the countries, thus there will need to be a new tool.			

Background	Name of SEL/SS Project: The Effect of Design Thinking (DT) and Play-Based (PBL) Teaching Approaches on Raising Contextualized Measures of Holistic Skills (Academic & SEL) at the Primary School Level		Organization: Right To Play	
	Project Dates: 06/01/2021–10/31/2023		Description of SEL/SS Programming: This is an action research study using an ethnographic approach with a group of learners, teachers, and parents to identify, define, and prioritize contextualized SEL skills. The identified SEL skills were also used to investigate how an active education program is supporting the nurturing or development of those skills among learners in grade 4 primary education in formal school settings.	
	Location/s: Tanzania		Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East	
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18		Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	
Measure Information	Name/Description of Measure: no link available The contextualized SEL Tool for Tanzania has three skill domains (Hard Work, Respect, Collaboration) with a mixture of vignette-type questions for each skill. There are six additional closed-ended questions each for the Hard Work and Respect domains and ten questions for the Collaboration domain, with strong psychometric properties confirming the validity, reliability, and consistency of the tool.			
	Purpose of SEL/SS Measure: System monitoring/evaluation		Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)	
Localization Efforts	 What necessitated the localization efforts? The shift toward competency-based curriculum in education systems across developing countries calls for re-imagining what is contextually important and valuable to measure in education, and to consider how effective existing pedagogies are in supporting the development of those skills. Global measures often miss these contextual nuances. If our education interventions are to remain relevant to the needs of communities, then contextualization is inevitable.			
	 How would you describe your process? The process started with a brief ethnographic research approach that blends participant reflection and ranking through semi-structured focus group discussions (FGDs) and separate conversational workshops with teachers, parents, and learners in four districts across Tanzania. Based on the skills participants prioritized and ranked highly in phase I, a saturation analysis approach was used to identify three top-ranked skills that are measurable and ranked by diverse groups in diverse locations as valuable and important to local stakeholders. Once the top three ranked and measurable skills were identified, items from the FGDs were used to create context-specific measures of these skills. Using this item bank, the assessments were then pilot tested with a sample of 382 learners to assess the psychometric properties of the scores. The co-creation approach used with local stakeholders, along with the psychometric properties of the assessment, resulted in a strong self-report survey that measures three distinct, localized SEL skills (hard work, respect, and collaboration) for learners in the upper primary grades in Tanzania.			




What key considerations or guiding principles informed your process for localization?

Partnership and co-creation: At the core of this work were building a strong partnership with local-level actors within the education space and embedding the team to build contextual understanding. Fostering equal partnership with key local researchers to lead the process and create space for co-creation with local school actors was also essential. Financing and cultural sensitivities: The other consideration was around the availability of resources to finance the iterative process of a series of consultative actions needed to carry out the localization process. It was also important to create safe spaces for diverse groups to engage freely and deeply.

**What were the greatest challenges this process faced?**

Challenges included keeping tabs on researchers' own biases and negotiating the fine line between culturally held norms and universally desirable behaviors. Reflecting lower-level values and contextual nuances in the national level agenda of what is important in education required particular effort. Finally, the process was lengthy and expensive.

Background	Name of SEL/SS Project: Every Adolescent Girl Empowered and Resilient (EAGER)	Organization: International Rescue Committee (IRC) Sierra Leone	
	Project Dates: 02/01/2019–03/31/2023	Description of SEL/SS Programming: In response to findings about high levels of affective disorders among girls, the EAGER curriculum has a strong focus on social and emotional learning and emphasizes skills to build resilience and agency. Sessions acknowledge and normalize difficult emotions and guide girls to recognize, safely express, and manage difficult emotions. EAGER was an 11-month learning program that included nine months of literacy, numeracy, and life skills classes and two months of business skills classes.	
	Location/s: Sierra Leone	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input checked="" type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): Foreign Commonwealth & Development Office (FCDO) as part of the Girls Education Challenge
Measure Information	Name/Description of Measure: Learning Checks , Observation Learning Checks consist of discussion questions posed to the whole group by Officers, who invite learners to share their answers. These also are an opportunity to remind girls about what they may have missed and reinforce learning. In addition to group learning and sharing, volunteers receive individual support through regular session observation and coaching. EAGER Officers sit in on a regular session twice quarterly to observe volunteers’ competence in core curriculum skills and facilitation, communication, and inclusion . Following the observation, the Mentor or Facilitator meets with the respective EAGER Officer for further coaching to discuss strengths and areas for improvement, and realistic action plans to address these.		
	Purpose of SEL/SS Measure: Formative	Tool Format: <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input type="checkbox"/> Self-report <input checked="" type="checkbox"/> Other (specify) If other: Learning Checks	
Localization Efforts	 What necessitated the localization efforts? Given the high levels of gender-based violence (GBV) in Sierra Leone, as well as the high levels of early pregnancy, maternal mortality, and harmful traditional practices, a protection-focused, transformative lens was vital to ensure that girls are empowered with key knowledge, skills, practice, and support to make smart decisions and stay as safe and healthy as possible. The learning approach was designed with the learners’ profiles in mind to ensure the program was contextually appropriate and engaging for learners. The content is based on real-world examples that learners can apply immediately in their day-to-day lives and is taught to be practical rather than academic. The lower-than-anticipated education level of Mentors necessitated the adaptation of both the curriculum content and the continuous professional development (CPD) approach to target Mentors’ profiles, upskill them, and build their capacity to facilitate sensitive topics and mitigate risks of harm.		



How would you describe your process?

An extensive baseline questionnaire was used to collect information on girls' specific barriers and vulnerabilities. EAGER then developed feedback loops alongside a Midline and Endline Evaluation to continue improvement. The feedback loops played a key role in ensuring that resources were relevant to Sierra Leone's context. Feedback on stories, vocabulary, and overall relevance was sought. A phased curriculum development approach was also adopted, meaning that learning from the sessions—through observations and feedback loops from both girls and facilitators—could be incorporated in a second/subsequent phase. This informed adaptations to further ensure that the tool was responsive to learning, evidence-based, and continuously effective and relevant for the girls attending the sessions. EAGER carried out a survey with girls enrolled in the program to understand the impact of COVID-19 and the challenges the girls were facing. Among the respondents, 82 percent reported experiencing an increase in stress and anxiety during the pandemic. This aligned with increased household economic stresses, increased responsibilities being placed on girls, and an increase in violence against girls. Materials were pivoted to prioritize mental health and psychosocial well-being.





