

## **“National report on the development of education”. OIE**

### **1.1 Main reforms and innovations introduced in the educational system at the beginning of the 21<sup>st</sup> century.**

As of the second half of the 1990's the different provinces and the Nation progressed in the implementation of the Federal Law of Education in its various aspects, unequally and, in many cases, following the rhythm of the possibilities established by the financing mechanisms available.

The policies of decentralisation and transfer of educational services from the national sphere to the 24 jurisdictions of the country generated different mechanisms to attribute responsibilities concerning design, financing, and execution of the initiatives of the national and provincial educational policy.

The implementation of the structure upheld by the Law gave rise to a series of agreements between the provinces and the nation which took on a definite form in documents agreed upon among the members of the Consejo Federal de Cultura y Educación (Federal Council of Culture and Education), an official organisation which is responsible for agreeing on the educational policies that are enforced both at a national and a provincial level.

The institutional and economic crisis that the country has undergone in the last few years has impacted on the continuity of the educational policies started by the governments in 2000, although the general processes of implementation continued in most of the jurisdictions.

Accelerated impoverishment and social fragmentation had the educational system focus on assisting the most vulnerable sectors, through mechanisms of social help, a programme of scholarships, the opening and support of school soup kitchens, among other actions.

In the document titled “Education in Democracy. Balance and Perspectives” passed by the Federal Council in November 2003, the ministers of education decided to “begin the process of evaluation of what has been done in the field of education in these 20 years of democracy as the best way to build a National Educational Project ....., trying to identify achievements, mistakes and pending issues, without establishing ideological self-censorships or party pigeonholing.”

They agree that “the restoration of democracy found an uneven and inequitable educational country” and that “it has not been possible to settle this inequality yet, but, ..., that in 1983 a strong current of reform emerges and still lasts.”

They admit that “the execution of the new set of norms sometimes showed mistakes and distortions, among which failure to observe budget objectives is one of the most outstanding.... that “it is beyond doubt that it was not possible to set up an integrated system.” However, to accept “the existence of such mistakes does not exclude the recovery of the progress achieved: law 24.195

deserves praise for having organised the national educational system clearly establishing the roles of the Nation, of the provinces and of the Consejo Federal de Educación; the jurisdictions grew in decision capacity and autonomy, surpassing a centralised organisational model; ten years of compulsory education were set; ...., there was an attempt to promote the unity of the educational system through Basic Common Contents for all the jurisdictions; the signing of the Pacto Federal Educativo (Federal Educational Pact) implied an increase in resource investments, hundreds of thousands of Argentine children, youngsters and adults from the most vulnerable economic sectors had access to education.”

#### **a. Legal scope of education**

##### **Federal Plan of Education 2002-2003**

The management which extended from January 2002 to May 2003 (so-called transition management) proposed the approval of a Federal Plan of Education for the period which intended to attack as top priority the educational consequences of the social crisis, mainly by means of compensatory policies.

The Federal Plan of Education 2002-2003 approved by the Consejo Federal de Cultura y Educación in April 2002, resolution 173, established a number of courses of action for the nation and the provinces, aimed at strengthening the equity and quality dimensions of the basic educational opportunities. It also posed the need to guarantee what is defined as “*educability* conditions” through actions in five policy strategies:

- Compensatory Policies: to overcome the inequities in the educational system, especially those found in the sectors of greater vulnerability, with special emphasis on pupils’ scholarships and on the improvement of school infrastructure.
- Policies for Basic and Life-long Advanced Teachers’ Training: geared to overcoming the primary drawbacks which prevent learning the basic competences, with special emphasis on Language and Mathematics.
- Policies for the Improvement of Educational Quality: so that, based on the crisis expressed by the low performance of the quality measurements and the high rates of re-attendance, that is, of pupils who fail to pass a level and must attend the same level again, some measures are taken in order to guarantee the education of citizens able to realise their potential both from a personal and a social standpoint.
- Policies to Implement the Federal Law of Education and the Law of Higher Education: to achieve a nationwide integrated Federal Educational System.
- Policies to Strengthen the Teams of the Provincial Administrations: so that efficient and effective management of the economic and human resources may lead to better operation of the educational system.

The allocation of resources for the development of compensatory policies was given top priority among these lines.

### **Other resolutions**

- **180-school day Law**

Some jurisdictions were unable to sustain the payment of wages to teachers. Therefore, in the last years those jurisdictions suffered a marked decline in the number of effective school days in the different levels of basic schooling due to prolonged strikes.

In answer to the above mentioned situation, in June 2003 the national Executive and the provincial administrations signed an agreement where they commit themselves to guaranteeing a minimum of 180 school days to pupils at the initial level, at the basic general education and at the Polimodal levels (or their equivalent levels). Said agreement was validated by Law 25.864 whereby the nation promises to offer economic support to the jurisdictions which may not sustain the payment of wages to teachers, in partial payment of the federal co-shared funds.

- **Regularization of job tenure conditions**

The heterogeneity seen in the process of implementation of the federal law of education, and the jurisdictional decisions adopted in order to align the reform processes to the specific conditions, generated a complex scene in terms of the tenures' equivalences at all levels which required a process of reorganisation. As from 1996, a varied policy-setting body was created designed to regulate the procedures and conditions for the new degrees to be valid on a nationwide basis. In the second semester 2003 the Federal Council of Culture and Education passed various resolutions aimed at guaranteeing mechanisms to regulate the national validity of the various job tenures.

Among them, Resolution 202 of August 2003 recommends in section 1 preparing a draft bill of the National Executive Power so that, exceptionally and for just this only time, national validity be awarded to teachers' training degrees in careers under the classroom tutorial mode, issued by the institutions which have not completed the accredited process stipulated in the rules in force until December 31<sup>st</sup>, 2004. And in section 3, it establishes that the jurisdictions included in the situations mentioned in the previous sections shall subscribe Commitment Acts with the National Ministry in order to agree on regularization schedules of both the accreditation and the national validity processes.

Likewise, Resolution 209 of November 2003 resolves "the procedures...., to award national validity to certificates and degrees issued as provided for in the respective jurisdictional norms"....

Besides, in the specific case of the tenure conditions for teachers' training, this reorganisation implied establishing the mechanisms of institutional evaluation

required by the Law of Higher Education and validated by a series of rules on a national basis and resolutions of the Federal Council.

## **b. Organisation, structure and management of the educational system**

### **- Organisation**

Just as was stated in the previous national report (May 2001), the Federal Law of Education establishes a division of functions and responsibilities among three government parties of the Argentine educational system. These parties are the National Ministry of Education, the Federal Council of Culture and Education and the provincial administrations.

As a result of the above mentioned division of functions, the present Ministry of Education, Science and Technology is developing a series of programmes intended to guarantee, among others, the good performance of a National System of Evaluation, a National System of Educational Statistics, a Federal Network of Teachers' Life-long Training and a series of compensatory actions aimed at attending to inequality.

The provinces have under their sphere the planning, organisation and administration of the educational system of their jurisdiction. Thus, financing of teachers' wages and the support of the teaching process in the schools depend on the provincial administrations. Likewise, each jurisdiction develops different syllabuses and projects intended for the complementation of the national action related to planning, curriculum development, evaluation, information surveys, development and training of teachers, and compensatory policies.

The coordination and agreements of the National System of Education are held at the Federal Council of Culture and Education which is presided over by the national Minister of the area and is formed by the officer in charge of the educational management in each jurisdiction and a representative of the National Interuniversity Council.

### **- Structure**

The Federal Law of Education defines a new structure for the Argentine educational system made up of: Initial Education, Basic General Education, Polimodal Education, Higher Education, professional and academic University Education and Post grade Education.

The educational system also includes other special systems for the purpose of meeting the needs which could not be satisfied by the basic structure, and which demand specific opportunities differing in terms of the characteristics or needs of the pupil or of the milieu.

## **Structure of the Argentine Educational System**

Resolution 146/00 of the Federal Council of Culture and Education (C.F.C. y E.) recommends jurisdictions to keep the necessary autonomy in order to adapt Resolution 30/93 of the C.F.C y E. (*implementation of the new structure*) to the realities themselves of the jurisdictional educational systems and reaffirms that the autonomy agreed upon is inscribed within the scope of the gradual and progressive implementation of the Federal Law of Education.

It takes into account the need to respect the particular characteristics and the various situations of each of the jurisdictional educational systems, maintaining the unity of the national educational system through the Common Basic Contents passed by this Federal Council of Culture and Education.



The progressive and gradual implementation of the new structure has led to the coexistence of quite dissimilar situations, in particular because of the location of the EGB3, namely:

*Types of location*

- EGB -Complete: located with EGB 1 and 2
- EGB -Integrated: 7<sup>th</sup> is located with EGB1 and 2, and 8<sup>th</sup> and 9<sup>th</sup> with Secondary School/Polimodal Education
- EGB3 located in Secondary Schools/Polimodal Education

- EGB 3 in schools with rural multigrades (mainly with EGB 1 and 2)
- EGB 3 as an autonomous unit or as a core educational unit.

### *Types of implementation*

#### In terms of extension

- Massive: in all the schools of a jurisdiction
- To scale: in more than 15% of the schools
- Pilot: in some chosen institutions which affect less than 15% of the schools

#### In terms of progression

- Gradual: year by year, respecting the sequence of the cycle for an age group.
- Mixed: in 7<sup>th</sup> and 8<sup>th</sup> at a time and the next year in 9<sup>th</sup> or in 7<sup>th</sup>, and the next year in 8<sup>th</sup> and 9<sup>th</sup> at a time.
- Total: in the 3 years of the cycle at the same time.

