WHAT IS THE NATIONAL GOVERNMENT PROPOSING IN EDUCATION FOR THE NEXT 4 YEARS?

Analysis of the National Development Plan 2022-2026: "Colombia, world power of life" (version submitted to the Congress).

Version February 24, 2023

ExE | EMPRESARIOS POR LA EDUCACIÓN

1. Introduction

On February 7, the national government presented its roadmap for the next four years to the country. The National Development Plan -PND- 2022-2026 "Colombia, world power of life" brings the country's strategic public policy commitments together, which not only originated from the calls of the sectors and the proposals of the government team, but also from the voices of Colombians convened through the Binding Dialogues.
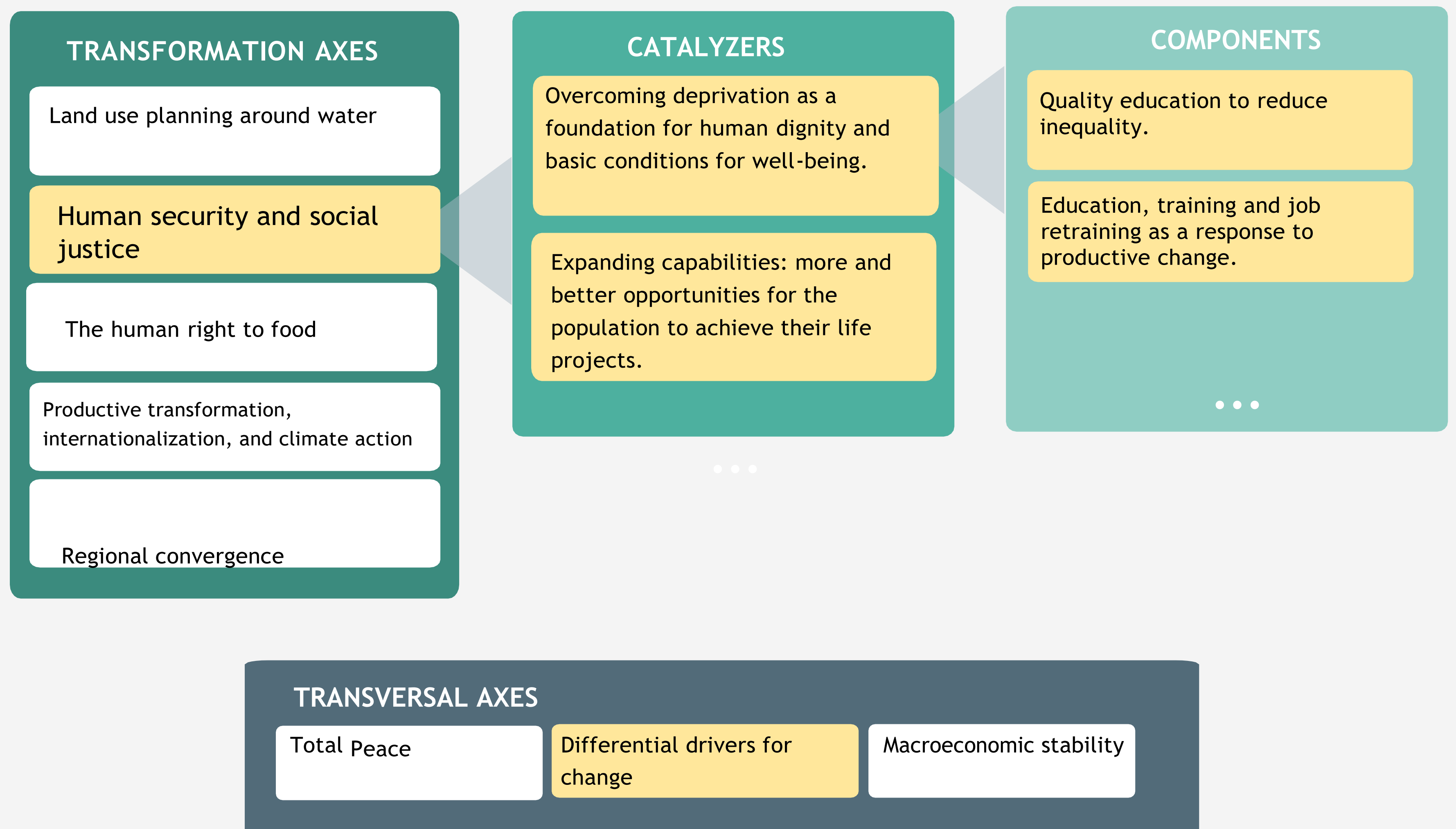
This document analyzes the educational guidelines that have been formulated in the PND considering data from the ExE Educational Management Observatory and the recommendations of the publication "Rethinking Education" by Fundación Empresarios por la Educación (FExE), current regulations and the evidence that has been gathered in the education sector over the years.

The document consists of six sections, the first of which is this introduction. The second describes the general structure of the bases of the PND and identifies the transformational and cross-cutting axes that contemplate proposals in education and human capital. The third and fourth sections look at the proposals, actions and goals of the PND in detail at each educational level and classifies them according to FExE's thematic axes. The fifth section analyzes the proposals, actions and indicators based on context data and available evidence and considers proposals that could complement the PND's proposals and promote the achievement of its objectives. Finally, the sixth section shows the conclusions.

2. Structure of the 2022-2026 PND

The PND 2022-2026 is structured around five transformation axes, which include the catalysts and components that the government proposes to achieve its goals. These catalysts are grouped in sector goals and strategies. In addition, the bases of the PND that were submitted for discussion to Congress and citizens have three cross-cutting axes.
The following diagram summarizes this structure. The components, catalysts and transversal axes highlighted in yellow group the key actions and lines of action related to education and training.

TRANSFORMATION AXES

Land use planning around water

Human security and social justice

The human right to food

Productive transformation, internationalization, and climate action

Regional convergence

CATALYZERS

Overcoming deprivation as a foundation for human dignity and basic conditions for well-being.

Expanding capabilities: more and better opportunities for the population to achieve their life projects.

. . .

COMPONENTS

Quality education to reduce inequality.

Education, training and job retraining as a response to productive change.

. . .

TRANSVERSAL AXES

Total Peace

Differential drivers for change

Macroeconomic stability

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3.1 How is education located in the PND's Proposals

In the catalysts of the transformation axes, differential actors and the articulation of the PND 2022-2026 version submitted to Congress the following were found:

35 proposals related to education from Early to post-secondary

55 Specific actions, programs or policies

Table 1. Number of proposals and actions, policies and programs by educational level and component of the PND

PND Component	Description	Early to Secondary		Post-secondary		Early to Post Secondary		Total	
		Proposals	Policy actions or programs	Proposals	Policy actions or programs	Proposals	Policy actions or programs	Proposals	Policy actions or programs
Catalysts	Overcoming deprivation as a foundation of human dignity and basic conditions for well-being	14	23	2	3	2	2	18	28
	Expansion of capabilities: more and better opportunities for the population to achieve their life projects	0	0	4	7	1	1	5	8
Actors differentials	A growing generation for life and peace: girls, boys and adolescents who are protected, loved and with opportunities	3	10	0	0	0	0	3	10
	People with diverse gender and sexual identity, children and Adolescents, Communities ethnic groups, youth, people with disabilities, peasantry	0	0	4	4	2	2	6	6
Articulated	Article not directly related to general proposals	1	1	1	1	1	1	3	3
Total		18	34	11	15	6	6	35	55

- In the articles of the PND, 3 actions, policies or programs were found that are not directly related to what is established in the bases composed of the transformation and transversal axes
- In early childhood, preschool, elementary and middle school education, 2 actions of the axes have articles, and in post-secondary education, 5.

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3.2 How is education located in the PND's Proposals

18 indicators related to early childhood through post-secondary education.

▶ **4** first level
14 second level

8% of the total PND indicators

11 EARLY CHILDHOOD THROUGH HIGH SCHOOL

Indicator	Base Line	Four-year period goal
Prioritized municipalities with integral attention to all children and adolescents	0	400
Children with early childhood education in the framework of comprehensive care	1'889.526	2'700.000
Children and adolescents who participate in the skills development strategy, vocations and talents in integrated care	238.819	311.850
People made literate through literacy strategies educational programs with a differential approach for life	150.000	800.000
Percentage of official schools in categories A+ and A of the Saber 11 test	8%	16%
Percentage of students in official schools with a single school day	19%	24%
Percentage of children in early childhood with prioritized care in comprehensive care	88%	97%
High school gross coverage rate	89%	95%
Food Program coverage rate School (PAE)	76%	95%
Coverage rate of the Viva la Escuela volunteer program in elementary school.	-	18%
Intra-annual desertion rate in the official sector	3.6%	2.6%

7 POST SECONDARY EDUCATION AND HUMAN CAPITAL

Indicator	Base Line	Goal four-year period
Certifications issued in labor competencies	869.628	905.820
New students in higher education	-	500.000
Completed training in digital skills	-	797.000
Young people benefited through projects of training, creation, circulation and research artistic and cultural activities in urban or rural contexts	4.584	20.000
People sensitized to the safe use and responsible for ICT	-	4'200.000
Higher education coverage rate	54%	62%

Three of the 11 indicators prioritized to measure the proposals for early childhood through secondary education are classified as first level. In the case of post-secondary education and human capital, 1 indicator is classified as first level and the remaining 6 as second level.

4. Thematic Approach

From the analysis of the PND's educational proposals considering the thematic classification used by ExE, in the case of early, basic and secondary education, the emphasis is on access and permanence in guidelines with a total of 14 actions, policies and programs, while for post-secondary education and human capital formation, the emphasis is on access, with 12 actions, policies and programs.

Table 2. Number of actions, policies and programs by subject and level of education

	Early to Secondary	Post-Secondary	Early to Post-Secondary	Total
Access	8	12	0	20
Permanence	6	1	2	9
Transversal training	5	0	1	6
Strengthening educational management	6	0	0	6
Administration and financing	2	1	1	4
Quality	2	1	0	3
Relevance	0	3	0	3
Strengthening of teachers	2	0	0	2
Innovation and technology	2	0	0	2
Total	28	23	4	55

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5.1 EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION

5.1 Access and Permanence Proposals

1. Happy and protected early childhood:
   - Progressively advancing towards the universalization of care
2. Universalization of comprehensive early childhood care in the territories with the highest risk of violations:
   - Improving environments and infrastructure for the care of girls and boys within the framework of comprehensive childcare.
   - Prioritizes progress in comprehensive early childhood care in municipalities with higher risk of violations for children and dispersed rural territories, ethnic and rural communities, vulnerable communities, and municipalities affected by violence.
3. For a more equitable School Feeding Program (PAE) that contributes to well-being and food security:
   - Progressively increase the coverage of the PAE until reaching universality and attention during the entire school year. year.
4. Implementation of hybrid education for elementary and middle school levels.
5. Secondary education for the construction of life projects:
   - Promote articulation with the ETDH and higher education. SENA will participate in this process.
6. Towards the eradication of illiteracy and the closing of inequalities:
   - Expand the educational offer for the young, adult and elderly population through flexible educational models with virtual education and involving entrepreneurship.
   - Develop an active search of the illiterate population, especially in rural or secluded populations.
7. Intercultural and Bilingual Education Program:
   - Create an intercultural and bilingual public policy.
   - The Intercultural and Bilingual Education Program will implement teacher and management training actions and be supported with pedagogical resources.
   - Strengthen foreign, native, creole and Colombian sign language in preschool, elementary and secondary education.
8. Protection of life and educational trajectory through art, sports, culture, environment and science and technology.
9. Educational and community territorial management:
   - Continue the implementation of the Special Rural Education Plan (PEER) and the educational commitments included in the PDETs.

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5.2.1 Implementation of hybrid education

- Guides the Ministry of National Education (MEN) to promote the development and implementation of basic and secondary education under the hybrid model.
- A hybrid model involves a face-to-face and remote scheme in a synchronous or asynchronous manner.

What is hybrid learning?

It is any combination of face-to face and remote learning. It can be:

-Synchronous (at same time), asynchronous (at different moments) or it may have a bit of both.
-In person (sharing the same physical location) or remote (two or more people in different physical locations).
- Communication can be either one-way, two-way, or multidirectional.
- The type of link ranges from non-participation (an individual is learning alone), limited participation (interaction with others is limited, structured or controlled) and high participation (active and dynamic exchange with others).

This approach is not new, it has been implemented for years, especially with the introduction of digital technologies. It varies according to the characteristics described above, offering different options. It can even happen when learning is extended from the classroom by calls to peers to discuss topics seen.

