

PROLEER 2024

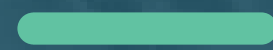
October 1st and 2nd

PANEL A
ADDRESSING
LEARNING POVERTY IN
LATIN AMERICA

Moderator: Ivana Corrado



Reading comprehension in children with different educative opportunities in Argentina: X-ray of Inequality



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“It is not necessary to burn books to destroy culture; it is sufficient to direct people...

NOT TO READ THEM

Ray Bradbury

What happen in
Argentina with

READING COMPREHENSION



46% of third-grade children do not understand what they read.

32% of secondary school students from advantaged backgrounds show difficulties.

50% of high school students do not distinguish different discursive uses of authoritative quotes in an argumentative text, 60% do not recognize the author's intention, and only 30% identify argumentation as the predominant structure in opinion journalism texts.

30% of students complete their first year of university (UBA) on time. One third drop out.

**DOES NOBODY
UNDERSTAND
WHAT THEY
READ?**

Are the standards for reading and text comprehension really that low?

What do the difficulties respond to?

Is it due to cognitive factors?

How much do environmental factors influence this?

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Inclusion and exclusion

IN EDUCATION

GENTILLI
(2011)



Inclusion is not just about being part of the educational system.
Exclusion is a social relationship..

Exclusionary inclusion → different forms ranging from interrupted educational trajectories to what is called 'low-intensity schooling



TERIGI
(2009)



Piacente et al. 2006

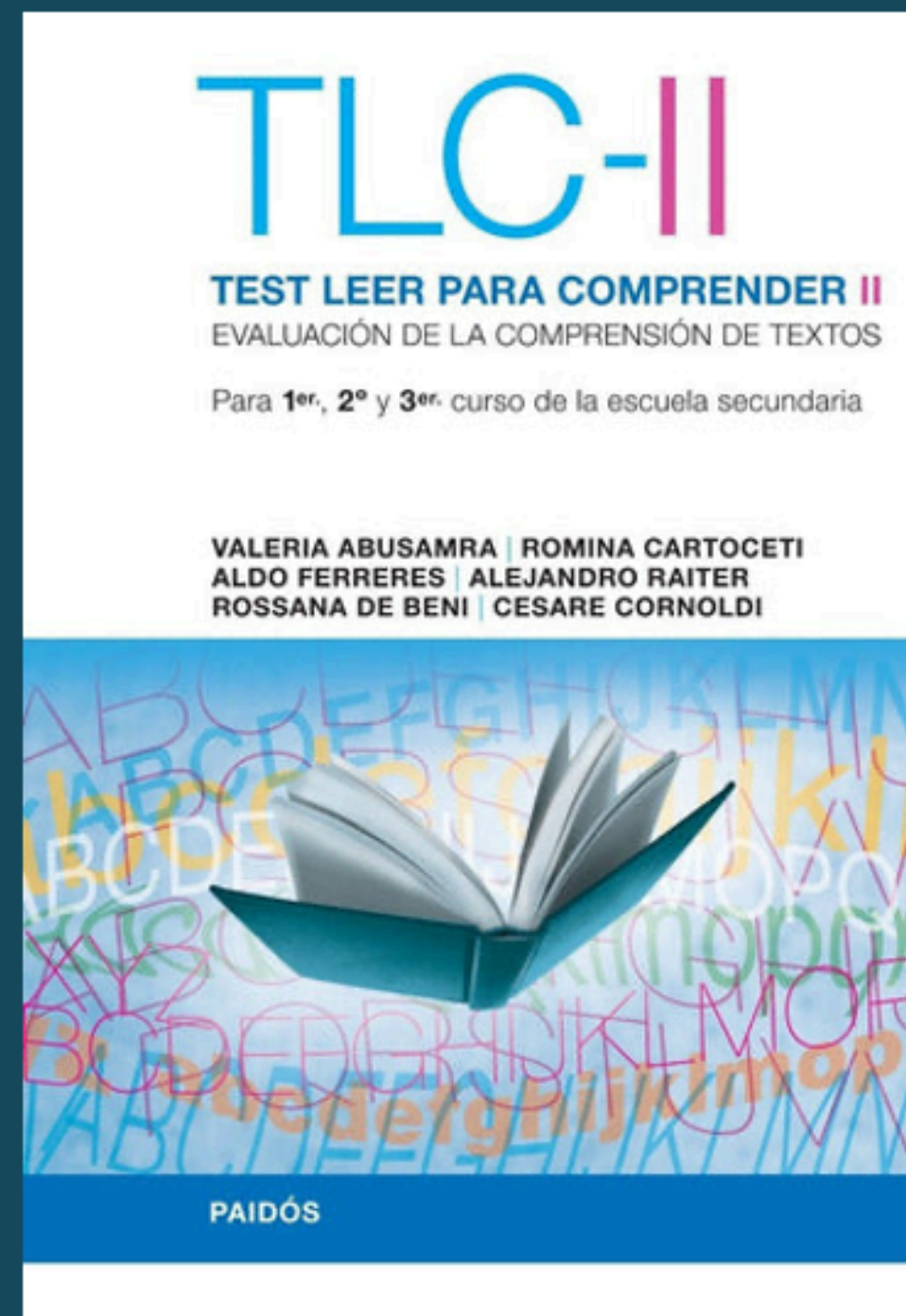
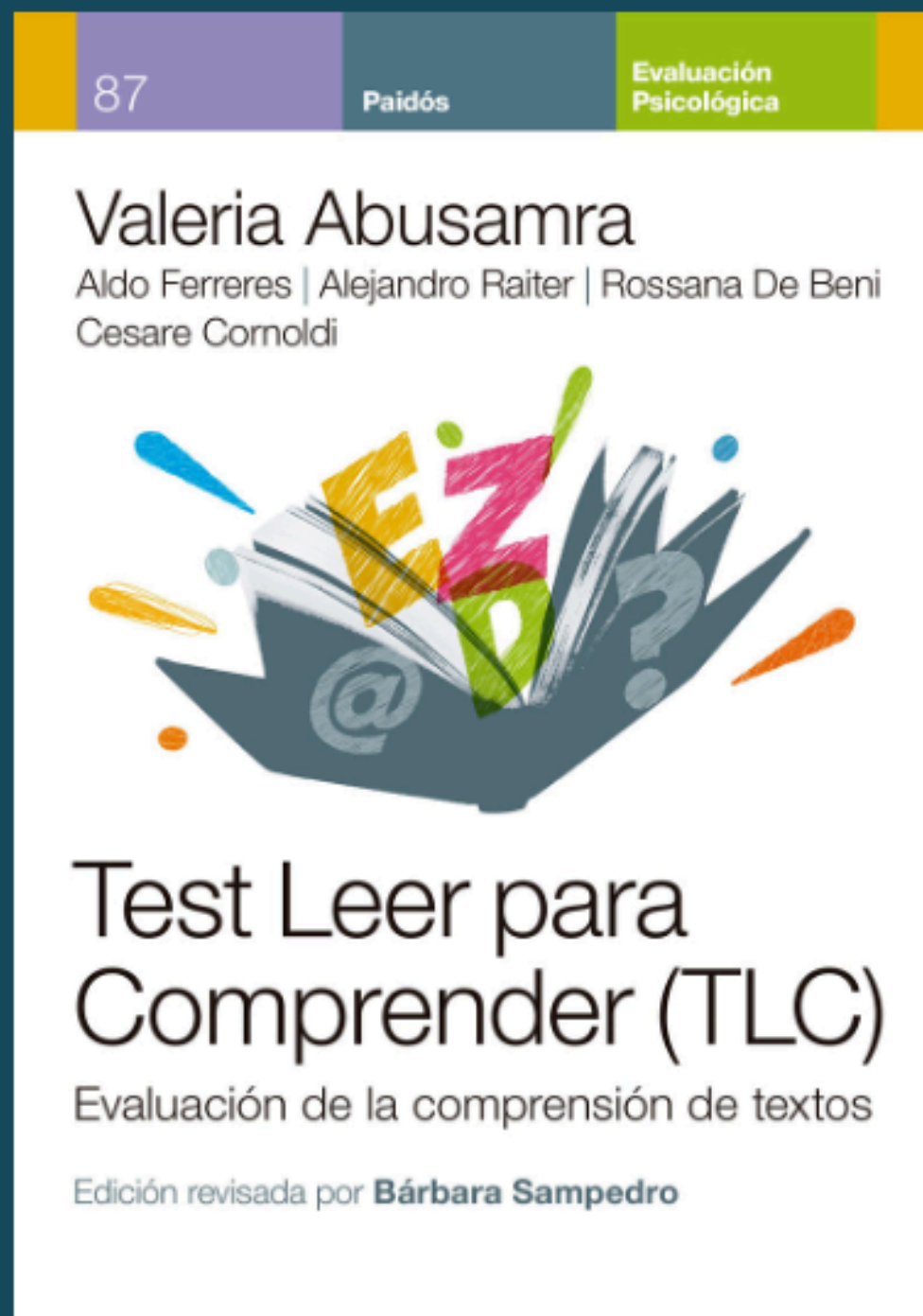
Differences among children from various contexts in performance on tasks that measure emerging literacy skills

