

**MEASURING**  
*what* **MATTERS**  
LEARNING  
PARTNERSHIP  
CONVENING

# Practical Measurement

**Practitioner-focused best  
practices in measuring  
children's learning and  
development outcomes**

# Agenda



Framing Practical Measurement



Story of the Horizontes program



Appropriateness: How did Horizontes decide on what skills to measure?



Break



Utility: What time, resources, and commitment did it take to measure adolescent SEL skills?



Feasibility: How are we understanding local/indigenous skill definitions and prioritizations in Peru?



## **BREAKOUT GROUPS**

Who are you?

What do you do?

What is one fun/relaxing activity that you have done during the pandemic?

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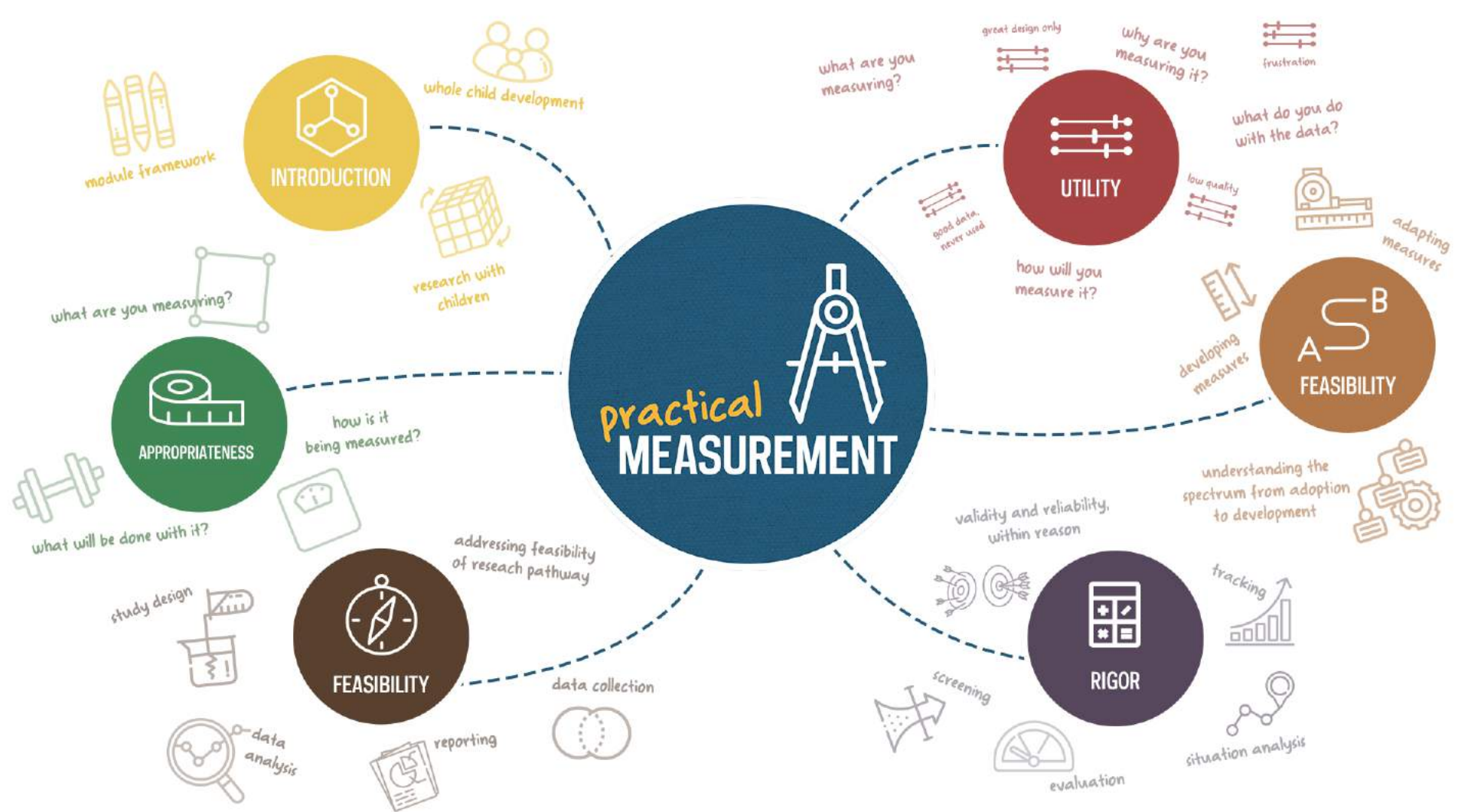
Break



