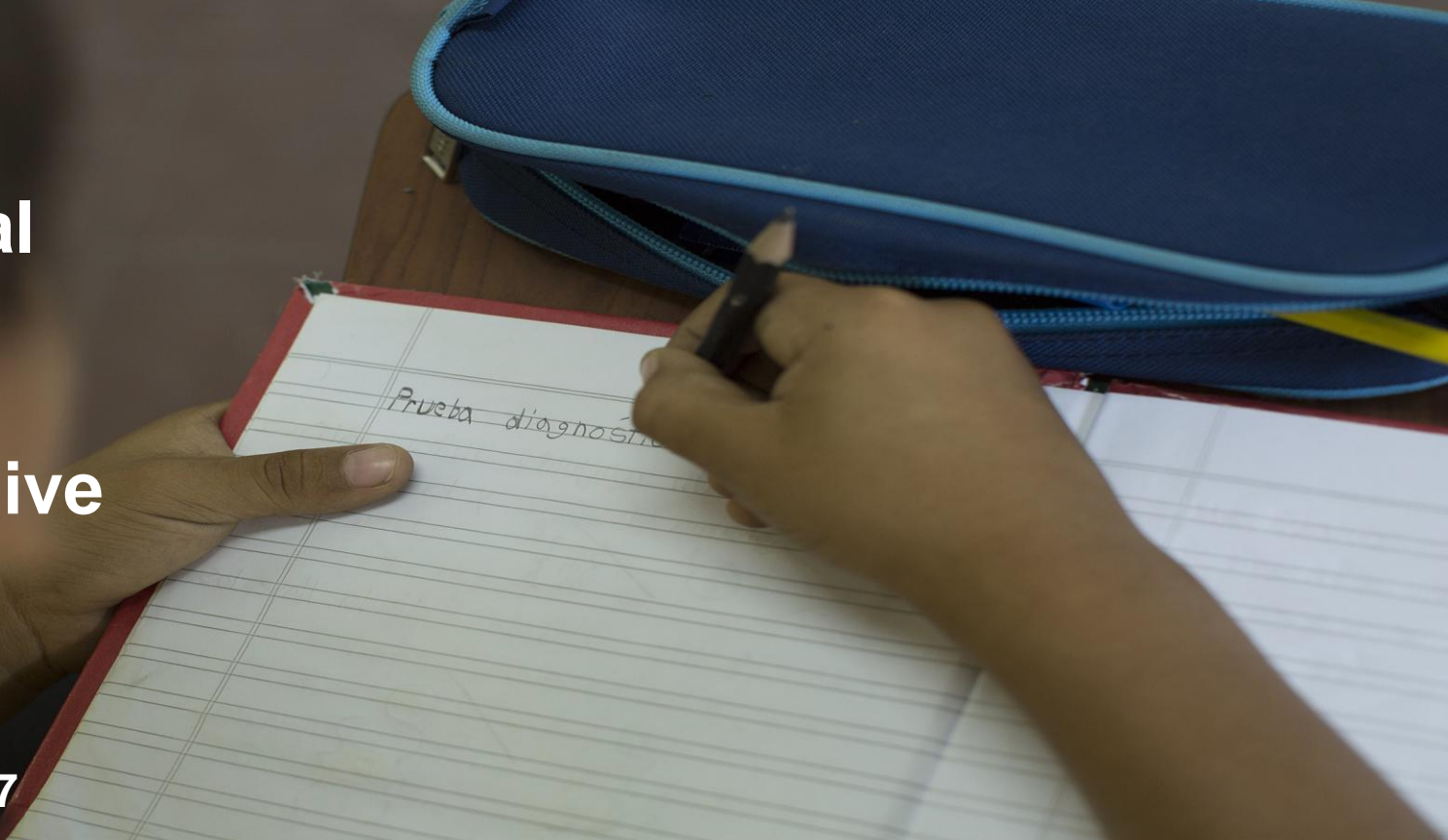


International Seminar: How do we educate to live in society?

