IMPACT OF THE UNETE MODEL

UNETE SUPPORTED SCHOOLS IMPROVE IN

Better academic performance and development of digital skills

(IFIE 2012)

Improved academic performance in the ENLACE test

(UNETE 2013)

Greater improvment in rural communities

(IFIE 2012)

79.18% of beneficiaries **have no other option**

(Filantrofilia 2013)

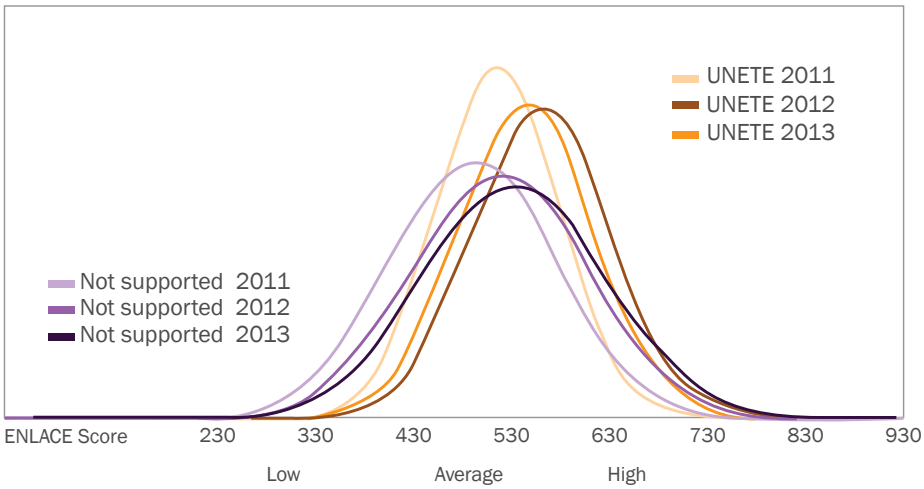
PERFORMANCE OF UNETE-SUPPORTED SCHOOLS ON THE MEXICAN STANDARDIZED TEST

OUR IMPACT IS HIGHER IN PRIMARY than in secondary school

OUR IMPACT IS HIGHER IN MATHEMATICS than in Spanish

OUR IMPACT IS HIGHER IN RURAL SCHOOLS than in urban schools

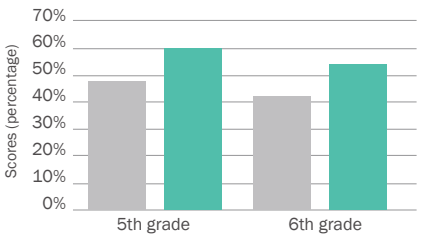
Distribution of **MATHEMATICS** scores of ENLACE test in **PRIMARY SCHOOLS** 2011, 2012, 2013



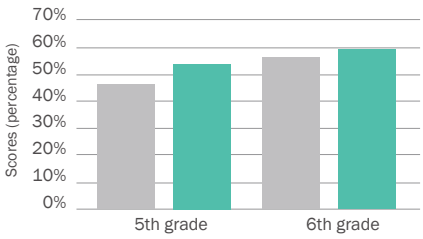
MOBILE TECHNOLOGY ON ACADEMIC PERFORMANCE

Results of the pilot program in 2 schools of the Hidalgo State with students from 5th and 6th grade.[5]

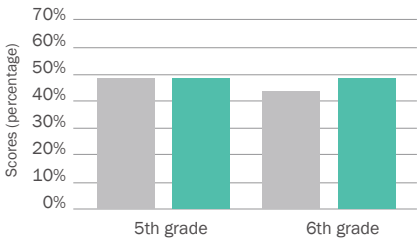
MATHS TEST



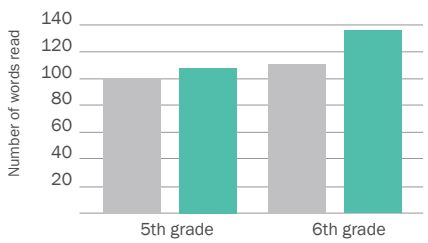
SCIENCE TEST



SPANISH TEST



READING FLUENCY ASSESSMENT (WORDS READ)



Results at start of pilot

Results at end of pilot

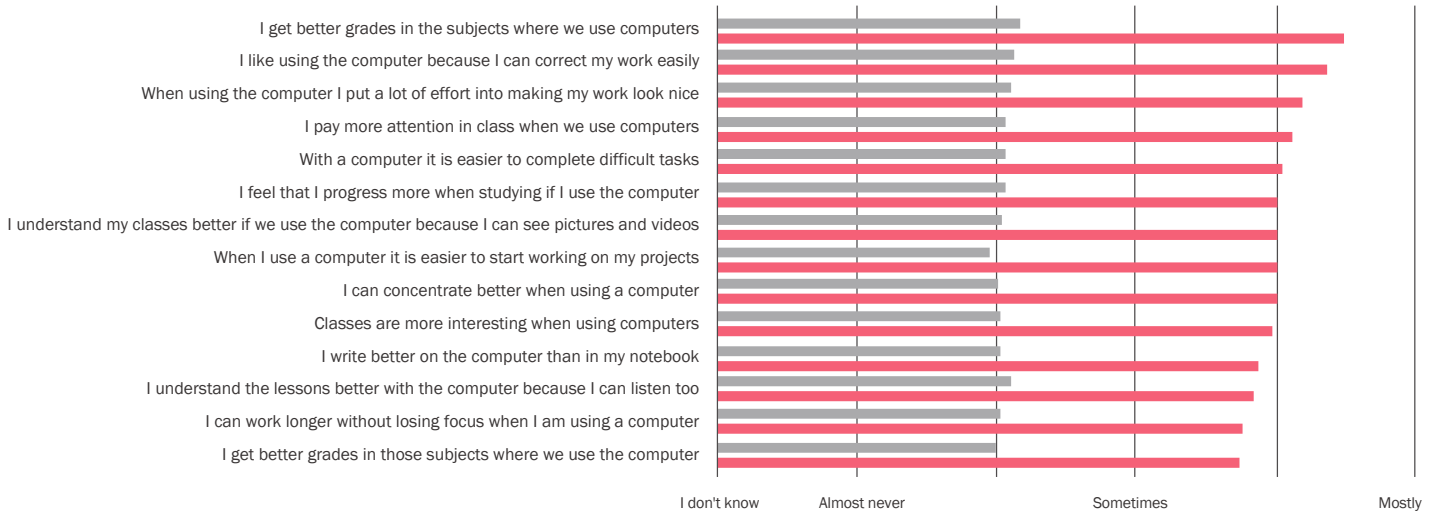
IFIE: Instituto de Fomento e Investigación Educativa, A.C.
(5) Evaluated by the consultant in ICT Alicia Banuelos

