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Learning Assessment in Emergencies

Part 1: Approaches and Tools / National Assessment

30 October 2025

unicef 
for every child

 Global
Education
Cluster



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This webinar is hosted by:

Global Education Cluster [GEC] Learning in Emergencies Taskforce

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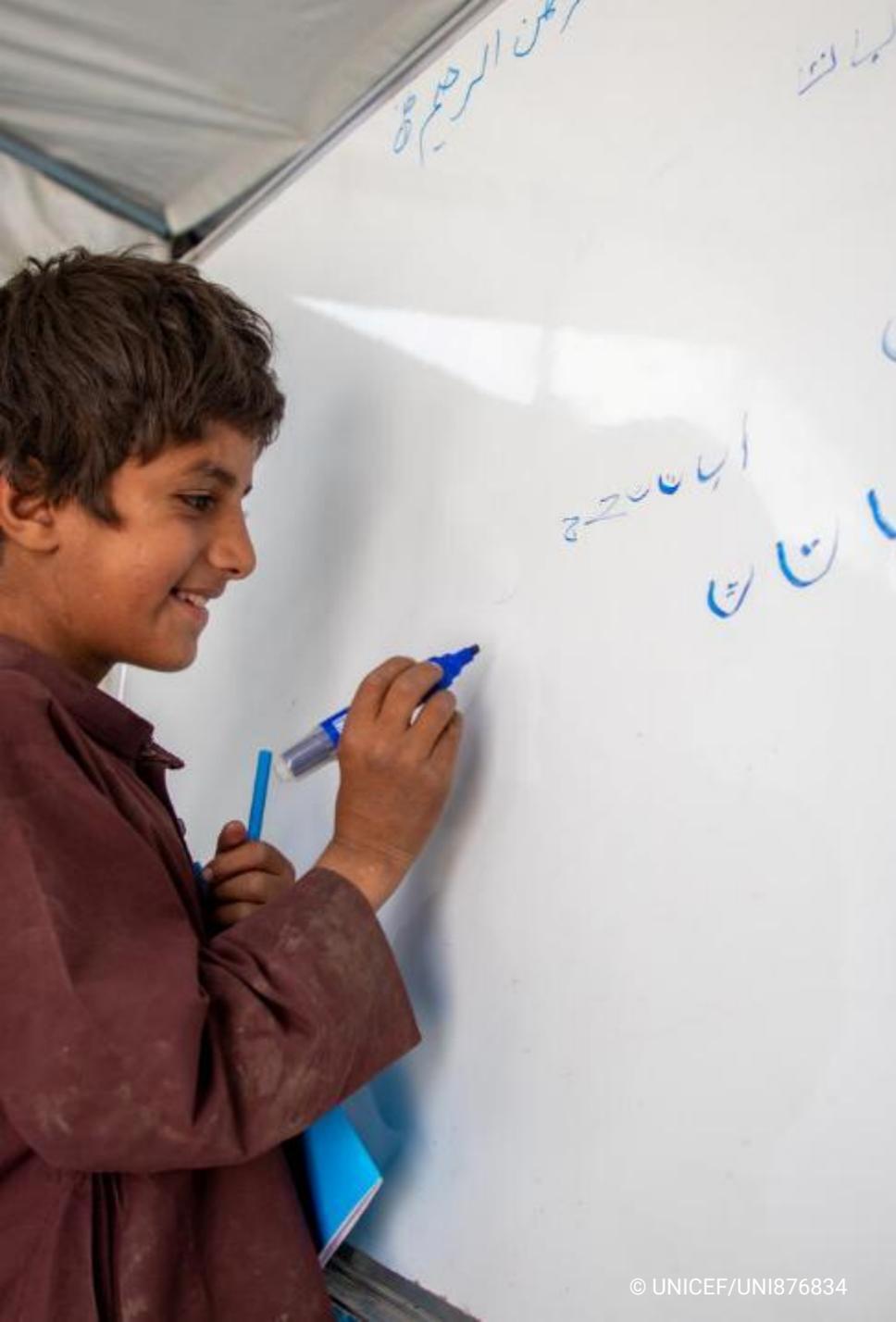
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Thank you!



Webinar objectives

- Provide those who play coordination roles information to be better informed about learning assessment emergency contexts
- Enable coordinators to feel confident engaging in and leading discussions on gathering data on learning
- Provide an overview of common learning assessment tools – and how to choose which may be appropriate
- Promote an understanding of the actors engaged in learning assessments
- Support better coordination of learning assessment initiatives
- Share relevant resources

Webinar overview

- Welcome and framing: Why learning and learning assessment matters EIE contexts
- Knowing what you want to achieve through a learning assessment
- Overview types of assessment tools that can be used in crisis contexts
- Profile of actors involved in learning assessment
- Supporting more effective coordination in relation to learning assessments



A photograph of three children standing in a shallow water channel, possibly a flooded field or a small stream. The water is calm, reflecting the children and the surrounding greenery. The child on the left is taller, wearing a blue shirt and orange shorts. The two children on the right are younger, wearing blue and yellow shirts. The background shows a line of trees and a utility pole under a cloudy sky.

Why learning and assessment matters in crisis contexts

Global learning crisis – worsened by conflict and displacement



53%

of children in low and middle-income countries cannot read and understand a simple story by the end of primary school (World Bank)



17%

of crisis-affected primary school aged children attend school and achieve minimum reading proficiency by the end of primary school (ECW, 2025)



