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## Literature mapping: recovery strategies for student learning.

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#### About this report

Authors:

**Denise Vaillant.**  
**Carlos Marcelo.**

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Note of the edition:

In this publication, terms such as “the student” or “the teacher” and other similar terms, plus their respective plurals, are used inclusively to refer to both the male and female genders. Their respective plurals, to refer to both the masculine and feminine genders.

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## About the Knowledge & Innovation Exchange (KIX) initiative

The Knowledge and Innovation Exchange Hub (KIX) of Latin America and the Caribbean (LAC) is a joint initiative of the Global Partnership for Education – GPE – and the International Development Research Centre (IDRC), which brings together various stakeholders in education. The regional network is led by SUMMA (Educational Research and Innovation Laboratory for Latin America and the Caribbean), and the Organization of Eastern Caribbean States, and aims to contribute to the strengthening of education systems in partner countries: Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, Guatemala, El Salvador, Saint Lucia, and Saint Vincent and the Grenadines. KIX connects expertise, innovation and knowledge to help developing countries build stronger education systems and move towards SDG 4: inclusive and equitable quality education for all.

## About SUMMA

SUMMA is the first Laboratory of Education Research and Innovation for Latin America and the Caribbean. It was established in 2016 by the Inter-American Development Bank (IDB), with support from the education ministries of Brazil, Chile, Colombia, Ecuador, Mexico, Peru and Uruguay.

Since 2018, the ministries of Guatemala, Honduras and Panama have also joined. Its mission is to contribute to and increase the quality, equity and inclusion of the region's education systems by improving the decision-making process for education policies and practices. To accomplish its mission, SUMMA organizes its actions in three strategic pillars that allow the promotion, development and dissemination of (1) cutting-edge research aimed at diagnosing the main challenges in the region and promoting shared work agendas, (2) innovation in education policies and practices aimed at providing solutions for the main education problems in the region, and (3) collaborative spaces that allow exchange between policymakers, researchers, innovators and the school community, based on a shared regional agenda.

## About the Organisation of Eastern Caribbean States (OECS)

The Organization of Eastern Caribbean States (OECS) was created in 1981 as an intergovernmental organization for promoting cooperation, harmonization and integration among its member states.

OECS has developed a considerable amount of valuable knowledge sharing and direct technical assistance among Ministries of Education. It has also been part of the Regional Education Strategy and has supported participatory planning and monitoring processes. In this regard, the OECS has a strong leadership role with the Caribbean States, and especially in supporting the countries that belong to this territory: Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines. As a current partner of the GPE, the OECS has led the implementation of the Education Sector Plans in these states.



## Foreword

The countries of Latin America and the Caribbean (LAC) continue to face major social challenges. Two years after the onset of the COVID-19 health crisis, we are left with an unprecedented loss of learning, which is one of the key challenges to be faced by the world in the coming decades. The recovery of learning -especially that of the most disadvantaged students- has become a priority for education systems worldwide, so today it is urgent to move forward under the slogan of transforming our education systems into living and collaborative ecosystems that make use of evidence, innovation and knowledge sharing to address issues related to access to comprehensive education in different educational contexts.

Therefore, the KIX initiative for Latin America and the Caribbean, launched by the alliance between SUMMA - Laboratory for Research and Innovation in Education for Latin America and the Caribbean - and the Organisation of Eastern Caribbean States (OECS), concentrates its efforts on contributing to improve the equity and quality of education systems in the region through its three areas of work: (i) the identification of a regional education policy agenda, (ii) the mobilisation of evidence, knowledge and innovations, and (iii) the strengthening of the institutional capacities of the member states of the Global Partnership for Education (GPE) network. Thus, this KIX LAC Hub aims to make a real contribution to the construction of fairer and more sustainable education systems.

In this context and with the conviction of the importance of providing tools, strategies and programmes that can be replicated in different educational contexts, SUMMA and OECS have promoted two literature mappings on the recovery of learning. This report, entitled *Literature mapping: recovery strategies for student learning*, presents a systematization and analysis of experiences, practices and/or programmes that have proven to be effective for the recovery and acceleration of learning of primary and secondary education students, focusing on those in the most vulnerable conditions and in a context characterised by time and budget limitations. Throughout the document you will find different international and regional experiences, with information on their respective contexts, objectives, pedagogical strategies, participating actors, activities, budget, impact and results of the strategies.

It is hoped that this comparative systematization will be a valuable tool for reflection and articulation with the educational community, promoting a regional collaboration agenda that will make possible the strengthening of learning spaces and dialogue among the different educational actors and decision-makers in the countries.

**KIX LAC Team - SUMMA**

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## 1. Introduction

The first objective of this mapping is to summarise the existing literature on experiences, practices and/or programmes that have proven to be effective for recovery learning and student catch-up, focusing on vulnerable populations, in a context characterised by time and budget constraints.

This report briefly describes the methodology adopted for the study, a conceptualisation of the subject, a brief history of recovery learning experiences in Latin America and an analysis and interpretation of the evidence that emerges from the systematisation of the regional and international files (see summary of experiences in Annexes 1 and 2 and international and regional files in Annexes 3 and 4).

## 2. Methodological notes

The study has focused on a systematic review of literature on experiences, practices and/or programmes that have proven to be effective for the recovery and acceleration of learning of students in primary education<sup>1</sup> and secondary education<sup>2</sup>.

The systematic search for articles, documents and web pages referring to recovery learning experiences or programmes at both the international and regional levels focused on vulnerable populations in primary and secondary schools. The information gathered was condensed into a file for each experience identified, which includes, among others, the following dimensions:

- **Context and objectives:** What is the context of the initiative; what are the problems and needs that motivated the experience; what is the main objective; what is the educational level targeted?
- **Pedagogical Strategies:** What are the main pedagogical strategies that guide the experience?
- **Teachers and Other Facilitators:** Which actors are involved in the experience? Are there training programmes?

- **Activities and Schedule:** Are there any non-face-to-face activities; which ones; are times rearranged in a flexible manner?
- **Budget and Resources:** Resources available in the experience; Budget data?
- **Impact and Results:** if data exist, specify the results of the experience (evaluations...).

The literature review for the identification of experiences was carried out in databases (ERIC, SCOPUS, SCIELO and LATINDEX) and based on background information and references contained in previous works by the authors. To delimit the corpus of studies that make up the literature review, the methodological framework designed by Wolfswinkel et al. (2011) was adopted and based on the following stages: delimitation and search; selection and identification of emerging themes; interpretation of results and drawing of conclusions. The literature mapping summarises a variety of experiences and programmes available at regional and international level based on a prior definition of inclusion and exclusion criteria; explicit search strategy and coding and systematic analysis of the included studies. We excluded those experiences for which we found no published studies large enough to allow us to report.

The experiences were systematised on the basis of a data sheet prepared and tested on the basis of regional and international readings and completed with inputs provided by the SUMMA team. The analysis and interpretation of data presented in section 5 is based on the following a priori and emerging categories: personalisation; diagnostic evaluation; curricular adaptation and flexibility; active and situated learning; tutoring and accompaniment; community participation; specific curricular materials; analysis of the impact of the experiences.

<sup>1</sup> The reference age for the primary level covers, depending on the country, children between 6 and 12 years of age.

<sup>2</sup> The reference age for the completed secondary or technical level generally covers young people between 13 and 19 years of age.



### 3. School lag and school dropout: towards an initial conceptualisation

Although access to education in Latin America has increased considerably, school lag and dropout are critical problems that persist throughout the region, with particularly high levels among vulnerable children and youth. This has been one of the main challenges faced by Latin American education systems in the 20th century, which persists with particular force in the 21st century and has worsened steadily since 2020 with the arrival of the pandemic.

The concept of educational lag is frequently used in research and documents and is linked to the diagnosis of “falling behind” with respect to goals established as desirable or obligatory, as in the case of basic education (Suárez, M., 2001). According to Muñoz (2009), educational backwardness is the result of a process in which various events intervene, such as exclusion from the educational system; school achievement below the minimum required; extra-curricular activities; and premature abandonment of the studies undertaken (also known as “school dropout”). It also adds that it has been shown that underachievement leads to over-age through grade repetition. This, in turn, is an immediate preceding variable to early school leaving, which obviously feeds exclusion.

School failure is perhaps the main cause of school dropout. García Huidobro (2000) states that dropping out “is the last link in a chain of failures”; therefore, it is quite logical that dropouts are more than two years behind. In the most underprivileged social sectors, lagging behind leads to a reduction in the educational achievement expectations of children and young people (Filgueira et al, 2001).

The definitions of educational backwardness register different conceptualisations in the definitions adopted by the various Ministries in Latin America. For example, the Ministry of Education of Ecuador states that it refers to the “*condition that may be experienced by people who have remained out of regular school education for more than three years, as well as those who attend each level of school education two or more years behind the official age of the corresponding level, in relation to the population that attends regular school education*” (MINEDUC-MINEDUC-2021-00026-A AGREEMENT No. MINEDUC-2021-00026-A).

For the Colombian Ministry of Education, educational backwardness is “*the condition experienced by people who*

*attend schooling levels two or more years behind the official age of the level attended. One of the consequences of educational backwardness is dropout and abandonment from national education systems, thus aggravating the educational and social problems of students*” (Colombian Ministry of National Education, 2010).

There are various types of programmes to address school lag and dropout situations. Some of these seek to retain students in the educational system and prevent them from dropping out of school. Others seek to reintegrate children and young dropouts into the formal education system. This phenomenon, which has existed for decades in the region, has worsened as a result of the pandemic. The prolonged closure of schools and educational centres, coupled with the economic and health shock of the population, has implications for the present and future development of children and youth, particularly those living in the most vulnerable households. As a consequence of the crisis, there is a greater risk of school dropout and backwardness, greater risk of food insecurity, abuse, physical and emotional health problems, and, not least, loss of learning, with consequences that can be devastating for an entire generation.

## 4. Looking back: the recovery of learning in Latin America

In recent decades, school lag and dropout rates in Latin America have been the subject of various proposals for overcoming them. Thus, in 1995, Brazil launched the Accelerated Learning Educational Model implemented by the Ministry of Education and the Technological Teaching Centre of Brasilia, to eradicate the phenomenon of educational backwardness, grade repetition and school dropout (see attached file). The Brazilian model of learning acceleration was replicated in other Latin American countries such as Colombia, where a programme with similar characteristics was launched in 1999<sup>3</sup>.

In 1991, Mexico's Programme to Reduce Educational Backwardness (PARE) marked the official start of compensatory programmes in Mexico through federal financial support and a loan from the World Bank. Since then, the country has implemented various compensatory programmes to reverse the effects of educational backwardness, mainly in rural and indigenous areas<sup>4</sup>. The same model has been installed in countries such as El Salvador (since 1999), Venezuela (since 2000) and the Dominican Republic (since 2004).

The research by Terigi, Perazza and Vaillant (2009) reports on various acceleration and educational re-entry proposals in force in Latin America in the first decade of the 2000s. The aforementioned study analysed the following programmes in depth:

- Programme for the Reorganisation of the School Trajectories of Over-aged Students at the Primary Level in the City of Buenos Aires, Argentina.
- Accelerated Education Modality of the Republic of El Salvador in the city of San Salvador.
- Learning Acceleration Programme of the city of Bogotá, Colombia.
- Programmes for re-entry into the educational system, especially basic education. Escuela Busca al Niño-a in the city of Medellín, Colombia.
- Educational Transformation Centres in Mexico City.

3 For more information see: [https://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes\\_Calidad/Modelos\\_Flexibles/Aceleracion\\_del\\_Aprendizaje/Guia\\_del\\_docente/Manual%20Operativo.pdf](https://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes_Calidad/Modelos_Flexibles/Aceleracion_del_Aprendizaje/Guia_del_docente/Manual%20Operativo.pdf)

4 For more information see: <http://www.scielo.org.mx/pdf/peredu/v37n147/v37n147a11.pdf>

- Community Classrooms of the Oriental Republic of Uruguay in the city of Montevideo and other Uruguayan cities.

The programmes launched in the early 2000s and analysed by Terigi, Perazza and Vaillant (2009) sought to achieve greater levels of equity at the starting and finishing points in basic education, with their corresponding levels of educational opportunity. Among the main results of the study was the identification of a series of factors that influenced the success of the initiatives, including adequate institutional management; the leading role of teachers and other actors; the consideration of the diverse trajectories of students as a starting point; and curricular adaptation to the particular conditions of acceleration and re-entry.

Sucre (2016) studies a diversity of reinsertion programmes at the secondary education level that were developed from 2000 and 2010 in Latin America among which:

- School Reinsertion Programme in Chile, which operated through socio-educational intervention projects aimed at guiding beneficiaries to achieve the twelve years of compulsory schooling.
- The Uruguay Estudia programme offered young dropouts the possibility of reinsertion and completion of General Basic Education (Primary and Secondary Education) and completion of Higher Secondary Education through a tutoring system.
- The "Double Chance Scholarship" programme in Peru sought to reintegrate young people between 17 and 25 years of age who were behind in school into the educational system. The programme gave young people the opportunity to complete their secondary education.
- Fe y Alegría, which develops educational reintegration programmes in 17 countries in the region for young people who have not completed their primary and secondary education.

The research conducted by Sucre (2016) allowed him to extract a series of basic lessons that can serve as recommendations in the design of future policies and programmes. Four lessons that particularly stand out are (1) the importance of prevention, (2) the value of programme evaluation, (3) the promotion of public-private partnerships, and (4) the incorporation of actions that promote the development of socioemotional skills.

Miranda (2018), on the other hand, conducted a comparative analysis of public policies carried out by Latin American countries to prevent secondary education dropout. The





author reviewed 39 strategies, which mostly focus on the provision of psychosocial care tools and academic support for at-risk youth. In other cases, interventions focus on direct cash transfers to youth. Miranda's work also identifies strategies aimed at schools. Some are linked to school meals, others promote flexible educational programmes, and some seek to improve school management and conflict management within the school.

## 5. Results of the study: mapping of learning recovery experiences

In the first instance, a mapping was made of the experiences of recovery and acceleration of learning, which are shown in Annexes 1 and 2. This mapping constitutes a synthesis of the international and regional experiences presented in Annexes 3 and 4.

The following paragraphs present a cross-cutting analysis of international and regional experiences in the recovery and acceleration of learning, which we have summarised in Annexes 1 and 2 and presented in detail in Annexes 3 and 4.

The description of the experiences in Annexes 3 and 4 includes other aspects that have not been considered in the analysis developed in section 5.1 and following. These are relevant issues for which there is not enough information available to carry out a comparative study such as the data related to the financing of the experiences. Only in some international programmes is there an exhaustive description of the cost of the different components of the proposal, something that does not occur in most of the experiences in Latin America. This lack of information has prevented us from carrying out a sufficiently well-founded comparative analysis.

To analyse the data collected in the identified experiences, we resorted to a series of aprioristic categories identified in the literature (Miranda López, 2018; Sucre, 2026): individualisation; diagnostic evaluation; curricular adaptation and flexibility; active and situated learning; tutoring and accompaniment; community participation and specific curricular materials. These categories have arisen from a cross-analysis of contents in which we have given special importance to the educational aspects of the experiences. From each category it is possible to establish relevant indicators that allow us to configure an integrative model of learning recovery experiences.

The analysis of the experiences studied presented in the following section is based on the information and references documented in the fact sheets in Annexes 1 and 2.

Tables 1 and 2 summarise the information gathered in the data sheets.

### 5.1 Individualisation of teaching

Current educational systems, which serve a large number of students, have often been organised in such a way as



to make physical, economic, human and environmental efforts profitable. And this organisation to meet the overcrowding of schools has often led to dropout and early abandonment. These modalities do not allow for a personalised approach adapted to the needs and interests of students.

The experiences we have analysed have addressed the problem of dropout, delay or re-entry by emphasising personalised educational programmes. Individualisation in education is not a new concept. It is part of the history prior to the emergence of the school institution. The individualisation of education refers to the adaptation of contents, rhythms and levels according to the interests, possibilities and needs of each student. In this way, students participate in learning activities adapted and accommodated to their level. Experiences that have incorporated the principles of individualisation assume the need to face the problem of students who, being at the level that corresponds to their age, do not have the required competencies to be able to achieve the learning outcomes corresponding to their level.

One of the most widespread strategies for individualisation refers to assigning students to groups according to their proficiency levels, especially in literacy and mathematics. This is the approach adopted by experiences based on the *Teaching at the Right Level* (TaRL) model that has been developed in Mexico, India and several African countries. Individualisation consists in the creation by the teacher of learning groups of students of different ages who are offered training adapted to their level. This determines the design of individual action plans for each student, as developed by the *Asistiré Argentina* experience. In the development of these plans, students are supported by teachers. Flexible grouping in the classroom is often used, allowing students to participate in small groups for adapted training. To facilitate this process, some of the experiences introduce the figure of a tutor, mentor, companion, etc. who supports the classroom teacher in this process, as is the case of the *Re-entry Schools* or *Escuela Nueva*.

Most of the experiences analysed are developed face-to-face, although in some cases they are supported by digital technologies. In the case of the Khan Academy, digital technologies are used intensively to facilitate personalised learning spaces that are developed autonomously by students or with the guidance of teachers.

## 5.2 Diagnostic evaluation

The principle of individualisation would not be possible without a continuous effort to know the learning level of students, so that teaching is adapted to this level. For this reason, programmes that focus on the individualisation of learning perform a diagnostic assessment of students' proficiency levels. This evaluation is carried out using standardised tests and scales that allow students to be assigned to the corresponding group. This is an activity that is carried out in experiences following the TaRL model in Mexico, India, Botswana, Côte d'Ivoire, Ghana, Kenya, Madagascar, Mozambique, Niger, Nigeria, Uganda and Zambia.

Diagnostic evaluation is followed by continuous and formative evaluation of student learning. This evaluation is carried out periodically. Thus, for example, in the *Acelera Brasil* experience managed by the Ayrton Senna Institute, daily, biweekly and monthly records are kept on success indicators. This information is combined with the teachers' evaluations, which provide qualitative and quantitative data to be inserted by the educational network in a monitoring system specially created by the Ayrton Senna Institute. Based on this data, reports on student progress are prepared and improvement strategies are proposed. These reports are mainly addressed to the teachers in charge of the training activities.

## 5.3 Curricular adaptation and flexibility

Curricular adaptations have been a useful tool for the attention to the so-called special educational needs. They are used to accommodate the demands of the curriculum according to the abilities of the students themselves. Curricular adaptations have been used in most of the experiences analysed. This has been the case because these experiences have sought to provide a creative response to situations of student dropout, backwardness or re-entry.

In some cases, curricular adaptations are carried out with the participation of students who are behind or who have not attended school. A curriculum is designed to accelerate the learning process, especially in literacy and mathematics. This is the case of the *Escuela Nueva*, *Escuela de Reingreso* or *Speed School* experiences. In *Escuela Nueva*, children learn in learning circles, organised in groups of about 15 students with the help of a tutor, who facilitates learning by providing personalised attention to the children using community centres, local churches and family homes until they are ready to transfer to the "mother school".