What key considerations or guiding principles informed your process?

There are differences between teaching learners in a formal school setting and teaching adolescent girls who have little experience with formal school. There is also a difference between preparing learners for formal school system exams and equipping them with practical skills they need in their everyday lives. Because the project targets out of school (OOS) adolescents, the checks are not formal tests. These checks should not put learners on the spot or induce any anxiety or stress. It is emphasized that the girls are not being scored, nor do their responses affect their enrollment in the program. Feedback from the checks informs the Project Officers whether follow-up with the girls, Facilitators, or Mentors is needed, or if review sessions or program adaptations are needed. Girls' base knowledge, motivation, and tailored teaching methods were considered.



What were the greatest challenges this process faced?

The greatest challenge included the low capacity of the Mentors teaching the sessions and conducting the learning checks. They had to be female, and EAGER worked in remote areas where it was hard to find qualified female candidates with the required literacy and minimum experience levels. A continuous professional development (CPD) model was developed, heavily contextualized, and tailored to upskill Mentors and build their capacity to support girls. The many intersecting vulnerabilities of the girls enrolled in the project meant that the content and assessment had to be mindful of high risks of triggering, stigma, and do no harm.

Background	Name of SEL/SS Project: Learn Together Activity (LTA)	Organization: EdIntersect	
	Project Dates: 10/23/2020–10/24/2025	Description of SEL/SS Programming: EdIntersect developed SEL tools for use on the project baseline with the Ministry of Education and other stakeholders. The program is working with teachers to create a positive learning environment, including Universal Design for Learning principles in teaching reading and math.	
	Location/s: Tajikistan	Region/s: <input type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): USAID
Measure Information	Name/Description of Measure: no link available The tool is an adapted version of the International Social and Emotional Assessment (ISELA) tool. The domains used in the baseline assessment are: Relationships and communication, Stress management, Empathy, Perseverance, Conflict resolution, Interactions with schoolchildren, and Self-concept.		
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input checked="" type="checkbox"/> Child performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)	
Localization Efforts	 What necessitated the localization efforts? We were working in schools in Tajikistan using two languages of instruction: Tajik and Russian. We needed to develop the tools for the context in a participatory fashion with our counterparts in the Ministry of Education and related country-level education actors and teachers. Through this participatory process, we needed to develop the tool in both Tajik and Russian for piloting and later use it in our national data collection for the baseline.		
	 How would you describe your process? We held an 11-day instrument workshop in October 2021 to develop and pre-test SEL tools, math tools, and some reading tool adaptations for learners in Grade 2 and Grade 4 in classrooms using Tajik or Russian as language of instruction. The Ministry of Education and Science (MOES), the National Testing Center (NTC), and the Institute for Education participated alongside teachers, LTA staff, and EdIntersect staff. We had 27 participants: 14 women and 13 men. These tools were used to investigate levels of reading, math, and SEL competencies achieved in Grades 2 and 4 in schools that participate in the Learn Together Activity. The pretesting of the SEL tools raised some interesting issues. There were questions about the register of language appropriate for second and fourth graders and finding the most appropriate terms and ways of speaking to young children about these concepts in Tajik and Russian. The terms “feeling,” “perception,” and “emotion” were all used in the Empathy domain and the team made great efforts to ensure proper word choice. In addition, in the Stress management domain, students responded “read a book” to a question about a stress management strategy. We added this as an acceptable response for the scoring on the assessment. The section on the Self-concept domain involves drawing. Participants in the pretest suggested more training would be needed for assessors, so they understand how the exercise unfolds, and that it is ok to wait and carry out the task patiently. Some children wanted to draw pictures even after the time expired. One wanted to continue and drew to the end. One question that arose was whether a child		

would be allowed to write rather than draw in the Self-concept responses. This prompted discussion around the importance of retaining the drawing, because feeling confident enough to draw is another element of self-concept.

In the end, two tools—one in Tajik and one in Russian—were finalized for use with Grade 2 and Grade 4 learners in classrooms where students are learning math and reading in those languages.




 **What key considerations or guiding principles informed your process?**

We closely analyzed the Tajikistan curriculum as well as existing SEL frameworks such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) domains, and considered how best to measure those skills especially starting from existing SEL measurement tools such as the ISELA. The Tajikistan curriculum includes three areas related to SEL: self-awareness and self-management, responsive decision-making, and social interaction. The measurement tool that we developed with the Ministry and used in Tajikistan corresponded to those three areas.

A conceptual framework for intercultural communication and comparison can help guide thinking about adapting measurement tools to cultural contexts. While cultures and people within them will vary, cultural characteristics can help in understanding the behaviors, reactions, and styles encountered in various contexts. For instance, a low-context culture, such as the United States, tends to favor explicit information and direct communication, while a high-context culture, such as Tajikistan, may favor more implicit and nuanced communication. Adapting SEL tools goes well beyond a simple process—it delves into language and the dynamics of the culture. We find that communicating within cultures, including SEL concepts, is not a matter of directly translating words and concepts from one context to another. They need to be discussed and understood within that context, and building shared understanding of constructs and measurement approaches must account for these intercultural specificities.

 **What were the greatest challenges this process faced?**

Finding the language for the concepts is a challenge. The tools were developed in Tajik and Russian.