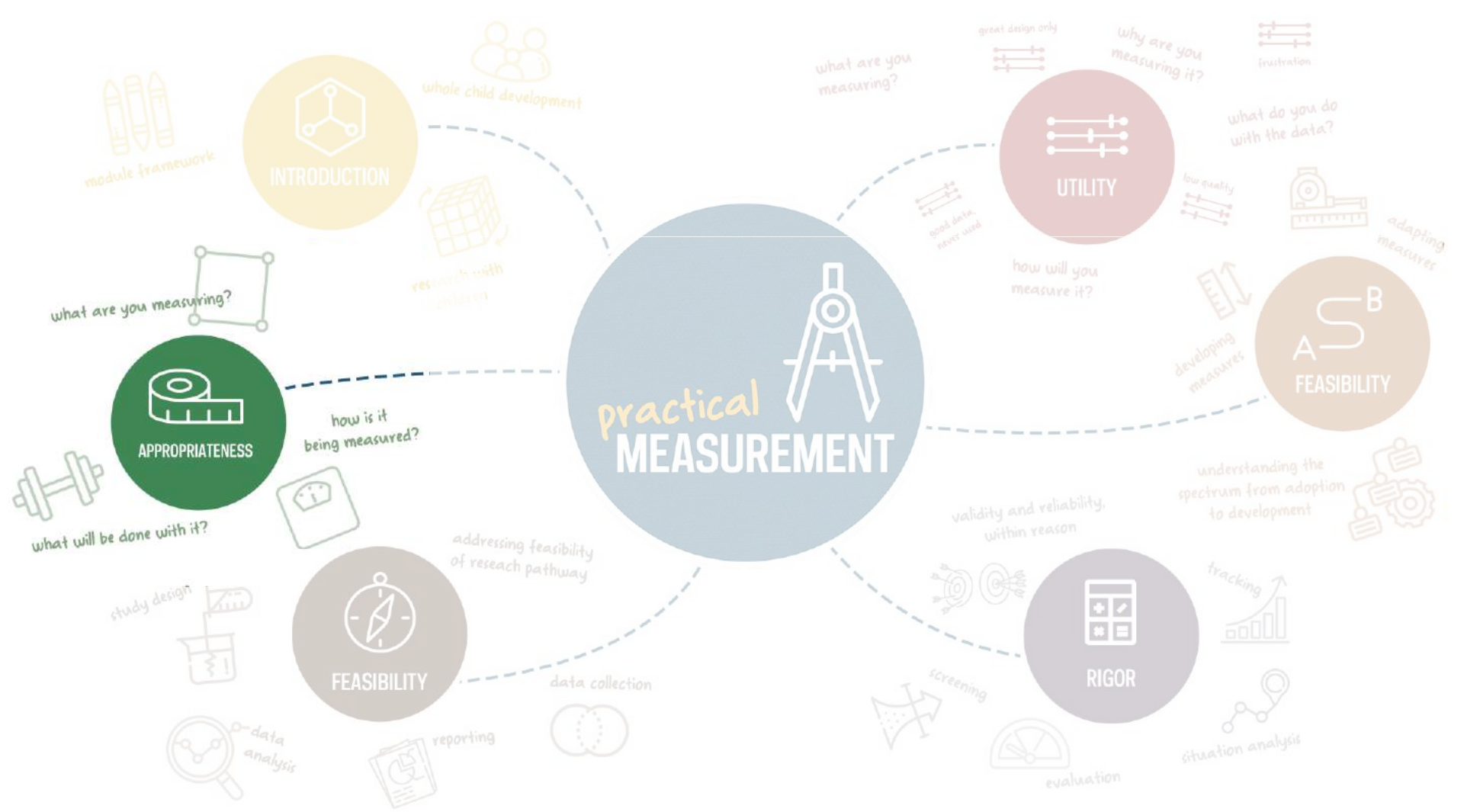
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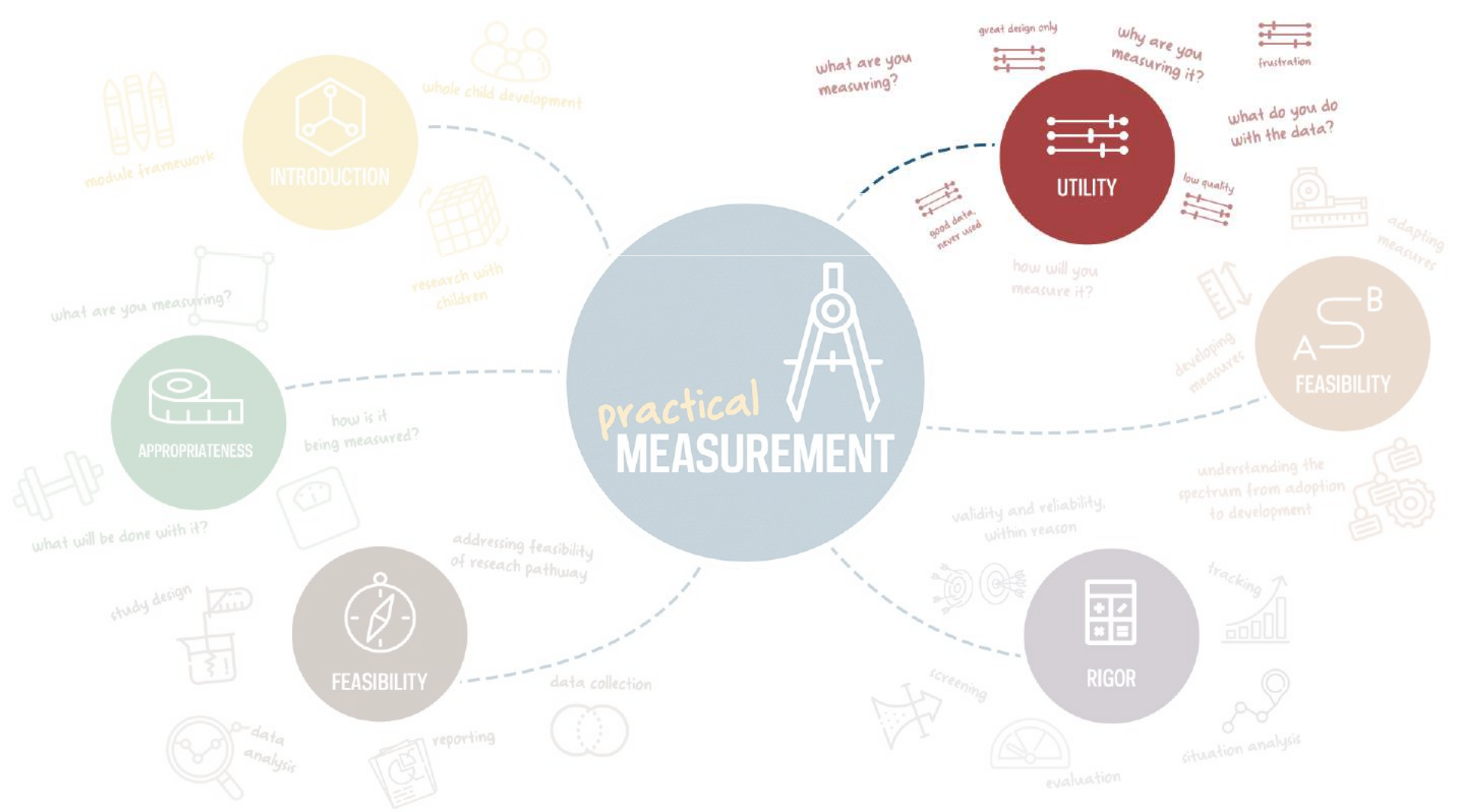


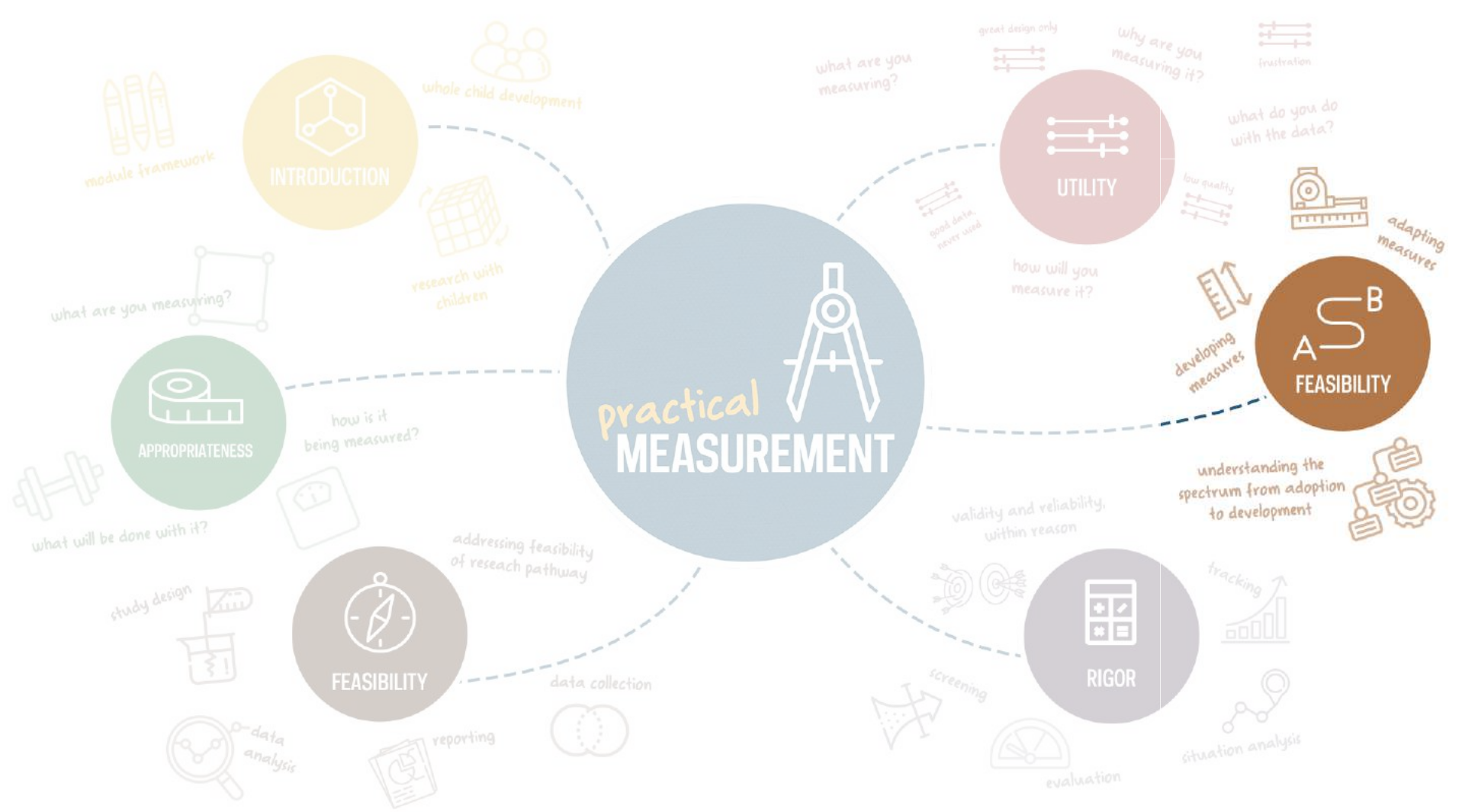
Feasibility: How are we understanding local/indigenous skill definitions and prioritizations in Peru?



