



# Compendium of tools to assess MHPSS and education outcomes for children

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## D4.1 Compendium of tools

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## Project no. 101004717

### REFUGE-ED

Effective Practices in Education, Mental Health and Psychosocial Support for the  
integration of Refugee Children

MIGRATION-05-2018-2020: Mapping and overcoming integration challenges for  
migrant children

Start date of project: 01/01/2021 Duration: 36 months

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3.0	30/06/2022	53	Removed Acculturative Stress as a variable and the ASIC as an instrument, as per EC reviewers report. Introduced an adapted version of the Cross-Ethnic Friendship Self-Efficacy Measure	TCD

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## Outcomes included in this Compendium

 The blue rectangles show the core constructs which will be measured across all pilot sites in REFUGE-ED. These include constructs relevant to education and mental health and psychosocial support.

 The green rectangles show some additional mental health and psychosocial constructs which pilot sites can choose to measure.

 The yellow rectangles show some of the additional educational constructs which pilot sites can choose to measure.

<b>Wellbeing</b>	<b>Social support</b>	<b>Sense of belonging</b>	<b>Academic motivation</b>
<b>Teacher-student relationships</b>	<b>Parent-child relationships</b>	<b>Life satisfaction/ Quality of Life</b>	<b>Coping skills</b>
<b>Social-emotional skills/ competencies</b>	<b>Hope</b>	<b>Resilience</b>	<b>Self-efficacy</b>
<b>Self-esteem</b>	<b>Ethnic/cultural identity</b>	<b>Teacher's cultural competence</b>	<b>Parent-teacher relationship</b>
<b>Professional quality of life including burnout</b>	<b>Parent engagement with the school and community</b>	<b>Children's self-perceived competence in host language</b>	<b>Attitudes towards learning</b>
<b>Academic performance relative to same-age peers</b>	<b>Literacy and numeracy</b>	<b>Self-perceived impact of participation in the practice</b>	

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## Acronyms and abbreviations

AMS	Academic Motivation Scale
BADyG	Battery of Differential and General Aptitudes
BRiCE	Building Resilience in Crisis through Education
CGSE	College Going Self-Efficacy Scale
CHS	Children's Hope Scale
CPRS	Child Parent Relationship Scale
CYRM	Child and Youth Resilience Measure
EAL	English as an Additional Language
EASEL	Ecological Approaches to Social Emotional Learning
EGMA	Early Grade Math Assessment
ELFE	Ein Leseverständnistest für Erst (A reading comprehension test for beginners)
FAD	Family Assessment Device
GF12	General Functioning - 12 item subscale of the FAD
GSES	General Self-Efficacy Scale
GUI	Growing Up in Ireland
HALDO	Holistic Assessment of Development and Learning Outcomes
HBSC	Health Behaviour of School-aged Children
IASC	Inter-Agency Standing Committee
INEE	Inter-agency Network for Education in Emergencies
ISELA	International Social and Emotional Learning Assessment
MEIM-R	Multigroup Ethnic Identity Measure - Revised
MENAT	Mediterranean, North Africa and Turkey
MHPSS	Mental Health and Psycho-Social Support
MSPSS	Multidimensional Scale of Perceived Social Support

PANAS-C	Positive and Negative Affect Schedule for Children
PDF	Portable Digital File
ProQOL	Professional Quality of Life
PSSM	Psychological Sense of School Membership
RSAMQ	Refugee Students' Academic Motivation Questionnaire
RSES	Rosenberg Self-Esteem Scale
SALaMA	Study of Adolescent Lives after Migration to America
SEC	Social and Emotional Competence
SECQ	Social and Emotional Competence Questionnaire
SEE	Social and Emotional Education
SEL	Social and Emotional Learning
SPICE	Supportive Process for the Inclusion of Children's Experience
STRS-SF	Student Teacher Relationship Scale - Short Form
S-TSRI	Student - Teacher Student Relationship Inventory
SWLS-C	Satisfaction with Life Scale - Children
TCD	Trinity College Dublin
TSRI	Teacher Student Relationship Inventory
UAB	Universitat Autònoma de Barcelona
USA	United States of America
WHO-5	World Health Organization - Five Wellbeing Index
WP4	Work Package 4
Y-CATS	Young Children's Appraisals of Teachers Scale

## Introduction to this Compendium

The goal of this compendium is to present a menu of potential outcomes that the pilot sites may want to measure, and recommendations for assessment tools to measure each of these outcomes.

Note on navigating this document: We recommend turning on the navigation pane on Word (see [here](#)) to make it easier to click through the relevant sections of the document.

### Developing this compendium - identification of suitable tools

To identify measurement tools, we have reviewed research articles published in academic journals, as well as documents and reports from organisations. We also consulted a range of other compendiums and databases of assessment tools, which are included in Appendix A.

The criteria used to choose the most appropriate measures to include in this compendium were:

- The measure should be suitable for use with children and young people aged from approx. 6 to 18 years, acknowledging that we may need different (versions of) measures for younger children and older children.
- The measure should be suitable for use with children and young people from migrant/refugee backgrounds (i.e., ideally have been used with these groups before).
- The measure should be suitable for measuring *change* in outcomes (i.e., may be completed both before and after implementation of a practice/programme at a pilot site, and responses analysed to see if there is change).
- The measure should be suitable for use across the consortium countries (i.e., where possible, versions are available and have been previously validated in consortium languages).
- The measure should be free to administer (no fees required for use).

An additional consideration was the feasibility of administering these tools in busy educational settings. We therefore aimed to identify short, quick-to-administer tools where possible.

### The structure of this compendium

This document has three main sections:

- Demographics
- Mental Health and Psycho-Social Support (MHPSS) Outcomes
- Educational Outcomes

In the Demographics section, different demographics questions are included that will be asked of all participants at baseline (see D4.1 SPICE Guide for more details).

In the MHPSS Outcomes and Educational Outcomes sections, different potential outcomes are listed. Under each potential outcome is a tool (or tools) that we recommend using to measure that outcome.

Provided for each tool are:

- A link to the tool on the Qualtrics online data collection system
- A link to the PDF version of the tool, for pen-and-paper data collection (where online data collection is not feasible)
- An overview of the tool, together with any specific recommendations we have for its use
- Links/references to other studies that have used the tool with similar participants

### Note on the inclusion of multiple measures for some variables

Where it was not possible to identify a measure that would be suitable for the whole age range of children, we have included two measures (one for use with younger children and the other with older children).

For some variables, it is also necessary to measure 'both sides' of the relationship (i.e., from the teacher's perspective and from the child's perspective) so we have included measures designed for these different participants.

Additionally, some measures specify that they are best used when complemented by an additional assessment (in most cases, this is where it is advised to carry out both qualitative and quantitative assessments). In these cases, we have included recommendations for multiple measures that could be used together.

### How to select the outcomes to be measured at each pilot site

The specific outcomes to be measured at a pilot site should correspond with the priority need identified in Steps 1 and 2 of the RDCP (see D2.2). Please refer to D4.2 (Guidelines on the SPICE Cycle) for more information.

**Please note that each site is only expected to measure outcomes relevant to their selected 'need' and associated intervention/practice being implemented.**

**Note:** A core set of variables will be measured across all pilot action sites. This core set is to be decided by the consortium.

### Note on language needs and translation



Where possible, we have sought to identify assessment tools that are already available and have been validated in the primary languages of the consortium countries, namely: English, Spanish, Italian, Greek, Swedish, Bulgarian. However, this was not always possible. Where translations may be required, best practice suggests following the steps outlined in Table 1, as recommended in the IASC Common Monitoring and Evaluation Framework:

**TABLE 1 STEPS FOR TRANSLATING TOOLS AS RECOMMENDED BY IASC COMMON MONITORING AND EVALUATION FRAMEWORK**

<b>Step 1: Forward translation</b>	A bilingual person (someone who reads and speaks both the language of the original tool and the local language) translates the adapted tool into the local language.
<b>Step 2: Blind back-translation (assessing for comprehensibility, relevance, completeness)</b>	A different bilingual person translates the forward translation back into the original language of the tool. This is called “blind” because the person doing this back-translation should not have access to, or have previously seen, the original tool.
<b>Step 3: Review of translated items (assessing for comprehensibility, acceptability, relevance, completeness)</b>	The original tool is compared with the blind back-translation. Ideally, this should be completed in a meeting with the persons who completed the forward and blind back-translations, as well as an MHPSS expert who can confirm that the structure of the tool and the meaning of the words and concepts are maintained. Where there are challenges with particular items or words, these can be discussed by the group (translators and REFUGE-ED partner) and consensus reached on the best alternative.

These steps also align with those recommended in the Questionnaire Translation Protocol Template produced for the EUROCOHORT study<sup>1</sup> and those suggested by Save the Children.

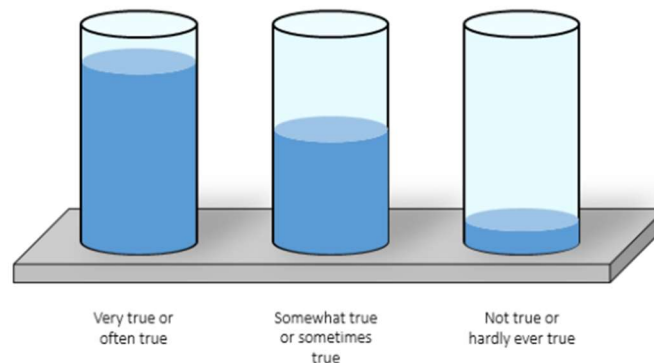
Although this is “best practice”, we acknowledge that following these steps may not be possible to complete within the REFUGE-ED project, given resource constraints; however, this is the ‘gold standard’ to work towards.

### Note on incorporating visual aids

The use of visual supports in screening and questionnaires has been noted as helpful by refugee participants in previous studies with children<sup>2</sup> and parents<sup>3</sup>. As such, it may be helpful to consider use of visual supports to assist with participation – in particular, to help communicate response options on Likert scales. This has been done in other research with child migrants and refugees. For example, see Figure 1 below for a pictorial representation of a Likert scale as used by McEwen et al.<sup>4</sup> in research with Syrian refugee children living in Lebanon.

**Child: Anxiety**

I'm going to read you a list of sentences that describe how people feel. Listen to each phrase and decide if it is "Not True or Hardly Ever True" or "Somewhat True or Sometimes True" or "Very True or Often True" for you. Then, for each sentence, tell me which response seems to describe you for the last month.



**Figure 2. Visual aid for use with the SCARED**

The versions used in the study were in Arabic, with glass order moving from right to left with the response options.

**FIGURE 1 SAMPLE OF VISUAL AIDS USED BY MCEWEN ET AL. (2020) IN RESEARCH WITH SYRIAN REFUGEE CHILDREN LIVING IN LEBANON**

In this study, visual representations of response scales (as pictured) were printed and laminated, and displayed by researchers during data collection. Researchers could also bring physical glasses/containers for data collection visits, and fill these to varying heights of water or another liquid to display as a visual cue.