IMPACT OF THE UNETE MODEL

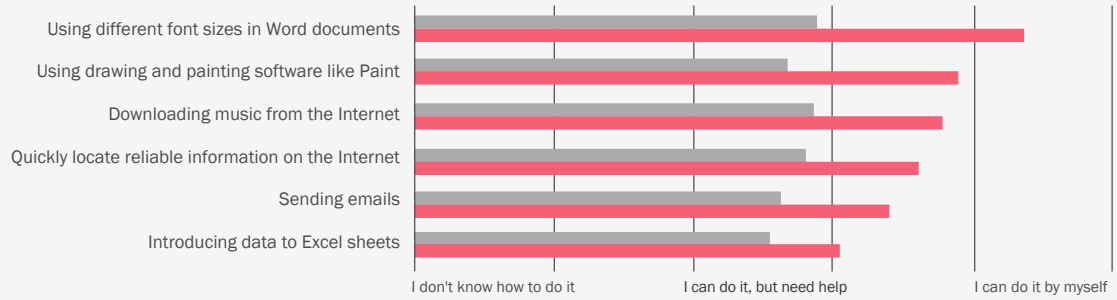
ASSESSMENT IN RURAL COMMUNITIES

Impact assessment performed on 131 schools with 50 control-group schools in low income municipalities in the states of Chiapas, Yucatán, Campeche and Quintana Roo.[6]