Background	Name of SEL/SS Project: Life Skills and Citizenship Education (LSCE) Measurement Instrument		Organization: UNICEF MENA Regional Office		
	Project Dates: 02/02/2018–03/01/2023		Description of SEL/SS Programming: The Life Skills and Citizenship Education program is a holistic, lifelong, and rights-based education program set up to maximize the potential of all youth in the Middle East and North Africa (MENA) region. The program has a particular focus on young people’s successful transition into adulthood.		
	Location/s: Middle East and North Africa (MENA)		Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input checked="" type="checkbox"/> Middle East		Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18		Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input checked="" type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary		Funding Type: Donor Source (if applicable): UNICEF
Measure Information	Name/Description of Measure: LSCE Measurement Instrument UNICEF Middle East and North Africa The Life Skills and Citizenship Education instrument includes 12 Life Skills/21 century skills which are needed for Work, Active Citizenship, Personal Empowerment, and Learning and include measures on Participation, Empathy, Respect for Diversity, Communication, Resilience, Self-management, Decision-making, Negotiation, Cooperation, Problem-solving, Critical thinking, and Creativity.				
	Purpose of SEL/SS Measure: System monitoring/evaluation		Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Child performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? It was necessary to develop the tool in the region because most existing tools were developed outside of the Middle East and North Africa and do not account for the local culture and regional specificities. In addition, the measures that do exist on life skills are not well developed.				
	 How would you describe your process? The instrument was localized by working closely with three champion locations (Egypt, Palestine, and Tunisia) that represent the diversity of the MENA region in creating a new instrument that was developed by and for the region. In practice, working closely with these locations has meant collaborating with researchers from the region (research coordinators) and education ministries in the development of the instrument. In addition, small studies have been completed with school students to check their understanding of the questions. The instrument was also field-tracked in each of the three areas.				
	 What key considerations or guiding principles informed your process? The key principles were understanding the researchers as experts on life skills and how they are practiced in the region. In particular, we used the researchers’ expertise when identifying the correct answers for the situational judgment tests. The second principle was listening to students’ voices by conducting focus groups with small groups of students on their understanding of items in the skills test. The above principles were built through the process of developing the first part of the instrument (the original eight skills) and were implemented for developing the final four skills instrument.				



What were the greatest challenges this process faced?

The biggest challenge of localization on our LSCE measurement project was maintaining a common understanding of and motivation for the processes of developing the instruments with the Ministries of Education during the periods when it was necessary to work online (COVID-19 and budget related). The relationships and common understanding with MoEs worked well with face-to-face meetings in their locations or in face-to-face group meetings. With the in-person meetings time could be spent to explain things clearly, and translation and misunderstandings could be easily picked up and addressed. This was not the case with the online meetings.

Background	Name of SEL/SS Project: Life Skills Collaborative (LSC)	Organization: Life Skills Collaborative (LSC)		
	Project Dates: 01/01/2021–12/31/2023	Description of SEL/SS Programming: LSC is building public support for the mainstreaming of life skills in the Indian education system. This includes four assessment tools: two for adolescents (11 to 18 years) focused on social and emotional well-being and future readiness; one assessing system readiness to implement a life skills program; and one assessing teacher readiness to transact life skills.		
	Location/s: India	Region/s: <input type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input checked="" type="checkbox"/> Early Secondary (grades 7–9) <input checked="" type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): N/A	
Measure Information	Name/Description of Measure: Life Skills Collaborative (LSC) Assessment Toolkit Life Skills Collaborative members have created four different tools. (1) LSC Future Readiness Assessment for Adolescents is a vignettes-based tool that effectively captures the multiple facets of being a future-ready learner in the twenty-first century. The tool framework covers three focus areas under Future Readiness: Thinking Skills (Critical Thinking, Problem-Solving, Information Search, Decision Making and Creative Thinking); Relationship Skills (Communication, Collaboration, Conflict Resolution); and Leadership & Entrepreneurship Skills (Transformational Entrepreneurship). (2) LSC Social and Emotional Wellbeing Assessment for Adolescents is designed to assess the levels of students’ social, emotional, and personal well-being. The tool is based on ecological and positive psychology theories, and conceptualizes well-being as a multidimensional construct. The Self Rating type tool has a scale that consists of 56 statements to measure well-being outcomes for adolescents ages 11 to 18. The Well-Being tool measures at three functional levels: Individual Characteristics (i.e., Agency, Coping with Stress, Emotional Regulation, Self-Efficacy, Resilience); Interpersonal Characteristics (i.e., Interacting with Others, Empathy); and Environmental Context (i.e., social support from parents, teachers, classmates and close friends). (3) LSC Teacher Assessment is developed as a standardized, self-administered, quantitative, structured questionnaire. The tool assesses teachers’ preparedness and readiness as educators, facilitators, and role models to effectively deliver Life Skills Education in the classroom. The objective of the tool is to gain an understanding of teachers’ knowledge and perception, instructional preparedness and pedagogy, and available and required resources and support. (4) LSC System Assessment developed as a Self-Assessment Scorecard for government officials in the state education system. The tool attempts to assess the preparedness of the state education system for Life Skills Education delivery across multiple levels. The tool will also enable the state government to identify areas that need to be strengthened for effective implementation. The objective of this assessment is to assess the system’s appetite (policy provisions), the system’s willingness (need, relevance and perception), and the system’s preparedness (structural and budgetary provisions).			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		

 **What necessitated the localization efforts?**

India is a diverse nation with multiple cultures and languages. Life skills are contextual and teaching them requires contextualized implementation aligned to social and cultural norms. Contextual assessments have been created in partnership with four states in the languages spoken in those states.

 **How would you describe your process?**





LSC has partnerships with four states in India and is working with the State Council of Education Research and Training (SCERT) in each state. This is the nodal government body in each state that prescribes the academic curriculum and assessments. LSC, in partnership with the SCERT, set up working groups comprised of state experts and those who are part of the LSC. The skills that are included in the adolescent assessment tools were identified in partnership with the experts in these four states and multiple workshops were held with these experts to create and validate the translated versions of the tools. This validation included language and cultural norms. The tools underwent face validation with a select group of students and teachers across the four partner states. Post the review by experts and validation by a select group of students and teachers, the tools were piloted with a representative sample of 40,000 (10,000 in each state) adolescents from government schools across 18 districts. This pilot took place in the language of the state. Final versions of the contextualized tools were made available in three languages for the stages that followed validation and piloting. We followed a similar process for the System and Teacher tools. The adolescent assessment tools have been implemented with over 200,000 learners so far and in February 2023 they were rolled out by the State of Rajasthan to over 133,000 students across all districts in the state.