Another option could be to fill jars to varying heights with sweets or candies, as used by Due et al. <sup>2</sup> in a study with refugee children living in Australia. Due et al. also noted: "Jars containing candies were also useful incentives for children given the promise of a candy at the end of the session. Stickers and other 'rewards' were also used to keep children interested and excited about the project and their time spent with the researcher"<sup>2</sup>

Another option may be a Traffic Light Fan, see [here](#) and in Figure 2. Traffic light fans have been used in access and inclusion initiatives to enable children to communicate their level of understanding to teachers/other staff, but could be easily adapted for use in research. See [here](#) for free printable version.



Traffic Light Fans are primarily used as a communication tool, as a visual aid to support children to communicate directly and visually with adults, as well as their peers.

**FIGURE 2 SAMPLE TRAFFIC LIGHT FAN WHICH MAY BE USED WITH CHILDREN AGED 3+ TO ASSIST WITH RESPONDING TO QUESTIONS**

As discussed in the relevant section below, another example of adaptation can be seen in the Y-CATS measure of teacher-student relationships, which “utilized a mailbox for children to place items with which they agreed and a trash can to place items with which they disagreed. The trashcan and mailbox were easily comprehended by young children, minimized reliance on children’s verbal expression skills, and sustained children’s attention during the task”<sup>5</sup>.

A simple option may be to provide smiley face scales, similar to pain scales used in health research, see Figure 3:

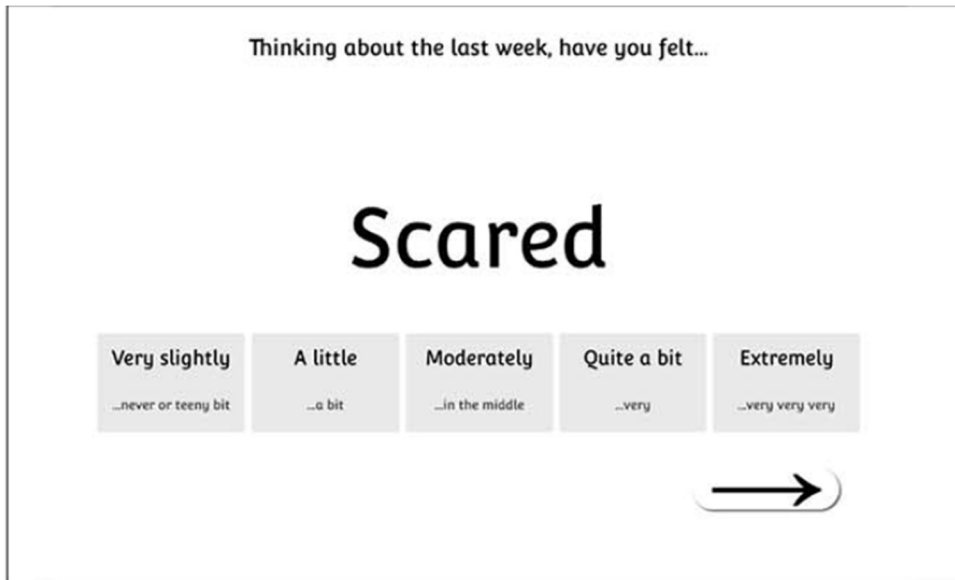


**FIGURE 3 PAIN SCALE USING SMILEY FACES**

However, caution may be required, as it has been noted that young children can have difficulty interpreting the abstract nature of symbols and pictures: “For example, children may respond to pictures, such as smiley faces often used in children’s hedonic scales, based on what they show (a happy person), rather than

based on what they are supposed to represent (e.g., how [a situation] makes you feel).”<sup>6</sup> Similarly, it can be difficult to ascertain an objective interpretation of what different faces represent, as these can be ambiguous; for example “a face intended to show a degree of “dislike” can be interpreted by a child as saying “I am angry””<sup>6</sup>.

Smees, Rinaldi and Simner (2020)<sup>7</sup>, in their study with 6-10 year old children, provided additional definitions for Likert response options in their adapted version of the PANAS-C, see Figure 3:



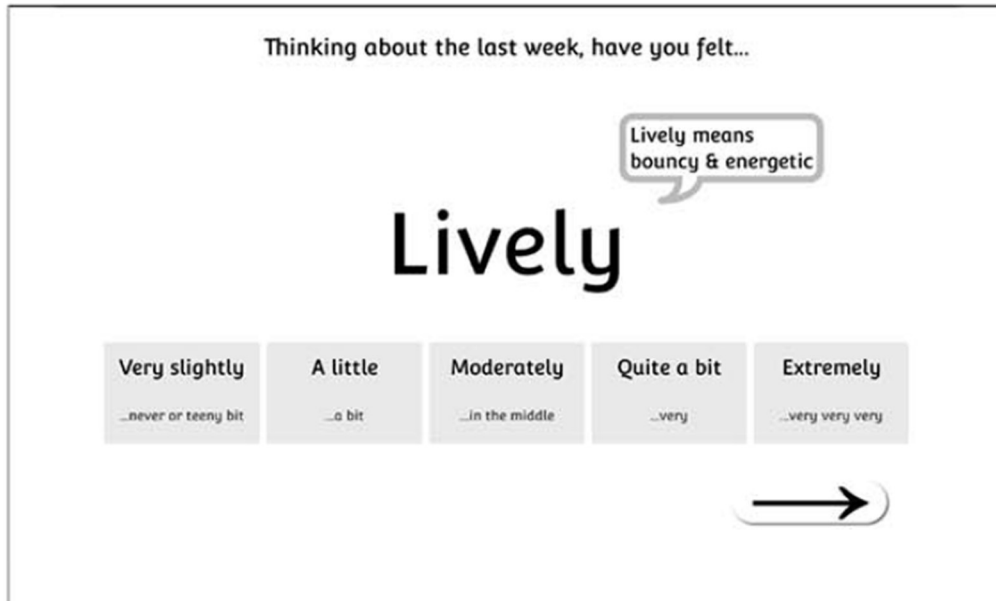
**FIGURE 4 CHILD-FRIENDLY DEFINITIONS FOR LIKERT RESPONSE OPTIONS IN SMEEES, RINALDI AND SIMNER (2020) STUDY**

As depicted, the following definitions were offered:

- Very slightly = “Never or teeny bit”
- A little = “A bit”
- Moderately = “In the middle”
- Quite a bit = “Very”
- Extremely = “Very very very”

Similarly, the authors provided supplementary definitions of some of the words that may have been difficult for younger children to understand, such as “Lively means bouncy & energetic” as depicted in Figure 4:





**FIGURE 5 SUPPLEMENTARY DEFINITIONS PROVIDED TO YOUNG PARTICIPANTS IN SMEES ET AL. (2020) STUDY**

This proved to assist children greatly in their understanding of questionnaire items and may be a strategy to consider for younger participants or children with lower literacy in the REFUGE-ED study.

## Demographics/Background Variables

To be asked at baseline only.

### Questions asked to all Children

Variable	Question
Age	What age are you? _____ years
Gender	What is your gender? Female Male Non-binary Transgender Other Prefer not to say

### Questions asked to all Unaccompanied Minors

Variable	Question
Child's ethnic origin	What is your ethnic origin? Note: You are free to write more than one ethnic origin.
Child's place of birth	Were you born in [insert host country]?
Child's migration history	How many countries have you lived in (i.e. for more than three months)?
Protection status	Have you ever moved country because you were unsafe or were worried about your safety?
Host country language proficiency of child	Are you proficient in [insert host country language] (i.e. have enough [insert host country language] to communicate to others, help with homework, and understand letters sent home from school)?
Child's plurilingualism	How many language(s) are you proficient in? Please answer with a number (e.g. 1, 3, 8)
Stressful life events <i>For child participants only</i>	Most children have experienced some stressful life events. Below are some examples of these events. Please tell us the total number of these events you have experienced: <ul style="list-style-type: none"> <li>- Death of a parent</li> <li>- Death of a close family member</li> <li>- Divorce/separation of parents</li> </ul>

Question taken from Growing Up in Ireland	<ul style="list-style-type: none"> <li>- Moving house within [Ireland]</li> <li>- Moving country</li> <li>- Stay in foster home/residential care</li> <li>- Serious illness/injury</li> <li>- Serious illness/injury of a family member</li> <li>- Drug taking/alcoholism in the immediate family</li> <li>- Mental disorder in immediate family</li> <li>- Your house being broken into</li> <li>- Conflict between parents</li> <li>- Parent in prison</li> </ul>
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## Questions asked to all Parents/Guardians of Children who are not Unaccompanied Minors

Variable	Question
Child's ethnic origin	What is your child's ethnic origin? Note: You are free to write more than one ethnic origin.
Parent's immigration history	Have you immigrated to [insert host country]?
Child's place of birth	Was your child born in [insert host country]?
Child's migration history	How many counties has your child lived in (i.e. for more than three months)?
Protection status	Has your child ever moved country because they were unsafe or you were worried about their safety?
Host country language proficiency of caregivers	Is at least one your child's parents/caregivers proficient in [host country language] (i.e. has enough [insert host country language] to communicate to others, help with homework, and understand letters sent home from school)?
Host country language proficiency of child	Is your child proficient in [insert host country language]?
Child's plurilingualism	How many language(s) is your child proficient in? Please answer with a number (e.g. 1, 3, 8).
Stressful life events <i>For child participants only</i>	Most children have experienced some stressful life events. Below are some examples of these events. Please tell us the total number of these events your child has experienced: <ul style="list-style-type: none"> <li>- Death of a parent</li> <li>- Death of a close family member</li> <li>- Divorce/separation of parents</li> <li>- Moving house within [Ireland]</li> </ul>



<p>Question taken from Growing Up in Ireland</p>	<ul style="list-style-type: none"><li>- Moving country</li><li>- Stay in foster home/residential care</li><li>- Serious illness/injury</li><li>- Serious illness/injury of a family member</li><li>- Drug taking/alcoholism in the immediate family</li><li>- Mental disorder in immediate family</li><li>- Your house being broken into</li><li>- Conflict between parents</li><li>- Parent in prison</li></ul>
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## MHPSS Outcomes