Rosemberg & Alam (2021)

Study on the effect of social inequalities on the vocabulary development of children aged 2 and 3 years.

Abusamra et al. 2010 / 2014

Test Leer para Comprender I y II



Multi component model

(De Beni et al., 2004; Abusamra et al., 2010, 2014)

NOGRAPH



To evaluate and to improve

TEXT COMPREHENSION

- Basic outline of the text
- Facts and sequences
- Lexical semantics

- Syntactic structure
- Cohesión
- Inferences
- Hierarchy of information
- Mental models

- Text intuition or sensibility
- Cognitive flexibility
- Comprehension monitoring

The effect of educational
opportunities in

**TEXT COMPREHENSION
SPELLING**



The effect of educational opportunities

TEXT COMPREHENSION



TEXT COMPREHENSION

5000 students 9/16 years old

Educational opportunities (low, medium, high)

School management (private and public)

Test Leer para comprender (11 areas)

What are educational opportunities?

The level of educational opportunities is determined by a child's exposure to the school environment. Therefore, the factors considered are not only economic but also include low school attendance, school dropouts, grade repetition, the number of activities offered by the school, and what we call "reinforced snack," which is a meal provided in very poor schools because many children have nothing to eat at home.

LOW EDUCATIONAL OPPORTUNITIES (1)

Socioeconomic aspect

The attending students predominantly come from a low socioeconomic level.

Poor school attendance, school dropout and repetition of school year

More than 30% of repetition of school year. School poor attendance and a school dropout rate exceeding 15%.

The school

Basic or deficient equipment. Little or no extracurricular activities. The institution provided the children an extra snack.

MIDDLE EDUCATIONAL OPPORTUNITIES (2)

Socioeconomic aspect

The attending students predominantly come from a medium socioeconomic level

Poor school attendance, school dropout and repetition of school year

Between 6% and 29% of repetition of school year. School poor attendance between 5% and 15% and no cases of school dropout.