Learning poverty perpetuates a **cycle of poverty, instability, and inequality**

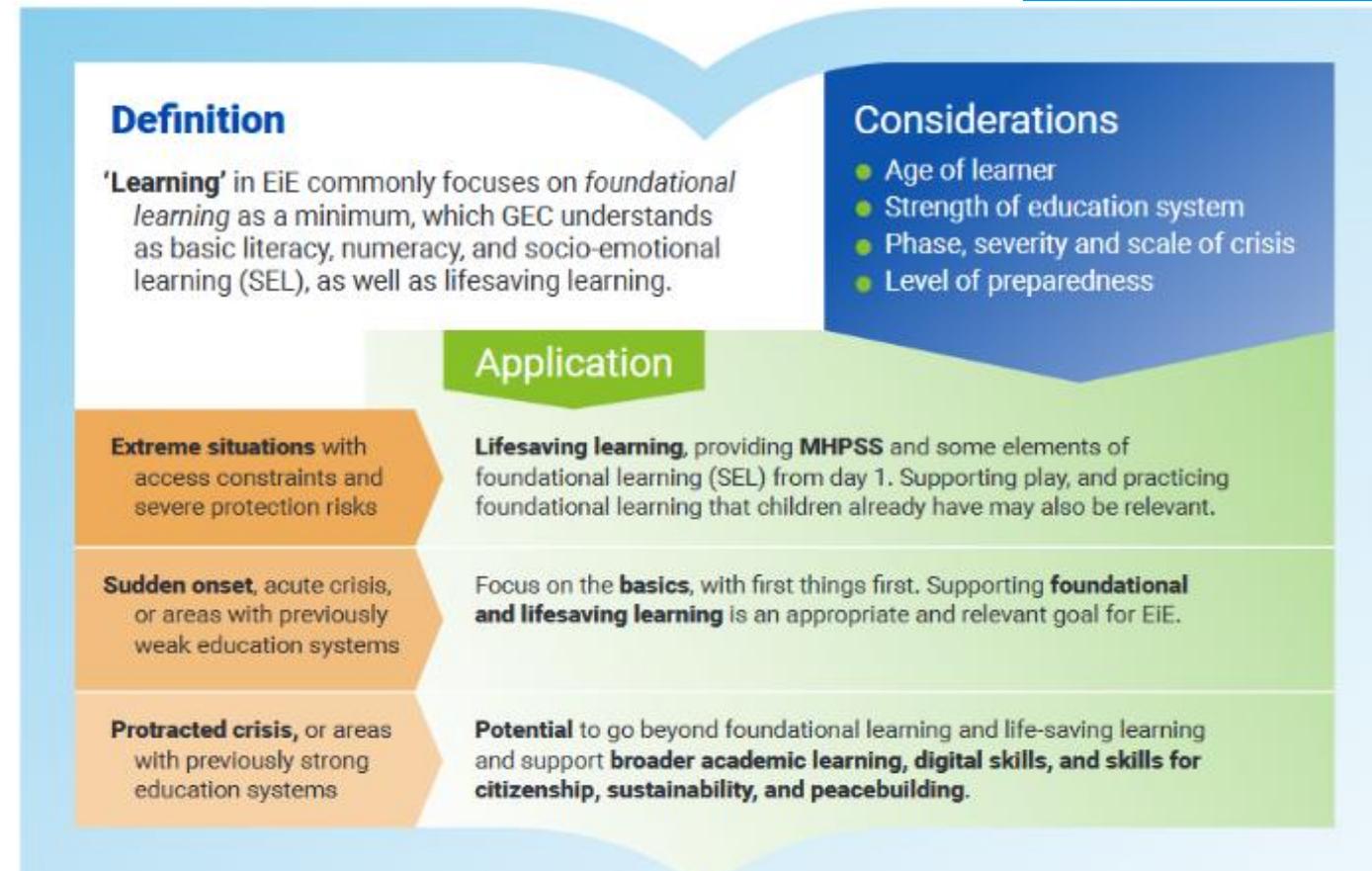
Definitions: Learning & Assessment

Learning in EIE

commonly focuses on foundational learning as a minimum, including basic literacy, numeracy, and SEL, as well as lifesaving learning

Assessment

is a structured approach to determining whether knowledge and skills have been acquired. Should be fair, reliable and valid.



Assessment: Approaches and tools

Some starting assumptions

Cluster coordinators are likely to engage with assessment through:

- **Convening** partners and **disseminating** information: Support collaboration with and between partners – avoiding duplication, sharing information and results, and promoting peer learning
- **Harmonising** the work of partners: Encourage partners to measure the same competencies and to work with the same tools and methodologies
- **Advocating**: Advocacy with authorities for crisis-affected children to participate in examinations/ assessments
- **Using** results: Using assessment data to inform humanitarian response planning processes

The webinar doesn't aim to be a primer on designing or conducting assessment studies



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Key considerations when deciding on an assessment approach or tool

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Who is being assessed?

- Which age group/ scholastic level?
- Individuals or groups (samples)
- Population (IDPs, host community, refugees)



When in the Humanitarian Programme Cycle are you assessing?

- To design a response plan or to assess the efficacy of an intervention/ interventions in the EiE response



Why? What do you need the information for?

- Placement/ programmatic purposes
- Project evaluation/ demonstration of impact of services
- Pulse check – how children are performing (cognitively, psychologically, life-saving skills)
- Detailed diagnostics – what skills do children need support on



Key considerations when deciding on an assessment tool/approach

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What are you assessing?

- Literacy/ numeracy/ social-emotional learning (SEL)
- General skills or knowledge associated with a particular curriculum level (e.g Grade 4 / Grade 8)
- Learning outcomes & contextual (qualitative) information
 - School characteristics/ resourcing
 - Teacher backgrounds
 - Socio-economic indicators



What is feasible in the context?

- In the current Crisis Phase, what is relevant to be assessed?
- Cost
- Access – geographic, safety

What do you want to be able to say about *cognitive* learning performance?

88% of Grade 6 children in South Africa cannot read at the correct level for their grade

90% of displaced children tested can identify individual letters, but only 65% can read a short sentence (compared to the 80% of non-displaced children who can read a short sentence)

Performance on the task -3×-3 showed that 20% of children confuse addition and multiplication signs

65% of refugee children in Malawi passed the Grade 12 examination in 2024

Children taught by teachers with 2-3 years of professional training performed better

Statements adapted from various learning assessment reports.



What do you want to be able to say about *socio-emotional* learning performance?

15% of children in Manje IDP camp do not feel safe at school

Percentage of children who report talking to a friend or trusted adult when feeling sad or scared in the past week.

Percentage of children aged 6–12 who can describe at least one safe coping action when encountering a stray dog on the way to school.

Statements adapted from various learning assessment reports.



What do you want to be able to say about *life-saving skills development* learning performance?

Percentage of children who demonstrate safe behaviors in mine-contaminated areas

Percentage of children who wash hands with soap at critical times (after toilet use, before eating).

Percentage of children aged 6–12 who can correctly identify at least two traffic risks (e.g., speeding cars, crossing without a pedestrian signal) when walking to school.

Statements adapted from various learning assessment reports.



Selecting an assessment tool & approach

- Recommend that an existing tool be used
- Select a test that has been subject to validation (overall test construction and individual items)
 - Reliable
 - Valid
- Suitable to context – particularly considering the nature, intensity and phase of crisis
- Contextualisation/ adaptation should involve technical experts (focused on test quality & psychometric validation of items)
- Pilot both the test and administration processes



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Types of **cognitive** learning assessment tools

Type of assessment	Purpose	Example of an existing tool	Conducted by
National examination	Progression/ certification	National examination (Grade 12)	Government
System performance	Overview of how well schools in an area are performing	In development and transitioning contexts: <u>PIRLS</u> , <u>PASEC</u> , <u>TIMSS</u> , In cluster countries: <u>PASEC</u> National systemic assessments	Government
Individual placement test	Grade placement/ individual learning track	<u>TARL (Teaching at the right level)</u>	Project/ school
Performance level of groups	Overview of how children are performing (programme design or evaluation)	<u>EGRA</u> , <u>EGMA</u> , <u>ASER</u>	Donor-supported Project-based

Types of **socio-emotional** learning assessment tools

Type of assessment	Purpose	Example of an existing tool	Conducted by
Holistic assessment	Overview of how children are performing on foundational literacy, numeracy, & SEL	HALDO	Donor-supported Project based

Types of **lifesaving** learning assessment tools

Type of assessment	Purpose	Example of an existing tool	Conducted by
n/a			

There is **no standardized, widely adopted tool** that specifically measures children's ability to perform *life-saving actions* (e.g., first aid, evacuation, water safety) in humanitarian emergencies. Existing frameworks focus on **literacy, numeracy, psychosocial well-being, or general protection**, not practical survival / life-saving competencies.



National Assessments

Supporting participation in national examinations

- Displaced and crisis affected children may not be able to participate in national examinations
- Examination management is led by government

Possible barriers for crisis-affected learners in accessing formal examinations:

- Lack of documentation on past achievement
- Inability to pay fees
- Schools in IDP camps/ learning centres are not registered examination centres
- Lack of information on enrolment procedures
- Cannot travel/ need to cross front-lines to access a testing centre

Opportunities for Cluster Coordinators:

- Advocate on behalf of crisis-affected children unable to register, access or participate in national exams.
- Call upon partners to provide logistical-, transport-, learning- and psychosocial support



Reflections from the Gaza Cluster coordinators

National Examinations (Grade 12/Tawjihi)

Why Implement Tawjihi Exams in Gaza

- **Responds to community demand** by allowing students to complete their high school education and achieve nationally recognised qualifications.
- **Protects the right to education** and ensures students can complete their academic journey despite conflict.
- Provides certification and a pathway to higher education and employment opportunities.
- Maintains national education continuity and alignment with the wider Palestinian education system.
- Supports students' psychosocial well-being by restoring a sense of normalcy, purpose, and hope.
- Demonstrates resilience of the education system and commitment to learning under crisis conditions.



National Examinations (Grade 12/Tawjihi)

Initially, the plan was to administer exams in person, and the Education Cluster:

- Identified and prepared suitable learning spaces for exam administration.
- Procured tablets for digital examination delivery and persistently advocated for their entry into Gaza, though access was ultimately denied.

