



# Regional Program for the Development of the Teacher Profession

The World Bank

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The Bahamas - December 10, 2017

IX Inter-American Meeting of Ministers of Education

01 |

The Centrality of  
Teachers for  
Education Quality

02 |

Strategies to  
Improve Teacher  
Quality

03 |

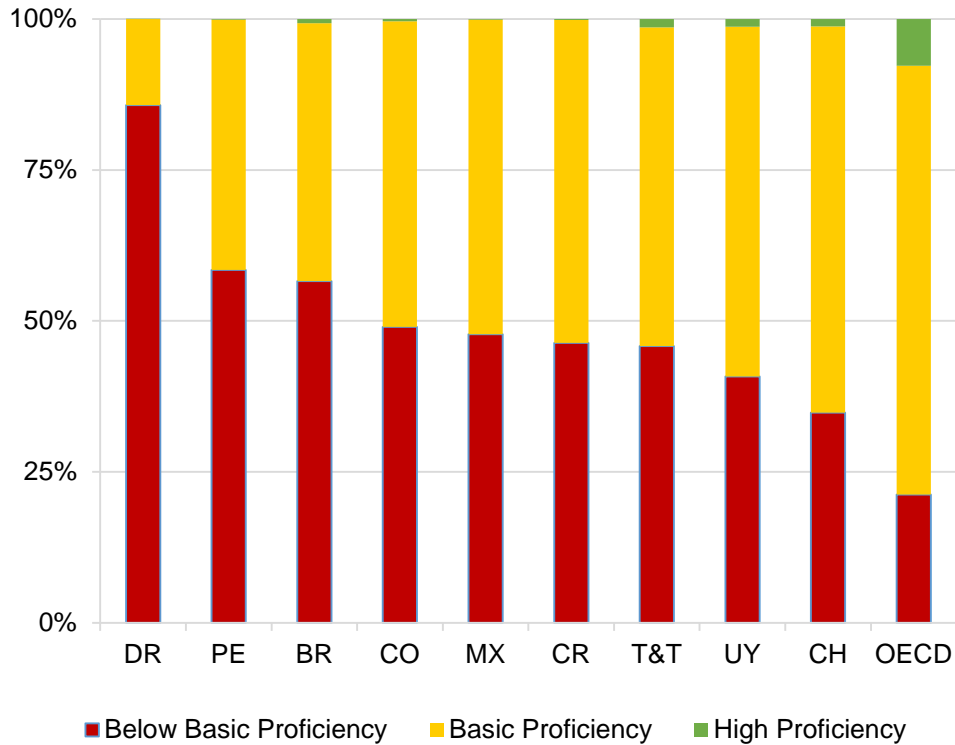
The World  
Bank's Support

04 |

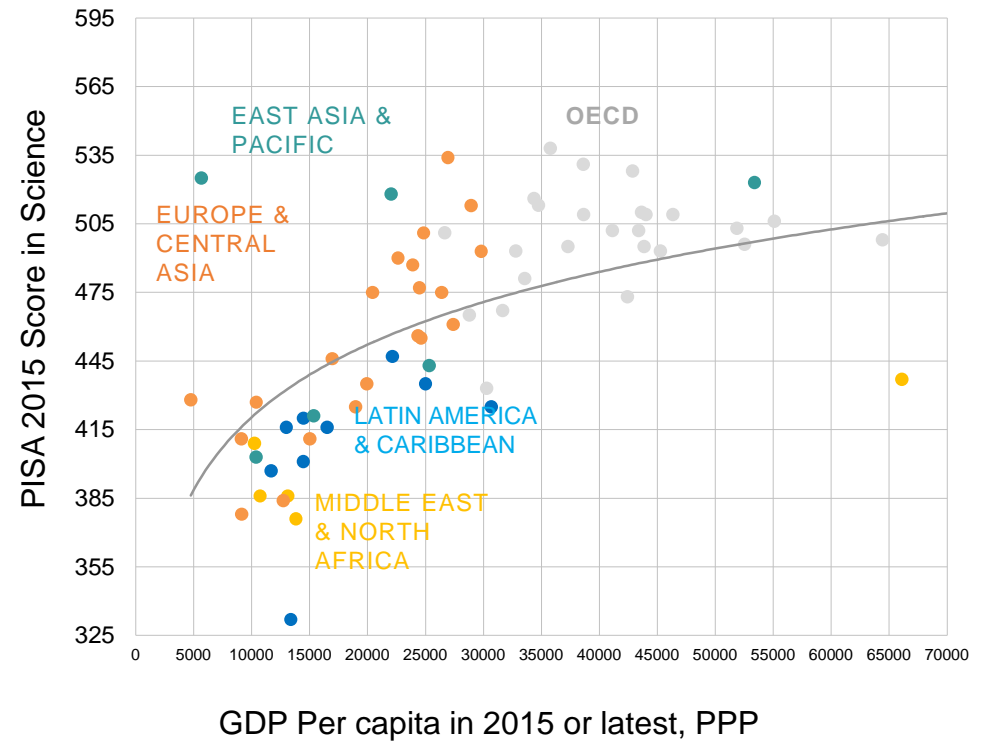
"Regional Program  
for the  
Development of the  
Teacher Profession"