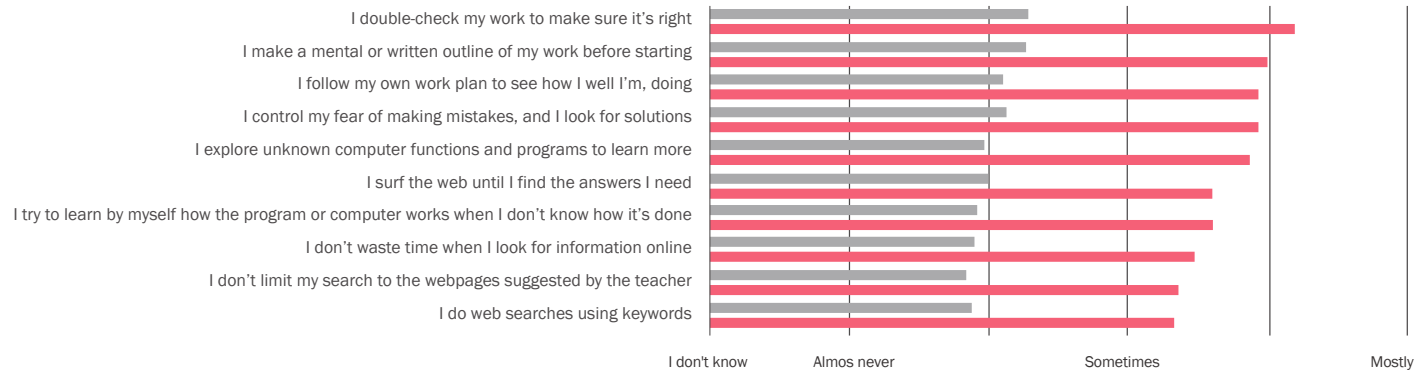
MOTIVATION



DIGITAL SKILLS



PROBLEM SOLVING

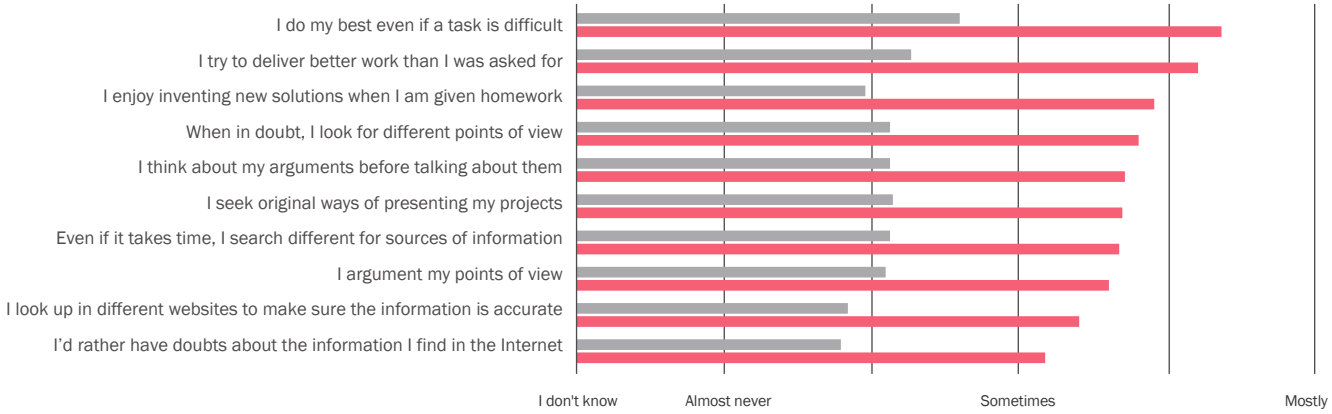


Schools **not supported** by UNETE Schools **supported** by UNETE

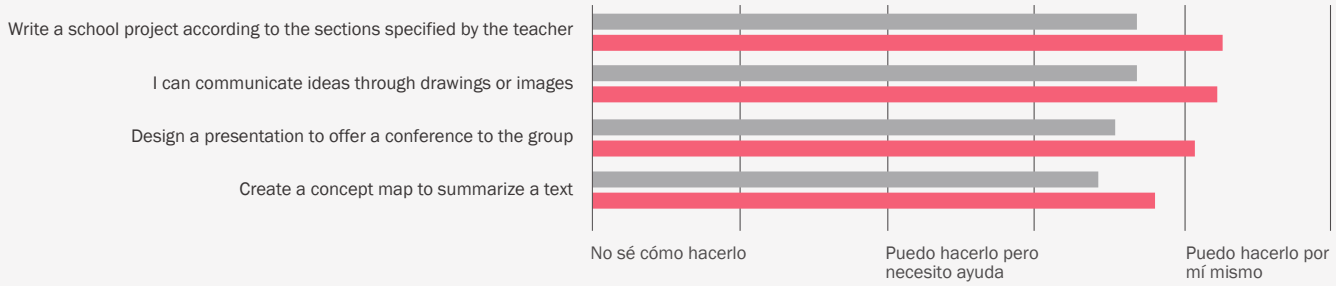
(6) Assessed by Valora 2014

IMPACT OF THE UNETE MODEL

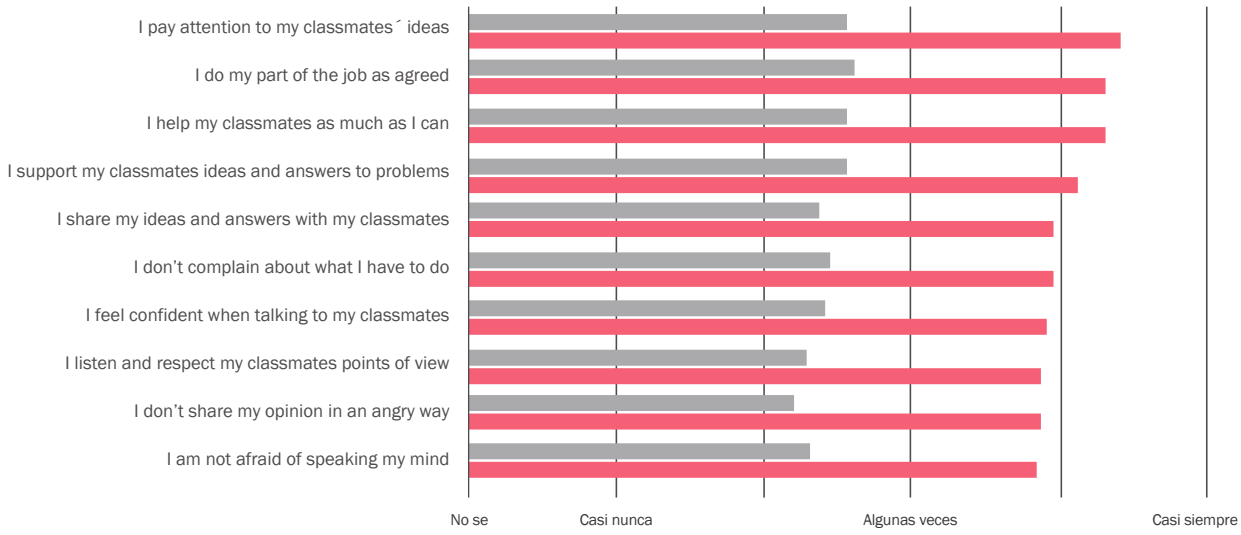
CRITICAL THINKING



COMMUNICATION SKILLS



COLLABORATION AND INTER-PERSONAL SKILLS



Schools **not supported** by UNETE Schools **supported** by UNETE

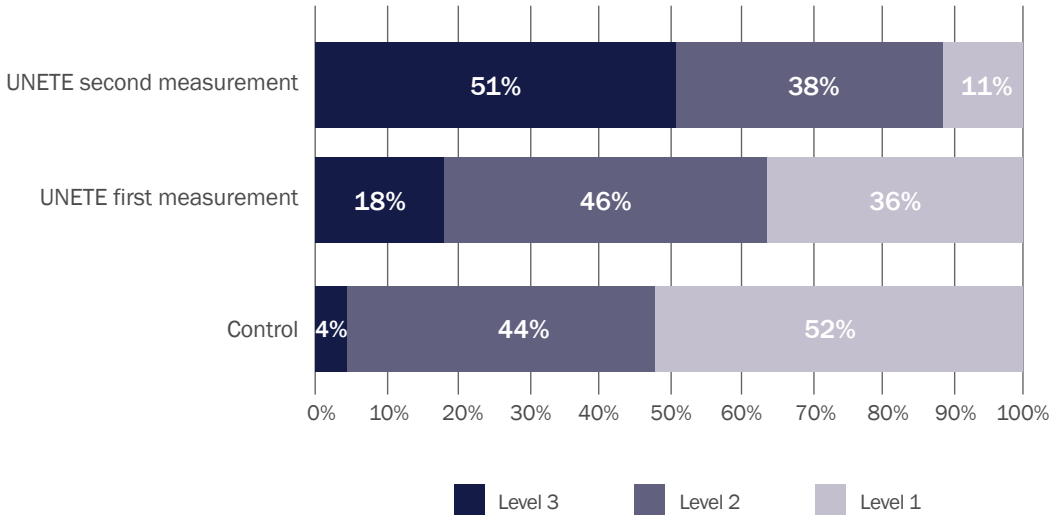
(6) Assessed by Valora 2014

IMPACT OF THE UNETE MODEL

EVALUATION OF MODEL 2014-2015

LEVEL OF COMPETENCES

Based on a 6th grade elementary school study plan



NOTE: The sum of every measure equals 100%

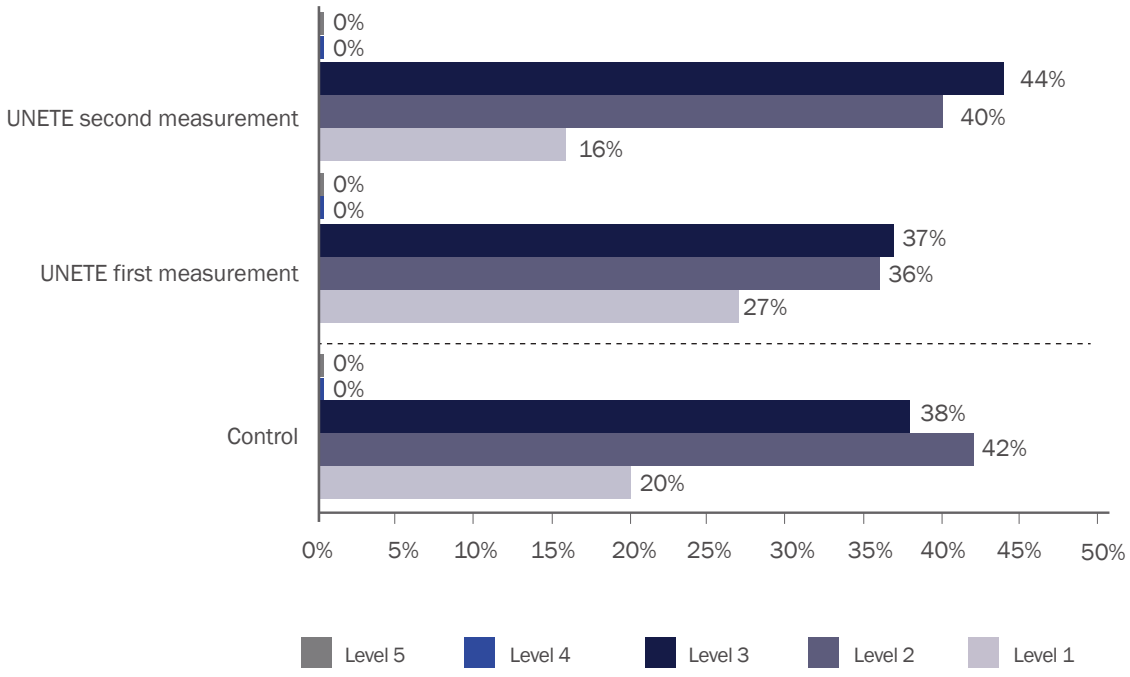
LEVEL 1. This level refers to the use of digital tools, specially to the use of "spreadsheets". Although students are able to understand the overall information from spreadsheets, they show an essential ability to create complex calculations.

LEVEL 2. They show a higher development of digital abilities. They also show a combination of knowledge and abilities while solving their daily life situations where students must determine how to solve every situation.

LEVEL 3. Students show a more developed digital ability and knowledge of the related information. They solve their homeworks faster and more accurately. A better understanding of statistical concepts allows them to have a better performance and achieve right answers. They also show qualities useful for their consecutive development.

DIGITAL ABILITIES

Percentage of students in elementary school



LEVEL 1. Students handle the "mouse" to slide through the screen. They are supported to be able to accomplish several homeworks in spreadsheets.

LEVEL 2. Students in this level have used or at least are aware of programs such as drawing, painting, graphics, spreadsheets or text processors. Most students browse the Internet to search information.

LEVEL 3. Students browse the Internet to copy or download information and music. They are able to login their social media and use their email.

LEVEL 4. Students acquire the knowledge and have a limited use of programs to create interactive lessons or evidence portfolios and specialized software in overall.