### Outcome: Life satisfaction/Quality of Life

#### Tool: Cantril's Ladder

<p><b>Link to tool</b></p> <p><a href="#">Link to tool on Qualtrics</a></p> <p><a href="#">Link to PDF for pen and paper version</a></p>
<p><b>Overview/Description</b></p> <p>Used to measure overall life satisfaction and happiness in which respondents chose a score to represent current well-being, where 0 represents worst possible life and 10 the best possible life (Cantril, 1965).</p>
<p><b>Recommendations for use</b></p> <p>Recommended to use in conjunction with another scale to get a broader picture of participant wellbeing.</p>
<p><b>Suitable for participants aged...</b></p> <p>Has been used in studies with children and adults.</p>
<p><b>Available languages</b></p> <p>This is a pictorial representation of a ladder with a simple instruction; very little translation required. Used in the HBSC study (see below) which is conducted in Bulgaria, Greece, Italy, Spain, Sweden, Ireland so translations may be available upon request from the study teams as listed <a href="#">here</a> (click through to the relevant country for email address of country lead investigators)</p>
<p><b>Examples of use</b></p> <ul style="list-style-type: none"> <li>• Used in the Health Behaviour in School-aged Children (HBSC) cross-national survey of school students to measure life satisfaction for several survey cycles, dating back to 2002<sup>8</sup>.</li> <li>• Recommended by Young Lives study, which states "[This tool] has been used widely in country reports and papers and is a low burden on participants"<sup>9</sup>.</li> <li>• Being used in RefugeesWellSchool Study<sup>10</sup>.</li> <li>• Used in the Good Starts study<sup>11</sup>.</li> <li>• Used in a study of refugee and asylum-seeking children in Australia<sup>12</sup></li> </ul>

## Tool: Satisfaction with Life Scale - Child (SWLS-C)

<p><b>Link to instrument</b></p> <p><a href="#">Link to tool on Qualtrics</a></p> <p><a href="#">Link to PDF for use in pen-and-paper version</a></p>
<p><b>Overview/Description</b></p> <p>Adapted from the Satisfaction With Life Scale (SWLS) which was developed for use with adults. The SWLS is the most commonly-used scale to assess global satisfaction with life and has been implemented in several languages and cultures. The SWLS-C stays very close to the original version of the SWLS, with slight changes in wording of the items to make it more understandable for children.</p>
<p><b>Recommendations for use</b></p> <p>Could be used to generate discussion in a qualitative interview – for example, in one study “participants were asked to explain their answers, such as has your health got better or worse since you’ve been in [insert relevant host country]? If there has been a change, how has it changed and why do you think it has changed? What would improve your health? Is there anything you’d like to know about your health but don’t know about or don’t know where to ask?”<sup>12</sup></p>
<p><b>Suitable for participants aged...</b></p> <p>9 – 14 years</p>
<p><b>Available languages</b></p> <p>English, German, Spanish, Greek, Italian</p>
<p><b>Length of scale/Time required to complete</b></p> <p>5 items</p>
<p><b>Examples of use</b></p> <ul style="list-style-type: none"> <li>• Used in study with refugee children in UK.<sup>13</sup></li> <li>• Used in study with children from diverse ethnic and cultural backgrounds living in Canada.<sup>14</sup></li> <li>• Adult version used in a study with refugee adolescents in the Netherlands.<sup>15</sup></li> </ul>

## Outcome: Wellbeing

### Tool: World Health Organization - Five Wellbeing Index (WHO-5)

#### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for pen and paper](#)

#### Overview/Description

*This is one of the Core Outcome Measures for REFUGE-ED.*

The World Health Organisation- Five Well-Being Index (WHO-5) is a short self-reported measure of current mental wellbeing. Each of the 5 items is rated on a six-point scale from 'All of the time' to 'At no time'. The reference period is the previous two weeks.

1. I have felt cheerful and in good spirits
2. I have felt calm and relaxed
3. I have felt active and vigorous
4. I woke up feeling fresh and rested
5. My daily life has been filled with things that interest me

As per Smees et al.<sup>7</sup>, a supplementary definition could be provided for "vigorous", should young children have difficulty understanding the word.

#### Recommendations for use

N/A

#### Suitable for participants aged...

9 years +

#### Available languages

Available in languages of the consortium plus many more. Languages available here:

<https://www.psykiatri-regionh.dk/who-5/who-5-questionnaires/Pages/default.aspx>

#### Examples of use

- Recommended by National Child Traumatic Stress Network in their fact sheet 'measures that are appropriate for refugee children and families' [here](#)
- Used with 7-14 year old refugee children living in Lesbos<sup>16</sup>
- Used with 6-15 year old Syrian refugee children living in Turkey<sup>17</sup>
- Used with 11-17 year old migrant adolescents living in Australia<sup>18</sup>





## Outcome: Coping Skills

### Tool: KidCOPE

#### Link to tool

[Link to tool on Qualtrics here - 7-12-year-olds version](#)

[Link to tool on Qualtrics here - 13-18-year-olds version](#)

[Link to PDF of KidCOPE for younger children for pen and paper](#)

[Link to PDF of KidCOPE for adolescents for pen and paper](#)

#### Overview/Description

KidCOPE (Spirito et al., 1998) - Children and adolescents rate the frequency with which they use various coping strategies and how useful they find them. The strategies include: problem-solving, distraction, social support, social withdrawal, cognitive restructuring, self-criticism, blaming others, emotional expression, wishful thinking and resignation.

*Number of items:* 15 items (for younger children), 10 items (for older children)

*Sample items:* (when considering a problem) "I try to forget about it", "I shout, scream or get angry"

*Response options:* Participants rate if they employ the strategy (yes/no for younger children, 0-3 rating scale for older children "not at all" to "almost all the time") and if it helped (0-3 for younger children, 0-4 for older children - corresponding to "not at all" to "helped a lot").

#### Recommendations for use

Recommended that it is administered by being read aloud by adults to children individually or in small groups.

Estimated administration time is five minutes.

#### Suitable for participants aged...

Two versions: 7-12 years and 13-18 years

#### Available languages

English

Spanish

German

Turkish

Norwegian

#### Examples of use

- Used with Syrian refugee children resettled in Jordan and Lebanon<sup>19</sup>
- Used with 10–15 year old conflict-affected children in the Democratic Republic of Congo<sup>20</sup>

## Outcome: Social-emotional skills/competencies

### Tool: Social and Emotional Education Student Journal

<p><b>Link to tool</b></p> <p>Not applicable.</p>
<p><b>Overview/Description</b></p> <p>A Social and Emotional Education (SEE) Journal provides students with the opportunity to record their learning on a regular weekly basis<sup>21</sup>. This could take a phenomenological perspective, with students recording their thoughts and feelings about SEE for that particular week, making use of various modes of presentation such as jotting down thoughts and feelings, writing a story, drawing something or adding a picture/poster/photograph of their completed work. The journal will record students' experiences in terms of what they like doing, what they are good at, what they have learnt, what they need to learn or develop more, where they need more help and what they would like to see more in SEE. The teacher can guide students in this exercise through prompts, guiding questions, resources, specific tasks, or illuminative techniques (e.g. completing statements such as "One thing I have learnt today is..."). These help students to engage in further self-directed reflection and learning. Once the students complete their self-evaluation, they can discuss their learning with their peers and teacher, and at home with their parents.</p>
<p><b>Recommendations for use</b></p> <p>Recommend use alongside a quantitative assessment. This is recommended for use if the pilot action site is implementing an intervention/practice that specifically targets social and emotional learning.</p>
<p><b>Suitable for participants aged...</b></p> <p>Any age</p>
<p><b>Available languages</b></p> <p>To be completed in language of instruction</p>
<p><b>Examples of use</b></p> <ul style="list-style-type: none"> <li>• Detailed by Cavioni and Cefai in their book, "Social and emotional education in primary school: Integrating theory and research into practice"<sup>21</sup></li> </ul>

## Tool: Social and Emotional Competence Questionnaire (SECO)

### Link to tool

[Link to instrument on Qualtrics here](#)

[Link to PDF for pen and paper](#)

### Overview/Description

The SECO<sup>22</sup> is 25-items with 5 subscales (self-awareness, social awareness, self-management, relationship management, responsible decision making). The measure is sensitive to change over time. Sample items include:

- "I understand my moods and feelings." and "I know when I am moody." (self awareness);
- "If someone is sad, angry or happy, I believe I know what they are thinking." and "I understand why people react they way they do." (social awareness);
- "I stay calm when things go wrong." and "I can control the way I feel when something bad happens." (self management);
- "I always try and comfort my friends when they are sad." and "I try not to criticize my friend when we quarrel\*." (relationship management);
- "When making decisions, I take into account the consequences\* of my actions." and "I consider the strengths and weaknesses of the strategy before deciding to use it." (responsible decision-making).

\*These words may be difficult for some children to understand. You could provide definitions, as per the discussion in the Introduction to this compendium. Or, you could substitute another, simpler word - for example "argue" instead of "quarrel". If you substitute words, please document these changes.

### Recommendations for use

The measure is intended to be self-completed by the students. This measure was most reliable for older children, so it is recommended that those who intend to use measure with younger children also use qualitative measures (possibly the student journal suggested above). Note that it is difficult to identify a social-emotional learning (SEL)/social-emotional competence (SEC) measure that has been specifically used with migrant/refugee students.

### Suitable for participants aged...

Measure produced acceptable results for students as young as 8-years-old but was more reliable for students in secondary school (aged 12-18 years)

### Available languages

Developed in English; used in a study in Spain and Italy<sup>23-25</sup> so the researchers involved may have Spanish and Italian translations

### Examples of use

- Has been used in a large five-country study of 8-16-year-olds<sup>23-25</sup> however not with migrant/refugee youth specifically.

## Tool: International Social and Emotional Learning Assessment (ISELA)

### Link to tool

To be administered by a teacher using pen-and-paper version, link to score sheet and administrator's guide [here](#).

### Overview/Description

The International Social and Emotional Learning Assessment is a scenario- and performance-based measure designed to assess the development of self-concept, stress management, perseverance, empathy, relationship management, and conflict resolution in children ages 6 - 12 years old. It is intended to provide data for program monitoring and evaluation purposes. It comes with an extensive administration guide.

### Recommendations for use

The benefits of the ISELA are that it has been developed by Save the Children to be suitable across low-resource and emergency contexts, and suitable for use with younger children. It has been noted as useful for measuring social and emotional learning in children in the Mediterranean, North Africa and Turkey (MENAT)<sup>26</sup> and for use in "diverse international contexts" in another text<sup>27</sup>

However, it needs to be administered one-to-one by an adult (teacher/staff member) which is time-consuming.

### Suitable for participants aged...

6-12 year olds

### Available languages

Arabic, English

### Examples of use

- Developed for use with Syrian refugee children in Iraq<sup>28</sup>
- Used with conflict-affected children in Democratic Republic of Congo and Republic of Niger in the Building Resilience in Crisis through Education (BRiCE) project<sup>29</sup>

## Outcome: Hope

### Tool: Children's Hope Scale

**Link to tool**

[Link to scale on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

**Overview/Description**

Measures students' hope, as related to their agency and pathways for meeting goals.

This six-item measure is "based on the premise that children are goal directed and that their goal-related thoughts can be understood according to two components: agency and pathways"<sup>30</sup>. These two components, agency (ability to initiate and sustain action towards goals) and pathways (capacity to find a means to carry out goals), are assessed by the measure

Six-item scale, with each item rated on a six-point scale. Scoring involves computing a mean score across all six questions, with a higher score reflecting greater hope.

**Recommendations for use**

"Evidence supports the use of the CHS within various sociocultural settings and across genders, but direct comparisons of CHS scores across groups should be done with caution"<sup>31</sup>.

