

Impact of Enseña Perú's intervention on students' academic results in the Student Census Evaluation (ECE)

Research brief based on the Impact Evaluation report of Enseña Perú¹, Pablo Lavado and Renzo Guzmán²



SUMMARY

An impact evaluation was carried out using the scores of the Student Census Evaluation (ECE) in reading comprehension and mathematical reasoning, **finding a positive and statistically significant average effect** of the intervention of Enseña Perú³ in the Educational Institutions (IIEE) where one of its 2 programs was running: Programa de Liderazgo (PDL) a 2-year Leadership Development Program and ¡Qué Maestro! (QM). An evident effect was found in both areas, with stronger impacts in reading comprehension than in mathematical reasoning. The results show that through the years the impact of Enseña Perú has become more effective. The results also suggest the presence of a positive spillover effect of the PDL: The presence of a *Professional Enseña Perú* (PEP or PDL participant) contributes to raising the results across grade levels. Regarding the impact of the programs (PDL and QM), both show a similar impact with a slight difference in favor of the IIEE where both programs coexist. In Áncash the impact is much higher, which could be related to the concentration of the programs, volume of participants, and work with the local authorities. In the future, similar evaluation methodologies can be explored to understand if similar results are obtained with measures of social-emotional development, school dropout, or other types of academic competencies. Also, future studies could control for variables that reflect the school environment or the degree of collaboration and trust that the teaching team has, to verify if this factor further enhances the results.

¹ An evaluation carried out by the School of Public Management of the Universidad del Pacífico, with extensive experience in impact evaluations of public interventions both nationally and internationally, such as the National School Feeding Program (Qali Warma), home visits to reduce anemia in Sechura (Piura) and the impact of the use of tablets in financial education in Colombia.

² Pablo Lavado and Renzo Guzmán, **Impact Evaluation of Enseña Perú**, Universidad del Pacífico, October, 2020.

³ Antamina commissioned it for the evaluation of the impact of "Ancash Effect," a project promoted and co-executed by Antamina, Enseña Perú, and Toronja in the region. The analysis of the impact of Enseña Perú was extended to all its historical intervention.

METHODOLOGY

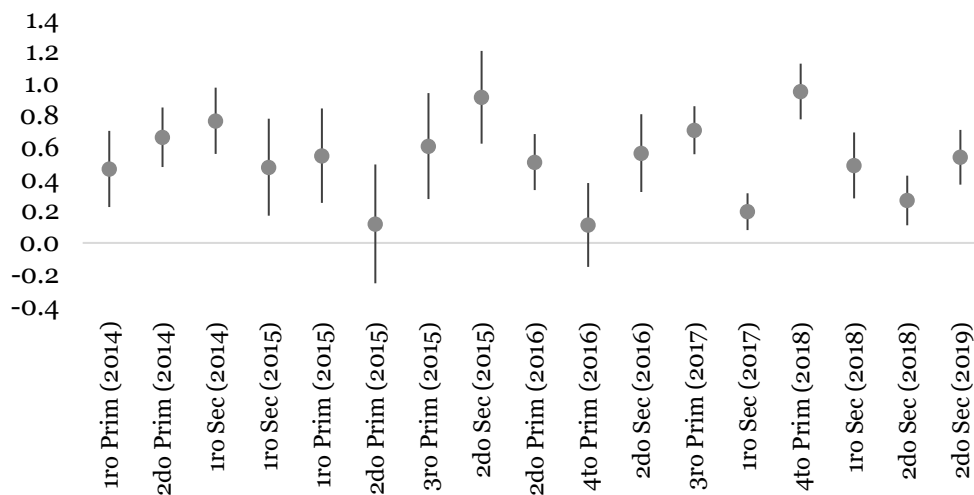
A quasi-experimental methodology was used with two groups of analysis: i) treatment, made up of schools intervened by Enseña Perú, and ii) control, made up of schools that have similar characteristics to the treatment group with the only difference that they were not beneficiaries of the intervention of Enseña Perú⁴. The treatment and control groups had statistically similar values in these variables in the periods before the intervention.

The study uses a differences-in-differences methodology, which seeks to identify changes in the learning levels of the schools after the treatment period, compared to the level before the Efecto Ancash intervention, and to assess whether this change was significant in comparison with the control group for the same period⁵.