Although it is not yet known whether hybrid learning will become a post-pandemic approach to education, the World Bank (2021) has suggested countries plan and prepare because hybrid learning will become part of the education service model in the near future.
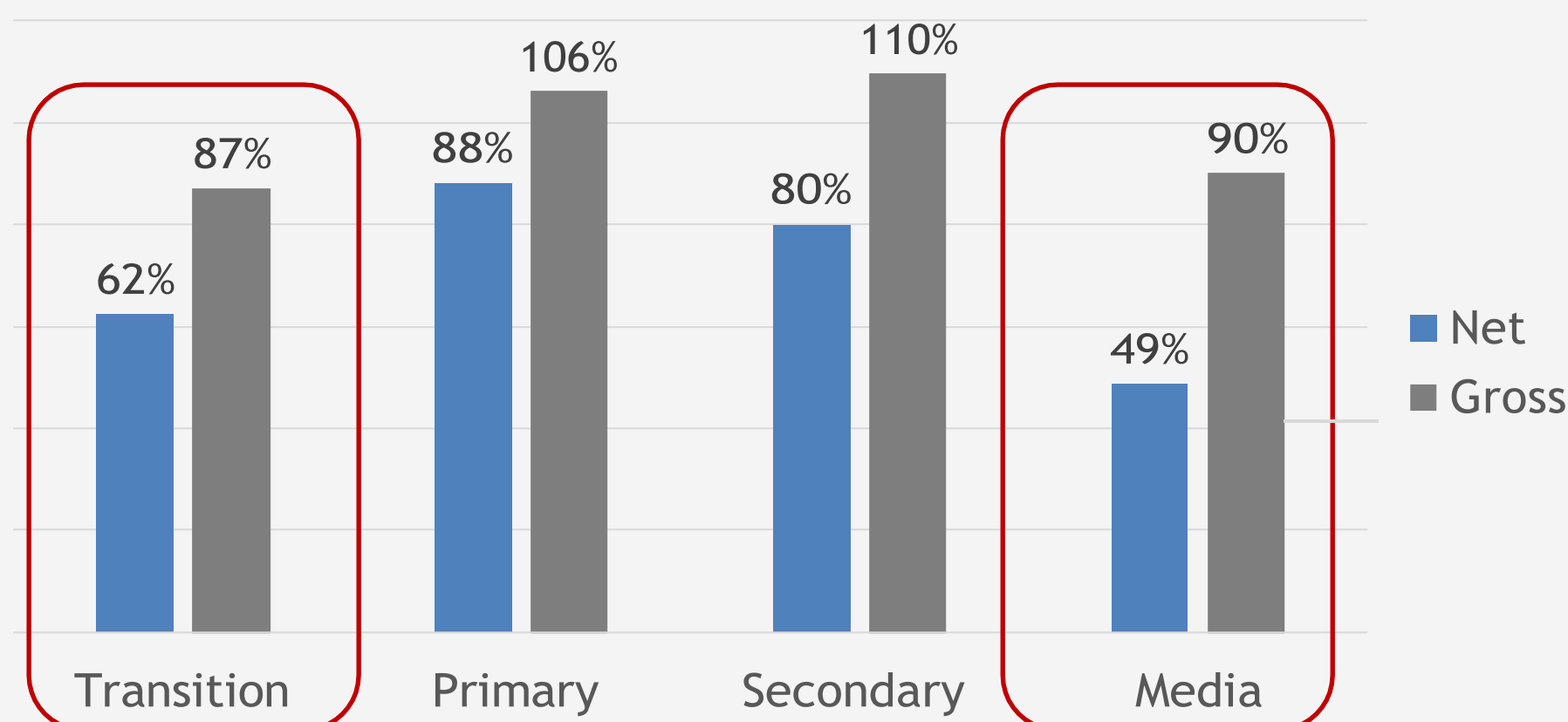
Source: World Bank (2021)

Hybrid Learning Beyond COVID-19

Hybrid learning is presented as an alternative to increase school coverage and guarantee the educational inclusion of some populations.

On the one hand, progress in system access has been very significant in the country- the total gross rate has remained above 100% since 2017 and the net rate in 2021 reached **92%**. On the other hand, in the middle and transition levels, as well as in some regions, important challenges persist, which are presented in Graph 2 and Map 1.
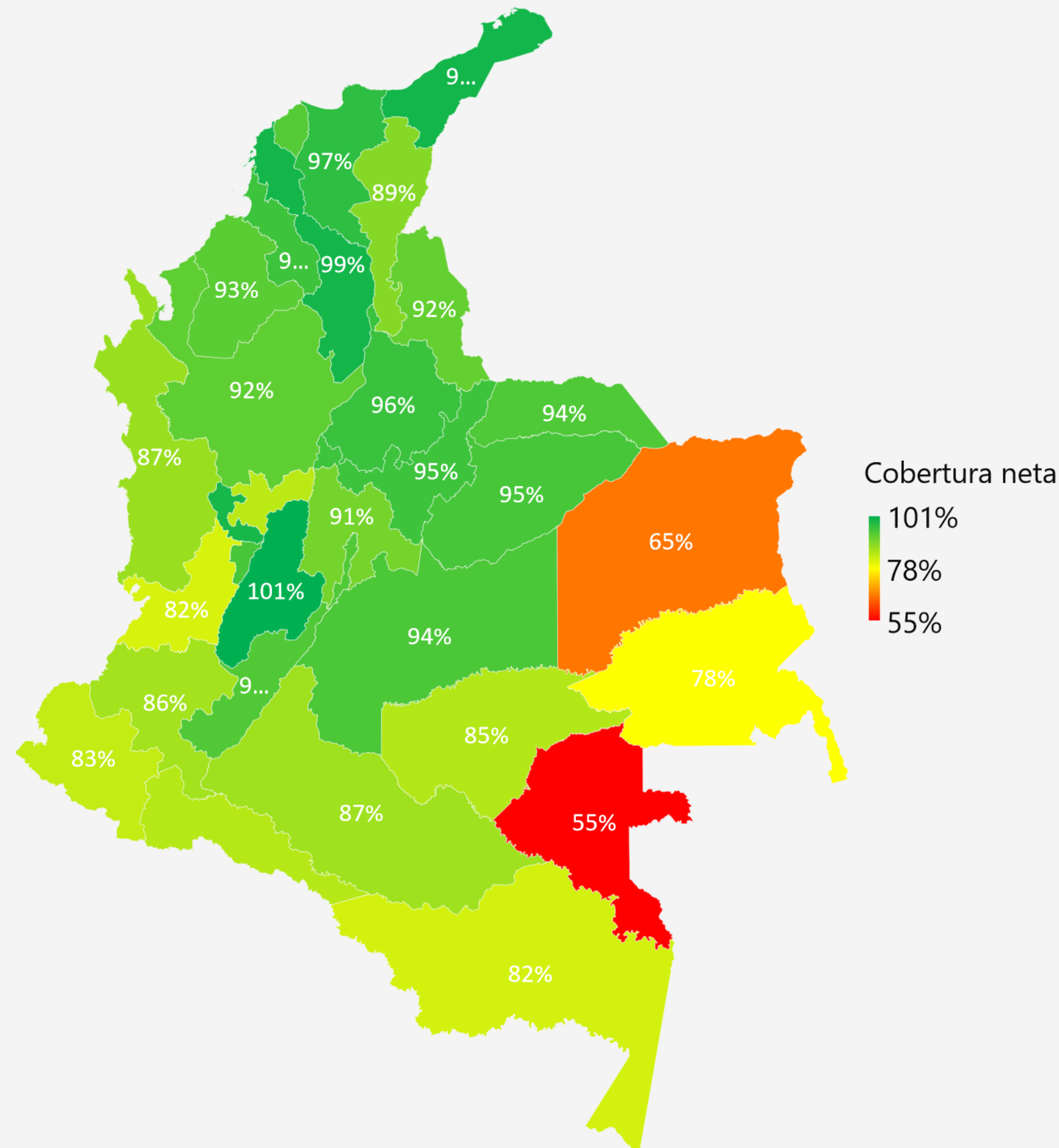
Figure 1. Educational coverage rates by level, 2021

Source: Observatorio a la Gestión Educativa ExE with MEN data (2021).

5.1.1. Implementación de la educación híbrida

Map 1. Net coverage rate by department, 2021

Cobertura neta
101%
78%
55%

Con tecnología de Bing
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Source: Observatorio a la Gestión Educativa ExE with MEN data (2021).

Initial Consideration: Current regulations in Colombia

For the design of this initiative, the national government must consider the country's current regulatory framework, which restricts approaches other than face-to-face education in regular conditions for elementary and secondary school, but guides the formulation of a policy for non-classroom education and a prevention plan that guarantees the effectiveness of the right for the children of the country.

Article 2.3.3.3.1.2.3, Decree 1075 of 2015:
It establishes that preschool (one year) and basic education (nine years) may be received directly in state, private, community, cooperative, solidarity or non-profit educational establishments. It may also be received, not necessarily in person, by the adult population or persons in exceptional conditions.
2. Decision SU-032 of 2022, Constitutional Court:
Reiterates that online education is applicable in adult education and higher education, because it is based on self-learning processes rather than teaching. Regarding the COVID-19 pandemic, it points out that considering that education is a public service, the State must have a prevention plan that guarantees the effectiveness of the right, which can privilege preschool, primary and secondary education, in addition to a stable policy on alternative education, online or non face-to-face.

Complementary recommendations

1. Ensuring access to diverse technologies

In order to become an alternative to increase coverage and educational inclusion, implementation must consider access to different technologies, which has significant limitations in the country and is more pronounced in some regions and areas. In addition, to increase its impact, calibrating the combination of technologies is necessary (World Bank, 2021).

a. Technological infrastructure of educational centers

43,727 official educational centers 2021

Percentage of centers that do not have access to:

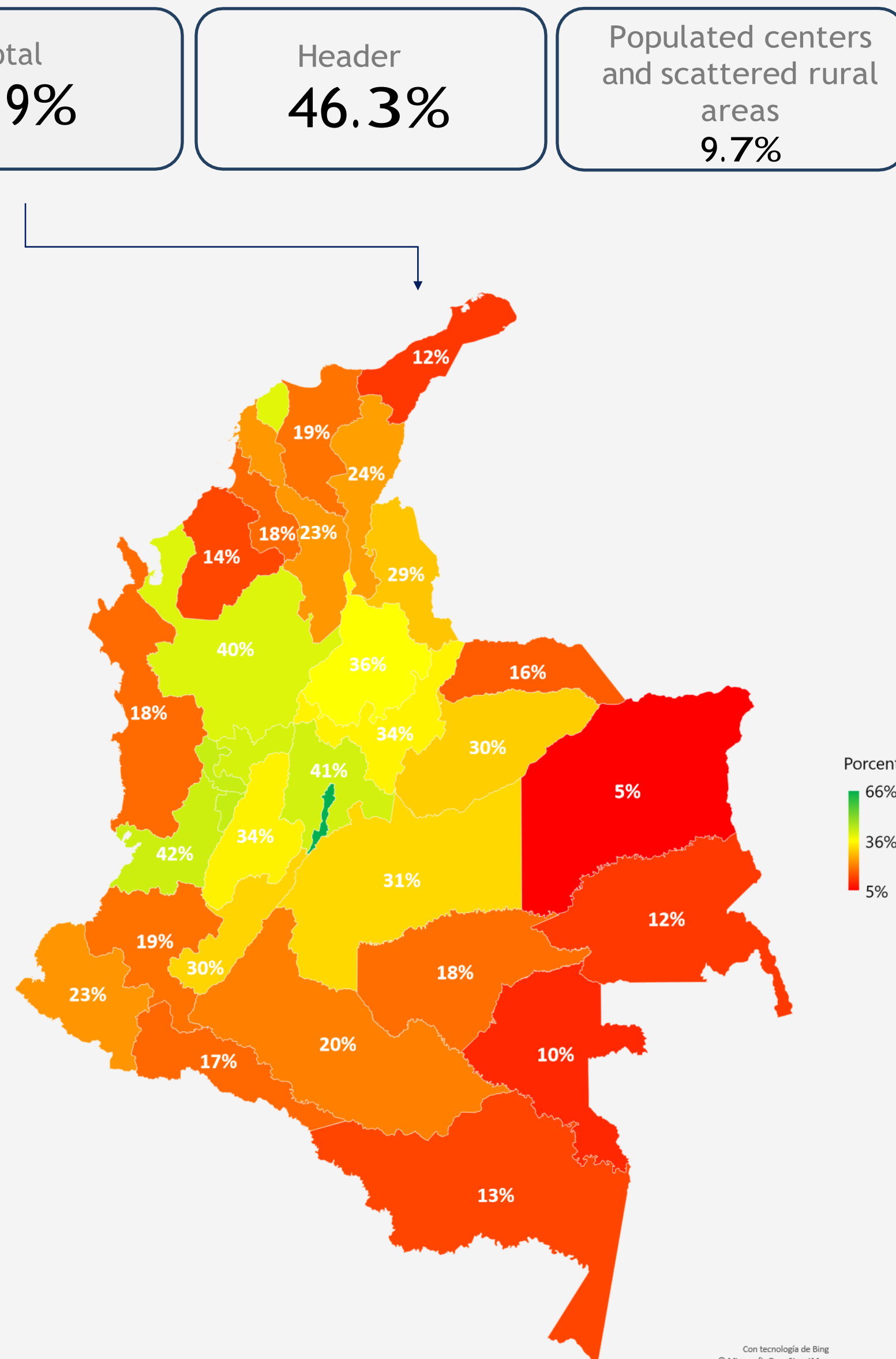| Electricity	Internet	ICT assets
15%	69%	23%

Source: Educational Management Observatory ExE with DANE data (2021)

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5.1.1. Implementation of Hybrid Education

b. Households with access to ICT goods

Map 2. Percentage of households that own a. desktop, laptop or tablet by department, 2021

Colombia

Total	Header	Populated centers and scattered rural areas
37.9%	46.3%	9.7%

Porcentaje de hogares
66%
36%
5%

Con tecnología de Bing
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Source: Quality of Life Survey, DANE (2021).