**Suitable for participants aged...**

8 - 16 years

**Available languages**

English

Spanish<sup>32-34</sup>

**Examples of use**

- Used in a study with refugee children living in a temporary transit camp on the Island of Lesbos in Greece<sup>35</sup>
- Used in a study with unaccompanied immigrant youth in USA<sup>36</sup>
- Used with Palestinian children attending schools in West Bank and Gaza Strip<sup>37</sup>
- Being used in the SALaMA study<sup>38</sup>
- Also recommended [here](#)
- Identified in the INEE/EASEL report of assessment tools suitable for use in education in emergencies<sup>39</sup>
- Recommended in IASC Common Monitoring and Evaluation Framework

## Outcome: Feelings of inclusion/exclusion - Sense of belonging

### Tool: The School Connectedness subscale of the Student Subjective Wellbeing Questionnaire<sup>40</sup>

#### Link to tool

[Link to scale on Qualtrics](#)

[Link to PDF for pen and paper](#)

#### Overview/Description

This four-item subscale assesses school connectedness

The items are score using a 4-point Likert scale ranging from 1 ("almost never") to 4 ("almost always")

Students receive the following instructions: "Here are some questions about what you think, feel, and do at school. Read each sentence and choose the one best answer for how you felt in the past month." Therefore, the scale could be administered before and after an intervention/practice has been implemented, as long as there is at least a month's gap in between administration points.

The 4-items are:

- "I feel like I belong at my school."
- "I can really be myself at school."
- "I feel like people at my school care about me."
- "I am treated with respect at my school."

#### Recommendations for use

The measure is intended to be self-completed by the students. We recommend this for use with younger children that may struggle with some of the items on the longer PSSM measure (see below).

#### Suitable for participants aged...

6-18 years - we recommend particularly for use with younger children

#### Available languages

English

#### Examples of use

- Used with Black adolescents in high school in USA<sup>41</sup> and ethnically diverse elementary school students in USA<sup>42</sup>
- Has been used with high school students in Turkey<sup>43</sup>

## Tool: Psychological Sense of School Membership (PSSM) scale

### Link to tool

[Link to tool on Qualtrics](#) - 18 item version

[Link to PDF for pen and paper](#) - 18 item version

### Overview/Description

*This is one of the Core Outcome Measures for REFUGE-ED.*

The PSSM is a measure of school connectedness/sense of belonging that has been used with refugee and migrant populations. It is a widely used measure and is relatively brief. The original scale is 18-items. Each item makes a statement about a student's feeling about the school environment. The six items in the short version are:

- (1) Most of my classmates are friendly to me;
- (2) I think I can get along well with other people in the school;
- (3) I often participate in the activities organized by the class or the school;
- (4) I feel attached to the people in this school;
- (5) I don't feel bored in this school;
- (6) I want to stay in this school.

For each item, students choose from four possible answers: completely disagree (scored 0), generally disagree (scored 1), generally agree (scored 2) and completely agree (scored 3). Adding these answers up, the indicator has a total score ranging from 0 (no sense of belonging) to 18 (complete sense of belonging). This 18-item scale is very holistic and only permission from the researcher is required to use it.

### Recommendations for use

It is intended to be self-completed by the students. The full 18-item scale distinguishes between the role of teachers in addition to their feelings in or about the school.

### Suitable for participants aged...

Original study conducted on students 10-14 years, but suitable for older students

### Available languages

English, Turkish, Spanish

### Examples of use

- An adapted version was used with refugee parents living in Australia<sup>44</sup>
- Refugee adolescents living in Australia<sup>45-47</sup>
- Used with Somali refugee adolescents resettled in USA<sup>48,49</sup>
- Used with Bhutanese refugee youth<sup>50</sup>
- Used with Syrian refugee adolescents living in Jordan<sup>51</sup>
- Used in the RefugeesWellSchool trial<sup>10,52</sup>

## Outcome: Teacher-student relationships

Four instruments are recommended here to assess aspects of the teacher-student relationship. Sites can select which instrument they wish to implement based on the age of the children they are working with and whether the perspective of the student or the teacher (or both) is sought.

1. STRS to be used with teachers of younger children (primary school age)
2. YCATS to be used with younger children themselves
3. TSRI to be used with teachers of older children (secondary school age)
4. S-TSRI to be used with older children themselves

### Tool: Student Teacher Relationship Scale - Short Form (STRS-SF)

<p><b>Link to tool</b></p> <p><a href="#">Link to tool on Qualtrics here</a></p> <p><a href="#">Link to PDF for use in pen-and-paper version</a></p>
<p><b>Overview/Description</b></p> <p>The STRS-SF is designed to be completed by teachers of primary school children (3-12 years) and assesses their relationship with each student. This is the short form of the original 28-item STRS, which was developed with reference to Attachment Theory. The short form of the scale is 15 items, each measured on a 5-point scale. There are two subscales: Conflict and Closeness. The STRS-SF has excellent psychometric properties across multiple studies and samples. Teachers' ratings on the STRS-SF have been found to predict children's classroom behaviour, school retention, and academic outcomes</p>
<p><b>Recommendations for use</b></p> <p>Teacher to complete for each child in classroom</p>
<p><b>Suitable for participants aged...</b></p> <p>Teacher's assessment of relationship with children aged 3-12</p>
<p><b>Available languages</b></p> <p>Greek, Italian, Spanish</p>
<p><b>Examples of use</b></p> <ul style="list-style-type: none"> <li>• Used in a study in primary schools in Austria, including with teachers of students with immigrant backgrounds<sup>53</sup></li> <li>• Used in a study with ethnic-Dutch teachers in the Netherlands who teach ethnic minority students<sup>54</sup></li> </ul>



## Tool: Young Children's Appraisals of Teacher Support (Y-CATS)

### Link to tool

Designed to be administered by an adult in pen-and-paper recorded format – link to instructions [here](#).

The data will have to be later added to Qualtrics, see link [here](#) (note: WP4 team will set up a special link for your specific pilot action site after you let them know you are using this instrument)

### Overview/Description

The Y-CATS was developed to explore children's perceptions of their relations with teachers along dimensions that comprise warmth, conflict and autonomy. The scale consists of:

- (a) 14 items designed to elicit children's perceptions of the ways in which their teacher provided support, encouragement, and acceptance;
- (b) 9 items that assessed children's perceptions of their teacher as one who provided opportunities for choice and autonomy in activities; and
- (c) 8 items that assessed children's perceived conflict and negativity in their relationship with their teacher

The Y-CATS response format utilises a mailbox for children to place items with which they agreed and a trash can to place items with which they disagreed. The trashcan and mailbox has been found to be easily comprehended by young children, minimised reliance on children's verbal expression skills, and sustained children's attention during the task

### Recommendations for use

To be administered by an adult (not the teacher) with young children

### Suitable for participants aged...

Suitable for ages 4-8

### Available languages

English

Italian: [link to Italian scale](#)

### Examples of use

- Used with young children in Italy<sup>55</sup>, Greece<sup>56 57</sup>

## Tool: Teacher - Teacher Student Relationship Inventory (T- TSRI)

### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

### Overview/Description

The T-TSRI is used to assess the teacher's perspective of their relationship with an individual student. Specifically, the tool measures teachers' satisfaction with their students, the help they perceive they are offering to their students and their level of conflict with their students. It is a 14-item scale with each item answered on a 5 point Likert scale from 'Almost never true' to 'Almost always true'.

### Recommendations for use

Teacher to complete scale in reference to each student.

### Suitable for participants aged...

Completed by teacher of students aged 10-18 years

### Available languages

English

### Examples of use

- Used in a study on mental health of children in poverty in China<sup>58</sup>
- Used in a range of studies with low-achieving and at-risk students<sup>59-61</sup>

## Tool: Student - Teacher Student Relationship Inventory (S-TSRI)

### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

### Overview/Description

This is the Student version of the TSRI and as such examines teacher-student relationships from the perspective of students. It was developed as a brief yet psychometrically robust scale. It is a 14-item measure consisting of three factors: satisfaction (e.g., "I am happy with my relationship with this teacher"), Instrumental help (e.g., "If I need someone to listen to me, I will go to this teacher") and Conflict (e.g., "If this teacher is absent, I feel relieved"), rated on a 5-point scale from 1 (almost never true) to 5 (almost always true). A higher score in these dimensions indicates a higher level of satisfaction, instrumental help, and conflict with teachers, respectively.

### Recommendations for use

Use to assess student perceptions of teacher-student relationship

### Suitable for participants aged...

Suitable for ages 12-15

### Available languages

English (scale was developed for students in Singapore; further studies showed validity in USA and Turkey)

### Examples of use

This is a new scale (developed in 2020)<sup>62</sup> so it has not yet been used frequently.

## Outcome: Parent-child relationships

### Tool: Pianta Child-Parent Relationship Scale (CPRS) - Short Form

#### Link to tool

[Link to scale on Qualtrics](#)

[Link to PDF for use in pen-and-paper version](#)

#### Overview/Description

The Pianta Child-Parent Relationship Scale (CPRS) is a self-report instrument completed by mothers and fathers that assesses parents' perceptions of their relationships with their sons and daughters. It is very widely used self-report instrument and taps into both positive and negative aspects of the parent-child relationship. The CPRS was adapted from the Student Teacher Relationship Scale (STRS), detailed above, which assesses teachers' perceptions of their relationships with individual students.

In the short form of the scale, the parent/primary caregiver responds to 15 statements concerned with their interactions with their child, by rating their responses on a five-point scale, with answer options of Definitely does not apply / Not really / Neutral, not sure / Applies somewhat / Definitely applies. Ratings are then summed into groups of items corresponding to conflict and closeness subscales.

Free to use

#### Recommendations for use

To be completed by parents of younger children

#### Suitable for participants aged...

Parents of children aged 3-12 years

#### Available languages

English

#### Examples of use

- Used in a study in primary schools in Austria, including with teachers of students with immigrant backgrounds<sup>53</sup>
- Used in a study with low-income preschool children in the US and Turkey<sup>63</sup>
- Used with migrant children in China<sup>64</sup>
- Used in the Growing up in Ireland (GUI) longitudinal study of childhood in Ireland

## Tool: The General Functioning 12-item subscale (GF12) of the McMaster Family Assessment Device

### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

### Overview/Description

The overall Family Assessment Device (FAD) is a 60-item self-report measure of family functioning. The FAD consists of statements about families to which respondents indicate whether they agree or disagree (on a 4-point scale). The FAD consists of seven subscales, six of which measure different dimensions of family functioning, and the seventh measures general functioning (the GF-12). All items in the GF-12 subscale were highly correlated with other dimensions of the FAD so can be used as a standalone measure. The GF-12 was also found to be free from cultural bias when assessed in different populations and countries around the world.