The school

Average equipment (present but insufficient). Extracurricular activities. Without extra snack.

HIGH EDUCATIONAL OPPORTUNITIES (3)

Socioeconomic aspect

The attending students predominantly come from a high socioeconomic level.

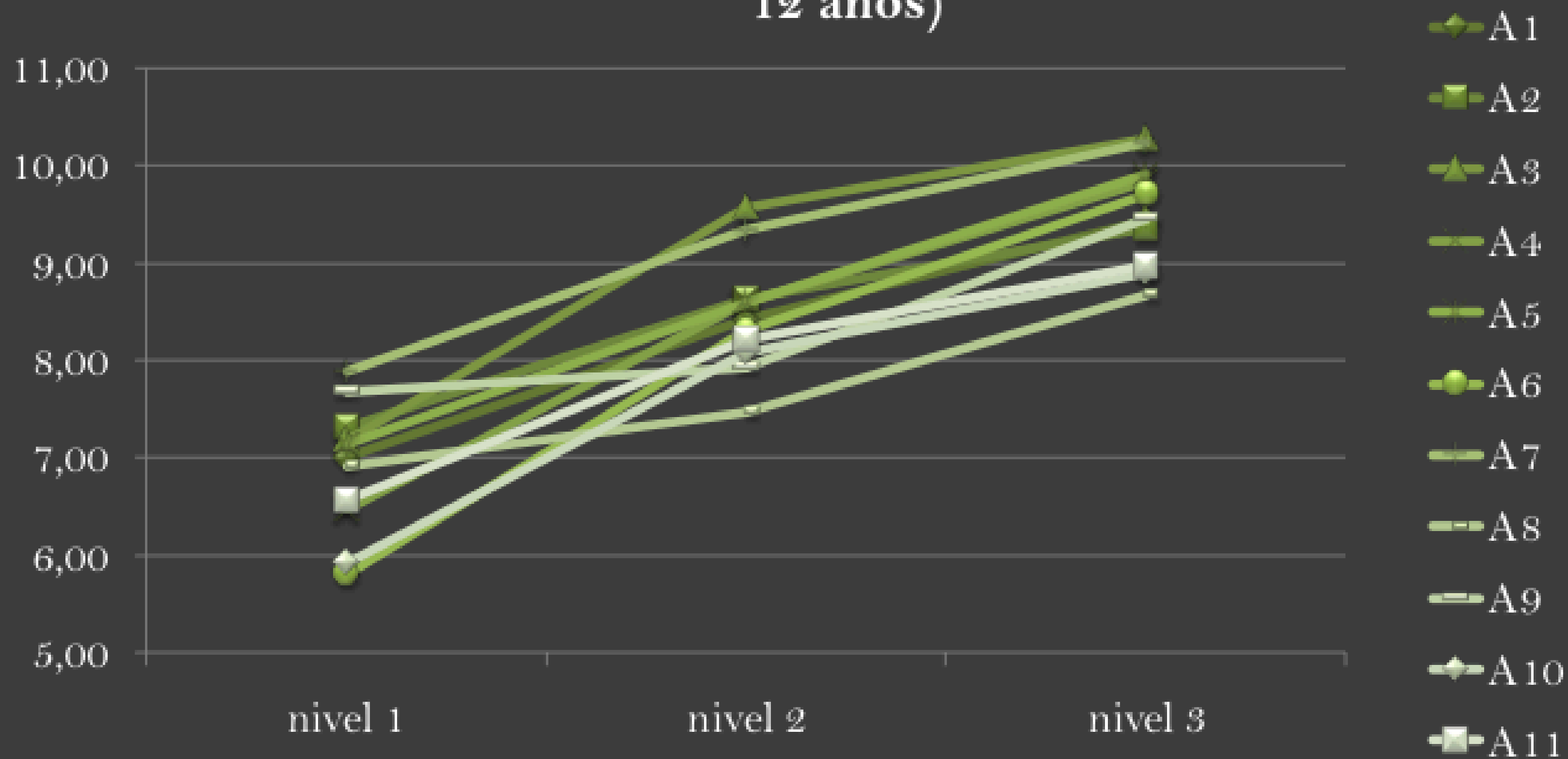
Poor school attendance, school dropout and repetition of school year

Null or less than 5% rate of repetition of the school year. Poor school attendance of less than 7%. Without school dropouts.

