

# What's good enough in SEL and Soft Skills Measurement?

4 experiences in developing assessment tools in  
diverse contexts



**Save the Children®**



# Moderator: Rebecca Pagel, USAID

## Panelists



Smita Das  
World Bank Gender Innovation Lab  
Innovations for Poverty Action



Dr. Catherine Honeyman  
World Learning



Dr. Allyson Krupar  
Save the Children US



Dr. Elizabeth Kim  
International Youth Foundation

# Agenda

- Presentation of 4 experiences in developing assessment tools in diverse contexts
- Introduce Handout “Roadmap for Measuring Soft Skills and SEL”
- Panel discussion
- Q&A with audience

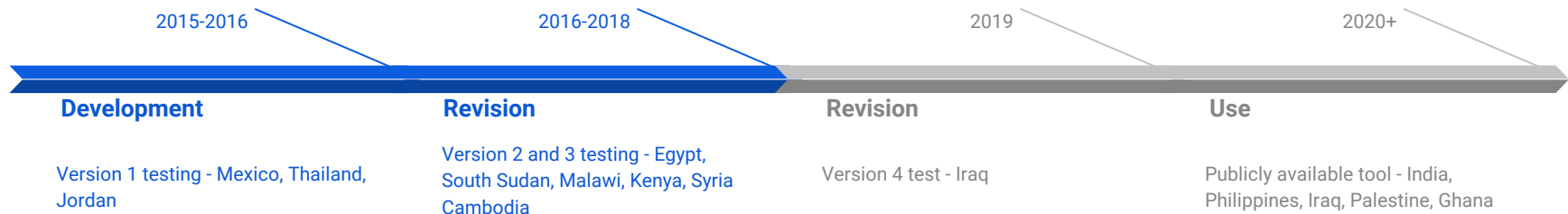
# International Social and Emotional Learning Assessment (ISELA)

SEL COMPETENCY	Skill included in ISELA (name of ISELA task)
Self-awareness	Accurate self-perception (Self concept) Self-efficacy (Self-concept)
Self management	Stress management (Stress management) Self-motivation (Perseverance)
Social awareness	Perspective-taking (Empathy) Empathy (Empathy)
Relationship skills	Relationship building (Relationships)
Responsible decision-making	Solving problems (Solving conflict)

- 6-12 years old
- Background information, experiences of risks in their family/community, perspective of threats in the learning environment
- Enumerator administered
- Uses:
  - Cross-sectional use: Provides profile of children's SEL competencies and the SEL environment
  - Longitudinally: Provides picture of how SEL competencies change over time
  - ISELA is not a diagnostic tool

# Development and Testing ISELA (n=576)

- Strong interrater reliability (>0.80 Krippendorff's alpha)
- Good internal consistency reliability (>0.70)
- Convergent validity: We found a statistically and practically meaningful positive relationship between grade and four of the SEL skills of their score on the help construct. One-grade difference was associated with a 4-8 percentage point change in the number of items that children answered appropriately. Children's self-reported perception of interpersonal threats was positively associated with their empathy and conflict resolution scores. A one-unit change in the number of threats that a child identified was positively associated with a 2-5 percentage point change in their SEL skills
- Discriminant validity: Exposure to risk factors - we predicted a negative relationship between SEL skills and exposure to risk factors. However, we found no relationships between these variables when controlling for the effect of important equity factors like grade, gender, and household wealth.



# IYF's Life Skills Survey Tool (LiSST)



- Youth self-report survey with pre-post or retrospective administration
- 49 statements on life skills organized into 4 life skills domains based on IYF's Life Skills Framework: **Positive Mindset, Interpersonal Skills, Higher Order Thinking, and Community Mindset**
- Participants rate degree of agreement with statements such as: "I react positively to suggestions from others on how I might improve myself" (PM) and "I am comfortable taking risks when trying to solve a problem." (HOTS)
- Developed in fall 2019 and tested with a pretest population of 300+ US youth. Further pilot tested in Mexico and Tanzania in 2020.

# Development and validation



The survey tool was pretested with **321 youth** between the **ages of 16 and 24** across the United States. Results suggested:

- **Domain scores were reliable.** All domains demonstrated high reliability (>0.80) and interitem correlations (corr > 0.30)
- **Domain scores were equitable.** No significant differences were found on average ratings across 4 domains by subgroup (gender, age, ethnicity, urbanicity, socioeconomic status) with few exceptions.
- **Domain scores were valid.** Confirmatory factor analysis (CFA) models fit the four specified domains as factors.
- **Domain scores were correlated with other characteristics:** Positive mindset was positively correlated with being employed and higher grades, and negatively correlated with being sad/depressed. Interpersonal skills and higher order thinking skills both were positively correlated with grades.