As an alternative, the Cluster:

- *Supported learners' preparation through study and revision sessions in TLS.*
- *Supported the registration of candidates (both 2023/24 and 2024/25 cohorts).*
- *Facilitated the administration of pilot exams to test modality (platform and student ability to access and use the platform).*
- *Shared critical information with students on exam schedules, access links, and procedures.*
- *Provided internet connectivity to enable participation for some students.*

Other Learning Assessments underway

- *Formative assessments are ongoing to monitor student progress and adapt teaching and learning support accordingly.*
- *Conducted learning loss assessments, with results indicating significant regression in learning levels due to prolonged disruption - findings now shaping catch-up and remedial learning programmes.*

Why Assessment Matters

- *Informs targeted psychosocial and learning support to help students recover from trauma and regain learning confidence.*
- *Promotes holistic recovery and resilience by addressing both academic and emotional needs of learners.*
- *Strengthens readiness to learn by identifying gaps early and guiding effective catch-up interventions in crisis settings.*





Reflections from Sudan

Impact of the Conflict since April 2023

Complete disruption of education, followed with gradual but slow reopening of schools

Before April 2023



85%

of the schools were closed for over a school year
40% remain closed until now



Over 3,200 schools

were used as shelter for IDPs,
1,780 remain used as shelter until now



14M

children were not in schools when the first
round of exam was organized in **Dec. 2024**



1.1M

grade 12 students from **2023 and 2024** cohorts did
not sit for their certification exams in time, thus not
able to graduate/get their learning certified and
have not been able to get their learning certified



Two rounds of Exams were offered:

- **Dec 2024-Jan 2025** for the **2023 Cohort**
- **June-July 2025** for the **2024 Cohort**

Challenges of Implementing Exams in Sudan

- **Complex issues led to delayed exams:**
 - Logistics of administering exams in 18 States that stretch over **1.9 million sq. km.**
 - Insecurity, conflict and no mechanism to administer exams **in all States**
 - Administering exams **outside the country** requires complex coordination.
 - Children in **hotspot States** face heightened risks and logistical barriers.
 - Limited safe **transportation.**
 - Prolonged and **hazardous journeys**, some having to travel 14-29 days.
 - Limited **resources** (authorities and humanitarian/development actors).
 - **Psychosocial** and social risks.



So, what happens to Education Certification for 1.1 million children?

Education Cluster Partners' Engagement and Support

Before

- **Advocacy:** With the Local Education Group (LEG), defined key advocacy points to ensure equitable and safe administration of exams (joint Exam Taskforce).
- **Cluster Position:** Developed and adopted the Cluster's Position on partners' engagement to support the National Exams, with focus on Protection.
- **Planning:** Mapped support and monitoring capacities and aligned support activities with the agreed position.

During

- **Daily monitoring and referrals:** Daily meetings (Education & Protection) to share observations, review community feedback (AAP CFM), and refer identified issues instantly to relevant sectors or agencies.
- **Accommodation site support:** Meals and access to psychosocial support services
- **Logistical support to exam centers:** Exam papers and logistics.

After

- **Inter-Sectoral collaboration:** Child Protection and WASH sectors.
- **Coordination for safe return:** working with all parties and other organizations to ensure safe return of students after the exams.

First Round Dec. 2024 – Jan. 2025

What Worked Well:

- Coordination with protection and WASH partners,
- Safe operation of exam centers and accommodations
- Strong local engagement
- Daily follow up, monitoring and information sharing

Results

- **250,000** students sat their exams
- UNICEF and partners supported **114,779** out of 172,041 students across more than **700** of 1,600 total exam centers.
- **13,543** students in **145** out of 149 accommodation sites (meals, protection, and psychosocial services.)
- **69% pass** rate for academic exams giving opportunities for further education and work

Lessons Learned from 1st Round

Reflections from ERICC Review and partner feedback:

- Early and high-level advocacy to ensure safe passage for students moving across states.
- Focus on protection and psychosocial support.
- Strengthen multi-sector and cluster coordination.
- Need for adequate funding and backing from donors.

Second Round 29 June – 10 July 2025

Results

- **274,411** students registered to take the 2nd-round exam in Sudan (2023 and 2024 cohorts).
- An estimated **95%** of registered students sat their exams.
- **2,148** Exam Centers established in 10 States, including previously inaccessible states.
- Post exam **monitoring of returning** students in coordination with government, UNHCR and IOM.
- Strong community engagement provided solutions for transport and meals.

Exams in Chad 25 Aug. – 3 Sept. 2025

UNICEF and UNHCR at senior levels engaged with the governments of Sudan and Chad to facilitate the exams for students who finished 12 grade in 2023 and 2024.

~6,000 students were eligible to sit the exams in Chad.

Accommodation for those who need it, food, first aid and MHPSS services were provided at the exam centres.

UNICEF provided logistical support to transport 1,300 kg of exam papers from Port Sudan to Chad and back.

4,823 students sat their exams.

Systemic performance learning measurements in cluster countries

- International / regional studies: PASEC, SAQMEC, PISA
- National studies: national benchmarking tests, based on the national curriculum (ex: Nigeria, DRC)
- Typically coordinated by government (sometimes with external support)
- Aim to review how well the system is performing. There may be less focus on how individuals perform. Results are aggregated by country/ administrative area
- Implemented in protracted crisis contexts, not usually in sudden onset/ acute phases

Opportunities for Cluster Coordinators:

- Advocate for inclusion of crisis-affected children in national samples & visibility in analysis. (At the moment, these processes may exclude displaced and conflict-affected children; or include them but not disaggregate the data in a way that makes their performance status visible in the analysis)
- Urge partners to offer facilitative support to assessment organizers in hard to reach areas

Key takeaways



Reflect

What does the cluster want to be able to say about how children are learning? What do you need the information for?



Select a tool

that is appropriate for the goals of the assessment and the phase of the crisis.



Facilitating participation in national examinations

can be done even in the most acute phases of a crisis, and this often responds to the priorities of children and families.



Advocate

Measuring the overall performance of an education system is more relevant in protracted crises. If this is being done in your country, the cluster should advocate for crisis-affected children to be included and visible in the analysis.

Reactions from the Chat

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Coming up next time!

- Using assessment for learner placement and to directly support programme delivery
- Conducting holistic assessments – presentation on assessing SEL
- Digital assessment tools
- Promoting greater coordination of assessment efforts – what can the Cluster do?
- Available resources to support coordinators and partners



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**(Thursday 20 Nov 2025,
1pm Geneva time)**



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Learning Assessment in Emergencies

Part 2

20 November 2025





Presenter:

Jennifer Roberts: Consultant | Education in Emergencies, PG-Education, UNICEF Nairobi. jroberts@unicef.org

Additional presenters:

Fred Mugabi, Palestine Education Cluster Coordinator, fmugabi@unicef.org

Night Stella Candiru, Education Specialist, UNICEF Uganda. ncandiru@unicef.org

Dr. Ally Krupar, Save the Children US. akrupar@savechildren.org

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- Support better coordination of learning assessment initiatives
- Share relevant resources

Recap of Webinar 1

- Know the purpose of any learning assessment – have a clear assessment plan
- Important to ensure coordination amongst different entities engaged in assessment initiatives
- Select an appropriate tool for assessment



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Types of **cognitive** learning assessment tools

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A teacher wearing a red cap and a yellow shirt is standing at the front of a classroom, writing on a whiteboard. The whiteboard has the text "El Sidal 27 de febrero de 2025" written on it. Several children are sitting at blue desks, looking towards the teacher. The classroom is outdoors, with a corrugated metal roof and a view of a lush green forest in the background. There are posters on the wall behind the teacher.

Assessment to inform response planning and programme delivery

Using assessment data for individual placement tests in programme delivery and design

- At the partner/ school-level: Assessing children's abilities to group them and provide suitable instruction/ catch-up
- Placement tests may also be used to help transition into formal education
 - Consider language of instruction
- UNICEF and others have worked with Ministries to develop these tests
- **UGANDA – TARL/UCatchUp and the use of placement tests for individual learners**



A young girl with short hair, wearing a green dress, stands in the center of a classroom, viewed from behind. She is looking towards a wall covered with numerous colorful educational cards and drawings. The cards feature various objects like an umbrella, a key, a radio, a fish, a ball, lemons, a pencil, and a boot. The classroom has wooden desks and benches arranged in rows. There are windows on the left and right sides of the room, and a desk with papers on the right. The overall atmosphere is bright and educational.