The school

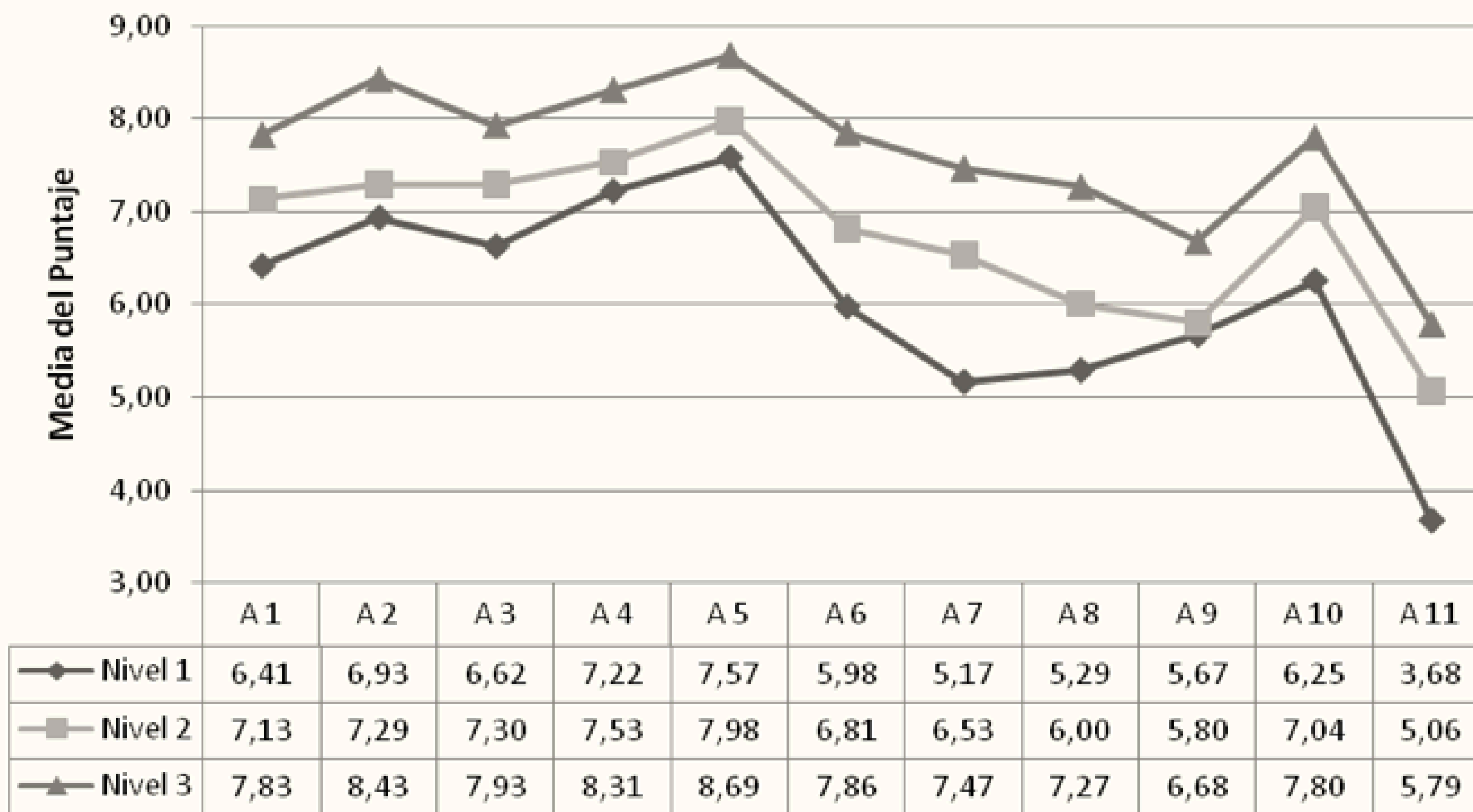
Good equipment. Extracurricular activities. Without extra snack.

Puntaje por área y nivel de oportunidades educativas (9-12 años)



	"EOL 1"		"EOL 2"		"EOL 3"	
"Area"	"Media"	"DS"	"Media"	"DS"	"Media"	"DS"
"A1"	7.00	2.44	8.42	2.56	9.44	2.19
"A2"	7.32	3.01	8.62	2.55	9.35	2.08
"A3"	7.19	2.63	9.56	2.10	10.28	1.73
"A4"	6.46	2.55	8.60	2.28	9.83	1.83
"A5"	7.13	2.86	8.60	2.53	9.91	2.19
"A6"	5.81	2.96	8.30	2.64	9.71	2.02
"A7"	7.89	2.44	9.34	1.86	10.24	1.37
"A8"	6.91	2.96	7.46	2.73	8.67	2.37
"A9"	7.67	2.58	7.92	2.63	9.46	2.03
"A10"	5.92	3.11	8.09	2.84	8.90	2.69
"A11"	6.56	2.63	8.21	2.33	8.97	2.44

