

# **Beyond Test-Scores:** *Measuring quality of education in Colombia and using it for policy making*

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**TODOS POR UN  
NUEVO PAÍS**

PAZ EQUIDAD EDUCACIÓN

April 6, 2016

# Agenda

**1**

**Why are we doing this?**

**2**

**What are we doing?**

**3**

**How are we doing it? – “Colegios 10” (Top Schools)**

**3.1**

**Phase I – Developing a monitoring system**

**3.2**

**Phase II – How to use the information**

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# Why are we doing it?

Contextual relevance

## Colombian National Ministry of Education Main Objective

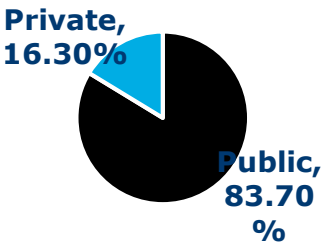
*"Colombia will be the best educated country in Latin America in 2025"*

↑ Increasing coverage & Improving quality ↑

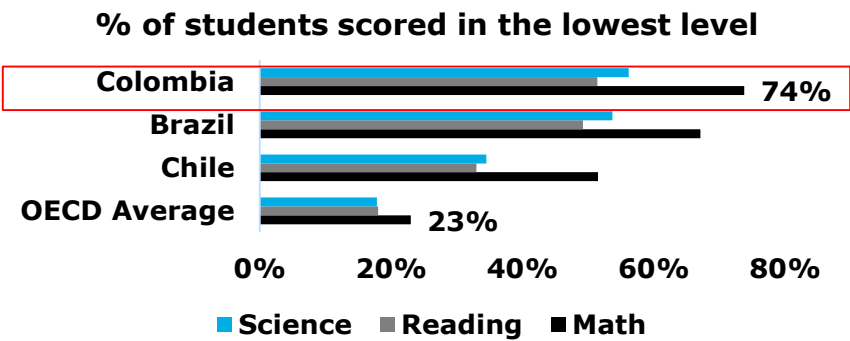
The enrolment rate has been increasing in recent years,  
however Colombia continues to fall behind in quality scores