Strategies to increase access to technologies:

- Strengthen networking between the public and private sectors to promote access to and ownership of devices, expand connectivity and energy programs, and improve the infrastructure of physical and virtual learning spaces.
- Establish greater synergy between the ministries (Education, Information and Communication Technologies, and Mines and Energy), territorial entities and the private sector to achieve energization, wifi connection and the provision of ICT assets in educational centers.
- Ensure resources so that there is a specific and consistent investment of devices and in different types of infrastructure.
- Strengthen the initiatives for the acquisition of technological devices for the teachers.

Source: Rethinking Education, ExE (2022).

2. Strengthen hybrid teaching skills in teachers.

In policy formulation, when planning and evaluating different forms of hybrid learning, according to World Bank (2021) these aspects can be taken into account:

- Ensure that teachers develop digital skills, pedagogical effectiveness and the ability to identify the suitability of different forms of hybrid learning according to the context.
- Make adaptations to the volume and type of learning content, since the same amount and diversity cannot be transferred in the same way as in a face-to-face scheme.
- Ensure that remote lessons can be discussed in person or in person or translate them into project-based learning with students.
- Combine synchronous/asynchronous, in-person/remote, communication types and linking aspects of learning for effective alignment with the curriculum and coherent learning experiences.

Strategies to strengthen teachers and the ecosystem:

- Ensure resources for the promotion and training of the actors of the educational ecosystem in the use and appropriation of technology.
- Training teachers in the appropriation of technology in the physical space and pedagogical strategies for remote learning.
- Promote by means of access to training programs, a a culture of learning and innovation in teachers.
- Include incentives for teachers, teachers' managers, Ministry of Education teams and education secretariats to promote leadership, creativity, intellectual curiosity and the development of digital competencies.
- Strengthen innovation management capabilities, infrastructure, comprehensive support and technical assistance to teachers and students, and digital ecosystems for learning.

Source: Rethinking Education, ExE (2022).

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5.3.2. School Feeding Program (PAE)

Description of the proposal: Actions, policies or programs

- Progressive increase in the program's coverage until it reaches universality.
- Encourage community participation in the operation and social control.

PND goals and indicators

Indicator	Baseline	Goal
EAP coverage rate	76% (2022)	95%

Students benefited by the program

5.8 out of **7.6** million preschool, elementary and middle school students receive school meals.

To reach 95% coverage during the school calendar, without covering the academic break that would also be considered under the government's proposal, access to the program must create in **1.4** million students who did not receive food through the program in 2022.

Gaps between departments

The coverage of the PAE in 2022 varied between 28% and 99% depending on the country's department, as shown in Table 3.
- Two departments have a coverage close to or higher than the government's target of 95%. for the four-year period: Chocó (**99%**) and Boyacá (**94%**).
- The seven departments with the lowest coverage are Tolima (55%), Bolívar (54%), Risaralda (53%), Sucre (**49%**), Guainía (**46%**), Casanare (**38%**) and Magdalena (**28%**).
- The enrollment without PAE coverage in these seven departments amounts to 727,347 students, 17% of the enrollment without access to the program.

Table 3. Coverage and enrollment to benefit PAE (2022)

Department	EAP coverage (%)	Enrollment per benefit
Chocó	99%	1,278
Boyaca	94%	11,609
Putumayo	90%	7,215
Nariño	89%	27,165
Vichada	86%	3,344
Huila	85%	30,623
Vaupés	84%	1,605
San Andres and Providencia	82%	1,559
La Guajira	82%	47,675
Meta	82%	33,294
Bogotá, D.C.	81%	140,453
Cauca Valley	81%	103,130
Cauca	81%	48,414
Quindío	77%	16,810
Norte de Santander	76%	65,988
Cundinamarca	76%	102,323
Córdoba	75%	86,300
Cesar	73%	65,922
Caquetá	73%	22,138
Santander	72%	93,251
Antioquia	68%	308,758
Arauca	67%	20,585
Guaviare	65%	6,214
Caldas	62%	47,032
Amazon	60%	7,469
Atlantic	60%	176,105
Tolima	55%	97,727
Bolivar	54%	193,301
Risaralda	53%	65,344
Sucre	49%	96,280
Guainía	46%	7,041
Casanare	38%	52,647
Magdalena	28%	215,007

Source: Management Observatory Educational ExE with MEN data (2022)

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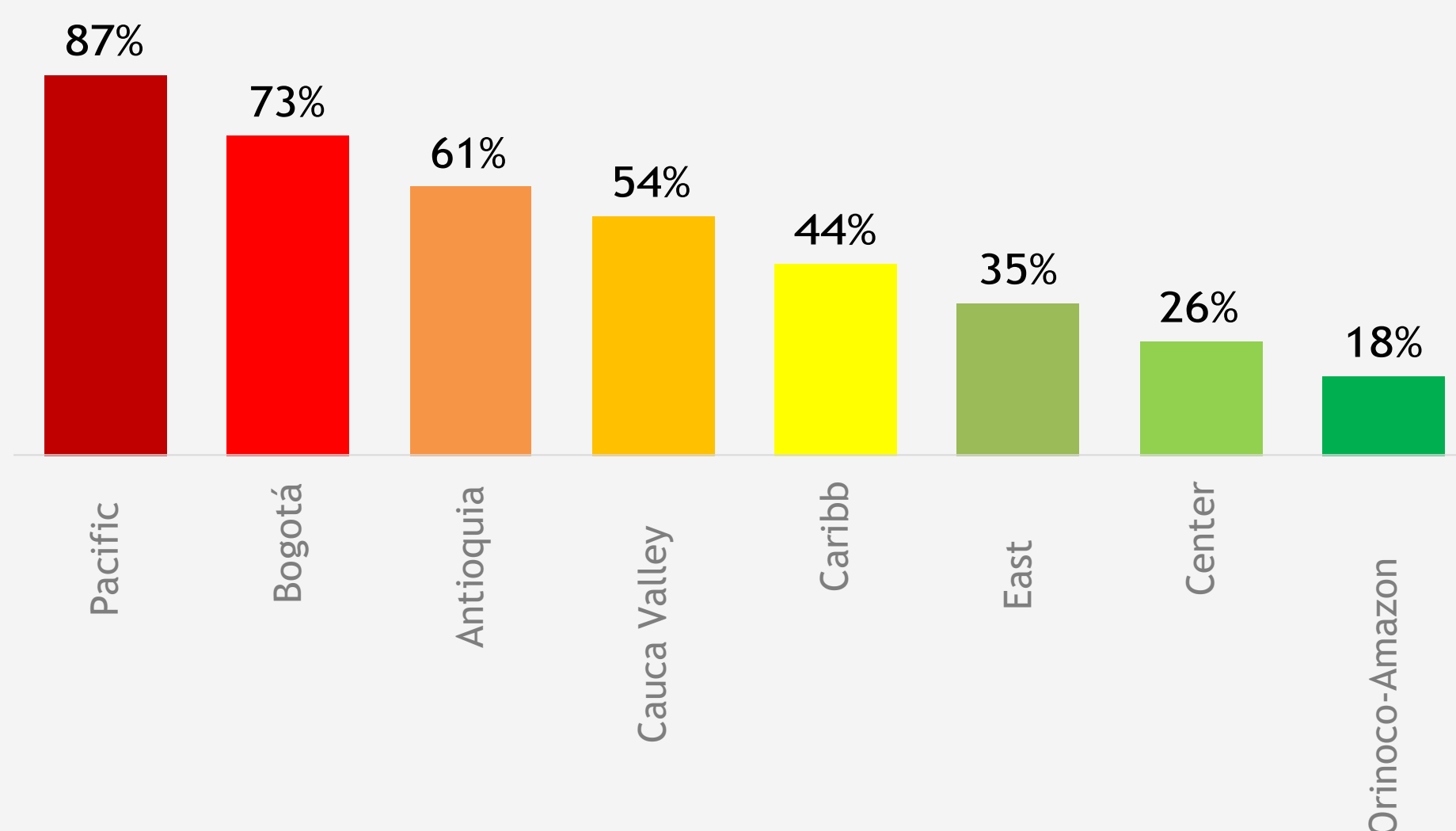# 5.4.2. School Feeding Program (PAE)

Complementary recommendations

1. The quality of school meals is a priority

In addition to advancing in the coverage of the PAE, a relevant aspect as a national commitment is to guarantee the quality of the food received by the country's students. The Great Survey on Opinion of Education showed that 53% of the country's parents consider that the school meals their children receive are regular or bad.

As shown in Figure 1, this perception varies among the country's regions. For example, in the Pacific region, which includes the departments of Nariño, Cauca and Chocó, the percentage of fair or poor perception reaches **87%**, while in Orinoco-Amazon **18%**.

Percentage of parents who rate the quality of school meals as average or poor

Source: Great Education Opinion Survey, ExE (2022).

Supervision and oversight, as well as the involvement of parents and other community members in monitoring the PAE are necessary strategies to generate commitment to food quality and transparency in its operation.

a. School meals with local products (AEPL) as alternative for the PAE

According to FAO and WFP (2020), the PLA is a model designed to provide children in schools with safe, diverse and nutritious food, locally sourced from smallholder farmers.

Meaning of safe, diverse and nutritious food:
- Promote the design and adoption of quality and safety standards. for the procurement of fresh and local food.
- Support crop and food diversification.
- Integrate nutritional educational and support healthy and culturally appropriate eating habits.

Positive factors of PLA programs:
✓ They strengthen the nexus between nutrition, agriculture and social protection. They represent an opportunity to improve the livelihoods of smallholder farmers and local communities,
✓ They complement other national efforts to strengthen the production and marketing of food diversification.
✓ Promote the transition to sustainable national programs.
✓ They increase community participation and support, which is crucial for the long-term sustainability of the programs.

Starting points in program planning:
Each program must be specific to its context in order to be adapted to the needs of the population and the capacities of the actors involved:

- Decentralized models, such as Colombia's education system, can better adapt to local conditions and opportunities.
- The deeper the decentralization, the more links can be established between local levels. In addition, it facilitates the supply of food, increases its variety and compatibility with local habits and tastes.

- It requires long-term vision, political commitment and dialogue. with the communities.
  - SFL programs should be configured considering government policy guidelines related to the education, social protection, health, nutrition and agriculture sectors.
  - It must create a realistic and efficient vision of how to obtain adequate resources in the short and long term, and how to create solid operational capacity in all its operating instances.

5.2 Proposals for quality and gap closure

1. Curricula for social justice
2. Towards the eradication of illiteracy and the closing of inequalities:
   - Strengthen the Reading, Writing and Orality Plan.
3. Introduce new evaluations and measurements.
4. Social mobilization for education in the territories:
   - Develop a program for 40,000 volunteers to support students from preschool to secondary school under a learning model in which there is dialogue.
5. Resignification of the school day, more than time:
   - Increase learning opportunities through a more diverse educational offer.

Other actions that can be related to the quality of education are directed to the quality of teaching:

6. Dignification, training and development of the teaching profession for quality education
   - Guarantee the protection of teachers' labor rights and a welfare policy that guarantees labor rights.
   - Seek consensus on career entry, training, evaluation and retirement.

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5.2.1 Social Mobilization in the territories

Description of the proposal: Actions, policies or programs

- In order to close gaps and mitigate the lag caused by the pandemic, a program will be developed for 40,000 volunteers to support students from preschool to secondary school under a learning model in which there will be dialogue with the students.
- To energize pedagogical expeditions in order to advance integral formation and quality education.

Aspects of program implementation as articulated in the PND

Who are the volunteers?
- Students enrolled in Teacher Training Colleges (ENS), bachelor's degrees or other undergraduate programs.

What does the program consist of?
- Offer financial support for students to volunteer in the form of an internship or practicum.
- Volunteers will be able to accompany public schools in person or online.

What entities are involved?
- The Ministry of National Education (MEN) and the education secretariats will define the targeting of establishments.
- The national government will seek articulation with the secretariats of education, the ENS ,the Institutions of Higher Education (HEI) and educational institutions.

Who will provide the resources for the operation?
- Resources will come from national and local government entities.
- Resources will be administered through decentralized entities at the national or territorial level.