# Student learning outcomes in LAC remain insufficient and below peers

PISA Results in LAC (2015, Science)  
by level of proficiency



PISA Results vs GDP per Capita



# Teachers are Crucial Contributors to Children's learning

## Even within the same school and grade

- Students with the **best teachers** master 1.5 years or more of curriculum in a single school year
- Students with the **worst teachers** master 0.5 year of curriculum or less
- **Effects are cumulative and hard to overcome**
- **Least effective teachers concentrated in low-income schools**
- **Teacher effectiveness hard to predict** -- not correlated with formal education or years of experience



# A Great Teacher has Long Lasting Positive Impacts on a Child's Future Trajectory

20 year study of 2.5 million US students showed that primary schools students assigned to even one "highly effective" teacher were significantly more likely to:

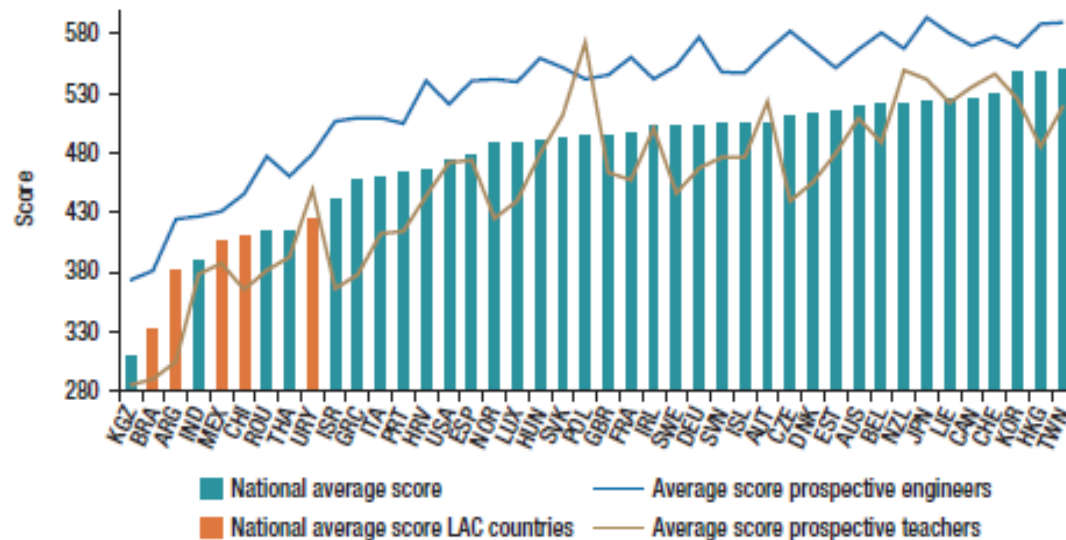
- go to college
  - attend better colleges
  - earn higher incomes by age 28 and
  - avoid teen pregnancy\*
- 
- High returns to finding and developing **great teachers**
  - High costs to retaining **ineffective teachers**