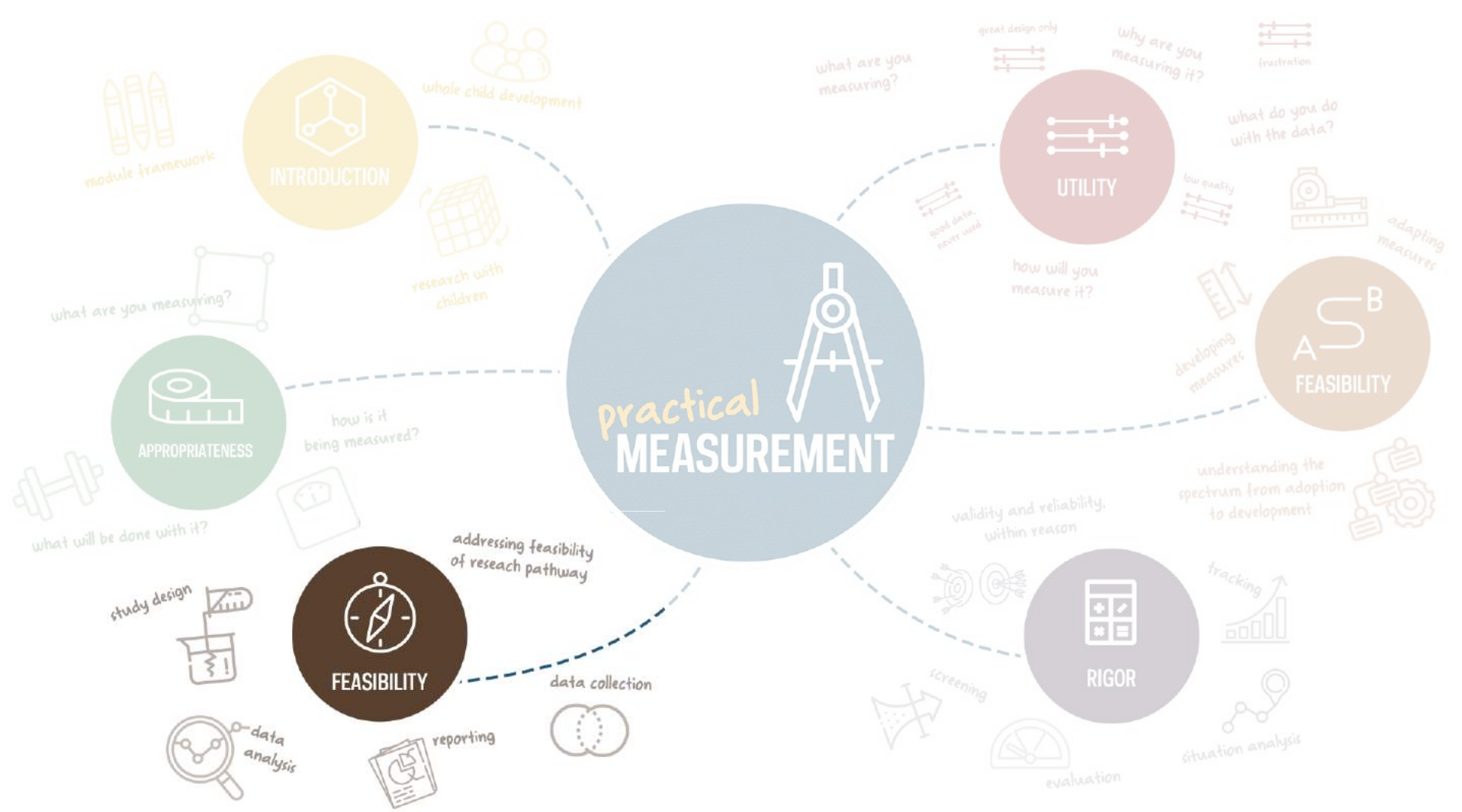
Measurement of children and adolescents learning and development that is driven-by and focused on the needs of practitioners working with limited time and resources in low-resource and fragile contexts

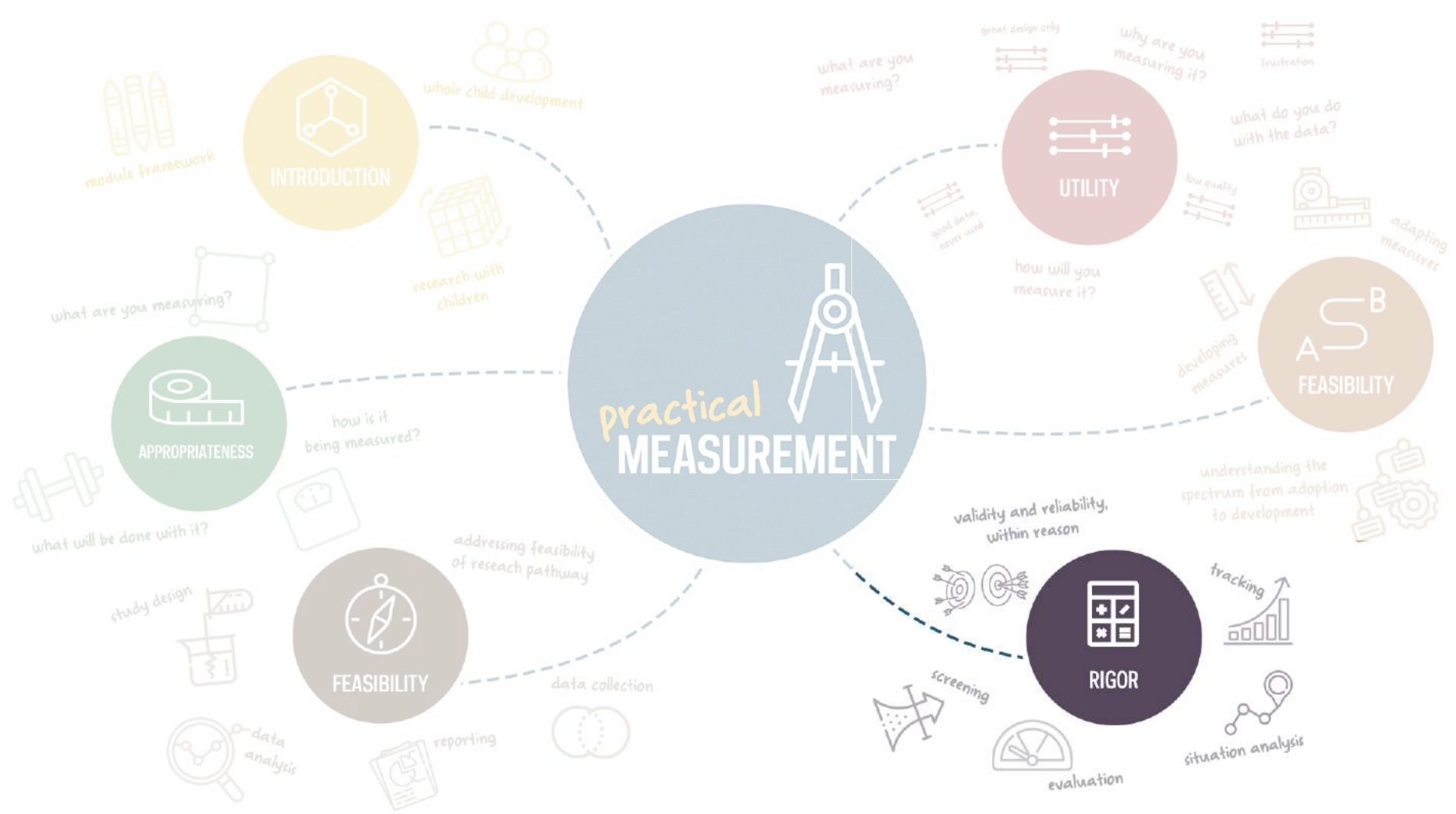














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Horizontes

Programa de Secundaria Rural

*PechaKucha*

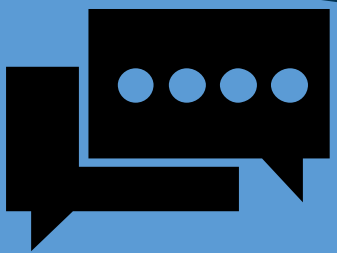
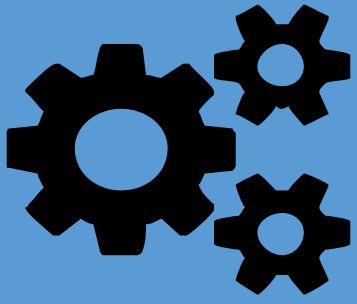
20 X 20