PND goals and indicators

Indicator	Baseline	Goal
Coverage rate of the Viva la Escuela volunteer program in primary education	-	18%

The urgency of replenishing learning losses

The COVID-19 pandemic interrupted the learning trajectories of millions of children, adolescents and young people. In Colombia, the closure of educational institutions for nearly 59 weeks between March 2020 and July 2021, and that meant the accelerated transition to remote learning (synchronous and asynchronous) for nearly 9.8 million students in elementary and secondary school.
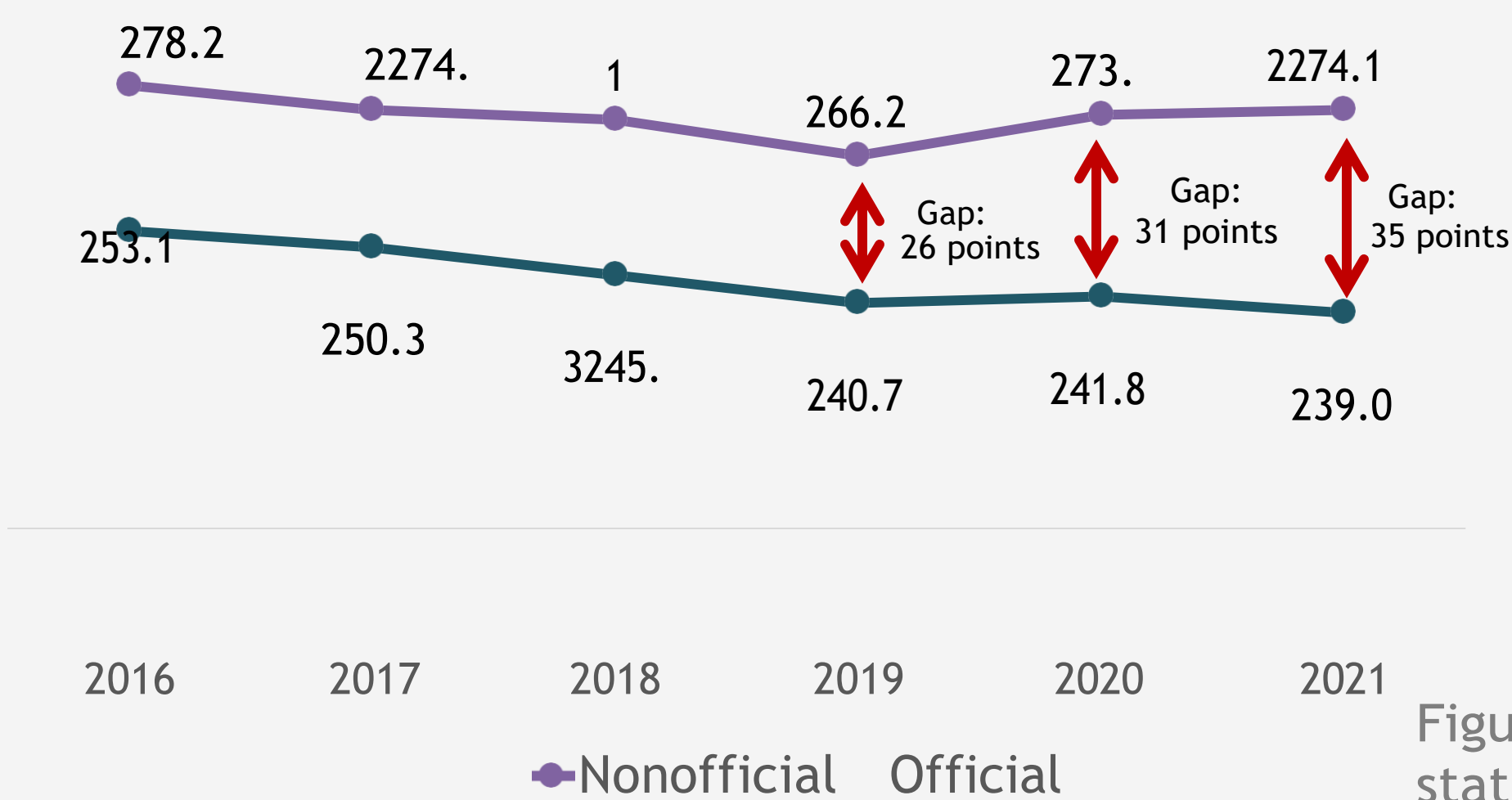
This situation has led to losses in learning and welfare for an entire generation of students, which will have an impact on the income trajectory and, consequently, on the economic growth and inequality of the country.

5.2.1 Social Mobilization in the territories

These four findings show the consequences of school closures:

1. Pre-existing educational gaps increased. For example, between 2019 and 2021, the difference in the overall Saber 11° score between the non-official and official sectors increased from 26 to 35 points.

Figure 3. Saber 11 overall score by sector

278.2   2274.   1   266.2   273.   2274.1

Gap: 26 points   Gap: 31 points   Gap: 35 points

253.1   250.3   3245.   240.7   241.8   239.0

2016   2017   2018   2019   2020   2021

Nonofficial   Official

Source: Observatorio a la Gestión Educativa ExE with ICFES data (2021).

2. There was a nearly 4 points greater decrease in the performance of the lowest-income students (calendar A) compared to those in calendar B (Rethinking Education, Entrepreneurs for Education, 2022).

3. Parents in the country perceived learning disabilities when students returned to the classroom.
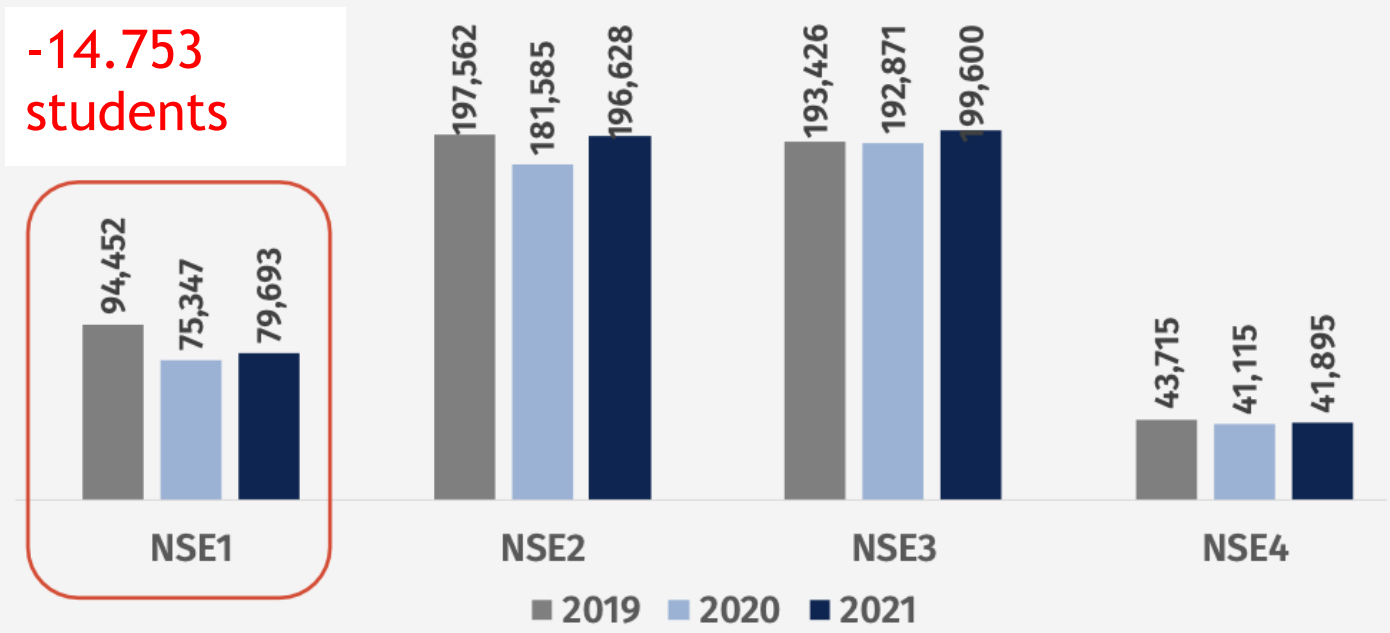
Table 4. Percentage of Parents

Forgetting viewed topics	60%
Difficulties in reading comprehension	54%
Delays in mathematical learning	54%

Source: Great Education Opinion Survey, ExE (2022).

4. Dropout was higher in students from lower social and economical level. The number of students who took the test Saber 11° in

each socioeconomic level in 2021 increased almost matching the pre-pandemic figures in 2019. However, a difference of 14,753 students is present in the lowest SES, which may be connected to school dropout.

Figure 4. Number of students who took Saber 11 by socioeconomic status

-14.753 students

94,452   75,347   79,693   197,562   181,585   196,628   193,426   192,871   199,600   43,715   41,115   41,895

NSE1   NSE2   NSE3   NSE4

2019   2020   2021

5.2.1 Social Mobilization in the territories

Complementary recommendations

1. *"A first step- the backdrop of this writing- is the generation of data, especially in learning tests, which becomes a priority task of the system"*
Rethinking Education, page 28

Each step of the volunteer program must have information. In particular:

- For targeting, Evaluate to Advance 3 to 11 is an alternative, since this initiative, which emerged in the last four-year period, serves as a tool to contribute to monitoring and strengthening the development of student competencies.
- Include the establishment of a baseline and an impact evaluation in its design, which accounts for the effect on the learning of the students benefited and the remediation of lags.

2. **Take advantage of the existing knowledge as a framework for reference**

- Fundación Carvajal's Aula Global and Fundación Luker's Aprendamos Todos a Leer are tutoring programs focused on the students who are lagging the furthest behind, with materials and tutors teaching at the appropriate level for students that can help them catch up on lost learning.
- The Inter-American Development Bank (2022) proposes three strategies to combat learning loss:
  1. Keeping classrooms open and continuing to make use of of technology in learning and for the closure of gaps.
  2. Diagnose and quantify losses and implement initiatives such as tutoring programs for students in need of academic support.
  3. Engage students in relation to their educational path and fight against dropout.

- The World Bank, in partnership with the OECD, UNESCO and UNICEF published a guide for the recovery of learning adapted to the context based on the RAPID strategy, (Reintegrate children and adolescents to school guaranteeing their permanence) in 2022. Each of these actions can be associated to the Colombian context:
  - Strengthen the active search strategies to look for Those who dropped out of the system after the pandemic.
  - Increase outreach and encourage the use of Evaluate to Advance.
  - Focusing the program on key areas such as mathematics and literacy
  - Develop a component dedicated to strengthening socioemotional skills.
  - Strengthen the Todos a Aprender Program.

3. Generate incentives to attract the most talented students to volunteer: Those who enter will correspond to students who are in the two highest performance levels of the Saber PRO test in the areas of quantitative reasoning and critical reading. This is to ensure sufficient development of their competencies and, thus, effective support in the leveling of the learning of elementary and middle school students in these areas.

- Undergraduate students 2021:
  - To graduate (presented SBPRO 2021): **20,822**

- Students from other programs 2021: **2'056.731**
  - To be graduated (presented SBPRO 2021): **225,676**

Source: ExE with SNIES (2021) and ICFES (2921)

Only 1% of undergraduate students obtain the highest level of performance in quantitative reasoning and 2% in critical reading in the Saber PRO 2021 test.

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5.2.2. New evaluations and measurements

Description of the proposal: Actions, policies or programs

Modifies Article 7 of Law 1324 of 2009 adding new measurements and evaluation of learning in the learning system and makes the existing ones mandatory.

Context of learning assessment

- In Colombia there are no tests that follow students over time. The existing tests are cross-sectional, i.e., it is possible to know what happens with different cohorts of students, but not how each student evolves.
- Testing should be available at the beginning and end of the academic year in order to be able to track individual performance. At the very least, conduct census tests for various educational grades (Empresarios por La educación, 2022).