### Gross enrolment rate 2014

Primary	106.5%
Secondary	101.4%
Media	77.3%

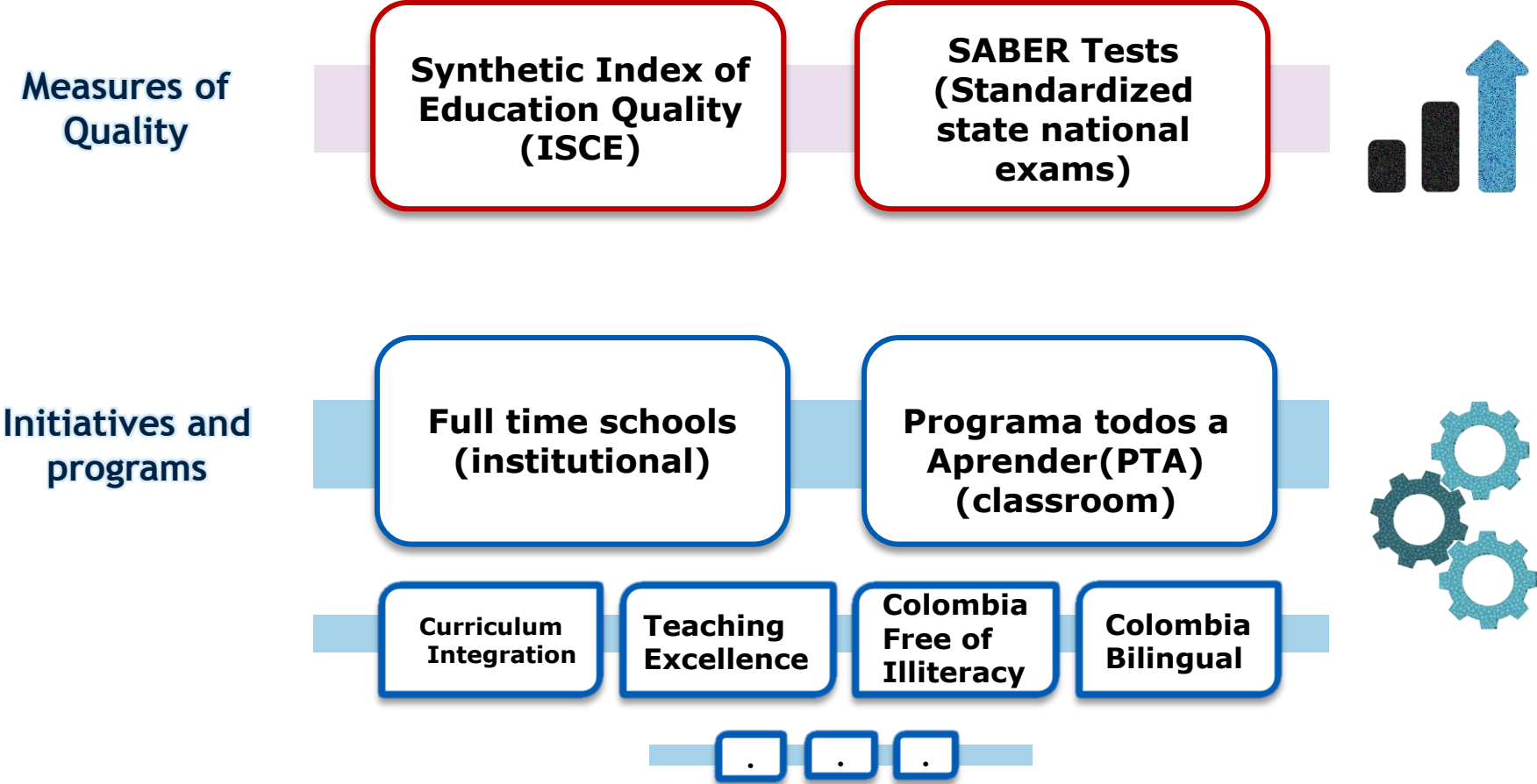


### PISA 2012 - Position 62 out of 65 countries



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# Many different efforts towards improving quality



## i. Coordination

A large number of initiatives, often not directed towards the real needs of schools.  
Lack of coordination between stakeholders.

## ii. Information

Existing information in the systems is not always relevant to users. It is not easy to navigate.

## iii. Transparency

The documented information presents problems, and the actions for schools to follow are unclear.

### Leading to

- Weak incentives for improving
- Low spending efficiency
- Low community engagement

2

## What are we doing?

Addressing the limitations

## COLEGIOS 10 (Top Schools)

Is a results-based monitoring system  
of different dimensions of quality and its systemic use for decision making

Seeks to address the current limitations

### i. Coordination

**Better targeting**  
and **better**  
**management** of the  
stakeholders  
initiatives:

- Ministry of Education
- Local Departments of Education
  - Schools
- NGO and private sector

### ii. Information

Provide **relevant**  
**information** and  
**analytical tools**, for  
all decision makers.  
Promote information  
flows between  
stakeholders.

### iii. Transparency

Transparency in  
reporting and greater  
access channels for  
community  
participation. **Clear**  
**recommendations**  
for all stakeholders.