# World Learning's WorkLinks Skills and Values Assessment (WLSVA)

CIVIC VALUES

**Community & Civic Engagement**  
**Intercultural Understanding & Empathy**  
**Social Inclusion & Justice**  
**Sustainability**

EARNING SKILLS

**Entrepreneurship**  
**Job Search**



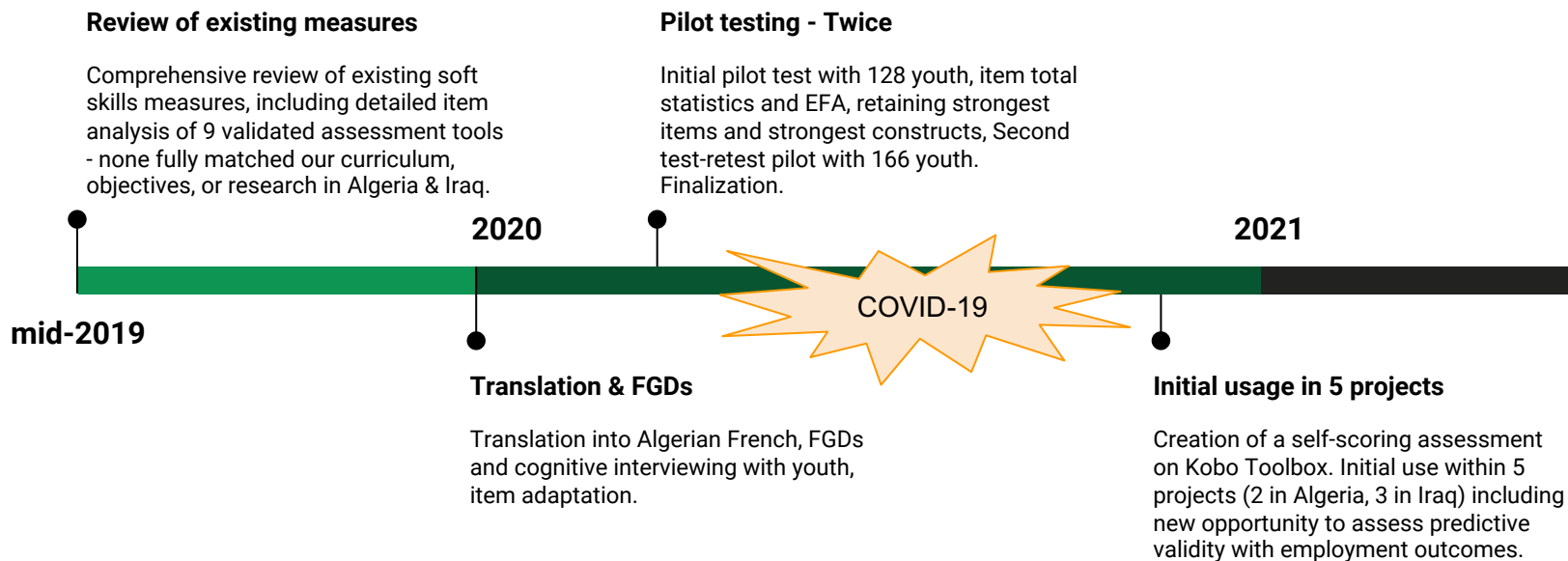
SOFT SKILLS

**Conscientiousness & Self-Efficacy**  
**Goal-setting & Perseverance**  
**Social & Communication**  
**Managing Emotions**  
**Thinking & Planning**

- **56 core questions**, divided among 3 subscales:  
Soft skills, Earning Skills, and Civic Values
- **Validated with ages 18-29**: Algeria (N=294) and Iraq (N=70+)
  - Available in English, French, Arabic (2 versions), and Kurdish
  - 120 downloads from 40+ countries--available under CC BY-NC-SA from <https://www.worldlearning.org/what-we-do/wlsva-toolkit/>
- **Self-administered** online (auto scoring) or paper-based
- **High internal reliabilities** (0.79-0.94), positive correlation with employment and stress management
- **Sensitive enough to detect individual change**:  
High test-retest reliabilities and smallest real difference of 3.8%-5.5% for subscales



# WLSVA development and validation



# World Bank Africa Gender Innovation Lab + Innovations for Poverty Action

## Measuring 14 Socio- Emotional Skills to Unpack Which SES Matter Most for Employment

Part of a 4-RCT Study

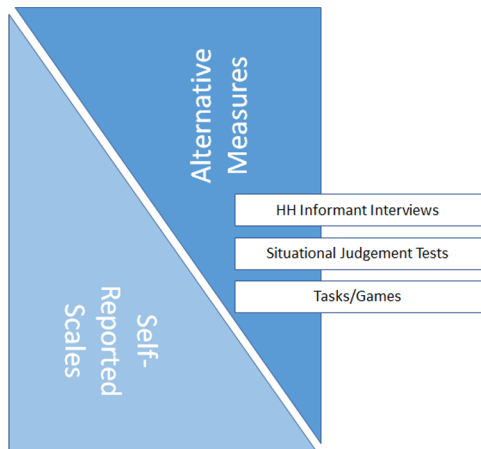
### Considerations

- Literature on Gender differences and Economic Empowerment
- Spanning range of SES
- Overlap (categorization exercise) & Expected Dependencies
- Skills discussed in FGDs
- Mapping to other frameworks

