



Buenos Aires *learns*

Strategic Plan — 2024 - 2027

ENGLISH VERSION

For more information or to access the original Spanish version
please visit buenosaires.gob.ar/BuenosAiresAprende

Ministerio de Educación





Strategic Plan 2024-2027

Head of Government

Jorge Macri

Minister of Education

Mercedes Miguel

Cabinet Chief

Lorena Aguirregomezcorra

Education Planning and Innovation Undersecretary

Oscar Mauricio Ghillione

Learning Management Undersecretary

Inés Cruzalegui

**Economic and Financial Management and Resource
Administration Undersecretary**

Ignacio José Curti

Educational Technology Undersecretary

Ignacio Manuel Sanguinetti

Education Quality and Equity Evaluation Unit Director

Samanta Bonelli

To our partners in education,

I am delighted to present the Buenos Aires Learns Strategic Plan, a document aimed at setting the purpose and direction of the City of Buenos Aires' educational system for the period 2024 - 2027.

In recent years, our City has experienced significant progress in terms of education. However, like many other educational systems around the world, Buenos Aires still faces considerable challenges in terms of learning. Confronted with this evidence, and embodying the cohesive educational community that we are, it is our mission to take action. To achieve this, we require focus, clearly defined objectives, and a common agenda.

Shaping this Strategic Plan was the first step on that path. It allowed us to establish working dimensions and priorities, clarify the purpose behind them, and set the principles with which we will carry them out. It was an exercise in meaning and awareness, and above all, an opportunity to improve learning outcomes within the educational system of the City. We need to focus to prioritise and position teams, energy, resources and time where and to whom they are most needed: our students, the very reason for the existence of our schools. We embrace this responsibility with joy and commit ourselves firmly so that everything written in this document becomes concrete practice and actions that positively impact reality.

By placing trust in the power of collaborative efforts and fostering a collective vision for learning, we extend an invitation to the educational community to join us in this endeavour. This Strategic Plan has been enriched by contributions from various stakeholders, including technical-pedagogical teams from the Ministry of Education, supervisors, management personnel, teachers, educational specialists, families, and -most important- students.

Therefore, Buenos Aires Learns proposes a broad and detailed vision of the importance of the concept of learning. It aims to recover and deepen foundational learning, while inviting those who make up the educational ecosystem to be open and attentive to lifelong learning. In this volatile, changing, and challenging world, we have the imperative obligation and responsibility to learn all the time. To accomplish this, profound and fundamental changes within our communities are necessary.

I hope that in this document you find a framework of educational public policy that sets out the purposes, principles, foreground work dimensions and achievement objectives, but above all, a shared affirmation: Buenos Aires Learns is the certainty that learning is the central purpose of our task. And this, undoubtedly, arises from our deep conviction that learning is the best way to transform people's reality, the most effective tool for freedom, development and the well-being of the most important asset of the City of Buenos Aires: its people.

I thank each and every one of those who were part of the process and invite you to continue working together for transformative learning.



Mercedes Miguel
Minister of Education
Buenos Aires City Government



Contents





I. Introduction

II. On the construction of Buenos Aires Learns

III. Starting point

IV. Purposes, principles and work dimensions

V. Priority policies

-----+ FOUNDATIONAL LEARNING

1. Literacy and Numeracy Plan
2. *Escuelas En Foco* ²
3. Extended School Day
4. Inclusive education
5. Socioemotional well-being

-----+ INNOVATION IN TEACHING AND LEARNING

6. Teacher training and professional development planning
7. Bilingual city
8. Secondary education
9. Skills for the Future Agency

-----+ DIGITAL TRANSFORMATION FOR LEARNING

10. Comprehensive digital education plan
11. Integrated nominal management system
12. Digitalisation and process simplification

VI. Monitoring and evaluation

VII. Annex - Priority indicator tracking matrix

²Translated: *Schools in Focus*.

I. Introduction

Argentine National Education Law No. 26.206 recognises education and knowledge as a public good and a personal and social right, guaranteed by the State. It also establishes the primary and non-delegable responsibility of the National State, the provinces and the City of Buenos Aires to provide comprehensive, permanent, and quality education for all the inhabitants of the Nation, ensuring equality, gratuity and equity in the exercise of this right, with the participation of social organisations and families. In accordance with this law, the Constitution of the City of Buenos Aires recognises and guarantees an educational system inspired by the principles of freedom, ethics, and solidarity aimed at the integral development of the person in a just and democratic society.

Ensuring the exercise of that right for children, youth and adults in the City of Buenos Aires requires focused, constant, planned, and purposeful work with a clear direction. Thirty years after the autonomy of the city was established, and within the framework of rights, responsibilities, and competencies, the Ministry of Education of the City of Buenos Aires presents, for the years 2024 to 2027, the Strategic Plan Buenos Aires Learns.

In recent years, the City of Buenos Aires has made significant advances in education: it has provided more and better learning spaces and formats, made new educational offerings available, improved conditions for professional teacher development, and launched modernisation processes that have transformed the way teaching and learning occur in schools. Despite these achievements, like many other educational systems worldwide, the City still faces significant learning challenges at all levels, modalities, and types of management, especially in communities with the most disadvantaged socioeconomic contexts. Additionally, there are significant ongoing challenges in the continuous and complete support of school tracks in the City of Buenos Aires.

Therefore, the Buenos Aires Learns Strategic Plan proposes as its central focus and priority for the coming years the improvement of learning outcomes for children, adolescents, and adults in an environment that promotes the integral well-being of the educational community.

Aligned with this approach, this Strategic Plan establishes as its general objective 'To ensure that all children, adolescents, youth and adults achieve the necessary learning

to develop their full potential, ensuring their socioemotional well-being and creating meaningful experiences for their lives’.

Additionally, three specific objectives are proposed:

- ✦ To improve foundational learning in Spanish Language and Mathematics through new strategies, greater support, more teaching time, and sustained and continuous school attendance in an environment that promotes socioemotional well-being, inclusion and attention to diversity.
- ✦ To promote new ways of teaching and learning that enable the achievement of foundational learning objectives and progress towards developing the skills that allow students to live and work in a dynamic, global, and changing world.
- ✦ To improve the pedagogical and administrative landscape of schools through the incorporation of new functions and capabilities provided by technology.

Based on these objectives, the Strategic Plan establishes five purposes, seven principles, and three work dimensions, linked to each of the specific objectives. For each work dimension, priority public policies were developed, constituting general lines of action to be implemented through the collaboration and professional work of the entire educational community: technical-pedagogical and administrative teams of the Ministry of Education, supervisory and management teams, teachers, assistants, families, and students. Therefore, in addition to the Ministry of Education’s responsibility in designing, formulating, and implementing priority policies, it is expected that this Strategic Plan can inspire and support schools and their educational communities in implementing the necessary institutional projects to fulfil the improvement priorities presented.

Finally, this Strategic Plan Buenos Aires Learns proposes a series of priority indicators to monitor the progress and achievement of the objectives of each of the policies.

II. On the construction of Buenos Aires Learns

The Strategic Plan Buenos Aires Learns was collaboratively designed by the various stakeholders that make up the educational system of the City of Buenos Aires.

The journey commenced in December 2023 with the delineation of strategic work dimensions and groups. Subsequently, throughout January and February 2024, a series of intra-ministerial working groups convened, engaging over 120 members from technical-pedagogical teams, specialists and authorities.

This process reached its first milestone in February 2024 with the publication of the document establishing the “Principles, work dimensions and guidelines” of the Strategic Plan, which was sent to the supervisory teams and schools of all levels, modalities, and management systems (private and state managed schools).

Feedback on this document and the various internal working groups helped shape twelve priority policies that were presented to the supervisory teams during March and April 2024.

The consolidation of this work was reflected in a preliminary document of the Strategic Plan, which was sent to the supervisory and management teams of all levels, modalities, and types of management to gather their comments, perspectives, and proposals on the strategic work dimensions and priority policies presented.