TEACHING AT THE RIGHT LEVEL (TARL) /UCatchUp; The Case of Uganda

TARL: What is it?

- TARL stands for **Teaching at the Right Level**, an educational approach developed by **Pratham** to improve foundational learning outcomes for children, especially in contexts where many learners fall behind in foundational literacy and numeracy.
- It has been used successfully in Uganda to help (12,150) refugee and host community children catch-up with learning loss, and to re-enter formal schooling on demonstrating relevant skills.
- It's a **learner-centered methodology** that groups children by their actual learning level rather than by age or grade.
- Focuses on **foundational reading and arithmetic skills** in local language before moving to higher-level content.





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WHY IS TARL RELEVANT IN EMERGENCY CONTEXTS?

- In many low-resource and emergency settings, children progress through grades without mastering foundational skills. So, Tarl classes enable them catchup,
- Traditional teaching assumes grade-level proficiency, leaving weaker learners or those who miss lessons for various reasons behind.
- TARL addresses this gap by **meeting children where they are by addressing their individual and group learning needs at their level.**
- Assessments are simple, can be easily learned, and do not take much time. Can be easily implemented in dedicated hours within learning spaces (schools, TLCs, home schools)

TARL: How does it work?

- **Assessment First**

- Simple tools to quickly gauge each child's reading and numeracy/math level.

https://docs.google.com/document/d/1VExwVZjcY5r_9uLElt2yTUe54jV7HAPn/edit?usp=sharing&oid=102244153813656978879&rtpof=true&sd=true

- **Regular Assessment**

- Frequent assessments (baseline, midline, endline) of children in their respective learning groups to track progress and regroup as needed.
- Assessments conducted by teachers, aggregated assessment data collected by external mentors.

- **Grouping by Level**

- Children of primary 3-primary 5 are grouped according to learning level, not grade or age. Grouping and teaching strategy is whole class, small group, peer and individual support.

- **Targeted Activities**

- Engaging, level-appropriate activities and targeted instruction focusing on foundational skills for each learner group to build core skills.

- **Monitoring and Evaluation**

- Track fidelity of implementation through learner attendance, lesson observation data, number of lessons conducted and number of mentorship visits/sessions by mentors/teacher educators.

- **Sustainability strategy;**

- Piloted by UNICEF/VVOB since 2019, adopted by government in 2023 and being scaled through a systems approach, institutional structures and human resources and a costed scale plan.

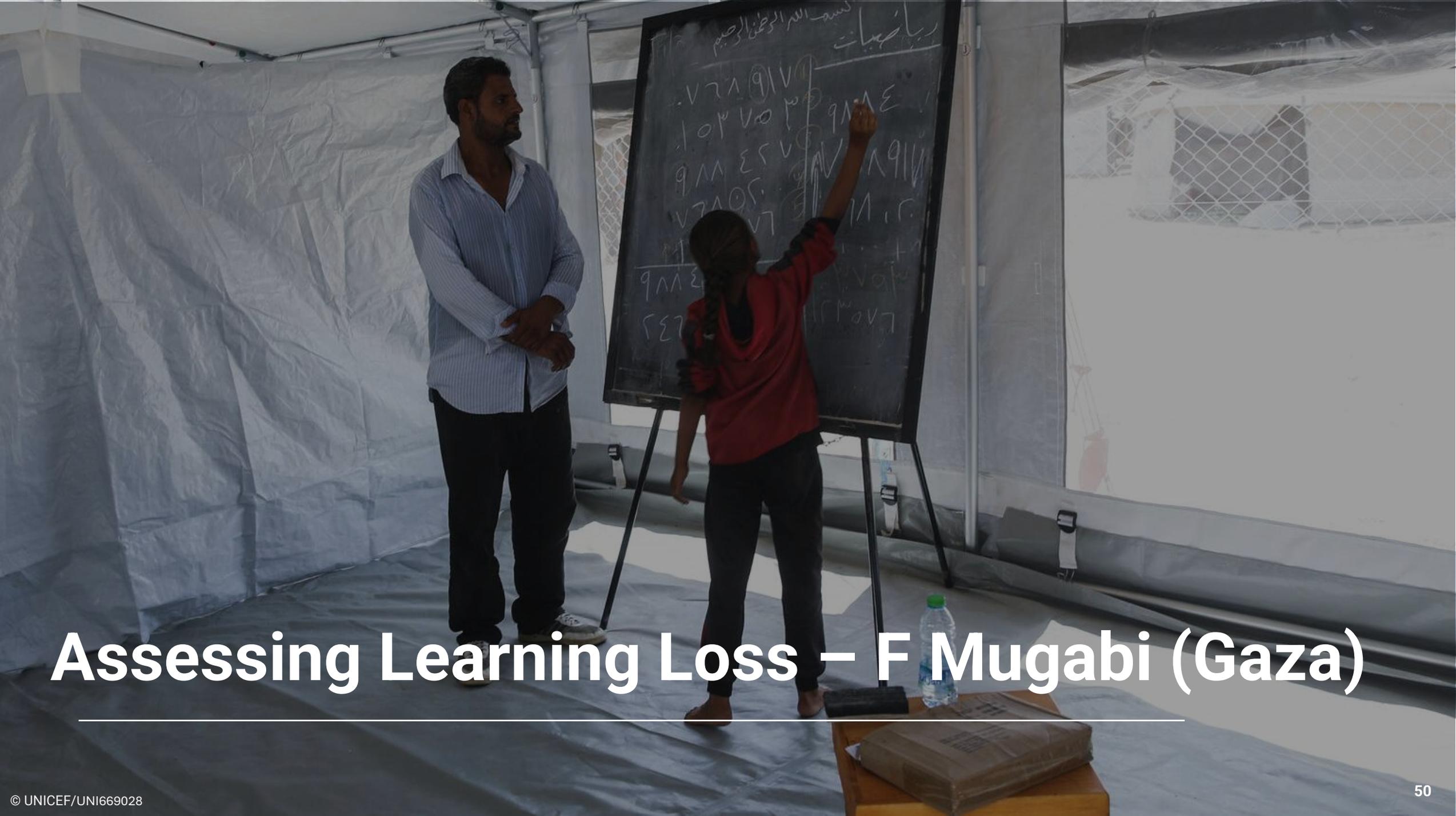
Why is TARL a solution to the learning crisis?



For further information about TARL:

- [TARL YouTube Channel](#)
- [Assessment tool example](#)

- TARL has proven to significantly improve literacy and numeracy in large-scale programs across India and Africa.
- It enabled children to catch-up with learning loss / school and return to regular class
- It can be easily adapted, not time consuming to administer where an hour is set aside for Tarl classes.
- Cluster coordinators could inform education cluster partners about TARL, and if there is interest, organize TARL trainings for partners.
- TARL has been proven to address learning crisis in Africa and enhanced teacher capacity to cope with the challenge of teaching large classes and refugee education in Uganda.