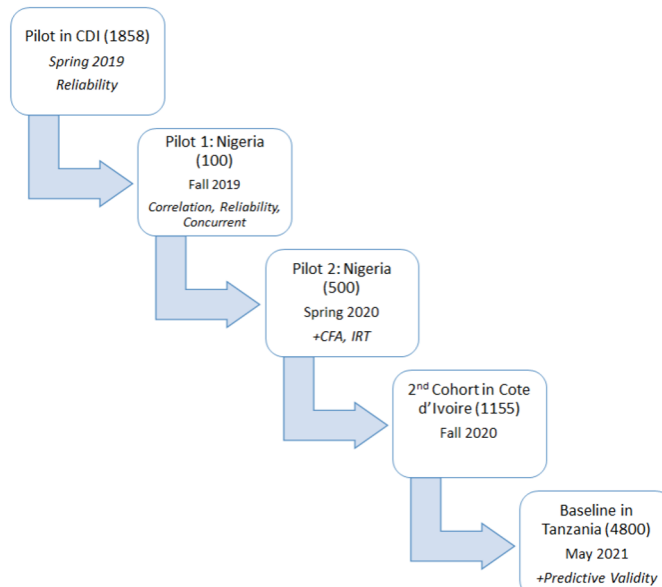
	Intrapersonal	Interpersonal
Awareness	<p><b>Emotional Awareness:</b> identifying and accepting one's emotions</p> <p><b>Self Awareness:</b> identifying and interpreting one's own thoughts and behaviors and to evaluate one's strengths and weakness</p>	<p><b>Listening:</b> attending to what other people are saying, taking time to understand other's point of view, asking clarifying questions and not interrupting at inappropriate times</p> <p><b>Empathy:</b> understand another's viewpoint or thoughts and have emotional concern for another's situation or experience</p>
Management	<p><b>Emotional Regulation:</b> maintaining or changing one's own emotions by controlling one's thoughts and behavioral responses</p> <p><b>Self Control:</b> focusing one's attention, staying on task, breaking habits, restraining impulses and keeping good self-discipline</p> <p><b>Personal Initiative:</b> developing long-term goal, to seek opportunities to improve one's self and to be motivated to put these plans and goals into action</p> <p><b>Perseverance:</b> sustaining effort despite setbacks</p> <p><b>Problem Solving:</b> approaching a problem by gathering information, generating a number of solutions and evaluating the consequences of these solutions before acting</p>	<p><b>Expressiveness:</b> explaining ideas in a way that others will understand and openly expressing one's opinion</p> <p><b>Interpersonal Relatedness:</b> taking actions intended to build trust and benefit others, initiating and maintaining relationships and being respectful, encouraging and caring for others</p> <p><b>Interpersonal Influence:</b> communicating in a manner that changes other's perspectives and adapting one's behavior in situationally appropriate ways to influence others</p> <p><b>Negotiation:</b> identifying one's own and others' interests and changing one's behaviors as a strategy for resolving interpersonal problems and achieving one's goals</p> <p><b>Collaboration:</b> considering different perspective, listening and communicating in groups of two or more people, identifying situations involving group problem-solving and decision-making, and organizing and coordinating team members to create shared plans and goals</p>

# Measure Development

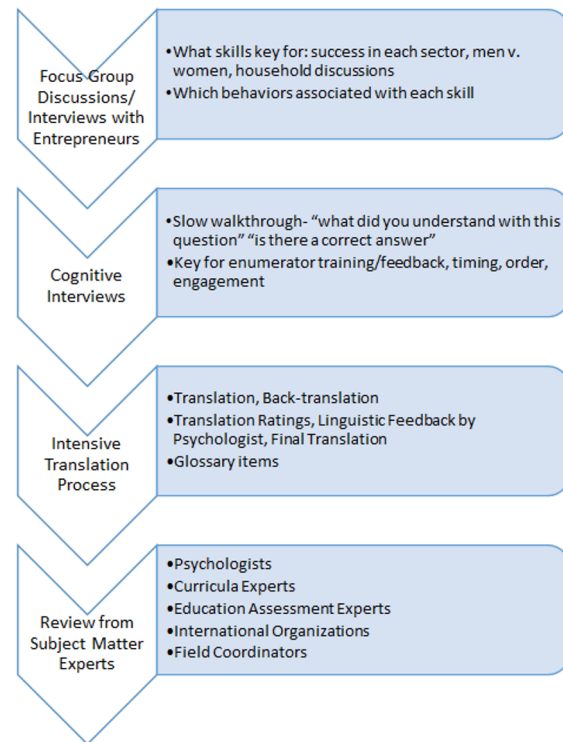
## The Instrument



## Data Collection: Iterative Development



## Process within each country



# Roadmap for Measuring Soft Skills and SEL