Medias del puntaje por área y nivel de oportunidades educativas



Las 11 áreas del test

2

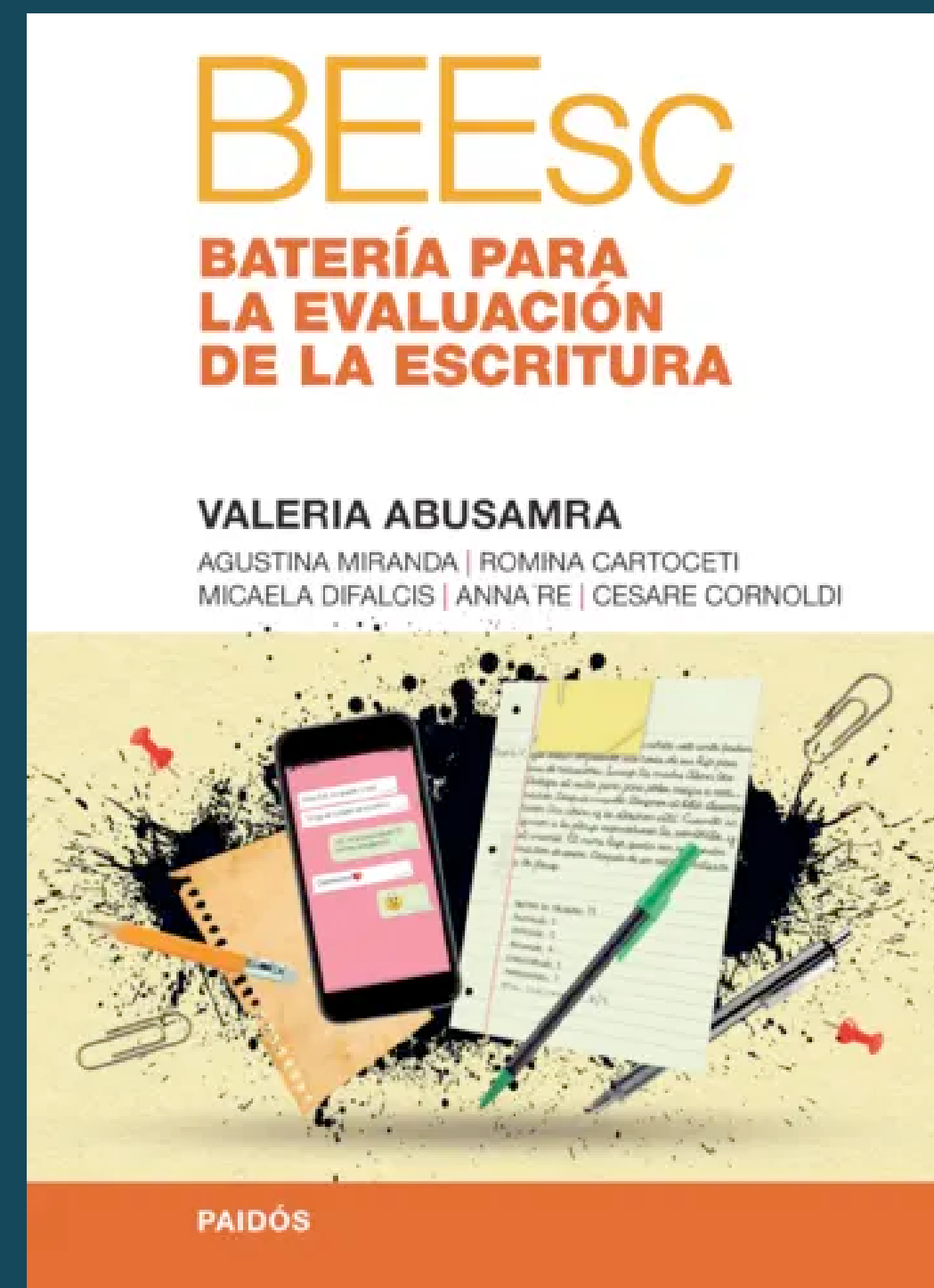
WRITTEN PLANIFICATION

2500 students 6/12 years old

Educational opportunities (low, medium, high)

Test Leer para comprender (11 areas)