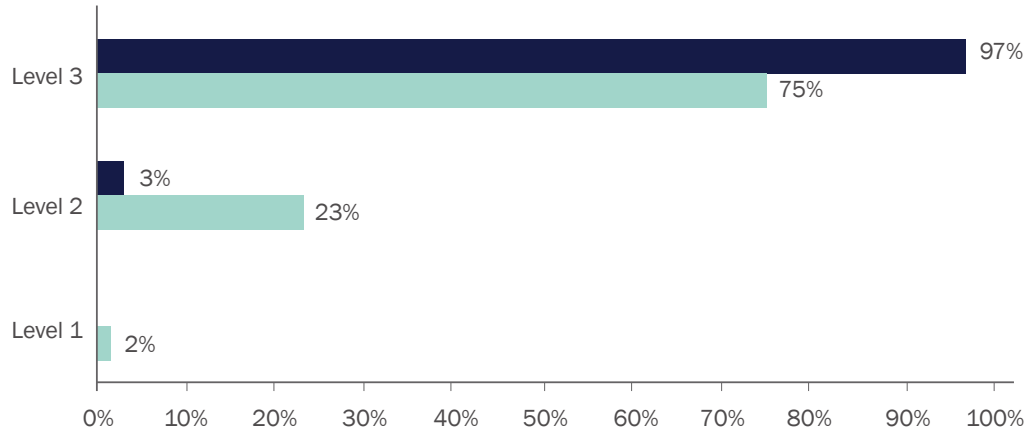
LEVEL 5. Students show abilities to create animated films or videos to document school, community or local events, as well as to develop websites.

IMPACT OF THE UNETE MODEL

EVALUATION OF MODEL 2014-2015

MOTIVATION

To learn how to use the computer



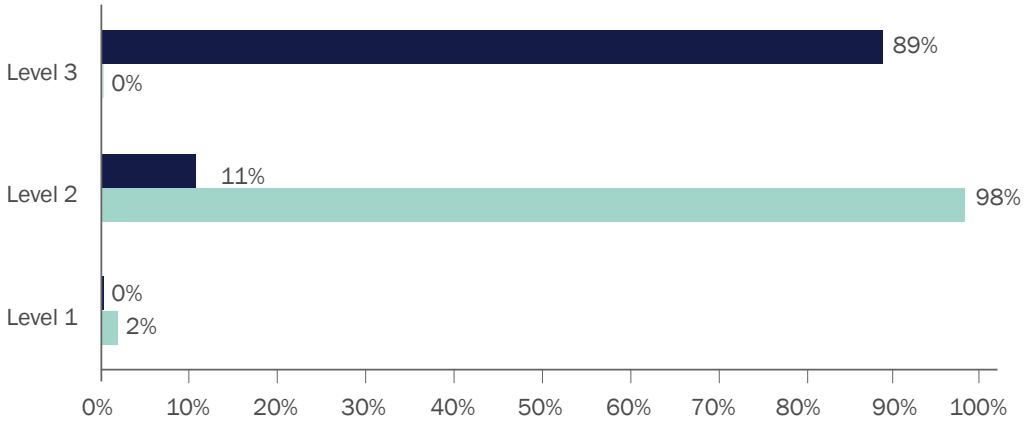
More than 90% of students would like classes to be given in media classrooms.

LEVEL 1. Students are willing to use the computer for school work.

LEVEL 2. Students are willing and eager to develop their use of the computer.

LEVEL 3. Students with high expectations on the use of computer understand and acknowledge how useful is to use a computer so that the teacher could show a better job reflecting his learning and development.

COOPERATION AND INTERPERSONAL ABILITIES

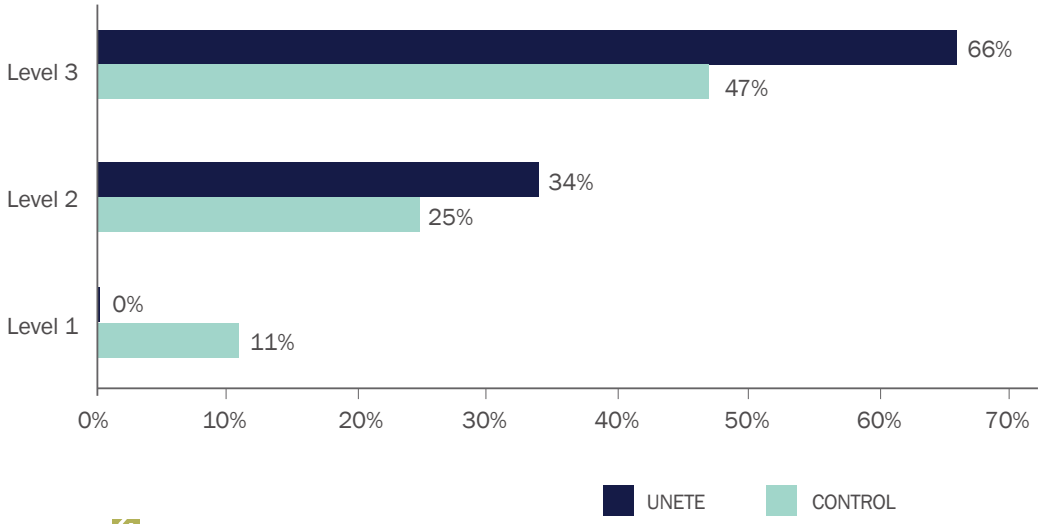


LEVEL 1. Students show difficulties to fulfill some agreements with their classmates while working. They prefer individual work or working with friends.

LEVEL 2. Students accept homeworks entrusted in a collective work. Supportive relationships are easier when the team members are closed classmates, however they succeed in integrating to different working teams.

LEVEL 3. Students are able to create supportive relationships with their classmates by getting involved in the team work to enhance collective work with other groups. They make proposals and agree with being responsible of integrating to a work team.

COMMUNICATION



LEVEL 1. Students show difficulties with exchanging ideas and writing simple texts.

LEVEL 2. Students organize ideas and proposals by sharing them through short writings. They show difficulties with sharing ideas and proposals through computing media.

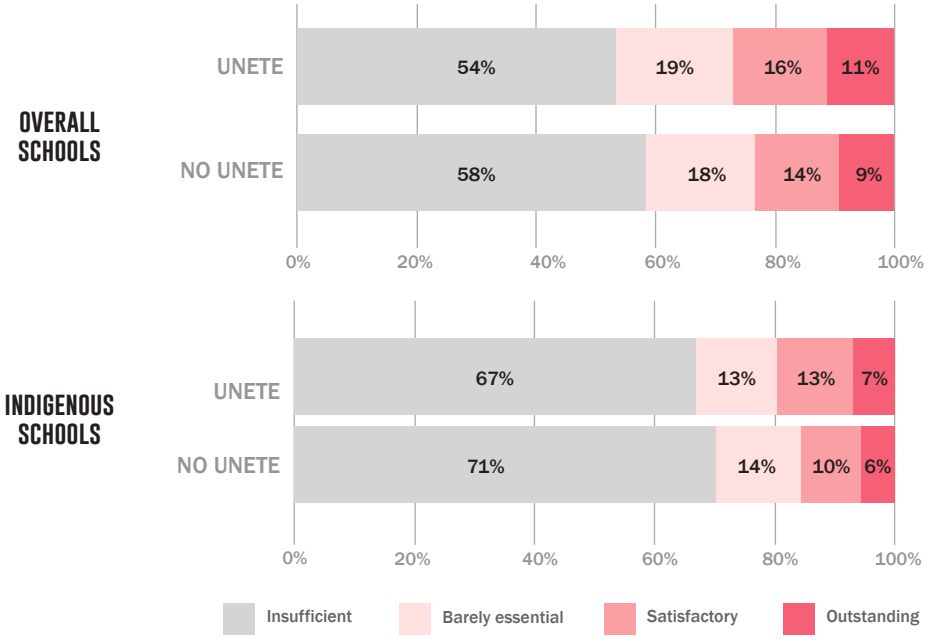
LEVEL 3. Students show abilities to use a computer while developing different forms to communicate ideas.