\*Chetty, Friedman and Rockoff, 2013



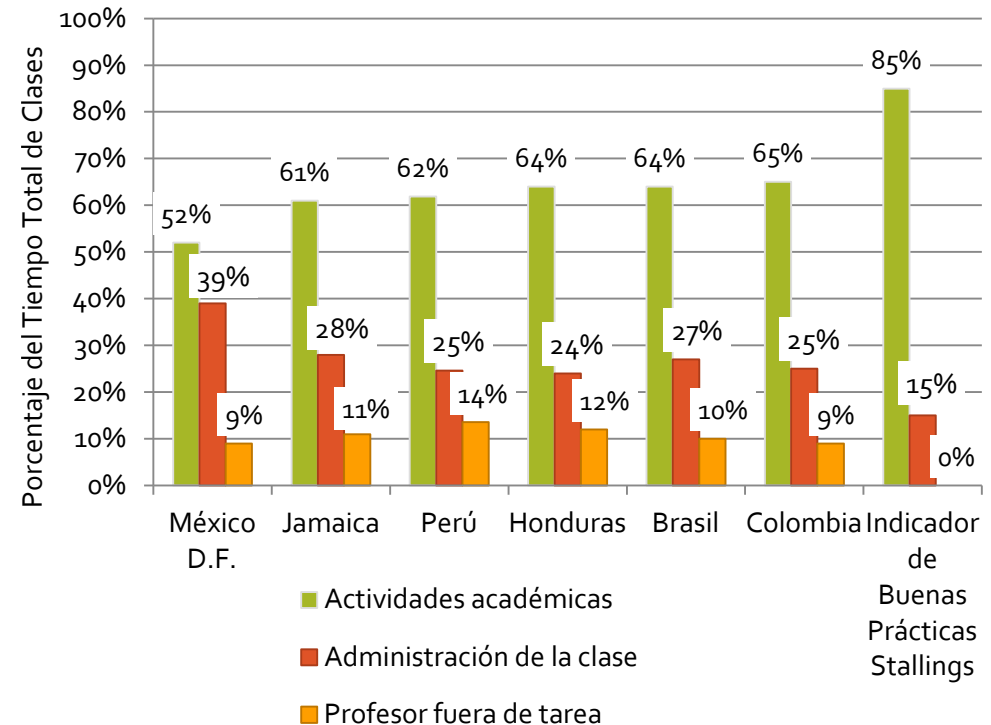
# We Still have Work to do to Raise the Capacity of Teachers in LAC

## Comparative PISA math performance of prospective teachers and engineers



Source: OECD, PISA (2000–06). Data are from PISA 2006, except for Brazil (from PISA 2000).  
 Note: LAC = Latin America and the Caribbean; PISA = Program for International Student Assessment. Country acronyms are ISO 3166 standard.

## Average Time on Instruction in LAC countries



Source: Burns & Luque, Great Teachers 2015

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# Getting to “Great Teachers” in LAC

## Recruiting

- Raising the selectivity of teacher education
- Raising the quality of teacher education
- Raising hiring standards

## Grooming

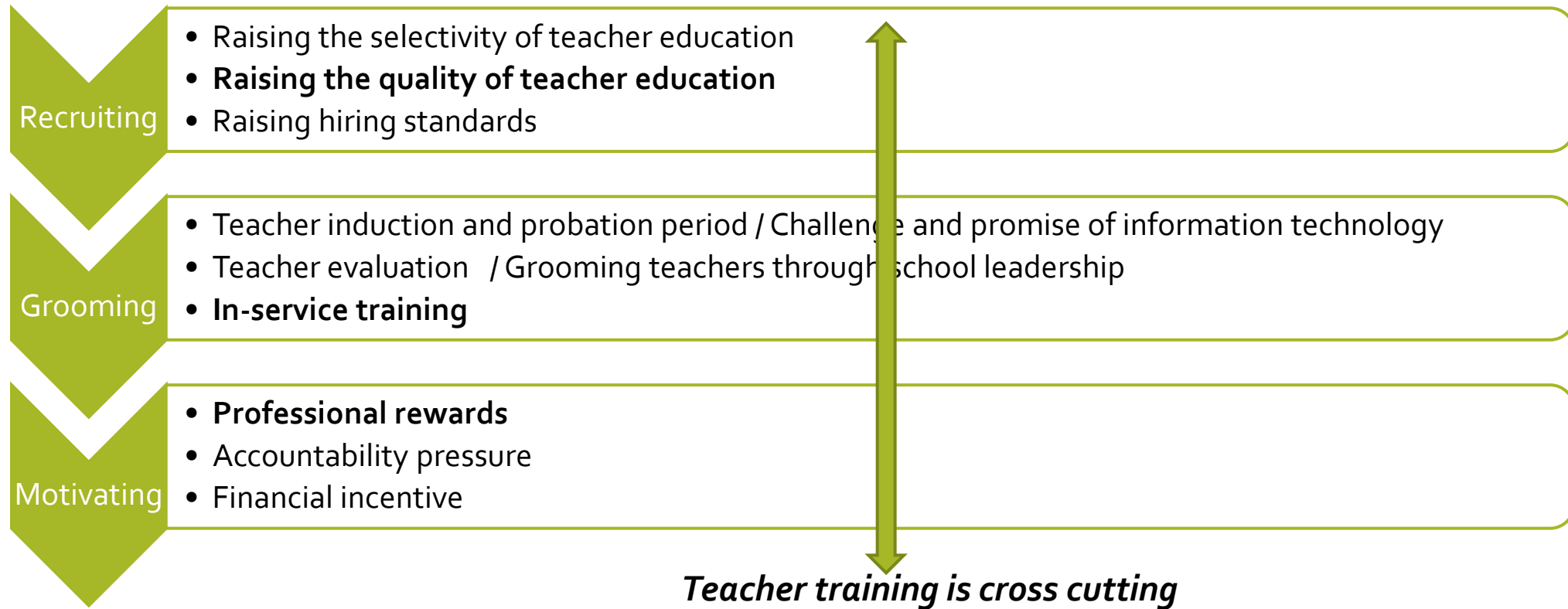
- Teacher induction and probation period / Challenge and promise of information technology
- Teacher evaluation / Grooming teachers through school leadership
- In-service training

