



EDUCATION IN EMERGENCIES
EVIDENCE FOR ACTION



NORWEGIAN
REFUGEE COUNCIL



Student Learning in Emergency Checklist (26) SLEC-26

Children living in war conditions frequently experience stressful conditions and multiple trauma, which can severely challenge their development, mental health, and academic functioning. Feeling a sense of chaos, loss of concentration and reduced memory are frequent reactions among children, which can reduce the ability to keep up in the classroom, do homework and graduate from school. It is a complex challenge to design education in emergencies responses that meet local needs, are sensitive to local culture and context, build on international guidelines for best practice, and use research-based methods. The Student Learning in Emergency Checklist (SLEC-26) is a tool that is developed for informing the work of planning, designing and evaluating school based psychosocial interventions for education in emergencies. The SLEC-26 helps measure promoters and barriers for learning before and after interventions to establish indicators for students' academic functioning and school well-being.

Administration

SLEC-26 is self-completed and can be administered in groups. A staff member reads the items out loud to the students in groups and the students ticks the box that most applies to them.

Scoring

All items, **except from item 21**,
are scored on a 1-5 Likert scale:

Never = 1

Rarely = 2

Sometimes = 3

Most of the time = 4

Always = 5

Item 21 is scored in the opposite direction,
also on a 1-5 Likert scale:

Never = 5

Rarely = 4

Sometimes = 3

Most of the time = 2

Always = 1

The tool measures five different factors:

Safety and adaptability = Items 1+3+4+5+7+8+12+15+16

Emotion regulation = Items 2+6+9+21

School support = Items 10+13+22

Family support = Items 11+14+23

Current and future hope and well-being = Items 17+18+19+20+24+25+26

06.09.19: *This version of SLEC-26 is made for monitoring purposes of the Better Learning Program in the Middle East region. More research is needed before SLEC-26 can be sufficiently validated and standardized.*

1. I feel that the teachers and school staff respect me.

Always	Most of the time	Sometimes	Rarely	Never

2. I can control my temper.

Always	Most of the time	Sometimes	Rarely	Never

3. I feel safe at home.

Always	Most of the time	Sometimes	Rarely	Never

4. It is easy for me to stick to my aims.

Always	Most of the time	Sometimes	Rarely	Never

5. I feel safe at school.

Always	Most of the time	Sometimes	Rarely	Never

6. When I am scared, I can calm myself down.

Always	Most of the time	Sometimes	Rarely	Never

7. It is easy for me to accomplish my goals.

Always	Most of the time	Sometimes	Rarely	Never

8. If I am in trouble, I can think of a solution.

Always	Most of the time	Sometimes	Rarely	Never

9. When I feel angry, I can calm myself down.

Always	Most of the time	Sometimes	Rarely	Never

10. Someone in the school staff (a teacher, the principal, a counselor) ask me how I am doing.

Always	Most of the time	Sometimes	Rarely	Never

11. I can talk to my parents about my worries.

Always	Most of the time	Sometimes	Rarely	Never

12. I can handle whatever comes my way.

Always	Most of the time	Sometimes	Rarely	Never

13. Someone in the school staff (a teacher, the principal, a counselor) support me when I feel scared.

Always	Most of the time	Sometimes	Rarely	Never

14. When I feel scared, I can tell my parents.

Always	Most of the time	Sometimes	Rarely	Never

15. I am confident that I can adapt to events I had not predicted.

Always	Most of the time	Sometimes	Rarely	Never

16. I can easily concentrate when doing schoolwork.

Always	Most of the time	Sometimes	Rarely	Never

17. I am able to do my best in school.

Always	Most of the time	Sometimes	Rarely	Never

18. I will get a job when I grow up.

Always	Most of the time	Sometimes	Rarely	Never

19. I like being at school.

Always	Most of the time	Sometimes	Rarely	Never

20. I will live a meaningful life when I grow up.

Always	Most of the time	Sometimes	Rarely	Never

21. When I feel angry, I hit other people or things.

Always	Most of the time	Sometimes	Rarely	Never

22. I can talk to someone in the school staff (a teacher, the principal, a counselor) about my worries.

Always	Most of the time	Sometimes	Rarely	Never

23. My parents ask me how I am doing.

Always	Most of the time	Sometimes	Rarely	Never

24. I am satisfied with my life.

Always	Most of the time	Sometimes	Rarely	Never

25. I will graduate school.

Always	Most of the time	Sometimes	Rarely	Never

26. Things will turn out great in the future.

Always	Most of the time	Sometimes	Rarely	Never

Please fill in the blanks below.

Gender: _____

Age: _____

Grade: _____

Area: _____

ID-number: _____

Name of school: _____

Thank you so much for participating!