In the *Speed School* experience, the programme creates favourable conditions, such as classes of 25 or fewer students, individualised attention and group work. In addition, the programme includes a calendar from September to June, with 40 weeks of teaching and only two weeks of vacation. The schedule is intensive, from 8 am to 5 pm with 7 classes per day and 4 hours on Saturdays. The programme is organised in areas where there are students not attending school, in classrooms donated by the community or in churches. The *Re-entry Schools* experience also adopts the accelerated learning strategy, with small groups of students, pedagogical accompaniment and flexible curriculum.

## 5.4 Active and situated learning

If anything characterises all the experiences analysed, it is the choice of teaching methodologies that encourage active student participation. Teaching through research or inquiry is applied as a strategy to promote meaningful learning. Thus, the children in the *Teaching at the Right Level* experience learn to read and write through meaningful activities. Mathematics is learned through problem-solving activities that are close to the students' everyday life situations. They learn to read and write by telling stories. Active and situated methodologies take different formats in the different experiences analysed: writing a school newspaper (Acelera Brasil), learning by playing and mindfulness activities (IRC Niger), inverted classroom or "flipped classroom" (Khan Academy).

In the case of IRC Niger, two learning cycles were implemented. In Cycle 1, called "Mindfulness", exercises were carried out to support the socioemotional development of students through short exercises and mindfulness journals between transitions of curricular topics. In Cycle 2, "Thinking Games" were developed. Students performed quick "Thinking Games" that use movements and activities to develop cognitive control at times of transitions between subjects. The design of the games targets skills that enhance working memory, attentional flexibility and control inhibition.

A second strategy is the one implemented in the Khan Academy experience. Through this strategy, firstly, individual students can access the platform to watch the videos they need, as well as perform the proposed activities autonomously. Secondly, students can perform activities within KA and receive feedback online. Subsequently, the teacher explains in class and students can perform at home the exercises that the teacher proposes within KA, supported by the video explanations. Finally, following

the flipped model, students watch the videos before attending class and the teacher solves doubts, expands content and encourages discussions in class.

As we can see, active and situated learning is not usually improvised. The experiences implement it through an orderly sequence of learning activities in which motivational questions are always the beginning of any teaching process. This is the case of the *Active Secondary* experience, which establishes three phases in the learning sequence: *Inquiry*: allows students to approach the subject matter, through previous actions such as the presentation of situations, texts, graphic material and activities, which, due to their attractiveness, motivate young people and thus establish a first approach to the contents to be addressed. *Conceptualisation*, in which the understanding of the contents is sought through readings and various cognitive activities. The contents are elaborated according to the cognitive development of the students in each grade, which implies an adequate selection of these contents and their depth, presentation and adequate language. Along with the contents, there are cognitive tools that accompany the conceptual contents to favour their comprehension; for this reason, they are presented with subtitles such as locate, identify, analyse, compare, explain, classify, infer, transfer, apply, predict and communicate, among others. Finally, the *Application*, which aims to work on the skills developed by each area. The activities that are carried out confront the student with a real situation or context, so that they can achieve meaningful learning.

## 5.5 Mentoring and coaching

One of the principles derived from the experiences analysed has to do with the need for direct and personalised accompaniment of students. We have already referred to individualisation, which goes hand in hand with the tutoring strategy.

Tutoring is the educational process by which a student receives specific support from another person in his or her learning objectives. This support can be implemented by different actors, as we have found in the experiences analysed. Tutoring can be carried out by teachers from the school itself during specific school hours, as in the case of the *Mexico EDUCAFIN* experience. But in some programmes, tutoring is implemented by people with (or without) teaching qualifications during non-school hours, as in the *Peru Pedagogical Support* experience. These people usually have previous training provided by the programme organisers for the development of their actions. Sometimes these tutors have a financial allowance (as in



the *National Tutoring Programme*) and sometimes they are volunteers who contribute their time to the programme, as in the *Reading Partners* experience. Only in a few cases do we find examples of tutoring by fellow students from more advanced courses, as in the *Peer Support Australia* experience. Finally, tutoring is generally done in the face-to-face modality, although some experiences have implemented online tutoring with students, as in the case of the *National Tutoring Programme*.

Tutoring, mentoring or accompaniment (terms used interchangeably in the experiences analysed) focuses on pedagogical support to students for the achievement of their curricular learning objectives. However, other experiences complement the above with tutoring aimed at improving students' socioemotional competencies: self-knowledge, self-management, social awareness, relational skills, resilience, bullying prevention. This is the case of the *Peer Support Australia* programme, in which two tutors from advanced courses meet once a week with a group of 7 to 10 students from lower grades and in which activities, debates and games are held on topics such as optimism, resilience, relationships, bullying prevention, influence and integrity. Finally, some experience extends school and social tutoring, with support for the insertion in the labour market of students participating in the programme.

## 5.6 Community Involvement

The involvement of families and the community is fundamental for the success of the experiences we are describing. We are not only referring to the necessary involvement of families in their children's education, but also to the social environment in which the student develops. Thus, some of the experiences have not only had an impact on the students participating in the programmes, but have also had educational effects on the families and their environment. In some experiences, families have been given educational games to help them learn to read and write at home (*Escuelas Arriba, Chile*). In other experiences, the students themselves have to carry out activities for the benefit of the community (*Educafin, Mexico*).

In other cases, the figure of the community teacher is created (*Programa Maestros Comunitarios, Uruguay*) who performs a wide variety of functions as part of the programme's development. Community teachers promote literacy in homes. To this end, the community teacher sets up a literacy process within the home, involving the joint participation of a referring adult and the child, developing family educational projects whose transversal

axis is always pedagogical. Secondly, groups are created with families, which are key meeting places between the community and the school. The aim is to create a place for adults to contribute their knowledge to the school, developing an experience of exchange and participation of families that favours the active accompaniment of the schooling process and the improvement of their children's school performance from an integral vision of learning.

## 5.7 Development of specific curricular materials

Most of the analysed experiences design their own curricular materials due to the need to offer both students and teachers exercises, explanations, stories, activities, necessary for the adequate follow-up of the programmes.

Curricular materials take different forms. In most cases they are written materials in the form of teaching guides, textbooks, learning modules, educational games (*Acelera Brasil* or *Escuelas Arriba* experiences). Some of these pedagogical guides are available online, such as the *Escuelas Arriba* experience. In other cases, the materials or resources are presented to students and teachers in digital format, either downloadable through the Internet or by way of DVDs. This is the case of the *Secundaria Activa* experience, in which television programmes produced by a group of experts are broadcasted. Thus, educational television strengthens the understanding and application of knowledge that allows students to obtain a better and more meaningful learning. The recordings are also delivered in DVD format, allowing the institution to make good use, with the highest possible quality, of the educational videos. Some of the materials are presented in the form of online video demonstrations, as is the case of the *Khan Academy* experience. Another type of materials are the laboratories that have been provided for teaching science in secondary education.

Finally, it is worth highlighting the use of materials for the development of learning activities. This is the case of the experiences based on *Teaching at the Right Level* that use the school space as a resource. Thus, the classroom floor itself becomes a material for learning mathematics or reading.



## 6. Analysis of the impact of the experiences

The analysis of the impact of a given educational experience or project is always complex. First of all, the concept of impact itself can have, as we will see below, different approaches. On the other hand, the impact of a programme does not only depend on the quality of the programme design itself. It depends on how it is implemented and on the contextual or community conditions in which it is developed, on the support or rejection of the families, as well as on the school teachers belonging to the programme. It also depends on the financial aspects that make the programme viable. In addition to the above, there is the availability of data and evidence to assess the effects of a programme on a given set of variables.

### Criteria taken into account to evaluate the impact of the experiences

IMPACT CRITERION	
Transfer of knowledge gained from the application of the experience for its implementation in a different geographical context.	<ul style="list-style-type: none"> <li>Accelerate Brazil</li> <li>Teaching at the Right Level</li> <li>Peer Support Australia</li> </ul>
Level of use of online resources	<ul style="list-style-type: none"> <li>Escuelas Arriba</li> <li>Khan Academy</li> </ul>
Number of students returning to schools	<ul style="list-style-type: none"> <li>I will attend Argentina,</li> <li>Join Re-entry Schools,</li> <li>I'm in,</li> <li>Community Teachers or</li> <li>Speed School</li> </ul>
Achievement level of students in specific literacy and/or mathematics tests	Escuelas Arriba, New School, Uruguay Educate Teaching at the Right Level

### Evaluative research designs used

DESIGNS	VARIABLES	PROGRAMMES
Descriptive	Analysis of student and teacher perceptions of their KA for mathematics learning.	Khan Academy
Pre-experimental	Achievement levels in specific programme areas, generally literacy and mathematics.	Escuelas Arriba, New School, Uruguay Educate Teaching at the Right Level
Quasi-experimental	Achievement levels in specific programme areas, generally literacy and mathematics.	Pedagogical Support, Khan Academy, Peer Support Australia IRC Healing Classrooms Remedial
Deferred evaluation	Student academic performance	Collaborative for Academic, Social, and Emotional Learning (CASEL)

The experiences we have analysed present a wide variety of approaches to the description of their impact. One of the criteria used to show the positive evaluation of a programme is its successful implementation (transfer) in countries other than the country of origin. This is what happened with the *Acelera Brasil* programme, which was applied in Colombia and El Salvador. Also *Teaching at the Right Level*, which, originating in India, has been implemented in Mexico, India, Botswana, Ivory Coast, Ghana, Kenya, Madagascar, Mozambique, Niger, Nigeria, Uganda and Zambia, or *Peer Support Australia*, which has also been implemented in New Zealand, Singapore, Scotland, England and Hong Kong.

A second way of understanding the impact of a programme has to do with the use of the materials developed and made available to users. This orientation is more frequent in programmes that make educational resources available online. This is the case of the *Escuelas Arriba* or *Khan Academy* experience.

A third way of understanding the concept of impact has been applied in those experiences that have described the success of the programme in terms of the percentage of students who have returned to school. These are programmes such as *Asistiré Argentina*, *Súmate Escuelas de Reingreso*, *Yo me apunto*, *Maestros Comunitarios* or *Speed School*. These programmes are designed to support students who are at risk of exclusion from the education system for various reasons: poverty, displacement, war,



etc. All of the above-mentioned programmes have had a positive impact insofar as they have managed to reverse the dropout rate of their participants.

In fourth place, we find some experiences that use a pre-experimental design, through which comparisons are made of the same group at two different moments of the programme. In this case, the aim is to compare achievement levels in specific areas of the programme, generally reading, writing and mathematics. This is the case of the experiences of *Escuelas Arriba*, *Escuela Nueva*, *Uruguay Edúcate* or *Mexico Teaching at the Right Level*. All these experiences show positive results in terms of retention and learning.

A further step in the quality of designs for the study of the impact of experiences are quasi-experimental studies. In these evaluation designs, a comparison is made not only with the participant group, but also with a control group. These impact studies have been conducted in the experiences *Pedagogical Support*, *Khan Academy*, *Peer Support Australia* or *IRC Healing Classrooms Remedial Tutoring Programming Improves Nigerian and Nigerian Children's Learning*. All of these experiences report a positive impact on student learning levels.

Finally, we would like to highlight the impact study developed by the *Collaborative for Academic, Social, and Emotional Learning (CASEL)* experience that analysed the academic performance of students exposed to the programmes three and a half years after the last intervention. The results showed that performance was an average of 13 percentage points higher than their peers who did not participate in CASEL programmes.

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**Annex 1**  
**Synthesis of international experiences**

Name of experience	Country	Content	Methodological strategies	Promoter	Use of ICT	Evidence of impact
<b>International</b>						
Collaborative for Academic, Social, and Emotional Learning (CASEL)	USA	Social and emotional competencies of students, schools, families and communities.	The development of social-emotional competencies through activities designed in a sequenced, active and focused format. Includes group work.	NGO	Under	High
National Tutoring Programme	England	Tutoring for students who are behind in the areas of Mathematics, English and Science, Humanities, Foreign Languages and Elementary School	External tutors are offered to schools upon request to support students who are lagging behind.	Institutional	Under	Under
Peer Support Australia	Australia, applied in other countries	Socio-emotional support for young people	Support and accompaniment is provided by peers of the students who have received previous training.	NGO	Medium	High
Khan Academy	World Cup	Support in the areas of mathematics, science, history, computer science and economics,	Availability of video tutorials, educational materials, exercises to complement learning in the above-mentioned areas.	NGO	High	High
Reading Partners	USA	Reading and writing comprehension and expression	Individualised tutoring by programme volunteers for children with reading and writing disabilities	NGO	Under	Medium
Teaching at the Right Level (TaRL)	India and African countries	Literacy and mathematics	Diagnosis of the actual level of knowledge of the students and grouping by these levels in order to provide the students with teaching adapted to their situation. individualisation	NGO	Under	High
IRC Healing Classrooms Remedial Tutoring Programming Improves Nigerien and Nigerian Children's Learning	Niger	Literacy, mathematics and social-emotional competences	Literacy tutoring combined with mindfulness strategies and thought training.	NGO	Under	High
Speed school	Ethiopia	Accelerate basic literacy and mathematics learning for out-of-school students.	Group work, flexible planning, reflection	NGO	Under	High



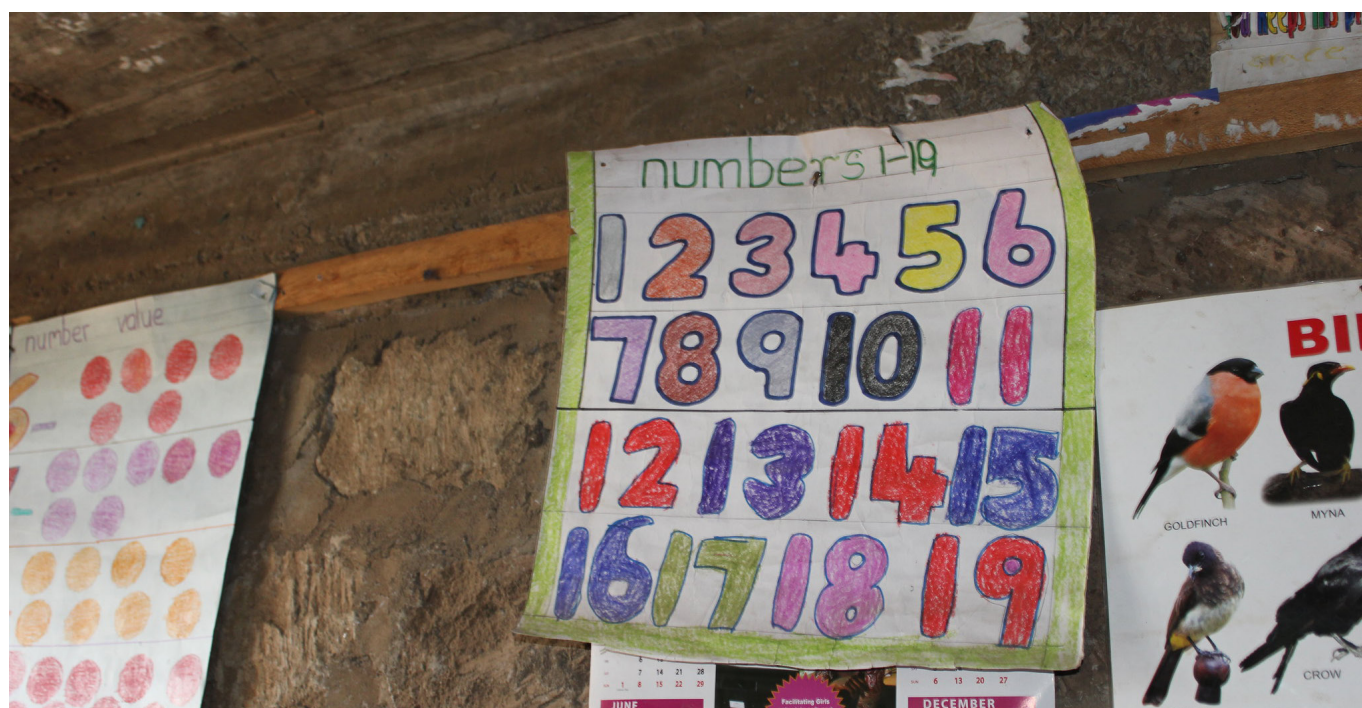
## Annex 2 Synthesis of experiences Latin America

Name of experience	Country	Content	Methodological strategies	Promoter	Use of ICT	Evidence of impact
Latin America						
Asistiré Argentina	Argentina	Dropout prevention	Early detection of possible cases dropout in the first years of public high schools; intervention of an interdisciplinary team to sustain their school trajectories.	Institutional	Under	No
Acelera Brazil	Brazil	Recovery for students with 2 or more grades of delay	Intervention to correct the flow not only in the pedagogical dimension, but also in the management of educational centres. The strategy combines training, systematic planning and implementation, monitoring and evaluation.	NGO	Under	Under
Escuelas arriba	Chile	Recovery, especially in reading and writing.	It contemplates recovery learning through a sequence of contents, monitoring tools and access to learning guides for both the teacher and the student.	Institutional	High	Medium
Súmate-Escuelas de reingreso	Chile	Ensure continuity in school for children who have dropped out of school	Development of socioemotional and cognitive skills through active methodologies that promote competencies for the construction of educational trajectories and life projects.	NGO	Under	High
CAENA-Escuela Nueva	Colombia	Transition to school for displaced, immigrant or vulnerable children	Adaptation of the Escuela Nueva pedagogical model for children who do not attend school or who are behind in school. Personalised learning in multi-grade groups, community and family environment.	NGO	Under	Medium
Secundaria activa	Colombia	Distance training for high school students in rural areas	Learning modules designed on a didactic and editorial route designed so that students, from the analysis and interpretation of various problem situations, can approach their reality and their daily life, finding meaning in their own lives.	Institutional	Medium	Under
Yo me apunto	Costa Rica	Maintenance and reintegration of dropout students	Interventions at central, regional and school levels to prevent dropout at three levels of attention: universal, selective and indicated through a process of follow-up and accompaniment of students who are lagging behind.	Institutional	Under	High
Nivelación y Aceleración Pedagógica	Ecuador	Recovery of students with learning delays	Aimed especially at multi-grade schools. Curricular redesign and adaptation according to individual needs. Autonomous and group work. Multilevel teaching model	Institutional	Under	Under





EDUCAFIN	Mexico	Tutoring for vulnerable and backward students. Provision of scholarships for students	Assignment of a tutor who accompanies and facilitates learning and recovery processes. Collaborative work with other students	Institutional	Under	Medium
Cursos Remediales TaRL en contextos Rurales	Mexico	Literacy and mathematics for rural and indigenous students	The intervention focuses on setting clear learning objectives for the foundational skills of reading and math that are directly linked to children's current learning levels.	NGO	Under	Medium
Soporte Pedagógico	Peru	Improvement of learning results in science, mathematics and communication.	The intervention is based on four pillars: strengthening the performance of teachers and directors; school reinforcement for students with different learning paces; educational materials and resources; and family-community articulation.	Institutional	Under	High
Alfabetización Plena	Uruguay	Reading and writing for children in rural schools	Intervention to impact the development of children's language skills in reading, writing and oral skills through partnerships between schools and families.	NGO	Under	Under
Maestros comunitarios	Uruguay	Literacy training for students at risk of dropping out and support for their families	Home literacy to students and parent training for childcare. Family exchange groups	Institutional	Under	Under





### Annex 3 International experience sheets

The following is a presentation of experiences and programmes that have been effective for the recovery of student learning. The focus is on vulnerable contexts in primary and secondary schools. Among others, aspects related to the socioemotional dimension and the pedagogical use of ICTs are included. Contextual factors characterised by time and budget limitations are also considered.