## Motivating

- Professional rewards
- Accountability pressure
- Financial incentive



# Raising the Quality of Teacher Training is Key



# There are Many Innovations in Teacher Training in Countries in the Region

- **Teacher Standards**

- Standards for principals, teachers and/or would-be teachers in Chile, Ecuador, and the English-speaking Caribbean

- **Initial Teacher Preparation**

- Consolidation of teacher training institutions and creation of the UNAE (National Education University) linked to the Ministry of Education in Ecuador
- New regulation and standards for teacher training, new competency-based training for teachers, and development of pedagogical abilities for teachers in the Dominican Republic
- *Vocación Profesor* scholarships in Chile
- Competitive funds directed towards teacher training institutions in Peru and Chile

- **Continuous Teacher Preparation**

- Rural school training in Argentina and Chile's *Microcentros Rurales*
- Virtual network for teacher development, interaction and exchanges in Colombia's *Red Maestros*
- Induction programs and pedagogical support for new teachers in Uruguay and some countries in the English-speaking Caribbean
- Core subjects training mixed with hands-on feedback to improve pedagogies in Nicaragua
- Scripted lessons and coaching for teachers in Haiti and Ceara, Brazil

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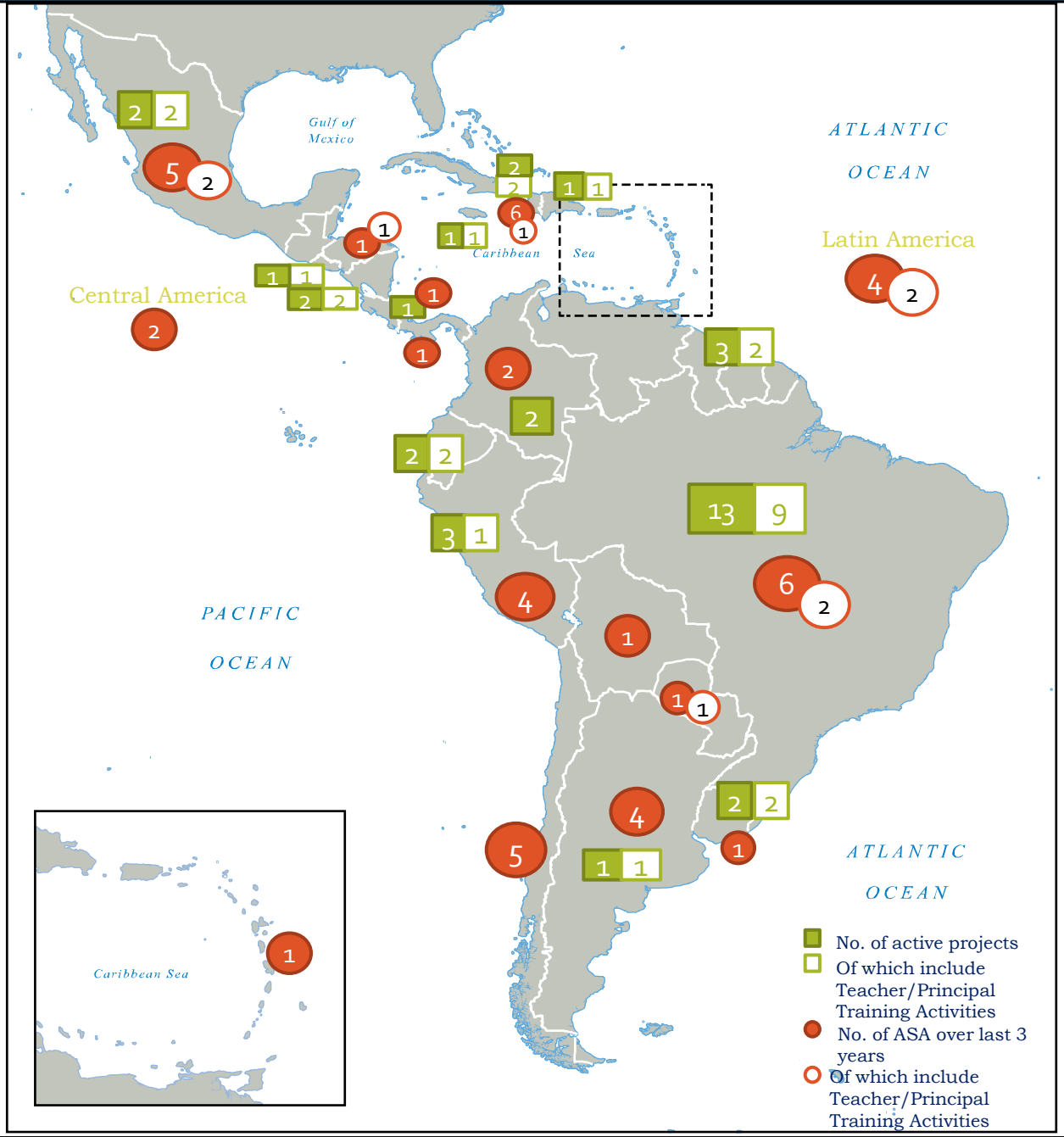
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# The World Bank has a Large Education Portfolio to Support the Priorities of the IEA Including Teacher Development