 **What key considerations or guiding principles informed your process?**

The key guiding principles in this process were that the tools need to be robust, scientific, and scalable. They are designed as public goods and are contextualized to ensure that language and cultural contexts are captured in the framing of the items. The tools have been co-created in partnership with the SCERT and Education department of each State and have been designed to inform at a system level.

 **What were the greatest challenges this process faced?**

Using a collaborative approach in the design and development of assessment tools proved to be both the biggest challenge and the biggest advantage. Designing tools that tested the same set of skills in different contexts in partnership with experts from four different states in India was also challenging. Ensuring that the complexity of the tool, including the difficulty level of the items, remained consistent across the three language versions of the tools required validation of the tools with 40,000 learners in 18 districts across the four states.

Background	Name of SEL/SS Project: PlayMatters	Organization: International Rescue Committee (IRC)		
	Project Dates: 03/01/2021–03/03/2025	Description of SEL/SS Programming: The goal of this program is to build holistic learning skills (cognitive, physical, creative, social, and emotional) and improve psychosocial well-being for learners ages 3–12+ through play-based approaches.		
	Location/s: Ethiopia, Tanzania, Uganda	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input checked="" type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): LEGO Foundation	
Measure Information	Name/Description of Measure: Social Emotional Response and Information Scenarios (SERAIS) SERAIS measures hostile attribution bias, emotional orientation, emotional regulation, and conflict resolution skills using a scenario-based format in which learners are read three short stories with ambiguous social situations and then asked how they would feel and act. The tool was adapted and tested for use in both host and refugee communities.			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? To our knowledge SERAIS has never been tested in refugee-hosting communities in Ethiopia, Tanzania, and Uganda. Both the translation and adaptation of SEL/SS concepts and emotional vocabulary required testing.			
	 How would you describe your process? We began with a conceptual review and its alignment with the theory of change and agreed on tools to test with the country teams. SERAIS, like all the tools used for PlayMatters, were first translated (into eight languages) and then cognitive pretested in the target communities. The baseline tools were field tested with 629 learners. We conducted confirmatory and exploratory factor analyses to test the reliability of subscales and, based on the findings, conducted a second round of revisions as well as language and conceptual checks with country teams and principal investigators.			
	 What key considerations or guiding principles informed your process? We were very conscious of the varied language groups, especially in Ethiopia. We focused on how to present the scenarios as consistently as possible across the different language groups. The SERAIS scenarios are designed to be as neutral as possible (to assess how respondents attribute an ambiguous scenario) so we made an effort to maintain the essence of items across cultures and languages.			
	 What were the greatest challenges this process faced? The need for more time for cultural adaptation and translation arose as a challenge. The value placed on emotional orientation and expression differs greatly across and within cultural contexts. For example, we are still in the process of back translating (which we could not fit in our original study timelines). Practically, some languages are very difficult to program in a digital format (i.e., the characters are not recognized) so extra time was needed for troubleshooting before data collection.			

Background	Name of SEL/SS Project: Play to Thrive	Organization: Save the Children Hong Kong		
	Project Dates: 06/30/2023–06/15/2026	Description of SEL/SS Programming: Promoting psychosocial well-being in children ages 6 to 12 through soccer activities that integrate social and emotional competency-building components, based on the CASEL framework.		
	Location/s: Hong Kong, China	Region/s: <input type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): Unrestricted program funding from program fund	
Measure Information	Name/Description of Measure: ISELA International Social and Emotional Learning Assessment (ISELA) in Traditional Chinese (Hong Kong) (The link above is for version of the tool that was contextualized and translated. The Traditional Chinese version of the tool is not yet available for publication.)			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Child performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? No SEL framework has been officially adopted by education systems or government bureaus locally. There is a lack of Chinese SEL measurement tools validated for children who use Hong Kong Traditional Chinese. Other tools are available but do not specifically measure SEL/SS skills.			
	 How would you describe your process? The ISELA tool was contracted and a local academic partner (public health professors from a reputable local university) conducted a localization and validation study of the measure in the local language (Hong Kong Traditional Chinese), with the study starting approximately 6 months prior to this project’s baseline data collection date. The localization was able to reference an internal, Simplified Chinese ISELA tool based on the development setting in the Mainland China context, which sped up the translation and contextualization process. The words and pictures of human characters used in the ISELA tool were both adapted to the local setting: Hong Kong Traditional Chinese/Cantonese and East-Asian-looking human characters. Due to participant recruitment, funding, and technical difficulties, it was decided during the study design phase to not conduct a randomized control trial (RCT) for the localization. The localization and validation study is separated into the pilot and main study phases. For the pilot phase, 50 local children were recruited based on convenience sampling to represent a variety of socio-demographic characteristics. For the main validation study, 300 children were recruited based on quota sampling, aiming to obtain a sample that approximately matched the socio-demographic distribution of Hong Kong census data in terms of sex, age, and household income level. In the pilot study phase, 10 of the children participated in cognitive testing and all 50 children were surveyed using a pilot, localized version of the ISELA tool. After the pilot, adjustments were made to the tools to increase the accuracy of translations. The translated, amended, and piloted ISELA tool will be used for Play to Thrive’s baseline data collection starting in Q1 2024 by a separate study team. The main validation study of 300 children will occur concurrently with Play to Thrive’s data collection in Q1 2024 and conclude by the end of Q2 2024.			

During testing, children were interviewed individually face-to-face. All enumerators and study leaders were trained in basic child safeguarding policies and concepts. Steps were taken to ensure a child-friendly and safe place was provided for children to participate in the testing without interference from parents.

 **What key considerations or guiding principles informed your process?**

There were four primary considerations: (1) Learner Participation—Learners were consulted on the data collection process and setting, and their feedback was incorporated into the implementation. (2) Do No Harm—Learner safeguarding training and risk assessment were conducted during planning for the validation study. Referral mapping in the event of observable abuse or distress, as well as mechanisms that ensure psychological safety, were put in place during data collection. Learners and parents were informed about their rights during consent. (3) Disability Inclusion—Recruitment was open to all learners with and without disabilities. Disability Inclusion specialist support is available for consultation as needed to provide individualized accommodation to participate. (4) Gender Equality—Learners were openly recruited with the same set of considerations regardless of gender.