DETAILED RESULTS

1. The average impact of the intervention in Enseña Perú is equal to 0.345 SD in reading comprehension and mathematical reasoning. It is important to note that impact greater than 0.2 SD is often considered highly effective.
2. The short-term impact is on average 0.330 SD, the highest impact recorded is in the schools of fourth grade of elementary benefited in 2018 (0.949 SD in the reading comprehension test) and of the second year of secondary benefited in 2019 (0.733 SD on the mathematical reasoning test).
3. On the other hand, the long-term impact is on average 0.371 SD, the greatest impact recorded is in the first year of secondary schools benefited in 2014 (0.765 SD in the reading comprehension test) and third-year elementary schools benefited in 2017 (0.730 SD in the mathematical reasoning test).
4. In the Áncash region there is an average impact equal to 0.437 SD in the Enseña Perú Professionals Program and 0.406 SD in the ¡Qué Maestro! with the Efecto Ancash the intervention with the greatest impact.

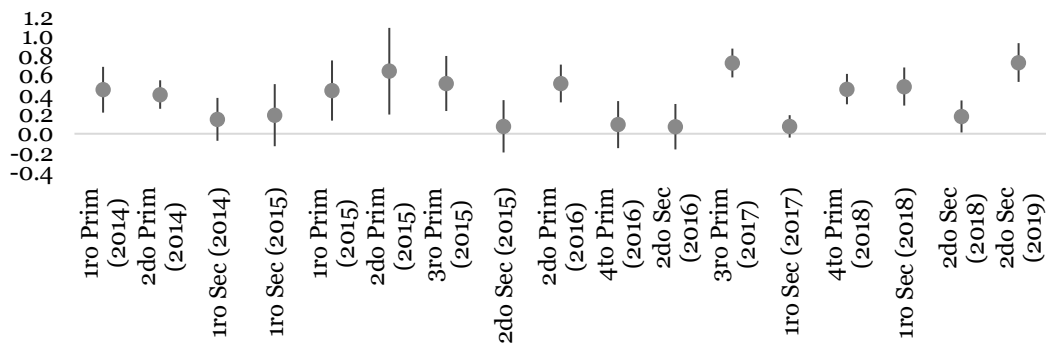
Differences in Student Reading Comprehension Growth Compared to Control (measured by Standard Deviations)



⁴ These similar characteristics are average class size, student-teacher ratio, student-to-computer ratio, and percentage of teachers with degrees, information that was obtained from the School Census.

⁵ For this, information was used on the academic performance obtained in the second grade, the fourth grade of elementary school, and second-grade secondary ECE. The evaluation period was 2013-2019 at the national level. Likewise, given that the schools had different years of treatment, the evaluation was carried out by each group independently.

Differences in Student Mathematics Growth Compared to Control (measured by Standard Deviations)



CONCLUSIONS

The impact of Enseña Perú is extremely significant measured by standardized assessments. Usually, a standard deviation of 0.2 implies a large effect size. Most results exceed that threshold. The results suggest that some characteristics of the Enseña Perú intervention that are uncommon in the schools of the control group seem to be differential for the short and long-term impact, having a significant impact on results such as those of the ECE test. The results suggest that the greater the volume of the intervention and the coexistence of the programs, the higher the results, as is the case of the intervention in the Ancash Effect.

Possible factors that explain these differences may include the following, which will require future study to verify:

- **Participant selection:** The selection of PDL participants (PEP) assesses leadership competencies and is highly competitive.
- **Focus on student and participant leadership:** There was a strong focus on the development of social-emotional and leadership skills in students, and there is intensive and continuous work in the development of commitment and leadership, in both programs.
- **Community-orientation:** Efecto Ancash focuses on the creation of communities and networks around the school, seeking high involvement of families.
- **Standardized assessment doesn't dictate instruction:** In Enseña Perú's intervention model, specific plans or activities are not designed nor executed for the ECE test (for example, training students to take the tests).

TEACH FOR ALL EVIDENCE

Teach For All is a global network of 59 independent organizations united for the purpose of creating collective leadership that ensures that all children can achieve their full potential. Teach For All knows that meaningful and sustainable change requires leaders who are rooted in their local culture, challenges, and opportunities and who believe in the potential of children and their communities. By sharing ideas and solutions across borders, Teach For All is developing collective leadership to improve education and expand opportunities for all children, so they can shape a better future for themselves and the world around them.

There is already strong evidence in the Latin America region that these programs are improving student outcomes as well as helping to develop the leadership skills of their participants. Studies from the Inter-American Development Bank (2010) and Princeton University (2018) have found that Enseña Chile participants are effective in improving students' academic results. Another impact evaluation from 2017 showed that Enseña México participants have a positive impact on their student's socio-emotional skills such as self-efficacy, self-management, growth mindset, and social awareness. Our partners are also having a significant impact on the leadership development of their participants. A study on the mindsets, behaviors, and professional trajectories of alumni shows how Enseña Chile influences the opinions and perceptions of its participants on public policies that impact the opportunities of children (Claro and Sánchez, 2018).