Assessed by SIEME

IMPACT OF THE UNETE MODEL

PLANEA 2015

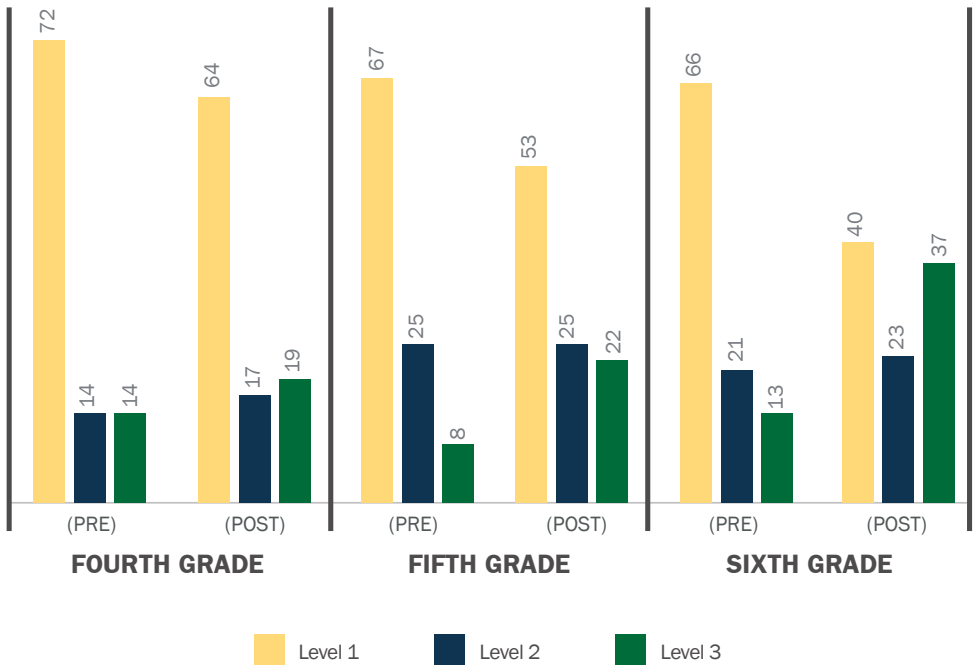
Difference between mathematics among elementary schools supported by UNETE and those NOT supported by UNETE:



WORKSHOPS IN SCHOOL YEAR 2015-2016

WORKSHOP ON READING COMPREHENSION USING ICT

After curricular classes, students from 4th, 5th and 6th grade in elementary school were invited to take part in English and Reading Comprehension workshops. The impact of these courses was evaluated by third party organizations as follows:



LEVEL 1
- Understand main attributes of a text: Author, main character, characters' attributes, plot.
- Main ideas of a text: Topic
- State cause and effect relation within the plot.

LEVEL 2
- Summarize information without losing the core message of the text.
- Understand main aspects of a text
- Identify texts characteristics.
- Use different consultation sources
- Understand main aspects of a text:
- Purpose. Identify main ideas of a text.

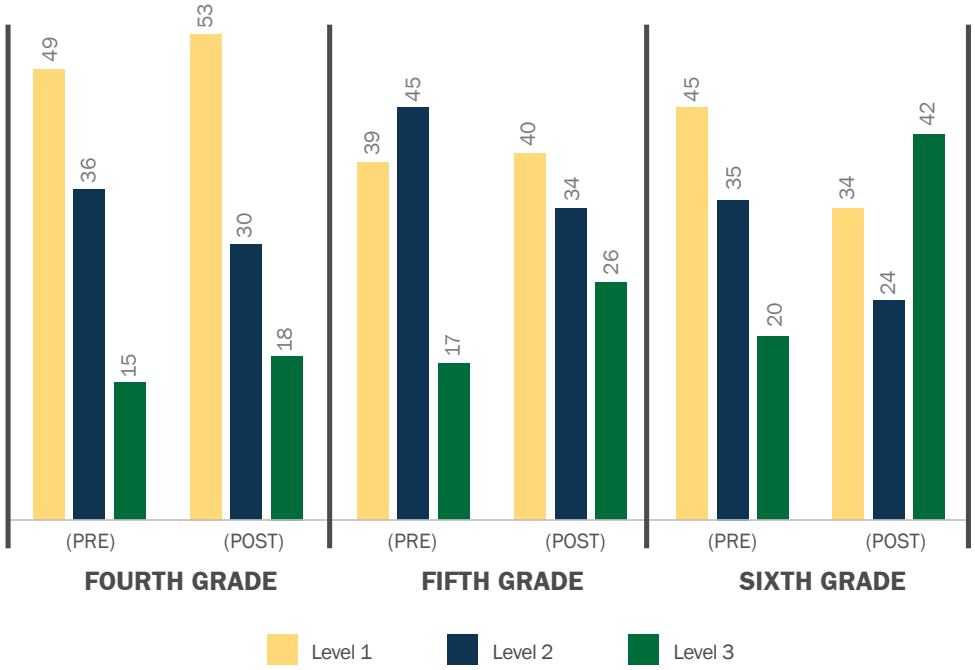
LEVEL 3
- Infer information from a text to recover non-expressed information.
- Meaning of unknown words by context where they were found.
- Infer information from a text to recover non-expressed information.
- Interpret information shown in charts and tables.
- Identify and use specific information of a text to solve specific problems