Santiago de Chile,
November 15, 2017



Emiliana Vegas, Head of the Education Division, BID | @EmiVegasV @BIDEducacion

Content

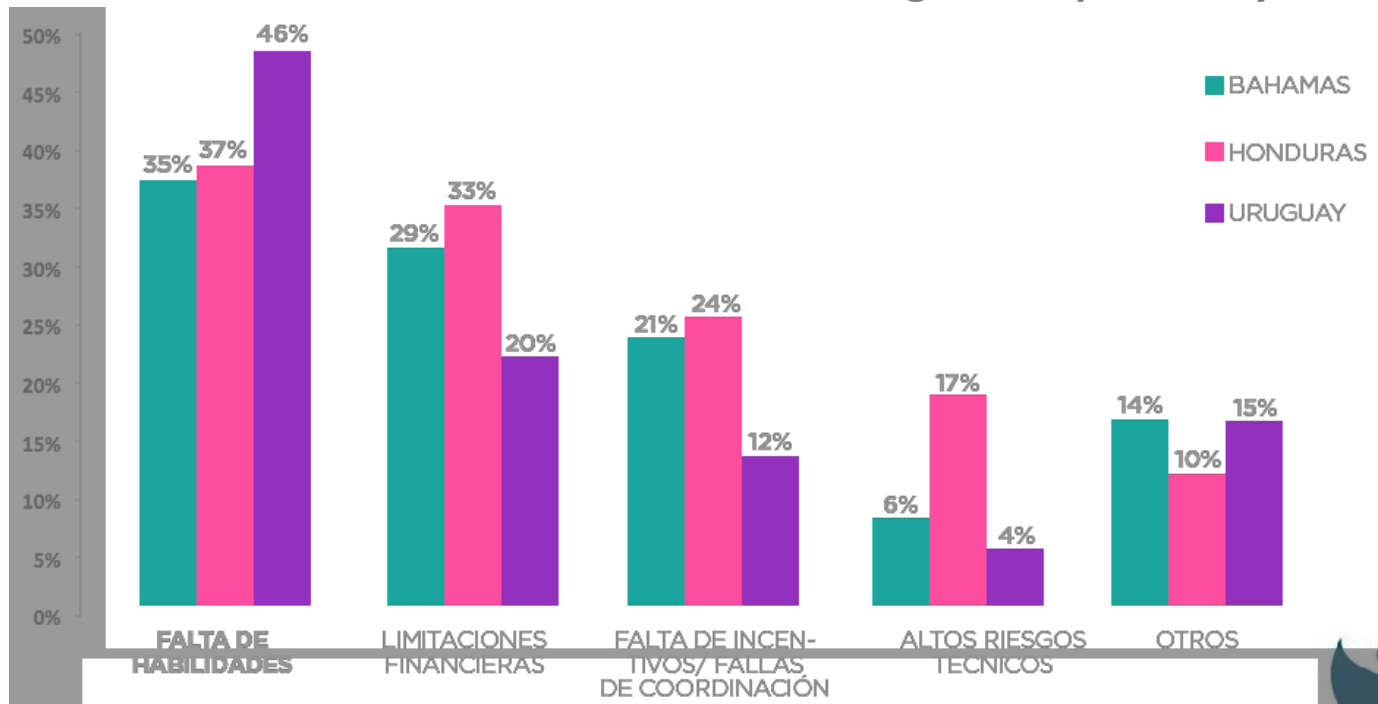
- I. The challenge of improving the quality of education
- II. What do successful systems do?
- III. How are we supporting countries from the BID to evaluate quality and use these inputs to improve?