IMAGES

SECONDS











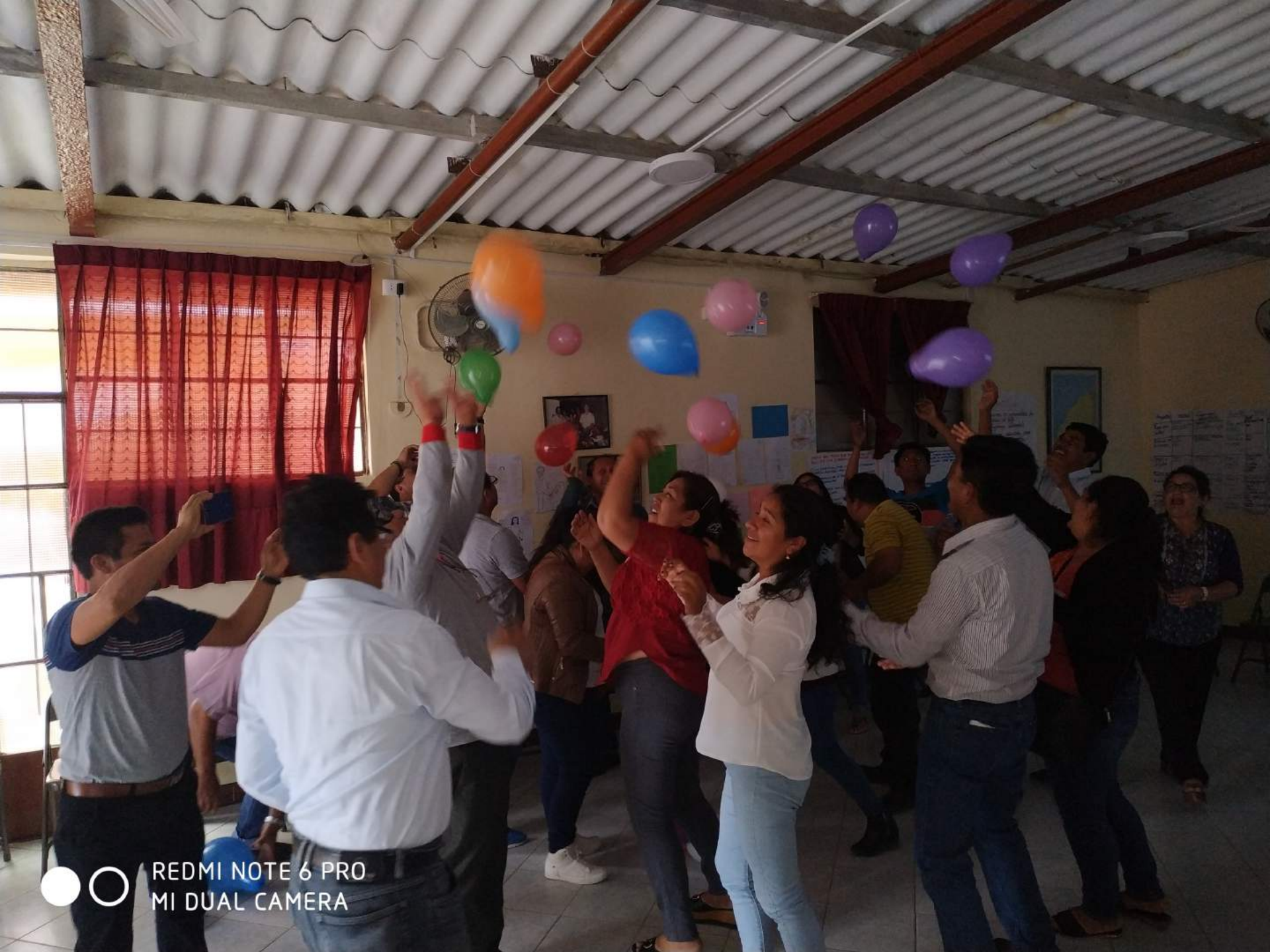
Los Hechos Pasan, Los Recuerdos  
Quedan  
Promoción 2017-2018







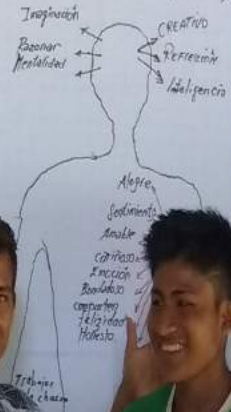
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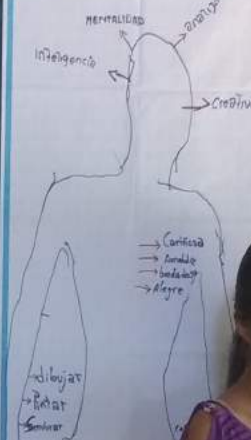
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NUESTRAS POTENCIALIDADES (VARONES)



NUESTRAS POTENCIALIDADES (MUJERES)





SE PUEDE HABLAR, R IR,  
LLORAR, CANTAR Y  
APRENDER EN SILENCIO.  
A ESO SE LE LLAMA LEER

MAR 2019  
2019-2020  
100% 100%













ON QOY

PORTANDO METRALLERAS CUBIERTOS POR LOS OJOS EN PROVEDO  
Y DENTRERO VESTIENDO CON VESTIDOS DE TINTA Y BARRERAS INTERIORES  
Y ESPONTANEAMENTE LA COMANDANTE MARINO EN CAS A  
ALGO COMPLETOS HAN CUBIERTO LOS OJOS EN AMERICO EN INDIA  
TE AL EXERCICIO SIN TERNOS PROMISAS DE JUSTICIA SOCIAL, ME  
SON EN TRONCO DE VIDA - HUMILDES HONORABLES COMPECION NE  
TAMENTE HONRA SUICIDAS CON TONOS Y TONOS DE TRADY  
CION NO CONFRONTO DE LOS MIERO PROMITIDORES DE COE-  
TRABAJOS - CONFUNDIDOS PODEN PROTECCION A LOS APUS DADOS