Consequently, at present the map shows:

- 16 jurisdictions which have completed or are completing the massive implementation of the new structure
- 5 which have begun experiences to scale but which have not generalised the system yet, and
- 3 jurisdictions which have not implemented the system

Although the new structure of the educational system has been widely implemented, in some jurisdictions it still coexists with the former structure.

The heterogeneity of the scene shows schools whose structure totally corresponds to the new law, either because they have completed the transformation or because they have been created recently; schools where both systems coexist (that is, the traditional levels and the new cycles), and schools which have not started their transformation (thus offering the traditional levels).

The implementation of the Third Cycle has given rise to a variety of application forms, institutional rhythms and types where political definitions, the institutional traditions of each province and the availability of physical, material and technical resources were involved.

### **c. Curriculum policies, the content of education and teaching and learning strategies**

The curriculum reform under the Federal Law of Education stipulates that the curriculum has different levels of specification in accordance with the responsibilities that lie within the authority of the different government parties of

the educational system. The national level determines the Common Basic Contents (Contenidos Básicos Comunes = CBC) and proposes a general structure of curriculum spaces; the provincial level organises the curriculum drawing up the jurisdictional Curriculum Designs, and the level of school institutions lays out the Institutional Curriculum Projects (PCI). The PCI is an essential component of the Institutional Educational Project (PEI) which is integrated to the educational community of each school.

As of 1993 the process of curriculum renewal starts and, just as it is expressed in the *Informe Nacional de Argentina "El Desarrollo de la Educación" (2001)* (National Report on Argentina "The Development of Education") it has achieved the drawing up and approval of: Common Basic Contents for Initial Education, Common Basic Contents for Basic General Education, Common Basic Contents and Geared to Polimodal Education, Common Basic Contents and Basic Curriculum Contents for Teachers' Training, and Base Documents, Curriculum Base and Modules of different Professional Technical Progress organised according to competences. A significant number of jurisdictional Curriculum Designs were developed and passed.

Parallel to this, the National Ministry of Education defined two complementary strategies to support the process of curriculum transformation. In the first place, it set up a Federal Network of Teachers' Life-long Training which promoted a steady supply of teachers' training opportunities. In the second place, it executed a considerable production of documents of curriculum development in various areas.

It may be stated then that at present the CBCs are effective as curriculum reference specifications on a national basis whereas the jurisdictional Curriculum Designs are effective for each of the provincial territories.

Although the provincial administrations drew up almost all the Curriculum Designs for the Initial Level and for the first two cycles of the Basic General Education (EGB), the productions that correspond to the third cycle of the EGB and to the Polimodal Education present nowadays different degrees of development and validity.

### ***Teachers' Training***

After the institutional crisis that broke out at the end of 2001, and within the scope of the Federal Plan of Education 2002-2003, the training policies promoted from the National Ministry of Education and developed by the jurisdictions were focused on favouring initial literacy and basic learning in the areas of Mathematics and Language.

The current management poses, among others, some changes in connection with the contents and the organisation of training opportunities. It provides for the incorporation of subjects such as culture, society, contemporary world; new types of literacy related to the development of new technologies, children and young people who inhabit the country and social problems. These subjects are

deemed necessary for teaching under the processes of pauperisation that Argentina has undergone in the last years.

***Production of documents of curriculum development:***

The third level in the design of the curriculum, peculiar to schools and teachers, counted on the assistance of the central and the provincial levels through the production of material of curriculum development.

**1.2. Main quantitative and qualitative achievements, as well as experience acquired especially in relation with:**

**a) Access to education**

The steady advance and expansion of the educational system proves significant. In the initial level the growth of school enrolment stands out in the first place. The percentage difference for the period 1996-2001 is 14.1%, which implies a 2.3 inter-annual growth. In this case, only the enrolment included in the 5-year olds' level -the only one which is compulsory under the Federal Law of Education- is recorded.

Still more significant is the growth shown in the enrolment at the Polimodal level where the percentage difference in the period under consideration is 29.1%, that is, a 4.8 inter-annual growth.

The increase shown at the Non University Higher level is worthy of special mention, where the inter-annual growth percentage for the period 1996-2001 reaches 6.1 percent.

**Table 1: Pupils in common education, per year of survey and percentage increase in 1996/2001 according to the level of education/cycle**

**Total Country**

Level of education/cycle	Year of survey						Increase 1996/2001
	1996	1997	1998	1999	2000	2001	
<b>Total</b>	<b>8,851,656</b>	<b>9,076,589</b>	<b>9,310,556</b>	<b>9,418,696</b>	<b>9,731,624</b>	<b>9,861,023</b>	<b>11.4</b>
INITIAL	1,100,808	1,145,919	1,167,943	1,180,733	1,246,597	1,255,690	14.1
EGB 1	2,353,306	2,408,879	2,456,623	2,460,417	2,455,901	2,448,716	4.1
EGB 2	2,078,288	2,123,601	2,153,753	2,148,092	2,212,105	2,250,412	8.3
EGB 3	1,887,903	1,911,509	1,979,925	1,986,846	2,039,364	2,054,158	8.8
Polimodal/ Secondary (*)	1,075,264	1,130,096	1,168,152	1,251,598	1,337,493	1,387,801	29.1
Higher. Non University	356,087	356,585	384,160	391,010	440,164	464,246	30.4

Note: (\*) Does not include pupils enrolled in the 6<sup>th</sup> / 7<sup>th</sup> year of studies at secondary level according to the structure prior to the reform.

Source: Yearly Surveys 1996-2002. Red Federal de Información Educativa (Federal Network of Educational Information). DiNIECE. Ministry of Education, Science and Technology.

In the case of EGB1 and 2, the advances recorded are less significant, but this is accounted for by the wide coverage reached in both these cycles in previous decades.

The third cycle of the EGB and the Polimodal level requires a more detailed analysis. Both educational cycles have incorporated, at the beginning of their implementation, a population which had been excluded until then. This can be seen in the table below (Table 2)

**Table 2: Total Country. 1980, 1991, 2001. Specific enrolment ratios Percentages (1)**

Age Groups	Enrolment ratios (%)		
	1980	1991	2001
<b>Structure EGB/Polimodal (2)</b>			
6 to 14	91.3	94.2	97.2
6 to 11	93.9	97.1	98.2
12 to 14	85.4	88.2	95.1
15 to 17	51.8	62.6	79.4
<b>Higher Education (3)</b>			
18 to 24	18.9	29.2	36.9

Notes: (1) Specific enrolment ratios determine the percentage of enrolled pupils of a specific age in relation to the whole population of that age.

(2) In theory, ages 6 to 11 correspond to EGB1 and 2; 12 to 14 to EGB3, and 15 to 17 to Polimodal.

(3) In theory, ages 18 to 24 correspond to the higher level.

Source: Abdala, F.: "Tendencias recientes en la escolarización y la terminalidad del nivel medio de enseñanza" ("Recent tendencies in school enrolment and completion of the secondary educational level") –Serie: La Educación en Debate N°1, Documentos de la DINIECE, Ministerio de Educación, Ciencia y Tecnología, 2003. Based on data from the National Population Censuses of 1980, 1991 and 2001. INDEC (National Institute of Statistics and Censuses).

The most generalized tendency shown in both tables related to the EGB3 and Polimodal is the systematic increase of enrolled pupils in both cycles, year after year. This tendency is accentuated in EGB3 and Polimodal.

## b) Equity in education

The major achievements obtained as regards equity in the Argentine educational system are related to access to education.

**Table 3: Evolution of school attendance ratio per age group according to household condition. Total clusters of the EPH (Permanent Household Survey). Percentage for years chosen.**

Age Group/ Socio-econo- house- hold cond.	1995			1998			2001			2002		
	Poor	Non Poor	Total	Poor	Non poor	Total	Poor	Non poor	Total	Poor	Non poor	Total
0 to 4	5.1	7.8	7.1	3.8	8.2	6.3	8.0	14.4	11.2	10.6	15.5	12.4
5 years	62.8			84.1			86.8			90.4	91.2	90.9
6 to 11 years	96.3	81.9	74.5	99.1	93.8	89.2	98.7		92.6	99.5	99.7	99.4
		99.5	99.0		99.7	99.4		99.6	99.2			
12 to 14 years	88.0	96.4	93.1	95.4	98.1	97.1	97.0	99.1	97.9	97.3	99.4	97.9
15 to 17 years	57.7	77.6	71.8	69.5	85.1	78.4	83.1	93.0	88.2	83.8	96.6	88.0
18 to 24 years	25.7	42.5	39.8	27.8	48.0	43.5	33.6	52.2	47.0	35.3	59.9	47.8
25 years or over	1.9	3.3	3.0	2.1	4.7	4.3	2.4	5.0	4.5	3.3	5.9	4.8
Total	34.7	26.4	28.6	36.8	28.0	30.4	38.9	28.4	32.0	37.4	26.9	32.2

Source: Arrieta, ME; Judengloben, M y Falcone, J: "Brechas Educativas y Sociales: Un Problema Viejo y Vigente" (Educational and Social Gaps: an Old and Present Problem), DINIECE, Ministerio de Educación, Ciencia y Tecnología. Based on data from the EPH of May 1995, 1998, 2001 and 2002.

As regards access to education, an increase is seen in the enrolment ratios of all the age groups<sup>1</sup>.

For the 5-year olds, it is worthy of mention the effort made to incorporate children into initial education, reflected in the growth of 25 percentage points of the enrolment ratio, which in 2002 reached a coverage of 91% of the children aged five.

<sup>1</sup>Information based on the Permanent Household Survey (EPH) conducted by the INDEC (National Institute of Statistics and Censuses). The characteristics of

the sample taken in each of the urban clusters allow to draw inferences for the whole target population.