Content

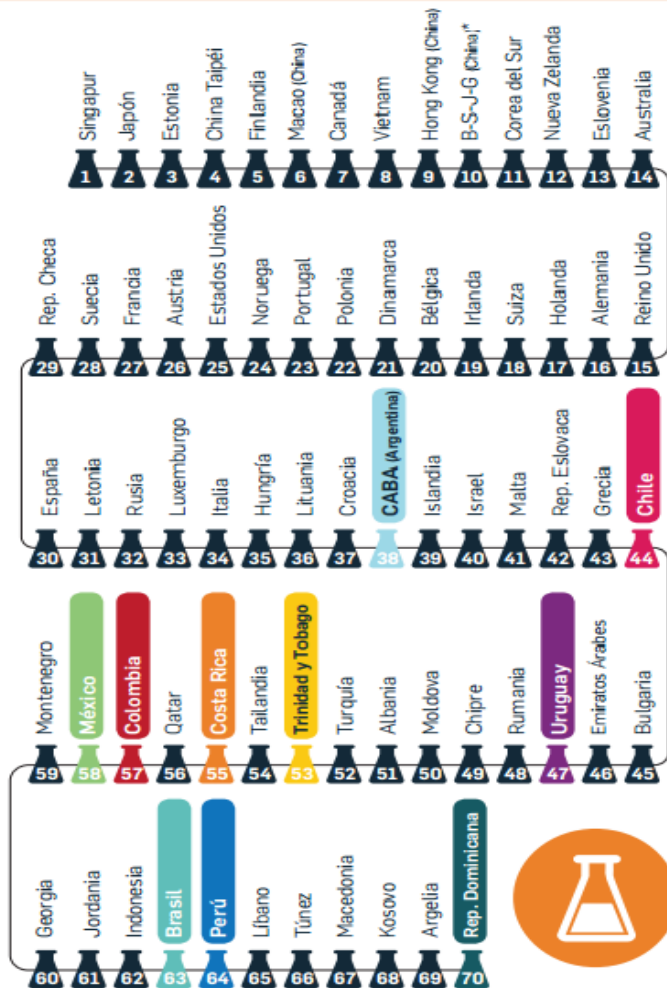
- I. **The challenge of improving the quality of education**
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The low level of skills limits the region potential

Main reasons that limit innovation according to companies, by country



RANKING EN CIENCIA, PISA 2015



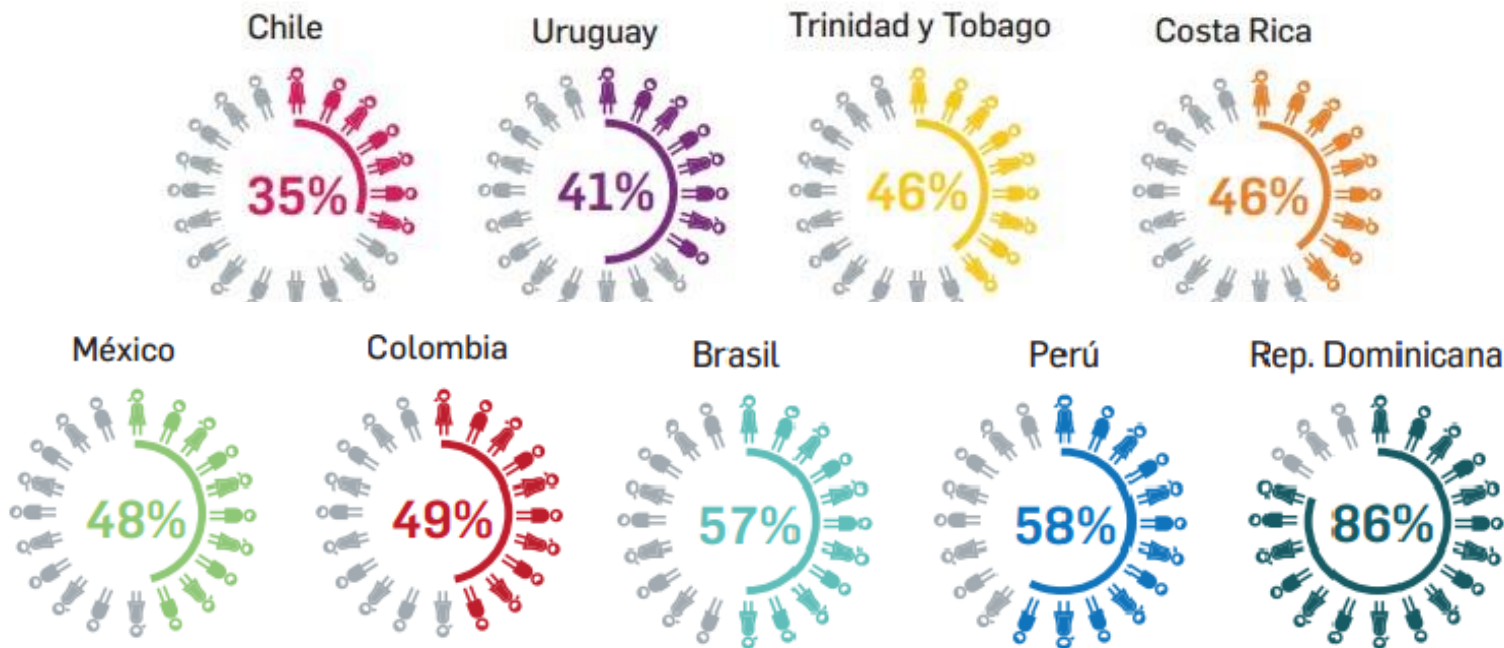
Student learning that is low

The countries of the region are among with lower performance in PISA in Science, Mathematics and Language