 **What were the greatest challenges this process faced?**

The challenges included: established approaches to mental well-being and mental health services being predominantly from a biomedical point of view; promoting internal stakeholders' engagement and alignment on the need to spend the resources necessary for localizing the tool; established industry stakeholders lacking interest in implementing measurement tools for fear of being evaluated as ineffective; established professional stakeholders supporting an alternative approach to social and emotional development (e.g., positive education); donors lacking interest in funding detailed localization of measurement tools; SEL being a very new topic and the territory having insufficient SEL capacity; the concept of “learning” being politicized and perceived as a sensitive topic at higher risk of breaching the new National Security Law; a lack of uniformity surrounding the topic of “localization”; SEL concepts (e.g. self-efficacy) not translating or being well-established among psychosocial professionals; geopolitical friction creating apprehension toward anything “foreign”; and difficulty recruiting children to participate in a lengthy evaluation (40 mins) without incentive.

Background	Name of SEL/SS Project: Projecto Piloto de Habilidade para a Vida (ProHaVida) (Pilot Project on Life Skills in Mozambique)	Organization: Japan International Cooperation Agency (JICA), seconded to the Ministry of Education and Human Development (MINEDH) in Mozambique		
	Project Dates: 02/01/2023–02/01/2024	Description of SEL/SS Programming: The project aims to promote life skills/SEL understanding and capacity in pilot schools and generate small-scale evidence as a foundation for future intervention. It consists of data collection, awareness raising/training, coaching, and advocacy.		
	Location/s: Three provinces of Mozambique (Maputo, Gaza, Nampula)	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal	
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: Donor Source (if applicable): JICA	
Measure Information	Name/Description of Measure: no link available This project uses four assessments: two quantitative (self-report survey and pre-post training survey) and two qualitative (WhatsApp [WA] group and focus group discussions [FGDs]). The self-report survey assesses the following ten competencies for three different groups (one tool each for directors, teachers and sixth grade students): (1) Communication, (2) Problem-solving, (3) Personal development and curiosity, (4) Persistence/grit, (5) Self-awareness, (6) Self-management, (7) Self-esteem, (8) Creativity, (9) Interpersonal relationships, (10) Well-being. The survey assesses knowledge, practice, and needs for each competency. Additional questions are included for teachers to assess their background, classroom management, and teaching practice. The real-time pre-post teacher training survey assesses knowledge, daily practice and teaching ability on life skills, students’ needs, and training needs. The WA group discussion allows teachers to share comments, challenges, and questions as well as examples of applying their learning to classroom practice (video, photo, texts). Finally, FGDs for teachers were held at the end of the project.			
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input checked="" type="checkbox"/> Other (specify) If other: WhatsApp group continuous discussion and FGDs		
Localization Efforts	What necessitated the localization efforts? The new national primary education curriculum developed in 2020 includes seven competencies with which primary graduates need to be equipped (mostly SEL/SS related). Based on interviews with stakeholders and the Ministry of Education and Human Development (MINEDH), there is a lack of awareness about the competencies, available tools (in Portuguese), training, practice, and resources, so a small-scale localized pilot project was initiated. The pilot study intends to seek synergy with the ongoing JICA project to promote math and natural science based on the new national curriculum.			



How would you describe your process?

The self-report survey tool (baseline/endpoint) was developed through a multistage process. Skill identification and mapping: Indicators of the seven competencies were taken from the new country curriculum, the description was slightly adapted, and a few competencies (e.g., curiosity and persistence) were added based on the available evidence that they correlate with foundational skills (literacy and numeracy). Tool development: The self-report paper survey was developed in consultation with the Ministry's technical staff for three target groups: school management staff, teachers, and sixth graders at the selected primary schools. During the preparation phase, the stakeholders addressed the challenge of answering too many questions by developing a one-page tool for simplicity and feasibility (the teacher assessment is two pages). Testing: The assessment tool was finalized in cooperation with MoE staff (e.g., revision and language adjustment for the student survey), and then tested in two non-target schools before actual data collection commenced at target schools. Implementation: An orientation with school directors was carried out, because they will engage the chief of pedagogy (management staff) or directly guide teachers in different shifts.




What key considerations or guiding principles informed your process?

These included the existing new national curriculum (which is not well practiced); a few additional competencies to link with foundational skills; a diverse audience to cross-check among directors, teachers and learners; simplicity (one-pager), triangulation (survey, complemented by pre-post teacher training survey, WA group discussion, FGD); and WA as a common communication tool.



What were the greatest challenges this process faced?

As with any self-report (as opposed to standardized tests for traditional skill assessment), the subjectivity of each self-report participant remains challenging (scale 5 for student A might not mean they understand well, nor be the same level as student B's 5). Also, orientation on self-report remains challenging because some school directors understood the instruction and cascaded it to teachers and students very well, while others didn't understand, and participants at their schools showed some lack of understanding. Even if the orientation indicated that the exercise was not a performance evaluation, some participants shared their hesitancy to admit their lack of competency and knowledge (some people left items blank instead of providing a realistic scale rating or choosing "Don't know"). These challenges showed that assessing SEL/SS needs requires a change of mindset toward assessment (to see it as learning guidance instead of a punishment tool), time, and effort to apply multiple angles and assessment modalities. To mitigate the above-mentioned risks and triangulate as much as possible, other measurement modalities were included (pre-post teacher training survey, WA group discussion, FGD, and observation). Ideally parents would be included in this process to capture a holistic picture, but this was not feasible due to limited resources. For sustainability, there is a need to institutionalize SEL/SS measurement (instead of using a project-based approach) and/or for a longer-term intervention that includes assessment and implementation.