## Collaborative for Academic, Social, and Emotional Learning (CASEL)

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of the Experience:** *Collaborative for Academic, Social, and Emotional Learning (CASEL)*

**Country:** United States

**Institution:** Collaborative for Academic, Social, and Emotional Learning (CASEL)

**Start date:** 1994

**Source:** <https://casel.org/>

#### 1 CONTEXT AND OBJECTIVES

What is the context of the initiative?

CASEL aims to promote evidence-based programmes on social and emotional learning (SEL) as an essential part of school education, from preschool through high school. One of the founders of CASEL was Daniel Goleman, a specialist in emotional intelligence.

What are the problems and needs that motivated the experience?

CASEL arose from the meeting of researchers, teachers, parents and students regarding the need to integrate social and emotional aspects in education.

It is an experience that has been evolving based on the results of implementation and associated research.

What is the main objective?

Improve the social and emotional competencies of students, schools, families and communities.

What is the target educational level?

From preschool to high school

#### 2. PEDAGOGICAL STRATEGIES

What are the main pedagogical strategies that guide the experience?

CASEL offers a wide variety of programmes depending on the needs of the users. The main focus has to do with the five areas shown in the figure. To address competencies in relation to SEL they identify the areas: self-knowledge, self-management, social awareness, relational skills and responsible decision making.

These competencies emerge from the research. The development of social and emotional competencies are based on the following activities:

- Lessons designed to improve students' social and emotional competence explicitly.
- Teaching practices such as cooperative learning and project-based learning that promote SEL.
- Integration of SEL and academic curriculum, especially in the arts, language arts, mathematics, social studies or health.
- Organisational strategies that promote SEL as a school initiative to create a climate and culture conducive to learning.





SEL's pedagogical approach incorporates four elements represented by the acronym SAFE:

- Sequenced: Connected and coordinated activities to foster skill development.
- Active: Active learning methodologies to help students master new skills and attitudes.
- Focused: A component that emphasises the development of personal and social skills.
- Explicit: Target specific social and emotional skills.

Methodologies used may include modelling and emotion recognition, to recognise how they are feeling or how someone might be feeling. Encouragement of conflict resolution skills is encouraged and the use of dialogues to guide students through the steps can lead to an effective approach to help them apply a skill in a new situation. Through class meetings, students can practice group decision making and setting rules in the classroom. Students can learn cooperation and teamwork through participation in team sports and games. Students can also deepen their understanding of a current or historical event by analysing it through a set of questions based on a problem-solving model. Peer tutoring is also included as a strategy, where a younger student is paired with an older one. This can be effective in developing self-confidence, a sense of belonging, and improving academic skills.

### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

CASEL develops a programme that can involve teachers in the classroom, the school as a whole, as well as families and the community.

### 4. ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

Follow-up of work done by parents at home

### 5. BUDGET AND RESOURCES

Budget data?

No

### 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

The meta-analysis developed by (Taylor et al., 2017) analysed the results of 82 different interventions involving more than 97,000 students from preschool through high school. The effects of these programmes were evaluated from six months to 18 years after the programmes ended. The research showed that:

- 3.5 years after the last intervention, the academic performance of students exposed to SEL programmes was an average of 13 percentage points higher than their peers who did not participate in SEL programmes.
- Behavioural problems, emotional distress, and drug use were significantly lower in students exposed to SEL programmes, and the development of social and emotional skills and positive attitudes toward self, others, and school was higher.

### 7. TO LEARN MORE (REFERENCES)

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88(4), 1156-1171. <https://doi.org/https://doi.org/10.1111/cdev.12864>



## National Tutoring Program

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *National Tutoring Programme*

**Country:** England

**Institution:** Department for Education in England

**Start date:** 2020

**Source:** <https://nationaltutoring.org.uk/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

This is an initiative that offers support to schools to provide extra tutoring for the most disadvantaged students. The context includes any primary and secondary school.

##### What are the problems and needs that motivated the experience?

Due to the pandemic and periods of confinement, it has been found that those students in vulnerable situations will have greater difficulties in following some of the school subjects. Face-to-face teaching has been reduced and the most vulnerable students have not had the support they needed from the schools or their parents.

This is an experience that adapts the good functioning of personalised tutoring processes aimed at students. In this case, personalised tutoring is offered to students through different modalities: face-to-face or online, and individual and group.

##### What is the main objective?

The first objective is to support schools with additional teaching resources to perform academic support tasks for students in vulnerable situations due to personal or socioeconomic conditions. The National Tutoring Programme offers schools the possibility of incorporating a maximum of 2 external mentors who perform tutoring functions for students that the school selects as a priority. The work of the mentors is extra-classroom and takes place in flexible schedules, both within and outside school hours.

##### What is the target educational level?

It targets schools from level 1 to 11, which means it includes students from 5 to 16 years old.

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies that guide the experience?

The main pedagogical strategy is personalised tutoring, aimed at balancing the learning needs of students in some of the curricular areas, especially: Mathematics, English and Science (the main ones), although others such as Humanities, Foreign Languages and Primary (literacy, numeracy and science) are included.

Mentors follow the guidance provided by teachers at each school to offer academic support to students.

The strategy is integrated as a necessity for the school. In fact, it is the school itself that has to apply to participate in the programme. In addition, the school commits to pay 25% of the cost of the tutorial work, the remaining 75% being subsidised. There are other sources of funding available to the school from the Department for Education in England.

#### 3. TEACHERS AND OTHER FACILITATORS

##### What actors are involved in the experience?

The main actors are the mentors. These are people who belong to an entity associated with the programme (Tuition Partners), who may be qualified teachers, teachers in training or those without a teaching qualification but with some experience in education. These mentors receive training through the Teach First programme, which lasts two weeks before starting work in a school. The mentor also receives ongoing support and training throughout the year. Intensive training covers: Evaluation and Planning, Behaviour Management, Child Care and Protection, and Diversity and Inclusion.

Mentors belong to partner entities (Tuition Partners). These entities must demonstrate training capacity in terms of: Experience working with schools, recruitment and qualification of mentors, training of mentors, availability of school and pupil communication systems and processes, experience working with disadvantaged pupils, quality assurance and progress monitoring and evidence of impact.



#### 4 ACTIVITIES AND SCHEDULE

##### Are there any non-face-to-face activities? which ones?

When a non-face-to-face tutoring is agreed upon, due to time conditions or availability on the part of the students, it is carried out online individually or in groups. The maximum number of hours of tutoring per student is 15. The partner entities provide the resources for the development of online tutoring.

##### Are times rearranged in a flexible manner?

Mentoring activities take place at various times. One of the recommended ones is during the school day, which may include during breakfast slots and during tutoring hours. However, to provide more flexibility during national confinement, online tutoring has been allowed including weekends.

#### 5 BUDGET AND RESOURCES

##### Budget data?

The budget available to the Department of Education for this programme is 350 million pounds. The cost for tutoring a student for a maximum of 15 hours is 50 pounds, to be provided by each school through the budget granted by the Ministry of Education.

#### 6. IMPACT AND RESULTS

##### Is quantitative/qualitative information produced and used for monitoring and 'follow up' decisions?

An impact evaluation has been designed and is still under development.



## IRC Healing Classrooms Remedial Tutoring Programming Improves Nigerian and Nigerian Children's Learning

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *IRC Healing Classrooms Remedial Tutoring Programming Improves Nigerian and Nigerian Children's Learning*

**Country:** Niger

**Institution:** International Rescue Committee

**Start date:** 2016

**Source:** <https://www.edu-links.org/resources/healing-classrooms-remedial-tutoring-programming-improves-nigerian-and-nigerian-childrens>

#### 1 CONTEXT AND OBJECTIVES

What is the context of the initiative?

The initiative arises to respond to the educational needs of girls and boys displaced due to Boko Haram persecution. In 2016, 213,000 Nigeriens were refugees due to the war. Only 52.4% of males and 23.2% of females (age 15-24) in Niger are literate.

What are the problems and needs that motivated the experience?

The needs have been described above: children displaced by war, with low literacy levels and high emotional impact and stress due to these events.

What is the main objective?

The objective is to offer displaced children educational opportunities, reinforcing their learning, especially in literacy and mathematics.

What is the target educational level?

Grades 2 to 4 of the educational system

#### 2. PEDAGOGICAL STRATEGIES

What are the main pedagogical strategies that guide the experience?

The programme consists of 22 weeks, with a dedication of 6 hours per week. The main activities are learning to read and write in French and mathematics. In addition, the programme is developed in two cycles. In Cycle 1, called "Mindfulness", exercises were carried out to support the socioemotional development of the students through short and daily mindfulness exercises between transitions of curricular topics. In Cycle 2, "Thinking Games" were developed. Students performed quick "Thinking Games" that use movements and activities to develop cognitive control at times of transitions between subjects. The design of the games targets skills that enhance working memory, attentional flexibility and control inhibition.

#### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

Teachers from the schools the students attend are in charge of the programme's development. These teachers receive a six-day training on the IRC *Learning to Read and Learning Math in a Healing Classroom* approach. The teachers learned the programme's strategies related to literacy and mathematics, as well as a student-centred teaching approach, the use of play and group work. Teachers were provided with ongoing support through regular mentoring visits and monthly assistance. Peer support teacher learning circles were developed.

#### 4 ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

No

Are times rearranged in a flexible manner?

Yes



## 5 BUDGET AND RESOURCES

Budget data?

Not shown

## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience.

Lawrence Aber, J. et al. (2017) developed a quasi-experimental study to validate the effectiveness of the programme. They found that after twenty-two weeks of programme implementation, students' reading and maths skills improved significantly. In addition, when work on the development of specific social-emotional competencies was added, students' overall school grades also improved.

## 7. TO LEARN MORE (REFERENCES)

Lawrence Aber, J. et al. (2017). Impacts After One Year of 'Healing Classroom' on Children's Reading and Math Skills in DRC: Results From a Cluster Randomized Trial *Journal of Research on Educational Effectiveness*. 10(3). doi:10.1080/19345747.2016.1236160;



## Khan Academy

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of the experience:** *Khan Academy*

**Country:** World

**Institution:** Khan Academy

**Start date:** 2008

**Source:** <https://es.khanacademy.org/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

This is an initiative that arose from the work done by S. Khan through which he began to create demonstration videos for the calculation of mathematical operations. This initiative has been growing worldwide. It is a non-profit initiative that offers learning resources based on more than 5,000 videos for students in the areas of mathematics, science, history, computer science and economics, with more than 60 million registered users. The goal is to provide materials for personalised teaching that can support students in vulnerable situations due to the absence of teachers or the need for supplementary instruction.

##### What are the problems and needs that motivated the experience?

The needs from which Khan Academy arose have to do with the need to provide additional instruction to what students receive at school. These explanations, recorded on video, allow students to understand them step by step and repeat them as many times as necessary, as well as to support activities and rewards.

This is an original experience insofar as video is used to record simple explanations, in a very accessible format, which are uploaded to YouTube, so that anyone can follow them. Other previous experiences have used video to explain curricular concepts. However, the simplicity of the videos has allowed them to be widely disseminated.

##### What is the main objective?

The objective is to provide students with support materials that help in the understanding of concepts and applications in mathematics, science, history, computer science and economics. These materials can be used by the student autonomously, or tutored by the teacher. The recordings present students with problems that are solved as well as problems to be solved. Students are rewarded with points and badges that serve to provide positive reinforcement and motivation as they work through each of the videos.

##### What is the target educational level?

First through 12th grade

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies that guide the experience?

The KA (Khan Academy) platform allows for different pedagogical strategies:

1. Students, individually, can access the platform to watch the videos they need, as well as to perform the proposed activities autonomously.
2. Students can perform activities within KA and receive online feedback.
3. The teacher explains in class and the students can do the exercises that the teacher proposes within KA, supported by the video explanations, at home.
4. Following the flipped model, students watch the videos before attending class where the teacher resolves doubts, expands on the content and encourages discussions.

The strategy can be adapted to any context as long as the conditions of availability of technology, connectivity and digital competence are met.





### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

The main actors in KA are the students themselves. But for them to be involved they require the active participation of teachers and parents. The platform allows parents to act as tutors in monitoring their children's activities in KA.

Teachers can create classes in KA and add their students to assign homework.

Anyone can act as a guardian, either a parent or any other supportive person. A student or a group.

### 4 ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? Which ones?

KA activities are mainly non-face-to-face. They are only face-to-face when the teacher proposes viewing or activities during class.

KA has developed its own platform, as well as App for IOS and Android. It is a proprietary environment that allows access by different profiles (student, teacher and parent).

Are times rearranged in a flexible manner?

KA is based on the principle of individualisation and time flexibility for anytime, anywhere access.

### 5 BUDGET AND RESOURCES

If available, specify the budget and resources required for the experience.

Since this is a non-profit activity and platform, no contribution from users is contemplated.

### 6. IMPACT AND RESULTS

If data exist, specify the results of the experience.

Over the ensuing years, research has been developed that has evaluated the effects of student participation in KA. These studies have been quantitative and qualitative. Murphy et al., (2014), in the United States, analysed the perceptions of 2000 students and 70 teachers in 20 elementary and secondary schools regarding their perceptions about the use of KA for mathematics learning. The findings showed that: 1. High school students showed greater involvement in their studies as a result of the use of KA. 2. Students showed greater personal responsibility for their learning expressed in terms of self-regulation, seeking videos and explanations about the content. 3. More than 70% expressed satisfaction with KA and with breaking away from a frontal learning model. 4. The combination of content was meaningful, and the immediate feedback and suggestions helped students to overcome problems. 5. Students reported receiving more feedback from KA than from their own teachers in class.

Light and Pierson (2014) analysed the use of KA in Chilean schools focusing on student and teacher use and perceptions, finding that having teachers use KA in a school computer lab improved student engagement, self-regulation, peer tutoring, acquiring more mathematical skills, and perceiving themselves as mathematics learners.

Kelly, D. P., & Rutherford, T. (2017) analysed the effectiveness of using KA in a school in North Carolina involving 114 students distributed into three groups (two control groups and one experimental group). Students in the experimental group worked with KA for a minimum of 30 minutes per class over a four-week period. The results showed that there were no significant differences in mathematics scores among students in the three groups.

Weeraratne, B., & Chin, B. (2018) evaluated the impact of KA tutorial viewing on ninth grade students in Sri Lanka. The 632 students in the experimental group followed KA for 2-3 of the 5 time slots allotted for mathematics instruction per week. Students in the control group followed normal classroom instruction with a mathematics teacher during all time slots. The impact of KA was evaluated in terms of student achievement in mathematics using Item Response Theory tests. The evaluation showed a positive impact of KA on student achievement in mathematics. The impact of KA on test scores ranged from an increase of 2.54-5.01 percentage points to an average of 3.77 percentage points.



## 7. TO LEARN MORE (REFERENCES)

- Kelly, D. P., & Rutherford, T. (2017). Khan Academy as Supplemental Instruction: A Controlled Study of a Computer-Based Mathematics Intervention. *The International Review of Research in Open and Distributed Learning*, 18(4). <https://doi.org/https://doi.org/10.19173/irrodl.v18i4.2984>
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## Peer Support Australia (PSA)

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Peer Support Australia (PSA)*

**Country:** Australia

**Institution:** Peer Support Australia (PSA)

**Start date:** 1970

**Source:** <https://peersupport.edu.au/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

Peer Support Australia (PSA) is a national not-for-profit organisation and an Australian charity. It was established in the late 1970s in response to the problem of drug use among young people. In recent years, PSA has expanded to offer a range of services that provide schools with professional development, support and guidance to address school wellness and implement peer support programmes. The context of the programme is national and international, having been adapted in countries such as New Zealand, Singapore, Scotland, England and Hong Kong.

##### What are the problems and needs that motivated the experience?

The programme arises to address problems encountered by adolescents in schools. During the transition to puberty, young people experience potentially stressful biological changes over a relatively short period of time, and these physical changes are combined with changing personal expectations and new social demands that increase peer influence. This developmental period is also a time to try new experiences and activities that emphasise socialisation with peers and integration into peer groups.

The experience has evolved, but always maintaining the principle of peer support for students.

##### What is the main objective?

The objectives of the programme focus on the following:

- Optimism: Promote optimism in students, and the ability to use their personal strengths to feel more positive and capable.
- Resilience: Cultivate resilience in students by exploring protective factors and strategies used in new and changing situations.
- Relationships: Explore the skills and attitudes necessary to maintain friendships and interact positively with others.
- Anti-bullying: Leverage students' ability to prevent and respond to aggressive and unhealthy behaviours.

##### What is the target educational level?

The programme is aimed at two levels:

- Primary: from first to fifth grade
- Secondary: Seventh grade

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies guiding the experience?

The programme includes training activities for the school and for the students. The programme for the students who are going to be mentors is led by their teachers who, in turn, have completed a two-day workshop to acquire the necessary skills. These teachers conduct a workshop for their colleagues who will be mentoring younger students. The contents of the training are related to the objectives: Optimism, Resilience, Relationships, Anti-bullying, Influence and Integrity.

Once trained, youth mentors are assigned a group of 8 to 10 students younger than him/her. These groups meet for a 45-minute period on a weekly basis for 12 weeks.

##### How appropriate is the strategy in relation to the context in which it is placed?

Since it is the teachers who train the student mentors and they belong to the same school, contextualisation is assured.



### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

The experience requires the school's agreement to participate in the programme. The school administration designates the teachers who will participate in the programme. This training is provided by PSA members. Student mentors who accompany the younger students participate.

### 4 ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

Most of the activities are face-to-face. The non-face-to-face activities are those related to access to online resources.

Are learning environments used? external to the school?

PSA has a restricted access platform.

Are times rearranged in a flexible manner?

Yes

### 5 BUDGET AND RESOURCES

If available, specify the budget and resources required for the experience.

Access to the programme requires each school to create a PSA profile. This costs \$90 per year. This amount provides access to a Support and Advisory Consultancy; access to digital resources (Orientation Modules (primary and secondary), User Guides/Videos, Certificates for Peer Mentors and Group Members, Peer Mentor Training Materials, Newsletter Articles, Parent Information and Resources that focus on optimism, values, resilience, relationships and anti-bullying.

### 6. IMPACT AND RESULTS

If data exist, specify the results of the experience.

Evaluations of the PSA programme have been developed since its inception. The review by Coleman et al. (2017) shows that the use of peer support modules that include peer tutoring and peer mentoring is effective in multiple randomised trials. Compared to control groups, students who received peer tutoring demonstrated significant improvements in academic performance based on 28 studies. Peer tutoring led to greater improvements than other forms of tutoring such as adult tutoring.