Batería BEEsc

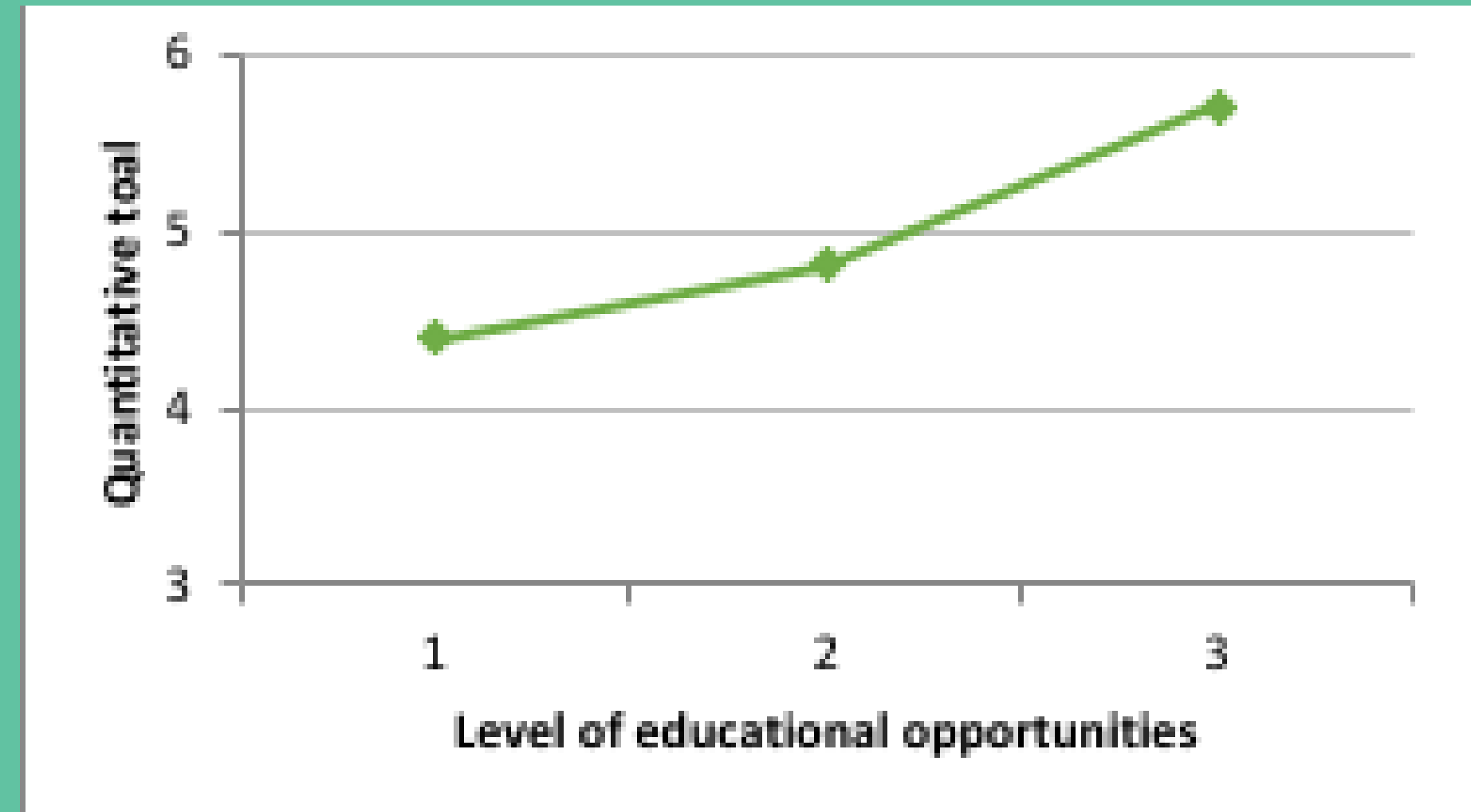
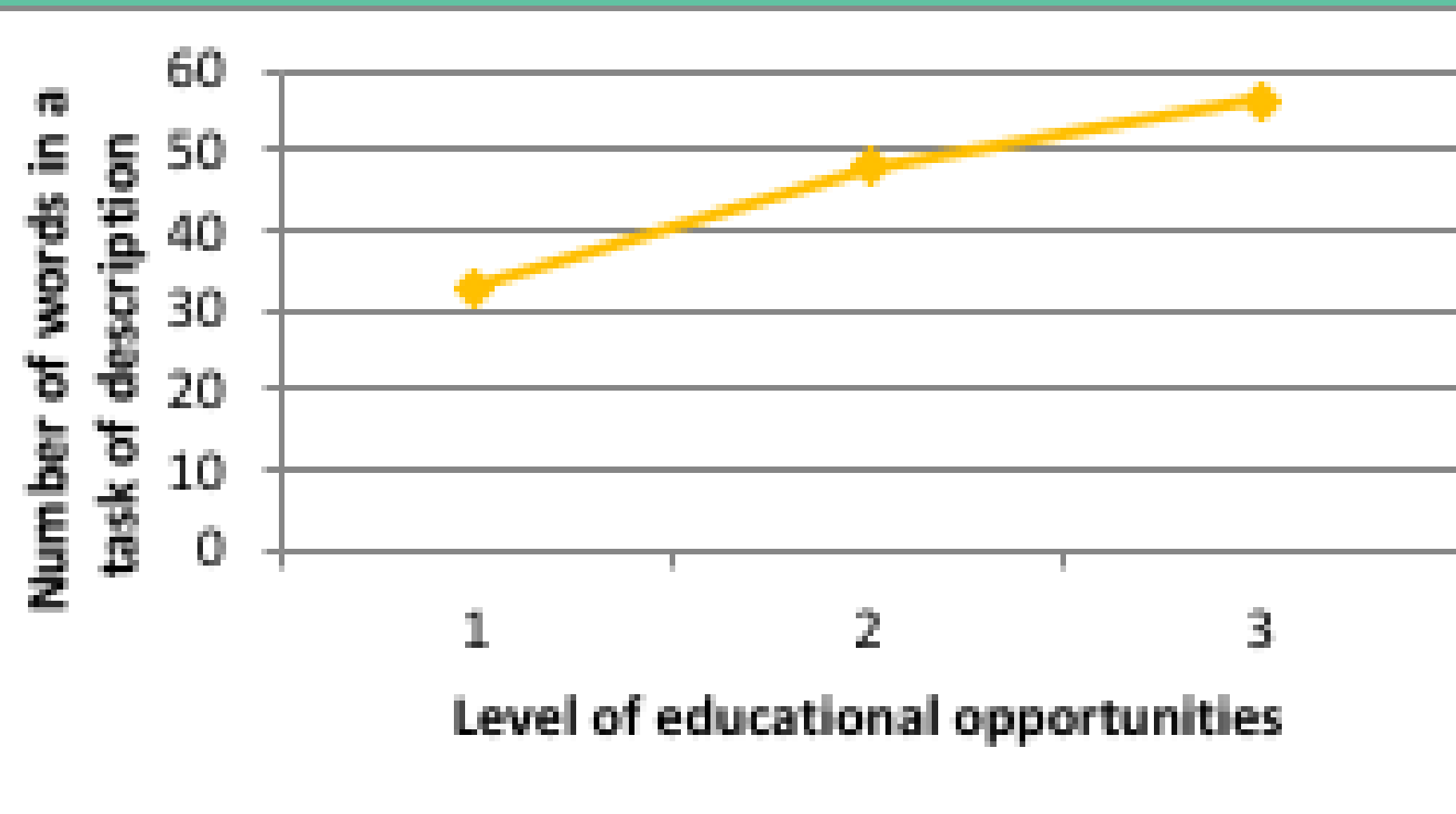


