



Educación de calidad: Un desafío inconcluso

Programas Educativos con Evidencia Científica: Una mirada a la evidencia internacional

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J-PAL



La conversación

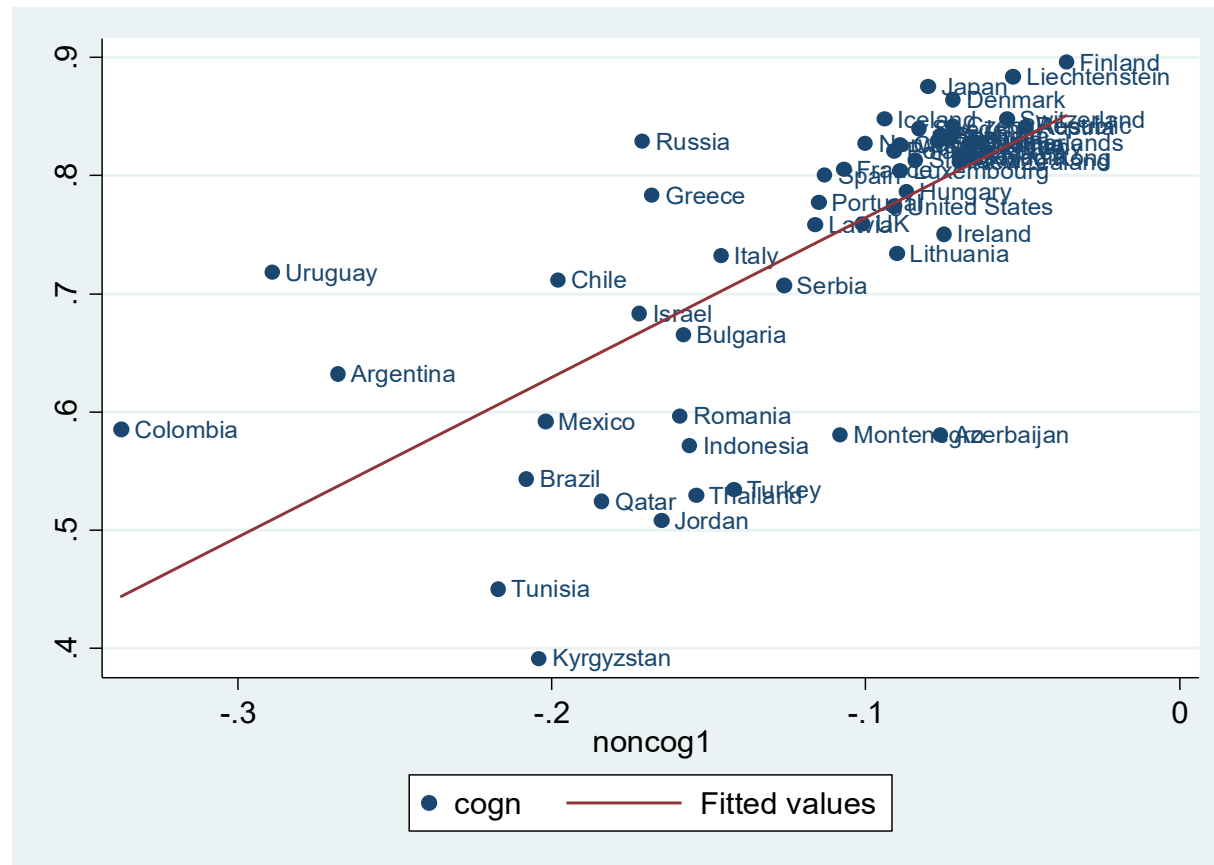
- ¿Qué educación de calidad? ¿En estos momentos que factores son más relevantes?
- ¿Por qué la evidencia científica importa?
- ¿Tenemos alguna evidencia recientemente sistematizada?
- ¿Podemos adaptarla a Chile (pronto)?