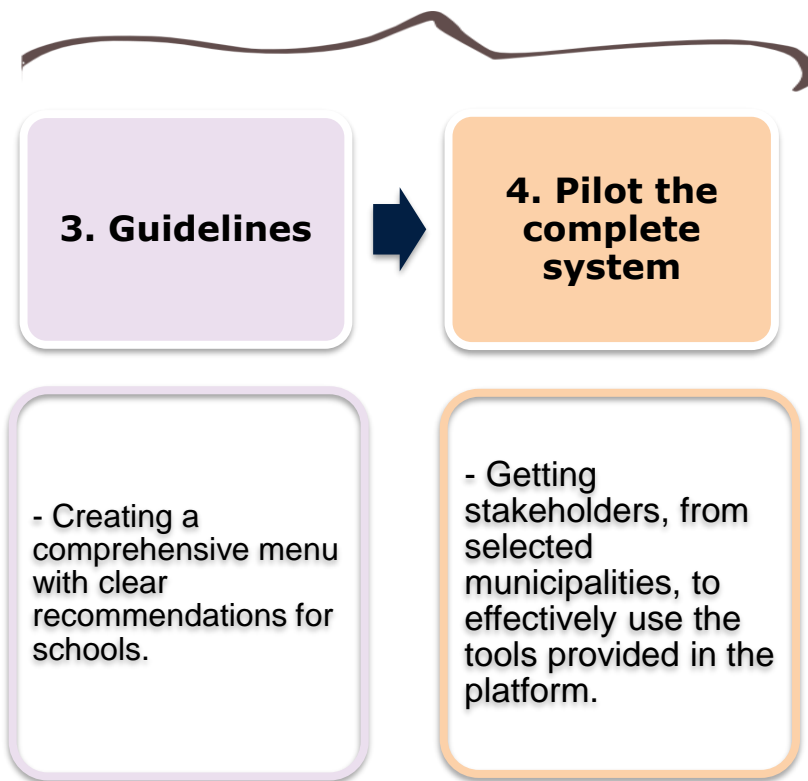
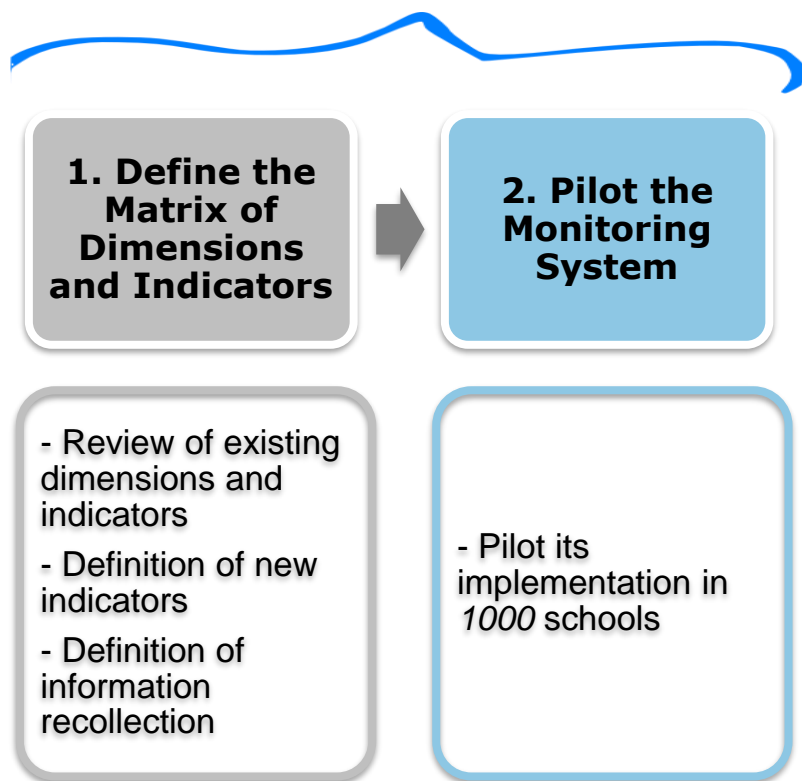
## How are we doing it?

Organizing the schedule

# 3 Information flows and stakeholder use it

## PHASE I Developing a Monitoring System

## PHASE II How to use the information



3.1

## Phase I

### Developing a Monitoring System

*A systematic and comprehensive  
Monitoring System to improve  
information and transparency*