LA LUCHA ARMADA  
VENCER O MORIR  
VENCER O MORIR

VIVA COMANDANTE  
GONZALEZ

VIVA LUCHA ARMADA

FUERA SINDICATO



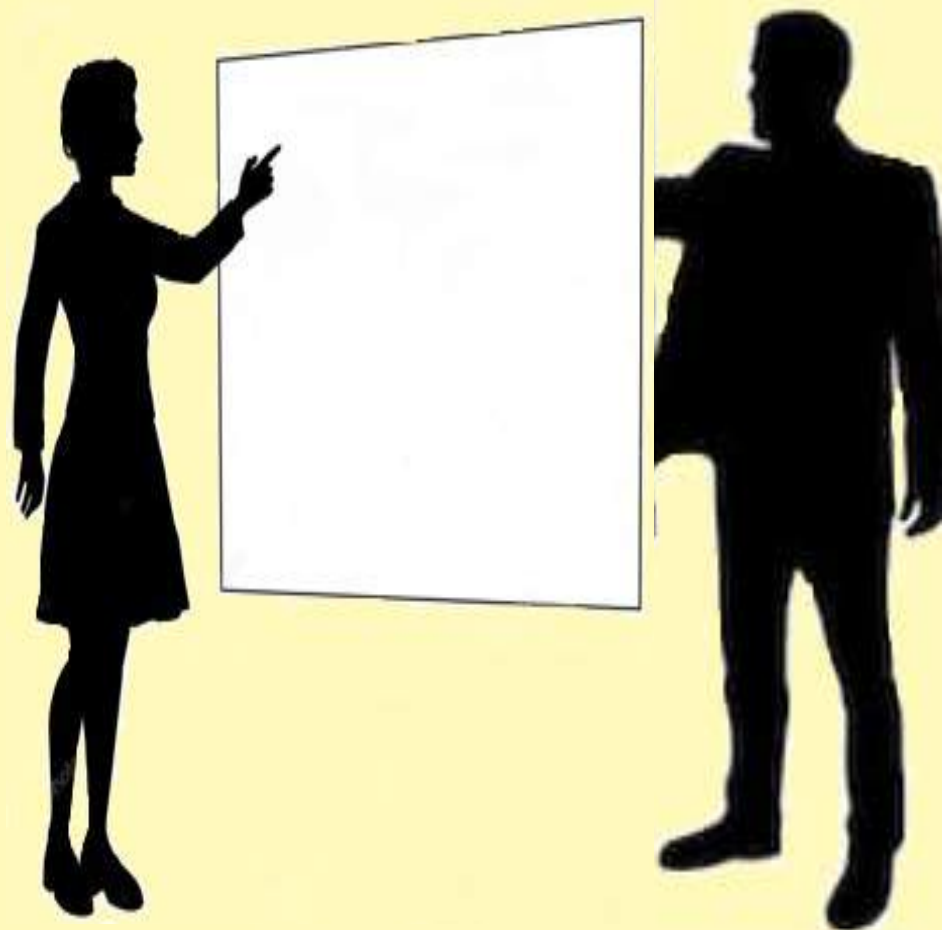


# 3,456



April 28, 2020

# 278



Measuring what Matters 2020: Practical Measurement



Oficina de Lima  
Representación en Perú

de las  
la O

*Tarea*



ANTONIO  
**RUIZ**  
DE MONTOYA  
UNIVERSIDAD JESUITA

UNIVERSIDAD  
LICENCIADA  
POR SUNEDU







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## **BREAKOUT GROUPS**

Identify 3 SEL skills that Horizontes should focus on

1. Name and define each skill
2. Provide example of what skill looks like in real life
3. Rank/prioritize the 3 skills

# I. Reviewing global frameworks

## CASEL



## Big 5



## P21

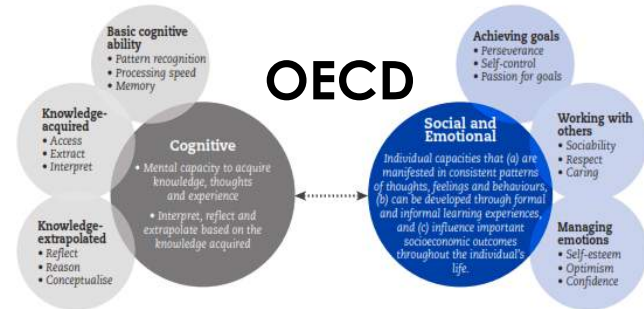


© 2007 Partnership for 21st Century Learning (P21) [www.P21.org/Framework](http://www.P21.org/Framework)

## ATC21S



## OECD



## 2. Exploring our neighbor's experience

- Educapaz (Colombia)
- Construye-T (México)
- Cimientos (Argentina)
- Valoras (Chile)
- NTPPS (Brasil)
- Paso a Paso (Perú)

### 3. Searching within our own house

- National level: National curriculum review
- National level: Presentation with experts
- Regional level: Regional team's contextualization
- Local level: School's validation

# 4. Designing the Horizontes' framework

Personal dimension (looking within)	Social dimension (looking outside)	Horizont dimension (looking forward)
<p>Self-awareness</p> <p>Self-management</p> <p>Self-efficacy</p>	<p>Social awareness</p> <p>Team work</p> <p>Assertiveness</p>	<p>Perseverance</p> <p>Openness to experience</p> <p>Critical thinking</p> <p>Responsible decision making</p>
<p>Cultural identity</p>		
<p>Community's sense of belonging</p>		

## 4. Designing the Horizontes program

- Secondary schools: 1st to 5th grade (12-16 years old)
- Curricular activity
- Duration: 30 sessions of 90 minutes per year.
- Tools: Session guide for teacher + Portfolio for student
- Responsible: Teacher of the school



# 5. Evaluation desing

- 8 indicators (impact and outcomes)
- Quasi-experimental design with comparison group
- Baseline in 2019 by external organization
- Instruments: Questionnaire based on Likert scales

## 6. Limitations of baseline

- Based on Likert scales
- Depends on reading comprehension ability
- Social desirability bias
- How to interpret/report the results

# 7. Knowledge management

- Universalism and relativist view: Exploring intercultural socio emotional skills
- Creating instruments that do not depend on reading comprehension skills
- Gender bias
- Relationship among social and emotional skills, academic skills, and employment

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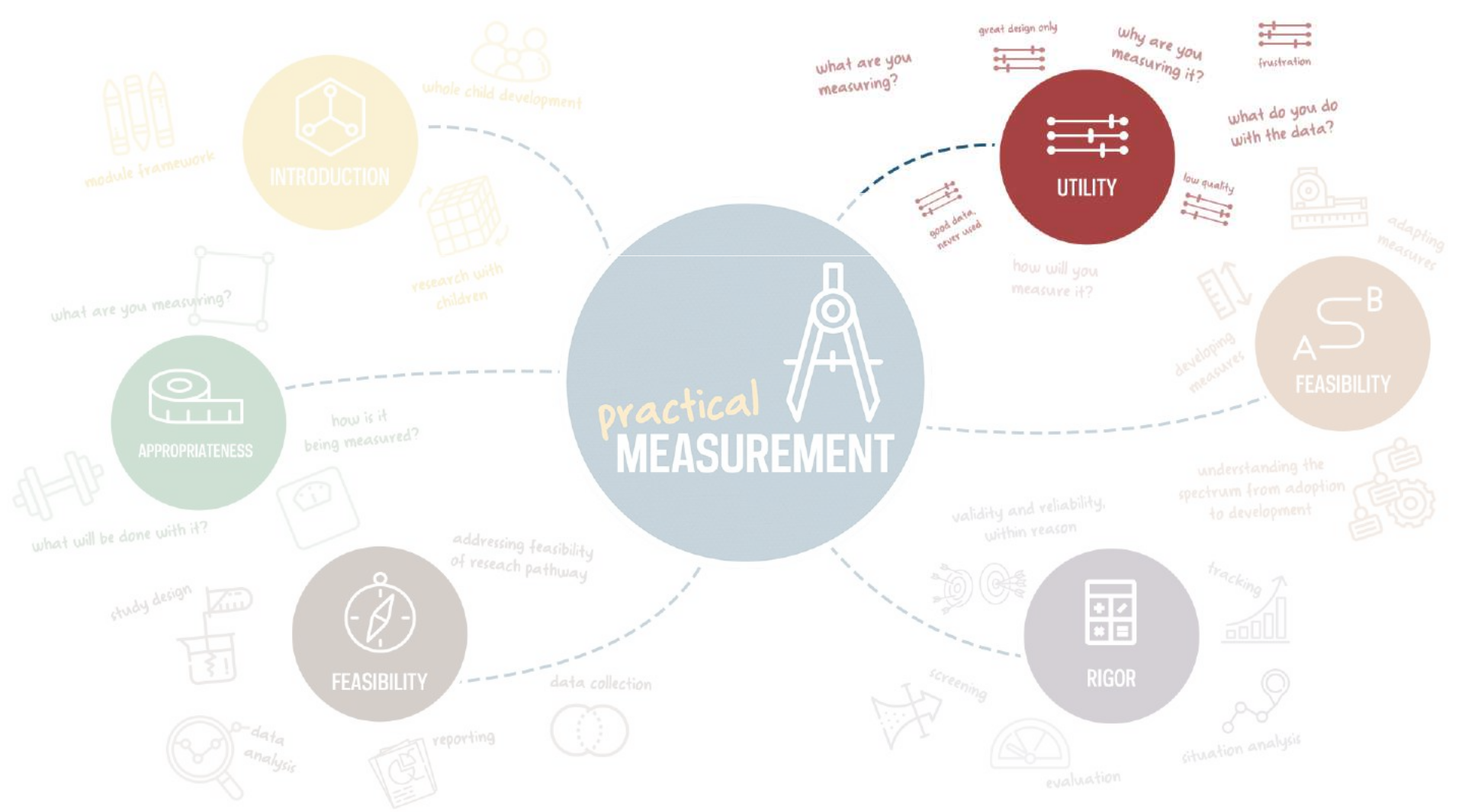
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# Utility