Educación de calidad en el sentido amplio: acceso a un conjunto de habilidades y capacidades para la vida en sociedad, la ciudadanía y el mundo del trabajo (Contreras y Gallego, 2012)



Cuidado con las disyuntivas falsas... (Gallego, 2016 basado en Balart et al., 2012)



Contexto hoy y el futuro cercano

- Acceso al sistema educativo y covid
 - Potencial aumento de NNA que no asisten a la escuela post-covid
- Aprendizajes y desarrollo durante y post-covid
 - Caída importante y con gran desigualdad
- Otras dimensiones cruciales de contención y de desarrollo amenazados dentro y fuera de la escuela
 - Caída importante y con gran desigualdad
- Situación base de desigualdad en acceso a calidad de educación y avances acotados en los últimos años.



¿Por qué usar evidencia científica? ¿Por qué importa?



La medicina...

Medicina Medieval



Medicina Siglo XX

Tratamiento



Control



¿Hacemos esto con las políticas educativas que promovemos?

¿Cómo se hace?

ABDUL LATIF JAMEEL
Poverty Action Lab
—
TRADUCIENDO LA INVESTIGACIÓN EN ACCIÓN



Behavioral Insights and Parenting Lab



La importancia de usar evidencia científica

- En educación existen muchas preguntas complejas
- Programas y políticas educativas influyen directamente sobre la vida y el bienestar de las personas a lo largo de toda su vida
- Es importante tener respuestas confiables a la pregunta de qué funciona y qué no funciona
- La evidencia científica es una herramienta fundamental para contestar estas preguntas de manera rigurosa y confiable

Tal como con las vacunas...hay que tener cuidado



Challenges in educational reform: An experiment on active learning in mathematics[☆]



Samuel Berlinski^{a,b,*}, Matias Busso^a

^a Inter-American Development Bank, United States

^b IZA, Germany

HIGHLIGHTS

- Experiment designed to affect the ability to reason and argue using mathematics.
- Used structured pedagogical intervention aimed at secondary school students.
- The intervention was implemented with high fidelity and was internally valid.
- The control group learned more than the treatment group.

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ABSTRACT

This paper reports the results of an experiment designed to improve secondary school students' ability to reason and argue using mathematics. A structured pedagogical intervention was created to foster a more active role of students in the classroom. The intervention was implemented with high fidelity and was internally valid. Surprisingly, students in the control group learned significantly more than those who received treatment.

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...en Chile...Habilidades para la Vida (JUNAEB)

JUNAEB

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Escolar y Becas



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Habilidades para la Vida



¿En qué consiste?

Es un modelo de intervención psicosocial que incorpora acciones de detección y prevención del riesgo; promueve estrategias de autocuidado y desarrolla habilidades para la convivencia de los diferentes actores de la comunidad escolar. Trabaja a partir de un diagnóstico situacional a nivel local y activa las redes de la escuela y de la comuna para coordinar acciones de salud mental de niños y adolescentes en interacción con sus adultos significativos, como son sus padres y profesores.

Desarrolla acciones continuas y secuenciales de promoción del autocuidado de la salud mental del profesor, de clima positivo en el aula, y de interacción positiva padres profesor/educadora; de prevención para niños con conductas de riesgo y derivación a atención de casos a salud mental (Déficit Atención). Realiza acciones para la coordinación eficaz y regular de la escuela con la red comunal.

¿Cuál es su objetivo?

Busca contribuir a aumentar el éxito en el desempeño escolar, observable en altos niveles de aprendizaje y escasa deserción de las escuelas y, a largo plazo, persigue elevar el bienestar psicosocial, las competencias personales (relacionales, afectivas y sociales) y disminuir daños en salud (depresión, suicidio, alcohol, drogas, conductas violentas).



En el año 2018, **Habilidades para la Vida** cumplió 20 años de trabajo por la salud mental para apoyar el desarrollo psicosocial y la trayectoria educativa de niños, niñas y adolescentes en el contexto educativo chileno.