### 7. TO LEARN MORE (REFERENCES)

Cantwell, G., Blackburn, S., Pearman, J., Berlage, M., Sedgwick, S., Clancy, E., Rowland, B., Klettke, B., & Toumbourou, J. W. (2020). *Promoting positive youth development in schools: A program logic analysis of Peer Support Australia*. <https://s3-ap-southeast-2.amazonaws.com/prod-peer-support-web/wp-content/uploads/2021/04/Deakin-2021-PSA-evidence.pdf>

Coleman, N., Sykes, W., & Groom, C. (2017) *Peer support and children and young people's mental health*. UK Department for Education Research Review completed by Independent Social Research (ISR). London, UK: Department for Education. ISBN: 978-1-78105-735-3, 53 pages. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/603107/Children\\_and\\_young\\_people\\_s\\_mental\\_health\\_peer\\_support.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603107/Children_and_young_people_s_mental_health_peer_support.pdf)

Ellis, L.A. (2004) *Peers helping peers: The effectiveness of a peer support program in enhancing self-concept and other desirable outcomes*. Doctor of Philosophy Thesis. School of Psychology, University of Western.



## Reading Partners

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Reading Partners*

**Country:** United States

**Institution:** Reading Partners

**Start date:** 1999

**Source:** <https://readingpartners.org/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

This is a volunteer-based programme to improve the reading comprehension, fluency and expression skills of students with difficulties or in vulnerable conditions. It is currently being carried out in New York, Washington DC and California (East Bay, South Bay, Sacramento and Los Angeles).

##### What are the problems and needs that motivated the experience?

The programme aims to reduce achievement gaps among students caused by weaknesses in students' reading skills, with a multiracial and multigenerational approach.

Since it is a project with long experience, it has been developing over time. It began in 1999 with 25 students and currently serves more than 12,000 students.

##### What is the main objective?

Improve students' reading comprehension, expression and fluency.

##### What is the target educational level?

Kindergarten through 5th grade. It is aimed at students who are half a year to two years below their grade level reading level.

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies that guide the experience?

The main element of the programme is individualised tutoring by a volunteer trained in the development of students' reading skills. The programme operates during school hours and takes place in spaces designated by the school for this purpose.

The programme includes two weekly sessions of 45 minutes each with a volunteer tutor. This tutor does not have to have previous experience in education. He/she is offered training for his/her activity.

The programme has six components: personalised tutoring, availability in the school of a space for the programme with adequate resources, a structured and individualised training programme, progress evaluation.

The school provides the programme with a "reading centre". This centre contains at least a small library where students can "read aloud" books that are adapted to their level, a space for students to select books to read at home.

The programme is divided into two modules: introduction to reading and reading comprehension. Each module begins with a reading aloud of a text of the student's choice. During this time the tutor models reading fluency, paying attention to tone, pronunciation and punctuation. They pause to ask students about their comprehension of the text and vocabulary. Afterwards, the tutor and student complete the activities in the teaching materials.

Tests are used for both diagnostic and follow-up evaluation of student learning. Specifically, they use the Rigby PM Benchmark assessment kit. This assessment kit measures oral fluency, accuracy and comprehension, using reading materials with different levels of difficulty.

#### 3. TEACHERS AND OTHER FACILITATORS

##### What actors are involved in the experience?

Volunteers play the role of tutors. The school management and the teachers of the students' grade level also participate.



#### 4 ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

Students borrow library books to read at home

Are times rearranged in a flexible manner?

Students are allowed to spend time in school or extra time for these tutorials.

#### 5 BUDGET AND RESOURCES

Budget data?

The data we present are based on the study conducted by (Jacob et al., 2016). The annual cost per student is 3,610 UD\$. This includes the space available in the centre, as well as the time dedicated by the director and teachers to the programme, which is estimated at 390\$ per student. Each school has to cover an amount of \$710 per student, which represents 20% of the total programme. The rest of the budget comes from donations and volunteers. Volunteers contribute about \$1,520 for time and transportation.

#### 6. IMPACT AND RESULTS

If data exist, specify the results of the experience.

The study by (Jacob et al., 2016) developed an experimental design in which students were randomly assigned to one of the control or experimental groups. A total of 1,265 students participated. The results showed that, on average, the programme had a positive and statistically significant result on all three measures of reading proficiency: reading comprehension, fluency, and word identification efficiency ...

The impact on reading comprehension is the equivalent of one and a half to two months of additional progress of students in the experimental group with respect to the control group, over a nine-month school year.

The programme has a positive impact on a wide variety of students as these results are not significantly differentiated by gender, grade level, English proficiency or ability.

#### 7. TO LEARN MORE (REFERENCES)

Jacob, R., Armstrong, C., Bowden, A. B., & Pan, Y. (2016). Leveraging Volunteers: An Experimental Evaluation of a Tutoring Program for Struggling Readers. *Journal of Research on Educational Effectiveness*, 9(sup1), 67-92. <https://doi.org/10.1080/19345747.2016.1138560>



## Speed Schools

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of the experience:** *Speed Schools*

**Country:** Ethiopia

**Institution:** Luminos

**Start date:** 2016

**Source:** <https://luminosfund.org/?s=speed+school>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

The context is rural and poor. These are children between 8 and 14 years of age from poor families who have never been to school. It includes girls, older boys and children without a parent.

##### What are the problems and needs that motivated the experience?

The programme is aimed at students who have not attended school and is intended to accelerate their basic learning so that they can be properly incorporated into the corresponding level. Thus, it is intended to cover three grades of the official curriculum in a single year. This will allow them to achieve the basic competencies to be able to join grade 3 or 4.

The programme is an adaptation of other programmes developed in similar countries.

##### What is the main objective?

Accelerate students' learning so that they can be incorporated into the formal education system

##### What is the target educational level?

Grades 3 and 4

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies guiding the experience?

The programme creates favourable conditions, such as classes of 25 or fewer students, individualised attention and group work.

The programme includes a calendar from September to June, with 40 weeks of instruction and only two weeks of vacation. The schedule is intensive, from 8am to 5pm with 7 classes per day and 4 hours on Saturdays.

The programme is organised in areas where there are out-of-school students, in classrooms donated by the community or in churches.

Six teaching practices are developed throughout the programme:

1. Group work: learning content/concepts within a group and then presenting them to other peers makes learning shared, collaborative, sociable and interactive.

Question formulation is a key strategy.

Teaching and learning materials: while the government textbook is the only reference point, its content is adapted to the specific pedagogy, and local materials such as clay, stones, chalk, cards and paper are used to enhance learning and make it meaningful.

4. The use of the local language is a government policy, but the gradual use of Amharic and English ensures that students can understand what is going on and makes the group work well.

5. Flexibility in planning within the given structure ensures opportunity and time for learning, and also ensures a variety of activities within each lesson, as well as adherence to a set time frame necessary to cover the curriculum for that day, week.

6. Demonstration and explanation of content and new concepts are generally well explained. To accompany, teaching and learning resources are an integral part of the explanation, and provide a fast pace and cognitive challenge.

The pedagogy of play is fundamental at Speed School. Second graders engage in discourse and argumentation activities through ball games that teach multi-digit operations and probability. In third grade, students are able to build tools and toys that illustrate fractions, multiples or relative events over time. In the process of designing and constructing these objects, students learn to analyse reflect and revise. Play is essential to the success of the Speed School model at all levels, providing a framework for cohesive learning experiences that inspire creativity, risk-taking and initiative.



### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

Teachers are recruited from among those who are proficient in the local language and who have attained at least a tenth grade level of secondary education. Some have teaching degrees. Facilitators receive a 21-day, 7-hour-a-day course. This is a practical training

### 4. ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

No

Are times rearranged in a flexible manner?

Yes

### 5. BUDGET AND RESOURCES

If available, specify the budget and resources required for the experience.

Not shown

### 6. IMPACT AND RESULTS

If data exist, specify the results of the experience.

The programme has been evaluated and shows the following results:

- About 74.6% of the students who had gone through the Speed School programme were still in school compared to 66.1% of the government school students tracked who were still attending. The 75% retention rate of Speed School students suggests that most of them had persisted in their education.
- Former Speed School students are generally less likely to drop out of school compared to public school students with whom they have had the same elementary education.
- Former Speed School students have a higher aspiration to progress beyond elementary education, and by the time they reach lower secondary school, they are less likely to drop out compared to public school students.
- The economic situation of the Speed School students' households improved much more than that of the households of students who had not participated.

### 7. TO LEARN MORE (REFERENCES)

Akyeampong, K., Pryor J., Westbrook, J., Abraham R., Adane T and Wolde S., (2016) *Research into the Speed School Curriculum and Pedagogy in Ethiopia*. Research Monograph 1: Centre for International Education, University of Sussex.

Humphreys S., Akyeampong et al., (2017) *Researching Self Help Groups and experiences of Speed School Students in Public Schools*. Research Monograph 3: Brighton: Centre for International Education University of Sussex.





## Teaching at the Right Level

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of the experience:** *Teaching at the Right Level*

**Country:** India, Botswana, Côte d'Ivoire, Ghana, Kenya, Madagascar, Mozambique, Niger, Nigeria, Uganda and Zambia.

**Institution:** Pratham and J-PAL

**Start date:** 2008

**Source:** <https://www.teachingattherightlevel.org/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

This Teaching at the Right Level experience began in India as a pilot project and has gradually spread to form part of an educational strategy in several provinces of this country. It has recently expanded to other countries, especially in Africa: Botswana, Ivory Coast, Ghana, Kenya, Madagascar, Mozambique, Niger, Nigeria, Uganda and Zambia. It is aimed at students and teachers in vulnerable contexts but also in any other context with deficiencies in literacy and mathematics learning.

##### What are the problems and needs that motivated the experience?

The initiative arose from the evidence that many children attend school but fail to develop reading and math skills. This situation led the company to propose an experience based on specific attention to students according to their actual performance levels in reading, writing and mathematics, instead of using age as a criterion for grouping students.

The experience applies the principle of individualisation and flexible grouping that has been traditional in pedagogical thinking. The experience has been evolving in its methodological and personal components, adapting to the conditions of each context where it has been used. These adaptations have been made on the basis of evidence-based evaluations.

##### What is the main objective?

To ensure that elementary school students, especially those in grades 3 to 5, achieve good results in the learning of basic writing and mathematics skills.

##### What is the target educational level?

Priority is given to level 3-5 students, although other higher levels may be included.

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies that guide the experience?

The central axis of the experience, as its name indicates, "Teaching at the Right Level" consists of offering each student a specific training programme adapted to his or her actual level of competence in literacy or mathematics, regardless of the grade at which the student is due to his/her age. To do so, they start with an empirical assessment of each student's level. Based on this diagnosis, the student is assigned to a group of students of the same level. The instructor (who can be a teacher or a volunteer) develops a training programme based on materials designed by the NGO Pratham itself. The learning objectives are simple and clear and are continuously evaluated by the organisation. For example, in literacy: reading aloud short stories, talking and discussing history, playing games and activities, thinking-talking-writing (often using the floor to write). For math: talking and discussing real problems using math, counting aloud, talking and discussing to solve and understand problems. For example, when the class discusses a picture, a familiar scene is used, such as a town, a market, or a house similar to their own. In math classes, children use sticks to learn number recognition and the concept of place value.

Materials are low cost and easily accessible. Instructors often create their own materials and adapt them to the needs of their students. Since learning materials are readily available, instructors are unlikely to run out of them during the course of the year. This focus on everyday tasks, scenes, and materials helps children draw on their own knowledge and experiences. Instructors encourage participation by asking for a child's favourite word, letter, or number, a story from his or her life, or a series of questions about his or her interests. Instructors often introduce new materials by encouraging a discussion about them.



One feature of TaRL is that it transforms the classroom environment: desks and chairs move and class takes place on the floor. Children move easily in their small groups, where they use the floor to write and for activities. Instructors often sit on the floor with the children during group activities, and move around to give children one-on-one attention during individual and small group activities. This use of space helps maintain the connection between instructor and child, and encourages more learning time on task.

For the implementation of the experience, the evolution of the programme has led them to offer two types of models. The first model is called "Learning camps", where students in levels 3 to 5 receive two hours a day of training in the programme throughout the school day. In this case, a Pratham staff member leads the teaching and learning activities. This member is usually a volunteer from the NGO, who has previously received training. Teachers from the school can attend these training sessions. In this model, it is an intensive action because it lasts 8 to 10 days, repeated 3 to 5 times. This gives a total of 30 to 50 days of work for each student.

In the second model, it is the school teachers themselves who carry out the activities designed by Pratham. In this case, teachers are offered specific training by technicians who train, monitor, supervise and support the teachers. In this model, programme activities are carried out daily for a period of 60 to 80 days.

### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

The programme involves: mentors, instructors. The task of the mentors consists of training and accompanying the instructors and teachers participating in the programme. Mentors observe classes and actively participate by demonstrating activities and assisting the instructor, when appropriate. In many cases, mentors also play a monitoring role, collecting data at each stage of implementation and tracking instructor improvement and mentee progress. Mentors also develop feedback processes.

Instructors can be of two types: Pratham volunteers or teachers from the school system. In the case of volunteers, in order to avoid high turnover, the programme pays them a small amount: \$15 per month. All instructors (volunteers and teachers) attend an initial five-day training where they are trained on the basics, strategies and materials of the programme. Instructor training focuses on the following concepts: how to maximise children's learning, the benefits of TaRL classroom methodologies, and effective techniques for assessing student learning. The content of these sessions varies according to contexts.

### 4. ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? Which ones?

Evaluations show that results improve when programme activities are carried out during school hours.

#### Are times rearranged in a flexible manner?

Time, space and groupings are reorganised in a flexible manner.

### 5. BUDGET AND RESOURCES

#### Budget data?

The documentation reviewed describes the low cost of the programme. The fact that it has been expanded among developing countries shows that its cost should not be considerable.

### 6. IMPACT AND RESULTS

#### If data exist, specify the results of the experience.

Follow-up studies of the programme have been conducted. A randomised control trial was conducted between 2001 and 2004 to understand the effectiveness of the TaRL model. The study showed that children participating in the TaRL programme made substantial progress in their literacy and mathematics learning. The benefit was 0.14 SD in the first year and 0.28 in the second year, while children who did not participate in the programme remained the same (Banerjee et al., 2007).

More recently, (Banerjee et al., 2016) have found similar results to the above. In their study they contrasted the two TaRL models finding that both models produce significant improvement results in student learning. The improvement was 0.14 SD in model 2 and 0.70 SD in model 1.

### 7. TO LEARN MORE (REFERENCES)

Banerjee, A., Banerji, R., Berry, J., Duflo, E., Kannan, H., Mukerji, S., Shotland, M., & Walton, M. (2016). Mainstreaming The Effective Intervention: Evidence from Randomized Evaluations of "Teaching at Right Level" in India. *NBER Working Paper No. 22746*.

Banerjee, A. V, Cole, S., Duflo, E., & Linden, L. (2007). Remedying Education: Evidence from Two Randomized Experiments in India\*. *The Quarterly Journal of Economics*, 122(3), 1235-1264. <https://doi.org/10.1162/qjec.122.3.1235>



## Annex 4 Experience Reports Latin America

The following is a fact sheet for the presentation of experiences and programmes that have been effective for the recovery of student learning. The focus is on vulnerable contexts in primary and secondary schools. Among others, aspects related to the socioemotional dimension and the pedagogical use of ICT are included. Contextual factors characterised by time and budget constraints are also considered. For each item there is a series of guiding questions and a section for the description of other aspects considered relevant.

### *Acelera Brasil*

#### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Experience name:** *Acelera Brasil*

**Country:** Brazil

**Institution:** Ayrton Senna Institute

**Start date:** 1997

**Source:** Ayrton Senna Institute <https://institutoayrtonsenna.org.br/pt-br/como-atuamos/accelera/Acelera2.html>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

*Acelera Brasil* emerged as a strategy to correct the flow of schools and ensure quality education for all students in public schools. In 1997, it was initially implemented in 15 municipal networks and expanded to 24 in 1998. From 2000 to 2012, the programme was implemented in more than 800 municipalities in all regions of Brazil, in both municipal and state education networks. In 2009, the MEC included *Acelera Brasil* in the Guide to Educational Technologies, a selection of innovative programmes that promote quality education in the different stages of basic education.

##### What are the problems and needs that motivated the experience?

In Brazil, as in other Latin American countries, one of the biggest problems when a child repeats a year because he or she cannot learn, or even enters school late, means the school period ends up extending beyond the expected years. This produces the so-called age-grade distortion, one of the biggest problems facing educational system administrators, both financially and socially. Financial, because these repeating students need classrooms, teachers and all the routine educational inputs, turning investments into expenses. Social, because it impoverishes the cultural and productive skills of the population and, consequently, of the municipality.

In 1997, Brazil had implemented the universalisation of basic education but faced the serious problem of age-grade distortion: between 50% to 70% of students were out of school due to the high rate of grade repetition or late entry to school. The age-grade distortion rate in the first years of public elementary school in Brazil was around 15% in 2015, according to the National Institute of Educational Studies and Research (INEP).

##### What is the main objective?

Recovering the learning of age-grade distortion students enrolled in grades 3-5 in elementary school.

##### What is the target educational level?

Students in the first years of elementary school with two or more years of school delay.



## 2. PEDAGOGICAL STRATEGIES

### What are the main pedagogical strategies that guide the experience?

The differential of *Acelera Brasil* is that it proposes an intervention strategy to correct the flow not only in the pedagogical dimension, but also in the management of schools. The strategy combines training, systematic planning and execution, monitoring and evaluation.

The pedagogical model is based on a diagnostic evaluation that establishes the literacy level of students with age-grade distortion. Based on the results, students are categorised according to learning level and are referred to various supports offered by *Acelera Brasil*. The Ayrton Senna Institute establishes an ideal period of four years for the age-grade distortion rate to decrease to a maximum of 5%.

Daily, biweekly and monthly records are made on “success indicators” which, combined with the constant evaluative look of the teacher, constitute qualitative and quantitative data to be inserted by the educational network in a monitoring system specially created by the Ayrton Senna Institute. These data are used to prepare technical reports that can be read as an evaluation of the process.

*Acelera Brasil* classes have a maximum of 25 students and are monitored for a year by teachers specially trained to work with the programme’s methodology. Each student receives didactic material structured in multidisciplinary classes, which explore the content of all areas of knowledge. The relationship between teacher and students is based on values and skills such as motivation, curiosity, respect, determination and overcoming difficulties.

One of the pedagogical tools favoured by *Acelera Brasil* is the *school newspaper*, which allows students to read, research, analyse information and write their own opinion, working with reading and writing. This production is an opportunity to give more meaning to the learning of the Portuguese language, allowing students to move between theory and practice in a playful and participatory way.

Throughout the year, students produce, together with the teacher, three editions of the small newspaper, based on the *Acelera Brasil* curriculum. Students can choose to express themselves through poetry, an opinion article, interviews with the community, etc. The project is implemented in partnership with the NGO Comunicação e Cultura.