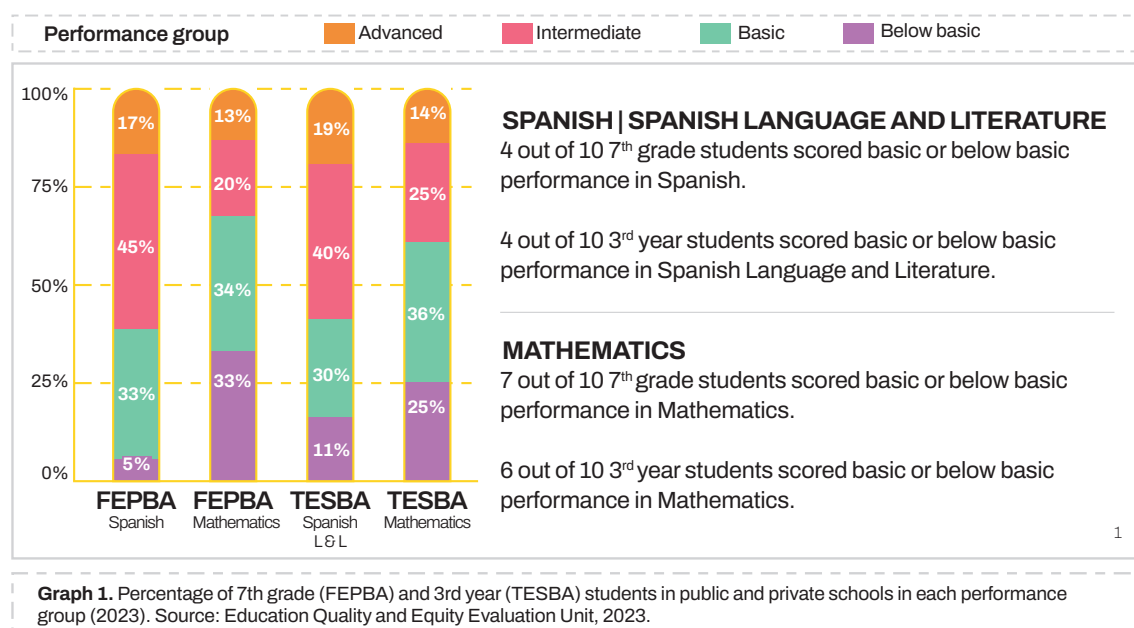
Based on these inputs and definitions, this document was constructed and finalised, serving as a guide on the priorities and purposes of the Ministry of Education for the years 2024 to 2027.

In light of technological and societal advancements and potential changes in scenarios, this document will be continuously modified and updated.

III. Starting point

As mentioned above, the educational advancements in the City of Buenos Aires have improved coverage at all levels and modalities through the construction of new educational establishments, the extension of effective teaching time with the increase of double shift schools and initiatives such as the Extended School Day, the incorporation of English and digital education from an early age through the *Plan Sarmiento*, the provision of learning resources in the classroom, changes introduced by the *Nueva Escuela Secundaria* (NES) and *Secundaria del Futuro* regarding students' connection with the labour world, the universalisation of teacher training, the strengthening of the teacher professional development and the creation of the *Universidad de la Ciudad*.

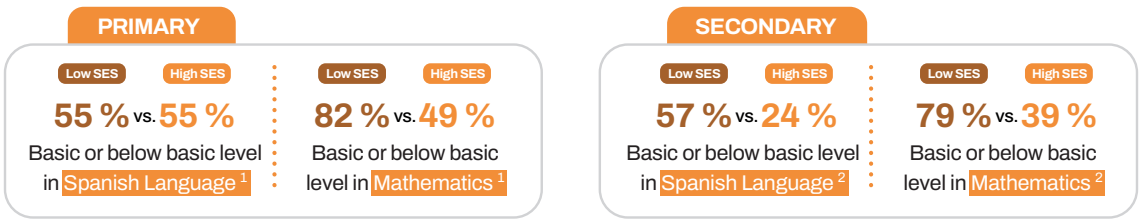
However, the Buenos Aires educational system still faces significant challenges. Despite being the jurisdiction with the best performance in Argentina³, the census assessment operations conducted by the Ministry of Education for primary and secondary level students reveal that the City still faces difficulties related to Literacy and Numeracy.



³ As demonstrated by the national assessment *Aprender* in Literacy and Numeracy, both in primary and secondary education.

However, certain schools within the City have initiated improvement processes that they have consistently upheld. In the 2023 assessment operations, 36 primary schools and 13 secondary schools were identified as consistently improving since 2019. Additionally, there are initiatives demonstrating that it is possible to enhance learning: after participating in the “Fluency and Reading Comprehension” program, 8 out of 10 students completed the first cycle at the highest level (level 3) of reading comprehension, and almost 70% ended up in the most advanced levels (levels 3 and 4) in prosody (pauses and intonation) and reading quality.

Despite this, in the City of Buenos Aires, significant inequality gaps persist, explained by socioeconomic status. In 2023, in primary schools located in the most vulnerable socioeconomic contexts, 55% of students were at the lowest levels of learning in Language, and 82% in Mathematics. This situation is similar in the case of Secondary education.



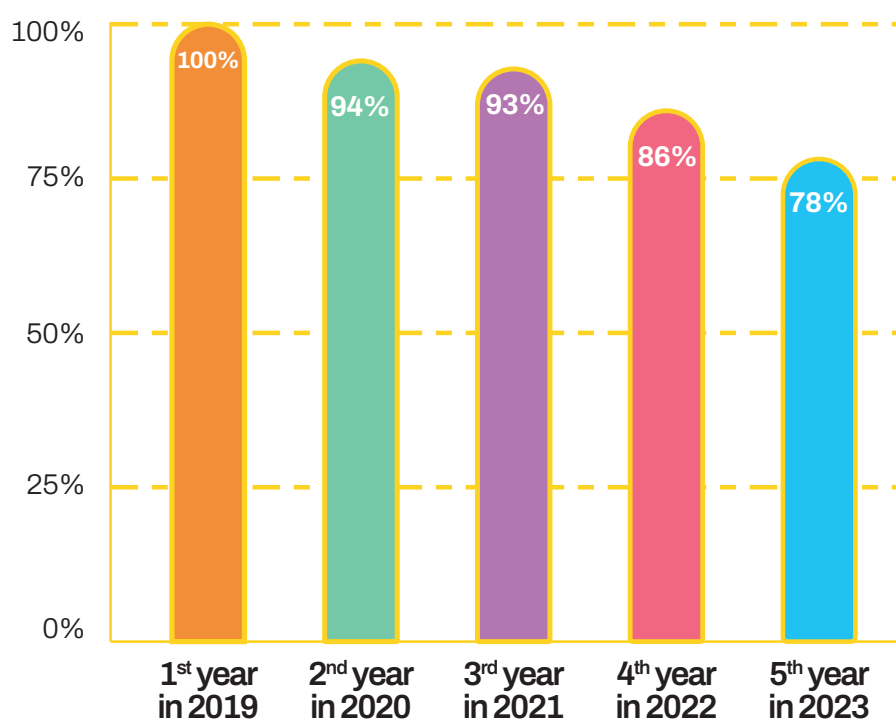
Graph 2. Infographic based on results of FEPBA, 2023 (1) and TESBA, 2023 (2) assessments and statistical information gathered in the Annual Survey (RA), 2023. Source: Education Quality and Equity Evaluation Unit, 2023.

Nevertheless, not all schools in the City present such differences in their performance. In all districts, there are schools in contexts of high social complexity that achieve better results than expected. In 2023, according to the FEPBA and TESBA census standardised assessments, there were 128 primary schools and 44 secondary schools that could be classified as ‘resilient’, educational communities that demonstrate that learning is possible despite the constraints of the context.

Additionally, the City of Buenos Aires still faces challenges related to sustaining students’ educational tracks especially regarding the completion of Secondary Level education. By the end of the 2022 academic year, only 78.9% of students who started the final year of Secondary level (excluding those attending technical schools) managed to complete this level ⁴.