# 3.1 Building a robust Matrix of Dimensions and Indicators

Improving the coverage and quality of Education

## Objective

Synthetic Index

PISA scores

SABER Tests

## How to do it?

The 6 dimensions must encompass the areas impacting the quality measures



## Selecting dimensions and indicators

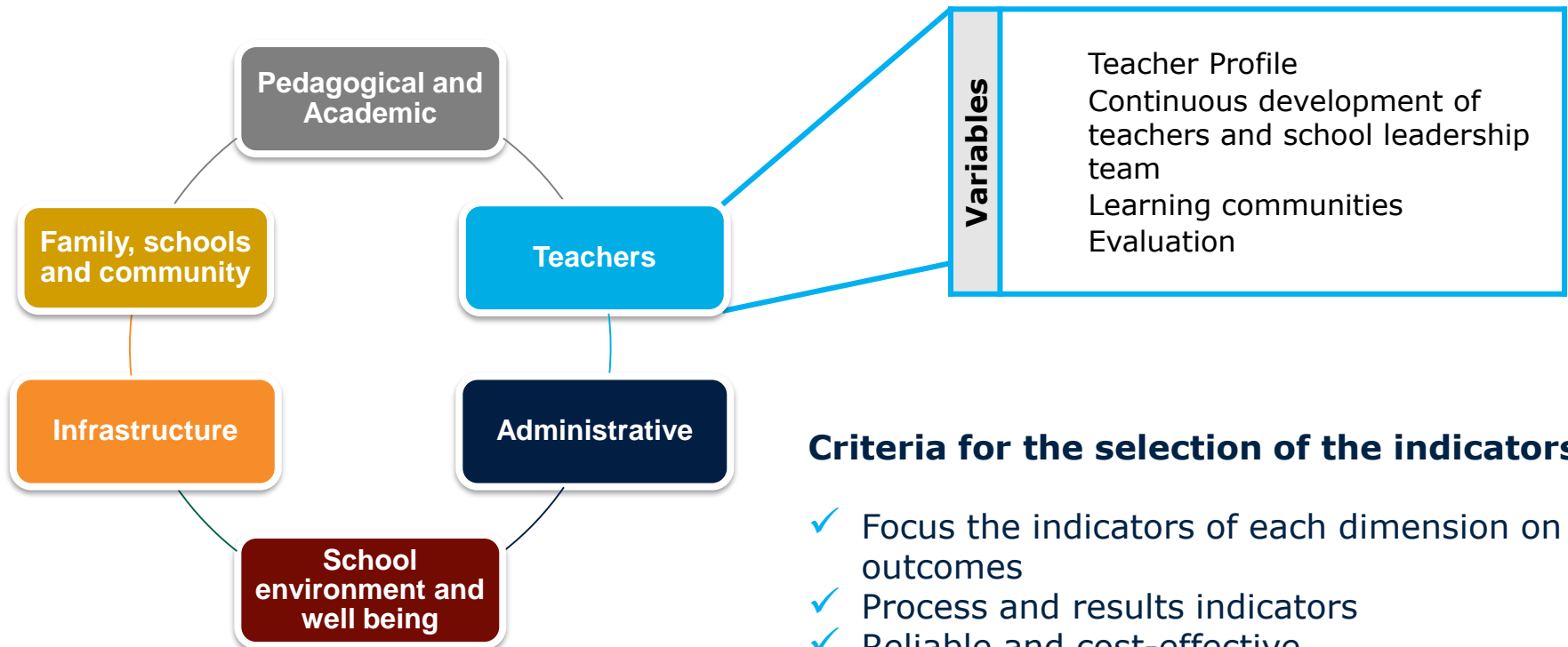
- ✓ Based on evidence of their impact on outcomes (at a domestic and international level)
- ✓ Through empirical association with outcomes in Colombia, if possible