...en

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Busca contribuir a
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The direct and spillover effects of a nationwide socio-emotional learning program for disruptive students.*

Clément de Chaisemartin†

Nicolás Navarrete H.‡

April 20, 2020

Abstract

Social and emotional learning (SEL) programs teach disruptive students to improve their classroom behavior. Small-scale programs in high-income countries have been shown to improve treated students' behavior and academic outcomes. Using a randomized experiment, we show that a nationwide SEL program in Chile has no effect on eligible students. We find evidence that very disruptive students may hamper the program's effectiveness. ADHD, a disorder correlated with disruptiveness, is much more prevalent in Chile than in high-income countries, so very disruptive students may be more present in Chile than in the contexts where SEL programs have been shown to work.

Keywords: disruptive students, spillover effects, peer effects, social and emotional learning.

JEL Codes: I21, I24, I28, D62.



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psicosocial y la trayectoria



“La diferencia entre otras personas y nosotr@s es que cree que sabe que hay que hacer y que no hay que hacer. **Nosotr@s estamos tratando de aprender.**”

Abhijit Banerjee y Esther Duflo,
Profesores del MIT

¿Conocemos **políticas públicas que pueden hacer la diferencia** en la educación hoy? (¿y las que no funcionan?)

Panel reciente del Banco Mundial (2020)

Public Disclosure Authorized

Public Disclosure Authorized

Public Disclosure Authorized

Public Disclosure Authorized



COST-EFFECTIVE APPROACHES TO IMPROVE GLOBAL LEARNING

What does recent evidence tell us are “Smart Buys” for improving learning in low- and middle-income countries?

Recommendations of the Global Education Evidence Advisory Panel

October 2020

Panelists

3

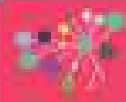
PANELISTS

 Abhijit Banerjee Co-chair of the panel Professor of Economics, MIT Nobel prize-winning economist (shared for experimental approach to alleviating global poverty)	 Tahir Andrabi Inaugural Dean, LUMS School of Education, and Professor of Economics, Pomona College Researcher on education and labor in Pakistan. Co-founder of CSRP	 Sally Grantham-McGregor Emeritus Professor of Child Health and Nutrition, UCL GOS Institute of Global Health Pioneer in the rigorous study of Early Childhood Development in developing countries with a focus on parent engagement. Recently made an OBE	 Hirokazu Yoshikawa Professor of Globalization and Education, NYU Steinhardt Developmental psychologist; has done extensive research across the US, UCL, and MICS, with a particular focus on early childhood and inequality
 Jaime Saavedra Global Director, Education, The World Bank Former Minister of Education of Peru, currently head of Education global practice at the World Bank; also has extensive expertise in poverty reduction	 Rukmini Banerji CEO, Pratham Education Foundation Researcher in new pedagogical approaches and development, leader of large movement to transform education in India and beyond	 Kwame Akyeampong Professor of International Education and Development, The Open University Expert in education systems in Africa, including on political economy of reform, teacher training and complementary basic education	 Susan Dynarski Professor of Public Policy, Education and Economics, University of Michigan (Joining Harvard in 2022) Researcher in the forefront of understanding and reducing inequalities in education, including for college access, financial aid design, labour market outcomes, and high school reforms
 Rachel Glennerster Chief Economist, Foreign, Commonwealth, and Development Office (FCDO) Expert on economic and effectiveness of administrative interventions to reduce poverty, including in education. Researcher and policy adviser	 Karthik Muralidharan Professor of Economics, University of California, San Diego Global co-chair of Education at JPM, Lead PI in India for the Research on Improving Systems of Education, RISE	 Sylvia Schmelkes Co-chair of the panel Provost of Universidad Iberoamericana, Mexico City Scholarship and education researcher who headed Mexico's National Institute for the Evaluation of Education; also has expertise in intercultural bilingual education, values, and adult learning	 Benjamin Piper Senior Director, Africa Education, RTI International Education expert who has done transformative work on the Science Initiative scale literacy program in Kenya and the PRIME Initiative, which tested low-cost, scalable approaches to improving reading and math outcomes in Kenya



GREAT BUYS

These interventions are highly cost-effective and are supported by a strong evidence base.