- 37 Investment Projects with education commitments amounting to US\$2.72 billion across 15 countries
- 25 Investment Projects include activities related to teacher and principal training and professional development amounting to approximately US\$505 million across 11 countries
- 7 new projects are under preparation for 7 different countries and are slated for approval this FY for a total of US\$220 of these include activities related to teacher/principal training amounting to US\$38 million.
- Over the past 3 fiscal years, there have been a total of 36 analytical and advisory tasks, 5 of which included teacher/principal training activities.
- In Brazil alone, there are currently 14 multisector Investment Projects under implementation that include education commitments amounting to US\$845 million. 9 of these include teacher training and development activities.

# Our Ongoing Activities in support of IEA priorities and Teacher Training are Across the Countries in the Region



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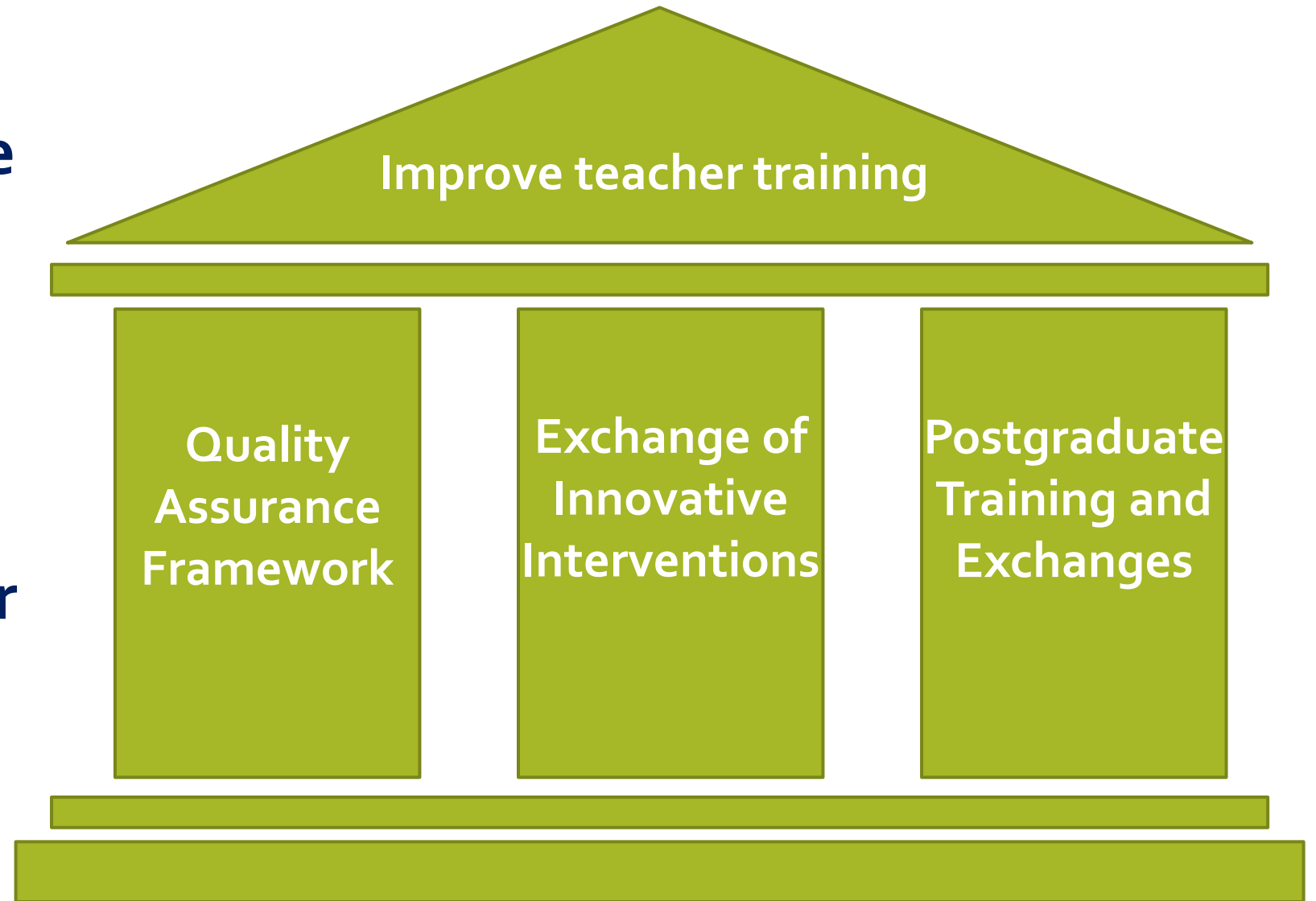
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**Objective: To guide and support the development of innovative initiatives in the field of initial and continuous teacher education**



# Specific objectives of the three pillars of the Program

## Quality Assurance Framework

Develop a common framework of quality assurance for pre- and in-service teacher training programs with essential competencies for graduation, quality criteria and mechanisms for the verification of attained competencies

## Innovative Interventions

Identify, document and replicate innovative experiences in teacher training with proven results on student learning outcomes

## Postgraduate Training and Exchanges

Promote high quality postgraduate degrees with proven results on student learning outcomes for professor in teacher training institutions and to support exchange programs, dual degrees and joint research among programs in the region



