

The use of evidence to improve quality education in Argentina

Stakeholders perspectives and recommendations



#GEIS2018

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ARGENTINA

Expectation vs. Reality

Expectation	Reality
<p>Social scientist have been hopeful that once accurate research tools and statistics are available, policy makers/public servants will pay attention to them and do something, different from what they were apt to in the absence of such knowledge.</p>	<p>Lack well developed institutions to seek out and use research findings/evidence.</p> <p>Lack of technical capacity (government and public services level) to make use of evidence/research findings.</p>

- Evaluation makes sense when the evidence is used by main stakeholders as in input for decision making processes at its different levels. That is when it turns into an opportunity to learn and change.
- Evaluation is a necessary, but not enough to trigger improvements.
- **FOCUS on the USE of evidence.**



Aprender is the national learning assessment in Argentina.

The evidence produced describes students learning achievements in their passage through the educational system, which accounts for the fulfillment, or not, of their right to quality education.



1.200.000

niños, niñas y
jóvenes

Children, young girls and boys



31.000

escuelas

Schools

Ways in which this evidence informs education policy decision making processes at different levels



At a national level: Evidence oriented the design of new education policies (Lighthouse schools, curriculum changes in Maths.)



Local level: evidence helped identify resilient schools (schools in vulnerable areas that performed over the national average)



Schools: Received a confidential school report (results compared to a cluster of similar schools) + new, relevant information about school climate, students perceptions, plan for their future.

Main challenges for the USE of that evidence at a school level

- **Access to evidence**

(2013 21% vs. 2017 77,5% with huge disparities between provinces)

Online access to school reports. Most schools with no internet connection.

Risk: reproduce existing inequalities/disparities. Many local governments decided to print and distribute school results.

- **Lack of capabilities**

Local practitioners (school principals, teachers) many times find it hard to understand evidence provided. Graphics, statistics.

- **Lack of time and resources to analyze, debate and use the evidence Aprender provides at a school level**

School principals feel overwhelmed, many tasks and responsibilities, not focused on the pedagogical part of their job.

No conditions to be able to use, debate and analyze the data.

What stakeholders say? School principals points of view...

Online survey

(10.000 cases) was implemented in order to learn if schools find the evidence useful for their daily practices with the aim of improving education quality

- 90% considered that the school report is a valuable input to improve life in school.
- 85% said the report was useful to improve learning outcomes.
- 75% highlighted its utility to improve aspects related to school climate.

Who did they share this information with?

- 95% school management team and teachers.
- 70% supervisors.
- 55% students and their families.

Focal groups

- No time for pedagogical work, analyses.
- Loads of administrative work. Urgencies of different kinds.
- Difficult to understand and be able to explain, communicate it to teachers, students and families.
- Demand for more tools to face the diagnose provided

Some recommendations to increase the use of evidence at school level

- Teacher participation in the design and implementation of the national learning assessment may contribute to an easier understanding and use of the information it generates. (already familiar with goals, characteristics)
- Develop a contextualized test and school report that may respond to schools and context diversity with an equity focus. School clusters.
- Strengthen basic statistical capabilities among practitioners.
- Provide school principals and teachers with tools (teaching recommendations, toolkits, exercises) apart from the diagnose in order to implement changes and improvements in their school.
- Work with the assessment results in school networks (clusters) with schools that face similar challenges, exchange of successful experiences between teachers, lessons learnt.
- Supervisors visiting schools to work with the data. Identify together challenges, monitor actions being implemented and highlight improvements achieved at a school level.
- Institutionalize time and spaces for pedagogical debates at schools.

Thank you!



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