1. Planning family activities is difficult because we misunderstand each other
2. In times of crisis we can turn to each other for support
3. We cannot talk to each other about the sadness we feel
4. Individuals are accepted for what they are
5. We avoid discussing our fears and concerns
6. We can express feelings to each other
7. There are lots of bad feelings in our family
8. We feel accepted for what we are
9. Making decisions is a problem for our family
10. We are able to make decisions about how to solve problems
11. We don't get along well together
12. We confide in each other

Items 1, 3, 5, 7, and 11 are reverse-scored.

### Recommendations for use

We recommend this for use with older children (12 years +) themselves, and parents of older children

### Suitable for participants aged...

All family members ages 12+ are asked to rate how well each statement describes their own family

### Available languages

The Family Assessment Device is available in many languages (e.g. Spanish, Chinese, French, Dutch, Italian, Portuguese, Greek,

### Examples of use

- Used in a study with ethnic Armenian adolescents living in Lebanon<sup>65</sup>
- Used in a study with Jewish Israeli and Palestinian adolescents<sup>66</sup>



- Used in a study with Syrian refugee families living in Switzerland<sup>67</sup>
- Used in a study with asylum seekers from Darfur living in Israel<sup>68</sup>
- Used in a study with Mexican immigrants<sup>69</sup>
- Used in a study with adolescent refugees and migrants from African backgrounds living in Australia<sup>70</sup>



## Outcome: Social support

### Tool: The Heikkinen Social Circle

#### Link to tool

N/A – Student draws circle on paper

#### Overview/Description

The circle is divided into five domains: Family or relatives in [host country], friends in [host country], family or relatives overseas, friends overseas, others. Participants write the names of all the people with whom they have a close relationship within the appropriate domain. Particularly important is the inclusion of a domain for people who live outside [host country] as young people both give and receive social support from social networks overseas. Participants then indicate the people they can turn to for help (with a yellow marker pen) and the people who they help or support (with a blue marker pen). Finally, participants circle the friends in [host country] who are from their own ethnic community.

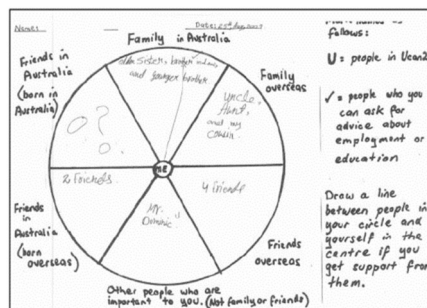


FIGURE 6 SAMPLE COMPLETED SOCIAL CIRCLE FROM BLOCK ET AL. (2012)<sup>71</sup>

#### Recommendations for use

In addition to providing numerical data on social support, the social circle provides an anchor for in-depth discussions about the meanings and nature of the different relationships in young people's lives. It also provides a method to compare changes over time. Could be complementary to the MSPSS (see below)

#### Suitable for participants aged...

Used with adolescents but may be suitable, following adaptation, for younger children.

#### Available languages

N/A

#### Examples of use

- With newly-arrived refugee youth in Australia<sup>72</sup>

## Tool: Multidimensional Scale of Perceived Social Support (MSPSS)

<p><b>Link to tool</b></p> <p><a href="#">Link to tool on Qualtrics here</a></p> <p><a href="#">Link to PDF for pen and paper</a></p>
<p><b>Overview/Description</b></p> <p><i>This is one of the Core Outcome Measures for REFUGE-ED.</i></p> <p>The MSPSS<sup>73 74</sup> is a 12-item self-report questionnaire designed to measure perceived social support from three sources: family, and friends, using a five-point Likert scale from 0 (<i>strongly disagree</i>) to 5 (<i>strongly agree</i>). The scale has established reliability and strong factorial validity in previous research<sup>75</sup>.</p>
<p><b>Recommendations for use</b></p> <p>N/A</p>
<p><b>Suitable for participants aged...</b></p> <p>Ages 11 and older</p> <p>One study used it for children as young as 7<sup>76</sup></p>
<p><b>Available languages</b></p> <p>English</p> <p>Italian</p> <p>Spanish</p> <p>Greek</p> <p>Swedish</p> <p>Approximately 35 translations of the measure have been completed to date. Many are available here: <a href="https://mhps.net/toolkit/mhps-m-and-e-mov-toolkit">https://mhps.net/toolkit/mhps-m-and-e-mov-toolkit</a></p>
<p><b>Examples of use</b></p> <ul style="list-style-type: none"> <li>• Recommended in IASC Common Monitoring and Evaluation Framework</li> <li>• Used with Syrian refugee adolescents<sup>77 78</sup></li> <li>• Used with 12-17 year old refugees living in asylum seeker centres in the Netherlands<sup>15</sup></li> <li>• Used with 11-18 year old refugees living in Australia<sup>45</sup></li> </ul>



## Outcome: Resilience

### Tool: Child and Youth Resilience Measure (CYRM)

#### Link to tool

[Link to tool on Qualtrics here - 5 to 9 year old version](#)

[Link to tool on Qualtrics here - 10-23 year olds version](#)

[Link to PDF of 5-9 year old version for pen and paper](#)

[Link to PDF of 10-23 year old version for pen and paper](#)

#### Overview/Description

Measures resilience among children and adolescents while allowing for cultural variation across multiple settings, and has been previously validated with adolescents in refugee/ asylum-seeking contexts

Three subscales

1. Individual
2. Relational
3. Community

#### Recommendations for use

You may wish to choose just one specific subscale based on the intervention being implemented at your pilot site.

Note that the CYRM is administered by a researcher.

#### Suitable for participants aged...

Two versions of the questionnaire:

5 - 9 years

10 - 23 years

#### Available languages

Albanian, Arabic, Bengali, Chinese, Farsi, Filipino, Finnish, French, German, Hindi, Indonesian, Italian, Korean, Lugandan, Portuguese, Setswana-Tswana, Slovenian, Spanish, Turkish, Urdu

#### Examples of use

- Used in RefugeesWellSchool Study<sup>10</sup>
- Recommended in IASC Common Monitoring and Evaluation Framework
- Used in a study with Syrian refugee and Jordanian host-community adolescents<sup>79</sup>

## Outcome: Self-efficacy

### Tool: The General Self-Efficacy Scale (GSES)

#### Link to tool

[Link to tool on Qualtrics](#)

[Link to PDF for pen and paper](#)

#### Overview/Description

The ten-item General Self-Efficacy Scale is a self-report measure of self-efficacy that is positively associated with optimism and negatively associated with depression, stress, and anxiety.

Sample items include:

- I can remain calm when facing difficulties because I can rely on my coping abilities.
- I can usually handle whatever comes my way.

Responses are made on a four-point Likert scale from 'not at all true' to 'exactly true'

Reliable and unidimensional across cultures

Good psychometric properties<sup>81</sup>

#### Recommendations for use

Self-efficacy is not typically measured in younger children.

#### Suitable for participants aged...

10 years and older

#### Available languages

English

Swedish

Bulgarian

Italian

Spanish

Greek

#### Examples of use

- Recommended by Young Lives Study<sup>9</sup>
- Used in a study with native and migrant adolescents in Chile<sup>82</sup>

## Outcome: Self-esteem

### Tool: Rosenberg's Self-Esteem Scale (RSES)

#### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for pen-and-paper](#)

#### Overview/Description

This ten-item unidimensional scale measures global self-worth through assessing both positive and negative feelings about the self.

Responses are made on a four-point Likert scale from 'strongly agree' to 'strongly disagree'.

Items are as follows:

1. I feel I am a person of worth, at least on an equal basis with others.
2. I feel I have a number of good qualities.
3. I am able to do things as well as most other people.
4. I take a positive attitude toward myself.
5. On the whole, I am satisfied with myself.
6. All in all, I am inclined to think I am a failure [reverse score].
7. I feel I do not have much to be proud of [reverse score].
8. I wish I could have more respect for myself [reverse score].
9. I certainly feel useless at times [reverse score].
10. At times I think I am no good at all [reverse score].

#### Recommendations for use

"Although the RSES essentially represents a unidimensional scale, cross-cultural comparisons might not be justified because the cultural background of the respondents affects the interpretation of the items."<sup>83</sup>

The RSES is not validated in children < 12 years old and therefore not recommended for use with younger children. Use the KINDL below.

#### Suitable for participants aged...

Age 12 and older

#### Available languages

English, Bulgarian, Spanish, Italian, Greek, Swedish

#### Examples of use

- Used in a study with out-of-school children in Sudan<sup>84</sup>
- Used in a study with adolescent refugee girls living in Ethiopia<sup>85</sup>
- Used in two studies with child and adolescent migrants and refugees living in Australia<sup>86 87</sup>
- Used in a study with Iraqi refugee high school students<sup>88</sup>

## Tool: The Self-Esteem subscale of the KINDL

### Link to tool

[Link to tool on Qualtrics here](#) (7-13 year old version)

[Link to PDF for use in pen-and-paper version](#)

### Overview/Description

The KINDL is an indicator of quality of life in children. The version of the instrument for 7-13 year olds (Kid-KINDL) has a four-item self-esteem subscale as follows:

During the past week...

1. ... I was proud of myself
2. ... I felt on top of the world
3. ... I felt pleased with myself
4. ... I had lots of good ideas

Five response options: 1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = all the time.

See <https://www.kindl.org/english/questionnaires/>

### Recommendations for use

We recommend using the self-esteem subscale of the KINDL for measuring self-esteem with children younger than 12 (and using the RSES detailed above for those above 12)

### Suitable for participants aged...

Age 7 - 13

### Available languages

The questionnaire is available in German, English, French, Dutch, Russian, Turkish, Italian and Spanish.

### Examples of use

The following studies use the whole KINDL (not just the self-esteem subscale):

- A study with Iranian newcomer children in Canada<sup>89</sup>
- A study with kindergarten-aged children from migrant backgrounds in Germany<sup>90</sup>
- A study of 2-9 year old children across eight European countries which included the participation of children of migrant origin<sup>91</sup>

## Outcome: Ethnic/cultural identity

### Tool: The Multigroup Ethnic Identity Measure - Revised (MEIM-R)

#### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

#### Overview/Description

The MEIM-R is an adapted version of the Multigroup Ethnic Identity Measure<sup>92</sup>. In administering the MEIM-R, the items should be preceded by an open-ended question that elicits the respondent's spontaneous ethnic self-label. It should conclude with a list of appropriate ethnic groups that the respondent can check to indicate both their own and their parents' ethnic backgrounds (see Phinney, 1992). As per [European Commission handbook on equality data](#), we have adapted this scale to refer to 'ethnic origin' instead of 'ethnic group'.

Items 1, 4, and 5 assess Exploration; Items 2, 3, and 6 assess Commitment. The usual response options are on a 5-point scale, from strongly disagree (1) to strongly agree (5), with 3 as a neutral position.

The score is calculated as the mean of items in each subscale (Exploration and Commitment) or of the scale as a whole.