Assessing Learning Loss – F Mugabi (Gaza)



Cognitive / Academic Benchmarking tests

Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) – USAID developed

- Pitched at Grade 4 level
- Helps to understand what children know - the analysis should highlight how many are at grade level and performance on different skill levels
- Can be diagnostic (informing programme design) and in determining intervention outcomes





Cognitive / Academic Benchmarking tests (continued)

Annual Status of Education Report (ASER) – Pratham developed

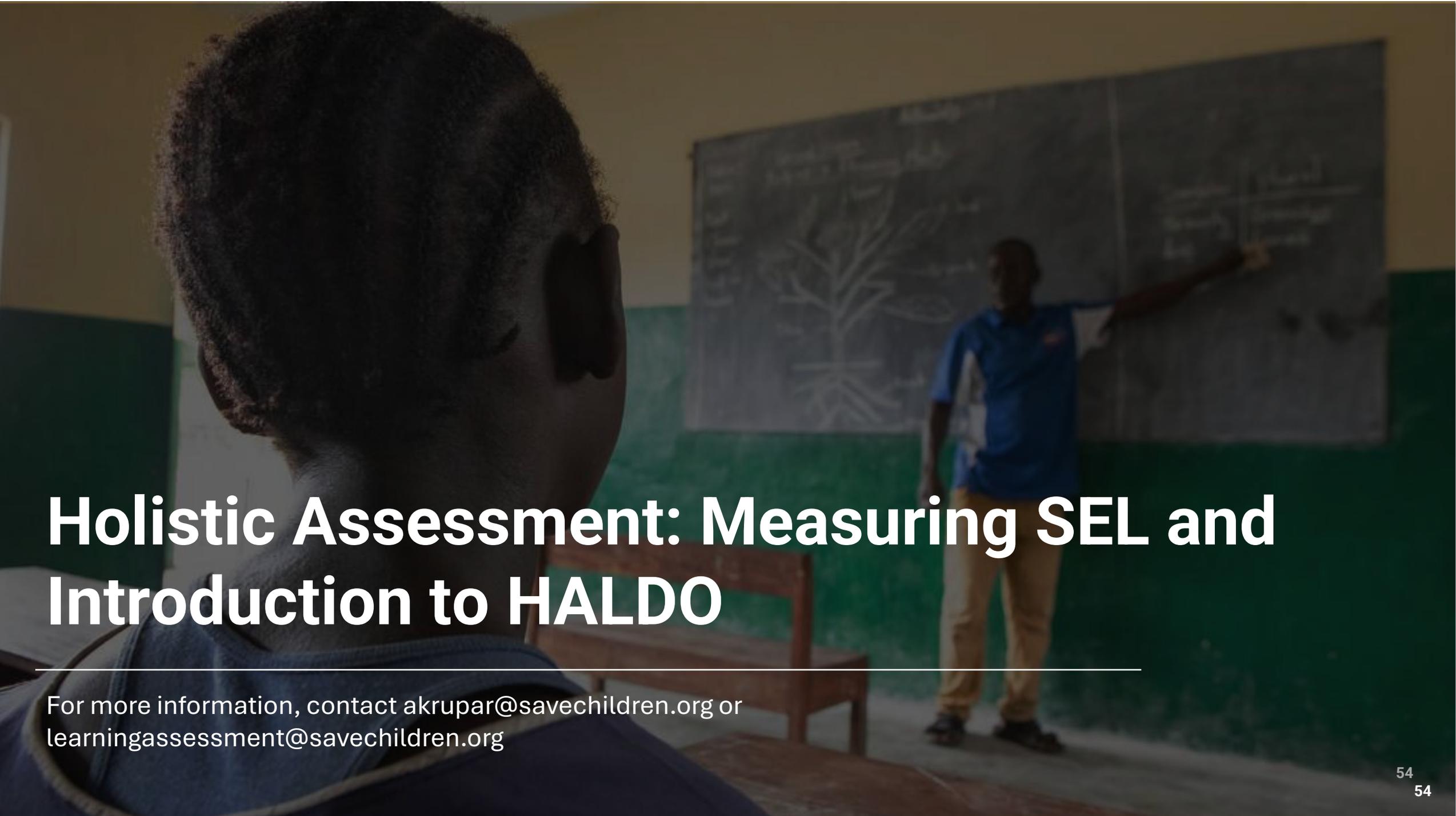
- Measures literacy and numeracy at the foundational level
- Includes 8 tasks
- Customisable to different languages and contexts
- Has been used in crisis/ emergency contexts



Assessing SEL and well-being

- Move to promote assessment of SEL in addition to **literacy and numeracy** / academic knowledge
- This data can help understand patterns in **academic** achievement (e.g. approach used in TIMSS/ PIRLS)
- Survey data may not be appropriate for all ages
- Common tools: HALDO (**literacy, numeracy, and SEL**), ISELA (**SEL only**)



A young boy in the foreground is looking towards a teacher in a classroom. The teacher is standing in front of a chalkboard, pointing at it. The classroom has green walls and wooden benches.

Holistic Assessment: Measuring SEL and Introduction to HALDO

For more information, contact akrupar@savechildren.org or learningassessment@savechildren.org

What SEL skills and outcomes are relevant to our programs?

What wellbeing outcomes are relevant to our programs?



Example SEL Tools by type

Tracking

- HAL
- National tools

Evaluation

- IDELA, ISELA, HALDO, ReAL
- CREDI, Social Competency Scale, National tools, YouthPower, MICS-ECDI, RRM, SERAIS

Screening

- National intake tools

Monitoring

- CREDI, RRM, SERAIS, Social Competence Scale

Situation Analysis

- IDELA, HALDO, ReAL
- CREDI, Moods and Feelings Questionnaire, CYRM, MICS-ECDI, RRM, SERAIS



Example SEL/ Wellbeing tools by age

- 0-3 yo: CREDI, Ages and Stages Questionnaire, Early Child Behavior Questionnaire -Short Form (1-3yo)
- 3-5 yo: IDELA, Measuring Early Learning Quality and Outcomes, Early Child Development Index (2-5yo)
- 5-18 yo: Social competence Scale, Social-Emotional Response and Information Scenarios (5-16yo), RRM/ CYRM/ ARM (5+)
- 6-12 yo: ISELA, SNAP, HAL, HALDO
- 6-17 yo: Moods and Feelings Questionnaire (?)
- 8-19 yo: Children's Hope Scale, Developmental Assets Profile (8-18), RRM (8+)
- 10-16 yo: Child Resilience Program tools
- 12-16 yo: Student Learning in Emergency Checklist
- Older Adolescents: Employability Assessment Tool, YouthPower, Measuring Skills for Youth Workforce Development, Connor Davidson Resilience Scale

Sample SEL Indicators

- % of learners/ children/ youth with improved life skills/ soft skills (social skills, higher order thinking skills, self-control, positive self-concept, communication skills), with improved social-emotional skills (self-awareness, social awareness, responsible decision making, self-management, relationship skills), critical thinking skills, creative thinking skills, stress management, problem solving, conflict resolution, goal setting, collaboration/social skills, empathy, and emotional management
- # or % of participants who have gained the required knowledge and skills in the supported life skills-based education programs
- % of students who demonstrate adequate progress in SEL skills
- % of parents/caregivers with increased ability to manage difficult emotions/ manage stress/ set goals/ solve problems/ display empathy/ use creative thinking skills/ use critical thinking skills/ resolve conflicts
- % of parents/caregivers/ teachers who report wellbeing is improved