⁴ If only the students in the final year of technical schools are considered, the promotion rate is 61.2%.

Such a phenomenon can be grasped by observing the gradual attrition that occurs at this educational level between the first and final year of high school (from 1st to 5th year). This can be observed, for example, in the case of the group of students who started 1st year in 2019. As evidenced in Graph 3, of this group, 94% continue to 2nd year; 93% to 3rd year; 86% to 4th year; and 78% complete the final year in 2023. Thus, the enrollment of the final year of high school in 2023 represented 78% of the enrollment of the first year. In state-managed schools, this value reached just over 67% ⁵.



Graph 3. Drop-out rate in Secondary education enrolment (2023) based on Annual Survey (RA).
Source: Education Quality and Equity Evaluation Unit, 2023.

⁵ This data refers to a theoretical cohort.

Finally, the socioemotional well-being of students emerges as a topic that merits urgent and prioritised attention. In 2022, a survey aimed at measuring the school well-being of a sample of 1st-year students was implemented. This showed that almost 5 out of 10 students presented a vulnerable or critical state of school well-being, emphasising the importance of addressing this issue as a priority. Additionally, in recent years and especially after experiencing the non-face-to-face schooling in 2020 due to the COVID-19 pandemic, there has been a significant increase in alerts for self-harm and suicides.

47,3 %

students with
FRAGIL / CRITIC
school well-being ¹

^ 85 %

increase in self-harm
alerts between 2022
and 2023.²

^ 32 %

increase in suicide
attempt alerts between
2022 and 2023.²

^ 70 %

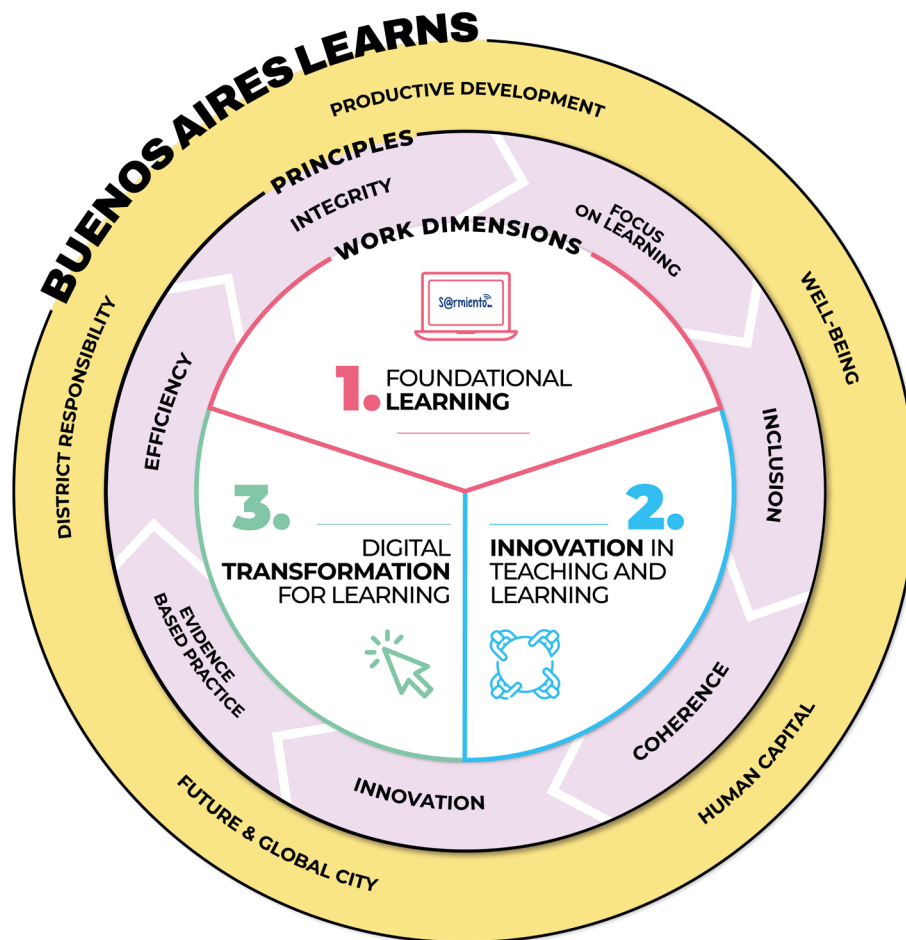
youth reported symptoms of
anxiety, feelings of loneliness,
and low life satisfaction.²

Graph 5. Infographic based on the Report on the Development of Socioemotional Skills in Secondary Level Students, 2023 (1) (Source: Education Quality and Equity Evaluation Unit) and information gathered by the Support Team Operational Management, 2023, and the report "Adolescents and COVID-19" (2) (Source: INECO and GCBA, 2020).



IV. Purposes, principles and work dimensions

Based on the evidence available, the Buenos Aires Learns Strategic Plan is structured around five purposes, seven principles and three work dimensions.



PURPOSES

Any initiative aimed at enhancing the educational system requires a well-defined vision of the City's aspirations and plans for development. Within this context, the Buenos Aires Learns Strategic Plan is crafted around five overarching purposes that align with the City of Buenos Aires' vision, providing a roadmap to shape the direction of educational priorities and policy initiatives.

- ✦ **WELL-BEING** | To contribute to ensuring optimal conditions of physical, emotional, and social health for all the residents of the City, to promote their full development in a safe environment conducive to innovation.
- ✦ **HUMAN CAPITAL** | To develop in individuals the necessary skills to face the challenges of the current and future world, so they can adapt to changing job scenarios and also create them.
- ✦ **FUTURE & GLOBAL CITY** | To consolidate the contribution of the City of Buenos Aires to the global economy and the network of cities worldwide, to enhance its influence and contribute to its positioning as a cosmopolitan and modern city.
- ✦ **PRODUCTIVE DEVELOPMENT** | To foster a City that generates products and services in the most dynamic and thriving industries of the economy, leveraging resources to improve the quality of life of its inhabitants.
- ✦ **DISTRICT RESPONSIBILITY** | To enhance the work of the 15 districts –*comunas*– of the City of Buenos Aires, building a governance model close to the specific realities of each neighbourhood.



PRINCIPLES

Principles are the values that guide actions and decisions in a specific context, forming the foundation upon which educational policies are built. In the context of the Buenos Aires Learns Strategic Plan, the principles are the fundamental guidelines that direct the design and implementation of policies.

- ✦ **INTEGRITY** | Considering educational tracks as learning processes that begin with entry into the education system and continue throughout life, requiring coordination between the educational experiences offered by state and private management at different levels and modalities.
- ✦ **COHERENCE** | Ensuring correspondence between the direction and approaches taken by curriculum and pedagogical policies, teaching practice, initial and ongoing teacher training, materials development and production and assessment in order to build a clear and consistent educational policy.
- ✦ **INCLUSION** | Promoting equity of opportunity for all students, increasing their sense of belonging to the school through respect for their individuality.
- ✦ **FOCUS ON LEARNING** | Ensuring that students achieve foundational learning, maintaining high expectations for their ability to learn.
- ✦ **INNOVATION** | Fostering openness to transformation and the search for new agreements and solutions that address priority issues from original and sustainable perspectives, retrieving good practices and knowledge built through experience.
- ✦ **EVIDENCE-BASED PRACTICE** | Constructing, thoughtfully using, and employing educational information to support decision-making at all levels of educational management.
- ✦ **EFFICIENCY** | Optimising available resources to ensure their effective use and maximise the impact of policies and actions directly aligned with improving learning outcomes.

GIRLS FIRST

This Strategic Plan adopts a gender perspective by considering the inequalities in the education tracks of boys and girls. Based on available evidence, in line with the Gender Equality and Opportunities Plan of the Buenos Aires City Government, and on the premise that school is the ideal starting point to eradicate these inequalities, the plan aims to address the gaps in access to opportunities in all proposed lines of action to ensure greater equity in the development of their life projects.