Changes to current regulations
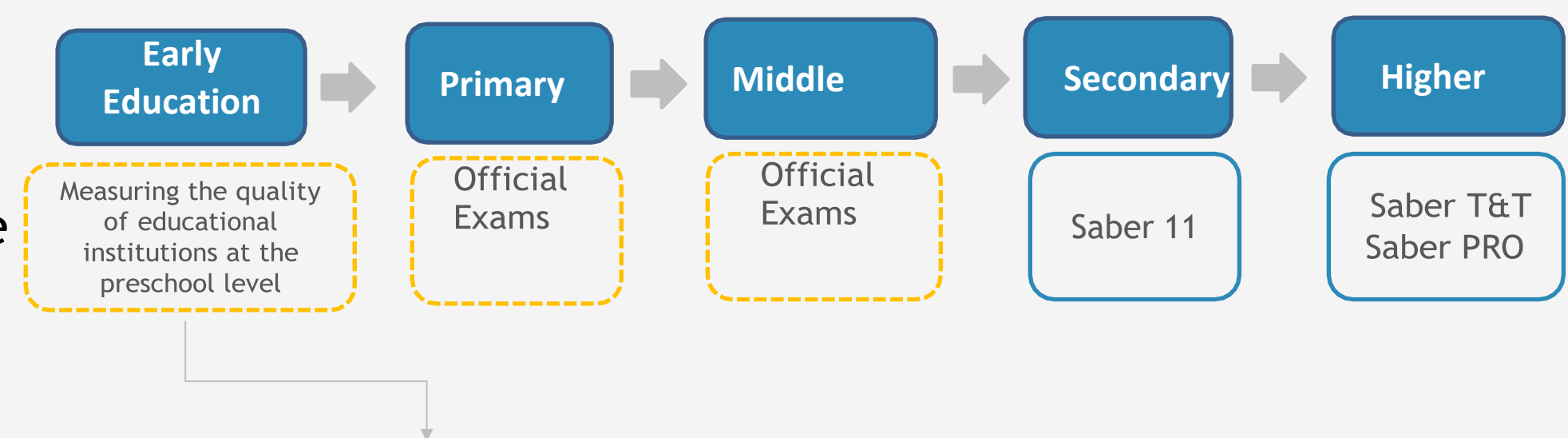
New measurements or evaluations

- National measurement of the quality of early education offered by preschool educational institutions.
- Exams to officially evaluate basic, primary and Secondary education.

Mandatory evaluations

The following are a mandatory requirement to obtain the degree and enter the next level of education:
- Examinations to officially assess the formal education provided to high school graduates; or to those who wish to certify that they have obtained the knowledge and competencies expected of high school graduates.
- Examinations to formally assess the formal education provided to those completing undergraduate programs in higher education institutions.

Diagram 1. Educational levels and their measurements/assessments

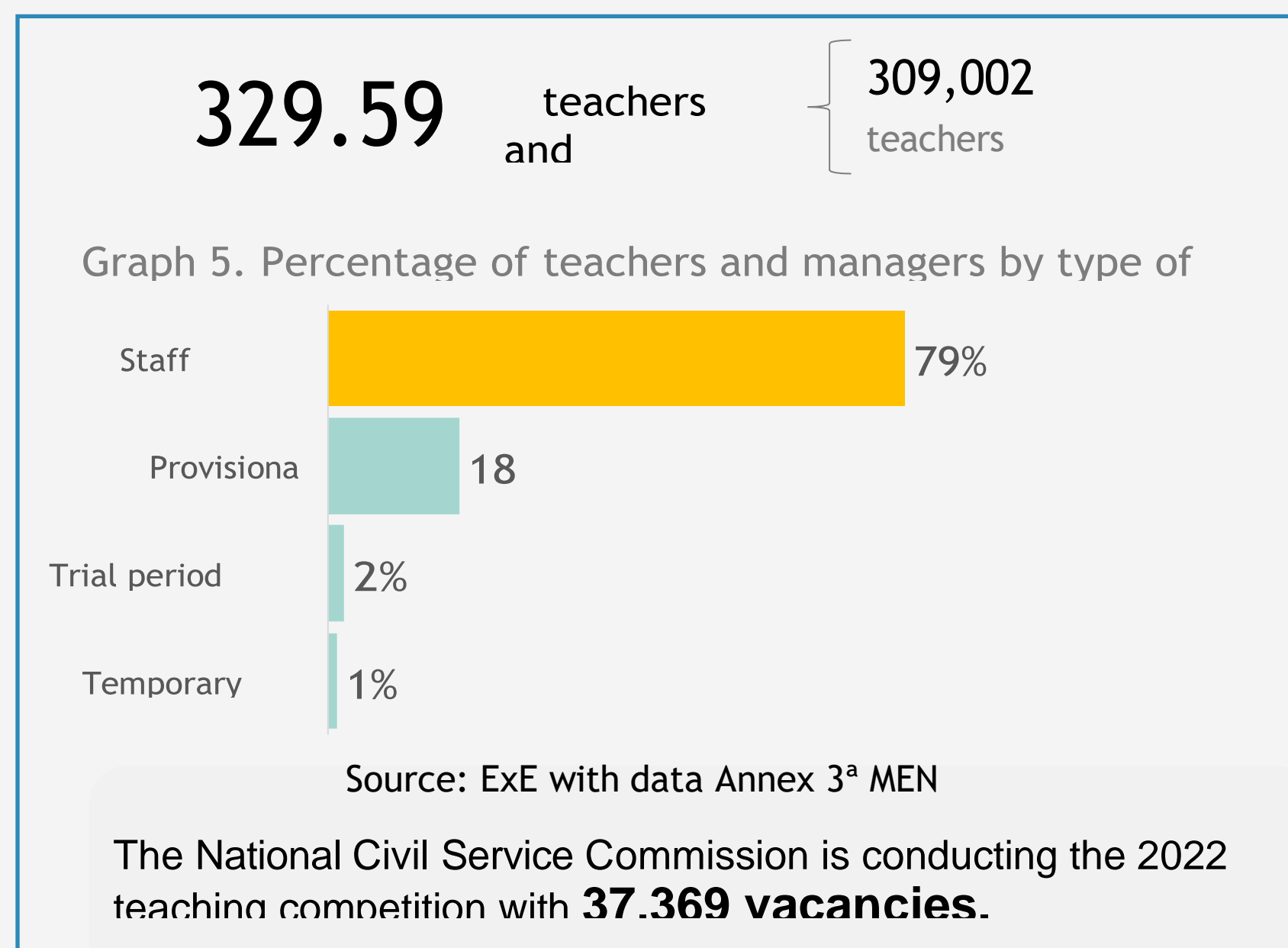| Early Education	Primary	Middle	Secondary	Higher
Measuring the quality of educational institutions at the preschool level	Official Exams	Official Exams	Saber 11	Saber T&T Saber PRO

- According to the DANE Quality of Life Survey, in 2021, 25.7% of children under 5 years of age attended kindergartens or schools (official or private). The remaining 74.3% attend Child Development Centers, children's homes or family welfare kindergartens or community family welfare homes, these would not be included in the proposed measurement.

EMPRESARIOS POR LA EDUCACIÓN

5.2.3 Dignification, training and teacher development

Description of the proposal: Actions, policies or programs

- Guarantee the protection of teachers' labor rights and a welfare policy that guarantees labor rights. In this aspecto, an entity of a special nature will be created under the Ministry of Education to directly administer the resources that constitute the Teachers' Welfare Fund.

- Seek consensus on career entry, training, evaluation and retirement.

Who are the teachers and future teachers

329.59 teachers and { **309,002** teachers

Graph 5. Percentage of teachers and managers by type of

Staff	79%
Provisiona	18
Trial period	2%
Temporary	1%

Source: ExE with data Annex 3ª MEN

The National Civil Service Commission is conducting the 2022 teaching competition with **37.369 vacancies.**

» Prospective teachers - students in education programs

153.080 Matriculados en programas de educación (2021-II)

60.318 Admitted 2021

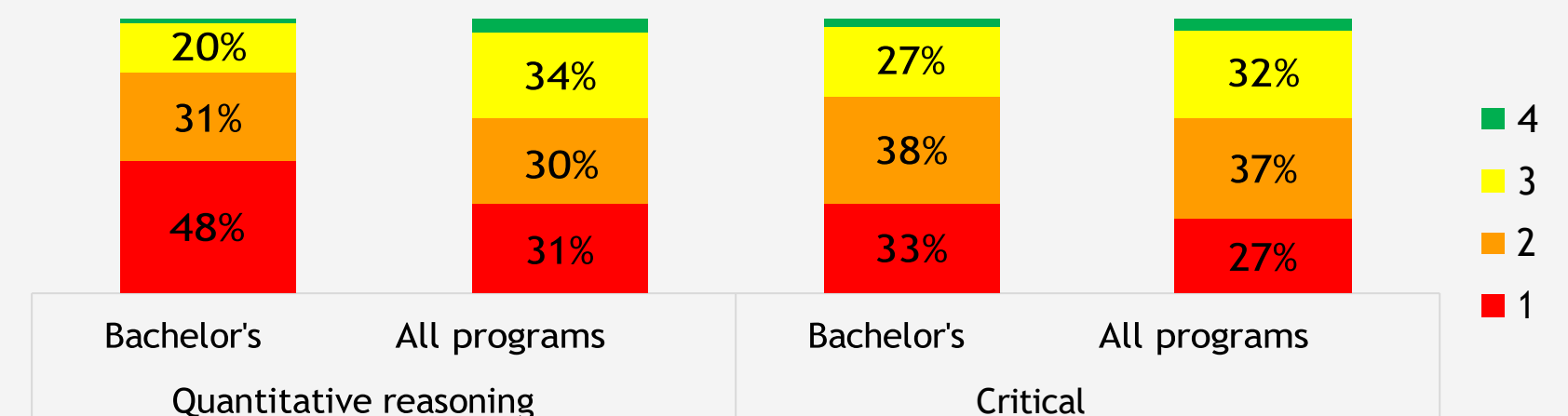Source: ExE with data SNIES - MEN (2021)

Complementary recommendations

Rethinking Education aims to address the quality of the teachers from the construction of a system for teacher development

- Conventions:
  - ☐ Proposal to be included in the PND
  - ✓ Included in some sense in the proposals.

1. Attracting the most talented students to the profession
   - ☐ Decentralize the offer of high-quality programs.
   - ☐ Create incentives for high school graduates who perform well on the Saber 11 exams that wish to study bachelor's in teaching
   - ☐ Facilitating the conditions for entry and promotion in the career for the students with the best performance in Saber PRO.

2. Strengthening pre-service training

Figure 5. Percentage of students by Saber PRO performance level

	Quantitative reasoning		Critical	
	Bachelor's	All programs	Bachelor's	All programs
3	20%	34%	27%	32%
2	31%	30%	38%	37%
1	48%	31%	33%	27%

Legend: ■ 4 ■ 3 ■ 2 ■ 1

Source: ExE with data ICFES (2021)

- ☐ Use the value-added measure as an indicator of the quality of the programs.
- ☐ Accompany Higher Education Educational Institutions to to make pertinent curricular transformations in the programs.
- ☐ Make high quality accreditations mandatory.
- ✓ Generate mentoring networks between experienced teachers and new teachers with accompaniment located.

ExE | EMPRESARIOS POR LA EDUCACIÓN

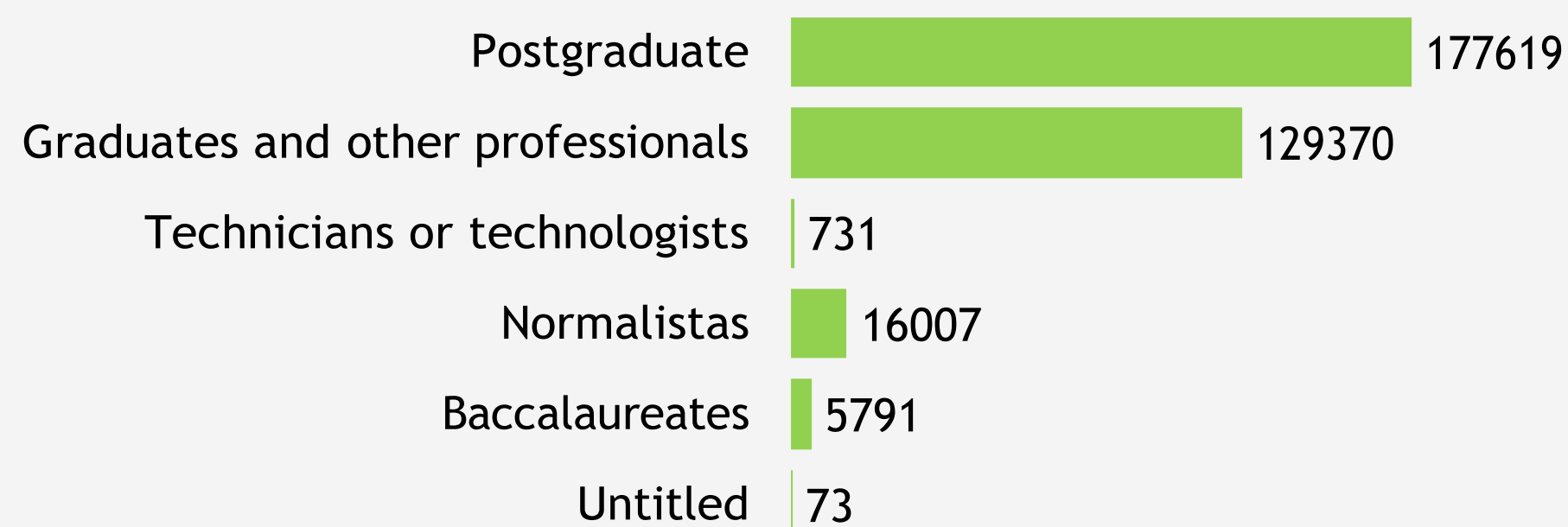# 5.2.3 Dignification, training and teacher development

Description of the proposal: Actions, policies or programs

- Guarantee the protection of teachers' labor rights and a welfare policy that guarantees labor rights. In this regard, an entity of a special nature will be created under the Ministry of Education to directly administer the resources that constitute the Teachers' Welfare Fund.