Around 50% of the students do not achieve the basic skills to develop successfully

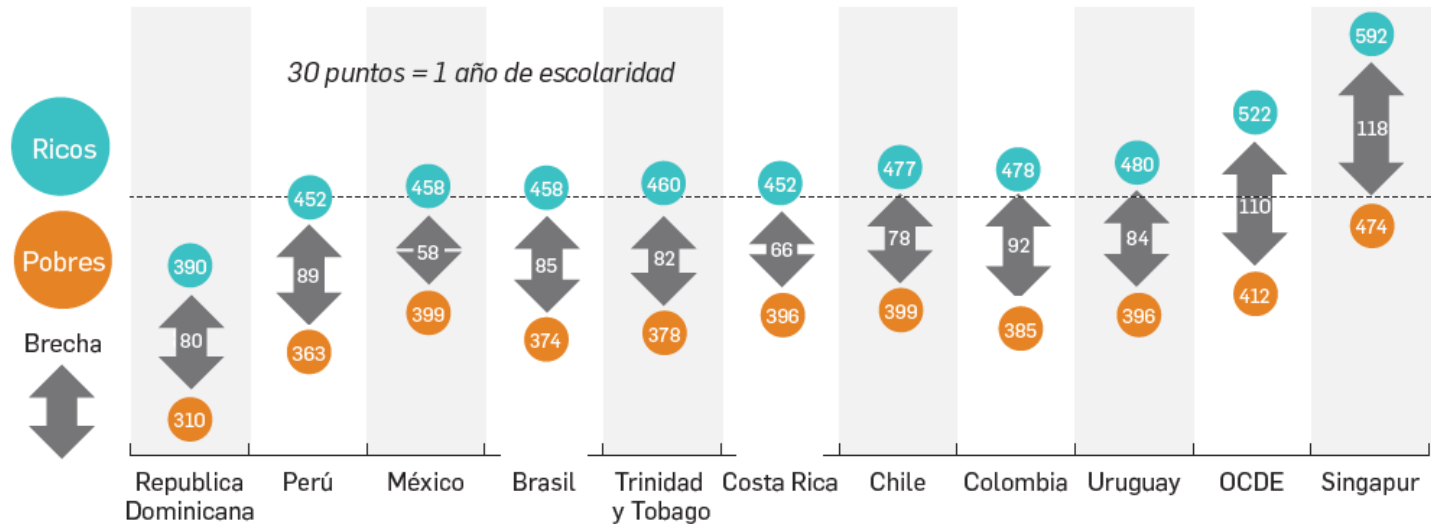
Percentage of students with low performance in science, PISA 2015



