



Indicadores de calidad en educación: medición de competencias

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Qué medir

- Depende de fines/funciones atribuidas a educación:
 - Logros académicos alumnos (¿valor agregado?)
 - Desarrollo valores, carácter (“misión”)
 - Inserción comunitaria
 - Reproducción de status (“selectividad”)
 - Preparación para el empleo
 - Transmisión ideología nacional (“integración”)
- Fines/funciones no son excluyentes

Mediación de las mediciones

- Mediciones están mediadas, además, por estructura sistema escolar:
 - Centralismo / descentralización
 - Rigidez / flexibilidad currículo nacional
 - Sistema formación profesores
 - Sistema de supervisión establecimientos
- Y por el uso de resultados medición:
 - Con efecto o no sobre alumnos
 - Con efecto o no sobre políticas, regulaciones, incentivos
 - Comparaciones (nacionales e internacionales), rankings

Mediciones que importan

- Aquellas que miden competencias claves para la vida (por tanto, para continuar aprendiendo y desempeñarse productivamente en diversos contextos)
- Aquellas que reflejan “valor agregado” por los establecimientos
- Aquellas que sirven a las escuelas para mejorar continuamente y son usadas con tal fin
- Aquellas que responsabilizan realísticamente a colegios frente a alumnos, familias, comunidad, gobierno

Anexo

El enfoque de competencias claves de la OECD

Basado en OECD, The Definition and Selection of Key Competencies. Ver en:
http://mt.educarchile.cl/mt/jjbrunner/archives/2005/12/desecho_es_el_n.html

Base conceptual

Key competencies are not determined by arbitrary decisions about what personal qualities and cognitive skills are desirable, but by careful consideration of the psychosocial prerequisites for a successful life and a well-functioning society. What demands does today's society place on its citizens? The answer needs to be rooted in a coherent concept of what constitutes key competencies.

This demand-led approach asks what individuals need in order to function well in society as they find it. What competencies do they need to find and to hold down a job? What kind of adaptive qualities are required to cope with changing technology?

However, competence is also an important factor in the ways that individuals help to shape the world, not just to cope with it. Thus, as well as relating to key features and demands of modern life, competencies are also determined by the nature of our goals, both as individuals and as a society.

The framework described here relates to individual competencies, rather than to the collective capacities of organisations or groups. However, as illustrated in the diagram below, the sum of individual competencies also affects the ability to achieve shared goals.

Dimensiones individual y colectiva

Individual and collective goals and competencies

Success for individuals

Including:

- Gainful employment, income
- Personal health, safety
- Political participation
- Social networks

Success for society

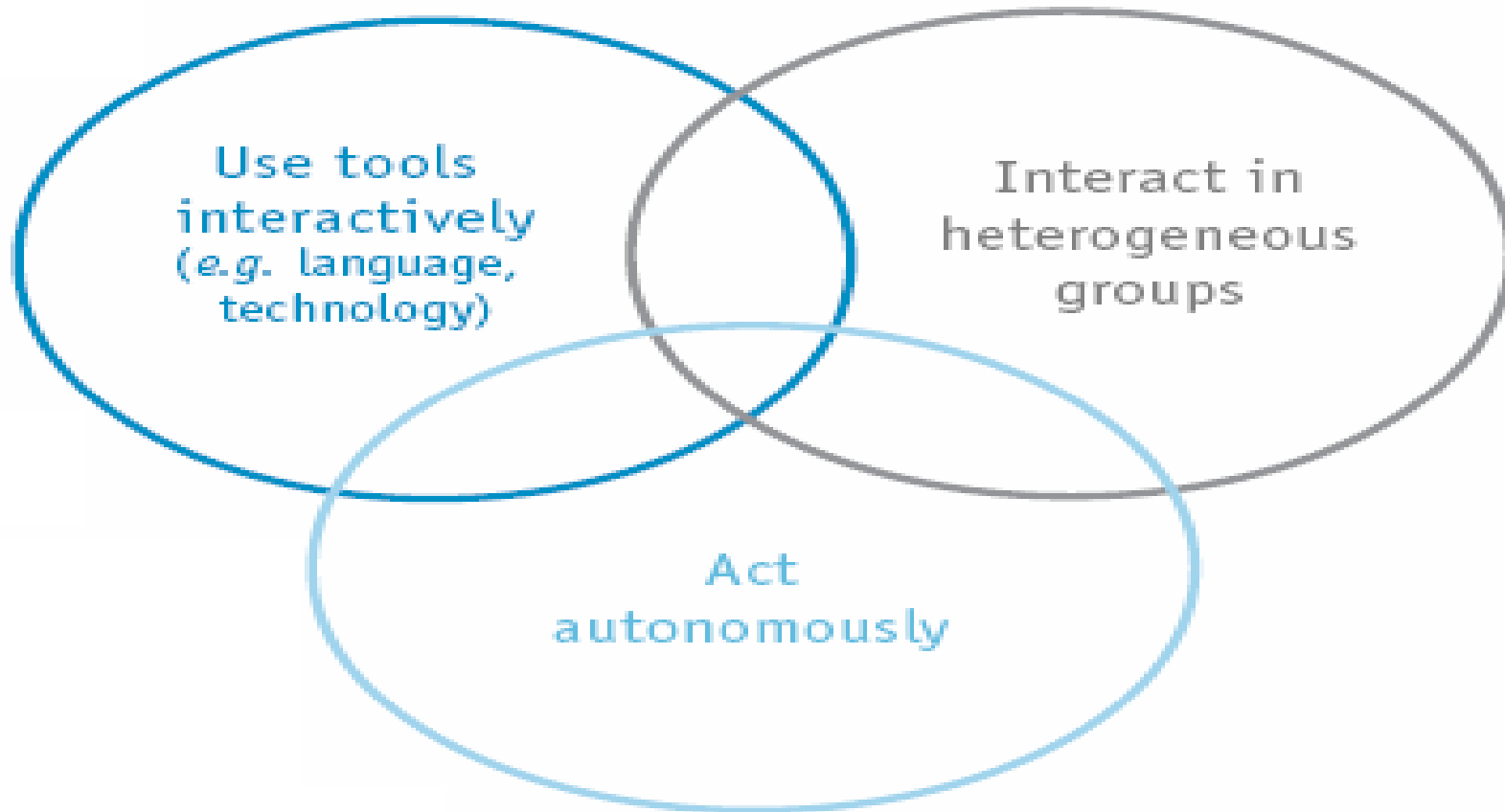
Including:

- Economic productivity
- Democratic processes
- Social cohesion, equity and human rights
- Ecological sustainability

Require:

- Individual competencies
- Institutional competencies
- Application of individual competencies to contribute to collective goals

Competencias claves



Uso interactivo de herramientas

Why

- The need to keep up to date with technologies
- The need to adapt tools to own purposes
- The need to conduct active dialogue with the world

What competencies

- A.** Use language, symbols and texts interactively
- B.** Use knowledge and information interactively
- C.** Use technology interactively

Lenguaje, símbolos y textos

The ability to use language, symbols and text interactively

This key competency concerns the effective use of spoken and written language skills, computation and other mathematical skills, in multiple situations. It is an essential tool for functioning well in society and the workplace and participating in an effective dialogue with others. Terms such as “communication competence” or “literacies” are associated with this key competency.

Reading literacy and mathematical literacy in PISA and numeracy as defined in ALL are illustrations of this key competency.

Uso interactivo de conocimiento e información

Using knowledge and information interactively requires individuals to:

- Recognise and determine what is not known;
- Identify, locate and access appropriate information sources (including assembling knowledge and information in cyberspace);
- Evaluate the quality, appropriateness and value of that information, as well as its sources; and
- Organise knowledge and information.

Uso interactivo de tecnologías

Interactive use of technology requires an awareness of new ways in which individuals can use technologies in their daily lives. Information and communication technology has the potential to transform the way people work together (by reducing the importance of location), access information (by making vast amounts of information sources instantly available) and interact with others (by facilitating relationships and networks of people from around the world on a regular basis). To harness such potential, individuals will need to go beyond the basic technical skills needed to simply use the Internet, send e-mails and so on.

As with other tools, technology can be used interactively if users understand its nature and reflect on its potential. Most importantly, individuals need to relate the possibilities embedded in technological tools to their own circumstances and goals. A first step is for individuals to incorporate technologies into their common practices, which produces a familiarity with the technology that then allows them to extend its uses.

Interacción en grupos heterogéneos

Why

- The need to deal with diversity in pluralistic societies
- The importance of empathy
- The importance of social capital

What competencies

- A. Relate well to others
- B. Co-operate, work in teams
- C. Manage and resolve conflicts

Relación con los otros

- Empathy - taking the role of the other person and imagining the situation from his or her perspective. This leads to self-reflection, when, upon considering a wide range of opinions and beliefs, individuals recognize that what they take for granted in a situation is not necessarily shared by others.
- Effective management of emotions - being self-aware and able to interpret effectively one's own underlying emotional and motivational states and those of others.

Habilidad de cooperar

- The ability to present ideas and listen to those of others;
- An understanding of the dynamics of debate and following an agenda;
- The ability to construct tactical or sustainable alliances;
- The ability to negotiate; and
- The capacity to make decisions that allow for different shades of opinion.

Habilidad de manejar y resolver conflictos

- Analyse the issues and interests at stake (*e.g.* power, recognition of merit, division of work, equity), the origins of the conflict and the reasoning of all sides, recognising that there are different possible positions;
- Identify areas of agreement and disagreement;
- Reframe the problem; and
- Prioritise needs and goals, deciding what they are willing to give up and under what circumstances.

Actuar autónomamente

Why

- The need to realise one's identity and set goals, in complex world
- The need to exercise rights and take responsibility
- The need to understand one's environment and its functioning

What competencies

- A. Act within the big picture
- B. Form and conduct life plans and personal projects
- C. Defend and assert rights, interests, limits and needs

Entender el contexto

- Understand patterns;
- Have an idea of the system in which they exist (*i.e.* understand its structures, culture, practices, and formal and informal rules and expectations and the roles they play within it, including understanding laws and regulations, but also unwritten social norms, moral codes, manners and protocol. It complements an understanding of rights with knowledge of the constraints on actions;
- Identify the direct and indirect consequences of their actions; and
- Choose between different courses of action by reflecting on their potential consequences in relation to individual and shared norms and goals.

Habilidad de conducir planes de vida y proyectos

- Define a project and set a goal;
- Identify and evaluate both the resources to which they have access and the resources they needs (*e.g.* time and money);
- Prioritise and refine goals;
- Balance the resources needed to meet multiple goals;
- Learn from past actions, projecting future outcomes; and
- Monitor progress, making necessary adjustments as a project unfolds.

Habilidad de afirmar derechos, intereses, necesidades y límites

- Understand one's own interests (*e.g.* in an election);
- Know written rules and principles on which to base a case;
- Construct arguments in order to have needs and rights recognised; and
- Suggest arrangements or alternative solutions.