1 I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.

2 I have a strong sense of belonging to my own ethnic group.

3 I understand pretty well what my ethnic group membership means to me.

4 I have often done things that will help me understand my ethnic background better.

5 I have often talked to other people in order to learn more about my ethnic group.

6 I feel a strong attachment towards my own ethnic group

#### Recommendations for use

N/A

#### Suitable for participants aged...

Adolescents and adults

#### Available languages

English, Spanish<sup>93</sup>

#### Examples of use

- The original version of the MEIM was used in the Good Starts study with refugee youth in Australia<sup>11 72 94</sup>

- The International Comparative Study of Ethno-Cultural Youth (ICSEY) used an adapted version of the MEIM<sup>95</sup>
- The revised version used with diverse sample of adolescents attending high schools in Italy<sup>96</sup>
- MEIM-R used in an evaluation of an after-school programme for newcomer immigrant youth in Canada<sup>97</sup>
- MEIM-R used with migrant adolescents in Australia<sup>18</sup>

## Outcome: Teacher's cultural competence

### Tool: Teacher Multicultural Attitude Scale (TMAS)

#### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

#### Overview/Description

Twenty items for teachers to self-report about the cultural competence of their teaching and attitudes towards multiculturalism<sup>98</sup>.

Items include:

- *Teachers ought to be aware of the cultural background of their students.*
- *In order to be an effective teacher someone must be aware of the cultural differences of his students.*
- *The training about multiculturalism can help me in order to work more effectively with a culturally differentiated audience.*

Response options are on a scale of 1 (strongly disagree) to 5 (strongly agree).

#### Recommendations for use

To be used with teachers

#### Suitable for participants aged...

Suitable for teachers

#### Available languages

English

Greek

Turkish

#### Examples of use

- Used in the RefugeesWellSchool study<sup>52</sup>
- A study with Greek teachers<sup>99</sup>
- A study with primary school teachers in the Netherlands<sup>100</sup>

## Outcome: Parent-teacher relationship

### Tools: Parents' Perceptions of Teachers scale

#### Link to tool

[Link to tool on Qualtrics](#)

[Link to PDF for use in pen-and-paper version](#)

#### Overview/Description

Parents' perception of teachers scale: Five items capture parents' perceptions of teachers: whether the child's teacher treats the parent with respect, makes him or her feel comfortable, gets along with him or her, is the parent's partner, and wants the child to do well in school. These five items are averaged to form a scale score.

1. This teacher treats me with respect
2. I feel comfortable talking to this teacher
3. This teacher and I get along
4. I feel this teacher and I are partners
5. This teacher wants my child to do well in school

Each item is measured on a five-point scale from 1 - strongly disagree to 5 - strongly agree.

#### Recommendations for use

Parent fills out with reference to their child's main teacher

#### Suitable for participants aged...

Adults

#### Available languages

English

#### Examples of use

- In a study with parents and teachers in low-income predominantly Latino schools in the US.<sup>101</sup>



## Tool: Teachers' Perceptions of Parents scale

### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

### Overview/Description

Teachers' perceptions of parents scale: Five nearly identical items capture teachers' perceptions of parents. Each item is measured on a five-point scale from 1 p strongly disagree to 5 p strongly agree. Again, the scale score is calculated by averaging the five survey items.

1. This parent treats me with respect
2. I feel comfortable talking to this parent
3. This parent and I have a good parent-teacher relationship
4. I feel this parent and I are partners
5. This parent wants his/her child to be successful academically

### Recommendations for use

Teachers fill out for parent of each child in classroom

### Suitable for participants aged...

Adults

### Available languages

English

### Examples of use

- In a study with parents and teachers in low-income predominantly Latino schools in the US.<sup>101</sup>

## Outcome: Professional quality of life including burnout

### Tool: Professional Quality of Life Scale (ProQOL)

#### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for pen and paper](#)

#### Overview/Description

The Professional Quality of Life (ProQol) is a 30 item self-report questionnaire that measures compassion satisfaction and compassion fatigue in helping professionals (e.g. doctors, nurses, psychologists, social workers, teachers, first responders).

- Compassion Satisfaction refers to the pleasure you derive from being able to do your work well
- Compassion Fatigue is comprised of:
  - 1) Burnout (exhaustion, frustration, anger and depression related to work)
  - 2) Secondary Traumatic Stress (feeling fear in relation to work-related primary or secondary trauma)

#### Recommendations for use

Scale can be administered in full, or individual subscales (Compassion Satisfaction, Burnout or Secondary Traumatic Stress) can be used on their own.

#### Suitable for:

Teachers or other staff at the pilot action site.

#### Available languages

Available in 26 languages including English, Spanish, Italian, Greek, and Swedish. For more information, see: <https://proqol.org/proqol-measure>

#### Examples of use

- With Italian staff in reception centres<sup>102</sup>
- With Greek health professionals working with refugees and migrants<sup>103</sup>
- With Greek primary school teachers whose students include refugees<sup>104</sup>
- With Australian clinicians working with refugees<sup>105 106</sup>

## Outcome: Parent Engagement with the School and Community

### Tool: School Internal Engagement Scale - Refugee Parent (SIES-RP)

#### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

#### Overview/Description

This measure was developed based on qualitative research with refugee parents. This tool assesses parents' engagement with the school. "(R)" indicates that an item should be reverse scored.

1. The interpreters available through the school are good/effective
2. It would be difficult for me to find a way to discuss an issue with school staff (R)
3. Despite the language restrictions, I feel adequately informed about what happens at the school
4. I feel that language restricts how much I can know about my child's progress (R)
5. I cannot be involved with the school as much as I would like because there are not enough non-[English] speaking staff
6. School staff direct me to services I need or that might be helpful to me
7. The school helped or helps with the cost of uniforms or sports kits
8. I regularly attend school events
9. I have attended a multicultural day or event at the school
10. I have attended parent-teacher interviews
11. The school could do more to make me feel welcome and encouraged to participate

Items are rated on a 4-point Likert scale from 1 (disagree a lot) to 4 (agree a lot).

#### Recommendations for use

Only suitable for use with migrant/refugee parents (not all parents in the school)

#### Suitable for participants aged...

Adults

#### Available languages

English

#### Examples of use

- Developed in a study with Arabic-speaking refugee parents whose children were attending primary schools in a low socioeconomic multicultural area in Sydney, Australia<sup>44</sup>

## Tool: School Community Engagement Scale - Refugee Parent

### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

### Overview/Description

This measure was developed based on qualitative research with refugee parents. This tool assesses parents' engagement with the wider community through the school.

1. The school has provided opportunities to meet and make friends with established [Australians]
2. Through the school, I have met and made friends with people from similar backgrounds to me
3. When I visit the school, I am likely to run into friends and acquaintances
4. If I need advice about the school, I know other parents who I could call
5. This school helps me feel like I belong in [Australia]
6. Through the school, I have improved my [English] language skills
7. Because of activities through the school, I better understand [Australian] customs

Items are rated on a 4-point Likert scale from 1 (disagree a lot) to 4 (agree a lot).

### Recommendations for use

Only suitable for use with migrant/refugee parents (not all parents in the school)

### Suitable for participants aged...

Adults

### Available languages

English

### Examples of use

- Developed in a study with Arabic-speaking refugee parents whose children were attending primary schools in a low socioeconomic multicultural area in Sydney, Australia<sup>44</sup>

## Outcome: Dynamic Integration

### Tool: Cross-Country Friendship Self-Efficacy

#### Link to tool

Link to tool on Qualtrics here [to be added]

Link to PDF for use in pen-and-paper version [to be added]

#### Overview/Description

This measure is an adaptation of the Cross-Ethnic Friendship Self-Efficacy Scale developed by Bacgi and colleagues (2020) [reference to be added] which assesses the degree to which children believe they can successfully build and maintain high-quality cross-ethnic friendships.

The scale is composed of items that measure characteristics of friendship quality such as spending time together, self-disclosure, trust, and shared interests (e.g., “I am confident I would be able to get close to a new friend from another ethnic group”; “I believe I could find many things in common with new friends from another ethnic group”), since previous research has specifically indicated that time spent and self-disclosure were critical indicators of cross-group friendships (Davies et al., 2011) [reference to be added].

In light of the current study’s focus on the experiences of asylum-seeking, refugee, and migrant children, we have adapted the scale to focus on children from different countries building friendships together.

The adapted scale includes 6 items from the original 7 item scale. The item which was removed included a definition and asked children to describe their personal ethnic identity. The remaining 6 questions are scored on a scale from 1 to 5, whereby 1 = strongly disagree and 5 = strongly agree.

1. For me, making new friends from other countries is easy.
2. I believe I would have fun with a new friend from another country.
3. Being included in a friendship group with young people from lots of other countries is easy
4. I believe I could easily trust a new friend from another country
5. I believe I could find many things in common with new friends from another country
6. I am sure I could share secrets with a new friend from a country other than my own

#### Recommendations for use

The original measure was designed for use with children of approximately 11-14 years (Bacgi et al., 2020, reference to be added). However, its simplification in the compendium means that it may also be applicable to younger children.

#### Suitable for participants aged...

Children and adolescents

**Available languages**

English

**Examples of use**

- This tool was used by its developers among young people in the United Kingdom (Bacgi et al, 2020 [reference to be added]) to assess the relationship between cross ethnic self-efficacy beliefs and the quality of cross-ethnic friendships.



## Educational Outcomes

### Outcome: Children's (self-perceived) competence in host language

#### Tool: Purpose-designed assessment of competence in host language

**Link to tool**

[Link to tool on Qualtrics here - 6-9-year-olds version](#)

[Link to tool on Qualtrics here - 10-18-year-olds version](#)

[Link to PDF of 6-9-year-olds version for pen-and-paper](#)

[Link to PDF of 10-18-year-olds version for pen and paper](#)

**Overview/Description**

These questions were taken from the [H2020 IMMERSE Project](#), which aims to create a dashboard of integration indicators for children. The questions were developed by the IMMERSE team for the project. These will serve as a very quick assessment of the child's perception of their own competence in their new language.

For 10-18-year-olds:

A. You need to ask your teacher for some information in <host country language>. Can you explain yourself?

- Almost never
- Sometimes
- Almost always

B. When your teacher gives you some information in <host country language>, can you understand it?

- Almost never
- Sometimes
- Almost always

For 6-9-year-olds:

A. Speaking <host country language> is

- Easy
- Okay

<ul style="list-style-type: none"><li>• Hard</li></ul> B. Understanding <host country language> is <ul style="list-style-type: none"><li>• Easy</li><li>• Okay</li><li>• Hard</li></ul>
<b>Recommendations for use</b> N/A
<b>Suitable for participants aged...</b> 6-9 years 10-18 years
<b>Available languages</b> The IMMERSE questionnaires are available in English, Spanish, Italian, French, Dutch, German, Greek, Arabic, Farsi, Romanian, Chinese
<b>Examples of use</b> <ul style="list-style-type: none"><li>• IMMERSE Project (<a href="https://www.immerse-h2020.eu/">https://www.immerse-h2020.eu/</a>)</li></ul>



## Outcome: Academic motivation

### Tool: Academic Motivation Scale (AMS)

#### Link to tool

[Link to tool on Qualtrics](#) - 28 item version

[Link to PDF for pen and paper](#) - 28 item version

#### Overview/Description

This measure of academic motivation is widely used in the academic literature. It has been used with refugee populations and is available in many languages. It is reliable, valid, and offers a comprehensive evaluation of academic motivation.