Assessed by SIEME

IMPACT OF THE UNETE MODEL

WORKSHOPS IN SCHOOL YEAR 2015-2016

ENGLISH WORKSHOP

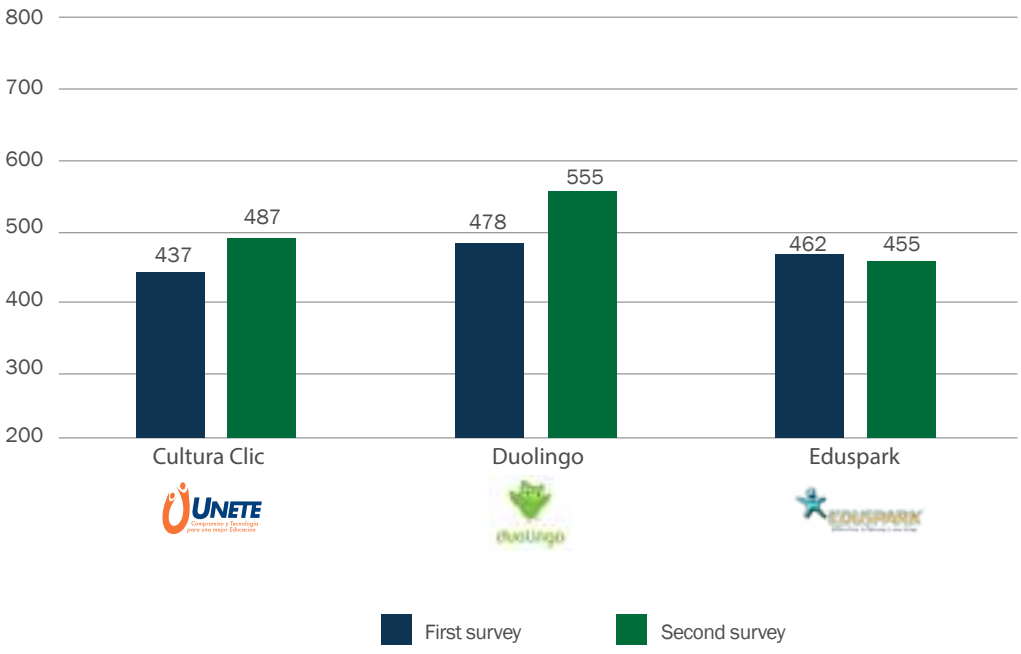


LEVEL 1
• Understand instructions in a message
• Identify months of the year and put them in order.

LEVEL 2
•Understand right expressions to ask for help.
•Understand expressions indicating routine activities and the order these happen

LEVEL 3
• Complete phrases and sentences from a set of words and identify the right way to make an invitation by making questions.

RESULTS FROM PLATFORM



LEVEL 1
•Understand instructions in a message
•Identify months of the year and put them in order.

LEVEL 2
•Understand right expressions to ask for help.
•Understand expressions indicating routine activities and the order these happen

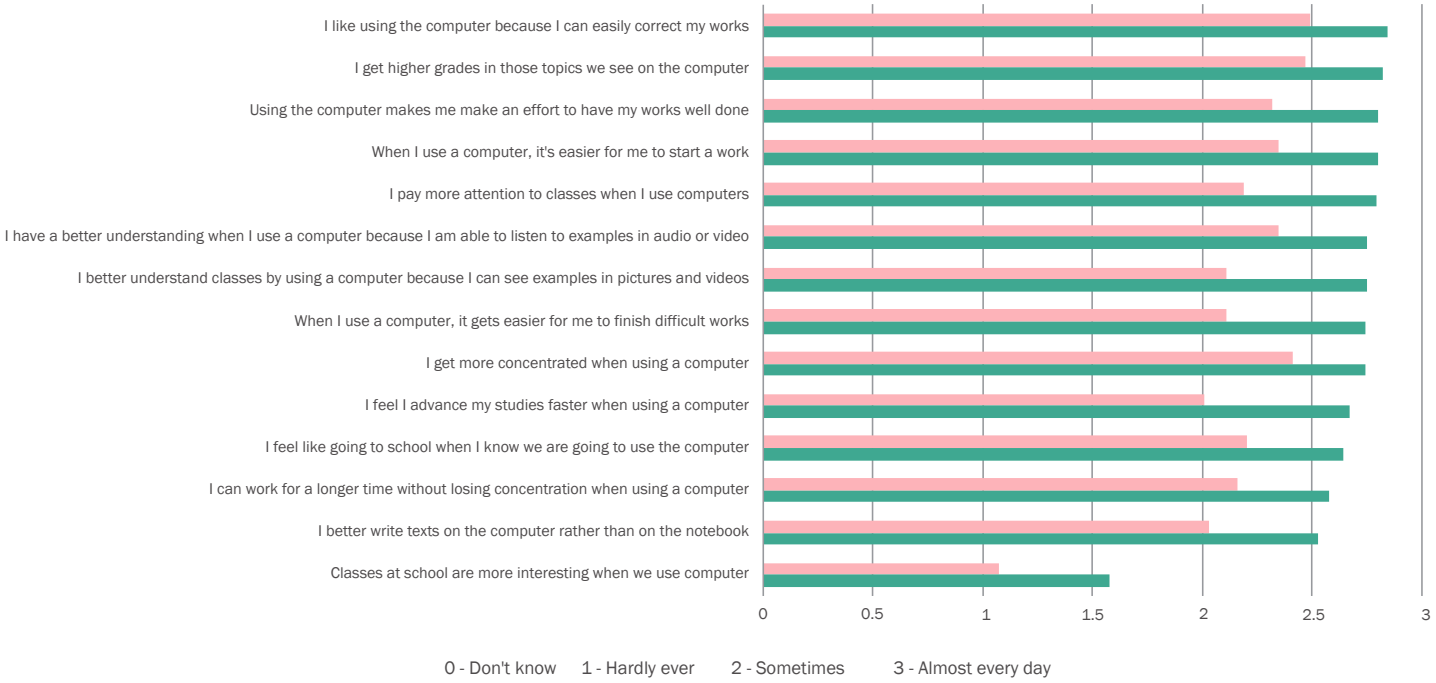
LEVEL 3
•Complete phrases and sentences from a set of words and identify the right way to make an invitation by making questions.