# How We Got Here: With Your Ideas!

Drafting of background papers on each of key themes

First approximation of specific proposals

Preliminary Presentation to the Region's Ministers  
Andorra, September 2016

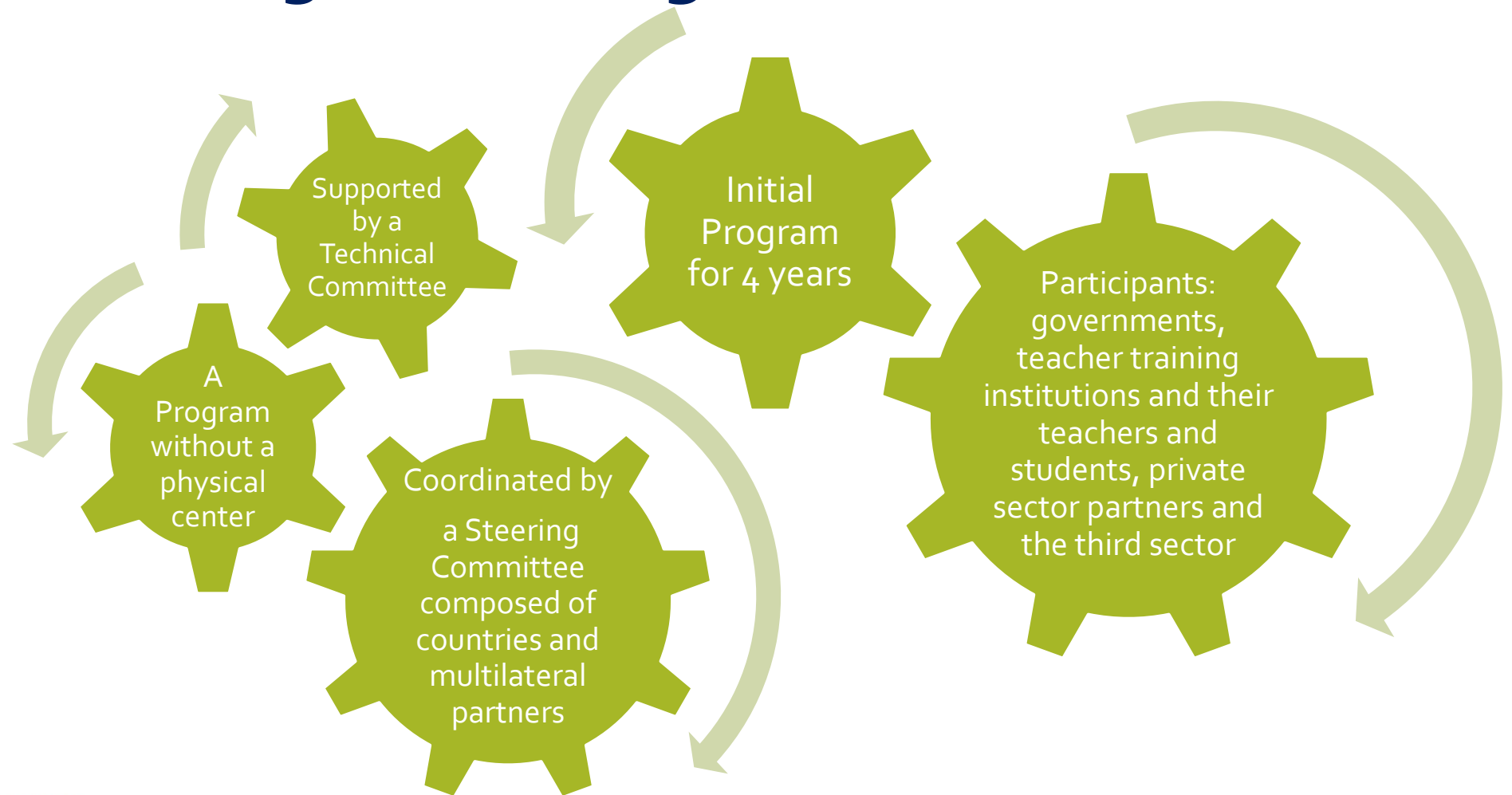
IX Inter-American Meeting of Ministers of Education  
Bahamas, February 2017

Forum of Technical Experts from the Region  
Bogota, March 2016

Forum of Regional and Multilateral Organizations  
Puebla, April 2016

Summit of Higher Education and Teacher Training Authorities  
Buenos Aires, December 2016

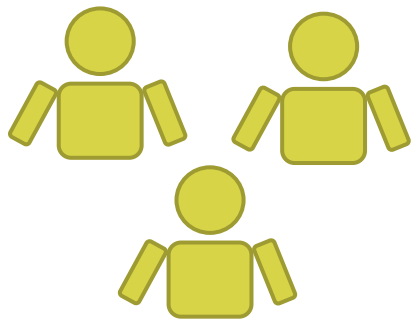
# The Functioning of the Program



# Program Leadership

## Technical Committee

- 3 experts on the field
- In charge of providing technical and implementation support to the activities of the project
- Salaried
- Members to be chosen by SC



## Steering Committee

- 5 country representatives and 4 multilateral partners
- In charge of the management, oversight and implementation



# We Envision Four Stages of the Program

Mobilization and launch – identification of interventions

• Year 1

Implementation – first activities in motion

• Year 2

Consolidation – continuation of activities and lessons learned

• Year 3

Assimilation – absorption of new practices and norms

• Year 4

# Next Steps to Launch the Program



Discussion of the final proposal and endorsement from the countries' authorities



Financial commitments from multilateral partners and for medium-term implementation from countries



Meeting of the Steering Committee to manage and implement initiative



Identification, hiring and meeting of Technical Committee to provide the final recommendations



Beginning of implementation with the *convocatoria* and awards for innovative practices in teacher training (fall of 2017)

# Conclusions

- Student learning outcomes in LAC are low and inadequate for the region's level of development
- Teacher quality is a crucial ingredient to improving outcomes
- Many effective experiences exist throughout the continent, but many are undocumented and rarely shared
- The Bank and other multilateral organizations have made special efforts to foster innovative approaches to improving teacher training and has dedicated substantive resources to its progress
- The “Regional Program for the Development of the Teacher Profession” seeks to remedy this gap by (i) supporting the development of innovative, replicable, and evidence-based interventions that support teacher training, (ii) a common quality assurance framework for teacher training institutions, and (iii) postgraduate training and exchanges among them.