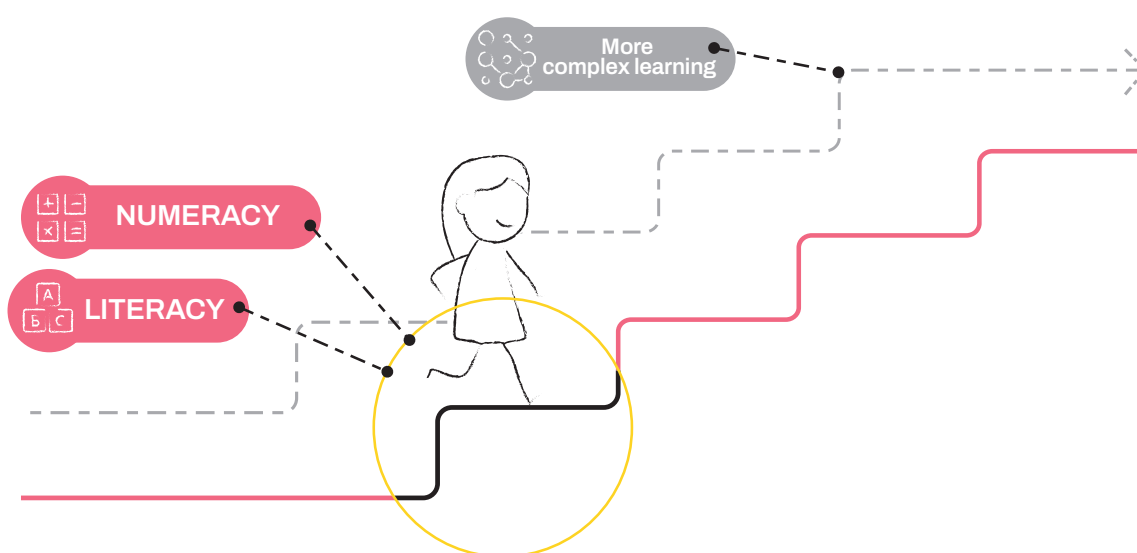
ENVIRONMENTAL RESPONSIBILITY

The Strategic Plan adopts a cross-cutting perspective on environmental education in all its aspects. In line with the Climate Action Plan of the Buenos Aires City Government for 2050, it seeks to promote skills for sustainable development and an intergenerational commitment to generating positive transformations towards a more equitable, inclusive, sustainable and peaceful community.

WORK DIMENSIONS

The work dimensions represent the core of the Buenos Aires Learns Strategic Plan and guide all actions. They encompass the planning and policy decisions within the Ministry of Education, organising policies and programmes to ensure their internal coherence and concrete alignment with the objectives presented in this document.

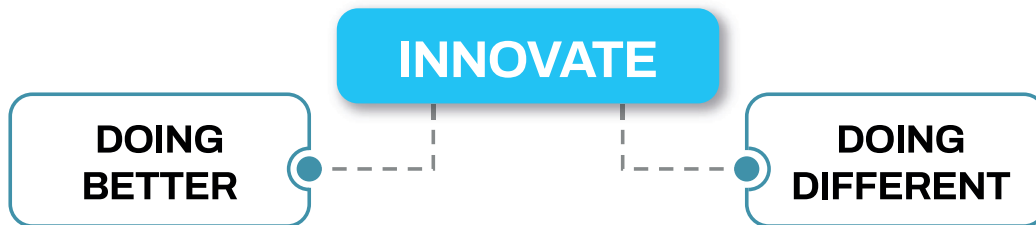
FOUNDATIONAL LEARNING



-----+ **OBJECTIVE:** To improve foundational learning in Spanish Language and Mathematics through new strategies, greater support, more teaching time and sustained and continuous school attendance in an environment that promotes socioemotional well-being, inclusion and attention to diversity.

Why improve in Spanish Language and Mathematics? Because they are the core knowledge areas that enable progress toward more complex learning and empower students to develop the skills to build their life projects and be protagonists in the City's growth.

INNOVATION IN TEACHING AND LEARNING



-----+ **OBJECTIVE:** Promote new ways of teaching and learning to achieve foundational learning objectives and advance towards developing skills that enable students to live and work in a dynamic, global, and changing world.

Why innovate? Because traditional teaching and learning practices often do not yield the expected results, and advancements in science and technology provide new tools to update and enhance how we teach and learn, enabling students to develop skills for current and future realities.



DIGITAL TRANSFORMATION FOR LEARNING



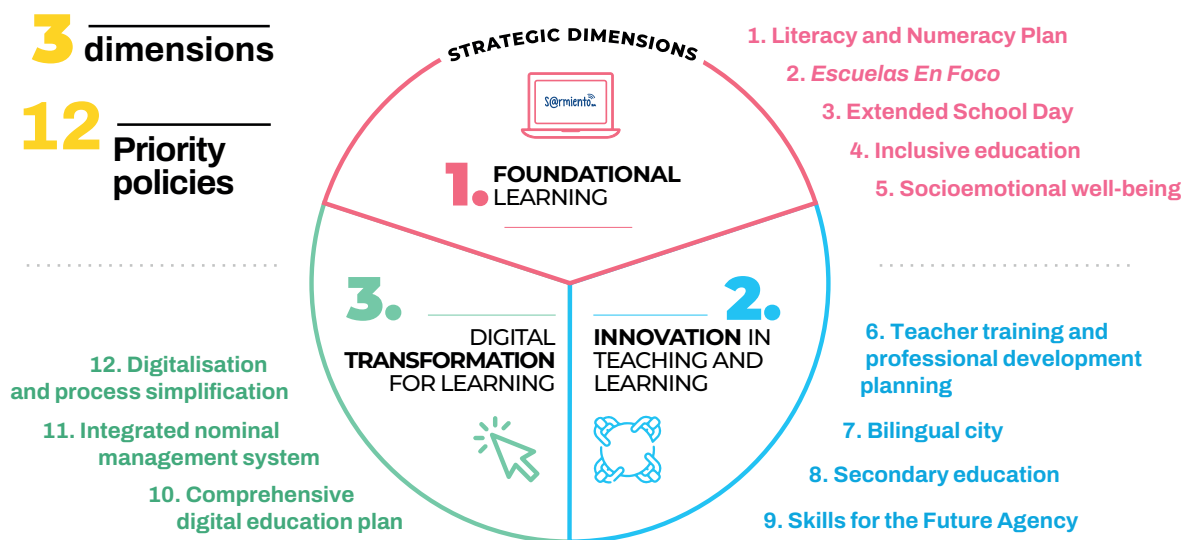
-----+ **OBJECTIVE:** Improve the pedagogical and administrative landscape of schools through the incorporation of new functions and capabilities provided by technology.

Why digital transformation? To optimise processes and reduce time spent on school administrative tasks, freeing up more time for pedagogical work. By having more time, the capacity to observe and improve learning increases, as does the ability to manage information in schools effectively, providing tools to monitor and take action on educational tracks.



V. Priority policies

From the outlined work dimensions in the preceding section, a series of priority policies emerge. Given the substantial heterogeneity among policies and the differences in their development, the description of these may vary in clarity and precision.