Seven subscales to measure intrinsic motivation, extrinsic motivation, and amotivation

Seven-point Likert scale ranging from Does not correspond at all to Corresponds exactly

28-items that respond to the question "Why do you go to school?" (14-item short version available<sup>107</sup>)

Example Items:

- "Because I really like going to school"
- "Because I want to have 'the good life' later on"
- "Because of the fact that when I succeed in school I feel important"
- "To show myself that I am an intelligent person"

#### Recommendations for use

The 28-item scale can be used to assess the intrinsic, extrinsic, and amotivation of students in secondary school/high school. The questionnaire should be completed by the children.

#### Suitable for participants aged...

28-item and 14-item scales suitable for participants 14 and older.

#### Available languages

English, French, Turkish, Greek<sup>108</sup>, Italian

#### Examples of use

- Used in a study with Karen refugee students attending to post-secondary schools on the Thailand-Myanmar border<sup>109</sup>
- Used in a study with immigrant adolescents in Canada<sup>110 111</sup>
- Used in a study with high school students in Italy, exploring differences and similarities across students with and without immigrant backgrounds<sup>112</sup>
- Used in a study with 'left behind' secondary school students in Romania<sup>113</sup>

## Tool: Refugee Students' Academic Motivation Questionnaire (RSAMQ)

<p><b>Link to tool</b></p> <p><a href="#">Link to tool on Qualtrics here</a></p> <p><a href="#">Link to PDF for pen and paper</a></p>
<p><b>Overview/Description</b></p> <p><i>This is one of the Core Outcome Measures for REFUGE-ED.</i></p> <p>This questionnaire was primarily used with refugee children from countries throughout Africa. This measure is an alternative to the Academic Motivation Scale for younger students. Separating the motivation into intrinsic and extrinsic allows us to determine how much younger students depend on others to generate academic motivation compared to their own motivations for academic success.</p> <p>Academic motivation is split into two subscales: intrinsic motivation and extrinsic motivation.</p> <p>Items are scored using a 5-point Likert scale ranging from strongly disagree to strongly agree.</p> <p>There are 12 items, six items for each subscale.</p> <p>Example Items:</p> <ul style="list-style-type: none"> <li>• "I cannot succeed in life without education"</li> <li>• "I do my best to achieve high scores on exams"</li> <li>• "My teachers expect that I will do well in the future"</li> <li>• "My parents or guardians expect me to do well"</li> </ul>
<p><b>Recommendations for use</b></p> <p>The 12-item questionnaire is used to measure students' intrinsic and extrinsic motivation and is suitable for younger children. The questionnaire should be completed by the students themselves.</p> <p>The AMS (above) has been used in a larger number of studies, is well-validated and reliable. So, we would recommend using that where possible. However, the RSAMQ may be more accessible for younger students.</p>
<p><b>Suitable for participants aged...</b></p> <p>The youngest students in original study were 11 years old, but an item or two could be simplified for a younger sample.</p>
<p><b>Available languages</b></p> <p>English</p>
<p><b>Examples of use</b></p> <ul style="list-style-type: none"> <li>• Used with students living in refugee camps in Kenya<sup>114</sup></li> </ul>

## Outcome: Attitudes towards learning

### Tool: The Sam Questionnaire: What I think about learning in school

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

#### Overview/Description

This is a 12-item adaptation by Díez-Palomar and colleagues<sup>115</sup> of the 17-item Sam Attitudes Questionnaires developed by Anthony Pell.

What I think about learning in school

*Meet Sam ..... Sam goes to school like you and is interested in what other children think about learning in school. We would like to know what you think about learning, to make schools better for children in the future. Here are some other children's views about learning and would like to know whether you agree or disagree with them.*

Response options for each item are: strongly agree, agree a little, disagree a little, strongly disagree , or not sure

Sample items:

- We learn best when the teacher tells us what to do.
- We can learn more when we can express our own ideas.
- Learning through discussion in class is confusing.

#### Recommendations for use

This tool is designed to be implemented *at base-line only* (after implementation of a new practice/intervention)

#### Suitable for participants aged...

Seven to 11 years

#### Available languages

English

#### Examples of use

- Used in a study of Successful Education Actions<sup>115</sup>

## Tool: Further and Higher Education Aspirations

### Link to tool

Link to tool on Qualtrics - 5 items (link to be added)

Link to PDF for pen and paper - 5 items (link to be added)

### Overview/Description

This measure is an adaptation of the college-going self-efficacy (CGSE) scale, which has been used in the United States with secondary school students ages 13 and above<sup>121</sup>. The measure was used with 13-18 year old Latinx students. The tool uses a 7-point scale ranging from 'strongly disagree to 'strongly agree.'

An adapted, shortened, and simplified version of the CGSE is presented here to fit the European and REFUGE-ED context. The original 22-item scale was reduced to 5 key items. The word 'college' was also replaced with higher and further education.' This is because the meaning of 'college' differs across cultures (e.g. as a word for university or a part of secondary school). In this scale, further and higher education refers to education choices after secondary school up to and including degree level education.

Items:

- "I want to do well in school so that I can continue my education after secondary school."
- "Continuing education after secondary school is a priority of mine."
- "I must complete education after secondary school to achieve my goals."
- "I want my teachers to help me reach education after secondary school."
- "Education after secondary school is a waste of time"

### Recommendations for use

This tool can be used to explore secondary school students' aspirations to pursue further and higher education (i.e., future-oriented goals relating to education).

### Suitable for participants aged...

Twelve to eighteen years

### Available languages

English

### Examples of use

- Used in a study of Latinx middle school students in the United States of America<sup>121</sup>.

## Outcome: Student Academic Performance Relative to Classmates

### Tool: Teachers' Ratings of Student Relative to Same Age Peers

#### Link to tool

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

#### Overview/Description

Teachers rate the target child relative to other children in the class across a range of educational domains.

Measure used in Growing Up in Ireland (GUI) with the 9-year-old cohort<sup>116</sup>

*How would you rate the (target child's) academic performance in the following areas relative to children in his / her age group?*

Response options: Below average - Average - Above Average

- a. Reading
- b. Writing
- c. Comprehension
- d. Mathematics
- e. Imagination / Creativity
- f. Oral communications
- g. Problem solving

#### Recommendations for use

For a very quick assessment of each child's academic performance

#### Suitable for participants aged...

Teachers to complete, with reference to each student in the classroom

#### Available languages

English

#### Examples of use

- Used in the Growing Up in Ireland (GUI) longitudinal study of children in Ireland<sup>116</sup>

## Outcome: Literacy and Numeracy

### Routinely-collected standardised tests

In the first instance, we recommend that literacy and numeracy information is taken from official standardised tests administered as part of typical class activity. This strategy has been used in other international projects such as [EnlargeSEAS](#).

The nature of the data recorded from these tests will likely vary from country to country (and potentially within-country). Please record the following details when obtaining these data:

- Name of the assessment
- Outcomes being assessed
- Information to enable interpretation of scores

In some settings, standardised tests may not have been administered or data may not be available to share with the researchers. In this case, we have included some options for assessments of literacy and numeracy that could be conducted specifically for the purposes of the REFUGE-ED project - see below. Note, we have not yet added these assessments to Qualtrics, as where possible we would like to use the routinely-collected data. Please notify WP4 team if you need to use other tests of literacy and numeracy for any of your pilot action sites.

## Tool: The Holistic Assessment of Development and Learning Outcomes (HALDO)

These tools are to be used in situations where routinely-collected standardised tests are not available. Contact WP4 team for guidance.

### Overview/Description

The Holistic Assessment of Development and Learning Outcomes (HALDO) is a learner assessment that aims to better understand the status of learners impacted by crises vis-a-vis literacy, numeracy, and social emotional learning. This assessment provides a more holistic snapshot of where children are in their learning.

For each sub-domain, a learner is presented with a sub-task at a moderate foundational skill level. If the learner is able to respond correctly to all tasks, the assessor then moves to a higher order skill sub-task. If the learner is unable to respond correctly to the moderate foundational skill level items, the assessor moves to a lower order skill sub-task.

Developed by Save the Children.

### Recommendations for use

Need to complete Memorandum of Understanding with StC before permission to use is granted.

For questions about this tool please contact [learningassessment@savechildren.org](mailto:learningassessment@savechildren.org)

### Suitable for participants aged...

HALDO is designed to be administered to children ages 4-12

### Available languages

English

### Examples of use

- Anderson, K., Read, L., & Losada, E. (2020). Academic learning measurement and assessment tools in education in emergencies: identifying, analyzing, and mapping tools to global guidance documents. New York: Inter-agency Network for Education in Emergencies (INEE).
- D'Sa, N., Krupar, A., & Westrope, C. (2019). Feasible measurement of learning in emergencies: lessons from Uganda. *Forced Migration Review*, (60), 74-75.

## Outcome: Literacy

These tools are to be used in situations where routinely-collected standardised tests are not available. Contact WP4 team for guidance.

### Tool: ELFE II

#### Overview/Description

ELFE II is a nationwide standardized reading test that measures both reading comprehension and reading fluency. The test is the successor version of ELFE 1-6. ELFE II can be used from the end of the first to the beginning of the seventh grade at any time during the school year. The procedure is available as an individual test for a differentiated diagnosis of reading (e.g. by school psychologists) or as a group test for the economic testing of large samples (e.g. testing of entire school classes, use in research). ELFE II measures reading performance with the following three subtests:

1. Word comprehension (decoding, synthesis)
2. Comprehension of sentences (meaningless reading, syntactic skills)
3. Text comprehension (finding information, reading across sentences, reasoning)

These are offset to produce an overall result. In addition, the method enables various differential evaluations (noticeable discrepancies between sub-tests, analysis of the work style). ELFE II can be used as a computer or paper version. In the computer version, the degree of automation of reading can also be recorded with a threshold measurement of word recognition. In addition, data collected with the paper version can be automatically evaluated using the computer version and printed out as an evaluation sheet.

Norms for children with a migrant background: In addition to the current representative norms, there are also norms for children with a migration background for ELFE II. Attention: These specific additional standards are not included in the regular ELFE II manual, but can only be ordered through Psychometrica at a cost of €19.00 plus €3.00 shipping. See <https://www.psychometrica.de/elfe2.html>

#### Recommendations for use

With all students (not just migrant/refugee students)

#### Suitable for participants aged...

The end of the first to the beginning of the seventh grade

#### Available languages

English, German

#### Examples of use





Used in a study of Grade 4 students in Germany with Turkish as their family language<sup>117</sup>



## Tool: The Bell Foundation - EAL Assessment Framework for Schools

### Overview/Description

To assist school staff in conducting meaningful assessments of learners' proficiency in English and using the information gathered to make effective decisions about teaching and learning, The Bell Foundation has worked with leading EAL assessment experts at [King's College London](#) and the [University of Cambridge](#) to design a suite of freely available EAL assessment tools.