What is Haldo

- Direct child assessment, sample-based analysis

- Intended for global use, feasible in low-income countries

- Fill global evidence gaps

- Identifies overall profiles with equity indicators for targeted programming

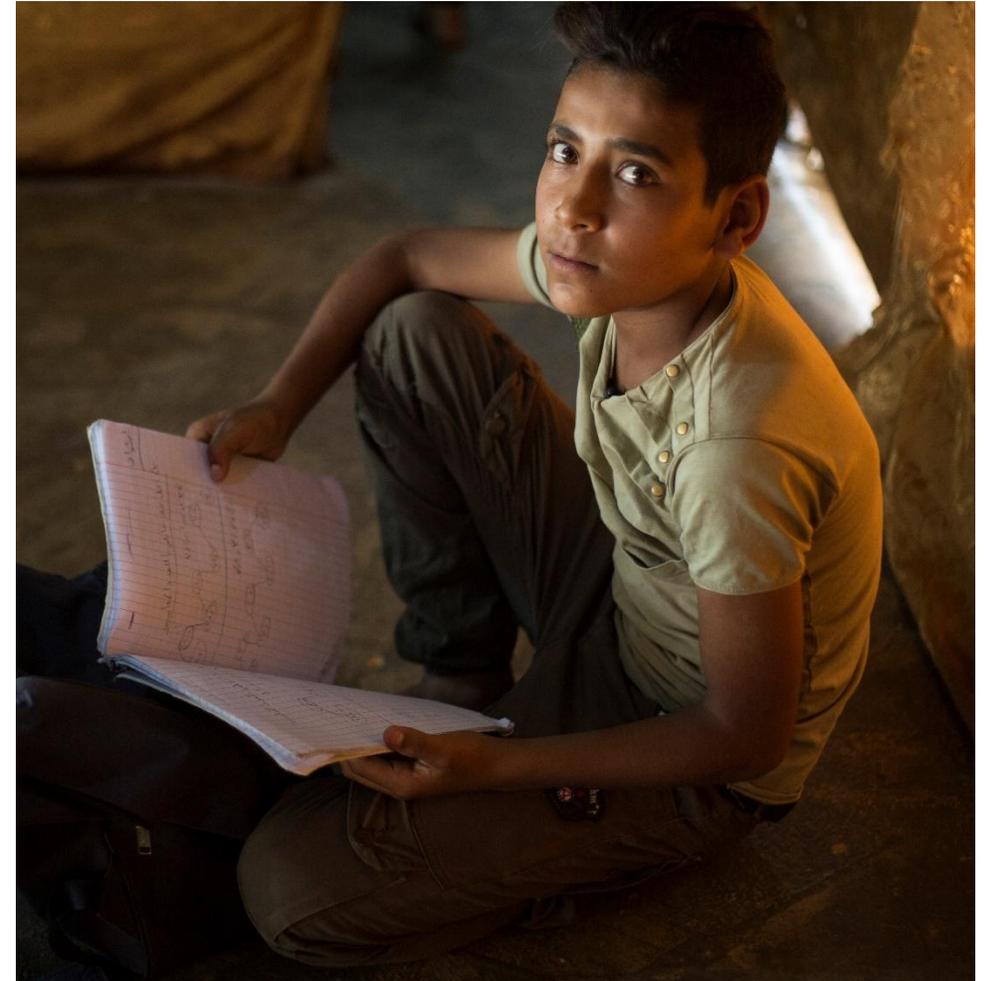
- Monitors/tracks progress on a population/community level

- Tracks impact of interventions; compares effectiveness of approaches

- Improve programs, policy, and practice and inspire investment in emergency settings

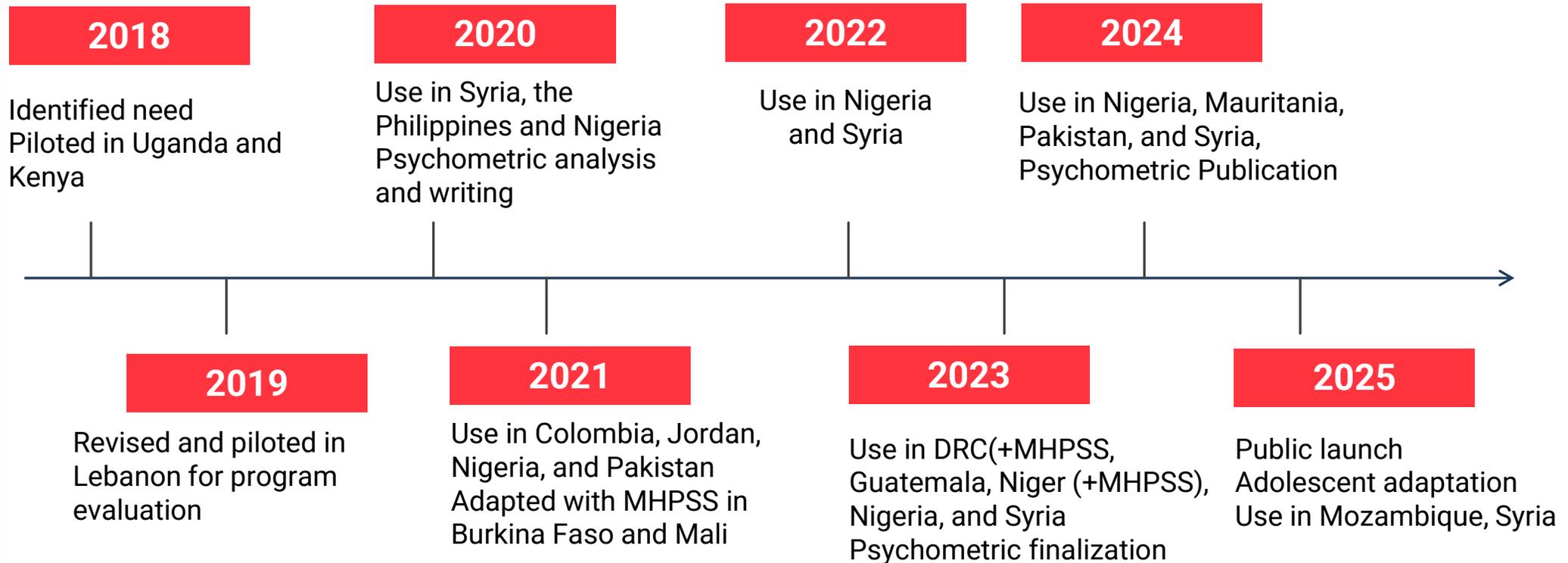
Intended implementation

- Fills gaps in emergency assessment combining **SEL, Literacy, and Numeracy**, and two **executive functioning** items
- Program evaluation and sample profiles:
- Emergency and forced displacement settings
- Insecure/ Low resource settings
- Rapid onset and needs assessment



Developing HALDO

- Need identified: Return to Learning in the immediate onset of displacement
- Iterative development with global teams
- Piloted as an evaluation tool in Lebanon
- Psychometric measurement from Uganda, Kenya and Lebanon pilots including construct validity, predictive validity, internal consistency and inter-rater reliability



What HALDO is NOT

- High stakes school readiness test
- Individual child diagnostic assessment
- Formative assessment
- Ready for any use; off the shelf instrument



How can I use HALDO?

Tracking

- *Formative classroom assessment*
- *Regular (ie weekly) use of tool*
- *Link to national curriculum*

Screening

- *Placing children in different programs*
- *Sensitive to development differences*

Situation Analysis

- Needs assessment
- Population-level
- Short rapid assessments

Monitoring

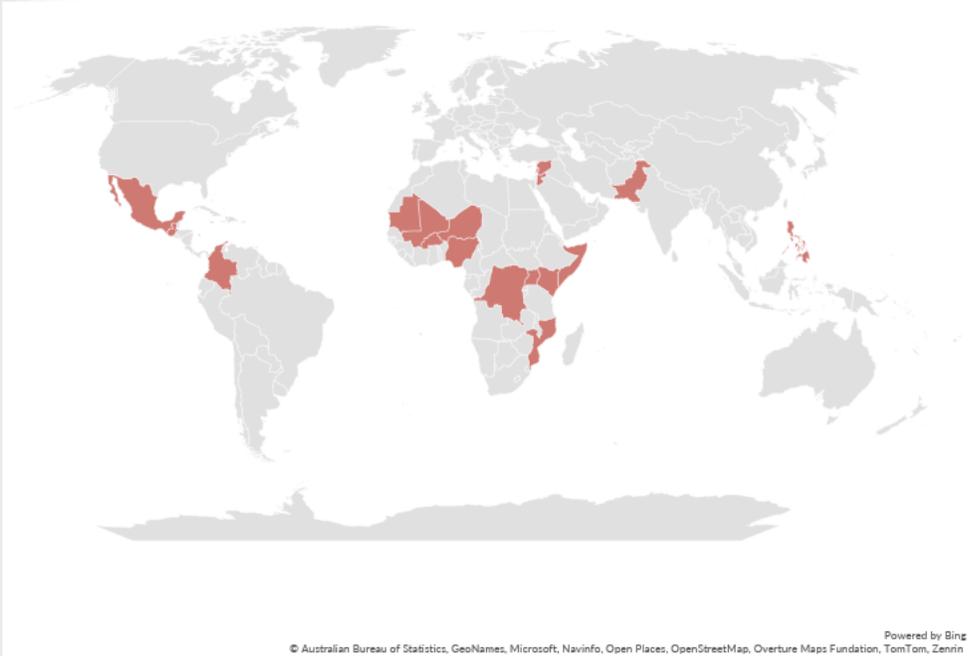
- Cross-sectional use
- Organization level decisions on program
- Reporting on indicators