It should be pointed out that the increase lies mainly in the growing enrolment ratio of children coming from poor households which in 2002 almost equals the ratio of the non poor.

The enrolment ratio in the 6 to 11-year bracket has been almost full for both groups since it was already very high at the beginning of the period.

In the 12 to 14 years' group, again there is a steep increase of the enrolment ratio among the poor –from 88.0 in 1995 to 97.3% in 2002- which places them in 2002 just 2 points below the non poor.

As to the 15 to 17 year-old adolescents, the changes experienced in their incorporation into the educational system are substantial: the enrolment ratio grows about 16 points in all, reaching 88% in 2002. The increase is more noticeable in children coming from poor households: in 1995 about 58% attended school, and in 2002, in spite of the crises, 84% are part of the formal education system.

As regards the population of young people aged 18 to 24, it should be said that although their enrolment ratio has grown in 8 percentage points, the gaps between poor and non poor are becoming ever deeper: the difference in the enrolment ratio between both groups went from 17 to 25 percentage points in 2002.

**Table 4: Evolution of school attendance rate in the theoretical level or cycle corresponding to age group, according to household socio-economic condition.**

**Total number of urban clusters of the EPH. Percentages per years chosen.**

Age group (*) and corresponding level or cycle	Household condition	1995	1998	2001	2002
		% attending corresponding level or cycle	% attending corresponding level or cycle	% attending corresponding level or cycle	% attending corresponding level or cycle
6 to 11	Poor	95.6	98.2	98.0	98.3
	Non poor	95.0	97.8	97.4	97.9
EGB 1 and 2	Total	95.1	97.8	97.5	98.2
12 to 14	Poor	58.1	74.4	78.6	74.9
	Non poor	68.2	88.6	87.1	88.5
EGB 3	Total	63.6	82.9	83.2	79.5
15 to 17 Polimodal	Poor	88.2	49.7	62.3	64.2
	Non poor	97.8	78.8	78.1	80.8
	Total	95.6	69.4	71.0	70.0
18 to 24 Higher or University	Poor	53.4	42.4	42.4	56.5
	Non poor	77.3	78.4	79.9	88.3
	Total	74.9	72.3	71.0	72.8

Note: (\*)The population of each age group was calculated taking into account date of birth with a view to having it correspond to the theoretical ages of each cycle or level. For example: 6 years of age turned by June 30<sup>th</sup> is the admission age to 1<sup>st</sup> year of EGB.

Source: Arrieta, ME; Judengloben, M y Falcone, J: “Brechas Educativas y Sociales: Un Problema Viejo y Vigente” (Educational and Social Gaps: an Old and Present Problem), DINIECE, Ministry of Education, Science and Technology. Based on data from the EPH of May 1995, 1998, 2001 and 2002.

It is to be remarked that while in the population of poor households there is an advance in the access to secondary school education, among the non poor the advance is shown in higher education.

Taking into account the number of study years passed, the increase among the poor has been little less than half a year, while among the non poor it is about two and a half years.

In the period mentioned, important reforms were implemented in the educational system, such as the extension of compulsory education to ten years. However, there still persists a 13.4% of the adult population who has not completed the seven-year elementary level.

As regards the educational progress of those who attend the system, a positive evolution is observed in the enrolment ratios in the level corresponding to the theoretical age, especially in EGB1 and 2, where, besides, there is no evidence of any difference between the poor and the non poor. In this respect, the most problematic subgroups appear to be the 12 to14 and the 15 to 17 year-olds. On the one hand, an increase is observed in the enrolment ratio in the corresponding level, but at the same time, inequities related to household socioeconomic conditions have become deeper.

The increase in the rate of enrolment of pupils who attend the cycle or level at an age over the stipulated age poses at least two readings. From the viewpoint of the internal efficiency of the system, it could be said that performance has decreased, since overage denotes re-attendance, temporary drop-outs as well as late reinsertions. However, another reading should take into consideration the fact that as from 1996 and 1997 the process of implementation of the third cycle of EGB started in most jurisdictions. As a result, and together with the enforcement of compensatory policies that promoted the retention of children and adolescents in schools, a great number of adolescents who were out of the system were incorporated.

From this point of view it is necessary to underline the relevant function of social restraint that school institutions have performed, especially for the most deprived sectors and amidst the crisis that our country is undergoing.

**c) Quality of education (in particular in terms of pertinence)**

In order to keep on increasing the monitoring performance capacity in the Argentine educational system, the following implementations were continued in 2002 and 2003: sample evaluations of national and provincial representation capacity, of academic achievement of pupils in the areas of Mathematics and Language in the first, second and third cycle of the EGB (Basic General Education) and at the end of the Polimodal Level, as well as a survey of factors of the socioeconomic, institutional and family context related to the learning processes.

Nowadays a new scheduling has been proposed for the national operations of evaluation with lengthier than annual cycles to allow for more time of analysis and investigation on institutional and classroom variables associated with achievement and in order to circulate the results of the evaluation to reach different addressees so as to gain better advantage of the information surveyed.

On the other hand, several jurisdictions have started the development of their own evaluation systems for the pupils' academic achievement and of projects whose objective is to improve the communication processes of the results of the national evaluations in order to optimise the use of the information that may guide the actions tending to improve educational quality.

The following table presents the results of the National Evaluation Operation 2000. Said operation was carried out on a census basis for 6<sup>th</sup> year EGB and for the end of the secondary level, and on a sample basis for 3<sup>rd</sup> year EGB and 9<sup>th</sup> EGB. In all the cases, the areas of Mathematics and Language were evaluated.

**Table 5: Results of the National Evaluation Operation 2000. Percentage of correct answers per subject area and study year.**

3 <sup>rd</sup> year EGB	
Language	61.88
Mathematics	59.50
6 <sup>th</sup> year EGB	
Language	61.58
Mathematics	57.87
9 <sup>th</sup> year EGB / 2 <sup>nd</sup> year Secondary level	
Language	51.03
Mathematics	53.65
End of Secondary Level	
Language	59.11
Mathematics	61.30

Source: National Evaluation Operation 2000 (ONE 2000). DINIECE, Ministry of Education, Science and Technology.

On analysing the achievements and difficulties of the academic results of the language and mathematics tests- ONE 2000, it is seen that:

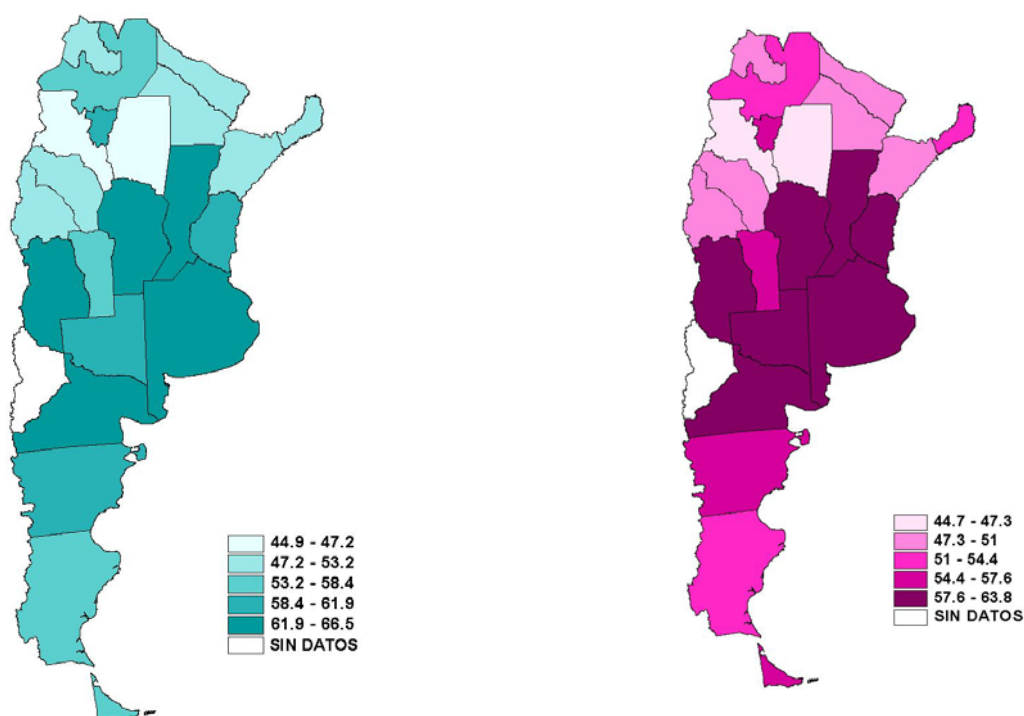
Some mathematics contents, such as fractional numbers or decimal numbers, present a higher percentage of correct answers (68.8% and 63.2% respectively) for the 6<sup>th</sup> year EGB pupils. As to skills, pupils find it easier to operate using algorithms (68.7%) than to solve problems (51.7%).

In relation to the language area, they present greater difficulty in the reading comprehension of narrative texts (56.6%) and a higher percentage of correct answers related to reflections on the facts of language (68.9%).

In relation to the results corresponding to the End of the Secondary Level, in Mathematics, pupils had greater difficulties solving exercises related to combinatorial calculus and probabilities, and to a lesser degree, with equations and inequations. In Language, the most serious difficulties were presented in reading comprehension, specifically in the recognition of argumentative resources used in a text.

The results of the National Evaluation Operations in Mathematics and Language show marked differences among jurisdictions. By way of example a map is included to present the results of the ONE 2000 corresponding to Mathematics and Language for 6<sup>th</sup> year EGB:

**Figure 1: Argentina. ONE 2000 MATHEMATICS AND LANGUAGE.  
Results per Province**



(Sin datos: Data not available)

Source: National Evaluation Operation 2000. DiNIECE, Ministry of Education, Science and Technology.