FOUNDATIONAL LEARNING

1. LITERACY AND NUMERACY PLAN
2. *ESCUELAS EN FOCO* ⁶
3. EXTENDED SCHOOL DAY
4. INCLUSIVE EDUCATION
5. SOCIOEMOTIONAL WELL-BEING

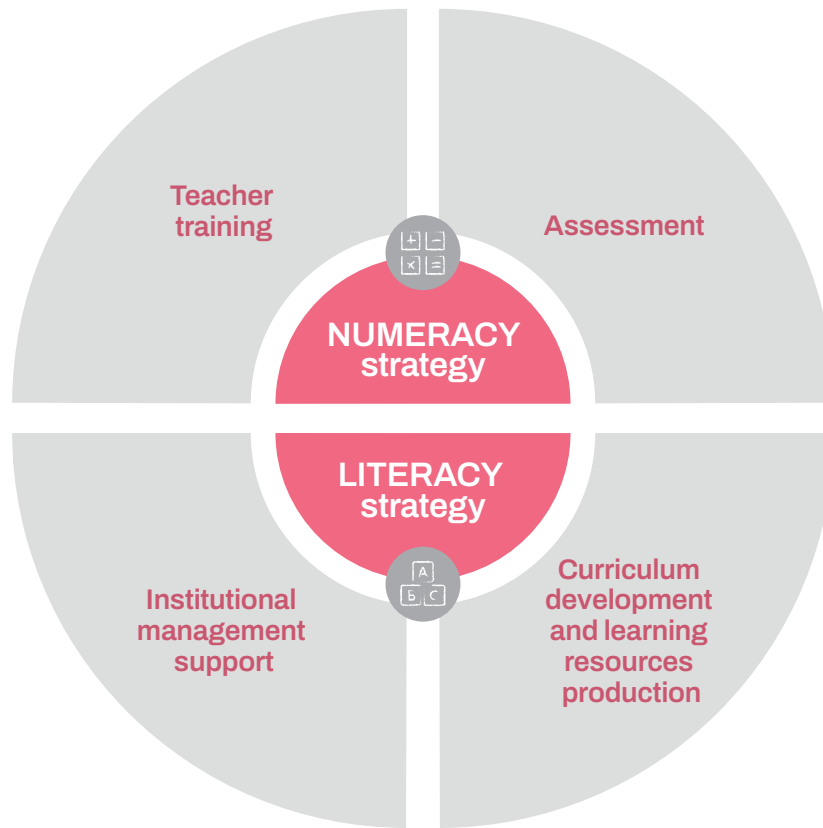
⁶Translated: *Schools In Focus*

1. LITERACY AND NUMERACY PLAN

The Literacy and Numeracy Plan is conceived as the backbone of a series of actions and programmes aimed at strengthening and transforming teaching practices in these foundational areas of knowledge. In this regard, it brings together universal policies and targeted strategies to support teachers and school leadership in their fundamental teaching task, with particular attention to those schools and students facing the greatest learning challenges. Along these lines, the Literacy and Numeracy Plan is structured around four dimensions that need to be comprehensively understood:

- ❖ **Ongoing training for teachers** in classrooms, grades and key years in students' learning tracks.
- ❖ **Design and implementation of assessment tools** that, aligned with intervention strategies, become valuable resources for reflecting on, redirecting teaching tasks, designing teaching strategies and formulating institutional projects.
- ❖ **Development, updating, and prioritisation of curriculum and learning resources production** to guide and enhance learning inside and outside the classroom.
- ❖ **Institutional management support** based on evidence to prioritise –within school projects– the improvement of literacy and numeracy foundational learning.





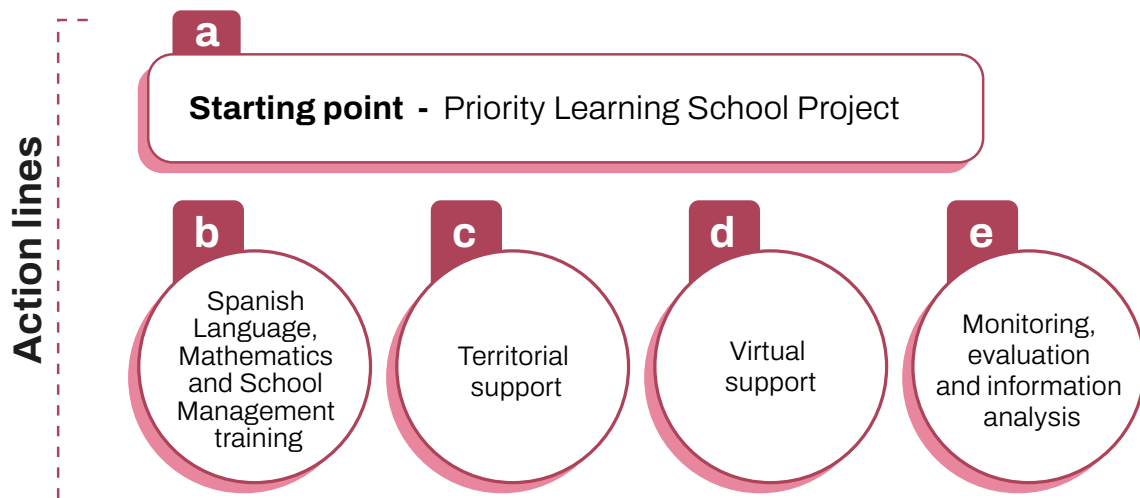
However, improving foundational learning will only be possible if the conditions enabling learning are addressed, with particular emphasis on the need for students to attend school every day. Therefore, a priority line emerges for coordinated work between the Government, schools, and families to ensure sustained and continuous attendance.



2. ESCUELAS EN FOCO

Escuelas En Foco was born to accompany and enhance the work carried out by a group of schools, both at primary and secondary level, in Spanish Language, Mathematics and School Management, through a process of individual and collective reflection. This task involves the formulation of a Priority Learning School Project, contained within the institutional project, with targeted dimensions for improvement in learning processes, continuous teacher training, and the adaptation of teaching practices through counselling and support from specialists, involving school management teams, teachers, students, and families.

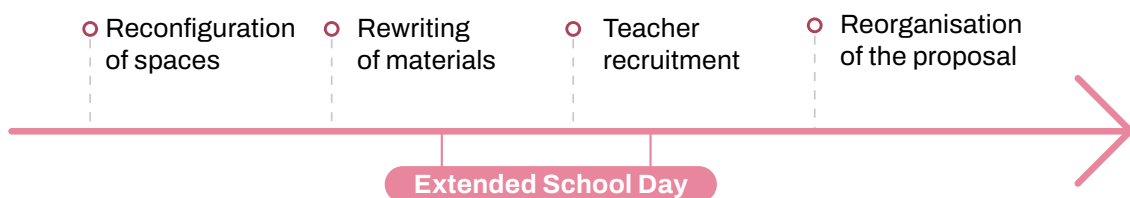
The design of *Escuelas En Foco* is inspired by other experiences and programmes that have shown that teacher training and situated support aimed centrally at strengthening fundamental learning are effective strategies for promoting significant improvements in vulnerable contexts.





3. EXTENDED SCHOOL DAY

The Extended School Day initiative emerged as a space aimed at strengthening educational tracks in the articulation process between primary and secondary school. Today, the proposal reaches 100% of state-managed primary schools with single shifts and all secondary schools under the same management system. Given this reality, the idea is to reconfigure the proposal to transform these educational spaces into true instances of teaching and learning in the foundational areas of Spanish Language and Mathematics. This involves the reconfiguration of educational spaces, the review and rewriting of materials, the reconsideration of teacher recruitment processes, and the reorganisation of the proposal to facilitate family organisation and address the new learning challenges.