**LOW**

**HIGH**

## **TIME**

*Number of hours/days allocated to different tasks*



## **RESOURCES**

*Logistics, operations, and capacity*

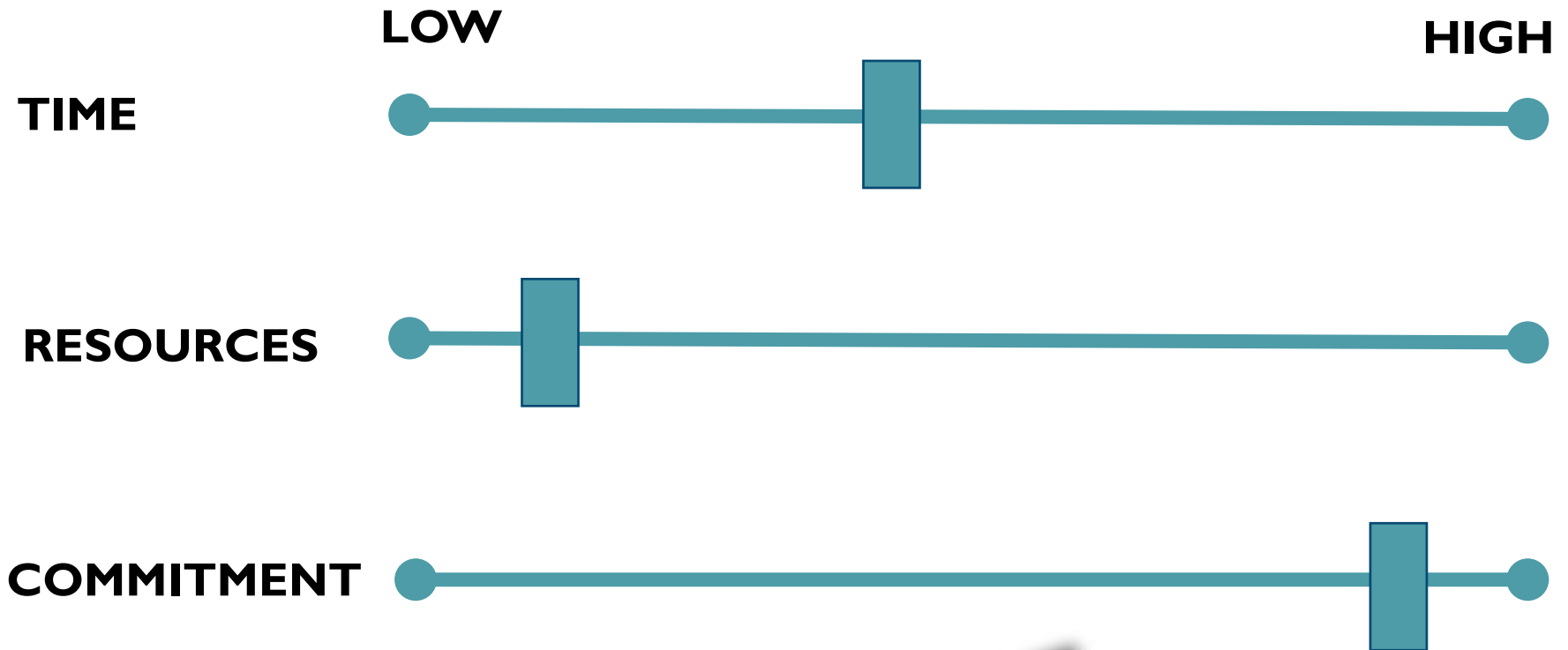


## **COMMITMENT**

*Buy-in and investment from senior management and key partners*

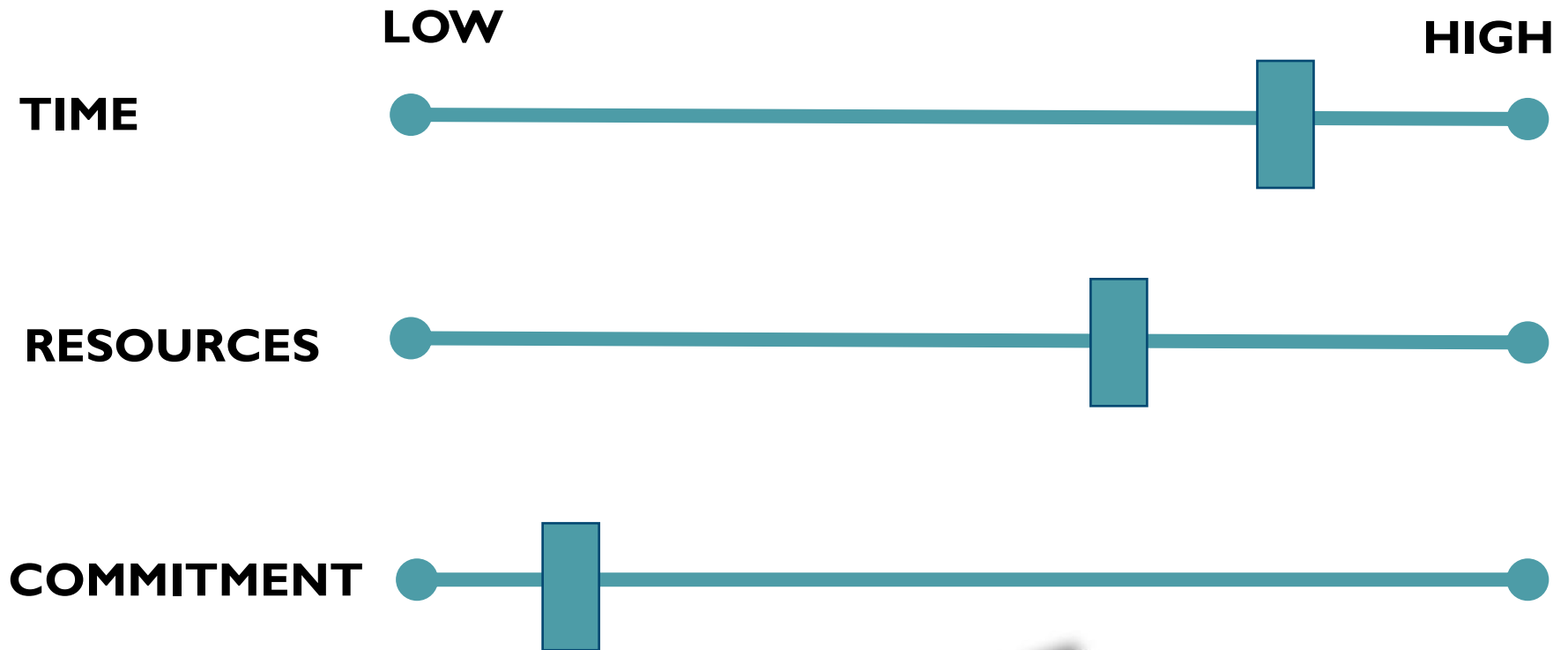


# Bad data, used inappropriately

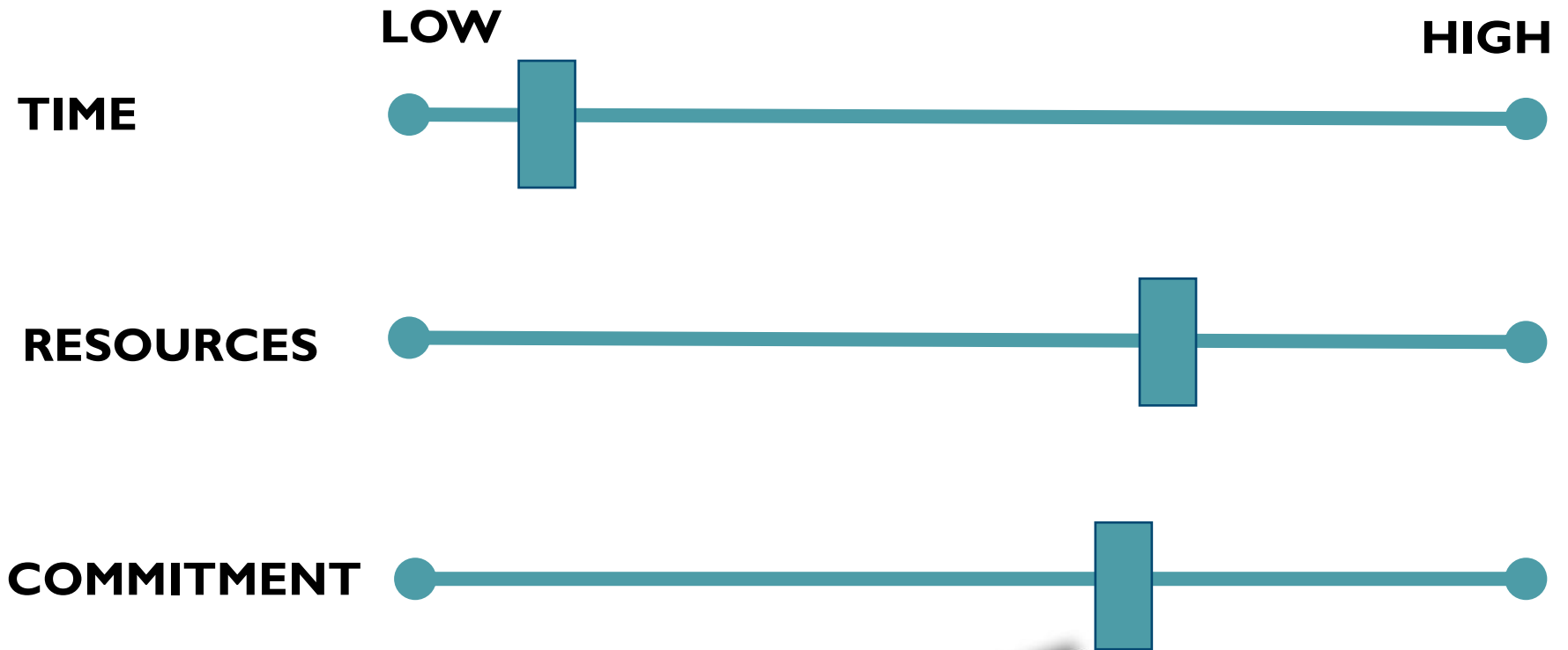




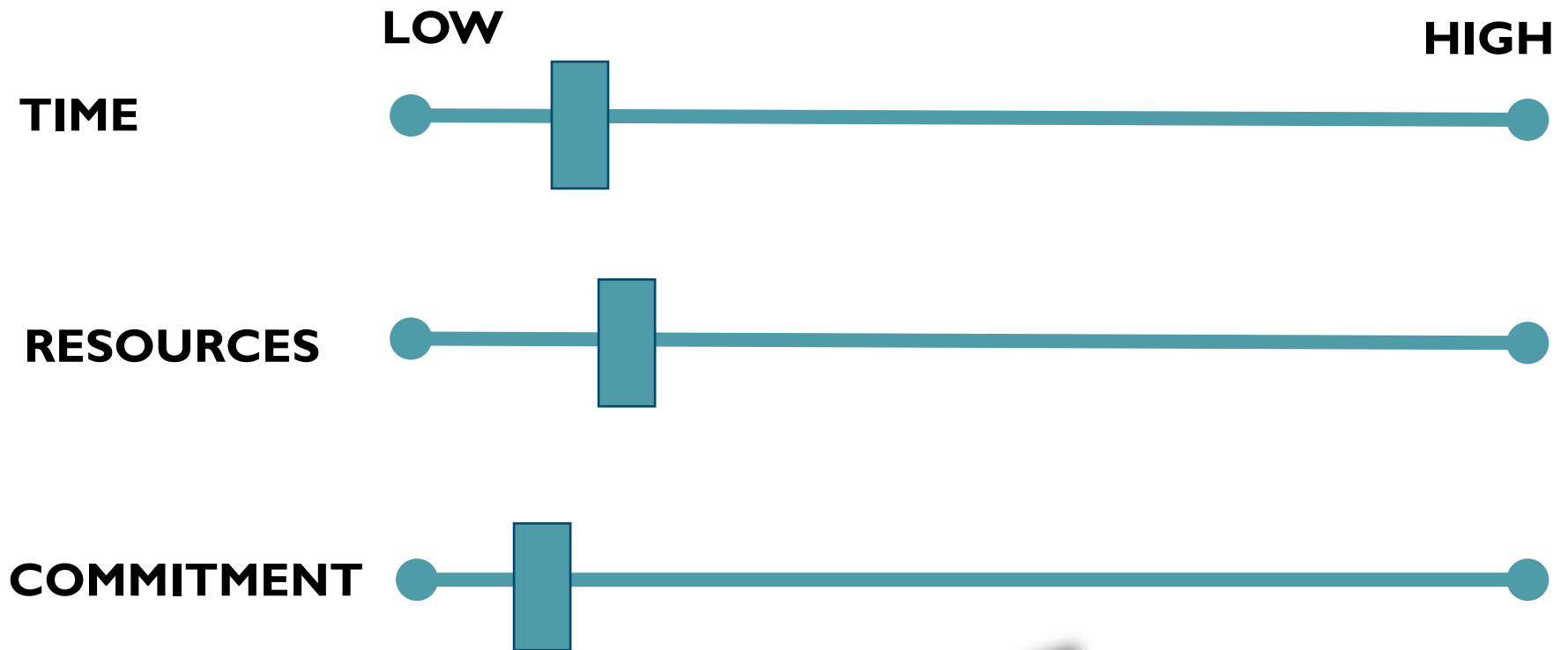
# Satisfactory data, never gets used



# Frustration



# Should we be collecting data?



# Utility

## TIME

*For illustrative purposes only*

## RESOURCES

## COMMITMENT

Activity	Estimate of days
Review tool(s)	5
Translation and back-translation	14
Cognitive interviewing	5
Assessor training	3
Pre-testing	2
Finalizing tool	2
Data collection	15
Data cleaning & analysis	10
Reporting	5
Meetings with partners	2
<b>Total days for one round of data collection</b>	<b>63 (3 months of full-time work)</b>

# Utility

TIME

## RESOURCES

*For illustrative purposes only*

COMMITMENT

Budget Line	Items
Personnel	<ul style="list-style-type: none"><li>• Principal Investigator (PI)</li><li>• Key field staff (FS)</li><li>• Key center staff (CS)</li><li>• Assessors</li><li>• 2 translators</li></ul>
Logistics	<ul style="list-style-type: none"><li>• Training location</li><li>• Assessor materials (clipboard, etc.)</li><li>• Data collection materials (tablet, etc.)</li><li>• Refreshments/lunch</li><li>• Meetings with partners</li></ul>
Travel	<ul style="list-style-type: none"><li>• Accommodations</li><li>• Transport for training</li><li>• Transport for data collection</li></ul>

*Data collection in country in East Africa, 600 children, 20 assessors: USD 40,000 + PI + FS + CS*

# Utility

TIME

RESOURCES

COMMITMENT



# Q&A with Alex Rios

## UNESCO Peru



How much time did it take to plan for and collect the data for the baseline of adolescent's SEL skills?





What resources did you need to collect, analyze, and understand the data on adolescent's SEL skills?



Who was involved in the design of the study and decisions about how the data was used?



If you could go back in time and collect the baseline data again, what would you do differently?





