



## Knowledge hub

### Collection of best practices

#### Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

PLANEA, a new school for adolescents

2. Country or countries where the practice is implemented \*

Argentina

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

**4. Implementation lead/partner organization(s) \***

Subnational governments: Tucumán, Chaco and Córdoba  
Implementing Partners: Flacso Argentina, Fundación Sadosky, América Solidaria

**5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \***

Innovative Secondary Education – Adolescents centered modality – Inquiry Based learning projects – Transformation of teaching practices - School networks - Digital and transferable skills -Adolescent's wellbeing

**6. What makes it a best practice? \***

PLANEA carries out an innovative model of secondary school that foster transforming education to guarantee and adolescent's center approach on three levels: a macro level through working with provincial education authorities to enable normative regulations to create new conditions for school functioning, a meso level that proposes a continuous networking strategy among school actors, principals and teachers to foster school and classroom changes to enhance adolescent wellbeing, foundational learning outcomes and digital and transferable skills development. Finally, the program addresses teaching, student assessment's and learning process transformation by introducing inquiry-based teaching strategies, through project-based teaching and learning, problem resolution and participatory pedagogies. It also fosters the implementation of Health advisories at the school to assure adolescents integral support on social, sexual o reproductive, and mental health concern. Together, these three levels are articulated in pursuit of a common goal: meaningful educational trajectories, achieving expected learning outcomes and skills development, while fostering adolescent's secondary school terminality. PLaNEA proved to contribute to support priority educational governments to scale up secondary school transformation: reaching since 2018 30% of public schools in Tucumán, duplicating transformation of most vulnerable schools in Chaco, and serving as pedagogical approach to develop a new secondary school modality with doble school graduation certification: regular secondary school plus vocational training certificate in ICT skills. PLANEA program technical assistance to public officials served to adjust regulations to adapt school curricula, teaching and learning environments, to promote an adolescent's centered approach that is showing very good results.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

Only half of adolescents in Argentina graduate from secondary education before age 20 (2019). Among those who drop indicates problems related to school factors (disciplinary, non-flexible regulations, not understanding and 28% sees the traditional secondary school offer as unnecessary or unenjoyable for their life projects. On the other hand, data shows that those who reach the last year of secondary school 40% have not acquired the minimum skills expected of them in Spanish; rising to 70% in Mathematics. These figures were much worse for adolescents of vulnerable contexts before COVID19 and most probable inequalities on learning outcomes have deepened due to school closure during the pandemic. PLaNEA promotes a path to transform secondary traditional education promoting and inquiry-based teaching and learning strategies that focus on foundational learning outcomes, digital and transferable skills development, and adolescent wellbeing. UNICEF designed the PLaNEA model and is helping local education authorities to implement it prioritizing schools with low learning outcomes and located in vulnerable contexts. PLaNEA aims to assure schooling is more relevant for adolescents' life and engaging to stimulate learning, skills development and wellbeing to assure educational right.

PLaNEA started with a pilot program, supporting one priority province reaching 16 priority secondary schools in 2018. By 2022, the program is being implemented in 3 priority provinces reaching more than 40,000 students in 193 schools, more than 2,400 teachers, 320 members of school head officer and 50 provincial educational officers. In Córdoba, 13 schools have been recently created based on PLANEA proposal with an innovative dual certification: as secondary education and a vocational training certificate on a technology professional domain. So far, program monitoring has showed an increase in student motivation to learn, school engagement and positive perceptions among teachers and school authorities. PLaNEA school networks approach to foster transformation giving active roles to principals and teachers is well positioned and moving changes at different levels of educational policy implementation to foster change at the school level. In 2022 PLaNEA is being evaluated through an external quasi-experimental impact evaluation to complement results identified through monitoring tools, in order to provide robust evidence of key pillars to foster secondary school transformation.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? \*

PLaNEA changed teaching and assessment practices through the introduction of an inquiry-based and project-based pedagogy, accompanied by formative assessment in Social Sciences, Natural Sciences, Mathematics, Spanish and Computer Science. Implementation involves in-service teacher training, the establishment of peer groups for both teachers and students, as well as implementation on some provinces of health advisories to foster adolescent integral health care. In addition, school principals' networks including school principals, supervisors and school counselors are sustained to facilitate exchange and initiatives implementation to foster a student centered educational. This body also aims to ensure the educational leadership necessary to sustain the innovative approach. Principals and teachers' networks PLANEA component is carried out by the implementing partner FLACSO Argentina team of specialists.

UNICEF deliver technical assistance to advocate and support normative regulations revision, including increase of school hours for teachers planning and student's formative assessment, and development of collaborative planning with peers in accordance with this innovative teaching model. Also, ACO offers pedagogical resources to model de implementation: booklets for teachers and students designed on National Curricula for every school year (3 projects per year for the 6 prioritized subjects). As well, ACO also support M&E of the initiative and knowledge generation and uses educational school data (academic grades, attendance, surveys) to identify problems that require special attention and to ensure that policies and interventions are evidence-based and targeted.