## Pilot



## 3.1 Building a robust Matrix of Dimensions and Indicators

### Dimensions selected by the Ministry

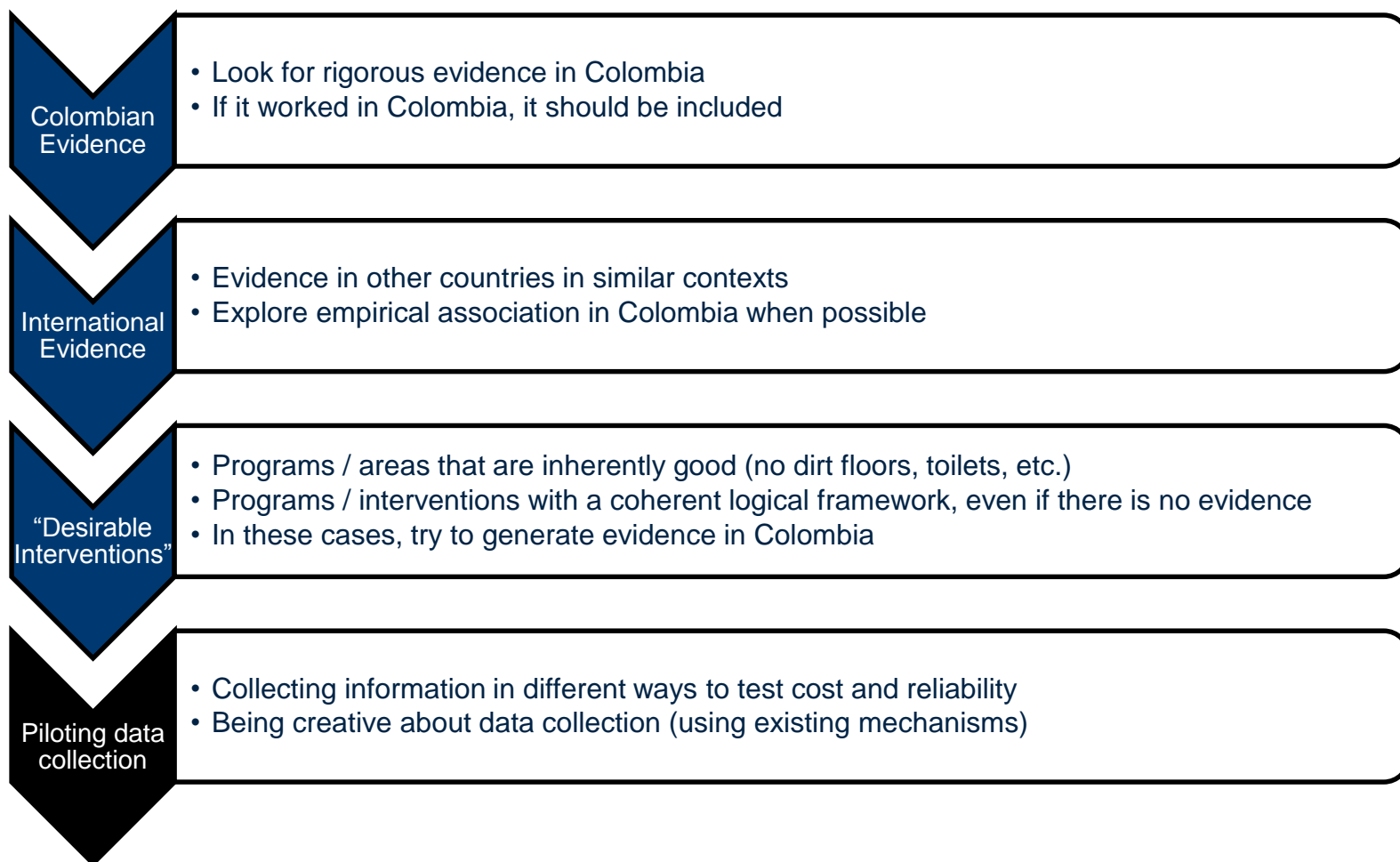


### Criteria for the selection of the indicators:

- ✓ Focus the indicators of each dimension on outcomes
- ✓ Process and results indicators
- ✓ Reliable and cost-effective

# 3.1

## Selecting dimensions, areas and indicators based on evidence



# 3.1

The actual system will be in an open portal, and will include diagnostic, references and interactive futures