- Seek consensus on career entry, training, evaluation and retirement.

3. Strengthening in-service training

- ☐ Strengthening the training trajectories
- ☐ Generate a differentiated and diversified offer of programs.
- ☐ Provide social-emotional support strategies
- ☐ Evaluate the effectiveness and impact of training
- ✓ Align training with incentive schemes.

Graph 6. Number of teachers and managers by highest educational level
reached, 2021

Level	Number
Postgraduate	177619
Graduates and other professionals	129370
Technicians or technologists	731
Normalistas	16007
Baccalaureates	5791
Untitled	73

Source: ExE with MEN data (2020)

- ✓ One of the government's commitments in training is to strengthen the All to Learn Program (PTA)

  PTA is an in-service training initiative of the Ministry of National Education for teachers in the lowest performing schools.
  - Implement effective language and mathematics teaching strategies mathematics in the classroom through educational materials
  - Develop evaluation strategies and instruments for the apprenticeship
  - Better manage time in the classroom.
  - Improve classroom climate.

Graph 7. Number of teachers, sites, and students reached by PTA

86,221 teachers   28%

14.475 educational   33%

1.8 million students   24%

Source: ExE with MEN data (2020). Note: data correspond to the year 2020, the latest with available information

- ☐ **As well as the other programs that benefit teachers, it is necessary to evaluate the effectiveness and impact of PTA on student learning.**

4. Strengthen the evaluation system through:

- ☐ A predictable system
- ☐ That does not overburden the national budget.
- ☐ Whose results generate training plans connected with continued ed.
  - ☐ And incorporates student learning as a measurement indicator. of teacher performance

5. Proposals for managers

- ✓ To consider the training needs of teaching managers in a differentiated manner.
- ☐ Consolidating managerial leadership in a national policy
- ☐ Mentoring of outgoing managers to new managers.

5.2 POST-SECONDARY EDUCATION AND HUMAN CAPITAL

5.2.1 Access and Permanence Proposals

1. **Higher education as a right.**
   - Recognize higher education as a fundamental right.
   - Encourage the access of 500 thousand new students, along with strategies to promote permanence and graduation
   - Institutional modernization of the Caro y Cuervo Institute to strengthen its teaching, research and training processes and extend and expand its program offerings at all levels of higher education.
   - Define guidelines for HEIs, within the framework of their autonomy, to issue certifications and degrees considering gender identity.
   - Guarantee the provision of the main social services to ethnic peoples and communities, including higher education, taking into account the specificity of the territories and communities.

2. **Free public higher education policy**
   - Gradually advance in the policy of free tuition for public higher education institutions (HEI).
   - Funding for the sustainability of public HEIs and allocation of additional resources distributed considering criteria of gap closing

3. **Consolidation of the Colombian Higher Education System**
   - Creation of the higher education ecosystem with links to the Science, Technology and Innovation System to attract research talent.
   - To have a post-secondary education model that articulates programs offered by higher education, the ETDH and job training.

4. **Reorientation of ICETEX mission work**
   - Reform ICETEX to reorient its mission to promote higher education, with loans that are aligned with the beneficiaries' ability to pay and new sources of financing to expand its coverage.
   - Promote the adoption of differential criteria to favor access to post-secondary education for people with disabilities in the mechanisms implemented by ICETEX.

ExE | EMPRESARIOS POR LA EDUCACIÓN

5.2.1.1. Higher Education as a right: coverage increase

Description of the proposal: Actions, policies or programs

- Promotion of access to higher education for 500,000 new students, accompanied by strategies to promote permanence and graduation.
- Prioritization of young people from vulnerable contexts, PDET municipalities and dispersed rural areas.

PND goals and indicators

Indicator	Baseline	Goal
Higher education coverage rate	53,94 % (2021)	62 %
New students in higher education	-	500.000
Immediate transition rate to higher education in rural areas	23,9 % (2021)	26 %

Progress and challenges in coverage and permanence in higher education

Between 2011 and 2021, the higher education coverage rate increased from 42.8% to 53.9%, peaking in 2017 (54.4%). Thereafter, the progress in coverage began to slow down, with decreases in both the rate and the number of enrollees in 2018, 2019 and 2020.

- While in 2018 and 2019 the drop in the number of enrollees is mostly explained by the decrease in enrollment at the technological level, in 2020 this was determined by lower enrollment at the professional technical and university levels.
- Coverage remains low compared to the international standard.
  It is 24 percentage points below the average for OECD countries (78%).
- Higher education enrollment is highly concentrated. Bogota, Antioquia, Valle del Cauca, Atlántico and Santander account for 64% of the total.

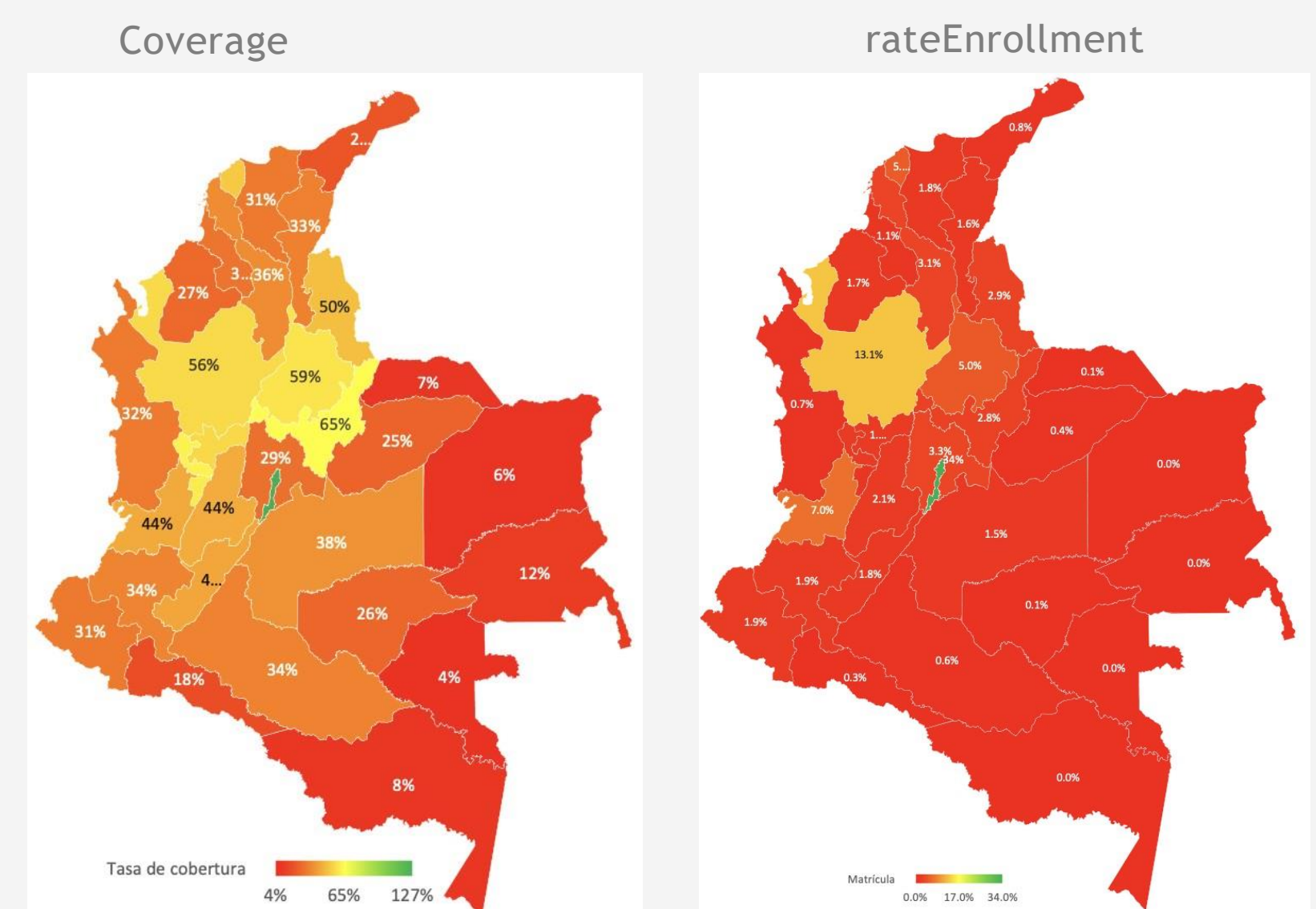In addition to the challenges in coverage, there is a high dropout rate:

- The cohort dropout rate (i.e., the cumulative number of dropouts of a cohort in relation to the first semester students of that cohort) for the university level was 26.09 % and for the professional technical and technological levels 34.92 %.

Figure 8. Higher education coverage rate (2011-2021)

Source: SNIES. Calculations: FExE.

Map 3. Coverage by department (2021)

Source: SNIES. Calculations: FExE.

5.2.1.1. Higher Education as a right: coverage increase

Description of the proposal: Actions, policies or programs

- Promotion of access to higher education for 500,000 new students, accompanied by strategies to promote permanence and graduation.
- Prioritization of young people from vulnerable contexts, PDET municipalities and dispersed rural areas.

Complementary recommendations: reducing dropout rates is fundamental.

Figures indicate that around 1 in 4 students entering university higher education and 1 in 3 in the case of technical and technological education drop out of their program during an educational cohort. This erodes the impact of investment in higher education and can increase social inequities.

Table 4. Cohort attrition rates by level of education (2020)

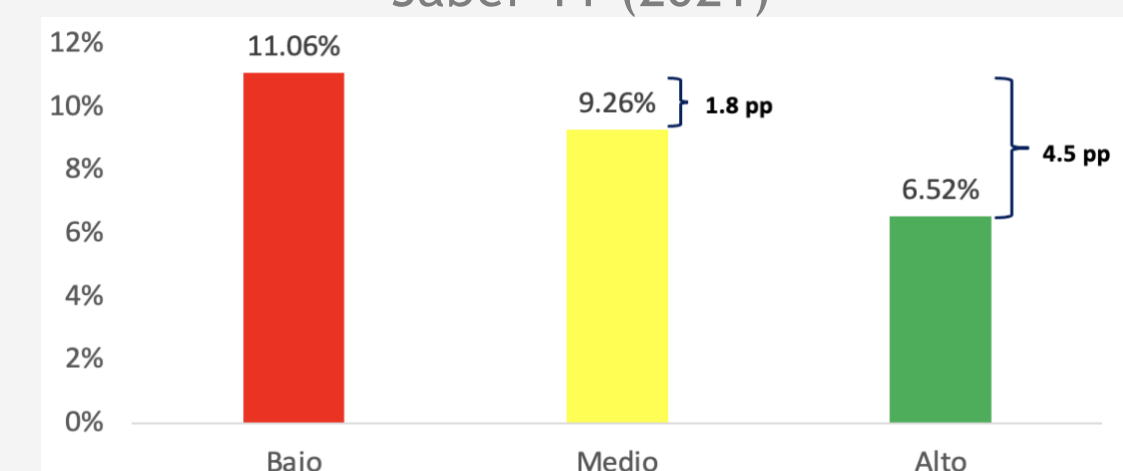| Level of training	2017	2018	2019	2020
University	27.99%	28.06%	26.86%	26.09%
T&T	36.17%	36.96%	36.16%	34.92%
Professional technician	39.24%	39.39%	38.61%	37.67%
Technological	35.20%	36.21%	35.43%	34.11%

Source: SPADIES. Calculations: FExE.

Considering this, it is important that efforts to increase coverage in higher education be accompanied by strategies to reduce dropout, as recognized in the bases of the PND. Some specific actions that could be advanced on this front are:

- Strengthen socio-occupational orientation in secondary education, to provide information that facilitates students' decision-making in their transition to post-secondary education, based on their interests and the training options available (university education, T&T and job training).

- Strengthen the Labor Observatory and the Observatory of Educational Trajectories and guarantee the interoperability of educational and occupational information (CUOC). This would make relevant information on post-secondary education options available to stakeholders.

- Encourage tutoring and academic leveling programs upon entering the IES. This is due to the relationship that exists between the probability of dropout and the initial conditions of students, as measured by their performance in the Saber 11 tests.

Graph 9. Annual attrition by level of test performance Saber 11 (2021)

Source: SPADIES. Calculations: FExE.

- Give continuity to and scale up the programs for granting support to encourage permanence in higher education that have been carried out in recent years, in coordination with Jóvenes en Acción.

Additional monitoring indicators

Indicator
Annual dropout rate by educational level
Cohort attrition rate by educational level
Financial support to economically vulnerable students focused on SISBEN IV and above.