Likewise, there is the contribution of América Solidaria to strengthen transferable skills in adolescents and the Sadosky Foundation to support, technology curricula change and inquiry-based projects to teach and learn digital skills, programming, and computer science.

Resources utilized in 2022 shows that the program implementation annual cost is as a mean, around USD2.500 per school.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

PLaNEA began in 16 schools in 2018 in one province. By 2022, the program is being implemented in 3 priority provinces reaching more than 40,000 students in 193 schools, more than 2,400 teachers, 320 members of school head officer and 50 provincial educational officers. Monitoring has showed an increase in student motivation to learn and positive perceptions among teachers and school authorities. The PLaNEA networks of teachers and school directors are well positioned to foster change at the school level. On the other hand, work has been carried out with the education teams of the provincial ministries with the aim of leaving teams trained in the implementation of PLaNEA.

Main results:

-Improvement of students school trajectories: Throughout the implementation we have been able to reveal concrete results in the improvement of the students' school trajectories, in their motivation and participation. The data collected confirms that the schools that started PLaNEA in 2018 in Tucumán show significant improvements in the school trajectory indicators of the 1st year students compared to the average of state schools in the reference province. The data 2018-2019 shows that, compared to the average of state secondary schools, schools under the program reduce school dropout rates by half (exited without a pass to another school), increase school promotion by 12 percentage points and reduce repetition by 17 percentage points.

-Increase of student participation and motivation in school activities: Internal surveys show that the vast majority of teachers surveyed (more than 80%) indicate that they observe greater participation of students in classes, greater enthusiasm and commitment to activities. chores.

-Educational perspectives and school practices of managers and teachers transformed: Data shows high adherence of managers and teachers to the vision and goals of new school transformation proposed by the program and strategies proposed and implemented were highly valued by great majority of school actors (+75% had good and very good assessments).

-Students perceptions of their schooling and satisfaction with program strategies: 8 out of 10 students like the projects they work in school in every subject, feel supported by the tutor / school counselor, feel that they are part of the group and that classes are active, feel heard and valued at school, and 97% students think that school prepare them for their future (ACO M&E)

Finally, during the second semester of 2022, an impact evaluation of PLaNEA will be carry out leading by MIDE, Catholic University of Chile. The results will be ready in April 2023.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

Evidence showed that schools under PLANEA program supported by UNICEF working on project-based teaching on prioritized curricula, formative learning assessment, learning of digital and life skills are critical to educational inclusion, learning recovery and digital education development.

The key triggers for transformation identified are: 1) multilevel and multidimensional intervention: different levels of the education system, both macro and micro, towards a common objective and as well, 2)

Networking among managers and teachers to enhance learning and feedback to build professional learning communities, 3) tackling teaching and learning strategies while offering pedagogical resources for implementation: teacher and students booklets modelling inquiry-based learning projects, empowering: supervisors, school principals, pedagogical counselors and teachers through creation of professional learning communities, 4) strengthening of educational officer's support strategies to foster transformation at school level, intersectoral work, through implementation of adolescent health advisories, 5) Monitoring of program implementation and periodic feedback both to educational authorities and school officers and teachers.

Educational transformation process needs times, sustainable intervention, and teacher accompaniment.

Political changing dynamics or educational authorities' changes constitutes risks for this endeavor, UNICEF as external actor, knowledge and evidence generation, plus program documentation of the process proved to work to mitigate risk of program interruption.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice".

What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? \*

Work together with educational authorities to plan a multilevel and multidimensional pathway to transform education. Research has shown there is no ONE silver bullet but the systemic approach to complex problem that involves, schools' officer's transformation of vision and practices, plus the need to learn different pedagogical ways of teaching, assessing learning outcomes and skills development and build professional learning communities to be relevant to the particular social and cultural school contexts and community. Start sharing pedagogical resources to model new teaching and learning practices and have qualified implementing partners to scale up the initiative. Finally, have full adolescent's engagement through the process, by actively involving them in their own learning, assessment and planning, impact on their enthusiasm, increase of curiosity and commitment to learn and graduate with a broader range of foundational learning and development of transferable skills.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

Knowledge generation on provincial transformative policies on secondary education up to 2017.

<https://www.unicef.org/argentina/media/6341/file/Pol%C3%ADticas%20provinciales%20para%20transformar%20la%20escuela%20secundaria%20en%20la%20Argentina.pdf>

PLANEA, fundamentals for the design of a new school for adolescents.

<https://www.unicef.org/argentina/media/10166/file/Planea-disenio-fundamentos.pdf>

PLANEA Program main resources: Inquiry-based projects for the classroom – teacher booklets

<https://www.unicef.org/argentina/que-hace-unicef/educaci%C3%B3n/planea>