## 3. TEACHERS AND OTHER FACILITATORS

### What actors are involved in the experience?

- Primary school teachers in the different municipalities where the programme is implemented.
- Ayrton Senna Institute Facilitators

### Are there any training activities planned?

The Programme provides training at the beginning of each year, so that teachers learn/incorporate the methodologies for the implementation of the model. During the year, continuous training is carried out, led by the team of facilitators of the Ayrton Senna Institute.

## 4. ACTIVITIES AND SCHEDULE

### Are there any non-face-to-face activities? which ones?

The activities are face-to-face. Virtual “classroom at home” activities were conducted during the pandemic.

### Are times rearranged in a flexible manner?

In 2004, the Law of Guidelines and Bases of National Education (Law No. 9394) granted greater autonomy, flexibility and decentralisation in the educational area in Brazil. The compulsory sequenced system of the previous legislation was modified by articles 23 and 24 of the new Law, which allow for the organisation of teaching in annual series, semester periods, cycles and even non-serialised groups. The *Acelera Brasil* Programme now has this regulatory framework, which has allowed great flexibility in the organisation of school time.

## 5. BUDGET AND RESOURCES

### Resources available in the experience?

The programme focuses on reading and writing: the students have, per class, a box with 40 books for children and young people. And that is the reading target for each student during the year.

### Budget data?

It is an educational solution that offers a viable and low-cost model to be implemented on a large scale, making it possible to serve a larger number of students. The Ayrton Senna Institute uses the concept of strategic alliance to articulate the technical and financial support of other institutions, public or private, so that the educational networks can implement the programme.



## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

By 2020, 52 municipalities in the five macro-regions of Brazil, in addition to the state of

Rio Grande do Sul, were supported by the Ayrton Senna Institute for the implementation of the *Acelera Brasil* programme.

The Brazilian experience - *Acelera Brasil* - was used as a reference in the design of the project in Colombia and El Salvador. In Argentina, the proposal had particular characteristics, but it also takes up the fundamentals of the Brazilian experience.

Indicators that account for the programme's progress include: books read, compliance with scheduled school days and class flow; teacher and student attendance; class observations by the mediator; teachers' meetings for planning; students' completion of the Hogar.

## 7. TO LEARN MORE (REFERENCES)

Schneid Scherer, S; Marchi Nascimento, F; Cossio, M Parcerias Público-Privadas: Atuação Do

Instituto Ayrton Senna Na Educação Pública Do Estado Do Rs. Educ. Soc. 41, 2020 <https://doi.org/10.1590/ES.241715>

SILVA, Fernando Xavier; JACOMINI, Marcia Aparecida. Relação público-privado na educação: produção acadêmica sobre o Instituto Ayrton Senna (2002-2015). *Revista Diálogo Educacional*, [S.l.], v. 18, n. 58, p. 922-948, set. 2018. ISSN 1981-416X. <https://periodicos.pucpr.br/index.php/dialogoeducacional/article/view/24067>

Ayrton Senna, 2019. Education for a future. Annual Report <https://institutoayrtonsenna.org.br/pt-br/quem-somos/relatorio-anual-2019-en.html>

Acelera Brasil Programme <https://institutoayrtonsenna.org.br/pt-br/como-atuamos/accelera/Acelera2.html>



## Asistiré

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Experience name:** *Asistiré*

**Country:** Argentina

**Institution:** Province of Buenos Aires, Directorate of Community Psychology and Social Pedagogy

**Start date:** 2018

**Source:** Government of the Province of Buenos Aires

<http://www.abc.gov.ar/psicologia/asistir%C3%A9>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

The “Asistiré” programme, arose as an initiative launched in 2017 by the National Ministry of Education to detect early possible cases of dropout in the first years of public secondary schools and, through the intervention of an interdisciplinary team, generate preventive actions to sustain their school trajectories. The programme has been implemented in several provinces, including the Province of Buenos Aires. It is aimed at secondary school students who, for various reasons and problems, experience situations that result in repeated absenteeism and irregular trajectories. The implementation in the Province of Buenos Aires is in charge of the Direction of Community Psychology and Social Pedagogy. Asistiré intervenes individually and in groups to identify in time those factors that are associated to the risk of abandonment or to the interruption of the trajectories. With this objective, pairs of promoters work together with educational institutions to solve situations related to discontinuity in school attendance and dropout.

##### What are the problems and needs that motivated the experience?

School dropout and grade repetition are some of the main problems faced by education in the Province of Buenos Aires, mainly at the secondary level. The population of adolescents and young people, particularly those from the most disadvantaged sectors, is one of the most affected universes. The social dynamics in which they are immersed is crossed by a set of factors that compromise both their possibilities of social insertion and to carry out their educational trajectory in an adequate manner, thus violating their rights. The goal assumed by the State regarding the extension of compulsory schooling until the completion of secondary education generated transformations in the schools of this level, as well as redefinitions in the educational offer. However, although there has been a sustained increase in coverage, the problem of grade repetition and dropout has not yet been solved. The school trajectories of many students show high levels of absenteeism, repetition and over-age, which translates over time into discontinuity and subsequent dropout.

##### What is the main objective?

Promote the educational inclusion of all students at the secondary level, especially adolescents and young people with discontinuous trajectories, with repeated absenteeism and/or with low intensity schooling, promoting entry, permanence and graduation from secondary schools.

The Programme focuses on psychosocial support for students.

##### What is the target educational level?

- Secondary Level
- Adolescents and young people between 12 and 20 years of age whose school trajectory is at risk of attrition, dropping out of school, and also those who are not in school.
- State-owned secondary schools in 43 municipalities corresponding to 12 Educational Regions of the Province of Buenos Aires.



## 2. PEDAGOGICAL STRATEGIES

### What are the main pedagogical strategies that guide the experience?

The programme has two main components. First, it uses technology to detect students at risk of dropping out. Thanks to digital attendance recording, it provides information on absenteeism in real time and triggers an alert in cases of repeated absenteeism. Secondly, based on these alerts and additional information regarding the student's school trajectory, the team of programme promoters develops a personalised strategy for each student. These teams, generally made up of members with a pedagogical and a social work background, work to identify the factors behind each absence and develop an action plan together with the school team. These plans include actions ranging from pedagogical or socioemotional support to the student, to bringing the student closer to other possible programmes or resources existing at the local level.

The pedagogical strategies are based on the articulating role of the Territorial Promoters who have the following functions:

- Map community resources and spaces and institutional or local actors.
- Articulate strategies and actions to support situations of educational vulnerability.
- Strengthen and articulate community experiences through which young people circulate in the territory, understanding that educational trajectories are constituted inside and outside the school.
- To form and strengthen networks and instances of articulation at the three levels of government: national, provincial and municipal.
- Participate and articulate in intersectoral working groups, promoting actions related to educational inclusion, care for educational trajectories, and the creation and strengthening of community networks.

The municipal government coordinates the meetings, locates the schools with the highest risk of students dropping out and participates in the collegial work.

## 3. TEACHERS AND OTHER FACILITATORS

### What actors are involved in the experience?

- 2 professionals with teaching degrees or graduates in the area of social sciences
- Supervisors of the EDI (Inclusion Teams) who accompany the professional practices of the Asistiré teams.

The ASISTIRÉ Promotores team is made up of 2 professionals with a teaching degree or, failing that, by graduates of careers related to education or social sciences. They must have work experience in the educational system of the Province of Buenos Aires (formal education or socio-educational programmes). The pair of promoters is preferably made up of one member with a pedagogical profile and another with experience in social and territorial work.

### What training activities are planned?

Training is included for all the actors of the institutions participating in the project on topics related to educational inclusion, the care of educational trajectories and the creation and strengthening of community networks.

The Programme includes presentation and training meetings at National and Provincial levels.

## 4 ACTIVITIES AND SCHEDULE

### Are there any non-face-to-face activities? Which ones?

All activities in the territory and with young people are face-to-face, except for the pandemic period in which the coordination meetings of promoters and other actors were held virtually.

The promoters prepare a Work Plan based on the school's Institutional Project, with a diagnosis of resources, where human and material resources, school programmes, local resources and, in addition, all the information on the situation of the courses and students: absenteeism, dropouts and grades can be visualised.

### Are times rearranged in a flexible manner?

During the pandemic, the modalities were made more flexible and the Promotoras/es duos were integrated into the Emergency Territorial Educational Focus Teams (EFTEE). Virtual activities were also carried out. Times are arranged in a flexible manner.

## 5 BUDGET AND RESOURCES

### Resources available in the experience?

Variety of resources identified by the promoters in the territory



Budget data?

No data

## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

A concurrent evaluation was carried out comparing the situation recorded from a baseline with the situation at the end of the programme. Initially, the Programme was implemented in the 220 public high schools with the highest dropout rates in the province of Buenos Aires, which are distributed in 43 municipalities. A total of 4,439 students at risk of dropping out were identified and, after working with them and providing them with personalised support, 69% of them returned to school (in cases where they had already dropped out) or reduced their absences.

## 7. TO LEARN MORE (REFERENCES)

The description in detail of the intervention appears in following in the Asistire Programme Implementation Manual. (2018) Available at: [http://asistire.abc.gob.ar/sites/default/files/asistire\\_manual-implementacion\\_vfinal\\_1\\_2.pdf](http://asistire.abc.gob.ar/sites/default/files/asistire_manual-implementacion_vfinal_1_2.pdf)

The following document sets out the main orientations of the programme during the pandemic: Documento De Trabajo N°12/2020 Fortalecimiento De Las Trayectorias Educativas - Documento de articulación con el Programa Nacional ASISTIRE (Working Document N°12/2020 Strengthening Educational Trajectories - Document of articulation with the ASISTIRE National Programme).

[http://www.abc.gov.ar/psicologia/sites/default/files/documentos/documento\\_de\\_articulacion\\_pcyyps\\_-\\_asistire.pdf](http://www.abc.gov.ar/psicologia/sites/default/files/documentos/documento_de_articulacion_pcyyps_-_asistire.pdf)





## Escuelas de reingreso

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Escuelas de reingreso*

**Country:** Chile

**Institution:** Fundación Súmate

**Start date:** 2012

**Source:** Súmate Foundation <https://www.hogardecristo.cl/sumate/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

Since 1993, the Súmate Foundation has been working with children and young people between the ages of 12 and 21 in the process of resuming interrupted educational trajectories. The Foundation attends 5 of the 13 re-entry schools in Chile, which were attended by 1,882 children and young people in 2019. According to data from the CIAE (University of Chile), up to 2020, the 5 re-entry schools of the Súmate Foundation, have received students with a pedagogical lag of more than two years with respect to the prescribed curriculum and who have been at least two years out of the school system. The students come from families with interrupted school trajectories, and many have been exposed to social risk situations such as drug use, early parenthood, and conflicts with the law. This reality is compounded by the vulnerability arising from unemployment and informality, overcrowded housing, inadequate study spaces and poor virtual connectivity.

##### What are the problems and needs that motivated the experience?

##### What is the main objective?

To ensure the continuity of the educational trajectories of children and young people who have not been able to complete their schooling due to various factors (social, economic, psychological, etc.).

##### What is the target educational level?

Basic and secondary education.

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies that guide the experience?

Re-entry schools serve elementary and middle school students in a '2 years in 1' programme for children and young people with 2 or more years of school lag. They focus on the development of socioemotional and cognitive skills through active methodologies that promote the development of competencies collaborating in the construction of educational trajectories and life projects.

The pedagogical model has the following characteristics:

- Personalised accompaniment of students by counsellors: each student is supported by a specialised professional during his or her stay at the school in personalised sessions at least once a week.
- Curricular implementation through a flexible learning model: the national curriculum (curricular bases) is implemented in the schools, adapting it to the specific needs of the students (flexible day, accreditation of learning modules, adaptation to learning times).
- Personalised learning of students by teachers and the psychosocial team: few students per teacher (6:1 ratio) and a team of psychosocial support professionals (1 professional: 20 students).
- Support to school professionals by mentors who regularly visit students and help them solve daily problems and give them continuous feedback.
- Accompanying students upon graduation: the school accompanies the graduating student for at least two years after graduation.



### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

- Teachers with an adequate profile and trained to work with students in situations of poverty and exclusion.
- Counsellor who intervenes at least 8 hours per month in the school
- Psychosocial team in each school
- Mentors

#### Are there any training activities planned?

Workshops are developed for conflict management and group work, among others.

In addition, both school principals and teachers receive on-site support and accompaniment from a mentor and a professional consultant who provide continuous feedback.

### 4 ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? which ones?

During 2020 and as a result of the suspension of on-site classes in Chile, the Súmáte Foundation generated strategies to maintain the link with students through WhatsApp, Instagram, and Facebook, free social networks in Chile during this time, and the students' smartphones have become the channels through which they can continue the process of emotional support to students and families, as well as academic continuity.

#### Are times rearranged in a flexible manner?

Flexibility is one of the cornerstones of the pedagogical model.

### 5 BUDGET AND RESOURCES

#### Resources available in the experience?

School supplies and food are provided.

#### Budget data?

The Súmáte Foundation proposes a battery of Re-entry School Models in ascending order of implementation (from the most economical (Model A) to the most expensive (Model C). These models propose different standards of implementation, operation and remuneration for professionals and technicians.

The main source of funding for the schools studied is the school subsidy, which is subject to student attendance.

According to data from the CIAE diagnostic study (2020), the amount of subsidy granted by the State is insufficient to implement a Escuela de reingreso as it is based on a multidimensional and personalised work strategy. Some of its students require high degrees of flexibility in aspects such as attendance which is often incompatible with a main source of funding awarded based on the average attendance of each student.

A second aspect of financing is that the additional contributions to implement a programme of this type are unstable. On the one hand, they come from competitive funds (Re-entry Projects), which provide resources only for 18 months, after which the internships and professionals hired to provide support cannot remain, so this modality does not allow improving the quality of this educational service in a sustainable way. Complementary sources come from the Foundation itself, which provides these additional resources from private and personal donations it receives.

According to data collected by CIAE (2020), the ideal monthly amount is \$300,000 Chilean pesos (about US\$400) per student.

### 6. IMPACT AND RESULTS

#### If data exist, specify the results of the experience (evaluations...)

There is a study conducted by CIAE, University of Chile and Hogar de Cristo/Súmáte (2020). *Diagnostic study to advance in the recognition and strengthening of re-entry schools in Chile. Final Report.* Among the main conclusions of the study are the following:

- There is no single model for psychosocial and emotional accompaniment of students.
- Indicators of achievement beyond the regular system are required: what are the personal, interpersonal, cognitive and occupational skills required by students?)
- The current funding system for re-entry schools needs to be reviewed so that it can provide continuity of care for students in situations of educational exclusion.



## 7. TO LEARN MORE (REFERENCES)

- CIAE, University of Chile and Hogar de Cristo/Súmate (2020). *Estudio de diagnóstico para avanzar en el reconocimiento y fortalecimiento de las escuelas de reingreso en Chile. Informe Final*.
- Madero, C., E. Vargas and F. Reimers (2020), Chile: Fundación Súmate - Red de Escuelas de Segunda Oportunidad (Foundation Súmate - Network of Second Chance Schools), Educational Continuity Story Series, OECD Publication, Paris.
- Portales-Olivares, J., Cortés-Rojas, L., & Peters-Obregón, H. (2019). Desescolarización, exclusión educativa y el desafío del reingreso escolar en Chile. *Revista Saberes Educativos*, (3), 144-153. doi:10.5354/2452-5014.2019.53792



## Escuelas Arriba

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Escuelas Arriba*

**Country:** Chile

**Institution:** General Education Division- Undersecretary of Education - Ministry of Education

**Start date:** 2019

**Source:** Ministry of Education of Chile

[www.escuelasarriba.mineduc.cl](http://www.escuelasarriba.mineduc.cl)

### 1 CONTEXT AND OBJECTIVES

#### What is the context of the initiative?

Escuelas Arriba is a programme of the Chilean Ministry of Education to improve the quality of education in the lowest performing schools in the school system. It is part of the “Chile Se Recupera y Aprende” Plan, which contemplates three areas of action related to: the recovery of learning, the socioemotional well-being of children and young people, and the reinsertion of students into the school system.

The design of Escuelas Arriba is based on the findings of the Chilean Education Quality Agency and international studies on the factors that have the greatest impact on school quality. As of 2019, all schools categorised by the Education Quality Agency are part of the Escuelas Arriba Plan. As of 2021, all schools and high schools in the country, regardless of their classification, who wished to join the Plan voluntarily, will be included in the Plan. The recovery covers from 3rd grade to 10th grade, for the subjects of Language and Mathematics.

#### What are the problems and needs that motivated the experience?

According to the 2017 Casen Survey, there are more than 216 thousand households in Chile that have one or more of their members between 4 and 21 years of age who are behind in school and do not attend any educational establishment. This implies that there are more than 216 thousand students who see the fulfilment of their educational trajectory threatened and, therefore, are at imminent risk of school failure, and, in consequence, of maintaining social segregation in the country. For the proper functioning of the school system, it is very important that learning occurs in a timely manner. In Chile, children should learn to read in first grade, but 62% of them are promoted to second grade without knowing how to do so (Herrera Macguire, 2020).

#### What is the main objective?

Escuelas Arriba’s main objective is the recovery, monitoring and permanent evaluation of learning and its progress. It also aims to adjust teaching in a systematic and contextual manner, in order to ensure that all students have the best possible learning opportunities.

#### What is the target educational level?

Basic and secondary education

### 2. PEDAGOGICAL STRATEGIES

#### What are the main pedagogical strategies that guide the experience?

The learning recovery methodology of the Escuelas Arriba Plan contemplates a sequence of contents, monitoring tools and access to learning guides for both the teacher and the student.

It also proposes a work sequence based on the prior learning necessary for all students at a given level to reach, at least, the elementary level of performance as defined by the Learning Standards (EDA) of the Agency for Quality Education, in the Objectives of level 1 of the prioritised Curriculum. This implies working with students from 3rd grade to 10th grade in the subjects of Language and Mathematics.

The educational model is based on the following axes:

- recovery of learning,
- the development of literacy,
- the prevention of school dropout and
- the generation of an educational community that orients its work based on three fundamental pillars: high expectations, collaborative work and pedagogical leadership.

Each school has at its disposal: annual plans with stages for recovery; pedagogical material for recovery; access to a platform to facilitate evaluation and follow-up; and training and demonstration classes for teachers.



### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

Regional and platform managers of the Escuelas Arriba plan  
Teaching and management teams of participating schools and high schools

#### What training activities are planned?

Training for teachers and directors on school improvement and the relevance of socioemotional education in education.  
Modelling workshops to learn how to distribute time with a focus on pedagogical tasks and in the classroom.

### 4. ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? which ones?

100% of the programme materials and resources can be applied both face-to-face and in a hybrid model.