PHOTOGRAPH DESCRIPTION

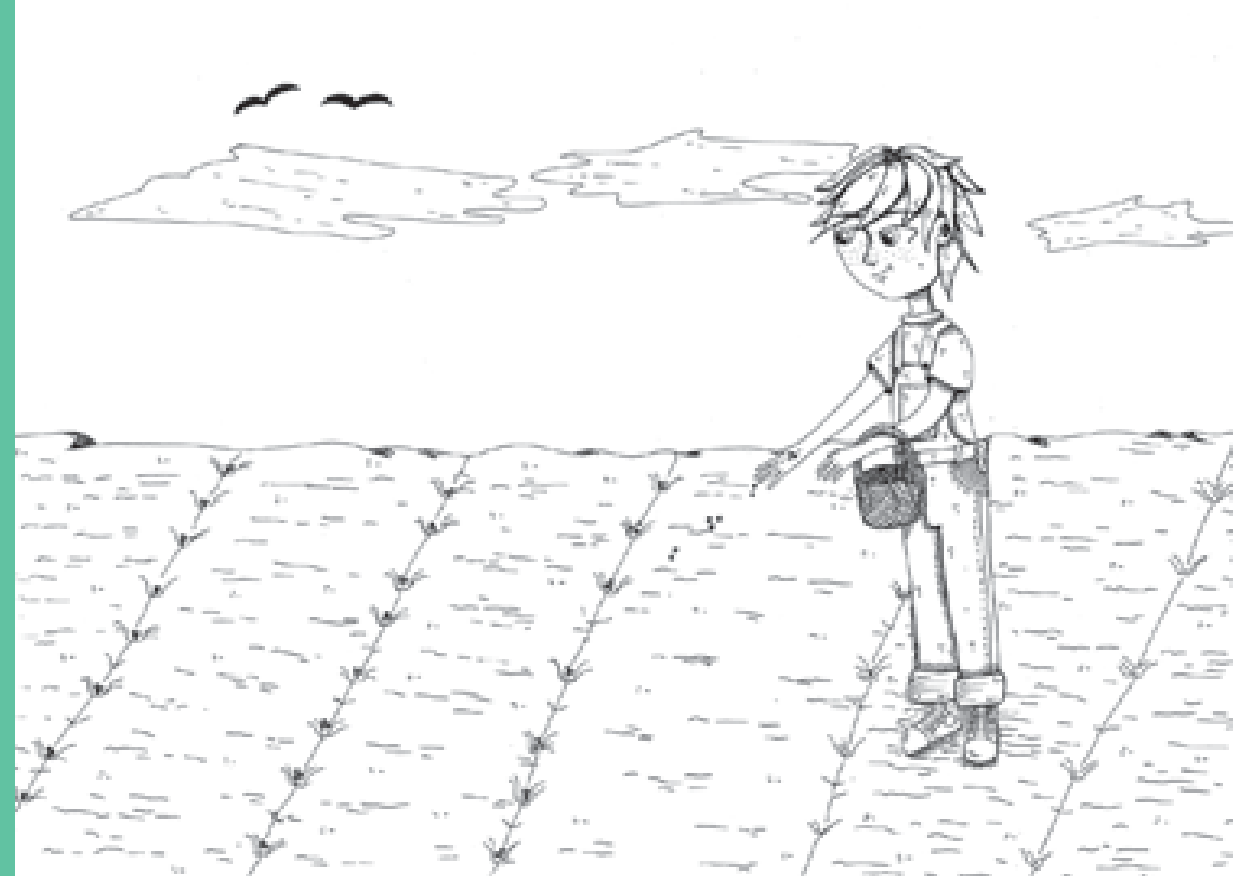


PHOTOGRAPH DESCRIPTION

Level of educational opprotunities

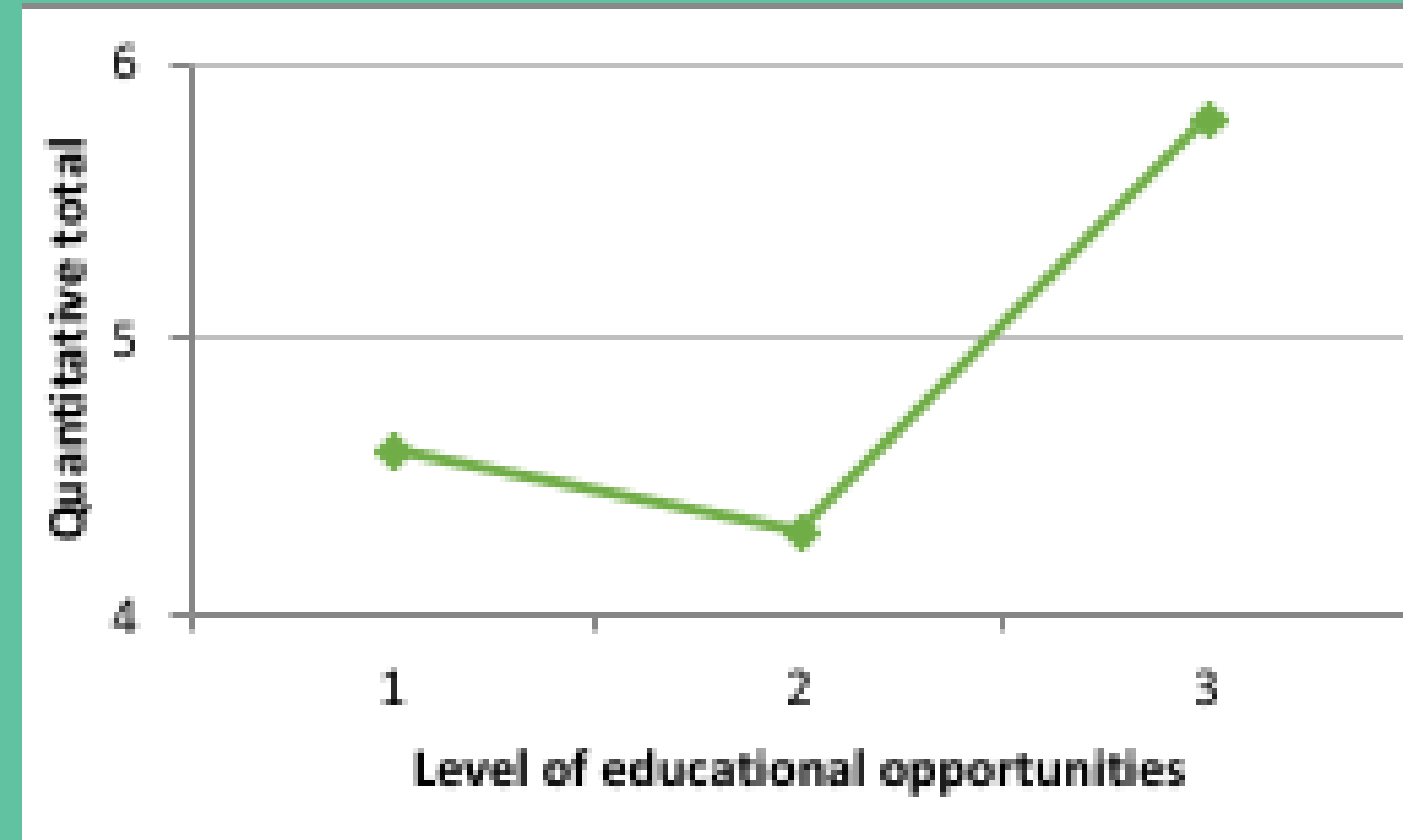
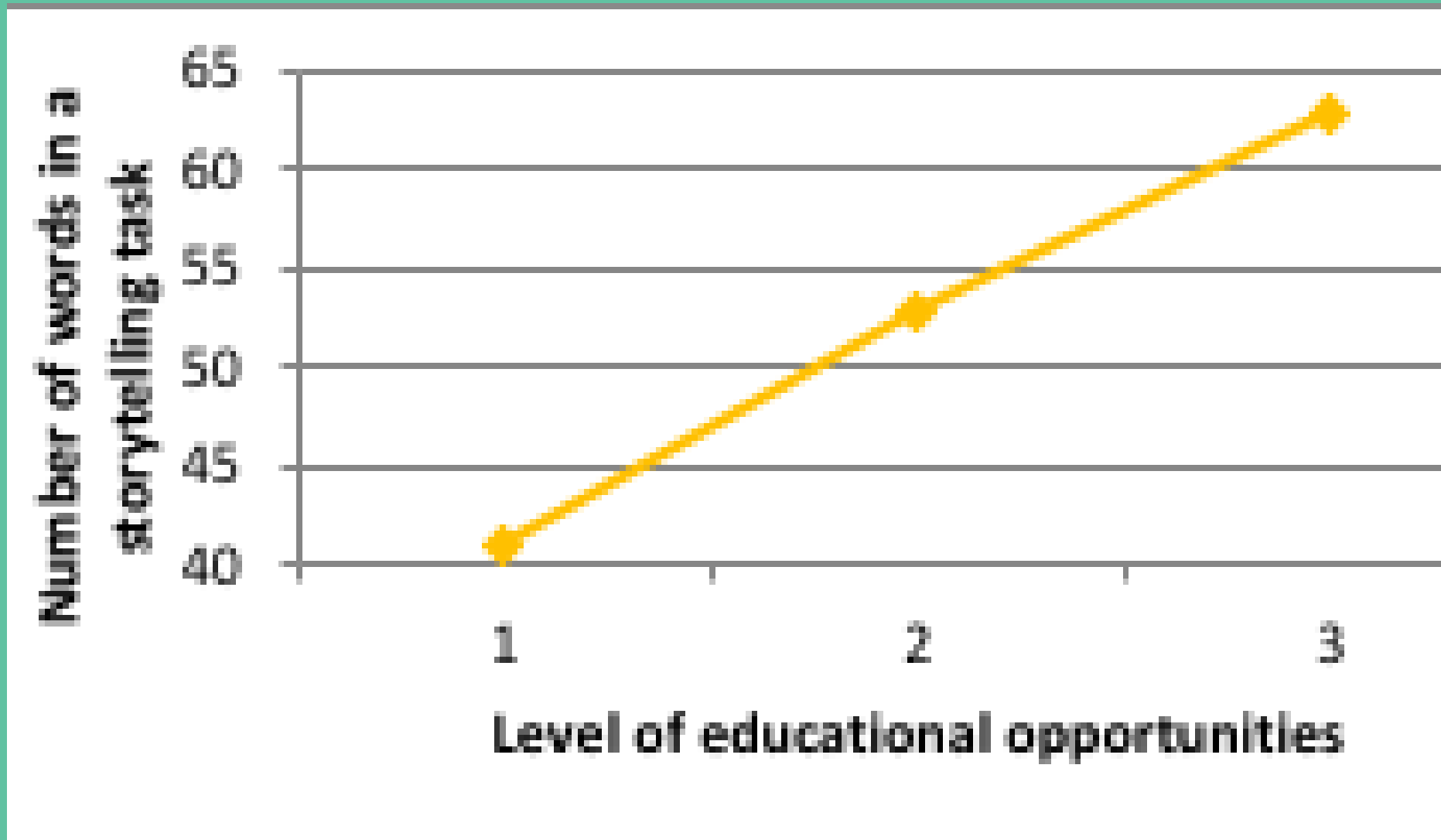


STORYTELLING



STORYTELLING

Level of educational opportunities



Everything we do is "full of writing." Thus, the more we understand about writing, the better we understand our world, the more effectively we can participate in it, and the more we can change it.

CHARLES BAZERMAN



**THANK YOU
VERY MUCH**

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