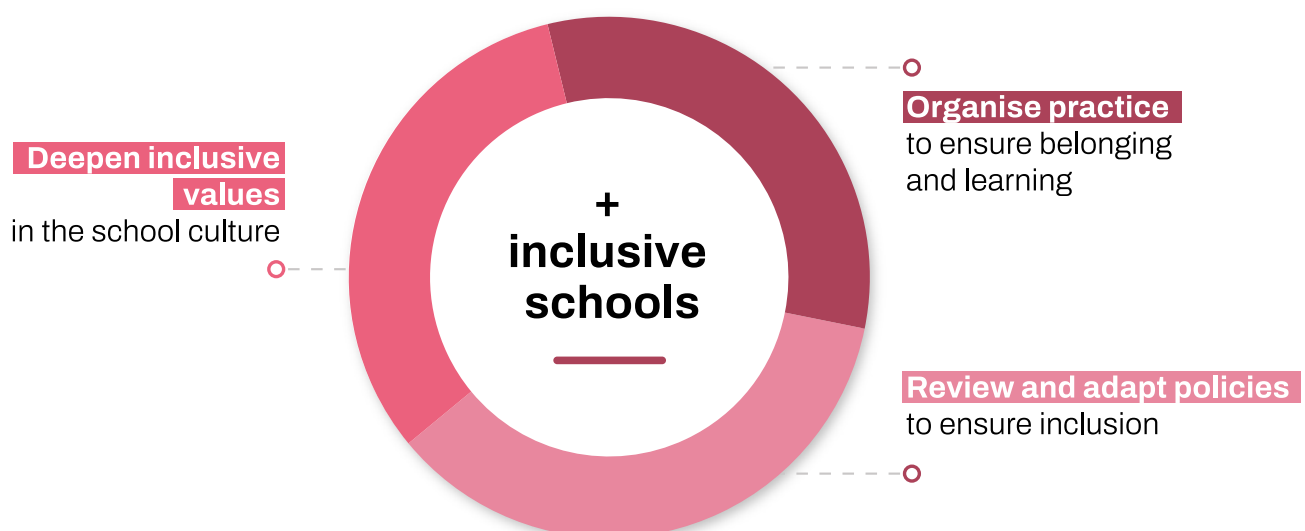


4. INCLUSIVE EDUCATION

This policy serves as a central pillar across all educational domains, with a clear focus on fostering a more inclusive school environment. This implies guaranteeing an educational system where all students are valued and barriers to their participation and learning are eliminated. Educational policy should influence and promote inclusive culture and practices, establishing equality in the right to education for all people, defining teaching methods, support and leadership that constitute the basis of quality education for everyone.

With the aim of ensuring quality education for all students, ensuring belonging, participation and the achievement of the maximum potential of each of them, the following is proposed:

- ✦ **Enhancing opportunities for ongoing training** among management teams, teachers and support staff to cultivate inclusive values within the school culture, thereby ensuring that all students feel welcomed and included.
- ✦ **Organising practice to guarantee the sense of belonging and learning**, as well as promoting equity of opportunities for all students and ensuring the best coordination of all actors in the education system.
- ✦ **Reviewing and adapting policies to ensure inclusion**, understanding that regulations, support organisation, and overall institution management increase the capacity of a school to respond to diversity.



5. SOCIOEMOTIONAL WELL-BEING

Globally, numerous organisations recognize the imperative for education to incorporate socioemotional skills among its objectives to achieve greater well-being, create conditions for better learning and provide the opportunity for full personal development.

Socioemotional well-being can be understood as a process where skills are developed to enable individuals to have self-awareness and awareness of interdependence, to maintain healthy relationships, and thus make assertive decisions about themselves and others.

The policy on socioemotional well-being endeavours to establish systematic and coordinated platforms aimed at cultivating and reinforcing these skills through institutional enhancement initiatives and projects. It places a paramount emphasis on prioritising students' well-being as a fundamental prerequisite for effective learning. This entails the formulation of a conceptual framework for socioemotional education and assessment, providing teacher training in these competencies, and fostering collaboration with health organisations to advocate for promotional and protective measures within schools.

Socioemotional well-being is built through interaction with others, and when addressing the skills to be developed in this policy, three dimensions are identified: “I am,” “we are,” and “we act.” Within these dimensions, various skills are worked on, but this line of action proposes to advance by focusing on a selected group along the concepts of: self-observation; self-regulation; cooperation and collaborative work; conscious decision-making; purpose and life project.



INNOVATION IN TEACHING AND LEARNING

6. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT PLANNING
7. BILINGUAL CITY
8. SECONDARY EDUCATION
9. SKILLS FOR THE FUTURE AGENCY

6. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT PLANNING

Based on the principle that educational transformation starts with teachers, the policy seeks to coordinate initial and continuous teacher training with their professional development.

To achieve this goal, the following initiatives are put forth:

- ✦ **Promote actions and programmes that enhance the quality of teaching and the efficiency of teacher training institutions**—both state and private managed—in dialogue and coordination with different higher education institutions such as the *Universidad de la Ciudad*⁷.
- ✦ **Update curriculum plans in line with changes introduced at preschool, primary and secondary education** and integrate teaching practice throughout the years of study to strengthen the teacher training system and generate improvements in students' learning tracks for graduation and their future integration into the City's school system.
- ✦ **Enhance teacher professional development, especially during the early years of teaching**, emphasising the need for focused support and ongoing training linked to practice.



INITIAL TEACHER TRAINING

- Quality
- Efficiency
- Institutional Management
- Evidence-based decision making

TEACHER PROFESSIONAL DEVELOPMENT

- Support at the start of the career
- Teacher wellbeing
- Continuous teacher training

⁷ *Universidad de la Ciudad* (literally, "City University") is the state-managed teacher-training institution. Find more information at udelaciudad.edu.ar

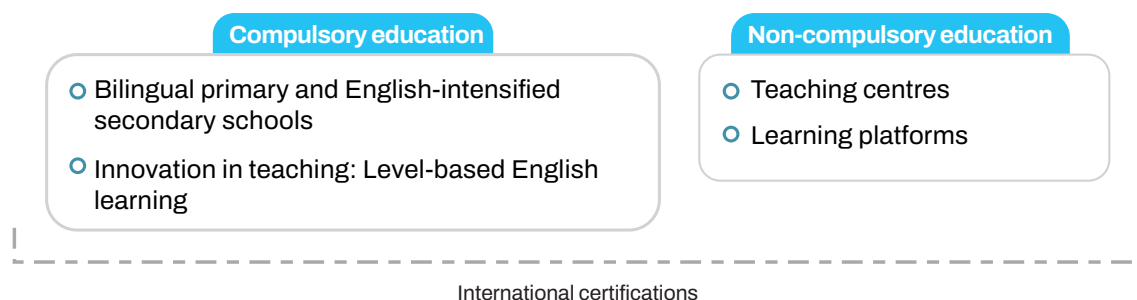
7. BILINGUAL CITY

In a hyper globalised context, where interconnectivity reaches unprecedented levels, mastery of the English language becomes essential for personal and professional development. In this regard, English is more than just a language: It serves as the gateway to a multitude of academic, professional, and cultural avenues for individuals, while also presenting an opportunity to enrich Buenos Aires' development.

Therefore, this policy proposes to move towards a “bilingual city” through the continuous transformation of English teaching programmes in both compulsory and non-compulsory education.

In this sense, the following proposals are made:

- ✦ **Expand the scope of bilingual education** by increasing the number of primary English bilingual schools and implementing and introducing intensified English programmes in secondary education.
- ✦ **Innovate in English language teaching methods** by organising learning and courses according to proficiency levels to enable improvement tracks for all students.
- ✦ **Extend English language training to more Porteño citizens** and service employees through online platforms and adult language centres.
- ✦ **Promote international English language certifications** through scholarship programmes.