## 1. LEVEL OF ANALYSIS

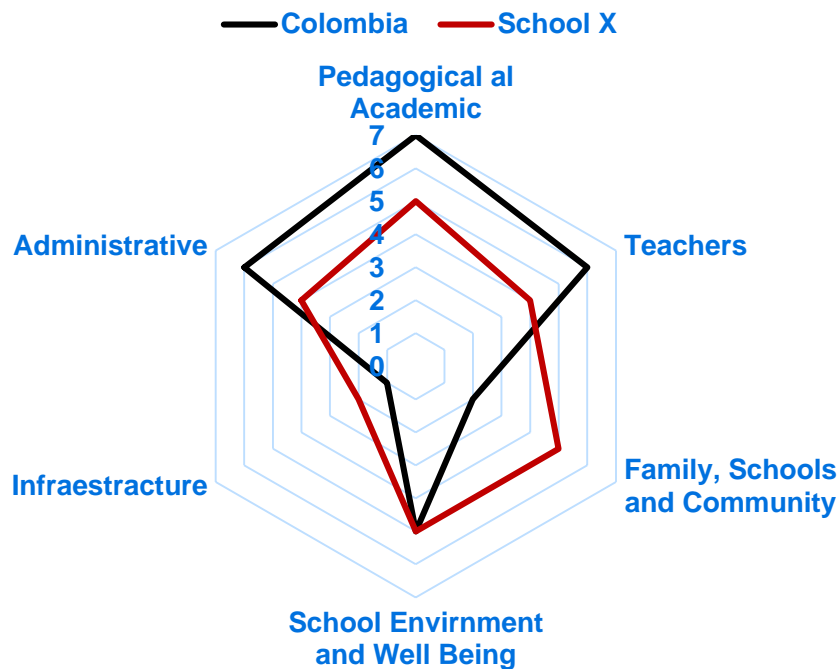
COUNTRY

DEPARTMENT

MUNICIPALITY

SCHOOL

## 2. COMPARATIVE ANALYSIS\*



## 3. REPORT

☒   
☐   
☐

For any stakeholder selected

By Dimension

Score Analysis of  
each dimension

Recommendations and actions to be  
undertaken

## 3.2 Phase II

How to use the information

*More than just information to improve  
coordination, information and  
transparency*



## 3.2 Creating a comprehensive menu with options



Materials available			
Description of Programs	Complete analysis by school, municipality, department and nationwide	Clear and concise guidelines	News and reports

## 3.2 Pilot the complete system

### Where?

10 municipalities with significant differences in the synthetic index and the socioeconomic conditions



### What?

#### Management

Better targeting for national programs (mapping of the existing programs to the selected dimensions)

Improve coordination

#### Financing

Performance based transfers (at both school and regional level)

Improve information

#### Transparency and accountability

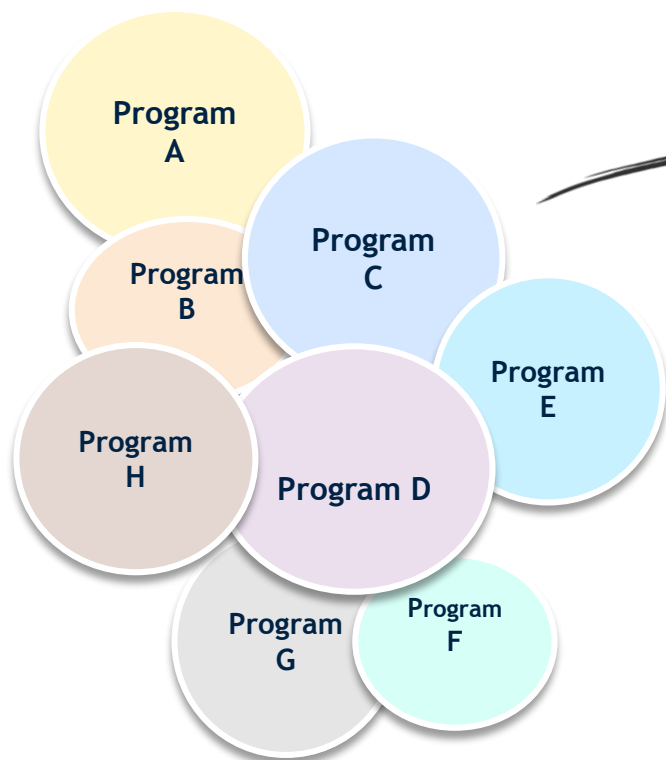
Engaging the community

Improve transparency

Better decision making

## 3.2 Management - To improve coordination

### Aligning government programs to the needs identified in the different dimensions



- Duplicity of efforts
- Not responding to the real needs
- Low efficiency of government spending



Map of the association of needs and programs

		Dimension					
		1	2	3	4	5	6
Program	A	✓				✓	
	B		✓				
	C	✓		✓			✓
	D					✓	
	E		✓			✓	
	F		✓	✓			✓
	G	✓			✓		

#### Possible actions after diagnosis:

- Adjusting the targeting of existing programs
- Changing or redesigning existing programs
- Designing new programs in areas with limited existing support