Assessed by SIEME

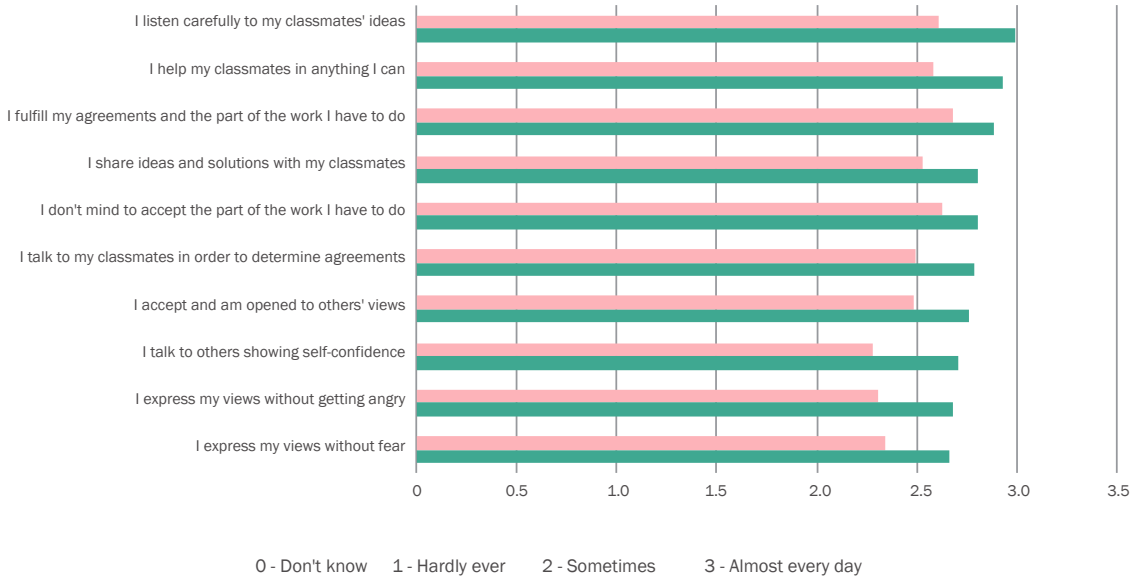
IMPACT OF THE UNETE MODEL

EVALUATION OF DIGITAL ABILITIES AND TEACHING COMPETENCES 2015-2016

MOTIVATION TO LEARN

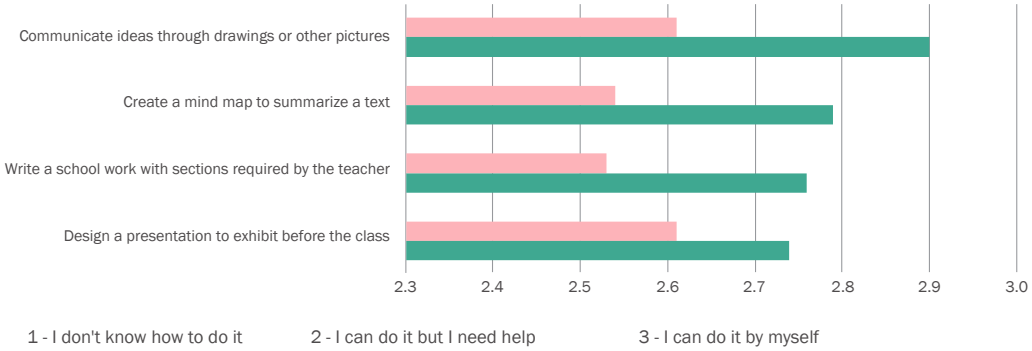


ABILITIES TO COOPERATE



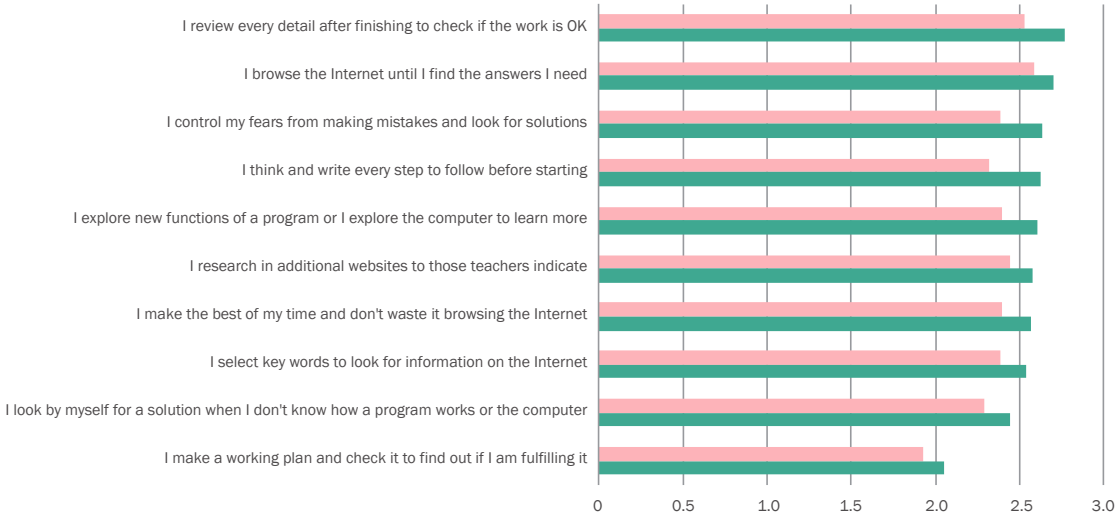
IMPACT OF THE UNETE MODEL

ABILITIES TO COMMUNICATE



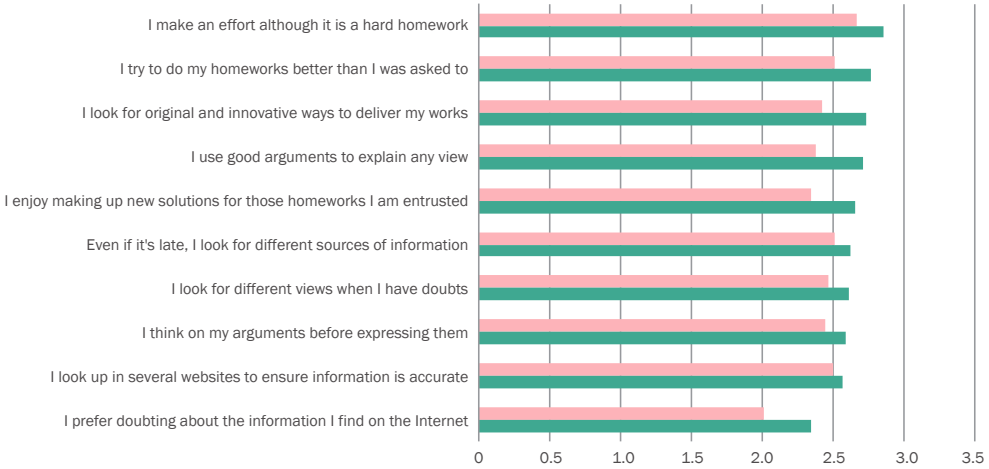
1 - I don't know how to do it 2 - I can do it but I need help 3 - I can do it by myself

ABILITIES TO SOLVE PROBLEMS



0 - Don't know 1 - Hardly ever 2 - Sometimes 3 - Almost every day

ABILITIES OF CRITICAL THINKING



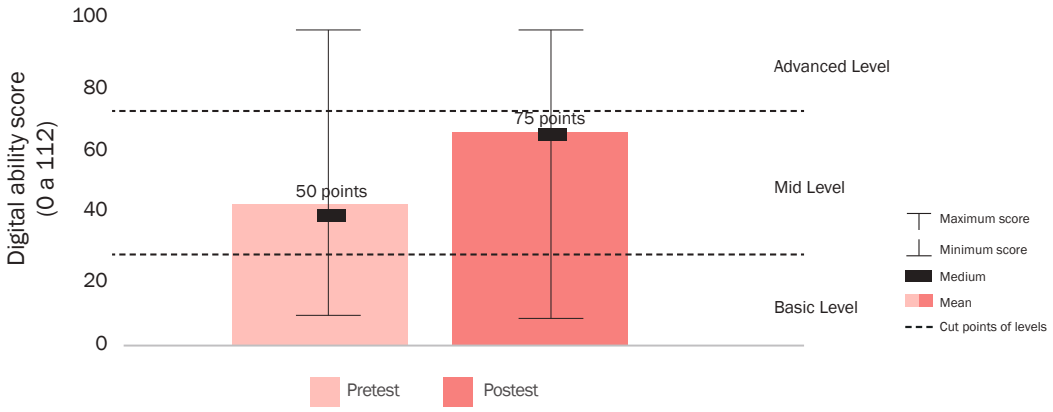
0 - Don't know 1 - Hardly ever 2 - Sometimes 3 - Almost every day

IMPACT OF THE UNETE MODEL

TEACHING DIAGNOSIS OF DIGITAL ABILITIES 2016-2017

The Teaching Diagnosis of Digital Abilities assesses two main aspects: the technical profile and the educational profile- The first one refers to those digital abilities the teacher shows while the second regards how educational activities are developed in a classroom.