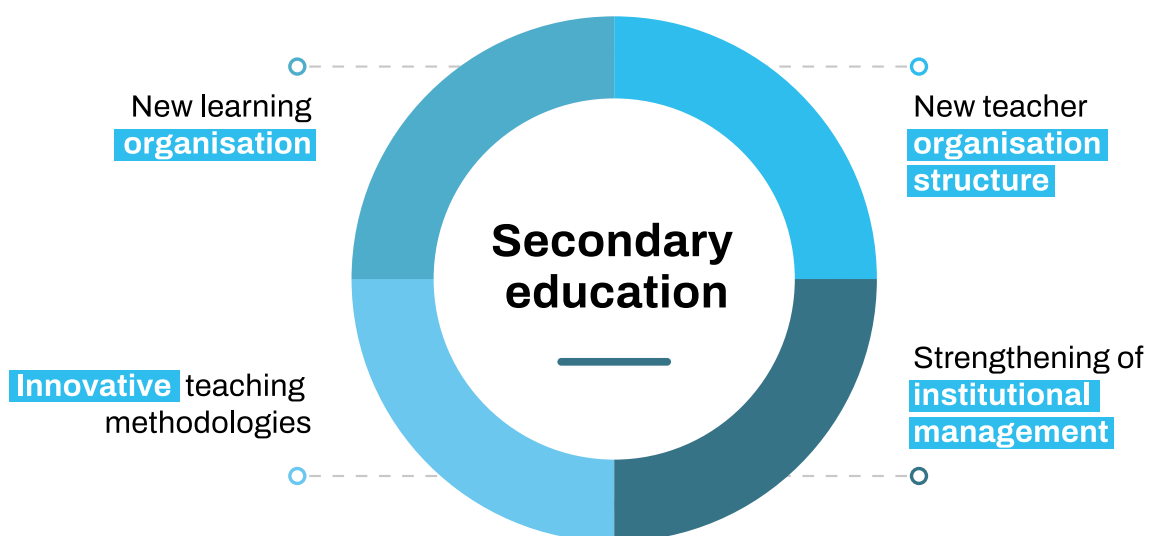


8. SECONDARY EDUCATION

This policy aims to further transform secondary schools, ensuring education imbued with purpose and significance, thereby fostering a challenging and enriching school experience through the restructuring of existing formats and methodologies at this level. Building on recent advancements, this initiative strives to accelerate and nurture structural changes that facilitate, motivate, and encourage teaching and learning practices that have been previously endorsed.

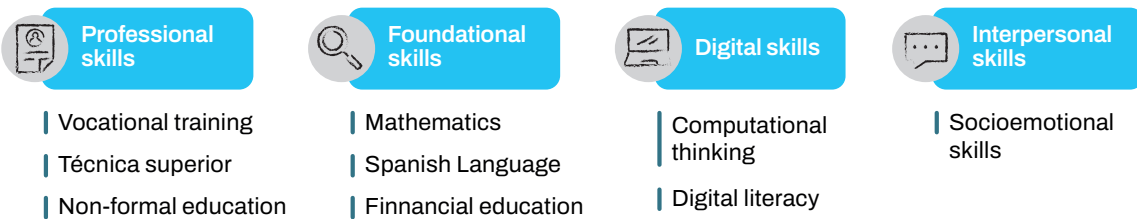
To this end, the following proposals are outlined:

- ✦ **Reimagine the organisational framework** with a focus on prioritising student learning at the core of the teaching process.
- ✦ **Configure and set up institutional models that foster collaborative planning and teamwork environments among teachers.**
- ✦ **Build upon innovative initiatives** to restructure temporal and spatial arrangements, integrate interdisciplinary learning across diverse fields of knowledge, enhance personalised educational plans, establish learning networks and select experiential learning opportunities both within and beyond the school environment.
- ✦ **Enhance institutional management and leadership** through ongoing training and support programmes for head teams.



9. SKILLS FOR THE FUTURE AGENCY

Given the backdrop of an ever-evolving and demanding global workforce, characterised by the growing concern over “skills obsolescence” and the challenges individuals encounter in aligning with labour market demands, the Skills for the Future Agency endeavours to furnish comprehensive, current, and high-quality educational solutions. These initiatives are geared towards fostering lifelong learning and cultivating a spectrum of professional, foundational, digital, and interpersonal skills, empowering individuals to thrive in this context.



Furthermore, there is a firm intention to foster close collaboration between the productive sector and both state-managed and privately-managed educational institutions in order to promote professional training aligned with the demands of the City's economic development. This will be possible through dialogue with different industrial sectors, continuous review of state-of-the-art practices, ongoing training, and technology-mediated solutions

SECTOR-BASED
CONVERSATION

CONTINUOUS
TRAINING

TECHNOLOGY



DIGITAL TRANSFORMATION FOR LEARNING

10. COMPREHENSIVE DIGITAL EDUCATION PLAN
11. INTEGRATED NOMINAL MANAGEMENT SYSTEM
12. DIGITALISATION AND PROCESS SIMPLIFICATION

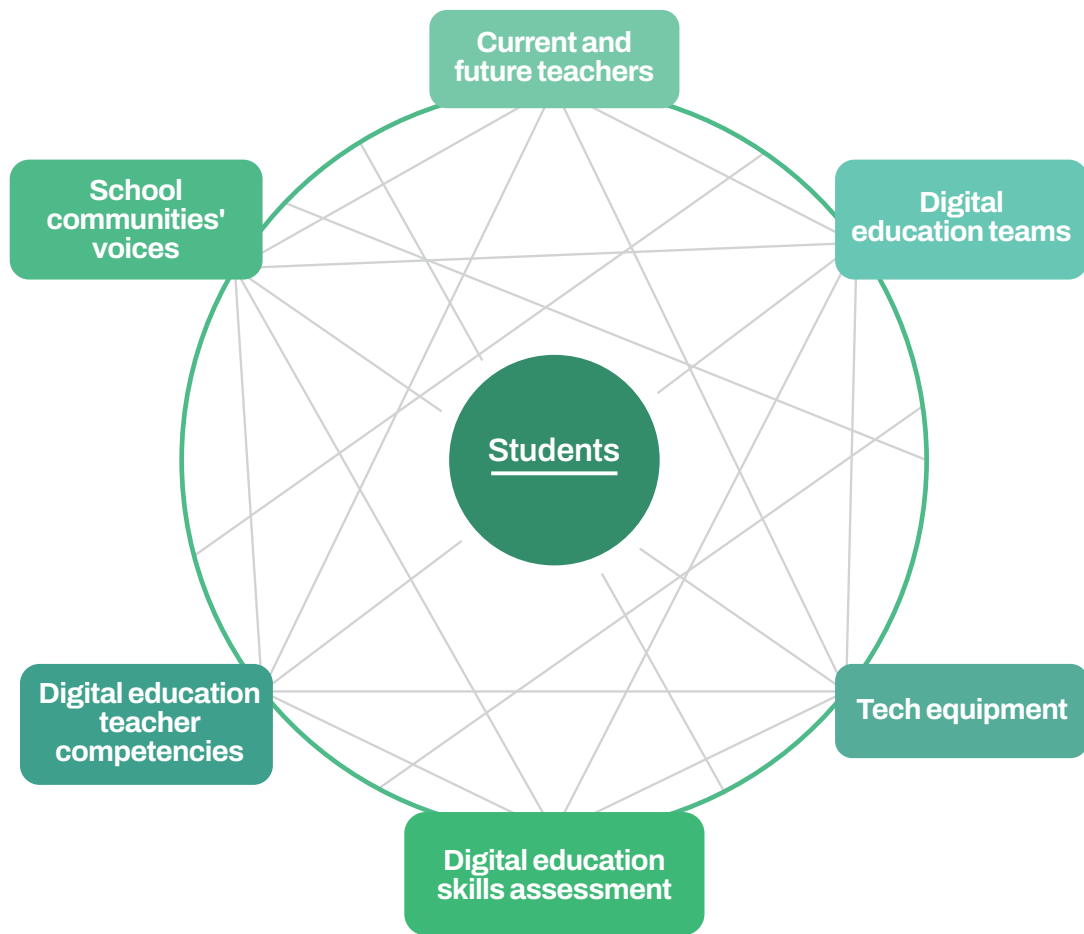
10. COMPREHENSIVE DIGITAL EDUCATION PLAN

The comprehensive digital education plan aims to support and guide the processes of integrating digital technologies with pedagogical and didactic sense into teaching and learning, with the goal of promoting mediation in addressing curriculum content, the development of associated competencies, as well as the development of digital education competencies necessary for using, sharing, and creating with technologies in digital environments.

