

SUCCESS STORIES

AUTHOR:

DIALOGAS

COUNTRY WHERE THE ACTION THAT
ORIGINATED THIS KNOWLEDGE TOOK PLACE:

Argentina
Colombia
Paraguay
Uruguay

ACTORS INVOLVED IN THE GENERATION OF
THIS KNOWLEDGE:

**Agencia Chilena de Cooperación para
el Desarrollo (AGCID) - Chile**

**Banco de Desarrollo de América
Latina (CAF)**

ChileValora - Chile

**Comitato Internazionale per lo
Sviluppo dei Popoli (CISP) - Italia**

**Departamento Nacional de
Planeación (DNP) - Colombia**

**Fundación para la Educación Integral
Salvadoreña (FEDISAL) - El Salvador**

Fundación SES - Argentina

**Instituto Nacional de Evaluación
Educativa (INEED) - Uruguay**

Ministerio de Educación - Paraguay

Prosperidad Social - Colombia

**Secretaría de Acción Social (SAS) -
Paraguay**

**Unidad de Evaluación Integral de la
Calidad y Equidad Educativa (UEICEE)
del Ministerio de Educación del
Gobierno de la Ciudad Autónoma de
Buenos Aires (GCABA) - Argentina**

CONTRIBUTION TO THE SUSTAINABLE
DEVELOPMENT GOALS



Creation of a unique tool for the assessment of Transversal and Socio-emotional Competences (TSEC)

Summary of the case:

Thanks to the project, the first unique tool for the assessment at the regional level of transversal and socio-emotional competences has been created, which will allow the collection of data from different countries in order to compare them and get a comprehensive view of the subject.

Within the framework of the DIALOGAS project, 5 regional workshops were held to analyse the tools and share experiences for peer learning. The first of these workshops, held in Colombia (in which representatives from Argentina, Chile, Colombia, El Salvador, France, Italy, Paraguay, Uruguay and Venezuela participated), dealt with the subject of Evaluation, data and information systems.

During this workshop, participants were given a comprehensive overview of the tools aimed at measuring and evaluating transversal and socio-emotional competences, based on case studies from some member countries of the Regional Table for Technical Cooperation on Transversal and Socio-Emotional Competences (MESACTS) that have made progress in the definition, development and implementation of some type of assessment.

As a result of this reflection, it was agreed that a unique assessment tool would be created to collect data from different countries in order to compare them and get a regional overview on TSEC. The process of creating this tool included:

- The selection of the countries subject to the pilot study (Argentina, Colombia, Paraguay and Uruguay)
- The definition of the scope (it was decided to analyse the emotional regulation competence in young people).
- The design of a psychometric scale for the assessment of emotional regulation in young people.
- The implementation of the tool in the 4 selected countries and the analysis of the results.

This work involved the dedication of thirty experts in the field for one year to validate the tool and its implementation in the pilot study at the beginning of 2019, which allowed the creation of a valid and reliable tool that fosters dialogue based on concrete results in different countries.



Main learning and recommendations:

The importance of creating working bodies at a technical level with institutions which are involved in the issue, know the subject and can generate far-reaching products.

Achieved impacts and objectives:

- A strong contribution to SDG 17 (Partnerships for the Goals) has been made by fostering "multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources" (Target 17.16).
- A scale of assessment of emotional regulation applicable in several countries has been achieved. This scale can be considered as valid in its factorial structure, reliable in terms of its internal consistency and consistent in its application with different samples and for different countries. The tool was implemented through a pilot version in Argentina, Colombia, Paraguay and Uruguay. This allowed to obtain results in secondary schools in four countries, making up a universe of 1,014 young people involved.
- Since the results generated interest in other countries, a second phase of implementation of this tool is being developed, with resources from the institutions involved and including new countries in the measurement, such as Chile and Guatemala.
- The pilot for the assessment of a competence validated by four countries was a positive unexpected result and one that added value to the project, since it was not part of the initial design; given its success, it was decided to include it in the logical framework matrix.

Key success factors:

A key success factor is that this initiative came about within the framework of a peer-to-peer workshop, during which not only was an instrument created and validated, but the production of knowledge as a whole was encouraged. In this way, it went beyond technical transfer and achieved concrete application in the countries.

The added value of Triangular Cooperation: (more information [here](#))

1. Building ownership and trust.
2. Promoting complementarity and increasing coordination in development cooperation.
3. Sharing knowledge and learning jointly.
4. Co-creating solutions and flexibility.
5. Enhancing the volume, scope and sustainability of Triangular Cooperation
6. Achieving global and regional development goals through strengthened partnerships for sustainable development.

Useful links to deepen or support this knowledge:

<http://scioteca.caf.com/handle/123456789/1419>

<http://www.mesacts.com/sdgd/>

Keywords:

Evaluation

Peer-to-peer workshops

www.adelante-i.eu