AVERAGE SCORING PERCEIVED ON DIGITAL ABILITY



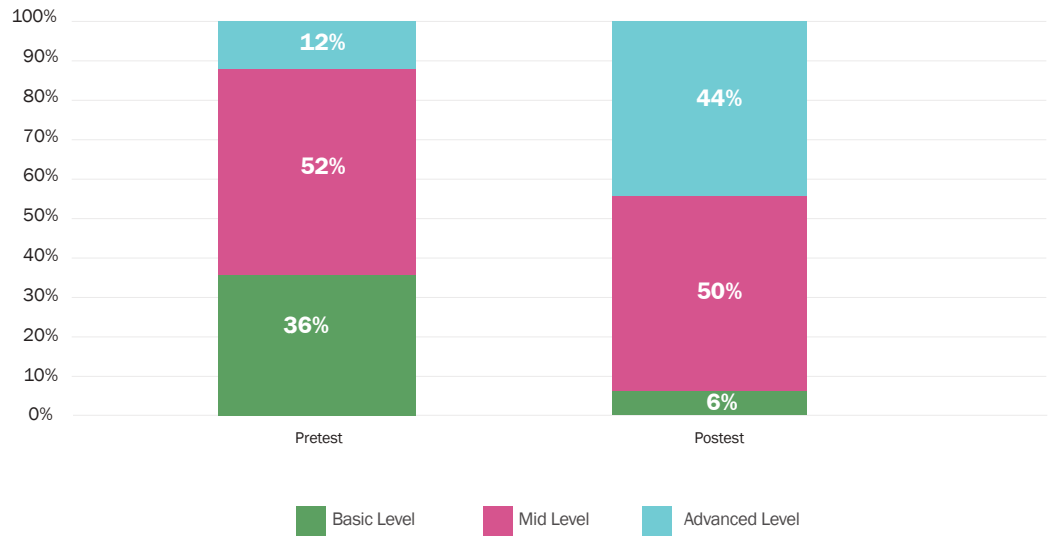
Levels of digital ability of the technical profile:

Basic Level: Teachers only know a limited number of basic functions from digital programs. They are able to create very simple products with digital tools.

Mid Level: They are familiar with several functions of digital programs. They are able to perform edition and format homeworks on their digital projects.

Advanced Level: Teachers know most functions of digital programs and they are able to perform configuration homeworks and to enable advanced options. They use digital tools to fulfill their goals, start sophisticated projects and create information products.

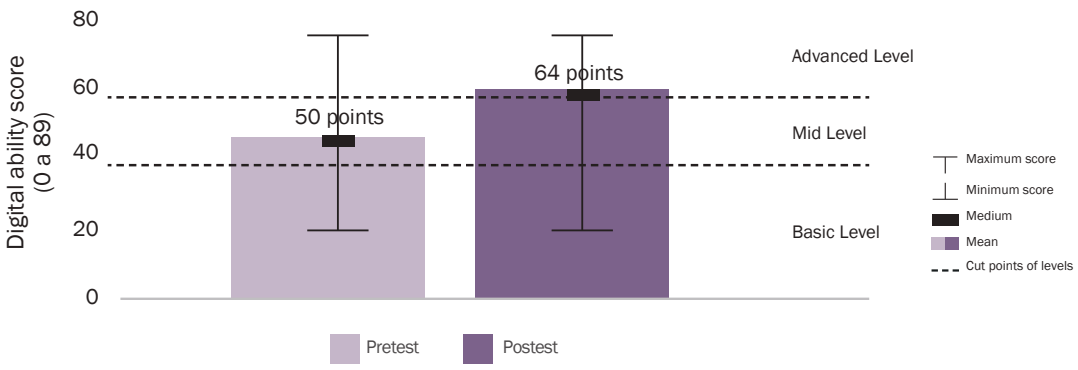
LEVEL OF DIGITAL ABILITY PERCEIVED BY PROMOTERS



Proportion of teachers per level of digital ability positively changed: for the second evaluation moment the number of teachers on a basic level decreased while the proportion of teachers in advanced level increased from 12% to 44%

IMPACT OF THE UNETE MODEL

AVERAGE SCORE PERCEIVED FOR TEACHING INTEGRATION OF TECHNOLOGY



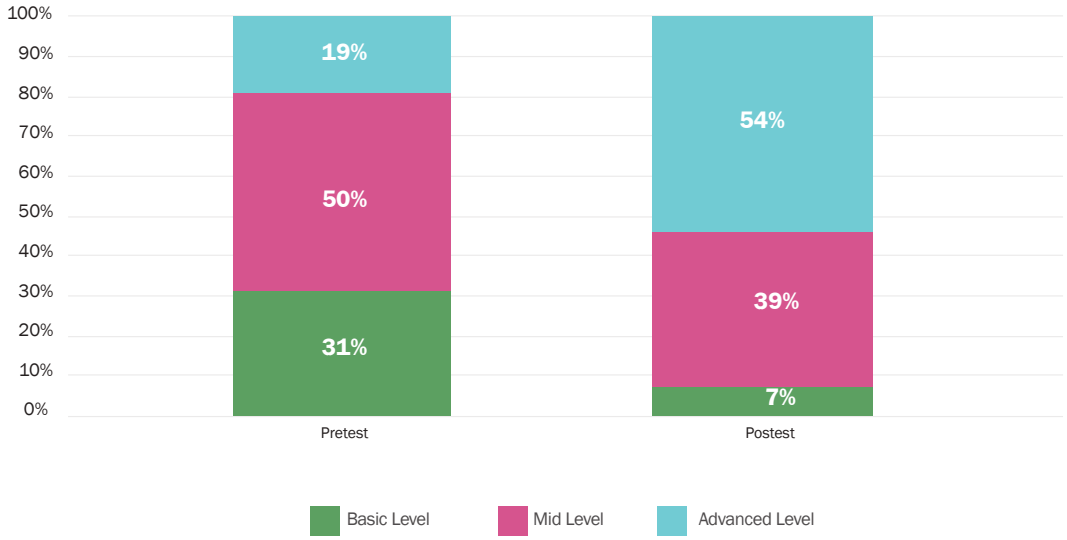
Levels of teaching integration of educational profile ICT:

Basic level: The use of digital tools in teaching practice is not very common. The link stated by the teacher between the use of digital tools and activities developed by students in the classroom is limited and barely systematic.

Mid level: The use of digital tools in teaching practice is occasional. The teacher creates digital products such as lists of attendance or schedules, creates digital presentations for his class and strengthens some of his students' digital abilities.

Advanced level: The use of digital tools in teaching practice is continuous. The teacher relies on digital tools in a systematic way to perform his teaching practice. He considerably strengthens his students' digital abilities, creates technological projects and fosters digital collective work.

LEVEL OF EDUCATIONAL INTEGRATION OF TECHNOLOGY PERCEIVED BY PROMOTERS



Regarding the educational profile, results are also favorable since teachers get higher scores at the second assessment. In fact, distance is so remarkable that the teacher obtains an average score related to the advanced level.