It is worth explaining that the results are presented through the average percentage of correct answers, which should not be mistaken with the proportion of acquisition of knowledge and skills evaluated.

In a broad sense, in the results of ONE 2000 corresponding to 6<sup>th</sup> year EGB/Primary it is seen that the variables which have a high correlation with a low academic achievement are: little availability of books in the household, low sense of belonging, socioeconomic vulnerability and little help from the parents with the teacher's work. Likewise, there are other factors, related to the school atmosphere and to the resources of the school, which are also highly connected to the pupils' performance in the tests.

The map shows the existence of very sharp regional differences as to achievement which would justify specific educational policies. The greatest problems arose in departments of the regions of the Northeast, the Northwest, and some areas in Cuyo and in the South. However, care must be taken on interpreting these inequalities due to the marked differences that also exist in terms of geographic, demographic, social and economic characteristics.

The data obtained from the evaluation operation 2000 confirm that socioeconomic factors present a closer relation with academic achievement. However, there are also other school factors which provide a certain margin to improve the results beyond the socioeconomic conditions.

### **1.3. The greatest problems and challenges faced by the educational system at the beginning of the 21<sup>st</sup> century**

At the turn of this new century, the Argentine educational system faces a complex set of challenges related to solving the problems of the past which still persist and to the urgent requirement of building the future. Among the debts of the past are to be mentioned: enforcement of the 10 years of schooling, the initial level at age 5, the increase in retention and the inclusion of those who have not entered or who have dropped out without having completed compulsory education. At present, a wider coverage and completion of the high school level are added to the previous ones. Other significant challenges include the incorporation of innovative criteria into the system and attention given to the quality and integration of the new technologies to school life.

The profound economic and social changes of the last decades have deepened social fragmentation demanding from the school system differentiated answers for the new social situations; answers which may guarantee equal possibilities for enrolment, permanence and graduation with equivalent quality in learning.

To comply with the previous points it is required to:

- **Strengthen the possibilities of an early enrolment for the children of Argentina.** Within a context of blatant social inequalities, an early access to school becomes essential to favour the integration of the children belonging to the most deprived social sectors.
- **Guarantee a minimum of 10 years of schooling for all Argentine children.** Educational statistics show an increase in the coverage of the educational system in the compulsory stage and at the pertinent age. However, these same figures indicate how much there is still to do if the intention is to make the 10 years of compulsory schooling come true for every child, since marked regional differences still persist and with them, extreme difficulties to meet this objective.
- **Guarantee a school year of 180 days as a minimum**
- **Guarantee equality of access possibilities to similar quality levels of competences, knowledge and values in each of the levels of the educational system.** For this purpose it is necessary to develop strategies to compensate social and regional inequalities. This is a necessary condition to attain equality, but it also proves essential to place the quality of learning in the focus of the concerns of the school system.
- **Strengthen training for modern citizenship.** The sharp increase in social exclusion confronts the school system with the challenge of strengthening democratic values and of training for the full exercise of citizenship. Only by recovering a notion of citizenship which involves the possibility of exercising civil, social, political and human rights that the legal system recognises for every citizen is it possible to think of overcoming exclusion.
- **Strengthen the link between the educational system and the world of work.**
- **Develop policies of pedagogical innovation.** They should help to give an answer to problems in the changing educational contexts.
- **Strengthen the integration with the provinces and among the different levels of the educational system, and among these and the scientific system.**
- **Raise the hierarchy of teachers' work**
- **Improve the infrastructure and the equipment of the schools in all the jurisdictions.**
- **Consolidate the operation of the organisations in charge of producing information and knowledge.**
- **Strengthen the unity of the national educational system.**

## 2.1 Education and equality of genders

### a) Which are the main concerns about the subject of genders and education?

To account for this concern implies approaching a set of features such as: make-up of pupils per gender in the different levels of the system, how gender is dealt with in curriculum documents, the approach to masculine and feminine roles in textbooks and discriminatory and/or non discriminatory practices in the classrooms, among others.

Argentina presents a low illiteracy rate (2.6%) as well as a low percentage of people who do not enter the educational system (3.7%). Within this latter category we may see that there are no substantial differences between men and women (3.5% and 3.9% respectively). However, this little difference is due to the fact that elder women have less access to schooling. This datum is reversed for the generations younger than 50 in which men show higher figures.

**Table 6: Total country. Population aged 15 and over with no schooling per gender according to age groups. Year 2001. Percentages.**

Age Groups	<i>No schooling</i>		
	Total	Men	Women
<b>Total</b>	<b>3.7</b>	<b>3.5</b>	<b>3.9</b>
15-19	1.0	1.1	0.9
20-24	1.5	1.6	1.3
25-29	1.8	1.9	1.7
30-39	2.4	2.5	2.3
40-49	3.5	3.6	3.5
50-59	5.0	5.0	5.1
60-69	6.7	6.2	7.1
70-79	8.9	8.1	9.4
80 and over	12.6	11.5	13.2

Source: Own processing.

National Census of Population and Housing – 2001. INDEC.

Some geographical differences may be observed in the degree of literacy of the population. While in some jurisdictions such as the City of Buenos Aires and Tierra del Fuego less than 1% of the population is illiterate (0.5% and 0.7% respectively), others like Chaco, Corrientes, Misiones, Formosa and Santiago del Estero present figures above 5 percent. However, there is not a constant trend as to access to schooling differentiated by gender since in some provinces there are more illiterate men than women, while in other jurisdictions the data are reversed.

**Table 7: Population aged 10 and over per illiteracy rate and gender according to jurisdiction. Year 2001**

Jurisdictions	Population of 10 years or over	Total	Men	Women
<b>Total</b>	<b>29,439,635</b>	<b>2.6</b>	<b>1.3</b>	<b>1.3</b>
Ciudad de Buenos Aires	2,468,474	0.5	0.2	0.3
Buenos Aires	11,400,404	1.6	0.7	0.8
Catamarca	256,906	2.9	1.5	1.4
Chaco	744,237	8.0	3.8	4.2
Chubut	329,381	3.1	1.5	1.6
Córdoba	2,522,375	2.1	1.1	1.0
Corrientes	715,107	6.5	3.4	3.1
Entre Ríos	928,446	3.1	1.7	1.4
Formosa	362,783	6.0	2.6	3.3
Jujuy	467,746	4.7	1.4	3.4
La Pampa	244,514	2.7	1.5	1.2
La Rioja	224,375	2.5	1.4	1.1
Mendoza	1,277,413	3.2	1.6	1.6
Misiones	717,109	6.2	3.0	3.2
Neuquén	375,320	3.4	1.6	1.8
Río Negro	440,867	3.8	1.8	1.9
Salta	812,920	4.7	1.9	2.8
San Juan	488,879	3.0	1.6	1.4
San Luis	289,622	2.9	1.7	1.3
Santa Cruz	154,821	1.4	0.7	0.7
Santa Fe	2,484,416	2.5	1.2	1.2
Santiago del Estero	607,782	6.0	3.1	2.9
Tierra del Fuego, Antártida e Islas del Atlántico Sur	78,839	0.7	0.3	0.4
Tucumán	1,046,899	3.6	2.0	1.7

Source: National Census of Population and Housing – 2001. INDEC.

If we analyse the access that the population has to the different levels of the educational system, we see that Argentina presents similar degrees of schooling among men and women for basic education.

**Table 8. Pupils of Common Education per gender according to education in percentage.**

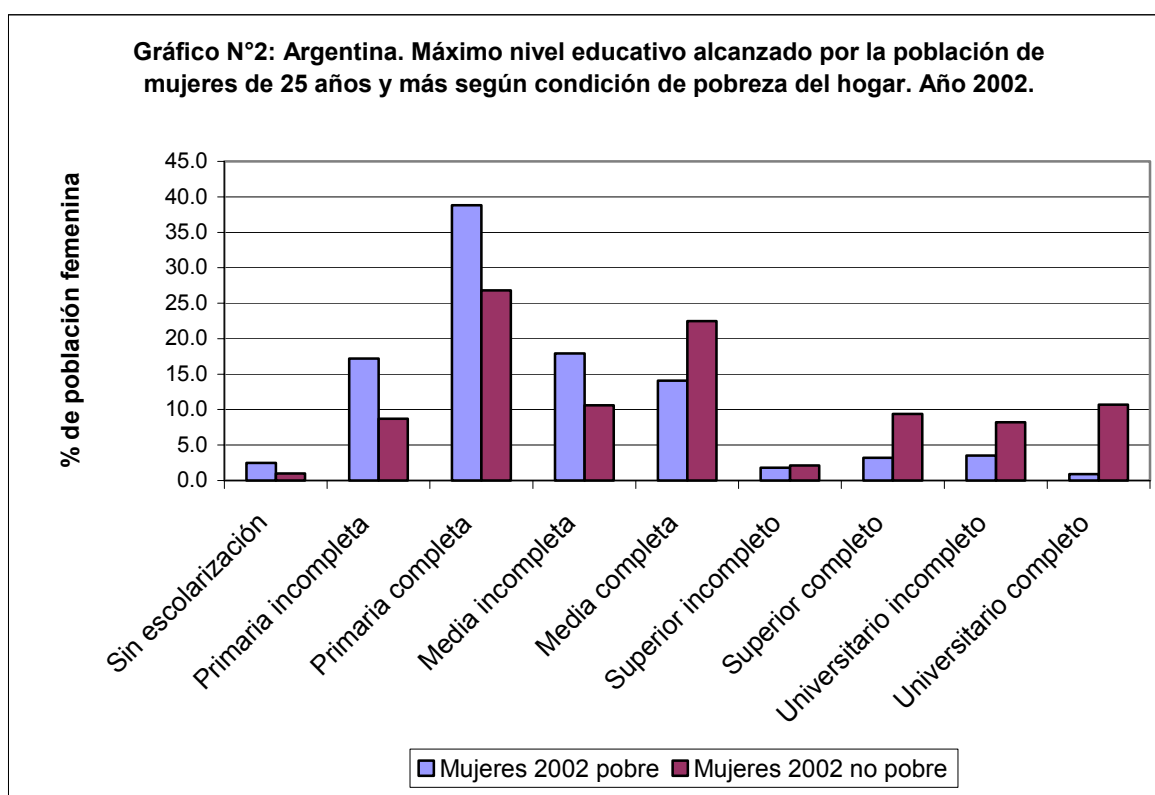
**Total country. Year 2002**

<i>Level</i>	<b>Sex</b>	<b>Percentage</b>
<b>Total country</b>	Total	100
	Men	49.2
	Women	50.8
<b>Initial</b>	Total	100
	Men	50.4
	Women	49.6
<b>EGB 1 and 2</b>	Total	100
	Men	50.8
	Women	49.2
<b>EGB 3</b>	Total	100
	Men	50.1
	Women	49.9
<b>Polimodal</b>	Total	100
	Men	48.0
	Women	52.0

Source: Yearly Survey 2002. DINIECE, Ministry of Education, Science and Technology. Provisional data.