This process entails a comprehensive approach that includes:

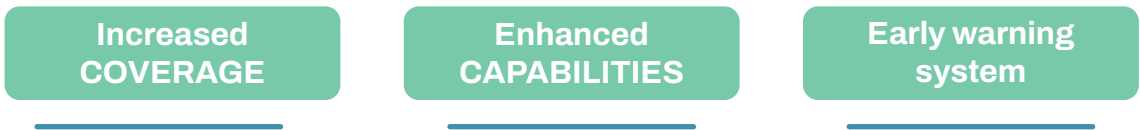
- ✦ **Curriculum updating**, didactic strategies, and development of digital competencies from initial teacher training.
- ✦ **Crafting articulated teacher training sessions** tailored to foster digital competency growth.
- ✦ **Assisting in formulating teaching strategies** that encourage gradual teacher and institutional independence.
- ✦ **Design of assessment instruments** for the digital education capacities and competencies of educators and students.
- ✦ **Selection and provision of technological equipment** based on the needs and purposes of a pedagogical model oriented towards addressing significant and innovative learning experiences.





11. INTEGRATED NOMINAL MANAGEMENT SYSTEM

This policy aims to create an integrated nominal management system for students by expanding the coverage of digital information systems to schools and students of all levels, modalities, and management systems; the inclusion of new functionalities and the improvement of existing ones; and the implementation of an early warning system (EWS).



The development of such tools —and particularly the ability to issue alerts based on specific student information— will enable detailed and real-time monitoring of each student’s academic path. This will grant schools and the Ministry of Education the ability to identify situations where the right to education may be at risk, thus enabling measures to ensure it.

Furthermore, the integration of this technology will allow for more efficient resource management, streamlining administrative tasks in schools, and providing greater interconnected information to enable supervision and management teams, as well as the technical-pedagogical teams of the Ministry of Education, to make informed decisions based on evidence.



12. DIGITALISATION AND PROCESS SIMPLIFICATION

The aim of this policy is to foster a shift towards a digital school culture, facilitating the transition from analog to digital management by simplifying, digitising, and updating the regulations and administrative processes of the educational system.

In this regard, the following proposals are put forth:

- ✦ Surveying all processes and procedures to identify scenarios for simplification or digitization.
- ✦ Updating current regulations to meet the needs and demands of students in this century.
- ✦ Simplifying or eliminating procedures that are not essential for school operation or do not contribute to prioritising pedagogical tasks.
- ✦ Digitising processes and procedures that are still carried out analogically in order to facilitate uniformity of information sources and enable evidence-based decision-making.

VI. Evaluation and Monitoring

Data, assessments, and scientific evidence constitute fundamental tools for ensuring transparent and effective management. Informed decision-making through evidence allows educational systems to advance towards the continuous improvement of quality of education. Identifying and understanding pending challenges in terms of educational policies is the first step towards developing more accurate, strategic, and evidence-based actions. In this context, evaluation and monitoring are considered fundamental parts of the Buenos Aires Learns Strategic Plan, providing inputs to strengthen the policies to be implemented, feeding back into the planning processes, and offering informed recommendations to achieve the set objectives.

| Priority Indicators 2024-2027

Concerning the purposes, principles, and axes of the Strategic Plan, a series of outcome indicators were defined for the period 2024-2027, thereby setting the course for the proposed objectives.

In the process of constructing indicators, collaboration was fostered among the various areas of the Ministry of Education. The Education Quality and Equity Evaluation Unit (UEICEE) contributed evidence regarding the baseline of many of these indicators, as well as results from programmes and policies implemented by other educational systems, countries, and cities in Latin America and around the world, which served as reference points. Historical evolutions of different indicators in the City of Buenos Aires were also considered, as well as trends, incorporating various perspectives and contextual challenges.

For this document, priority indicators were developed concerning learning and socioemotional well-being, which will account for the degree of fulfilment of the objectives of the Strategic Plan by 2027. The selection of priority indicators for the monitoring and follow-up of policies is included in the Annex to this document.

Evaluation Plan

The Education Quality and Equity Evaluation Unit (UEICEE) drives and sustains ongoing evaluation processes for the City educational system, implementing actions that allow for the evaluation of its various components, such as student learning achievements, the management of educational institutions, the teachers pedagogical practices and the educational programmes and projects implemented in Buenos Aires.

Within the framework of the Buenos Aires Learns Strategic Plan and with the aim of monitoring and assessing the fulfilment of the proposed indicators in different priority policies, the UEICEE will implement a set of evaluation strategies. These strategies aim, on one hand, to provide feedback through formative evaluations for classroom work and bolstering ongoing interventions. On the other hand, through large-scale standardised evaluations, they aim to account for the levels of progress in terms of learning achievements at the system level.

Regarding Mathematics and Spanish Language, the implementation of standardised evaluations will continue, and a new line of evaluation for early literacy for pre-school will be developed, considering both the assessment of Literacy and Numeracy learning for children in the 5-year-old classroom and the assessment of the conditions in which this learning takes place. In the specific case of Mathematics, a formative assessment instance will be implemented in 6th grade, aiming to provide inputs for Mathematics initiatives. In Spanish Language, the line of formative assessments of initial literacy and reading fluency will continue.

The socioemotional well-being policy is pivotal in establishing optimal learning environments in schools. Consequently, the integration of specific survey scales within local standardised assessments is anticipated to gauge the perceived level of well-being among various school stakeholders: students, teachers, and principals. This integration will not only facilitate tracking progress in the outlined policy but also validate advancements associated with enhancing teaching and learning conditions in schools.

Moreover, striving to transform into a bilingual city demands a vigilant observation of local advancements, juxtaposed with international benchmarks. Hence, in collaboration with the Languages in Education Management Unit, the UEICEE (Education Quality and

Equity Evaluation Unit) has been crafting instruments to gauge proficiency in English, anchored to the Common European Framework of Reference for Languages (CEFR). By 2024, baseline assessments will be implemented for 7th grade and 3rd year, employing standardized evaluation methodologies, with ongoing utilization for tracking the outlined performance metrics.

Likewise, the comprehensive digital education plan has its counterpart in standardised evaluations of learning achievements specifically in Computational Thinking for 4th and 6th grade students. Baselines will be constructed during 2024, and the application of digital instruments developed jointly with the Digital Education Operational Management Unit to monitor progress will continue.

Finally, from a perspective of policy and programme evaluation, impact and outcome evaluations of some of the priority policies will be conducted to have robust evidence on the achievements of these public policy initiatives and generate evidence on what works in education in the City of Buenos Aires.

VII. Annex - Priority indicator tracking matrix

The Strategic Plan Buenos Aires Learns sets as its overall objective 'To ensure that all children, adolescents, youth and adults achieve the necessary learning to develop their full potential, ensuring their socioemotional well-being and creating meaningful experiences for their lives'. In this context, a series of prioritised tracking indicators have been defined for this document, which are linked to the improvement of foundational learning and the socioemotional well-being of students.

PRIORITY INDICATOR	SOURCE	BASELINE 2023
Percentage (%) of 7th-grade students in state and private management primary schools performing below the basic level in Mathematics	FEPBA Assessment	32,20 %
Percentage (%) of 3rd-year students in state and private management secondary schools performing below the basic level in Mathematics	TESBA Assessment	25,30 %
Percentage (%) of 3rd-year students in state and private management secondary schools performing below the basic level in Spanish Language	TESBA Assessment	10,70 %
Percentage (%) of 7th-grade students in state and private management primary schools from low socioeconomic status (SES) with intermediate level in Mathematics	FEPBA Assessment	37,60%
Percentage (%) of 3rd-year students in state and private management schools from low socioeconomic status (SES) with intermediate level in Spanish Language	TESBA Assessment	33,80%
Percentage (%) of 7th-grade students in state and private management primary schools perceiving intermediate and high levels of school well-being	FEPBA Assessment	Baseline to be developed
Percentage (%) of 3rd-year students in state and private management secondary schools perceiving intermediate and high levels of school well-being	TESBA Assessment	Baseline to be developed

Notes

Notes

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Buenos Aires
learns

Find out more 

buenosaires.gob.ar/BuenosAiresAprende