Background	Name of SEL/SS Project: Social and Emotional Well-being Survey for Adolescents	Organization: Dream a Dream	
	Project Dates: 06/01/2021–12/30/2022	Description of SEL/SS Programming: Culturally responsive and contextualized assessments are vital for monitoring, evaluating, and measuring the impact of programs. The main aim of this project was to develop a culturally sensitive measure of well-being that was relevant, sensitive, and responsive to the cultural context. The Social and Emotional Well-being Survey was designed to assess the levels of students' social, emotional, and personal well-being. The Survey is based on ecological and positive psychology theories, and conceptualizes well-being as a multidimensional construct. The scale consists of 56 statements that measure well-being outcomes for adolescents ages 11 to 18. In this self-reporting survey, students can rate their preference on a 5-point scale. The reliability and validity of this tool were established with over 40,000 data points and it is available in five regional languages and in English.	
	Location/s: India	Region/s: <input type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input checked="" type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input checked="" type="checkbox"/> Early Secondary (grades 7–9) <input checked="" type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: International organization Source (if applicable): • Children's Investment Fund Foundation • Echidna Giving • Michael and Susan Dell Foundation • Omidyar Network India • Porticus
Measure Information	Name/Description of Measure: Life Skills Collaborative (LSC) Social and Emotional Well-being Tool The Social and Emotional Well-being Survey is designed to assess the levels of learners' social, emotional, and personal well-being. It is based on ecological and positive psychology theories, and conceptualizes well-being as a multidimensional construct. The tool measures at three functional levels: Intrapersonal Characteristics (e.g., Resilience); Interpersonal Characteristics (e.g., Empathy); and Environmental Contexts (e.g., Social support).		
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open-ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)	
Localization Efforts	 What necessitated the localization efforts? Dream a Dream's two decades of work around social and emotional skills strongly validated the idea that assessments are cultural products. Instruments must reflect the cultures in which they originate and reproduce the characteristics of those cultures. Two factors that necessitated localization are: (1) Assessments should be culturally responsive, not simply analyses of test scores, and (2) Assessments should be designed with more attention to learners' cultural identities.		



How would you describe your process?

Evaluation by experts: Receiving expert feedback in a series of validation workshops to make the scale culturally responsive; re-examining the assessment items in each context through the lenses of a set of beliefs, moral values, traditions, and language to ensure the scale is relevant and contextual for learners; exploring the developmental and contextual links between skills identified and items developed; reviewing the measures to understand the influence and effects of social, cultural, and linguistic aspects on the design and development of the scale. Evaluation by target population: Pretesting the tool with the intended respondent to ensure that items are meaningful to the target population; carrying out a series of cognitive interviews with the target population to identify the social, cultural, cognitive, and linguistic challenges experienced by the respondent.





What key considerations or guiding principles informed your process?

Identifying and mapping the influence and effects of social, cultural, and linguistic aspects on the design and development of contextualized assessments; the items in the tool should be relevant to the learner, relate to the learner's context, and be expressed in the learner's language. Identifying empirically based, culturally grounded skills and a framework for the assessment; the assessment should be developmental and contextual in nature, as evidenced by links between the construct measured and age-specific and context-relevant demands and opportunities. Ensuring the measurement is culturally sensitive and equitable; the assessment should address and incorporate racial, ethnic, gender, socioeconomic, and linguistic considerations into its design.



What were the greatest challenges this process faced?

1. Cultural differences in conceptualizing SEL, skills, and dimensions
2. Multidimensional characteristics of SEL Constructs
3. The distinction between cognitive and non-cognitive aspects of SEL skills
4. Poor learning levels of learners post-pandemic




Background	Name of SEL/SS Project: Systematic Integration of Socio-Emotional Learning into Interventions for Children-in-Conflict-with-the-Law (CICL) and Children-at-Risk (CAR)		Organization: UNICEF Philippines Country Office		
	Project Dates: 03/01/2023–08/31/2023		Description of SEL/SS Programming: This initiative is a programmatic collaboration between Education and Child Protection (CP). It aims to integrate psychosocial, educational, and skills development interventions with social and emotional learning (SEL), to develop a more strategic, holistic, and needs-based service that would provide CICL and CAR with foundational knowledge, skills, and attitudes to “turn a new leaf” and lead more productive lives. This effort seeks to contribute to the strengthening of child protection systems across different contexts, such as in the learning environment, and require CP actors, such as those in alternate residential care facilities, to work with and enhance coordination and collaboration between sectors (particularly social welfare and education) to make quality services available for CICL.		
	Location/s: Philippines (Valenzuela City, Cagayan de Oro City)		Region/s: <input type="checkbox"/> Africa <input type="checkbox"/> Europe <input checked="" type="checkbox"/> Asia <input type="checkbox"/> Middle East		Type of Setting/s: <input type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18		Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input checked="" type="checkbox"/> Early Secondary (grades 7–9) <input checked="" type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary		Funding Type: Donor Source (if applicable): ING Power for Youth and German National Committee
Measure Information	Name/Description of Measure: Multiple tools (see below); no link available The tools: (1) Social and Emotional Competence Questionnaire measuring 5 core competencies in the CASEL Framework; (2) modified 14-item Interpersonal Character Strengths Questionnaire for Youth to measure zest, curiosity, self-control, and grit; (3) Positive and Negative Affect Schedule (PANAS) Short Form to measure well-being.				
	Purpose of SEL/SS Measure: System monitoring/evaluation		Tool Format: <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Adult report <input type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? The profile of the target clientele necessitated localization, both in terms of language and context. Localization was more related to the language used and the context while the “borrowed” assessment tools were more general in tone and were in English.				
	 How would you describe your process? The research team reviewed and adapted various assessment tools to ensure that the items are appropriate to the competencies being measured. Since the tools were for self-report/assessment, the interview questionnaires and assessment tools, along with the instructions, used the local language and an age-appropriate tone. The research team likewise read the items to the group to ensure comprehension among the respondents, especially those who needed assistance in reading. The research team also sat beside participants who needed assistance in filling out the forms.				

**What key considerations or guiding principles informed your process?**

Local language, age group, fidelity to competency being measured, validity and reliability of item despite translation. The tools are designed for adaptivity so that actors from either the education and CP sector can carry it out together or separately based on available resources.

**What were the greatest challenges this process faced?**

Use of appropriate phrasing for the local language—the written form came out as too formal for the target users; also, language nuances across users from different ethnic backgrounds became a source of confusion in terms of intended messages.