GOOD BUYS

There is good evidence that these interventions are cost-effective.



PROMISING BUT LOW-EVIDENCE

For these approaches, there are some small but rigorous studies that show high levels of cost-effectiveness, but overall the evidence base is more limited.



BAD BUYS

Strong, repeated evidence shows that these programs have not worked in the past in many situations or are not cost-effective.

Great Buys

Intervention

**Giving information
on the benefits,
costs, and quality
of education**



Good Buys

Intervention

Structured lesson plans with linked materials and ongoing teacher monitoring and training



Interventions

Target teaching instruction by learning level, not grade (in or out of school)



Interventions

Reduce travel times to schools



Interventions

Giving merit-based scholarships to disadvantaged children and youth



Interventions

Pre-primary education (ages 3-5)



Promising but low-evidence

Intervention

Early childhood stimulation programs (for ages 0 to 2), targeting parents



Intervention

Teacher accountability and incentive reforms



Intervention

Community involvement in school management



Bad Buys

Intervention

Additional inputs alone, when other issues are not addressed, including:

- textbooks
- additional teachers to reduce class size
- school buildings
- grants
- salary
- libraries

Intervention

Investments in laptops, tablets, and other computer hardware alone



Intervention

Cash transfers (as a tool for improving learning)



Enseñanza a nivel adecuado: uso de tecnología



How Mindspark adapts to every child's level

Mindspark adapts itself to every student's learning level and progressively questions students for a particular concept. If the student responds correctly, the next question presented is marginally-difficult compared to the previous one which enables the student to self-learn the concept gradually and thoroughly.

However, if the student's answer is incorrect, Mindspark offers a step by step explanation and then begins questioning further from that level onwards, encouraging students to think and respond at every step.

Enseñanza a nivel adecuado: tutorías

The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence

Andre Nickow, Philip Oreopoulos, and Vincent Quan

NBER Working Paper No. 27476

July 2020

JEL No. I2,J24

ABSTRACT

Tutoring—defined here as one-on-one or small-group instructional programming by teachers, paraprofessionals, volunteers, or parents—is one of the most versatile and potentially transformative educational tools in use today. Within the past decade, dozens of preK-12 tutoring experiments have been conducted, varying widely in their approach, context, and cost. Our study represents the first systematic review and meta-analysis of these and earlier studies. We develop a framework for considering different types of programs to not only examine overall effects, but also explore how these effects vary by program characteristics and intervention context. We find that tutoring programs yield consistent and substantial positive impacts on learning outcomes, with an overall pooled effect size estimate of 0.37 SD. Effects are stronger, on average, for teacher and paraprofessional tutoring programs than for nonprofessional and parent tutoring. Effects also tend to be strongest among the earlier grades. While overall effects for reading and math interventions are similar, reading tutoring tends to yield higher effect sizes in earlier grades, while math tutoring tends to yield higher effect sizes in later grades. Tutoring programs conducted during school tend to have larger impacts than those conducted after school.



De la Evidencia a la Acción



Marco conceptual para usar evidencia global

Teoría del programa: “desarmar caja negra”



Evidencia local del problema



Evidencia general de comportamientos



Definir implementación local

¿Cómo se hace?

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Behavioral Insights and Parenting Lab



MineduLAB: Ciclo Continuo



■ Fase 1: Diagnóstico ■ Fase 2: Evaluación ■ Fase 3: Uso de evidencia y aprendizaje