5.2.1.2. Gratuity in Public Higher Education

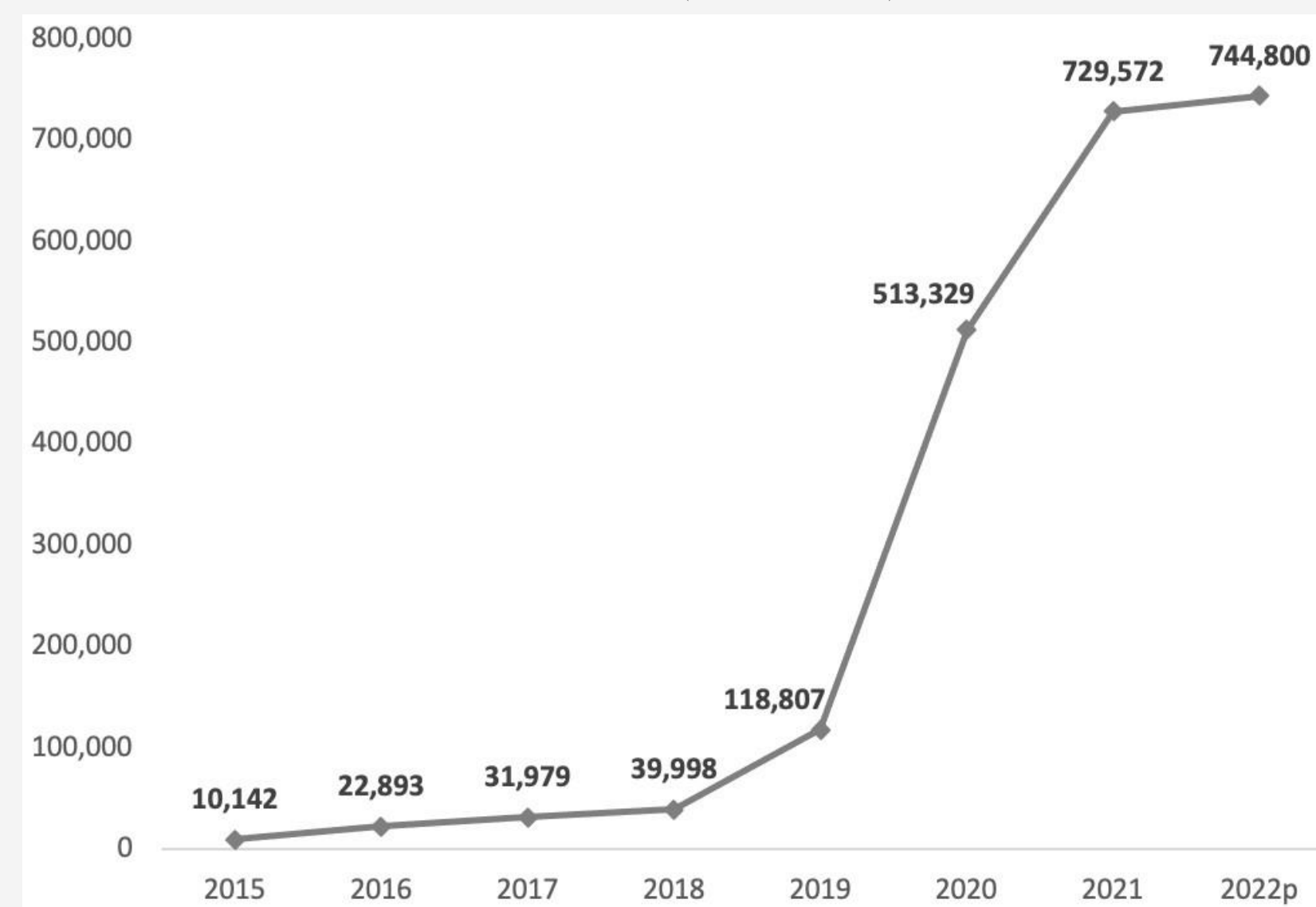## Description of the proposal: Actions, policies or programs

- Gradually advance in the policy of free tuition for public higher education institutions (HEIs) (Article 97 of the PND 2022-2026).
- Funding for the sustainability of public HEIs and allocation of additional resources, distributed on the basis of gap closure criteria.

Progress and challenges in the free higher education policy

The State Policy of Free Tuition was established in Article 27 of Law 2155 of 2021, and subsequently regulated through Decree 1667 of 2021. Prior to the issuance of the law, the programs Ser Pilo Paga, Generación E (in its Equity and Excellence components, in articulation with the program Jóvenes en Acción) and Matrícula Cero (which extended the benefits of free tuition to young people in strata 1, 2 and 3) were the mechanisms for the promotion of demand in higher education and the gradual progress towards free tuition.

- Between 2015 and 2018, Ser Pilo Paga benefited 39.998 students.
- By the end of May 2022, Generacion E had benefited 288,835 young people (13,572 through the Excellence component and 275,263 through the Equity component). It was projected to benefit 336,000 students by the end of 2022.
- Through different strategies of the National Government (Generation E, Solidarity Fund for Education) and contributions from local authorities, the Zero Enrollment program will benefit 729,572 students by 2021.
- The Gratuity Policy would benefit 744,800 young people in 2022 (according to projections as of May of the same year).

Graph 10. Students with 100 % financing of the value of the tuition fee (2015-2022)

Note: The 2015-2018 data correspond to Ser Pilo Paga; the 2019 data to the sum of Ser Pilo Paga and Generation E (Equity and Excellence); 2020 and 2021 come from the sum of beneficiaries of the strategies of the National Government and the territorial entities; 2022 is the projected data of the Gratuity Policy and other strategies.
Source: Informe de Empalme 2018-2022 Education Sector. Directorate for the Promotion of Higher Education of the MEN.

It is projected that by 2022, 744,800 students would have 100% financing for higher education tuition.

5.2.1.2. Gratuity in Public Higher Education

Description of the proposal: Actions, policies or programs

- Gradually advance in the policy of free tuition for public higher education institutions (HEIs) (Article 94 of the PND 2022-2026).
- Funding for the sustainability of public HEIs and allocation of additionalresources , distributed on the basis of gap closure criteria.

Complementary recommendations regarding the mechanisms for financing higher education offerings

It would be desirable for the PND to specify the mechanisms and criteria for the allocation of resources for HEIs. Specifically, in order for the free education policy to have a greater impact on coverage, it is necessary to guarantee resources for the maintenance and sustainability of HEIs (i.e., infrastructure, teaching materials, teaching staff), under allocation criteria based on quality and relevance results.

Strengthening the financing of HEIs requires modifying the transfer scheme determined by Articles 86 and 87 of Law 30 of 1992, based on a comprehensive review of the sources and uses of resources allocated to higher education.

Additional monitoring indicators

Indicator
Students with 100% tuition financing
Percentage of beneficiaries with free tuition policy of the total undergraduate enrollment in official HEIs.

EMPRESARIOS POR LA EDUCACIÓN

5.2.2. Quality Proposals

1. Reconceptualization of the system of quality assurance in higher education
   - Improved management in the granting of qualified registrations, high quality registrations and title validation.
   - Evaluation of new programs with criteria of quality and relevance.
   - Strengthening of internal processes of quality assurance and collaboration fostering between institutions and high-quality accredited programs.
   - Prioritization of timely action regarding preventive or surveillance measures in the country's HEIs.

5.2.2. Reconceptualization of the Quality Assurance system

Description of the proposal: Actions, policies or programs

- Improved management in the granting of qualified registrations, high quality registrations and validation of degrees.
- Evaluation of new programs with criteria of quality and relevance.

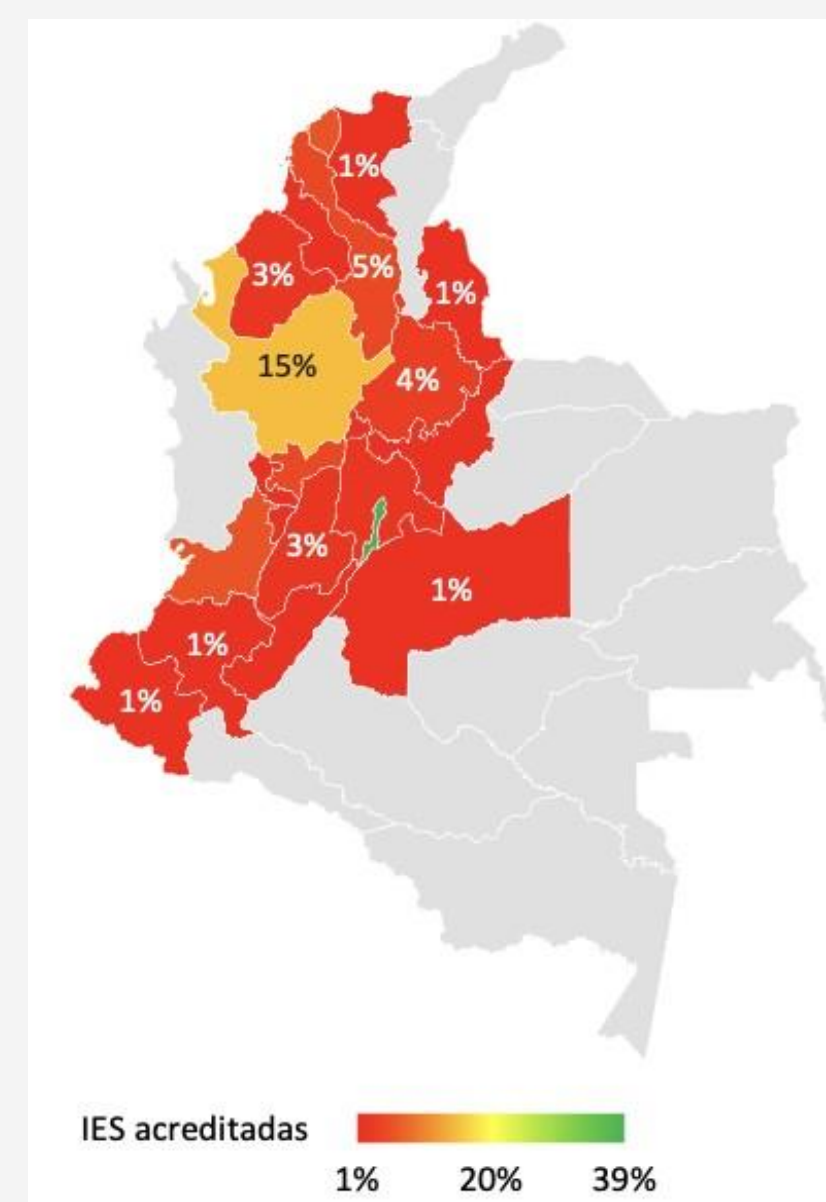## Advances and challenges in the quality assurance system

The Higher Education Quality Assurance System is the set of institutions and instances articulated around policies and guidelines that have the purpose of guaranteeing the quality of higher education institutions and their programs (Decree 1330 of 2019).

The assurance system contemplates two levels or instruments: the Qualified Registry (as a mandatory and enabling requirement for a HEI to legally offer academic programs) and the High-Quality Accreditation (voluntary; it consists of the recognition by the Ministry of Education of HEIs and programs that meet high quality standards).

Despite evidence indicating that high quality accreditation has positive impacts on social mobility, teaching quality and graduation rates (Bayona-Rodríguez *et al.*, 2018), a low percentage of HEIs and programs have this recognition:

- Of the total of 300 main HEIs with legal status in force as of September 2022, 80 have quality accreditation (26.7% of the total).
- By sector, 38% of the official HEIs and 22% of the public HEIs have quality accreditation.
- When analyzing the figures according to the nature of the HEIs, 72% of the universities have high quality registration, compared with 7% of technological institutions.
- In addition, only 20 of the country's 32 departments have HEIs with high quality accreditation. Bogota concentrates 39% of accredited HEIs.

Map 4. Higher Education Institutions accredited by department (September 2022)

IES acreditadas
1%   20%   39%

Source: SNIES. Calculations: FExE.

Table 5. High quality accredited Higher Education Institutions (September 2022)

Status of accreditation	Sector		Character				Total
	Official	Private	Professional Technical Institution	Institution Technological	Institution University /School Technological	University	
Accredited	32	48	-	3	13	64	80
Not accredited	52	168	29	42	124	25	220

Source: SNIES. Calculations: FExE.

5.2.2. Reconceptualization of the Quality Assurance system

Description of the proposal: Actions, policies or programs

- Improved management in the granting of qualified registrations, high quality registrations and validation of degrees.
- Evaluation of new programs with criteria of quality and relevance.

Complementary recommendations: considerations on the Quality Assurance System based on Rethinking Education.