Background	Name of SEL/SS Project: Translating SEL: Developing the PALA-SEL		Organization: New York University		
	Project Dates: 01/01/2022–09/01/2022		Description of SEL/SS Programming: The Vijana Life Skills program targets adolescents and youth (approximately age 12–18) through ten modules, each of which focuses on a specific set of skills and knowledge. It includes instruction on the topic, followed by activities to practice the skills. It was developed by the AVSI Foundation under a prior USAID-funded project and implemented in Palabek Refugee Settlement under Education Cannot Wait (ECW) funding in 2022.		
	Location/s: Uganda		Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East		Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input checked="" type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18		Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input checked="" type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary		Funding Type: Donor Source (if applicable): ECW
Measure Information	Name/Description of Measure: Palabek Adolescent Lifeskills Assessment of Social Emotional Learning (PALA-SEL); no link available The PALA-SEL uses performance-based tasks, scenarios, and questions to assess relationship and interpersonal skills, following instructions, focus, attention to detail, self-worth, problem-solving, respect, emotion identification, empathy, stress management, leadership skills, and goal setting. The skills are based on a ground-up SEL framework designed with the community.				
	Purpose of SEL/SS Measure: System monitoring/evaluation		Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input checked="" type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? There were no culturally relevant tools to assess SEL that had been used within Palabek. This study was part of a PhD dissertation that explored the reasons for the limited effects of SEL in Education in Emergencies (EiE) contexts. One level at which this was explored was in measurement, due to a misrepresentation or mistranslation of constructs in measures used in EiE.				
	 How would you describe your process? The PALA-SEL was developed through a ground-up process. First, learners, teachers, and parents were interviewed. The skills that emerged from the interviews contributed to a ground-up SEL framework upon which the skills that would be measured were based, as long as they aligned with the intervention. Then, a preliminary set of measurement items was generated based on examples from the interviews and in collaboration with local staff from the refugee and host communities. These items were reviewed and validated by the local team. Cognitive and usability testing was conducted with a small sample of students, who provided their input for continued revision of the measure. A full-scale pilot of the measure was conducted at the baseline of the intervention in March/April 2022. Data from the baseline were used to make final revisions to the measure for the endline assessment in July/August 2022.				
	 What key considerations or guiding principles informed your process? The process was “ground-up” rather than starting with an existing framework or set of skills. The most important consideration was that the process, skills, and assessment items be developed with, for, and by the local community. The process was meant to be collaborative, actively seeking input from learners themselves, as well as their broader community. Another key consideration was for the measure to be performance-based, relying as little as possible on self-report items due to their known unreliability.				



What were the greatest challenges this process faced?

The greatest challenge was measuring skills in a way that truly reflected the community, especially performance-based items. Performance-based measures rely on enumerators having the skills to interpret the assessment. Moreover, it was challenging to reflect the community and their values, due to (1) the communal nature and (2) the various groups who made up the community. Many of the skills/competencies that emerged from the community interviews reflected the communal nature of SEL in Palabek. These skills are much harder to measure in a performance-based manner. Introducing assessments with other learners would also introduce biases based on their existing relationships and the other learners' own abilities. Since this process occurred within a refugee-hosting settlement, numerous languages and tribes had to be accounted for in the assessment.



There were also logistical challenges in the development process, including the rapid timeline, the lack of resources, and programmatic issues. The local team recruited to validate the measure were AVSI staff who were responsible for supporting the intervention and other education activities. As a result, they had conflicting priorities and a lack of resources to be able to move within the settlement. Additionally, during both the baseline and endline, the Ministry of Education held inter-school competitions, which were only scheduled in the days leading up to the events. These interrupted both implementation of the intervention (making the impact evaluation less robust) and the assessment because learners were not in school on those days. In addition to creating a ground-up measure, this process was designed to be rapid, unlike many of the other local measure development processes that are infeasible in refugee-hosting and crisis-affected contexts. The short timeline did create additional challenges, especially when there were delays and programmatic interruptions, but with additional time for planning, collaboration/integration with the program, and additional resources, these could have been addressed. With limited resources, no staff, and only three months, we were able to design a measure based on the ground-up framework. Since many localization efforts are thwarted by limited time and resources, this could be a replicable model that would enable more relevant measures to be used to assess SEL in emergency contexts.

Background	Name of SEL/SS Project: Tunozé Gusoma (USAID)		Organization: FHI 360		
	Project Dates: 07/15/2021–07/14/2026		Description of SEL/SS Programming: Tunozé Gusoma has partnered with the Ministry of Education to develop and adopt a national SEL framework that is guiding the integration of SEL into the pre-primary and PI-3 curriculum.		
	Location/s: East Africa, Rwanda		Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East		Type of Setting/s: <input checked="" type="checkbox"/> Formal <input type="checkbox"/> Non-formal
	Age Range: <input checked="" type="checkbox"/> Age 0–4 <input checked="" type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input type="checkbox"/> Age 12–14 <input type="checkbox"/> Age 15–18		Education Level: <input checked="" type="checkbox"/> Early Childhood/Pre-primary <input checked="" type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary		Funding Type: Donor Source (if applicable): USAID
Measure Information	Name/Description of Measure: Rwanda Assessment of Social-Emotional Learning (RASEL); no link available. An SEL measurement tool based on the Rwandan national SEL framework, with versions for learners in pre-primary and lower primary levels.				
	Purpose of SEL/SS Measure: System monitoring/evaluation		Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input checked="" type="checkbox"/> Learner performs task <input type="checkbox"/> Open ended <input type="checkbox"/> Self-report <input type="checkbox"/> Other (specify)		
Localization Efforts	 What necessitated the localization efforts? This project required a localized SEL measurement to align with the national SEL framework and implementation plan. Beyond contextualizing the content of the assessment, the entire process was conducted in partnership with the relevant Ministry partners and stakeholders, so the final product is a national SEL assessment.				
	 How would you describe your process? This SEL measurement was developed in partnership with the local team and relevant education ministries and stakeholders. First, the national SEL framework was mapped to International Development and Early Learning Assessment (IDELA) (pre-primary) and ISELA (lower primary) that had already been contextualized for Rwanda. Based on the gaps, items were identified from other globally validated assessments or new items were created to assess the remaining skills, with a separate set of developmentally appropriate items for primary and pre-primary. Using that pool of items for each skill, the content was validated using qualitative evaluation, then cognitive testing and pilot testing, with iterative rounds of revision using feedback from both learners and enumerators. At each stage, items and response options were examined for validity and reliability. This version was then shared with stakeholders (including national/state/local ministry representatives, trainers, and teachers) for revision and validation. Pilot testing was conducted using the tablet-based ODK Collect tool, which is now in use for baseline data collection. The Ministry of Education is now considering the uptake of the localized tool as their national SEL assessment alongside the Early Grade Reading Assessment (EGRA) for literacy.				
	 What key considerations or guiding principles informed your process? This process used FHI 360's guiding principles for locally led psychosocial support (PSS)-SEL programming. First, the process was evidence-based, adapting globally validated tools using a deliberate process of testing and revision, including cognitive and psychometric testing. Second, the process was asset-based, looking first at existing local understandings and assessments, and relying on the expertise of local stakeholders for contextualization. Third, the process was holistic, considering multiple manifestations of each SEL skill and how they might be demonstrated by learners in this context, including in interpersonal relations.				