The category “women” does not prove to be a homogeneous universe, one of the differential features within the group lies in their socioeconomic condition. As may be seen in Graph 2, most Argentine poor women reach the level of “incomplete secondary” level, whereas most of the non poor reach the highest levels in the system.

**Graph 2: Argentina. Maximum educational level attained by the population of women aged 25 and over according to household level of poverty. Year 2002.**



% de población femenina: % of female population

Sin escolarización: No schooling

Primaria incompleta: Incomplete primary level

Primaria completa: Complete primary

Media incompleta: Incomplete secondary level

Media completa: Complete secondary level

Superior incompleto: Incomplete higher level

Superior completo: Complete higher level

Universitario incompleto: Incomplete university level

Universitario completo: Complete university level

**Blue:** Women 2002 poor    **Purple:** Women 2002 non poor

Note: The population of Households below the poverty line was estimated on the basis of the parameters set by INDEC, which take into account: total family income, number of equivalent adults in the household and the value of the basic basket for the equivalent adult calculated for the months of the survey waves of the EPH. Likewise, the differential values of the baskets for the regions were considered, taking as a reference the equivalences calculated by INDEC in 2001 and 2002.

Source: EPH 2002 October wave. INDEC

Because of the homogeneity in the degree of schooling between the genders in basic general education, the Ministry does not need to count on a specific policy.

However, to the socioeconomic factor (which generates heterogeneity within the group of women and holds good for the group of men) is added early motherhood as another factor that especially conspires against adolescent girls' schooling and turns them into a subgroup of educational risk.

Included in the annex attached and by way of example is the description of an experience tending to promote gender equity and equality in educational institutions, greater possibilities of access for women and a lower drop-out rate in secondary level institutions.

## **2.2 Education and social inclusion**

### **a) Which are the challenges to ensure social inclusion?**

Resolution 2143 of April 2004 of the Federal Council of Culture and Education intends to reduce inequalities and to focus on the learning processes as core.

To this end, the National Ministry of Education, Science and Technology, the provinces and the Autonomous City of Buenos Aires undertake to:

- Develop a policy geared to provide unity to the system.
- Identify a core of priority learning processes from the Initial level to Polimodal/High School education, and its consequent influence on teacher training
- And, carry out all the necessary actions to allow access to key learning processes.

The proposal passed by the Assembly of the Federal Council of Education intends to ensure a basis of unity for the system complying with its diversity of realities and generating interventions which may assist the work in the classroom. It involves working on two processes that are integrated and developed on a cooperative basis between the National Ministry, the Provincial Ministries and the Government of the City of Buenos Aires:

**a)** Identification of a core of priority learning processes which will act as referents and will provide a structure for:

- The task of teaching
- The information to and participation of the family and other community sectors
- The ratification of commitments to act on the part of the provincial administration and of the city of Buenos Aires
- The actions of the different programs of the National Ministry
- The processes of quality evaluation
- The decisions related to pupils' inter-jurisdictional mobility

b) Ratification of commitments to act in order to favour and allow for priority learning processes.

The cooperation lines jointly arranged will be geared to:

- I Providing support to schools and teachers
- II Helping pupils and guiding parents
- III Summoning other social actors

The integrated work of the different educational administrations will be essential to the identification of the learning processes agreed upon and to the definition and extent of the cooperation that shall be established. Reciprocal commitments shall originate to set such work into practice and feasible improvement objectives shall be pursued. New integrated work shall be promoted within the educational system itself, horizontally and vertically, inter-cycle or inter-level, but among the jurisdictions as well.

**b) Which population groups are considered to be the most vulnerable faced with the various forms of social exclusion?**

The deep crisis that the Argentine society is going through has affected each and every level, throwing vast sectors of the population into poverty and marginality. For the period 1995-2000 the incidence of poverty rose from 23% to 50 percent. Undoubtedly, it is children and young people who undergo the worst situation because of the projection into the future of their status as poor. For these population groups, educational exclusion acquires special significance as to their share in symbolic or cultural capital and job insertion.

The tables below account for poverty and exclusion per region for the population under 18 years of age.

**Table 9. Argentina. Impact of poverty on the population aged less than 18 according to region. October 2002**

REGION	PERCENTAGE
Noreste	82.9
Noroeste	80.5
Cuyo	75.1
<b>Total Country</b>	<b>75.0</b>
Pampeana	74.2
Área Metropolitana	73.5
Patagónica	58.2

Source: SIEMPRO based on the EPH (Permanent Household Survey) October 2002, INDEC.

**Table 10. Argentina. Distribution of poor population aged less than 18 years according to region. October 2002**

<b>REGION</b>	<b>PERCENTAGE</b>
Área Metropolitana	37.7
Partidos del Conurbano	35.2
Ciudad de Buenos Aires	2.5
Pampeana	24.6
Noroeste	14.6
Noreste	12.0
Cuyo	7.1
Patagónica	4.0

Source: SIEMPRO based on the EPH (Permanent Household Survey) October 2002, INDEC

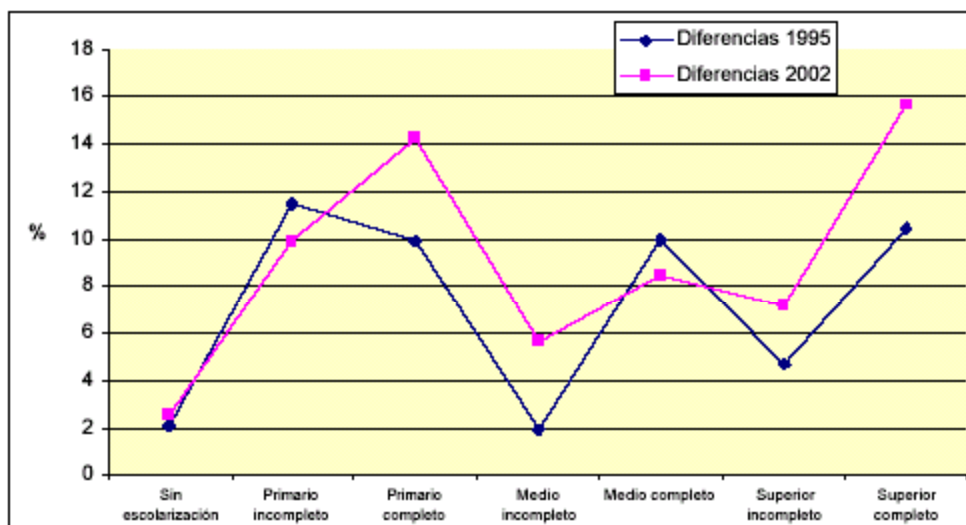
The educational and social gaps still persist and, in some cases, they have deepened. The tables and graphs included below try to account for the role of education in the production and reproduction of the conditions of social exclusion.

**Table 11. Total population according to poverty level; age groups in 31 urban clusters. October 2002**

<b>Population in 31 urban clusters</b>	<b>Total Population</b>		<b>Population per age groups</b>							
			<b>0 to 14 years</b>		<b>15 to 22 years</b>		<b>23 to 64 years</b>		<b>65 years and over</b>	
	<b>% over total</b>	<b>Persons</b>	<b>% over total</b>	<b>Persons</b>	<b>% over total</b>	<b>Persons</b>	<b>% over total</b>	<b>Persons</b>	<b>% over total</b>	<b>Persons</b>
<b>Total</b>	<b>100.0</b>	<b>24,107,196</b>	<b>100.0</b>	<b>6,610,658</b>	<b>100.0</b>	<b>3,508,987</b>	<b>100.0</b>	<b>11,645,297</b>	<b>100.0</b>	<b>2,342,253</b>
Non poor	42.5	10,236,912	26.5	1,749,290	3.5	1,176,278	48.8	5,679,334	69.7	1,632,010
Poor	57.5	13,870,284	73.5	4,861,369	66.5	2,332,709	51.2	5,965,963	30.3	710,243
Poor non indigent	30.0	7,232,725	32.1	2,127,465	33.2	1,165,958	29.1	3,389,856	23.4	549,446
Poor indigent	27.5	6,637,559	41.4	2,733,904	33.3	1,166,751	22.1	2,576,107	6.9	160,797

Source: INDEC. EPH (Permanent Household Survey)

**Graph 3. Percentage differences between poor and non poor in the distribution of the maximum educational level achieved in the population aged 25 or over. Urban clusters. Years: 1995 and 2002**



Sin escolarización: No schooling  
 Primario incompleto: Incomplete primary level  
 Primario completo: Complete primary level  
 Medio incompleto: Incomplete secondary level  
 Medio completo: Complete secondary level  
 Superior incompleto: Incomplete higher level  
 Superior completo: Complete higher level

Source: Arrieta, ME; Judengloben, M y Falcone, J: “Brechas Educativas y Sociales: Un Problema Viejo y Vigente” (Educational and Social Gaps: an Old and Present Problem), DINIECE, Ministry of Education, Science and Technology. Based on data from the EPH of May 1995 and May 2002.