As a result of the Covid-19 pandemic and the suspension of face-to-face classes, Escuelas Arriba focused on supporting teachers in conducting effective classes to improve the achievement levels of their students. A total of 466 schools participated in the Plan, which had access to:

- 700 pedagogical guides available in online format for students and teachers from 3rd grade to 10th grade, for the subjects of Language and Mathematics.
- *Aprendo en Casa (I Learn at Home)* booklets, with entertaining daily activities to develop during the summer periods. These booklets were delivered to 3,731 schools, including all schools with insufficient resources, reaching an enrolment of 410,000 students from NT1 to 12th grade.
- Educational software *Aprendo a Leer con Bartolo*, which supports the learning of reading and writing in students from 1st to 3rd grade.
- 65,000 *Aprendo Jugando* games delivered to families to support language and mathematics learning at home.
- 110 training sessions for teachers in the subjects of Language and Mathematics, with the objective of modelling pedagogical practices that allow all students to achieve the necessary knowledge at their educational level.
- Advice to management teams for the planning, implementation and evaluation of actions to improve student learning results.

#### Are times rearranged in a flexible manner?

There is flexibility in the use of time

### 5. BUDGET AND RESOURCES

#### Resources available in the experience?

Resources available on the page: [www.escuelasarriba.mineduc.cl](http://www.escuelasarriba.mineduc.cl)

The main resources include:

- Teacher support guides and class-by-class exercises to address objectives of learning the curriculum that is more difficult to teach and learn.
- Diagnostic and follow-up tests in Spanish and mathematics.
- Accompanying the management teams throughout the year in the preparation of the plans to address Chronic Truancy.
- Accompanying the management teams throughout the year in the preparation of the plans to accelerate improvements and make them sustainable over time.
- Booklets with activities for school breaks.

#### Budget data?

Not available



## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience.

The evaluation of the Programme is carried out by the Education Agency which reports the following data (see <https://escuelasarriba.mineduc.cl/sobre-el-plan/resultados/>):

In 2019, the first year of the Plan's implementation, 218 educational establishments participated and 98 of them moved out of the insufficient performance category. The evaluations showed that students increased their achievement levels by 42% in mathematics in complex items for the level, and improved their reading comprehension skills by 33%.

During 2020, due to the suspension of face-to-face classes, this Plan focused on supporting teachers in conducting effective classes to improve the achievement levels of their students. This was done through 134 sessions of curriculum deepening seminars and demonstration classes, which involved more than 200 hours of training, around 1,500 teachers trained and close to 73,000 students benefited. The evaluations of the teachers who participated in the training were rated as very valuable with a score of 6.6 and very useful with a score of 6.7 (scale used 1-7).

For 2021, Escuelas Arriba called on all schools in the country to enrol in the Plan. After a little over a month of calling for applications, approximately 3,200 schools voluntarily signed up. "To date, the pedagogical resources have been downloaded more than 75,000 times and there are around 10,000 teachers registered to participate in teacher training.

## 7. TO LEARN MORE (REFERENCES)

The following page provides information (strategies, results....) about Escuelas Arriba 2021- Mineduc <https://escuelasarriba.mineduc.cl/>

Herrera MacGuire, M.P. (2020). El Rezago Escolar en Chile como factor determinante del fracaso escolar : Un problema invisible. <http://hdl.handle.net/11447/3346>



## Círculos de Aprendizaje Escuela Nueva Activa (CAENA)

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Círculos de Aprendizaje Escuela Nueva Activa (CAENA)*

**Country:** Colombia

**Institution:** Escuela Nueva Volvamos a la Gente Foundation (FEN)

**Start date:** Programme pilot in 2003. Most recent experiences, 2018-2021

**Source:** <https://escuelanueva.org/> and [interview](#) with Vicky Colbert, author of the model.

### 1 CONTEXT AND OBJECTIVES

#### What is the context of the initiative?

The Escuela Nueva Volvamos a la Gente Foundation is based on a pedagogical model designed in Colombia by Vicky Colbert, Beryl Levinger and Óscar Mogollón to offer complete primary education and improve the quality and effectiveness of the country's schools. Its initial focus was on rural schools, especially multi-grade schools because they are the ones in greater need and most isolated in the country. The Escuela Nueva programme is still in place after more than 40 years. The Ministry of Education continues to offer and develop the programme, among other Flexible Educational Modalities, as well as rural post-primary education. Here, in the rural areas, where it started, it showed its potential and achieved great impact; the programme has had ups and downs and attrition, among others due to the difficult conditions of the prolonged war in that country.

The Escuela Nueva Foundation created in 2001, the flexible model called "Círculos de Aprendizaje" (Learning Circles) supported by the Ministry of National Education and Unicef. In recent years, the initiative evolved into the "Círculos de Aprendizaje de la Escuela Nueva Activa (CAENA)" with the aim of providing high quality education to children displaced by violence and other emergencies. CAENAs are an adaptation of the Escuela Nueva pedagogical model for children who do not attend school or who are lagging behind. The Programme serves hard-to-reach children in vulnerable social situations due to poverty, health and natural emergencies or political conflicts that force displacement. The initiative, developed by Colombian NGO Fundación Escuela Nueva Volvamos a la Gente (FEN), has successfully accelerated the integration of out-of-school children displaced by violence into the education system, understood and supported their unique psychosocial needs, and improved their learning outcomes. The model was initially piloted in Soacha, Colombia for displaced populations and has subsequently been implemented in different settings for vulnerable populations.

#### What are the problems and needs that motivated the experience?

Colombia faces a serious problem of neglect and over-ageing that affects internally displaced populations and, more recently, Venezuelan migrants in Colombian territory. These phenomena have increased the number of children and adolescents dropping out of school. The CAENA programme creates friendly, safe and caring learning environments that operate outside the walls, but are formally linked to a formal educational institution that we call "IE Madre". The CAENA programme facilitates the transition of children and adolescents to an IE; it is a bridge that articulates the strategies of contextualised educational attention to formal education.

#### What is the main objective?

Restore the right to a quality education for children and adolescents (NNA) in primary school, out of school and in highly vulnerable situations, particularly due to displacement, migration or emergency, through the effective transition to a formal Educational Institution (IE).

#### What is the target educational level?

Basic primary education

### 2. PEDAGOGICAL STRATEGIES

#### What are the main pedagogical strategies that guide the experience?

The pedagogical framework of the Círculos de Aprendizaje Escuela Nueva Activa (CAENA) programme is the Escuela Nueva Activa (ENA) model with its four components (curriculum, training and monitoring, community and management). The principles, components, strategies and elements of ENA respond to a transformative education, based on a children's rights approach.

Among others, ENA (and CAENA) promote:

- Active, participatory and collaborative learning; learning occurs through dialogue and interaction.
- Student-centred educational process
- Learning guides that develop a curriculum
- Learning in multi-grade environments



- Friendly and protective learning environments that value heterogeneity and diversity.
- Respect for different learning paces

CAENAs operate outside of formal “mother schools” but are officially linked to them through a regular shared curriculum, academic calendars, grading systems and extracurricular programmes. Children learn in these circles in groups of about 15 students with the help of a tutor who facilitates learning by providing one-on-one attention to the children using community centres, local churches and family homes until they are ready to transfer to the “mother school.” The community placement provides a safe, caring and protective environment where personalised and socio-affective support restores and strengthens children’s self-esteem, develops social and life skills, as well as an entertaining and joyful learning experience. It is now widely accepted that the development of social skills, such as conflict management, group work and acceptance of diverse opinions, is necessary for success in social life and work in today’s world.

### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

- Educational agents: teachers of the educational institutions, CAENAS tutors.
- Pedagogical and psychosocial advisors

#### Is there any training planned?

CAENA develops a series of workshops for teachers and tutors to train them on the main components of the intervention.

### 4. ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? which ones?

As the ENLC began to be applied to displaced and migrant children, the COVID19 pandemic hit Colombia. In the context of the quarantine that followed, the programme was quickly adjusted to implement an adapted version of CAENA to support isolated low-income students who might have barriers in accessing regular Internet services.

There is a clear path for monitoring the programme, including regular one-on-one phone calls. WhatsApp groups and other forms of interaction between students and tutors; the use of photos, videos and audio messages sent by tutors or by children and parents; and progress evaluation, feedback and guidance are used as needed.

#### Are times rearranged in a flexible manner?

The pedagogical approach of the programme focuses on principles of flexibility. The pedagogical strategies developed are oriented to principles of active, cooperative, personalised, student-centred learning and respect for different learning rhythms.

### 5. BUDGET AND RESOURCES

#### Resources available in the experience?

Three types of resources are identified: i) use of learning materials given to each child (photocopy or originals of the guides, workbooks, supplies); ii) delivery of written guides to parents or other adults responsible for the children with information on how tutors and others will support the children through phone calls or virtual means when available; iii) rigorous use of the structure, schedules and activities of the learning guides so that children learn at their own pace and tutors can monitor their progress and provide the required support.

#### Budget data?

The programme is currently being developed in 5 cities in Colombia and is starting in 3 cities in 3 states in Mexico. Each project has its own budget, financed by an international organisation, but no cost information is provided.

### 6. IMPACT AND RESULTS

#### If data exist, specify the results of the experience (evaluations...)

Evaluation of the pilot demonstrated improvements in coverage and academic achievement on national standardised tests, and strengthened democratic behaviours, peaceful coexistence and student self-esteem. ENLC achieved full enrolment, increased children’s self-esteem by 18.5%, and obtained the highest level of improvement in both Spanish and mathematics, placing ENLC children 13.9 and 17.3 points, respectively, above the national average.

### 7. TO LEARN MORE (REFERENCES)

The Círculos de Aprendizaje experience is relatively new, so no completed evaluations have been found. There is one in progress by the World Bank. A recent article can be found in the blog below:

<https://blogs.worldbank.org/es/education/los-circuitos-de-aprendizaje-de-la-escuela-nueva-aprendizaje-en-situaciones-de-emergencia>

[https://www.youtube.com/watch?v=6\\_i4TMO6ckI](https://www.youtube.com/watch?v=6_i4TMO6ckI)





## Experiences and programmes

### Secundaria Activa

#### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Secundaria Activa*

**Country:** Colombia

**Institution:** Ministry of National Education

**Start date:** 2018

**Source:** Ministry of National Education website

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

The Secundaria Activa model is promoted by the Colombian Ministry of National Education to provide quality education and expand coverage to sectors of the country that, due to their particular conditions, require alternative proposals. It takes up some contents and elements of the Mexican Telesecundaria proposal adapted to the characteristics of the Colombian population. It presents modules for students and teaching guides in order to provide the highest educational quality to the young people benefited by the intervention. Secundaria Activa is aimed at high school students of regular age (approximately between 11 and 17 years old), to facilitate the completion of grades six to nine, in favourable conditions for their family and community environment.

##### What are the problems and needs that motivated the experience?

Economic and social inequalities have generated worrisome gaps in the quality of education received by millions of children in elementary and middle school in Colombia. This phenomenon leads to dropout and over-age, mainly in vulnerable contexts and in rural areas.

##### What is the main objective?

To reduce the gaps in quality and permanence of secondary education in the rural and marginal urban population.

##### What is the target educational level?

Basic secondary education.

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies that guide the experience?

The pedagogical proposal of Secundaria Activa privileges learning through know-how and learning to learn. In pursuit of this objective, the model is based on a series of books and texts oriented to the development of processes related to conceptual, procedural and attitudinal knowledge that, in a meaningful and constructive way, shape the students' abilities to reach the expected level of competence in each grade. The proposal is designed for students from thirteen years of age.

Secundaria Activa is based on learning modules designed on a didactic and editorial route designed so that students, from the analysis and interpretation of various problem situations, can approach their reality and their daily life, finding meaning to the contents proposed. The Programme has modules for grades 6, 7, 8 and 9 of junior high school, in the areas of mathematics, Spanish, natural sciences and environmental education, social sciences, ethical education and human values, artistic and cultural education, physical education, recreation and sports, and guidelines for the formulation and implementation of productive pedagogical projects. It also has an implementation manual that offers general and pedagogical guidelines on the model and guides for teachers for each area and grade, in which they find disciplinary and didactic orientations that support their work in the classroom.

The model is based on three moments:

- **Inquiry:** allows bringing students closer to the subject matter, through previous actions such as the presentation of situations, texts, graphic material and activities, which, due to their attractiveness, motivate young people and, thus, establish a first approach to the contents to be addressed. Likewise, it intends to inquire about the students' previous knowledge through a variety of situations.
- **Conceptualisation:** in this second moment, diverse learning experiences converge, seeking the understanding of the contents through readings and diverse cognitive activities. The contents are elaborated according to the cognitive development of the students in each grade, which implies an adequate selection of contents and their depth, presentation and appropriate language. Along with the contents, there are cognitive tools that accompany the conceptual contents to favour their comprehension; for this reason, they are presented with subtitles such as locate, identify, analyse, compare, explain, classify, infer, transfer, apply, predict and communicate, among others.
- **Application:** the purpose of this third moment is to work on the skills developed by each area. Therefore, the activities that are carried out confront the student with a real situation or context, so that they can achieve significant learning.

### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

Teachers

### 4 ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

The activities can be carried out in a non-face-to-face manner.

Are times rearranged in a flexible manner?

Yes, especially during the extensive confinement associated with the Covid-19 pandemic. Students were able to conduct programme activities from home.

### 5 BUDGET AND RESOURCES

Resources available in the experience?

The model is based on the following resources:

- Learning modules. Currently, there are 28 modules for students. Each module contemplates the quality references of the Ministry of National Education, the basic concepts and orientations for each area and grade, from 6th to 9th grade. The curricular areas developed are: Spanish, Mathematics, Natural Sciences, Social Sciences, Art Education and Physical Education, Ethics and Human Values.
- Modules of productive pedagogical projects. These are modules of pedagogical and didactic orientations for both teachers and students. There is one book for teachers and two for students: one for grades 6 and 7 and the other for grades 8 and 9. The teacher's book provides tools for structuring learning situations linked to the students' productive interests. The students' books, on the other hand, develop productive options and different entrepreneurial and management methodologies to enhance their social context. These books present projects designed so that, along with the development of the specific competencies of the curricular areas, students understand and make use of different productive work methodologies in the topics of School Store, Laying Hens, Tilapia, Oranges and Ceramics.
- Didactic guides. Exclusive material for teachers, primary objective of which is to provide suggestions to the educator in each of the respective areas and grades. These guides complement the activities proposed in the student's modules and function as a compass or navigation chart for the teacher to implement the purposes of the model in the best possible way.
- Educational television programmes, recorded on DVD. By broadcasting programmes developed for the model by a set of experts, educational television strengthens the understanding and application of knowledge that enables students to achieve better and more meaningful learning.
- Televisions and DVDs. They allow the institution to make good use, with the highest possible quality, of the educational videos.
- Libraries. Up-to-date printed materials for consultation and to complement students' learning tasks and teachers' teaching tasks. They include, among others, reference books, juvenile literature, school textbooks and documentary books to support curricular development.
- Laboratory materials for Natural Sciences and Environmental Education. Designed to support and deepen the inquiry and research work of teachers and students; they include learning resource centres such as microscopes and some basic reagents.

Budget data?

They do not appear in the information consulted.



## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

No evaluations are found.

## 7. TO LEARN MORE (REFERENCES)

Ministry of National Education (2012). Secundaria activa- Manual de Implementación. See link:

[http://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes\\_Calidad/Modelos\\_Flexibles/Secundaria\\_Activa/Guias\\_Docente/Manual%20de%20Implementacion.pdf](http://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes_Calidad/Modelos_Flexibles/Secundaria_Activa/Guias_Docente/Manual%20de%20Implementacion.pdf)

Ministry of National Education - Guides corresponding to each grade for students. See link:

<http://admincontenidos.colombiaaprende.edu.co/node/67>



## Yo me apunto

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Experience name:** Yo me apunto

**Country:** Costa Rica

**Institution:** Ministry of Education of Costa Rica

**Start date:** 2015

**Source:** <https://www.mep.go.cr/sites/default/files/page/adjuntos/informacion-general-yo-me-apunto-2017.pdf>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

The “Yo me Apunto” programme is a strategy of the Costa Rican Ministry of Education for students in the third cycle of General Basic Education and Diversified Education to remain or reintegrate into the Costa Rican public education system. The programme provides these students with the necessary conditions for school success. YO ME APUNTO is a timely and comprehensive strategy for students in the third cycle of General Basic Education and Diversified Education to remain or reintegrate into the Costa Rican Public Education System, providing them with the necessary conditions for educational success.

##### What are the problems and needs that motivated the experience?

In Costa Rica, school dropout rates have remained between 13% and 10% in the last decade. The educational levels most affected by school exclusion are those of transition: Seventh, at the beginning of Secondary Education, and Tenth, in the transition to Diversified Education. Those who are among the most vulnerable social and economic groups pay for these limitations with exclusion from the system. These vulnerable populations experience limitations that have been recognised in four dimensions: of the teacher; of the educational offer; of the administration; of the environment and the establishment; and of the student. The student’s personal decision to drop out of school is not due to a single factor. Demotivation, learning problems, extra-curricular activities, among others, tend to combine and interact with factors related to the educational offer, until reaching what could be called a breaking point.

##### What is the main objective?

To implement a timely and comprehensive strategy for students in the III cycle of General Basic Education and Diversified Education to remain or reintegrate in the Costa Rican Public Education System, providing them with the necessary conditions for educational success, and stimulating in the country the value of education as a civic responsibility.

##### What is the target educational level?

III Cycle of General Basic Education and Diversified Education

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies guiding the experience?

Yo me Apunto works on three levels of attention:

- Universal attention: Directed to the entire student population. At this level, it is proposed to decrease the number of high school students who drop out from an intra-annual dropout rate in III cycle and traditional diversified education from 9.9% (2013) to 9.7% (2018) Alberto Cañas National Development Plan.
- Selective attention: It reaches students belonging to the 168 YO ME APUNTO educational centres. The goal was to reduce exclusion by 0.2% in 2015, and in the following years by 1% per year.
- Indicated attention: It corresponds to the attention of particular cases of each institution and specific cases through a process of follow-up and accompaniment.

Both the selective and indicated levels include an early warning tool for students at risk of dropping out of school. In addition, we collaborate with educational centres to reinforce the line referring to exclusion in the annual operating plans of each institution. We also work with principals and teachers on topics such as classroom climate, empowerment, assertive leadership and good practices.



### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

The intervening actors are the following:

- Principals of each school YO ME APUNTO
- YO ME APUNTO link for each school.
- Guidance Professional
- Academic Coordinator
- A student of the STUDENT GOVERNMENT
- A representative of the Board of Education
- A representative of the Municipality
- At least one person from the community's active forces

As a whole and in an articulated manner, this structure, with inter-institutional support, seeks to respond in a relevant and contextualised manner to the needs identified in each of the beneficiary schools.

#### Are there any training activities?

Training activities have been carried out for teachers to develop topics such as motivation, classroom climate, emotions, empathy and communication strategies, among others. National and regional advisors from all over the country are also trained according to the weaknesses detected in various diagnoses.

### 4. ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? which ones?

The Programme is face-to-face but in the pandemic situation there were adaptations. Some activities were developed remotely.

#### Are times rearranged in a flexible manner?

Yes, the times are reordered in a flexible way.

### 5. BUDGET AND RESOURCES

#### Resources available in the experience?

"Yo me apunto" coordinates, links and articulates existing resources within the MEP (such as Equity Programmes, Convivir, Infrastructure, Con Vos, Proeduca and other more recent ones such as Colegios de Alta Oportunidad, AnimArte and a specific strategy to support night schools, among others) and even some outside the ministry.