Ev-Labs (*Evidence-Based Policy Design Laboratories*): MINEDULAB

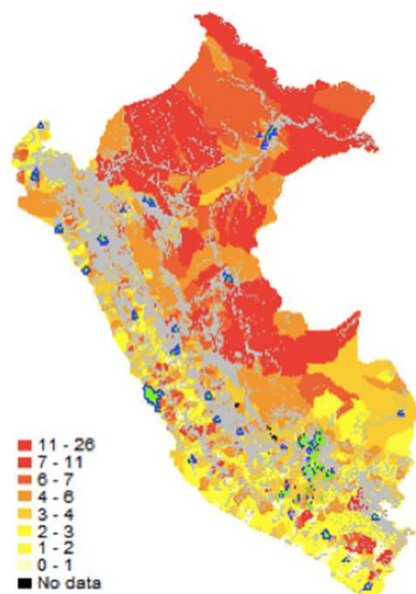
- Unidad dentro del Gobierno con equipo técnico altamente capacitado
- Directorio académico
- Participación de unidades implementadoras y OSCs
- Acceso a datos administrativos
- Se contestan preguntas de política pública con evaluación experimental
- 10 evaluaciones de impacto: 3 escalamientos



Reto identificado en Perú: Persisten altas tasas de deserción en post-primaria

- 178.000 estudiantes dejan las escuela cada año.
- 83% entran a educación secundaria (edades 12-16).
- 8% de ellos dejan la educación secundaria.
- 26% de la población (25-34) ha terminado algún estudio terciario.

Decidiendo por un futuro mejor: Muestra de 2.495 escuelas



**Dropout rate
2014-2015**

Source: SIAGIE-
MINEDU

[Gallego, Molina, Neilson](#)

- Brindar información a los estudiantes y sus padres/tutores sobre:
 - Retornos (monetarios tanto como no-monetarios) a la educación secundaria y terciaria
 - Oportunidades de educación terciaria

Tratamiento masivo: Videos en las aulas



“Aprendiendo el
valor de educación”

“Elegir una carrera, una
decisión importante”



“Una beca para
un sueño”

[Gallego, Molina, Neilson](#)

Resultados y Escalamiento

- La campaña reduce **18% la deserción**
- Programa escalado en 2018 en 2.000 escuelas nacionales, alcanzando **500.000 estudiantes**
- MineduLAB sigue colaborando con académicos para generar evaluaciones de innovaciones para la educación

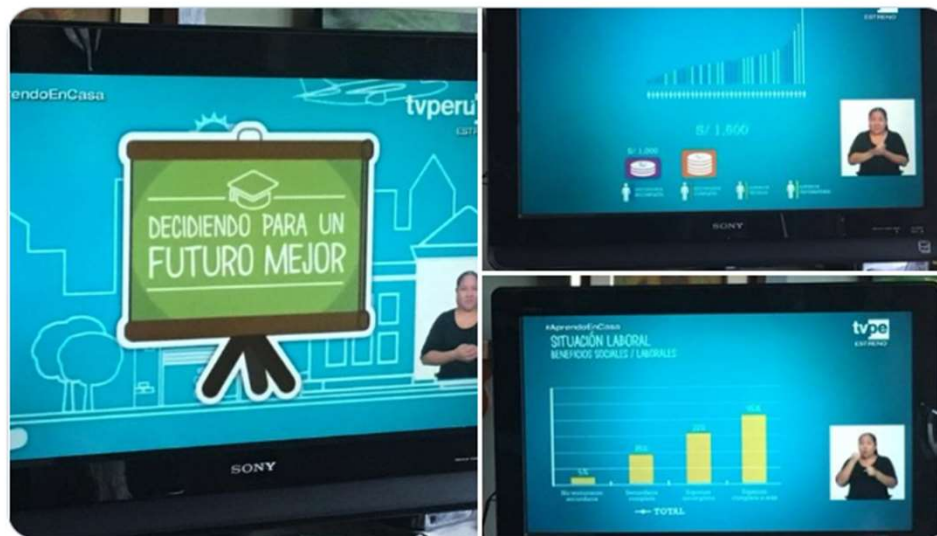
[Gallego, Molina, Neilson](#)