The inequities among the poor and the non poor groups shown through the various indicators that were analysed become more relevant taking into account that in 2002 the adult population of households below the poverty line almost doubled in relation to 1995 (from 23% in May 1995 to 50% in May 2002). The gaps are crudely evidenced in the possibilities not only of having access to educational levels but also of completing them, in particular from secondary studies onwards. In other words, in 2002 only two out of ten poor completed or surpassed the secondary level, while among the non poor five out of ten did.

On the other hand, in 2002, only the medium high and high income population (starting at the 9<sup>th</sup> income decile per capita in a family) reached an average of 12 years of studies passed, which is the minimum educational capital required to enter the current labour market.

**Table 12. Distribution of population aged 15 to 27 per gender, according to condition of activity and school attendance. Total number of clusters of the EPH. In percentage for chosen years.**

Condition of activity and School attendance	Men		Women		Total	
	1995	2002	1995	2002	1995	2002
Studies and doesn't work	6.7	83.7	79.9	93.2	73.1	88.3
Studies and works	2.8	2.5	1.5	0.9	2.2	1.7
Works and doesn't study	12.6	4.3	5.8	1.4	9.4	2.9
Neither studies nor works	17.5	9.4	12.7	4.6	15.3	7.0

Source: Arrieta, ME; Judengloben, M y Falcone, J: “Brechas Educativas y Sociales: Un Problema Viejo y Vigente” (Educational and Social Gaps: an Old and Present Problem), DINIECE, Ministry of Education, Science and Technology. Based on data from the EPH of May 1995 and May 2002.

A critical subgroup is identified; it is formed by those aged 15 to 17, who have already dropped out of the educational system, most of them without completing the basic or minimum schooling required for integration into the labour market in non precarious conditions. This subgroup comprises about 150,000 adolescents from the urban clusters surveyed by the EPH.

Most adolescents who do not attend school come from poor households; therefore it may be affirmed that this group’s non attendance to school is basically associated to the socioeconomic conditions of their households.

The adolescents excluded in 2002 remain in worse conditions than in 1995 since they do not count on sufficient basic training to enter the formal labour market, which makes their vulnerability and exclusion more acute. While in 1995 only 11% of the pupils who dropped out had not completed the primary level, in 2002 this ratio soars to 24.8 percent.

Among adolescents aged 15 to 17, there is an increase of over 15 percentage points in the number of net pupils (they study and do not work); at the same time, the ratio of pupils who work, and those who work and do not study has diminished.

**Table 13. Distribution of population aged 18 to 24 according to activity condition and school attendance. Total number of clusters of the EPH. In percentage for the years chosen**

Condition of activity and School Attendance	Men		Women		Total	
	1995	2002	1995	2002	1995	2002
Studies and doesn't work	26.5	36.1	39.7	49.8	32.5	42.5
Studies and works	10.7	9.8	11.5	10.0	11.1	9.9
Works and doesn't study	42.7	29.5	29.2	21.6	36.6	25.8
Neither studies nor works	20.1	24.6	19.6	18.5	19.9	21.7

Source: Arrieta, ME; Judengloben, M y Falcone, J: “Brechas Educativas y Sociales: Un Problema Viejo y Vigente” (Educational and Social Gaps: an Old and Present Problem), DINIECE, Ministry of Education, Science and Technology. Based on data from the EPH of May 1995 and May 2002.

In the youth group aged 18 to 24, a positive evolution of enrolment is observed: whereas in 1995, three out of ten youth studied and did not work, in 2002 this ratio rises to over four out of ten. This situation may be attributable to lack of job opportunities, since in the same period the ratio of those who work diminished 12 percentage points. The problem of unemployment is strikingly evident among men: in 1995, 53.4% worked, while in 2002 this percentage decreased to 39 percent.

On the other hand, the group of those who neither study nor work has increased alarmingly among the men aged 18 to 24: in 2002 one out of four youth of this age was in such situation.

Finally, among the youth of this age group, the ratio of those who work has diminished compared to those who study. Likewise, the subgroup of those who neither work nor study (not taking housewives into account) remains at about 19% for the two time points under consideration.

**c) Which specific measures have been taken for education to cope with the most vulnerable groups?**

This Ministry furthers different proposals in the provinces to cope with the current situation of the young people. Some of these actions have been in force since previous years and others correspond to new initiatives.

Most of the actions to cope with the most vulnerable groups are linked to the following programmes and projects:

## **Project to improve education in EGB3 and Polimodal**

At present the project copes with about 36,000 youth in 200 educational units selected in seven provinces and it involves pedagogical and social interventions in two courses of action:

### **1. Institutional and Curriculum Innovation**

It consists in the creation of Work Teams of Professors (ETP) of basic curriculum subjects, who mainly cope with a same group of divisions throughout a cycle. These teams develop Projects for the Improvement of Education that strive to make interventions aimed at the pedagogical special features and needs of the cohort of pupils with which they cope.

### **2 Centres for Young People's Activities (CAJ)**

This course of action proposes the development of activities of life-long education for the young people in the local communities, which effectively respond to their needs, interests and social and cultural problems. In these centres for the young which operate in the secondary schools, actions are performed that tend to retain pupils who are potential drop-outs.

Nowadays there are 250 Centres for Young People's Activities in operation which cope with 46,000 young people in the schools on Saturdays providing them with cultural, sports and community activities. Presently 750 new centres are to be incorporated.

## **National Programme of Student Scholarships**

This Programme under the National Department of Compensatory Policies (DNPC) is intended for 350,000 pupils aged between 13 and 19 who attend state public schools and who are at risk of dropping out of the educational system and who come from families in a state of indigence and/or poverty.

Its objectives are:

- a) to increase the years of permanence in the educational system of the young people coming from more vulnerable socioeconomic families.
- b) to improve pupils' progress through school, encouraging attendance and promotion
- c) to reduce the number of young people who do not study within the stage of compulsory education
- d) to increase the levels of permanence and promotion of pupils, as well as the quality of the training and learning processes in the schools which take part in the Programme.

## **Books for everybody**

It includes the delivery of 3,500,000 textbooks for EGB and Polimodal pupils. 450,000 for first grade and over 3,000,000 for the secondary school

5,300,000 storybooks distributed in non traditional spaces  
800,000 books of classic authors for young people and adults

#### **Programme: “Learn by teaching”**

10,000 pupils from the last years of the secondary school and from teachers’ training institutes will accompany 50,000 pupils to help them remain in the school and improve their learning.

#### **National Programme of Education in Penitentiaries**

At present, 13,500 pupils are completing their schooling.

#### **Integral Programme for Educational Equality (PIIE)**

Special support given to 1000 deprived schools per year of EGB1 and 2.  
During the period 2004-2007, 4000 schools and 700,000 pupils will be benefited with:

- Financing of pedagogical projects
- Provision of 5000 computers and 1500 printers
- Distribution of books and school utensils
- Pedagogical support for physical and artistic education.

#### **Programme of Adult Life-long Education**

60,000 Heads of Household will complete the EGB and 40,000 will complete the secondary level.

National Campaign of Literacy Teaching and Basic Education.

#### **Programme of Rural Education**

It includes specific support actions for the rural areas, from initial level to the third cycle of the EGB.

#### **National Programme of Intercultural and Bilingual Education**

It comprises 600 scholarships for aboriginal pupils and the publication of texts for all the communities.

#### **Strengthening of Relationship between Education and Work**

#### **National Programme of Professional Training “Be Trained to Work”**

Integration of centres of Professional Training (FP): creation of 460 Professional Training institutions linked to the priority economy sectors.

#### **Programme “Training for Work and Social Integration”**

Strategies of education and professional, labour and occupational training for deprived groups. Addressed to 70,000 young people and adults who neither study nor work, disabled people and population in penitentiaries.

### **Programme of Secondary and Higher Non University Technical Training**

It Involves 400 schools, 6000 teachers and 100 projects of productive practices, together with industrial revamping and production of services.

### **Revamping and provision of equipment for technical schools**

It involves a total investment of almost 9 million pesos for training and the provision of equipment for 340 technical schools in the whole country.

### **Extension and improvement of school infrastructure**

- 700 new schools in all the country with 420,000 new vacancies in all the country jurisdictions, with an investment of over 400 million pesos.
- Plan of extension and improvement of school infrastructure in all the country.

### **Technological innovation and means of communication at the service of education**

- Computers for schools: 8500 computers and 3100 printers which will be assigned to schools in a state of extreme poverty, teachers' training institutes and technical schools throughout the country.
- Educ.ar: relaunching of educ.ar for digital literacy education, promoting the integration of Technologies of Information and Communication into the educational system and thus narrowing the digital gap.
- Puentes.ar: network of schools and school networks which operate with the Internet service, connection with other institutions and capacity to spread its own proposals.

### **National Programme of Educational Reinsertion "Everybody to School"**

The national ministry coordinates together with the provincial education ministries the design of a programme whose objective lies in supporting, by means of different strategies, the return to Basic General Education of all the children and young people who are currently not attending lessons and who are outside the educational opportunities available.