#### Budget data?

The model focuses on a strategic management model that involves different levels within the MEP (political, advisory, managerial and executive) in favour of a common goal, without necessarily implying a considerable injection of additional resources (economic or human).

Scholarships to adolescent students through the National Scholarship Fund (Fonabe), which for the first time included among its beneficiaries the student population of youth and adult education modalities.

### 6. IMPACT AND RESULTS

#### If data exist, specify the results of the experience (evaluations...)

According to MEP data, in 2016 the lowest percentage of exclusion in the last 10 years was achieved, within the framework of the institutional strategy YO ME APUNTO con la educación. In secondary school, it went from 9.2% in 2015, to 8.4% in 2016.

In the 2015 annual statistics on exclusion, the Yo me apunto educational centres, with six months of work, managed to decrease their exclusion percentage by 0.1%, from 13.7% to 13.6%. With a year and a half of work the institutional strategy Yo me apunto reports in the educational centres it serves an intra-annual exclusion percentage of 11.80% achieving a decrease of 1.80%.

The institutional strategy YO ME APUNTO has been recognised as an innovative and successful management model at the international level. Its presentation and development was shared in the three meetings organised by SECCCICA in Central America, where it was concluded that the development of a focused management strategy to make investment more efficient and to ensure that more students remained in school and had educational success was important and that Central American ministries of education lacked such a model. It was also chosen by Unicef Latin America to be presented at the "International Seminar on good educational practices to address the risk of exclusion of children and adolescents" as one of the four most innovative, comprehensive and successful Latin American initiatives, sharing this privilege with Colombia, Ecuador and Argentina. This event was held in Mexico City on February 8 and 9, 2017.



## 7. TO LEARN MORE (REFERENCES)

- Ministry of Public Education, Institutional Strategy Yo me apunto. La educación es un compromiso de todos y todas. San José: MEP, 2015
- Franceschi-Sojo, K. (2019). Prevention and care of school dropout and exclusion. I'm in. *Tecnología En Marcha Magazine*, 32(6), pp. 16-24. <https://doi.org/10.18845/tm.v32i6.4228>



## Nivelación y Aceleración Pedagógica NAP

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Nivelación y Aceleración Pedagógica NAP*

**Country:** Ecuador

**Institution:** Undersecretariat of Specialised and Inclusive Education; National Directorate of Initial and Basic Education; Ministry of Education.

**Start date:** 2019

**Source:** Ministry of Education of Ecuador <https://educacion.gob.ec/nap/>

### 1 CONTEXT AND OBJECTIVES

#### What is the context of the initiative?

The Undersecretariat of Specialised and Inclusive Education through the National Directorate of Initial and Basic Education has implemented in Ecuador the Nivelación y Aceleración Pedagógica (NAP) in Multi-grade Educational Institutions. The implementation of the NAP service in multi-grade educational institutions is part of the management and attention model of this service with the objective of providing equal scenarios for students in conditions of educational backwardness who attend multi-grade institutions, located in rural and marginal areas.

The methodology used to develop the NAP educational service is multi-grade didactics based on the Curricular Adaptation Matrix established by the National Curriculum Directorate, from which the teacher proposes differentiated activities, in relation to the thematic axes and with different levels of complexity, NAP is a pedagogical levelling and acceleration programme that contemplates an educational intervention that allows students in General Basic Education (EGB) to develop the essential skills, complexity and pace of the curriculum in a shorter period of time. The NAP offer is implemented in those Educational Districts that concentrate the largest number of students in conditions of educational backwardness. In the 2019-2020 school year, this offer is implemented in 50 Educational Districts throughout the country.

#### What are the problems and needs that motivated the experience?

The problem that motivates the experience is linked to the educational backwardness experienced by children and young people who attend each level of education two or more years behind the official age of the corresponding grade. In Ecuador, and in the period 2019 - 2020, of the total number of students attending from 1st to 10th grade of General Basic Education, 95,374 are in a condition of educational backwardness, of these 6,288 belong to one- and two-teacher educational institutions in rural sectors of high geographic dispersion, between the 1st to 5th grades of Basic Education.

#### What is the main objective?

To offer students in educational backwardness the possibility of strengthening their skills and accelerating their learning, contributing to access, permanence, continuity and promotion in the national educational system, with the objective of regularising their process.

#### What is the target educational level?

- General Basic Education
- Children and adolescents between 8 and 18 years of age in educational backwardness

### 2. PEDAGOGICAL STRATEGIES

#### What are the main pedagogical strategies that guide the experience?

The implementation of Pedagogical Levelling and Acceleration is developed in Multi-grade Educational Institutions, with the teacher in charge of a classroom that has students from different grades (from 1st to 7th grade of EGB). The learning methodology with which the NAP educational service is developed is based on the same didactic model for multi-grade educational institutions. In multi-grade schools, a teacher attends more than one level in the same group. The teaching-learning process in multi-grade classrooms emphasises simultaneous and differentiated attention, the work is group and individual, mediated and autonomous of the students.

The main pedagogical strategy consists of designing adaptations to the curriculum of the Compulsory Education Levels in the areas of Spanish and Literature, Mathematics, Natural Sciences, Social Sciences, Physical Education, Foreign Language - English and Cultural and Artistic Education, for all sublevels of General Basic Education. This strategy is implemented based on the Curricular Guidelines for the Educational Service of Levelling and Pedagogical Acceleration, Elementary and Middle Sublevels and Curricular Adaptations for the Higher Sublevel of General Basic Education.



The guidelines for the implementation of the pedagogical strategies are adjusted to the needs and learning rhythms of the student with educational lag, which were adapted to strengthen and internalise the skills with essential performance criteria and progressively advance with subsequent knowledge, so that the student is inserted into the regular offer.

The teaching-learning process in multi-grade classrooms emphasises simultaneous and differentiated attention, group and individual work, mediated and autonomous work of students. Activities are included in the planning to enhance learning in groups, considering wide differences among them, for example, different abilities to listen, speak or read; even to move, attend, observe or organise; even differences to participate, create or simply differences to remember.

Teachers rely on multilevel teaching (ML), an educational strategy based on a different organisation of the teaching-learning process that implies: 1) individualisation, since it allows adjusting learning for each student in a class; 2) flexibility, since it enables students to move to different levels of knowledge, regardless of the fact that, at the beginning, they were placed at another level; and 3) inclusion, since all students work together, but with different levels of difficulty and on the same curricular basis.

### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

Multi-grade School Teachers. Among the requirements are the following:

- To have a teaching degree.
- Evidence of at least 2 years of teaching experience, preferably in single-teacher or two-teacher institutions.
- Have experience in curriculum planning and teacher management.
- Have expertise in managing heterogeneous groups.

#### Are there any training activities planned?

Teachers are trained twice a year by the competent directorates of the Ministry of Education. These trainings are carried out through induction and socialisation sessions of the NAP service and sessions on curricular strengthening, multi-grade pedagogy, didactics of Mathematics, Spanish and Literature, Social Sciences, Natural Sciences, use of ICT in the classroom, project-based learning, universal learning design, individual curricular adaptations, positive discipline, among others.

### 4. ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? which ones?

The main face-to-face activities of the NAP Programme continue:

- Identification of the target population
- Development of the implementation guidelines of the extraordinary educational service of Pedagogical Levelling and Acceleration - NAP in multi-grade educational institutions Phase I (Highlands - Amazonia) and Phase II (Coast - Amazonia).
- Development and execution of the training plan of the guideline for its implementation in the territory.
- Follow-up and monitoring of implementation.

#### Are times rearranged in a flexible manner?

No information found

### 5. BUDGET AND RESOURCES

#### Resources available in the experience?

The NAP service has an Educational Management and Attention Model and a Curricular Adaptation Guide for the implementation of this service in Multi-grade Educational Institutions. Official textbooks and didactic material kits are available, which the Ministry of Education delivers to each NAP classroom.

#### Budget data?

The information is not available





## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

The NAP service was implemented for the first time in multi-grade institutions, through a pilot plan in the school year 2020-2021 Sierra - Amazon regime in 47 educational institutions, through 58 teachers paid with current expenses, serving 101 students in educational backwardness, who at the end of the year will have attenuated this condition.

In the 2021-2022 school year, the NAP service will be implemented in 51 educational institutions, with 54 teachers serving 79 students who are lagging behind.

## 7. TO LEARN MORE (REFERENCES)

Undersecretary of Specialized and Inclusive Education (2020). National Model of Management and Attention for the Pedagogical Leveling and Acceleration Service - NAP. See link:

<https://educacion.gob.ec/wp-content/uploads/downloads/2020/12/MODELO-NACIONAL-DE-GESTION-Y-ATENCION-PARA-EL-SERVICIO-DE-NAP.pdf>

Ministry of Education of Ecuador (2021). The Futures of Education. Towards a strategic plan for Ecuadorian education (unpublished document provided by the country's former Minister of Education).



## Cursos remediales TaRL Remedial en contextos rurales

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Cursos remediales TaRL Remedial en contextos rurales*

**Country:** Mexico

**Institution:** CIESAS - Independent Measurement of Learning project (MIA)

**Start date:** 2019-present

**Source:** MIA-CIESAS and SUMMA

<https://www.medicionmia.org.mx/>

<https://www.summaedu.org/cursos-remediales-tarl-en-contextos-rurales/>

### 1 CONTEXT AND OBJECTIVES

#### What is the context of the initiative?

The *Teaching at the Right Level* (TaRL) project has been designed and implemented in its original version by Pratham, a leading Indian NGO, in the early 2000s. The approach has been adapted in Mexico and is implemented in the State of Veracruz. The intervention focuses on setting clear learning objectives for the fundamental skills of reading and mathematics that are directly linked to children's current learning levels. The methodology is centred on three basic principles: 1) focus on basic learning - citizenship, reading and basic arithmetic - rather than on expected learning; 2) provide teachers and schools with diagnostic tools that help them to identify in a simple and clear way the lag and loss of basic learning; and, 3) use evidence-based methodologies.

#### What are the problems and needs that motivated the experience?

The Mexican education system faces two major challenges in the medium term. The first of these has to do with educational backwardness and the increase in the probability of dropping out of school. The second challenge is what is known as learning backwardness, which is defined as "the lack of expected learning in relation to the age and school grade of the students". According to TERCE 2015, more than 30% of 3rd grade students in Mexico are behind in mathematics and language learning. This increases in rural areas of Mexico due to limitations in terms of school infrastructure where only 35% of multi-grade indigenous schools have water every day. Likewise, 41% of community schools do not have electricity. In terms of libraries, only 22% of multi-grade indigenous schools have one and only 3% of schools have a media room. In addition to these historical lags, there is the difficulty of connectivity and access to new technologies, which has been exacerbated recently due to the COVID-19 pandemic.

#### What is the main objective?

The initiative aims to address the basic Spanish and mathematics learning gap among children and adolescents in rural areas of south-eastern Mexico.

#### What is the target educational level?

Primary education

### 2. PEDAGOGICAL STRATEGIES

#### What are the main pedagogical strategies that guide the experience?

The central pedagogical principle of TaRL is basic: the idea is to group children by level of achievement, and to orient activities to the level at which they are. Thus, activities are designed according to the level of learning, rather than to the curricular levels prescribed by age and grade level. This model is based on recognising the background that children have, contextualising and adapting innovations to specific groups, and generating constant monitoring of progress (Hevia & Vergara Lope, 2020) Through the principles of CAMAL (Combined Activities for Maximized Learning) and the TaRL (Teaching at the Right Level) methodology, we seek to validate a sustainable model for scaling up remedial courses aimed at reducing the backwardness of elementary school students from 3rd to 6th grade, in highly marginalised municipalities in localities of the state of Veracruz.

The main principle behind teaching at the appropriate level (TaRL) is that children are grouped according to achievement, rather than age or grade level. This scheme includes activities and lessons specifically designed to move students to the next level, while closely monitoring children's progress. These learning activities focus on basic Spanish and math skills and are not linked exclusively to the curriculum. The approach begins with a brief oral assessment (virtual, or face-to-face if conditions permit) of reading or math skills. Children are grouped according to ability as determined by that assessment. In an additional hour of the school day, students move from grade level classrooms to classrooms based on the level previously determined by the diagnostic assessment.



The TaRL approach uses a methodology that seeks to align instruction with students' learning levels and learning progress. The methodology is based on several components: initial diagnostic assessment of children's learning levels; innovative pedagogical practices; level-appropriate instructional materials; and regular use of formative assessments.

### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

- qualified volunteers or
- public school teachers

Are there any training activities planned?

The role of teachers and facilitators is key, as they act as tutors. They are trained through induction activities that last about 5 days. Mentoring focuses on administering assessments to students and using participatory pedagogies. Sometimes mentors also collect follow-up information during their visits.

### 4 ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

No information found

Are times rearranged in a flexible manner?

There is flexibility in the use of time

### 5 BUDGET AND RESOURCES

Resources available in the experience?

Materials appropriate to each child's level are developed. For example, story booklets set in local and familiar contexts, games using everyday materials such as straws and rubber bands.

Accessible and low-cost materials are used that are adapted to the needs of the students, or that relate the activities to the different levels of the students, such as the use of a phonics chart during the beginner and letter reading levels.

Budget data?

Not available

### 6. IMPACT AND RESULTS

If data exist, specify the results of the experience.

In 2018, an outcome evaluation was conducted to measure the effect of the programme in two phases, pilot and scale-up. For both phases, outcomes were measured before and after the programme. In the first pilot phase, 139 students between the ages of 5 and 15 were evaluated. In the second scaling-up phase, 783 students were evaluated in Spanish and 883 in mathematics, between 4 and 14 years of age.

The implementation of the summer courses showed positive effects in both reading and basic mathematics in the pilot phase, but also in the scaling-up phase. These positive effects could be inferred by standard measurement procedures applying a simple measurement instrument before and after the programme. The increase in means after the courses shows that the effect was positive in both domains, and statistical group comparison procedures show that these differences were statistically significant.

### 7. TO LEARN MORE (REFERENCES)

Hevia, F.J., Vergara-Lope Tristán, S. and Velásquez Durán, A. (2020). ¿Qué hacer para convertir el regreso a clases en una oportunidad para abatir el rezago de aprendizajes básicos?: Una propuesta en tres pasos. *Faro Educativo*, Apunte de política N°14. Ciudad de México: INIDE-UIA.

Hevia, F. J., Vergara-Lope, S., & Velásquez, A. (2019). Prácticas basadas en evidencia: Efectos en lectura y escritura de intervenciones que enseñan en el nivel adecuado en Veracruz. XV Congreso Nacional de Investigación Educativa, Acapulco.

Video: TaRL remedial courses in rural contexts. See link: <https://comunidad.sociallab.com/challenges/concurso-SUMMA-innovaciones-promisorias/idea/128912>



## EDUCAFIN Scholarships

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *EDUCAFIN Scholarships*

**Country:** Mexico

**Institution:** Instituto para el Desarrollo y Atención a las Juventudes del Estado de Guanajuato/Instituto de Financiamiento e Información para la Educación

**Start date:** 2016

**Source:** JuventudEsGTO <https://juventudesgto.guanajuato.gob.mx/index.php/grupos-vulnerables/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

EDUCAFIN offers a wide range of scholarships in the State of Guanajuato. Among its programmes there are scholarships for academic excellence; sports and artistic talents; national and international academic mobility, as well as for young people interested in acting as tutors for other students. One of the main programmes is the support for vulnerable groups. We refer to the EDUCAFIN Scholarship Programme to Support Vulnerable Populations, for students in vulnerable situations or excluded in some way from the educational system, with the purpose of enabling them to remain, access and achieve their learning objectives. It is a stimulus, economic support or in kind that is granted to a student as an impulse to enter, remain or conclude their studies, aimed at those children and young people who already have a need for vulnerability.

##### What are the problems and needs that motivated the experience?

In recent years, Guanajuato has achieved good results in reducing poverty and social deprivation. However, there are still several challenges and areas of opportunity. One of them is the educational backwardness above the national average and the commitment to reduce the percentage of population with income below the welfare line and lack of access to food.

##### What is the main objective?

To support students from Guanajuato who are disadvantaged or vulnerable at the elementary and middle school levels in order to help them stay in school.

##### What is the target educational level?

Middle and upper levels

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies guiding the experience?

**Tutoring:** Activities carried out by the beneficiaries and consisting of systematic academic counselling to students, which is based on cooperative learning for the construction of knowledge in order to improve the academic performance of those being advised.

**Mentoring:** Accompanying a young person to enhance their development, skills and competencies, influencing their educational, work and social life project.

**Social participation:** Intervention carried out by students with activities of different nature, for the benefit of the community.

#### 3. TEACHERS AND OTHER FACILITATORS

##### What actors are involved in the experience?

The Programme involves:

- Facilitators called “Educational Ambassadors” who receive financial assistance to carry out tutoring, mentoring or psychosocial risk prevention activities, or act as coordinators of tutors and/or prevention specialists, in order to strengthen the permanence and school transition of children, adolescents and young people who receive these actions.



#### 4 ACTIVITIES AND SCHEDULE

##### Are there any non-face-to-face activities? Which ones?

Activities are face-to-face and in some cases have been tailored to the pandemic situation.

##### Are times rearranged in a flexible manner?

The Educafin Scholarship calls are generally made at the end of August, as a strategy to reach out to the largest number of children and young people, making this moment coincide with the time when most of the state's student population already knows their grades and averages, so that those selected can enjoy the scholarship in the next academic period.

#### 5 BUDGET AND RESOURCES

##### Resources available in the experience?

There are several resources to support the activities promoted to support scholarship students (tutoring and mentoring).

##### Scholarship and Support Programme for the Vulnerable Population:

The EDUCAFI 2021-2022 scholarships for the vulnerable population are about \$4,500 (US\$ 227) in five instalments.

#### 6. IMPACT AND RESULTS

##### If data exist, specify the results of the experience (evaluations...)

In conversation with educational authorities of the State of Guanajuato, we were informed that there is data and evidence regarding the results of the evaluations carried out in the EDUCAFIN scholarship programme for vulnerable populations:

In 2016, the following are available:

- Opinion paper
- Follow-up progress report
- Improvement report
- Final Evaluation Report

For 2017, the following are available:

- Executive Summary Vulnerable Scholarships
- Vulnerable Scholarship Dissemination Form

In 2020, the Secretariat of Social and Human Development published an evaluation of EDUCAFIN that shows very positive results in terms of the impact of scholarships for young people in vulnerable situations to continue their studies (see reference below).

For 2020, the Social Comptrollership Results Report is available (see references in the section "To learn more"): The objective of the evaluation is to know if the programme is being complied with, in addition to identifying the conditions in which the service is provided and to know if there are undue charges or conditionalities to provide the necessary attention, that through the opinion of the citizens who receive the support. Of the 2,357 beneficiaries interviewed, 92% know the objective of the programme; 65% know where to file a complaint or report in the programme; 88% know the characteristics of the benefits and support granted and 95% believe that the programme works properly.