Improving the efficiency and effectiveness of the Quality Assurance System would have a positive impact on the quality and relevance of the academic offerings and would mitigate the administrative costs associated with the backlog of new and renewal applications. Some specific actions for this purpose include:

- Adjust the criteria defined in Decree 1330 of 2019 (and its regulatory mechanisms) for the issuance of qualified registrations, to achieve more expeditious processes and decongest the system.
- To have reference criteria more in line with the character of the HEI and its vocation, as well as with the level of education of the programs and their modality (e.g. dual, on-site, distance, virtual).
- Modernize the systems that support the information component of the processes of granting qualified registrations and high-quality accreditation (Information System for Quality Assurance -SACES; SNIES; SPADIES; Labor Observatory for Education), guaranteeing their interoperability and continuous updating.
- Train HEIs on the regulations, criteria and processes associated with the application for qualified registrations and high-quality accreditations.

Additional monitoring indicators

Indicator
Average days for granting/renewal of qualified registrations.
Number of HEIs with high quality accreditation
Number of programs with high quality accreditation

EXE | EMPRESARIOS POR LA EDUCACIÓN

5.2.3. Proposals for Relevance

1. **Implementation of the National Qualifications System and the National Qualifications Framework**
   - Implementation of the National Qualifications System and its components
   - Prioritization of the National Framework of Qualifications as an instrument for the offer of programs in post-secondary education.

2. **Promotion of dual education and training**
   - Promotion of the dual training scheme to foster supply in strategic areas and greater interaction with the productive, social and cultural sectors.

3. **Education, training, insertion and job retraining opportunities**
   - Qualification of human talent in response to the needs of employers in all productive sectors (with emphasis on digital technologies, green growth, renewable energies, agribusiness, tourism, art and heritage, sports, recreation, physical activities and care).

4. **Digital talent training**
   - Creation of digital skills training programs through public-private articulation with emphasis on programming, bilingualism and data science.
   - Promotion of technical, technological and professional development in areas related to ICT.
   - Implementation of initiatives to generate cultural appropriation of habits regarding safe use of digital technologies (cross-cutting initiative at all educational levels).
   - Elimination of the barriers faced in hiring processes due to the certification of digital competences(CONPES 4023 of 2021).

5.2.3.1 Implementation of a National Qualification System and the National Qualification Framework

Description of the proposal: Actions, policies or programs

- Implementation of the National Qualifications System (SNC) and its components (National Qualifications Framework (NQF), Competencies Evaluation and Certification Subsystem, Competencies Standardization Subsystem, Job Training Subsystem, Mobility Scheme between qualification paths, Information Platform).

What do the articles of the PND say?

Article 64 of the PND 2022-2026 (amending Article 194 of Law 1955 of 2019) refers to the creation and implementation of the National Qualifications System.

- It defines the NQS as the *"set of policies, instruments, components and processes to align education and training to the social and productive needs of the country and to promote the recognition of prior learning, the personal and professional development of citizens, labor insertion and reinsertion and the productive and entrepreneurial development of the country"*.
- Defines the qualification pathways: Educational (university, T&T and ETDH), Subsystem of Training for Work (SFT) and recognition of prior learning (RAP).
- Creates and defines the components of the SNC: National Qualifications Framework, Subsystem of Evaluation and Certification of Competencies, Subsystem of Training for Work, Subsystem of Standardization of Competencies, Information Platform, Mobility Scheme between qualification paths.
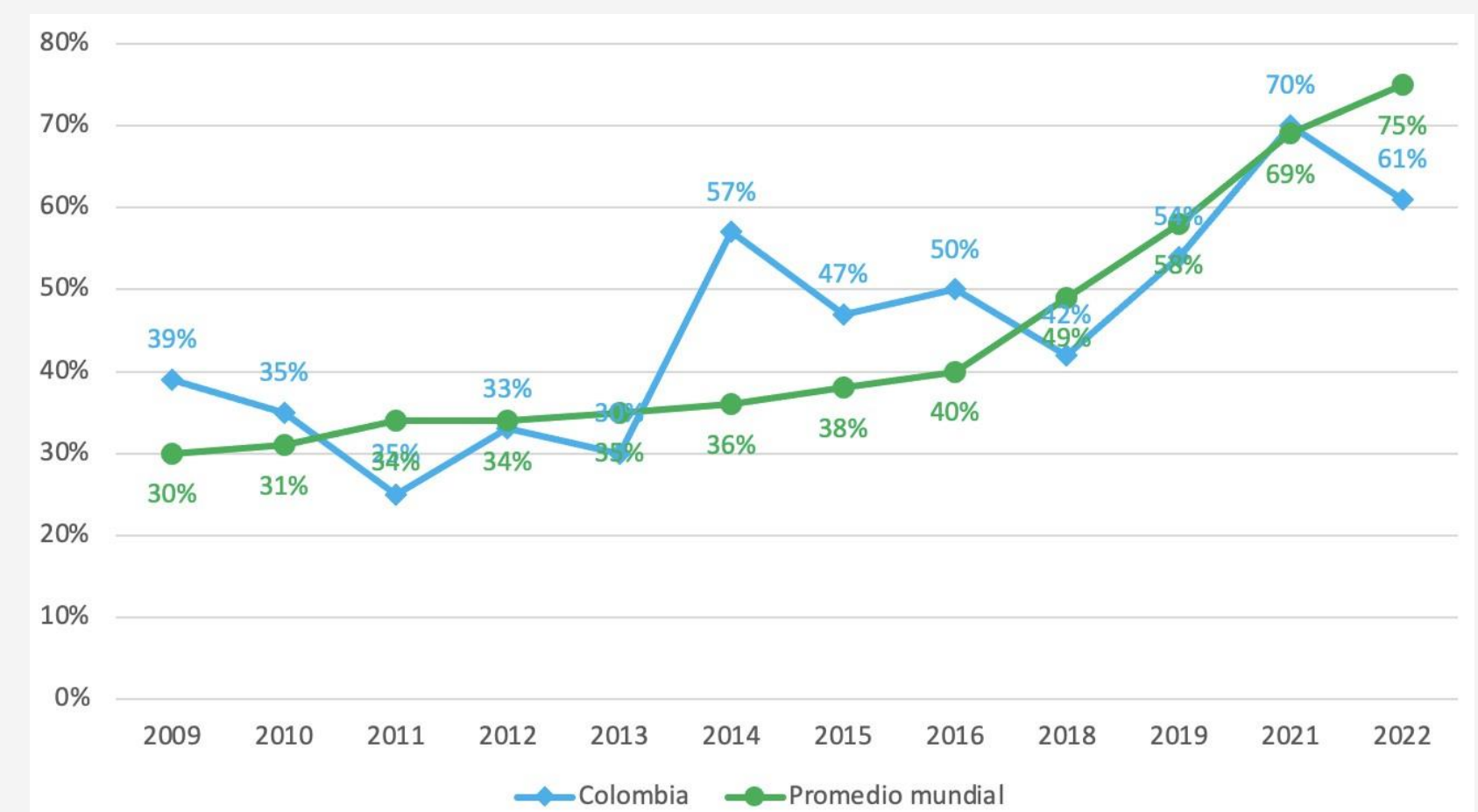
Current regulatory framework

- Decree 1649/2021: NQF Regulation
- Decree 1650/2021: Subsystem of Training for Work.
- Decree 946/2022: Recognition of prior learning (RAP)

Progress and challenges in terms of relevance

In addition to the challenges of access, quality and permanence in post-secondary education, there is a lack of relevance in the supply. This is reflected in the mismatch between the needs of the productive sector and the skills of individuals.

- *ManpowerGroup*'s global *Talent Shortage* survey indicates that around 61% of employers in Colombia report difficulties in filling their vacancies.

Graph 11. Percentage of employers reporting difficulties in filling vacancies (2022)

Colombia: 39% (2009), 35% (2010), 25% (2011), 33% (2012), 35% (2013), 57% (2014), 47% (2015), 50% (2016), 42% (2018), 54% (2019), 70% (2021), 61% (2022)
Promedio mundial: 30% (2009), 31% (2010), 34% (2011), 34% (2012), 35% (2013), 36% (2014), 38% (2015), 40% (2016), 49% (2018), 55% (2019), 69% (2021), 75% (2022)

Source: Talent Shortage Survey, MapowerGroup, 2022. Calculations: FExE.

5.2.3.1 Implementation of a National Qualification System and the National Qualification Framework

Description of the proposal: Actions, policies or programs

- Implementation of the National Qualifications System (SNC) and its components (National Qualifications Framework (NQF), Competencies Evaluation and Certification Subsystem, Competencies Standardization Subsystem, Job Training Subsystem, Mobility Scheme between qualification paths, Information Platform).

Complementary recommendations for the consolidation of the CNS and the NQF according to Rethinking Education.

The consolidation of regulatory advances and the generation of information for the closing of human capital gaps requires:

- Establishing the structure of the institutional and governance model of the NQF and the rest of the NQS components, including the competencies of each actor participating in the NQS and the strengthening of their work teams.
- Articulating the quality assurance systems of the CNS components.
- Strengthening the methodology for measuring capital gaps. human.
- Building the catalogs of the 26 qualification areas and update them in a timely manner, making use of technological developments, which requires the allocation of resources and the identification of sustainable sources of financing.
- Establishing mechanisms and incentives to promote the use of the NQF for the design of educational and training offerings:

  o Generating guidelines for the measurement of relevance in the framework of Quality Assurance Systems.
  o Generating information on the relevance levels of the programs and promoting the socialization of these results.
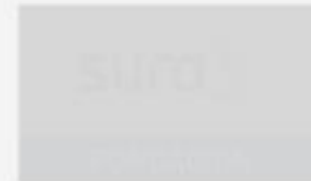
EXE | EMPRESARIOS POR LA EDUCACIÓN
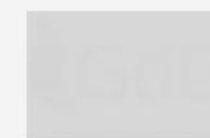
6. Conclusions

6. Conclusions and General Messages

- This document analyzes the proposals and actions contemplated in the National Development Plan 2022-2026 "Colombia, a global power for life" in the area of education. It also presents context data and available evidence to analyze the country's progress and challenges in education to contextualize the proposals formulated in the PND and formulates recommendations that can complement the Plan's proposals and favor the achievement of its objectives.

- The bases of the PND are structured around 5 transformation axes and 3 transversal axes. In the specific case of education, the Plan contemplates not only sectoral actions (those directly related to public policy in education) but also cross-cutting actions (those aimed at favoring specific populations, such as children, youth, ethnic communities and the rural population, and which require the articulation of several portfolios for their implementation). The analysis carried out by FExE includes both sectoral and cross-cutting proposals.

- Another way to analyze the PND's emphasis on education is through its goals and indicators. Out of the 49 first level (or transformational) indicators included in the Plan, 4 refer to education. In the case of the second level indicators, 15 refer to education and training out of a total of 149 for all the transformational and cross-cutting axes.

- The government's plan in the PND has a greater emphasis on post-secondary education. Proposals such as the Free Education Policy, the plan to promote access to 500 thousand new students and the strengthening of ICETEX reflect the government's planned efforts to increase access and coverage at this educational level. However, FExE recommends accompanying this measure with complementary actions, such as implementing a strategy to reduce dropout rates and optimizing resources to finance higher education supply and its sustainability (infrastructure, technology, teaching materials, teachers) and not only demand.

6. Conclusions and General Messages

- Regarding the financing of the offer, although the Ministry of Education has made announcements regarding reforms to Law 30 of 1992 (which establishes, among other things, the mechanisms for allocating resources to higher education institutions), this was not explicitly provided for in either the bases or the articles of the Plan. On the other hand, given that 1 out of every 4 students who enter university education and 1 out of every 3 students who enter technical and technological education drop out before completing their studies, it is essential to work on permanence.

- The problem of financing basic and secondary education is also not explicitly addressed in the PND. As in the case of post-secondary education, the Ministry has publicly expressed interest in reforming the General System of Participation (SGP) but does not make this explicit either in the bases or in the articles of the PND. On this aspect, our publication "Rethinking Education" develops a detailed proposal to reform the SGP in order to make a more efficient allocation of resources, with aim towards favoring increases in quality.

- Another of the Plan's commitments for preschool, elementary and secondary education to close gaps and recover learning is the program for 40 thousand volunteers to support students under a learning model in which there is dialogue. Although many of the initiatives promoted by multilateral organizations include tutoring plans as part of the strategies to mitigate learning losses, it would be advisable to accompany this initiative with measures such as: strengthening active search strategies for those who dropped out of the system after the pandemic; increasing the scope and promoting the use of the Evaluar para Avanzar program; focusing the tutoring program on fundamental areas such as mathematics and reading and writing; developing a component dedicated to strengthening socioemotional skills; and strengthening the Todos a Aprender Program (PTA).

- Although the PND does not contain a great commitment to transforming the quality of education, it does contemplate some sound actions that can favorably affect quality, as long as they are correctly implemented. Among these are the discussion on curricular guidelines (which should seek greater relevance and increase equity in learning); addressing aspects of the teaching career (for which it will be key to maintain a logic of building a system that addresses from attraction to retirement, introducing appropriate incentives and strengthening the supply of degree programs); continuing to bet on the extended school day; and the aforementioned pr