DFM durante la pandemia del COVID-19

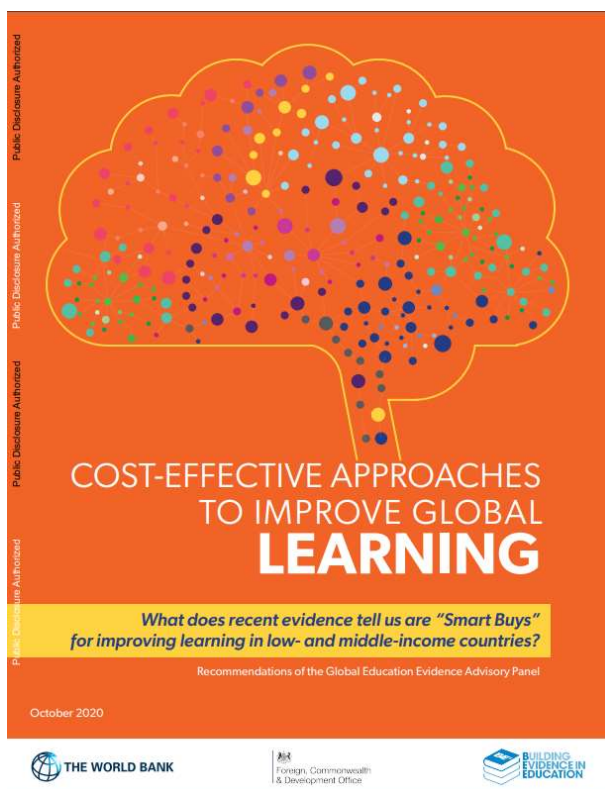


J-PAL LAC @JPAL_LAC · Jun 25

"Decidiendo para un Futuro Mejor" política del @MineduPeru para reducir el abandono escolar evaluada por nuestros afiliados Francisco Gallego, @ChrisANeilson con @OswaldoMolinaC e @IPA_LAC es hoy parte del programa educativo en TV #AprendoEnCasa, llegando a estudiantes de todo



De América Latina al mundo...



GREAT BUYS	GOOD BUYS	PROMISING BUT LOW-EVIDENCE	BAD BUYS
These interventions are highly cost-effective and are supported by a strong evidence base.	There is good evidence that these interventions are cost-effective.	For these approaches, there are some small but rigorous studies that show high levels of cost-effectiveness, but overall the evidence base is more limited.	Strong, repeated evidence shows that these programs have not worked in the past in many situations or are not cost-effective.

Great Buys

The interventions in this category are likely to be highly cost-effective, either because of their large benefits, or because of their low costs. The cost-effectiveness of these interventions can be an order of magnitude greater than for interventions in even the Good Buys category.

Intervention Giving information on the benefits, costs, and quality of education <i>i</i>	Providing information to parents and children on the income-earning benefits of education (where these are not known or not prominent in people's minds); on sources of funding available; and on the quality of local schools has increased attendance and learning at low cost. This information can be shared through text messages or videos (Chile, Peru), parents' meetings (Madagascar, Chile, and the Dominican Republic), or school report cards (Pakistan). In Mexico, information on the income benefits of education improved learning outcomes, but not dropout rates, with larger impacts for girls. (An extension of this idea is providing information on student learning to educators; this proved very cost-effective in Argentina, though not in India, and not by itself in Liberia.) These interventions have been tested at large scale, with a low cost per child when delivered at scale. Note that this is about providing specific and context-relevant information that shifts people's beliefs about the benefits of education or the quality of schooling, not general encouragement to consider education positively. Context This can be effective where specific, locally relevant information of decent quality from a trusted source is available. The delivery method of the information (for example, text messages or meetings) must be tailored to the country's specific needs. Also, recipients must have the means to act on the information; for example, there must be schools nearby so that families who are inspired to keep their girls in school are able to do so safely; and communities that receive the information need to have enough access to decision-making structures that they can spur action.
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Conclusiones



De la Evidencia a la Acción

- ¡Es posible! Pero hay que tener paciencia
- Proceso de formulación de políticas educativas es amplio y se construye con diferentes espacios que van más allá de una discusión específica de un programa o política:
 - Institucionalización es clave
 - Anticiparse a las discusiones
 - Cambios en el modo de pensar sobre los problemas
 - Procesos para recoger la información de evidencia rigurosa
 - Colaboración con mundo académico



¡Muchas gracias!



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