The two aforementioned reports insist on the need to focus on programmes through which Educafin would promote a greater volume of tutoring to address academic problems associated with failing grades, lack of interest or recognition of the importance of continuing to study and even low self-esteem, all factors associated with a greater risk of dropping out of school. Programmes such as Tutor Scholarships, along with those of Excelencia y Avanza, should be focused to contribute more effectively to the efforts against school dropout.

#### 7. TO LEARN MORE (REFERENCES)

Secretaria de Desarrollo Social y Humano (Social and Human Development Secretariat) (2020) - Evaluación en Materia de Diagnóstico y Diseño de Programas Sociales Estatales. Becas y Apoyos Para la Promoción de la Participación Social del Estado de Guanajuato.

[https://desarrollosocial.guanajuato.gob.mx/files/SIMEG/Evaluacion/Informes\\_Finales\\_de\\_Evaluacion/2020/EDUCAFIN/Q3164\\_BECAS\\_Y\\_APOYOS\\_PARA\\_LA\\_PROMOCION\\_\(EDUCAFIN\)\\_FF.pdf](https://desarrollosocial.guanajuato.gob.mx/files/SIMEG/Evaluacion/Informes_Finales_de_Evaluacion/2020/EDUCAFIN/Q3164_BECAS_Y_APOYOS_PARA_LA_PROMOCION_(EDUCAFIN)_FF.pdf)

Social Comptrollership in Social and State Programmes (2020). EDUCAFIN- Results Report.

<http://juventudesgto.com/files/Informe-2020-EDUCAFIN.pdf>

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## Pedagogical Support

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Pedagogical Support*

**Country:** Peru

**Institution:** Ministry of Education

**Start date:** 2014

**Source:** Ministry of Education of Peru <https://repositorio.minedu.gob.pe/handle/20.500.12799/6003>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

The Pedagogical Support Programme is one of the interventions carried out by the Peruvian Ministry of Education (MINEDU) to meet the objectives of the National Education Project to 2021 and the Multiannual Sectorial Strategic Plan of the (Ministry of Education). The Programme promotes interventions in four areas: a) Strengthening the performance of teachers and managers of educational institutions, b) School reinforcement, c) Educational materials and resources and d) Articulation with the family and the community.

The intervention focuses on public, comprehensive, multi-teacher schools in urban areas and is planned and carried out by the Directorate of Primary Education of the Peruvian Ministry of Education (MINEDU). Initially, it was only implemented in educational institutions in ten regions of Peru, but has since been implemented in other regions. Although the programme prioritises complete, urban, public full grade schools, it also incorporated some rural and multi-grade schools. Most of these schools were added at the request of the regions themselves and to replace other schools initially proposed by the programme.

##### What are the problems and needs that motivated the experience?

According to the Ministry of Education (2015), in Peru 6.5 percent of children who are enrolled in primary education attend a grade lower than the one that corresponds to their age. However, while in urban areas the percentage of school backwardness is 4.4 percent, children in rural areas are 14.8 percent behind. This gap also manifests itself in the age of primary school completion: 88.3 percent of children finish primary school between the ages of 12 and 13, compared to 68.6 percent in rural areas. The backlog is also much higher for students of indigenous language mother tongue: 16.3 percent, compared to 5.7 percent among students with Spanish as their mother tongue.

##### What is the main objective?

To reduce the school backlog and improve student achievement in the areas of: science and environment, mathematics, communication and social skills.

##### What is the target educational level?

Primary Education, 1st, 2nd and 3rd grade

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies guiding the experience?

The pedagogical model is based on 4 pillars:

- Strengthening the performance of teachers and managers of educational institutions: training spaces are created to support managers and teachers;
- School reinforcement: students who have a different learning pace or who do not perform well academically in math or communication courses are identified and reinforced with learning sessions given by a “Docente Fortaleza” after school in order to improve their performance.
- Educational materials and resources: materials are provided to support activities related to school reinforcement
- Articulation with the family and community: to promote interaction between the family, teachers, directors and children to improve the learning environment.



The school reinforcement activities are aimed at students in first, second and third grade of elementary school who show delays in reaching the optimal achievement level in mathematics and/or communication according to the grade they are in. This line of intervention considers a set of activities and pedagogical strategies to develop the specific competencies that require greater support to be achieved. The learning sessions have a duration of 60 minutes, and are offered to groups with a maximum of six students after the official class time. The implementation of school reinforcement is the responsibility of the teacher who is in charge of the following activities: a) coordination for the implementation of the line of action with the principal and classroom teacher; b) identification of students who need more support to achieve the competencies in communication and mathematics; c) evaluation of students on the reinforced competencies; and d) coordination and information on the level of progress of the students' achievements in school reinforcement to the directors and teachers of the educational institution.

### 3. TEACHERS AND OTHER FACILITATORS

What actors are involved in the experience?

Public school principals and teachers

Are there any training activities?

One of the fundamental principles of the programme is the accompaniment of teachers and directors of educational institutions:

- Updating Workshops.
- Interlearning Groups.
- Virtual pedagogical support.

### 4. ACTIVITIES AND SCHEDULE

Are there any non-face-to-face activities? which ones?

The activities are face-to-face

Are times rearranged in a flexible manner?

Support enables flexible time planning

### 5. BUDGET AND RESOURCES

Resources available in the experience?

Educational materials and resources are didactic and pedagogical support packages for teachers, administrators, students and parents. For teachers, these educational packages include learning units and sessions, learning routes, and the second and fourth grade evaluation kit. For students, these materials include workbooks, textbooks and school supplies kit. For the classroom, these materials are delivered in the form of classroom libraries, concrete materials in the curricular areas of communication, mathematics, social studies, and science and environment. Finally, for parents, these packages include a parents' guide, booklets and concrete material to guide their children's learning.

Budget data?

No data is recorded except the following: in 2015, 190 million soles (about US\$46 million) were spent on the Pedagogical Support Programme and, for 2016, the expenditure was 166.2 million soles.

### 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

Pedagogical Support began activities in July 2014. In this first year, the programme focused on primary schools, public, complete full grade, and urban schools in 10 regions of the country. These schools were chosen based on the Census Evaluation of Students during 2011, 2012 and 2013.

One of the ways in which the Pedagogical Support Programme is implemented is through the advice of expert teachers called "fortaleza" (there were 4,342 of them in 2016). In 2016, it was implemented in 3 218 public educational institutions in urban areas in 18 regions of the country, reaching 584,715 students and 15,773 teachers.

There are studies (see references) about the programme (see references) which indicate that positive effects have been found on the performance of second grade students in the areas of reading comprehension and mathematics. The results obtained may be due to the Pedagogical Support approach of the teachers in charge of teaching the classes and the involvement of parents in the whole educational process. And they conclude that the fact that parents and teachers are included in programmes that seek to generate an impact on education would have a positive impact.



## 7. TO LEARN MORE (REFERENCES)

Chinen, M., & Bonilla, J. (2017). Impact Evaluation of the Pedagogical Support Programme of the Ministry of Education of Peru (FORGE. Strengthening Education Management in Peru).

<https://www.grade.org.pe/forge/descargas/Evaluaci%C3%B3n%20de%20impacto%20Soporte%20pedagogico.pdf>. The report describes the results of the impact evaluation of the Pedagogical Support intervention of the Peruvian Ministry of Education. The study is quasi-experimental in nature and makes exclusive use of secondary data collected by the Ministry of Education. The evaluation found that the SP programme improved the reading comprehension and mathematics scores of second grade primary school students.

Alvarez, N. (2019). Análisis de la intervención de políticas públicas hecha en el Perú: soporte pedagógico (Trabajo de Suficiencia Profesional para optar el título de Economista). University of Piura. Faculty of Economics and Business. Academic Programme of Economics. Lima, Perú.





## Alfabetización Plena: La Brújula + Leer es un Viaje (Full Literacy: The Compass + Reading is a Journey)

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Alfabetización Plena: La Brújula + Leer es un Viaje (Full Literacy: The Compass + Reading is a Journey)*

**Country:** Uruguay

**Institution:** ONG Educate Uruguay

**Start date:** 2016

**Source:** Educate Uruguay <https://educate.uy/es/>

### 1 CONTEXT AND OBJECTIVES

#### What is the context of the initiative?

Since 2017 and to address the situation in rural areas, *Educate Uruguay* and *Te Akau Ki Primary* from New Zealand, designed a project to impact the development of language skills of children in reading, writing and orality reaching their full literacy. The *Reading is a Journey* project was born. Then, in 2020, *La Brújula: The Adventure of Writing* was launched. *Reading is a Journey* seeks to make children want to read and to do so on a daily basis. The project creates a positive bond between the child and the book, through rewarding reading experiences. Once the interest is installed, methodological strategies are installed that transform children into autonomous readers. The purpose of *La Brújula* is to motivate children to write, developing their creativity and ability to express themselves in writing. Through the improvement of their linguistic skills, the narrative of personal experiences and experiences is favoured.

#### What are the problems and needs that motivated the experience?

In Uruguay, according to INE (Estimation of poverty year 2014) in the rural population it is observed that 22 out of every 1,000 households are in poverty; 1 out of every 3 rural children has at least 1 unsatisfied basic need. Four out of 10 rural mothers did not finish school, affecting the educational climate in the home and adversely impacting children's learning. In addition, 6 out of 10 rural schools are classified as having an unfavourable socio-cultural context (INEED 2010). Therefore, the lowest academic results are concentrated in these contexts. One out of every 3 rural children will drop out of high school before 3rd grade and only 10% will finish.

Rural teachers (from urban backgrounds) face a lack of training in rural specificity, lack of modernisation of their practices and lack of access to an educational community that supports them in a reality that is alien, isolated and lacking in resources. In 3 years, 50% of teachers will have changed schools, weakening their collective identity. The isolation of the school and the lack of transportation have repercussions on access to training and participation opportunities for rural children and teachers.

#### What is the main objective?

- To impact the development of children's linguistic skills in reading, writing and oral skills in order to achieve full literacy.
- Resignify the children's bond with reading, writing, listening and speaking, establishing an effective and effective bond with them.
- To forge new alliances between schools and families so that reading and writing habits extend beyond the classroom and become part of the daily conversation at home.

#### What is the target educational level?

Elementary Education. K - 12 in multi-grade classroom modality.

### 2. PEDAGOGICAL STRATEGIES

#### What are the main pedagogical strategies that guide the experience?

A systemic approach that focuses on effective practice around the activation of 6 dimensions:

- Student motivation
- Practical strategies
- Knowledge of language learning
- Expectations of achievement
- Knowledge of the student
- Learning alliances



The way to activate each dimension (which complement and enhance each other) is through specially designed modelling tools.

All these lines are carried forward through:

- Hybrid Training Plan (4 semesters of training).
- Self-administered courses.
- Encuentros de Saberes (Exchange of best practices through 'Case Study' methodology).
- Continuous feedback loops with experts.

### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

- Educational experience designers and experts.
- Resource managers.
- Specialised workshops.
- Teachers in rural schools
- Departmental and Zonal Inspectors

#### Are there any training activities planned?

Training workshops for teachers are developed with the objective of:

- Promote strategies that facilitate the child's approach to the language in an integral way, with an affective and effective link to the use of the language.
- Facilitate adequate educational tools and resources to generate motivation and learning processes that extend to the child's home and daily life.
- To generate a learning community of teachers as a personal and professional reference to improve full literacy practices, designing solutions that focus on 'how the child learns best'.

### 4 ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? which ones?

The training modality is hybrid.

#### Are times rearranged in a flexible manner?

The events of the central organisation are respected, but the dates are established before the beginning of each semester, so the teachers plan well in advance.

The Annual Action Plan is defined in February and adjusted in July. It is divided by semester.

### 5 BUDGET AND RESOURCES

#### Resources available in the experience?

The Full Literacy Programme is composed of 2 projects and 1 initiative:

*Reading is a Journey* and *The Compass*

Mobile Library (provides books but does not integrate a logistics-only pedagogical strategy in the face of evidence from our research that concluded that children prefer reading in paper format to digital format 4 to 1).

#### Budget data?

Resource cost: Leer es un viaje costs \$U 3500 (about US\$ 82) per school.

La Brújula: la aventura de escribir costs \$U 29,000 (US\$ 679) per school.

Implementation cost: \$U 1,700,000 (about US\$ 40,000) for 100 schools, including materials and designs.



## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

Main Results

Evaluator: Universidad Católica del Uruguay (Department of Neurocognition)

2 intakes: June and December 2018. Interviews were also conducted with teachers and 500 Reading Diaries (reading logs that children take home) were analysed.

150 students / 20 schools.

The data show that *Leer es un viaje* generates positive impacts, especially in children at risk, generating greater recovery than in schools without intervention.

## 7. TO LEARN MORE (REFERENCES)

De la Paz, C. (2021). Design with Purpose for the Early Years. Salzburg Global Seminar

<https://www.salzburgglobal.org/news/opinions/article/design-with-purpose-for-the-early-years>

*Leer es un viaje*. See link: <https://educate.uy/es/como-lo-hacemos/proyectos-e-iniciativas/leer-es-un-viaje/>

*La brújula es la aventura de escribir*. See link: <https://educate.uy/es/como-lo-hacemos/proyectos-e-iniciativas/la-brujula-la-aventura-de-escribir/>



## Community Teacher Programme

### IDENTIFICATION OF THE EXPERIENCE OR PROGRAMME

**Name of experience:** *Community Teacher Programme*

**Country:** Uruguay

**Institution:** National Public Education Administration

**Start date:** 2005

**Source:** Council of Initial and Primary Education <https://www.dgeip.edu.uy/programmeas/pmc/>

#### 1 CONTEXT AND OBJECTIVES

##### What is the context of the initiative?

The Community Teachers Programme was created with the aim of avoiding grade repetition and desertion among primary school students. It is an initiative of the Ministry of Social Development and the Council of Initial and Primary Education of Uruguay in 2005. The intervention seeks to strengthen the learning processes of students with low school performance who have attendance, repetition or dropout problems and to help them re-establish their relationship with school. The programme was born from the possibility of linking the school with the community and restoring the desire to learn, which has nothing to do with pedagogical-didactic aspects but with social relations. The most vulnerable primary schools, belonging to quintile I and II of their students' income levels, incorporate a new school figure: the community teacher. This teacher works to bring the school closer to the families, increasing their social and cultural capital and providing them with strategies to help their children with their homework. At the same time, they provide pedagogical assistance to students with greater difficulties, offering a personalised teaching space that adapts to different learning rhythms.

##### What are the problems and needs that motivated the experience?

One of the greatest challenges facing Uruguayan primary education is its high repetition rates in the first years. This situation is concentrated in schools attended by students from lower socioeconomic levels.

##### What is the main objective?

Restore the desire to learn in children, who due to different previous experiences, both family and school, faced situations that marked them negatively and that are put into play making it difficult for them to face new learning.

##### What is the target educational level?

Primary education

#### 2. PEDAGOGICAL STRATEGIES

##### What are the main pedagogical strategies guiding the experience?

The PMC appears as an essential part of the community teacher's work, the implementation of pedagogical strategies in alliance with families as a necessary condition for the development of children's learning.

Community literacy involves adults in their children's schooling and commits them to sustaining their schooling, reducing the child's burden of responsibility for learning difficulties. The community teacher establishes a pedagogical alliance with the family, working both with the child on curricular content and with the adult on homework support strategies.

The teacher proposes a family educational learning project in which the child works on reading and writing based on content related to his/her daily life and interests, while the family is trained to assist in this process and accompany the child in his/her school trajectory. Home literacy works with a dialogic educational model in which everyone can learn and teach from the different experiences and knowledge they possess, problematising the educational link with the child and facilitating the acquisition of skills and attitudes that favour their inclusion in school.



The Community Teacher implements these objectives through four lines of action:

- Home Literacy: The community teacher instals a literacy process within the home, involving the joint participation of a referring adult and the child, developing family educational projects whose transversal axis is always pedagogical. The visit of the CM in the home implies that it fosters the proximity of the school environment in the child's family life, accompanying their process and generating tools that encourage them to find joy and value in the formative process of their children.
- Groups with families: this is a key meeting point between the community and the school. The aim is to create a place for adults to contribute their knowledge to the school, developing an experience of exchange and participation of families that favours the active accompaniment of the schooling process and the improvement of their children's school performance from a comprehensive vision of learning.
- Educational integration: oriented to children with complex school history, who present diverse difficulties in the integration to the groups or to their peers, mainly due to bonding aspects and difficulties in the appropriation of learning. This space consists of a methodological device of group work, collaborative and participatory, where specific contents are developed through playful, expressive and inclusive activities articulated with each other.
- School Acceleration: it is oriented to children who are over-age, with high levels of repetition, absenteeism and/or late entry, etc. The Community Teacher works with these children in the school itself, providing accompaniment that attends to the singularity of the pedagogical processes and personalises the actions for each particular subject. This space is achieved through agreements between the Classroom Teacher, the Community Teacher and the school management, since it requires the child to be promoted to a higher grade during the course of the year.

### 3. TEACHERS AND OTHER FACILITATORS

#### What actors are involved in the experience?

The community teacher does not belong to the school's functional staff, but is assigned after a special call for applications, and principals are involved in the selection process of their community teachers. Once selected, the community teacher coordinates with the grade teachers to select the students with the greatest integration and learning difficulties with whom he/she will work throughout the programme, and then organises the activities in a work schedule. The lines of action in which they work depend on the characteristics and difficulties of each child: community literacy or group devices at school. Both seek to strengthen the educational trajectories of the students by extending the pedagogical time.

#### Are there any training activities?

The Council of Initial and Primary Education of Uruguay organises training sessions through periodic exchanges in which community teachers reflect on their functions, articulate different actions, exchange experiences, analyse specific cases and carry out training workshops.

### 4. ACTIVITIES AND SCHEDULE

#### Are there any non-face-to-face activities? Which ones?

Uruguay's Ceibal Plan has developed synchronous and asynchronous instances for community teachers during the school year. In 2020, with the advent of the pandemic, the proposal was adapted to the demands of virtuality.

#### Are times rearranged in a flexible manner?

Times are rearranged in a flexible manner.

### 5. BUDGET AND RESOURCES

#### Resources available in the experience?

The resources used (books, educational platforms, etc.) are the same as those used in primary schools.

#### Budget data?

No data found



## 6. IMPACT AND RESULTS

If data exist, specify the results of the experience (evaluations...)

At its inception, the programme had 437 teachers working with more than 9,000 children in 255 schools. In the first year, the experience obtained a 75% approval rate from the participating children. In 2007, it was institutionalised as an educational policy, expanding its scope to more than 300 schools and 500 teachers. For the five-year period 2010-2015, the programme was integrated into the National Strategy for Children and Adolescents, through which it reached more than 300 schools and 16 thousand children throughout the country.

The results of the programme are very encouraging. Since it began, improvements have been observed in the promotion of students, an indicator that reached 85.2% in the last measurement of 2012. As a counterpart to this process, the repetition rate dropped by 18% between 2005 and 2012. Among those students with a history of repetition, the proportion of those who repeated two or three times was reduced and the proportion of children who repeated only once at the time of entering the programme increased slightly.

## 7. TO LEARN MORE (REFERENCES)

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