The Bell Foundation's assessment tools are straightforward, easy-to-use, and have been designed with busy teachers in mind. They can be used to gather data to support the teaching and learning of learners who use EAL and to enable teachers to generate targets to guide progress. Through this on-going cycle of formative assessment, leading to individual target-setting and tailored support, learners can develop their English language skills, fully access the curriculum and fulfil their academic potential.

### Recommendations for use

Provides a framework for assessing progress in students new to English (could be adapted for use in other consortium countries, to be used with students new to the host language)

### Suitable for participants aged...

Two separate versions for primary and secondary school aged children

- Primary schools: <https://www.bell-foundation.org.uk/resources/detail/assessment-framework-primary-2/>
- Secondary schools: <https://www.bell-foundation.org.uk/resources/detail/assessment-framework-secondary-2/>

### Available languages

English

### Examples of use

- <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>
- Recommended by [Mother Tongues Learning Together Education Network](#)

## Outcome: Numeracy

These tools are to be used in situations where routinely-collected standardised tests are not available. Contact WP4 team for guidance.

### Tool: Early Grade Math Assessment (EGMA)

#### Overview/Description

The Core EGMA measures foundational mathematical skills. The specific mathematical subdomains assessed are:

- number identification,
- number discrimination (which numeral represents a numerosity greater than another),
- number pattern identification (a precursor to algebra), and
- addition and subtraction (including word problems).

The oral administration does not confound a child's ability to read or write with a child's ability to do mathematics

Toolkit available here: <https://inee.org/resources/early-grade-math-assessment-egma-toolkit>

#### Recommendations for use

Note: The Core EGMA was not designed to compare students' mathematical development across countries

#### Suitable for participants aged...

The Core EGMA is designed for the early grades, which is when children are just beginning to learn how to read.

#### Available languages

English, Spanish

#### Examples of use

- Included in the Inter-agency Network for Education in Emergencies library

## Tool: BADyG (Battery of Differential and General Aptitudes)

### Overview/Description

The Battery of Differential and General Aptitudes (BADyG) is a psychological test that tries to evaluate basic mental aptitudes in the school environment. It consists of a series of test batteries that are divided into six levels covering ages 4 to 18 years.

Developed by Carlos Yuste Hernanz, David Yuste Peña, Rosario, Martinez Arias, José Luis Galve Manzano

### Recommendations for use

N/A

### Suitable for participants aged...

Ages 7-17

### Available languages

Spanish

### Examples of use

- Used in the INTER-ACT Research Project: [INTER-ACT. Entornos interactivos para la inclusión en contextos de diversidad funcional](#) (INTER-ACT. Interactive environments for inclusion in contexts of functional diversity.)

## C

**Tool: Self-report tool**

[Link to tool on Qualtrics here](#)

[Link to PDF for use in pen-and-paper version](#)

**Overview/Description**

Developed ad hoc for the REFUGE-ED project by the UAB team to explore the impacts related to the EU's Council Recommendation on Key Competences for Lifelong Learning. To be piloted in REFUGE-ED project before offering it to the pilot sites

- Literacy
  - After participating in [NAME OF THE EFFECTIVE PRACTICE] have you learned new words? Which new words did you learn?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you better understand the texts you read? Could you explain how?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you improve your writing? How?
- Multilingualism
  - After participating in the [NAME OF THE EFFECTIVE PRACTICE] have you learned new words in a language that is not yours? Which?
  - Were children with different languages respected during the [NAME OF THE EFFECTIVE PRACTICE]?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you speak [host language] better? How?
- Numerical, scientific and engineering skills
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you understand mathematics better? Can you give an example?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] made you curious about science? Can you give an example of a scientific topic you are interested as a result of your participation in the [NAME OF THE EFFECTIVE PRACTICE]?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you to better understand technology? Can you give an example?
- Digital and technology-based competences
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you communicate better using digital technologies? Can you give an example?

- Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you to know more about digital technologies? Can you give an example?
- Interpersonal skills, and the ability to adopt new competences
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you better understand the conduct and rules of the people around you? Can you give an example?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you work together with other children and help each other? Can you give an example?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you learn better? How?
- Active citizenship
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] changed how you view world problems (climate change, violence, gender equality)? Can you give an example?
  - After your participation in the [NAME OF THE EFFECTIVE PRACTICE] did you think about doing something to tackle these problems? Can you give an example?
- Entrepreneurship
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] helped you make better decisions? Can you give an example?
  - Has your participation in the [NAME OF THE EFFECTIVE PRACTICE] made you more responsible? Can you give an example?
- Cultural awareness and expression
  - Were children from different countries respected during the [NAME OF THE EFFECTIVE PRACTICE]?
  - After participating in [NAME OF THE EFFECTIVE PRACTICE] have you learned new things about people from other countries? Can you give an example?

### Recommendations for use

To be completed after implementation of the practice/intervention, *at base-line only*

### Suitable for participants aged...

7-18

### Available languages

English



**Examples of use**

N/A - Purpose-designed for this project



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## Appendix A

### Other resources, libraries, and databases of measurement tools

Name of resource	URL
<b>Inter-agency Network for Education in Emergencies (INEE) Measurement Library</b>	<a href="https://inee.org/measurement-library">https://inee.org/measurement-library</a>
<b>IASC Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings: With means of verification (Version 2.0)</b>	<a href="https://interagencystandingcommittee.org/system/files/2021-09/%20IASC%20Common%20Monitoring%20and%20Evaluation%20Framework%20for%20Mental%20Health%20and%20Psychosocial%20Support%20in%20Emergency%20Settings-%20With%20means%20of%20verification%20%28Version%202.0%29.pdf">https://interagencystandingcommittee.org/system/files/2021-09/%20IASC%20Common%20Monitoring%20and%20Evaluation%20Framework%20for%20Mental%20Health%20and%20Psychosocial%20Support%20in%20Emergency%20Settings-%20With%20means%20of%20verification%20%28Version%202.0%29.pdf</a>
<b>MHPSS M&amp;E Toolkit</b>	<a href="https://www.mhpss.net/toolkit/mhpss-m-and-e-mov-toolkit">https://www.mhpss.net/toolkit/mhpss-m-and-e-mov-toolkit</a>
<b>Child Outcomes Research Consortium (CORC) Outcome &amp; Experience Measures</b>	<a href="https://www.corc.uk.net/outcome-experience-measures/">https://www.corc.uk.net/outcome-experience-measures/</a>
<b>Measurement Instrument Database for the Social Sciences (MIDSS)</b>	<a href="https://www.midss.org/">https://www.midss.org/</a>
<b>The RAND Education Assessment Finder</b>	<a href="https://www.rand.org/education-and-labor/projects/assessments/tool.html">https://www.rand.org/education-and-labor/projects/assessments/tool.html</a>
<b>Children &amp; War Foundation - Measures</b>	<a href="https://www.childrenandwar.org/projectsresources/measures/">https://www.childrenandwar.org/projectsresources/measures/</a>
<b>Centre for Effective Services (CES) Child, Youth and Family Database</b>	<a href="https://effectiveservices.force.com/s/">https://effectiveservices.force.com/s/</a>
<b>Evidence Based Practice Unit - Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges</b>	<a href="https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence-based-">https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence-based-</a>

	<a href="https://pscentre.org/?resource=iasc-reference-group-mental-health-and-psycho-social-support-assessment-guide">practice-unit/files/pub_and_resources_resources_for_profs_mental_health_toolkit.pdf</a>
<b>IASC Reference Group Mental Health and Psychosocial Support Assessment Guide</b>	<a href="https://pscentre.org/?resource=iasc-reference-group-mental-health-and-psycho-social-support-assessment-guide">https://pscentre.org/?resource=iasc-reference-group-mental-health-and-psycho-social-support-assessment-guide</a>
<b>IFRC Monitoring and evaluation framework for psychosocial support interventions - Toolbox</b>	<a href="https://pscentre.org/?resource=monitoring-and-evaluation-framework-toolkit">https://pscentre.org/?resource=monitoring-and-evaluation-framework-toolkit</a>
<b>Global Mental Health Assessment Database (GMHAD)</b>	<a href="https://global-database.thefpr.org/">https://global-database.thefpr.org/</a>
<b>Measuring Social and Emotional Learning - Assessment Guide</b>	<a href="https://measuringSEL.casell.org/access-assessment-guide/">https://measuringSEL.casell.org/access-assessment-guide/</a>
<b>MENAT CHILD Measurement Inventory - compiled and categorised by NYU Global TIES for Children</b>	<a href="https://datastudio.google.com/reporting/1rr-tGUQiyLc5A545bJPPiTSDOAGfzxWd">https://datastudio.google.com/reporting/1rr-tGUQiyLc5A545bJPPiTSDOAGfzxWd</a>
<b>OECD Measuring What Matters for Child Well-being and Policies</b>	<a href="https://doi.org/10.1787/e82fded1-en">https://doi.org/10.1787/e82fded1-en</a>
<b>OECD Education Working Papers No. 208 - Assessing students' social and emotional skills through triangulation of assessment methods</b>	<a href="https://dx.doi.org/10.1787/717ad7f2-en">https://dx.doi.org/10.1787/717ad7f2-en</a>
<b>Methodologies and Tools for Measuring the Mental Health and Psychosocial Wellbeing of Children in Humanitarian Contexts</b>	<a href="http://www.cpcnetwork.org/wp-content/uploads/2015/06/Measuring-Child-MHPSS-in-Emergencies_CU_Mapping-Report_March-2014.pdf">http://www.cpcnetwork.org/wp-content/uploads/2015/06/Measuring-Child-MHPSS-in-Emergencies_CU_Mapping-Report_March-2014.pdf</a>
<b>A Compendium of Tools for the Assessment of the Mental Health and Psychosocial Wellbeing of Children in the Context of Humanitarian Emergencies</b>	<a href="http://www.cpcnetwork.org/wp-content/uploads/2014/06/Measuring-Child-MHPSS-in-Emergencies_CU_Compendium_March-2014-.pdf">http://www.cpcnetwork.org/wp-content/uploads/2014/06/Measuring-Child-MHPSS-in-Emergencies_CU_Compendium_March-2014-.pdf</a>

<b>National Child Traumatic Stress Network (NCTSN) - Measures that are appropriate for refugee children and families</b>	<a href="https://www.nctsn.org/resources/measures-are-appropriate-refugee-children-and-families">https://www.nctsn.org/resources/measures-are-appropriate-refugee-children-and-families</a>
<b>Social and Emotional Learning and Psychosocial Support measurement and assessment tools in education in emergencies: Identifying, analysing and mapping tools to global guidance documents</b>	<a href="https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies-identifying-analyzing">https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies-identifying-analyzing</a>
<b>Youth Research and Evaluation eXchange (YouthREX) Youth-Friendly Measures</b>	<a href="https://youthrex.com/measures/">https://youthrex.com/measures/</a>