Some of these strategies are:

- Organisation of neighbourhood educational commissions to support the inclusion of children who are outside the school.
- Creation of alternative educational strategies which guarantee that every child may find a place which meets his/her needs.
- Promotion of activities organised by the local community and the school that may act as a bridge to contribute to school reinsertion. Managed in association with social organisations.
- Award of 20 thousand new scholarships to encourage young people who are outside the educational system to come back to school.
- Training and subsidies for teachers and community referents to support the local projects of school inclusion.
- It has been stipulated that the school attendance proof will be compulsory in order to renew the Head of Household Plans every six months.

<p><b>Integration with other ministries and social organisations for the Completion of Education of Young People and Adults</b></p>
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Throughout the period 2004-2007 two courses of action will be developed with regards to the young people who are not included in the Head of Household Plan:

- Strengthening of the provincial educational systems for the education of Young People and Adults to increase the extent of Secondary Level/Polimodal, with special attention given to teachers' updating training to improve the quality of the learning processes and a greater retention of the pupils who re-enter the educational system for young people, especially those aged 20 to 24.
- Distribution of materials of part-time mode tutorial to attend to the completion of secondary studies of 50,000 youngsters aged 20-24 from the provincial systems, focusing attention on the provinces with the highest rates of incomplete secondary studies, mostly located in the NOA (Argentine Northwest) region. (Pertinent budget and operational feasibility are being analysed).

Since 2003, the Ministry of Education, Science and Technology has generated integrations with programmes of other national ministries and social organisations.

In 2003, an agreement was signed with the Consejo Nacional de Niñez, Adolescencia y Familia (National Council of Childhood, Adolescence and Family), within the National Programme for Adolescence and Social Integration, which this organisation carries out. It intends to bring back to the educational system about 800 youngsters aged 15 to 19 coming from humble households, who have completed primary school or EGB2, driving their re-entry into the system with the assistance of those accompanying youngsters and teachers who take part in the Activity Centres for the Young in the schools of five Argentine provinces.

At present, integration actions have been started with the Ministry of Social Development and the National Ministry of Health in relation to the design and execution of programmes concerning the care and the social and educational inclusion of socially vulnerable youngsters who neither study nor work.

The programme, at the design stage now, will be run by the National Secretariat of Social Policies and the National Youth Department and it will try to cope with the social inclusion of over 1,000,000 youngsters, having as a centre for those aged 15 to 19 the secondary school and the formal opportunities of Education for Young People and Adults.

## ANNEX

### **Programme: “Parent pupils and pregnant pupils in secondary and technical schools of the city of Buenos Aires”**

Description of the problem for which a solution is sought

The statistical data in the country show that births from mothers younger than 20 progressively increased between the 1960's and the 1990's. Analysing the 1991-1999 evolution, although a reasonable increase continues in the whole country, the figures grow dramatically in the provinces of Catamarca, Corrientes, Chaco, Formosa, Misiones, Santiago del Estero and Tucumán. This clearly indicates the existing association between poverty and adolescent motherhood.

In Argentina, towards the end of the 90's, over 80% of the adolescent mothers are placed in the first two quintiles of the per capita income, which correspond to the very poor sectors. A datum is added to this: 85% of the total has not completed secondary school and 9%, not even the primary level.

Countrywide, several studies show that most young mothers gave birth between the ages of 10 and 19, dropped out from school between 6<sup>th</sup> form and 1<sup>st</sup> year of secondary school, previous to pregnancy. These girls and adolescents come from extended and poor family groups, they do not hold a skilled job out of the home, so their occupation consists of household chores, whether in their own home or as temporary employees. However, it is also seen that the mothers of the young people in these sectors have expectations as regards their daughters' future, they value schooling as a way for them to be able to work and be independent.<sup>2</sup>

Concern for this subject has been occupying a relevant place in the agenda of school issues. For many years in our country adolescent pregnancy was a reality that schools preferred to ignore.

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<sup>2</sup> Climent, G. "La maternidad adolescente" in Revista Argentina de Sociología, Nov.-Dic. 2003. These data are in correspondence with those supplied by SIEMPRO. Las condiciones de vida en los grupos de riesgo. Documento 1: Madres adolescentes. 2001.

Early in 2000, a law from the National Congress banned every discriminatory practice in public premises, and in the City of Buenos Aires a programme was established for the Retention of parent pupils dependent on the department of Secondary Education (Dirección de Educación Media). In 1998 a survey was conducted in the city to determine the number of pregnant pupils<sup>3</sup>. As a result, this project was included in the defence of the right to education which is given legal standing by the Convention on children's rights (Law 23 849) and in the Convention on the elimination of every form of Discrimination against Women, and in a first stage only applied in the schools included in the programme Areas of Priority Action (ZAP). Today it has been extended to all the secondary schools of the city of Buenos Aires. In 2001 such extension was made possible because the project was assumed as a general policy from the Department of Area of Secondary and Technical Education.

What this project shows is that educators move forward onto this new situation based on facts and they look for a way to harmonize adolescents' restrained protection and training. In the last years, state-run schools have opened up to take parents as pupils. On the other hand, in private schools this process is generally slower and many times it depends on the enforcement of by-laws beyond the basic right to education<sup>4</sup>. It is also important to point out that the experience of specific projects for the retention of parent pupils as the one developed in the City of Buenos Aires is an exceptional case rather than a rule in the country. What seems more difficult to eliminate, above and beyond a better acceptance of adolescent pregnancy, are the veiled mechanisms of banishment which still persist in many schools. For this reason it would be significant to work on the incipient approach of institutionalizing sexual education as an essential aspect of a person's development.

#### Objectives:

- To integrate and inscribe a place in the school to approach the subject of pregnancy and adolescent maternity/paternity, strengthening and thus accompanying these pupils' right to education.

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<sup>3</sup>Secondary Education schools of the city of Buenos Aires are distributed in 8 regions. When in 1998 this survey was carried out, 92 cases of pregnant and/or mother pupils were found in only 9 schools of the 5<sup>th</sup> region (where the poorest sectors of the city are found). Nowadays the presence of pregnant or mother pupils is found in all the schools of the city and in all the social sectors. From the interview with Giselle Tenembaun, coordinator of the project, on November 24th, 2003.

<sup>4</sup>IIPEE. ¿Alumnos o Madres y Padres Adolescentes? (Pupils or Adolescent Parents?), Informes Periodísticos Para Su Publicación –N°17, Buenos Aires, August 2003.

- To promote the continuity and permanence of adolescent parents and pregnant adolescents in the educational system, favouring the construction of educational strategies tending to inclusion and conceived from the point of view of diversity.
- To consider together with the educational community the importance of the continuity of the studies and the completion of secondary school for pupils as a project that is different and complementary to the pregnancy and maternity/paternity situation.

### Description of the design and implementation

This project is based on the acknowledgement of the right to education and therefore it defines a series of interventions which include and accompany adolescent mothers and pregnant adolescents. In some schools, in close integration with the Department of Area of Initial Education, the opening of day care centres is promoted. Sometimes, schools furnish rooms to be used temporarily by older children with the assistance of prefects who look after them during lesson hours, all of which presupposes an internal reorganisation of the school. At the same time, the programme introduces actions aimed at father pupils.

Some actions developed in the project:

- Training of institutional referents for school retention of mother and pregnant pupils in ZAP<sup>5</sup> secondary schools. Training in 1999 and 2000 which addressed the subject of maternity and pregnancy in adolescence from the psychological, the medical and the legal points of view.
- Institutional work for inscribing the project in the school. Work performed together with members of the boards and school referents (prefects, teachers and resource teachers) trained by ZAP.
- Focus groups with mother and pregnant pupils. Coordinated by two psychologists from the team.
- Labour Emergency Programme (PEL) belonging to the Labour Ministry. The Labour Ministry passed a Family Planning bill presented by ZAP in June 2000. About 15 girl pupils were trained to coordinate workshops in their own schools. The programme provides for an economic compensation both for the training period and for the coordination of workshops. During the training period, some of the subjects addressed were: sexuality, adolescence, menarche and body changes, gender, contraception, children's and adolescents' rights.

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<sup>5</sup>Zonas de Acción Prioritarias (Priority Action Zones) is a programme of the Secretariat of Education –Gobierno de la Ciudad de Buenos Aires, which copes with the schools of every educational level in the most deprived zones of the city, in coordination with other secretariats and government bodies (Health Secretariat, Council for the Rights of the Children, etc.).

- Training geared to promoting health and care of one's own body. In October 2000 this training was carried out for teachers involved in the subject of adolescent sexuality, to cover these issues in the classrooms in the future.
- 100 mother and/or pregnant pupils received scholarships from the Programme of Scholarships for Pupils from the Department of Secondary and Technical Education of the city in 2001, and in 2000, 47 pupils were eligible for allowances granted by the National Lower Chamber.

In 2001 a survey was conducted in the city secondary schools. Out of a total of 120 institutions, 100 responded to the survey. It followed from it that there were 646 cases of mother and/or pregnant pupils and 273 cases of father pupils. During 2003 the survey was done once again and the data is being processed.

This project is carried though in close relation with the teams which assume the development of the Plan of Equal Opportunities for men and women (Law 474/2003) in force in the Gobierno de la Ciudad de Buenos Aires to perform joint actions and/or actions to disseminate this strategy of school retention that has widely spread in the secondary schools belonging to the system.

Among the difficulties in the execution of the anticipated actions, apart from the protection and approach to pregnancy of the adolescent girls, there is a problem related to the care of their children after childbirth, since most of the times these girls come from households where they do not count on much help to continue with their studies. Therefore the schools themselves must take the necessary steps in dealing with community organisations and day care centres which can look after the children while the mother pupils return to their life in school.