**Positive impacts on quality**

## 3.2 Management - To improve coordination

### Analyzing existing programs

- Each existing program will be assessed using the 6 selected dimensions
- For each dimension the **actions** and **results** are identified
- **Decision makers** within each dimension are also identified

	Dimension					
	1	2	3	4	5	6
→ <b>Actions</b>						
→ <b>Results</b>						
→ <b>Decision Makers</b>						

*Analysis of all existing programs*

## 3.2 Management - Mapping of processes in each dimension

### Analyzing existing processes

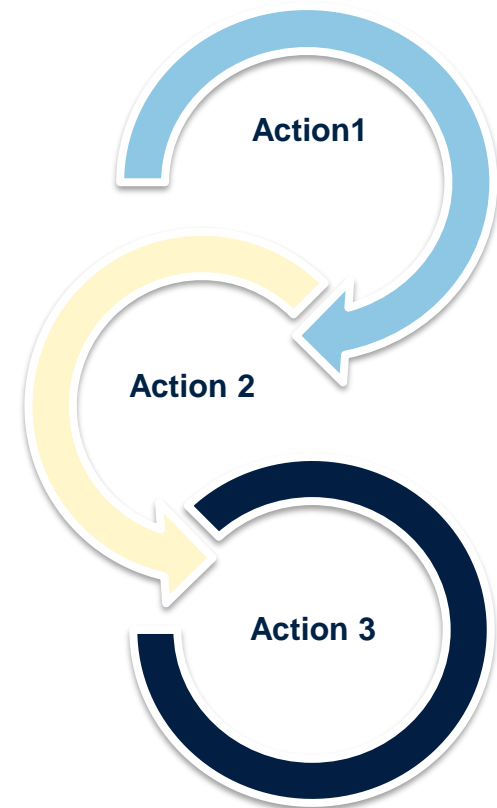
- **Map processes and stakeholder actions for each area and dimension: what needs to happen for an indicator to change?**
- **Identify good practices in processes**, for each variable in the different dimensions is being considered
- **Provide user friendly information (references, manuals) for all stakeholders to make effective decisions**

#### ADVANTAGES

- Facilitates decision making for action plans
- Ensures a positive impact on the improvement of variables
- Saves time and work

#### DISADVANTAGES

- It may not contemplate differences in contexts (socio-economic, cultural)
- Any error can cause a chain of errors



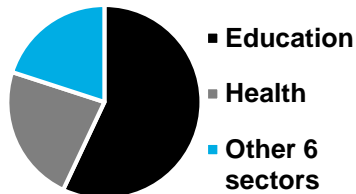
## 3.2

# Financing - To improve transparency

## Current funding system of Education in Colombia

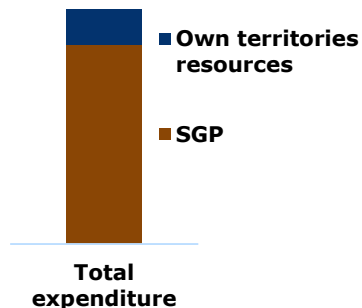
### General Transfer System (SGP)

The **central government** transfers part of its current revenues to the departments, districts and municipalities



The **education sector** represents about **57%** of these transfers, annually

And this spending is more than **85%** of the total expenditure on education in the country



The **Ministry of Education** annually distributes educational resources based on **three main criteria**:

1. Attended population
2. Population not yet attended
3. Equity (based on a poverty indicator)

**A performance component is not considered**

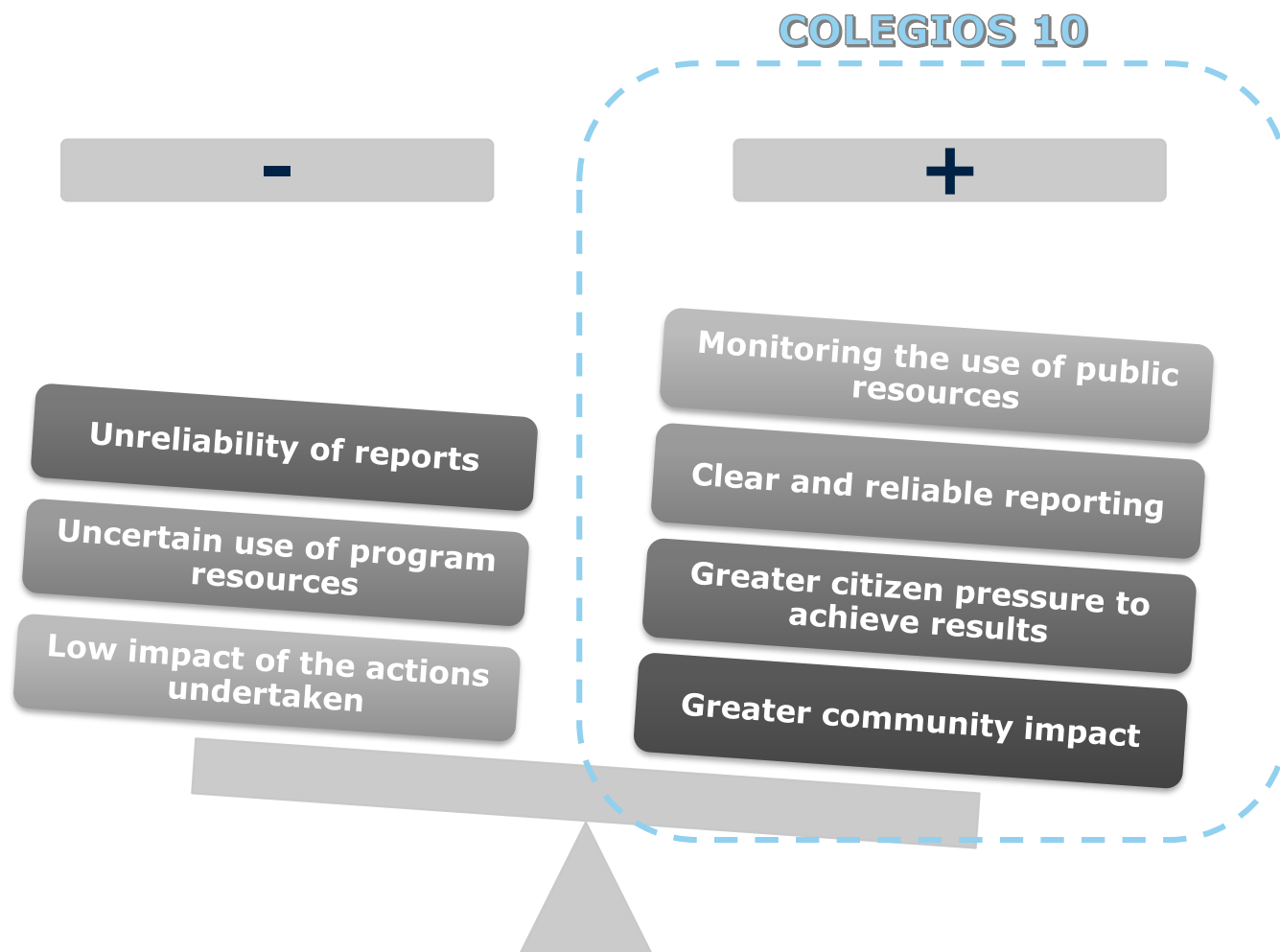
### COLEGIOS 10

Introduction of **performance based incentives**, linked to improvements on dimensions and indicators that have a measurable impact on learning outcomes

-As additional funding-

**Greater efficiency of spending**

## 3.2 Transparency and accountability



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## In summary

1. The government has set itself an ambitious goal, focused on **education quality** (learning outcomes) and it is taking it seriously: a **great number of programs and initiatives** have been launched focused on improving quality.
2. However, the current approach suffers from: **Lack of coordination**, insufficient use of **information** for decision making and **low transparency**.
3. “Colegios 10” is a tool to organize the **management and financing** of the system to focus on quality, in particular **learning outcomes**.
4. The basis of “Colegios 10” is a **matrix** of dimensions of quality, areas and indicators selected for their **empirical association with learning outcomes** (prioritizing causality), and including indicators as **close to results** as feasible.
5. The activity includes both the **development of the matrix** and the piloting and evaluation of its **use** for **decision making, financing and management**.



# Thank you



Pedro Cerdán-Infantes

April 6 2016