What were the greatest challenges this process faced?

This process faced the same main challenges that have been highlighted by the SEL/SS Measurement Taskforce: adapting globally validated tools to local understandings of SEL skills and developing items/tasks that reflect a learner's competence within that understanding of the skill. The other challenge has been the process itself: this assessment is for program evaluation at the national level, so there was limited time between the finalization of the framework and the deadline for baseline data collection. This limited the testing and revision process, restricted how much stakeholder input we could solicit, and precluded other steps like iterative back translation. Additional challenges included developing new items for SEL skills where we could not find examples from global tools and balancing the length of the assessment with the number of skills we needed to assess.

Background	Name of SEL/SS Project: Unpacking Socio-Emotional Skills for Women's Economic Empowerment	Organization: Innovations for Poverty Action & World Bank Africa Gender Innovation Lab	
	Project Dates: 02/01/2019–12/31/2023	Description of SEL/SS Programming: To examine which SEL/SS matter most for women's economic empowerment, and how that differs by gender, the team conducted RCTs in each country to compare the impact of curricula focused on different sets of skills.	
	Location/s: Nigeria, Tanzania, Côte d'Ivoire	Region/s: <input checked="" type="checkbox"/> Africa <input type="checkbox"/> Europe <input type="checkbox"/> Asia <input type="checkbox"/> Middle East	Type of Setting/s: <input type="checkbox"/> Formal <input checked="" type="checkbox"/> Non-formal
	Age Range: <input type="checkbox"/> Age 0–4 <input type="checkbox"/> Age 5–8 <input type="checkbox"/> Age 9–11 <input type="checkbox"/> Age 12–14 <input checked="" type="checkbox"/> Age 15–18	Education Level: <input type="checkbox"/> Early Childhood/Pre-primary <input type="checkbox"/> Early Primary (grades K–3) <input type="checkbox"/> Late Primary (grades 4–6) <input type="checkbox"/> Early Secondary (grades 7–9) <input checked="" type="checkbox"/> Late Secondary (grades 10–12) <input type="checkbox"/> Post Secondary	Funding Type: Donor Source (if applicable): Wellspring Philanthropic Fund
Measure Information	Name/Description of Measure: no link available The team has adapted/developed one self-report scale and one behavioral measure for each of 14 social and emotional skills. Behavioral measures take the form of tasks or situational judgment tests. The 14 skills include 7 intrapersonal skills (emotional awareness, self-awareness, emotional regulation, self-control, perseverance, personal initiative, problem-solving and decision-making) and 7 interpersonal skills (listening, empathy, expressiveness, interpersonal relatedness, influence, networking, and collaboration). Interpersonal relatedness includes two dimensions (networking, maintaining relationships), as does listening (active listening, listening comprehension). This tool has been iterated over several data collection rounds in three countries and four languages (English, French, Hausa, and Swahili) and has undergone rigorous psychometric testing.		
	Purpose of SEL/SS Measure: System monitoring/evaluation	Tool Format: <input type="checkbox"/> Observation <input type="checkbox"/> Adult report <input type="checkbox"/> Child performs task <input type="checkbox"/> Open ended <input checked="" type="checkbox"/> Self-report <input checked="" type="checkbox"/> Other (specify)	
Localization Efforts	 What necessitated the localization efforts? The team reviewed several existing measures, but was unable to find measures that had been validated in Sub-Saharan Africa, matched skill definitions in our framework, and met written and digital literacy requirements and time constraints. We were also conducting RCTs in different countries with different languages.		
	 How would you describe your process? To develop the original tool, we conducted an extensive literature review of available measures and examined them for content validity with our skills framework and feasibility of use. Our proposed instruments are reviewed by psychologists and various programs implementing social and emotional skills training. Several steps were taken to adapt the tools to each language and context: (1) an extensive translation process involving review of back-translations by a psychologist when possible; (2) cognitive interviews by gender to assess understanding of the statements and quality of translations; (3) after pilot or baseline data collection in each context, we examined the reliability and validity of measures to iterate for the next round of data collection. For the SJTs, three additional steps were taken: (4) including placeholders for names and monetary amounts that could easily change with a given context, (5) randomizing the gender of the subject of the scenarios in case local gender norms would influence responses, and (6) in some cases, conducting a survey of critical incidents and surveyed entrepreneurs to determine the list of potential “correct” responses to each scenario.		



What key considerations or guiding principles informed your process?

The team wanted to create open-access tools that could be used in a variety of contexts, with minimal literacy and digital literacy requirements. Since our focus was understanding “which skills matter most”, our framework required a list of skills that spanned the breadth of socioemotional skills while being granular enough to inform curricula. This list of skills was also informed by a theory of change based in the relationship between these skills and labor outcomes. We wanted to ensure adapting these tools to new contexts would require keeping adjustments to a minimum, while ensuring that items were both understandable and relatable. We sought extensive feedback from respondents via cognitive interviews and enumerators, and from subject matter experts in psychology and program implementation.



What were the greatest challenges this process faced?

Ideally, the team would have found a psychologist proficient in the local language to review measures, but this was only possible in Tanzania. In Nigeria, the team was present for cognitive interviews but due to COVID-19, this was not possible in other settings. In these cases, the team relied on local enumerators to collect these data with remote instructions.

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