

PRACTICAL GUIDE OF PUBLIC POLICIES

EDUCATIONAL DEVELOPMENT OF GIRLS, BOYS AND ADOLESCENTS

BACKGROUND



According to the PLANEA test, in 2015 60.5% of sixth-grade students had a deficient performance in math to move on the next grade. Among indigenous students, this percentage was 83.3%

CAUSES



Low organizational development in education services



Insufficient cultural capital of families, students and teachers



Increase in dropout, failure and school absence



Lack or insufficiency of basic infrastructure, furniture and materials in schools

WHAT WORKS AND WHAT DOESN'T? Based on evidence



POSITIVE IMPACT

- Interventions such as scholarships, extended hours, literacy for mothers and training for school committees.
- Conditional cash transfers reduce the failure rate, the grade repetition rate and the dropout rate; they also have a positive impact on enrollment, school attendance and performance in knowledge tests.
- Particularly, among middle school students, conditional cash transfers increase the probability of moving to the next grade and reduce the likelihood of early pregnancy.



INCONCLUSIVE IMPACT

- Evidence suggests that early stimulation programs could have positive effects on cognitive development tests when they are complemented with nutritional support.



EVIDENCE GAPS

- The lack of impact evaluations that measure the effects of actions focused on vulnerable groups.
- In particular, evidence on the effectiveness of interventions for the educational development of indigenous populations is missing.



This Guide aims to show an overview of the consensus on what works or not in terms of evidence for the educational development of boys, girls and adolescents, and contribute to decision-making and the improvement of the country's public policy mechanisms based on evidence.