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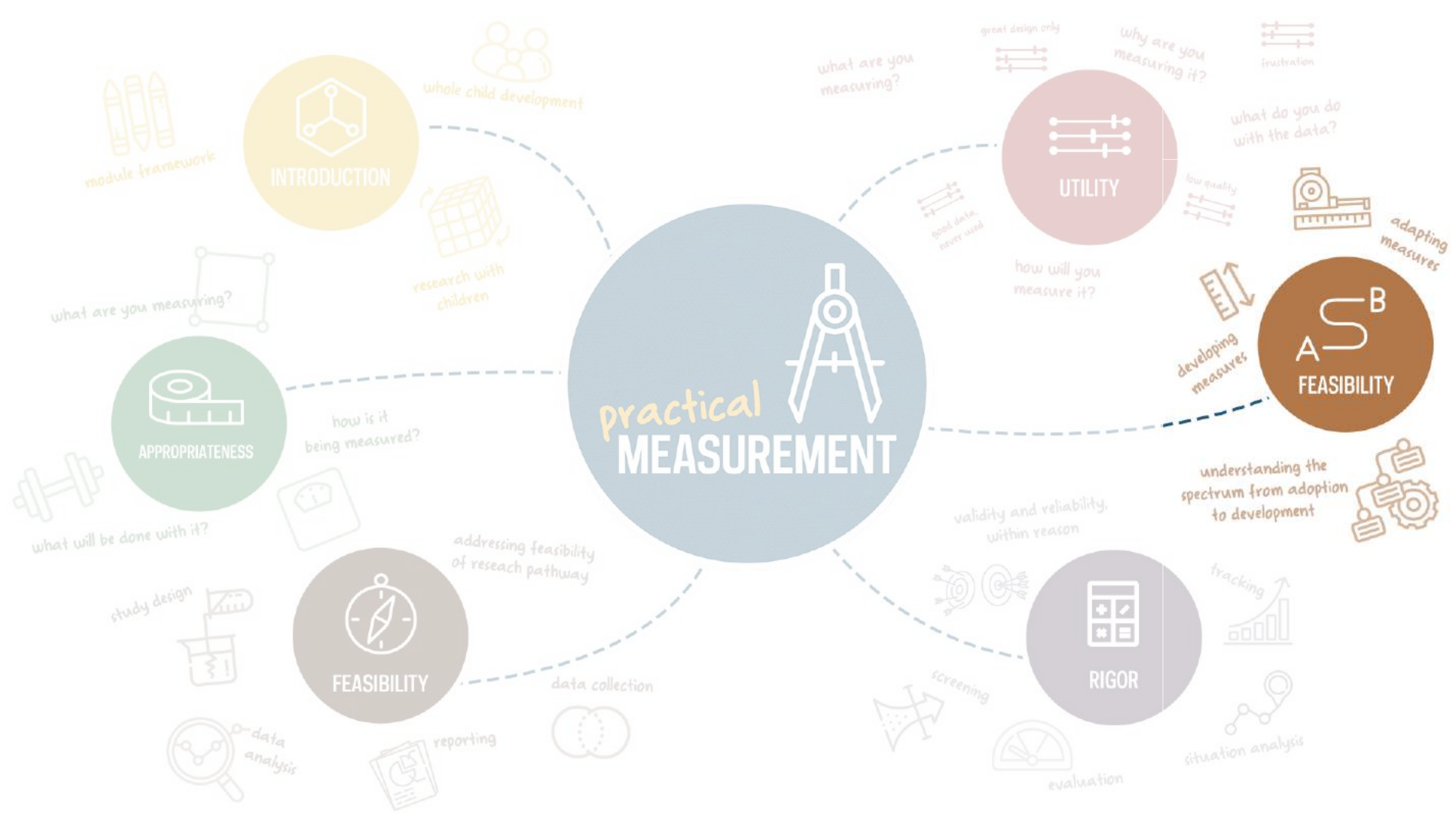
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# Responding to knowledge management objectives: Research collaboration of University of Notre Dame and Horizontes

Develop a study to:



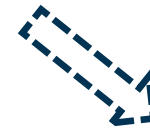
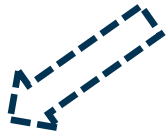
Phase 1: Explore SEL skills that are important in different context (intercultural view of skills)



Phase 2: Create alternative measure for adolescent SEL skills

# Objectives – Phase I

**Analyze the local perceptions about social and emotional skills** that are important for students, teachers, school principals, and parents.



Identify the skills that are important for different stages/life projects (finish highschool, studying and working after school)

Analyze the relationship between the skills identified in the communities and the skills prioritized in Horizontes program

Analyze the local perceptions about factors that help or hinder the development of skills



# Method

- Rapid ethnographic methodology (Hubbard)
- Qualitative data using semi structured interviews
- In the interviews:
  - We asked participants to identify a person that “is doing well”- not perfect (personas), why they thought he/she was doing well, skills that he/she has, and ranking of the skills.
  - We worked with 3 personas:
    - Persona 1:** Adolescent finishing high school
    - Persona 2:** Young man/woman studying after school
    - Persona 3:** Young man/woman working after school
  - Finally we asked about the factors that helped or hindered the development of skills of the personas as an example

# Participants

136 participants from 6 rural communities (65 students, 30 teachers/principals, 41 parents)

## Piura

66 participants (33 students, 18 teachers, 15 parents)  
Interviews in Spanish



## Cusco

70 participants (32 students, 12 teachers, 26 parents)  
Interviews with parents in Quechua and translated to Spanish

# About the fieldwork

- **Fieldwork during December 2019** (last days of academic year)
- **Team**
  - Coordination: Patricia Cabrerizo, Wendy Smith
  - 4 research assistants (Isela and Mercedes in Piura; Trinidad and Eveling in Cusco)  
Assistants in Cusco speak Quechua and are from the area
- **Contact with participants:**
  - Collaboration with Horizontes' and local partners' team
  - Coordination with school principals



# Data analysis

## Thematic coding

- We coded a few interviews and developed a coding list of skills and related factors
- We removed 3 interviews because the participants were not able to identify at least one persona. 133 interviews were coded.
- 34 specific skills were identified
- We analyzed the excerpt data of each specific skill, as well as co-occurrence
- We are working to analyze families of skills

Results are preliminary and only meant to help conversation on Practical Measurement. Final results will be available later in the year.



# Preliminary results

5 of 33 skills (most frequent)



## Responsibility

- Completing work or study tasks in a timely manner
- Completing tasks that are assigned/expected of you

## Dedication

- Dedicating a lot of time each day for work and/or study
- Working/studying so much that they don't rest or that they sacrifice a lot

## Respect

- Kind and respectful treatment of others
- Maintain the social codes of greetings (especially related to teachers and elders)

## Helping others

- Provide information, guidance, work, financial resources, etc. in a helpful manner
- Help people by sending money or returning home/village to support some one or some activity

## Achievement motivation

- Desire to achieve things and overcome difficult situations at work, study, or family
- Desire to improve (have goals to improve) living conditions or different living conditions

# Preliminary results



- Differences by personas

## Persona 1 (highschool student)

- Male and female examples
- Top 5 skills: responsibility, dedication/effort, active participation, respect, **communication**

## Persona 2 (studying after high school)

- Mostly male examples
- Top 5 skills: dedication/effort, responsibility, **achievement motivation**, respect, help others

## Persona 3 (working after high school)

- Mostly male examples
- Top 5 skills: dedication/effort, responsibility, achievement motivation, respect, help others
- **Looking for new opportunities is more important**



# Preliminary results

- Differences by type of respondent/participant

## Students

- Dedication/effort is the main skill
- Mention joy and helping others more frequently

## Teachers

- Communication is more important
- Only ones that talk about autonomy and critical thinking

## Parents

- Respect and responsibility are the main skills for parents
- Don't mention self confidence, leadership, proactivity, or solving problems

**Piura:** Help others, perseverance, self confidence and being friendly/sociable are more frequent than in Cusco

**Cusco:** Curiosity, obedience, respect are more frequent compared to Piura



# Preliminary results



## • Families of skills

### **Collaboration:**

- Helping others
- Seek/take advantage of help
- Leadership
- Active participation

### **Overcome difficulties:**

- Perseverance
- Overcome adversities

### **Effort:**

- Dedication
- Responsibility
- Focus on study/work
- Organization

### **Social skills:**

- Communication
- Respect
- Being friendly/sociable
- Joy

### **Initiative:**

- Proactivity
- Autonomy
- Curiosity
- Search for new opportunities/ideas
- Risking
- Not being afraid
- Problem solving
- Critical thinking

### **Self regulation:**

- Emotion control
- Obedience

### **Ungrouped skills:**

- Achievement motivation
- Self confidence
- Identification with culture

# Next steps

- Finishing the analysis of skills, families of skills, and co occurrence
- Collaborative exercise to match identified skills to Horizontes' skills
- Writing a report
- Developing a process/method toolkit for practitioners

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## **BREAKOUT GROUPS**

Design a way to measure the skill assigned to your group

- Appropriate for rural contexts (low technology and limited resources)
- Appropriate for adolescents with limited literacy
- NOT a Likert scale measure

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