BID

Learning is unequal

BRECHA DE DESEMPEÑO ENTRE ESTUDIANTES RICOS Y POBRES EN CIENCIA, PISA 2015

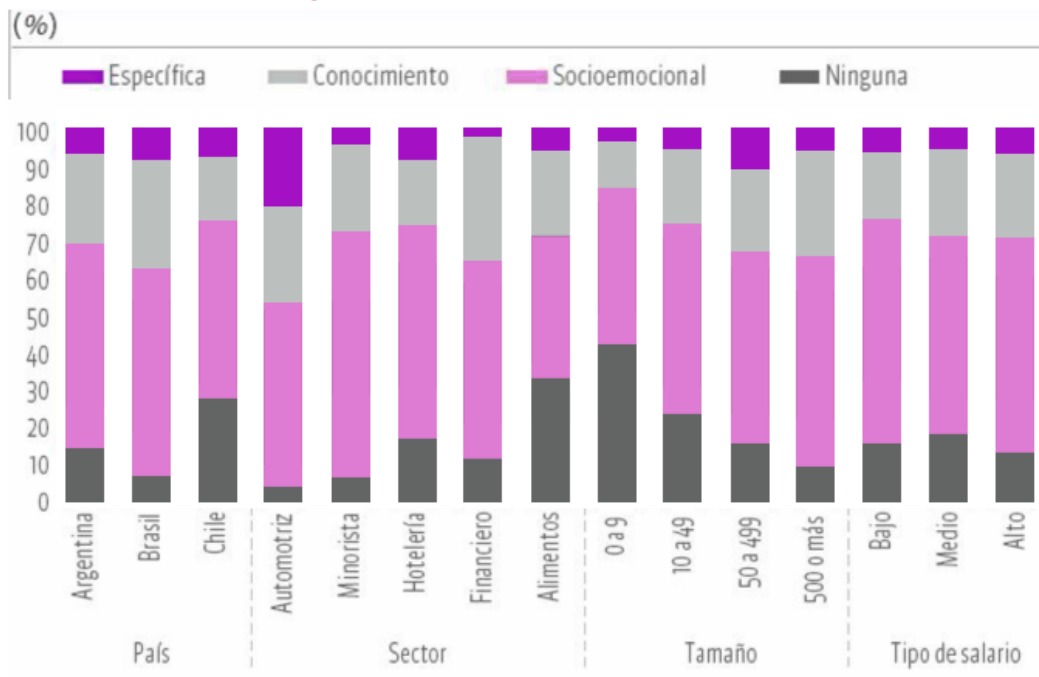


Fuente: OECD, PISA 2015, Vol I, Cuadro I.6.4a

Nota: Todas las diferencias son estadísticamente significativas.

Many graduates do not have the skills that the world of work demands

Dificultad para encontrar habilidades



Content

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Goal and dimensions of success in education



Traditional assessments are crucial for measure what students know and can do

In addition, give us information about:

Which are the learning **gaps** between students
with different socioeconomic status and
gender?

What is the proportion of students with **low
performance**?

How are resources related to learning
in a specific region or country?



New assessments: how prepared are the students for the new demands of society?

Which is the level of **interpersonal and communication** skills of our students?

How prepared are students to **be citizens**?

How well prepared are students to **study, work and live in the digital age**?



New efforts are underway



- Chile and Uruguay will participate in ICILS 2018, which measures the digital and computational skills of 13-14 year old students.
- Regional workshops on measurement and development of socio-emotional skills and consolidation of a network (Buenos Aires, June 2017 and Santiago, November 2017).

Social-emotional skills: How to ensure that the results are used to improve learning?



- As we increase the areas and the number of evaluations, grow the volume of student data and the barriers to use them in a constructive and regular way.
- There is also innovation in the methods of using data to improve the quality of instruction. Example: Data Wise (Harvard University).

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Initiatives that promote Collection and Use of data

Information Center for the Improvement of Learning (CIMA, by its name in Spanish) www.iadb.org/cima

PORTAL DE ESTADÍSTICAS EDUCATIVAS DEL BID

Bienvenidos al Portal de Estadísticas del Centro de Información para la Mejora de los Aprendizajes. Esta innovadora plataforma presenta 40 indicadores comparables a lo largo de 28 países y promueve el diseño e implementación de políticas educativas efectivas y basadas en la evidencia a fin de mejorar la calidad de la educación.



¿MEJORÓ LA EDUCACIÓN EN LA ÚLTIMA DÉCADA? América Latina y el Caribe

Por Elena Arias, Florencia Jaureguiberry y Valentina Martínez

El principal logro educativo de los países de la región en la última década ha sido alcanzar un alto nivel de cobertura. El desafío actual: incrementar la calidad garantizando la equidad.

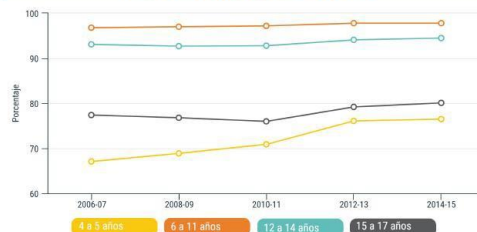
Más niños y niñas asisten a la escuela en todos los niveles

- Se ha logrado una cobertura casi universal para los grupos de niños entre 6 y 14 años, con una tasa de asistencia en 2015 de 98% para el grupo de 6 a 11 años (primaria) y de 99% para el grupo de jóvenes de 12 a 14 años (secundaria baja).
- Los países con mayor cobertura en primaria de la región son Chile y Uruguay con una tasa de 100%.
- Países como Guatemala y El Salvador aún enfrentan un reto importante de cobertura en primaria con tasas de 92% y 96% respectivamente.

