

Chile

Instituto Agrícola Pascual Baburizza

An agricultural VET school primarily comprising students from rural areas and disadvantaged economic backgrounds. It aims to provide learners with a cross-disciplinary balance of general education subjects (math, languages, science) with agricultural subjects (horticulture, watering and cattle management), as well as hands-on work on sustainable agricultural practices. A strong emphasis is also placed on learning 'soft skills' such as sense of command, initiative and honesty. Learning is facilitated by teachers who also act as personalized mentors by providing guidance and support for groups of ten students. National evaluations reveal that language and mathematics scores have steadily improved, and improvements have been observed in graduation rates as well.

Main Focus of Innovation: CONTENT, RESOURCES, ORGANISATION

Other Keywords: equity

General Information

Name of the ILE: Instituto Agrícola Pascual Baburizza

Location/Address: Hacienda San Vicente, Calle Larga Los Andes Casilla 258, Los Andes.

Website: <http://www.iapb.cl/>

ILE submitted by: Chile

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

Vocational education and training is a field where Chile still has a lot of work to do and where some problems still arise and have to be solved. Any innovation on that field therefore will be translated into better results and access to more resources from students and the whole educational community.

Also, in such an unequal country as Chile is, school has to compensate for a large number of social and economic issues, and hence it is important to provide with skills and strategies to develop student's emotional skills. This process has to be integrated into the academic curriculum so it is effective and students really understand the goals.

This secondary institution reinforces cross-disciplinary learning, being a VET school specialized in agriculture. The name of the school is Instituto Agrícola Pascual Baburizza and the teacher who has been responsible for most of the changes and innovations in the school and we really think he is making the difference is Humberto Lepe Tarragó, who has been a teacher there for more than ten year now.

This school is recognized as a school of excellence with a wide range of contacts, where mathematics, language and sciences are combined with classes of horticulture, watering and cattle management. Every student graduates with the grade of institutional technician.

The subject "good agricultural practices" is part of the curriculum and they are making students to work properly and friendly with the environment.

The school is part of the network of schools which belong to National Society of Agriculture www.sna.cl (*Sociedad Nacional de Agricultura*) which gives them the opportunity to do internships in real context situations. The key factor is that they are trying to respond to the needs of the productive sector and is not only the teacher's team who decide and determine the competences students must have, but they also pay attention to reality, so they can protect the future job opportunities of students.

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

The idea of building a strong relationship between school and the workplace is important in this school and all the contents they teach are adjusted to the skills and needs students will face in the world of real work. It is important to train student properly so they can develop news skills to use later, especially at the workplace. The school has been able to react rapidly to changes and their graduates have been able to adapt to new situations and are highly respected and get jobs soon after they graduate.

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

Most of the students come from rural sectors with a difficult family economic situation, from the north and the central regions of Chile. Many of them have been motivated to attend this school by former students from this same school. They consider is highly significant the fact that they have a teamwork where each of them knows and understands what he or she is supposed to do. Also many of the graduated are now working so students can really see the benefits of have studied here and the opportunity this means. Being able to change their lives to a better one is extremely motivating for all these students and their families.

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

The high school has been able to put into practice a very special method of working with students in order to make sure they have the adequate guidance and support. Each teacher is in charge of ten students with a method of personalized mentoring. For the school is important that students graduate with technical abilities but also with deep personal values like sense of command, initiative and honesty. These kind of soft skills are extremely important when going to the job market. To have the skills can really make the difference between two recently graduated students who are new on their jobs.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

Some of the principles of this high school are learning by doing and producing in real contexts as a tool to train people and professionals. In this way students get used to respond to employers demands and they are expected to keep on training themselves and to have clear interest on lifelong learning.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

The high schools is located in a semi rural city called Los Andes, which is around two hours away from Santiago, the capital, where there is a strong need for improving the training and performance of technical education students.

Los Andes is a city on the region of Valparaiso, where there have been some problems with drugs and alcoholism, mainly because of high unemployment for young people. Finding a job is difficult for them and without any training they do need to explore different options to continue studying or, sometimes the only way out they have, to go on in the job market.

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

This school belongs to Andrónico Luksic Abaroa Foundation, a private entity, with the objective of providing educational opportunities to poor students. This institution provides first level human, material and technological resources.

This foundation has been in charge of the high school since 1990 and since 1994 the high school is academically supervised by Corporación Educacional de la Sociedad Nacional de Agricultura (Educational Corporation from the National Society of Agriculture) CODESSER, with a wide experience in the development of educational projects in the area of vocational and technical education in agriculture.

The mission of this technical school is to provide education, training and personal improvement to young people with a vocation for vocational training and agriculture, on a safe environment, with first level human, material and technological resources.

The main idea of the high school is to help all students who want to keep studying, even if they have some kind of economic problem. By providing this support students can project their careers as agriculture technician, entrepreneurs or university level professionals.

Funding of the ILE*How is it funded?*

This is a school under the category of private subsidized, where the government pays for the main part of the costs and parents contribute with other portion of the expenses. Also, when the economic situation of the family is low and they need support from the high school, the institution provides scholarship so they can make use of the boarding school including all the meals.

Learning Outcomes*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

The school is intended for 400 students in all the country and 300 are in boarding school regime. Results in the national evaluation system, SIMCE, have improved importantly since 1998:

SIMCE RESULTS

Year	Language	Mathematics
1998	229	243
2001	248	254
2003	248	263
2006	251	282

RATE OF GRADUATION

YEAR	Students who have finished school	Graduated students	%
2003	61	56	91.80
2004	56	54	96.42
2005	56	53	94.64
2006	66	62	93.94
2007	69	62	89.86
2008	71		

Documentation describing or evaluating the ILE*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*

Curriculum can be found here: <http://www.iapb.cl/malla.html>

Photos: <http://www.iapb.cl/fotos.html>

Other information you consider to be relevant to describe the ILE

This high school is recognized as the best agriculture in the country, fostering social mobility through the provision of better and bigger opportunities to graduates from the high schools. Institutional, curricular and teaching actions are managed with great autonomy.