Evaluation

- Longitudinal use
- Impact of program
- Designed to capture population level variation

Using HALDO

Countries where HALDO has been used

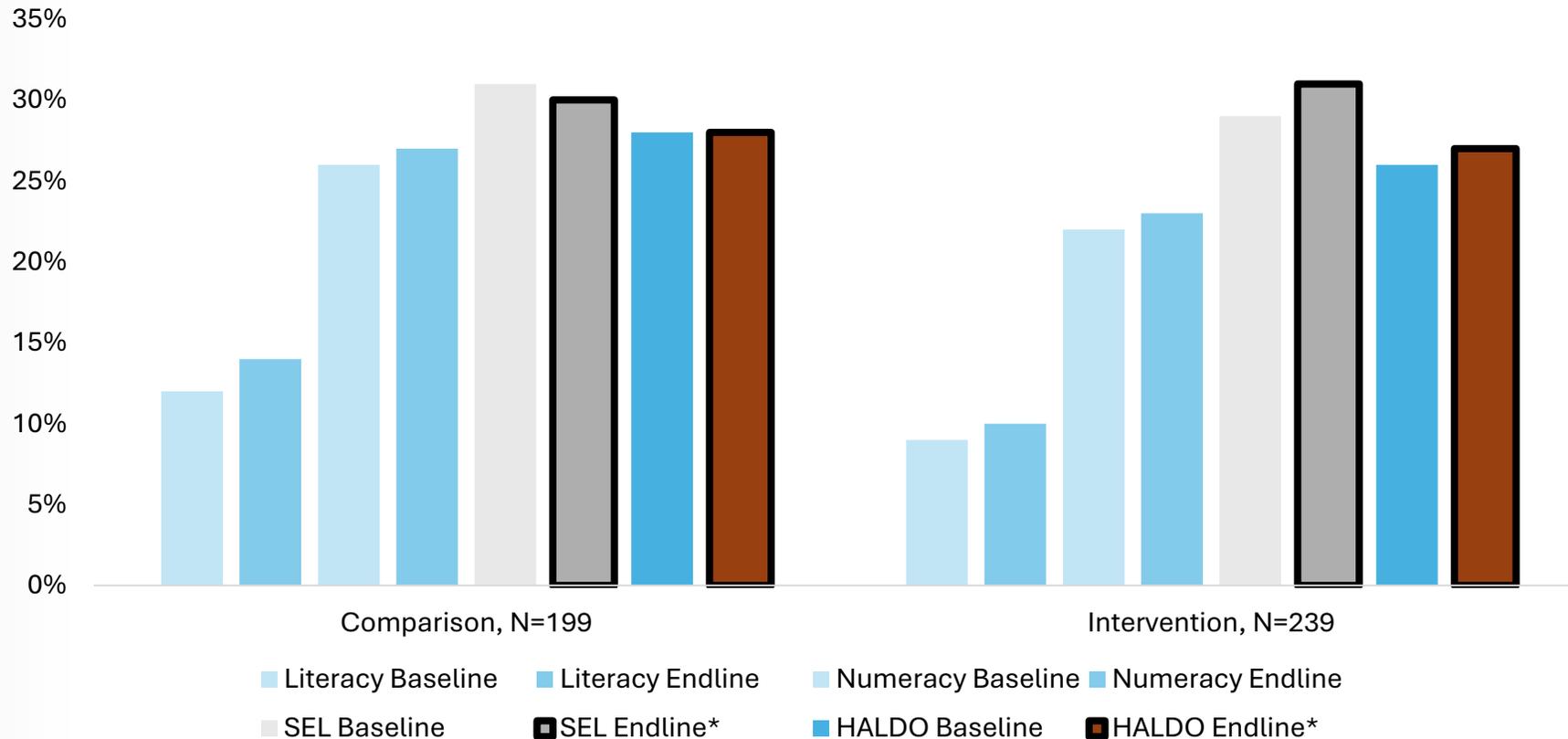


*Over 12 year olds have been assessed using HALDO but it was designed for 4-12 year olds and at most could reach 15 year olds (who had interrupted education)

- Trained enumerator facilitated assessment for program evaluation in
- Target age group: 4 - 12 years*
- # Items: 12 sub-tasks, items that cover 3 domains (literacy, numeracy and SEL)
- + 2 executive function items
- Time: 30-40 minutes
- 4-5 assessments a day
- Emphasizes yes/no responses

Quasi-experimental Results from Return to Learning program evaluation in Lebanon - 2019

Average scores in Comparison and Intervention groups



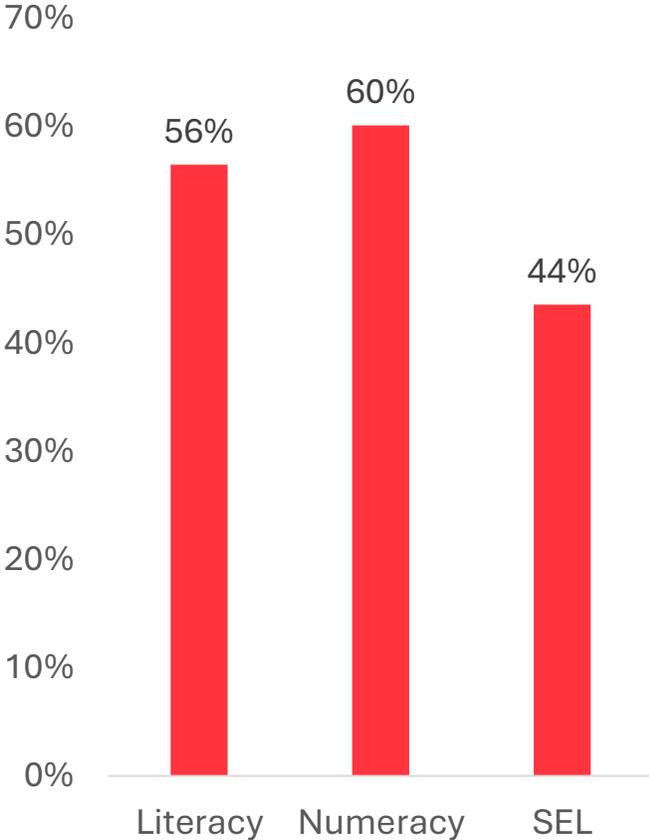
Main Findings

- High Inter-rater reliability (ICC/ Kappa > 0.80)
- High Internal consistency
- Intervention group saw gains in all HALDO skill areas, with significant gains in SEL and overall HALDO scores compared to the comparison group who did not receive the intervention.

Outcome evaluation of NFE gains in Cross Rivers and Benue, Nigeria- 2023

	HALDO Gains	Literacy Gains	Numeracy Gains	SEL Gains	EXF Gains
Grade	-0.01672* [0.01]	0.02459 [0.01]	-0.0296175* [0.01]	-0.042016** [0.00]	0.01417 [0.01]
Female	0.02675 [0.01]	0.05064 [0.02]	0.0231346 [0.02]	0.0346515 [0.02]	0.003294 [0.01]
Disability	0.06075* [0.02]	0.09004* [0.03]	0.00797 [0.03]	0.0922233* [0.03]	0.009378 [0.02]
Books in the home	-0.01726 [0.02]	0.04298 [0.02]	-0.0020932 [0.02]	0.0382146 [0.02]	-0.02634 [0.01]
Reading at home	0.01679 [0.02]	0.02760 [0.02]	0.0026437 [0.02]	0.0149612 [0.02]	0.019975 [0.01]
Socio-economic status	-0.03140 [0.04]	-0.07706 [0.07]	-0.08998 [0.06]	0.096109 [0.07]	0.0050569 [0.05]
Refugee	-0.001533 [0.01]	-0.0116052 [0.02]	-0.04612* [0.02]	0.009242 [0.02]	-0.0013484 [0.01]
NFE Attendance	0.0099875*** [0.00]	0.012343* [0.00]	0.0042117 [0.00]	0.01336** [0.00]	0.0048697 [0.00]
Constant	-1.08878*** [0.27]	-1.46559* [0.49]	-0.26287 [0.39]	-1.4349** [0.46]	-0.5811499* [0.29]
df_m	8	8	8	8	8
Observations	356	356	356	356	356

Figure 2. Percent of children with gains in scores from baseline to endline (N=356)



Example programming recommendations from needs assessment in Syria (2019)

Recommendations

Overall Programming

Children with disabilities are specifically struggling with literacy and numeracy in Location A. Inclusive and targeted programming could support these children. A large proportion of this sample in Location A reported some difficulty.