La cobertura puede seguir mejorando en preescolar y secundaria

- El éxito de la ampliación en la cobertura ha sido más modesto para el grupo de niños de 4 a 5 años (preescolar) y el grupo de jóvenes de 15 a 17 años (secundaria alta).
- En 2015, la tasa de asistencia de América Latina y el Caribe (ALC) se sitúa alrededor del 80% en preescolar y secundaria alta. Sin embargo, existen grandes diferencias entre países, en donde Uruguay alcanza una tasa de asistencia en pre-primaria de 90% frente a Costa Rica y El Salvador con tasas cercanas a 54%.
- Los países con mayor cobertura de la región en secundaria son Chile y Brasil (con 100% y 98%, respectivamente).

TASA DE ASISTENCIA POR GRUPOS DE EDAD



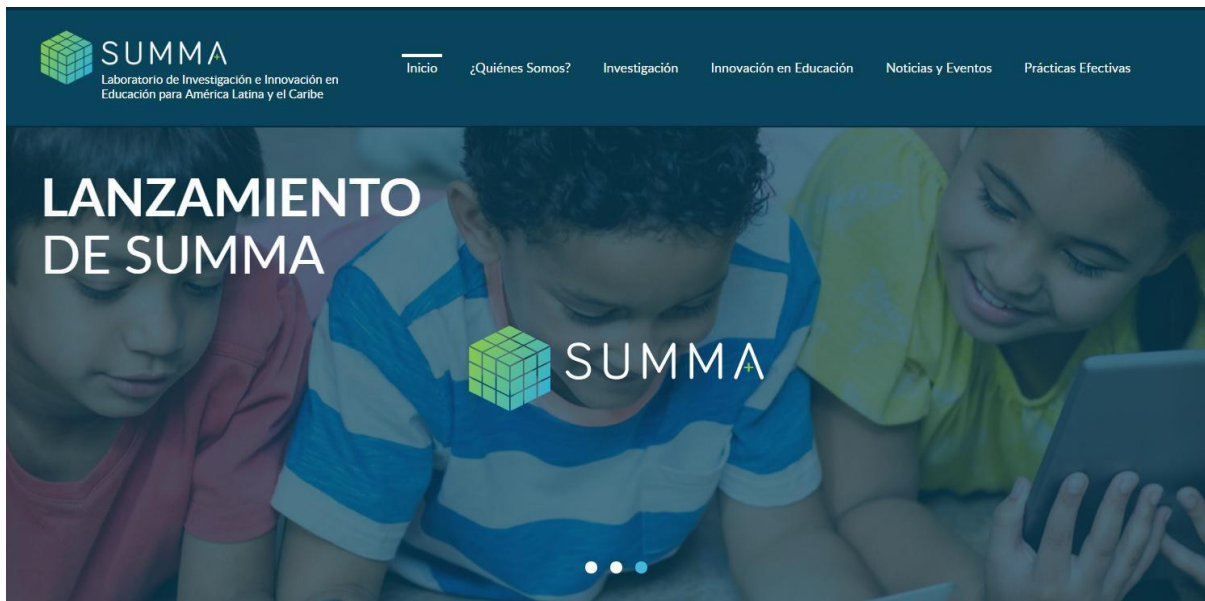
Fuente: CIMA (Centro de Información para la Mejora de los Aprendizajes), División de Educación, Banco Interamericano de Desarrollo, 2017.
Nota: Los valores de ALC corresponden a promedios simples que incluyen a los países con datos disponibles.



Initiatives that promote Innovation in Education

SUMMA: Laboratory of Research and Innovation in Education

www.summaedu.org



Initiatives that promote Innovation in Education

Online course: "Leaders in Education"

First large-scale regional program to train educational leaders in Latin America and the Caribbean on key issues to increase educational quality



Thanks!

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