Another issue which is beginning to loom and which could give rise to a special investigation is the pedagogical incidence that this state of maternity and paternity has on the pupils' school experience. Schools are more concerned about the immediate restrained protection of the problem posed by adolescent mothers, and sometimes about placing their babies, while little is known about how this population's school experience is endured. However, some progress has been made regarding regulations in force, since as from the sanction of Law 709 in November 2001 the number of authorised absences was increased for pupils before and after childbirth. This accounts for the progress achieved regarding the acknowledgement of a situation which proves vital for many secondary pupils. The challenge is pedagogical since it is necessary to guarantee learning with less time to attend classes.

In the last decade, the laws began to protect school maternity and in some jurisdictions a number of programmes are in progress to guarantee the right to education and to equality.

Among the achievements gained in the schools and in the community at large a more understanding and tolerant attitude is observed towards adolescent maternity and paternity.

Other provinces have similar programmes available, including training strategies with teachers and pupils, focus group workshops, research studies on the subject, and so forth. For example, some experiences have been recorded in the provinces of Buenos Aires, Neuquén, Córdoba, Tucumán and Santa Cruz. Schools intend to generate institutional strategies to assume this new condition, trying to improve retention in the female population.

### National Scholarship Programme

The National Department of Compensatory Policies, through the National Programme of Student Scholarships, promotes actions to guarantee that adolescents and young people from the lower income bracket may have access to the educational services in equal conditions. Said programme (PNBE) benefits 350 thousand pupils whose studies may not be completed for socioeconomic reasons, and who try to solve this threat looking for early labour insertion which frequently proves fruitless or highly precarious.

The objective of the Programme is to encourage the permanence, promotion and graduation from obligatory schooling and from Polimodal Education, or its present equivalent, of pupils aged between 13 and 19 who attend public schools included in the Programme, who are potential drop-outs and who belong to very poor or deprived families.

The Programme involves three components or aspects:

#### 1) Institutional Project of Retention (PIR)

With the help of the provincial educational system, the schools commit themselves to draw up an Institutional Project of Retention which arises from the collaboration of ministerial authorities, supervisors, directors and teams of teachers. It implies to concentrate pedagogical help on pupils undergoing the most urgent situations, while at the same time it introduces the concern for retention into the school's pedagogical project.

The schools which participate in the Programme receive resources to implement coaching classes and other pedagogical activities in order to favour the retention of low-performing pupils. Guiding and reference material was designed and courses were provided to draw up the PIR.

The state has created several instances of technical assistance to the jurisdictions in order to draw up the Projects, and permanent support actions to schools are anticipated, as well as a follow-up and monitoring process of the specified activities in the Projects of School Retention.

#### 2) Textbooks

The Programme provides for the distribution of 2,712,242 books (2 textbooks on language, mathematics, natural or social sciences according to the pedagogical priority of each jurisdiction) for all the pupils of schools which

receive scholarships, as a complement to the specialised pedagogical support that the student with the lowest performance will be given.

### 3) Scholarships for school retention

350 thousand scholarships shall be financed amounting to \$400 to be paid in two equal instalments for pupils attending the 8<sup>th</sup> and 9<sup>th</sup> years of the EGB3 and the Polimodal level and whose families are in extreme poverty.

The scholarships shall be awarded on a renewal basis among the pupils attending between 9<sup>th</sup> year of the EGB3 and 3<sup>rd</sup> Polimodal who were benefited in 2003.

The system is managed in a decentralised manner, through Circuits formed by about 15 schools. The school is the contact with the addressees and the place where the integral actions of the Programme are executed.

After institutional and local spreading, the school invites all those enrolled to an individual interview. Highly trained personnel surveys the information provided by the adult in charge of the pupil who applies. The interview is essential for the scholarship award. The parameters are defined for the whole country and applied in the interviews by means of an inquiry. Those who need it most are favoured, making allowance for labour components and family income in relation to the number of underage members in each family; dwelling data, healthiness conditions, health, and disability, which identify the pupils' level of socioeconomic precariousness.

The Project of Specific Scholarships has been created to attend to the young who require more sustained and specialised support.

This project is operated within a legally drawn up budget and is intended for pupils in extreme educational risk due to socioeconomic reasons or other causes provided for in national laws (as for example: War Veterans, Presidential Godchildren, Malvinas Casualties) and for provincial social emergencies.

In 2003 funds were allotted to 2500 pupils who had been the victims of the floods in the province of Santa Fe, and to 5000 pupils belonging to aboriginal communities the country over.

#### **War Veterans**

Scholarships granted to the children of Argentine citizens who suffered 66% or more permanent disabilities as a result of wounds, accidents or psychophysical illnesses derived from the Malvinas conflict reported by the medical examination junta from each of the forces in which they served (Law 25.375).

Total amounts:

EGB	\$1962
Polimodal, Tertiary and University	\$3270

Total: \$ 2.331.510 (941 scholarships)

The scholarship is renewable to the extent that the holder is promoted from one course to the next, except in case of duly justified illness or force majeure.

#### **Presidential Godchildren**

Scholarships granted to the children who have been sponsored by the head of the Executive (Law 20.843) as his godchildren.

Total amounts:

EGB1 and EGB2 \$306

EGB3 and Polimodal \$450

Tertiary and university \$600

Total: \$ 135.528 (343 scholarships)

The scholarship is renewable to the extent that the holder is promoted from one course to the next, except in case of duly justified illness or force majeure.

### **Malvinas Casualties**

Scholarships granted to the sons and daughters of civilians and military men killed in action or who have died as a consequence of wounds, accidents or illnesses derived from the Malvinas conflict (Law 23.490).

Total amounts:

EGB \$ 1.962

Polimodal, Tertiary and university \$ 3.270

Total: \$ 302.802 (93 scholarships)

The scholarship is renewable to the extent that the holder is promoted from one course to the next, except in case of duly justified illness or force majeure.

### **Scholarships to Indian Aboriginals**

Grant of 5000 scholarships to indian aboriginal pupils from the EGB and the Polimodal, awarded in 2003, as laid down in the Agreement signed between this Ministry and the Ministry of Social Development and Environment (Agreement MECyT N° 111/03).

Total amounts (one annual payment)

EGB3 and Polimodal \$400

Total: \$ 2.000.000 (5.000 scholarships)

### **Hydric Emergency**

In 2003 the Project of Specific Scholarships allotted 2500 scholarships to pupils of the EGB who had been the victims of the floods in the province of Santa Fe.

Total amount (sole instalment) \$200

Total: \$ 500.000 (2.500 scholarships)

Other problems affecting the young today are also addressed. A Project for the Prevention of HIV-AIDS in schools has been drawn up.

The project sees to generate actions for the prevention of HIV-AIDS and for sexual education in public schools located in deprived socioeconomic areas in the provinces of Salta, Jujuy, La Rioja, Santiago del Estero, Catamarca, Misiones, Chaco, Entre Ríos, La Pampa, Mendoza, San Juan, San Luis, Neuquén and Chubut.

Work will be performed in 1003 Polimodal schools with a total enrolment of 200,574 pupils (socio-economically vulnerable adolescents aged between 16 and 19). These schools are included in the National Programme of Students' Scholarships (PNBE) from the National Department of Compensatory Programmes (DNPC) of the National Ministry of Education, Science and Technology. Belonging to said programme means that the population

addressed has taken part in a family socioeconomic study through which its potential vulnerability and high social risk are irrefutably known.

The schools shall manage the funds and shall draw up and execute projects, to which effect they shall be given the pertinent training. The financial resources to cope with the training and design of the local projects shall be obtained initially from the request to the Global Fund for the Fight against AIDS, Tuberculosis and Malaria, project "Support activities for the prevention and control of HIV/AIDS in Argentina".

Within the DNPC, the Integral Programme for Educational Equity is also developed. Although it is mostly devised to especially attend to EGB1, 2 and 3 institutions, part of its actions has been devoted to the Polimodal schools which are not included in the Scholarship Programme.

The Integral Programme for Educational Equity proposed the creation of opportunities to form networks among the schools, taking into special account the pupils' school progress.

In 2003, the Integral Programme promoted actions that could become effective in an integrated manner starting out from different public institutions and from the civil society to strongly support the teachers' activity in order to avoid delaying and/or invalidating the pupils' opportunity of schooling in the corresponding lapse of time.

The main objective of this Programme lies in strengthening inclusion, permanence and promotion in due time of girls, boys and youngsters from the most vulnerable sectors of our country. In the case of Secondary education in particular, the Integral Programme for Educational Equity (PIEE) attended to those schools which did not form part of the National Programme of Students' Scholarships.

The PIEE covered 13,745 Initial level, EGB and special Education schools located in rural and urban areas of the 24 jurisdictions and aboriginal communities which attend to 3,000,000 pupils in a state of socioeconomic vulnerability and educational risk. At present 2242 networks have been established with the participation of 8276 schools.

The PIEE provides:

1. Technical assistance to the provincial teams both for the development of pedagogical projects and for the enforcement of inter institutional and inter sector networks to cope with the essential problems of each provincial jurisdiction.
2. Design of specific documents with pedagogical guidelines, which are published, distributed and worked out in workshops attended by technical teams and supervisors from the 24 jurisdictions.

Besides, through national laws, 1500 scholarships are usually incorporated. In the Annex, there is a detailed description of the populations reached by the Project.

## INDEX OF DOCUMENTS

- Abdala, F.: "Tendencias recientes en la escolarización y la terminalidad del nivel medio de enseñanza". Serie: "La Educación en Debate N° 1, Documentos de la DINIECE, Ministerio de Educación, Ciencia y Tecnología, 2003.
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