Further data collection in both sites with larger samples would help direct programming to specific needs. Data collection should focus on the home learning environment, SES, and learning outcomes.

Language variation in the population may benefit from diverse language materials for at home learning, as well as Arabic instruction.

Literacy

Based on home learning environments in Location B strengthening literacy skills, future data collection about and programming for improving the home learning environment could support literacy skills

Numeracy

Targeted numeracy programming especially for younger children and girls can support children's learning across the two sites

SEL

SEL Scores in both sites were very low, with few children having intermediate or advanced SEL skills (able to answer more than half the SEL questions appropriately). SEL focused programming is relevant for all learners in the samples

Lessons Learned

- Contextualization is key
- Assessor training is crucial
- Floor effects when children have never been enrolled in school before (Lebanon)
- Ceiling effects in protracted contexts with longer term NFE
- Does not replace existing assessment, but rather fills the gap in program evaluation measuring multiple dimensions of children's learning

Further development

Underway:

- Development of HALDO for older adolescents (HALDO-Adolescents). Piloted in Syria. Results available soon!
- Developing adaptive and formative tools (mobile phone based/ self-complete or paper-based/ enumerator facilitated) using similar models for children on the move/ outside of formal school systems
- Tested HALDO with MHPSS questions and revised MHPSS additional section for future use

Ongoing:

- ***Revisions to translations and toolkit resources with feedback from implementing teams!***



Digital assessment tools for distance education

- Can provide on-going feedback on learner knowledge **at the individual level**
- Quizzes/ tasks/ activities built into online learning platforms
- SMS and Whatsapp have also been used to check learner understanding.
- May offer individual feedback on errors
- May not provide group-level information on learning levels
- Challenges:
 - Connectivity and device availability
 - Depth/ lack of sophistication of questions

A young girl wearing a bright yellow headscarf and a backpack is walking through a school hallway. She is looking to her right with a slight smile. The hallway has light-colored walls and a checkered floor. In the background, there are arched doorways and a green wall. The overall lighting is soft and natural.

Roles of different entities in relation to learning assessment

Who is engaged in learning assessments?

Education Clusters	<ul style="list-style-type: none">• Convening partners to avoid duplication, harmonise approaches, share and disseminate information and results• Advocating with authorities for crisis-affected children to participate in examinations/ assessments• Using assessment data to inform humanitarian response planning processes
Government	<ul style="list-style-type: none">• Certification. Reviews of system performance• International organisations may work to strengthen capacity and provide technical support
Donors	<ul style="list-style-type: none">• May be tied to programmatic support (e.g. ECW MYRP or bilateral funding – EGRA etc)
International organisations	<ul style="list-style-type: none">• Part of needs assessments (e.g. incorporated into MICS surveys)
Education sector partner organisations	<ul style="list-style-type: none">• Programme evaluation/ needs assessment/ donor reporting/ research generation

UNICEF's work in learning assessment

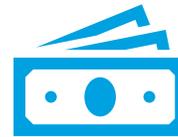
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Supporting governments to develop capacity to design, conduct and utilise assessment data



MICS – Multi-Cluster Indicator Survey includes learning assessment questions



Financial support to governments to enable participation in regional learning assessment



Research on the utilisation of assessment data (currently being undertaken by Regional Office for South Asia)

Ways that Education Clusters can coordinate partners engaged in learning assessment

- Knowing what learning assessments are taking place in your context, **which competencies they measure, and for which purposes**
 - Information sharing within the Local Education Group & Cluster
 - Engagement with **cluster partners (UN and NGO)** and government counterparts
- Promote sharing of the results of assessment studies in Cluster meetings
- Understand how stakeholders will be using assessment data





The role of the Cluster in supporting the assessment of learning

Cluster roles in supporting learning assessment

- **Disseminating** information about learning assessments – best practices, data, and results
- **Convening partners** to facilitate information exchange and experience sharing, and promote peer learning
- **Harmonising** learning assessment practices amongst partners, including competencies to measure, methodologies and tools to use
- **Using** learning assessment data to inform response planning, and encouraging partners to use data effectively
- **Advocate** with Ministry to include crisis-affected learners in assessments, including examinations. Support Ministries in access to sites, data interpretation with a crisis-sensitive lens

Additionally, clusters can:

- Facilitate collective decision making on when learning assessment information may be most useful during the HPC
- Use learning assessment results to engage in evidence-based advocacy with donors on learning crisis mitigation

Crisis Phases and Consideration of Learning Assessment Tools

Type of Learning	Pre-Crisis	Acute Crisis	Protracted Crisis / Extended Response	Early Recovery
	Modality	Modality	Modality	Modality
Cognitive Skills Development	<ul style="list-style-type: none"> Advocate for Learning-in-Crisis-Contexts Assessment Policy and Instruments (on-set and remotely) Share Guidance on EIE Assessment Good Practice 	<ul style="list-style-type: none"> Follow MoE Assessment Protocols where feasible TARL Assessment HALDO (Holistic Assessment of Learning & Development Outcomes) National Exams Assessment of Learning Barriers / Learning Loss 	<ul style="list-style-type: none"> Follow MoE Assessment Protocols EGRA, EGMA, ASER PIRLS, PASEC, TIMSS, TARL Assessment Access to national exams HALDO (Holistic Assessment of Learning & Development Outcomes) Remote Assessment of Learning (ReAL) 	<ul style="list-style-type: none"> Follow MoE Assessment Protocols EGRA, EGMA, ASER PIRLS, PASEC, TIMSS, TARL Assessment Access to national exams HALDO Remote Assessment of Learning (ReAL)
Socio-Emotional Skills Development	<ul style="list-style-type: none"> Share Guidance that prepares practioners to provide and assess psychosocial support of children affected by crisis (on-set and remotely) 	<ul style="list-style-type: none"> Needs assessment HALDO Psychological First Aid, p. 48ff 	<ul style="list-style-type: none"> HALDO Remote Assessment of Learning (ReAL) 	<ul style="list-style-type: none"> HALDO (Holistic Assessment of Learning & Development Outcomes) ISELA (International Social and Emotional Learning Assessment). SERAIS (Social Emotional Response and Information Scenarios).
Self-Protecting Skills Development	<ul style="list-style-type: none"> Prepare guidance on Self-Protection skills and how to assess their mastery (Hygiene, Risk-Prevention, Positive Bystandership) 	<ul style="list-style-type: none"> Needs assessment Assess children's readiness for self-protection against crisis-related risks and hazards (under development) (Under development) 	<ul style="list-style-type: none"> Assess children's readiness for self-protection against crisis-related risks and hazards (under development) (Under development) 	<ul style="list-style-type: none"> LSCE Measurement Instrument



What we haven't covered ...

Learning assessment in emergencies is a growing area of interest

- Assessing the acquisition of “life-saving learning”
- Technical elements of how to construct a test, analyse data or use learning assessment data
- Integrating learning assessment data in Needs Assessments
- Logistical/ practical considerations
- Research on learning achievement and learning assessment studies in emergencies

Key resources on learning assessment in emergencies

- [ECW Holistic learning outcomes measurement handbook for education in emergencies and protracted crises](#)
- [INEE: Measurement Library](#)
- [INEE Assessing Holistic Learning Outcomes: New Tools in the Measurement Library](#)
- [INEE Assessment Psychosocial support and social and emotional learning outcomes in Education in Emergencies](#)



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