# Thank you

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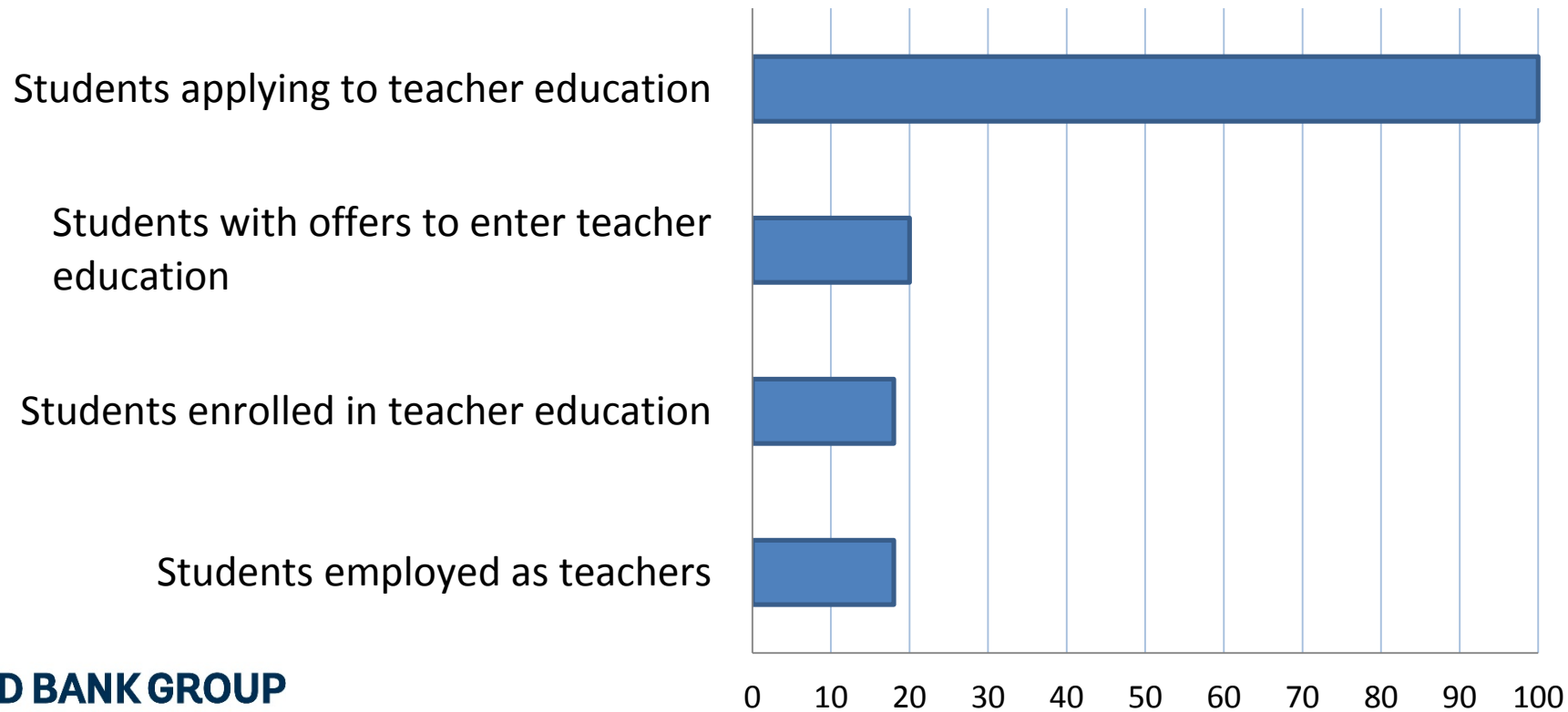
# Financing – Year 1

	Cost
Steering and Technical Committees	\$108,000
Program Validation Workshops (2)	\$52,000
Dissemination Activities	\$20,000
Consultants for Preparation Activities	\$15,000
Technical documents (innovative experiences, quality assurance and advanced human capital)	\$55,000
Virtual Platform Readiness	\$5,000
<b>Total</b>	<b>\$255,000</b>



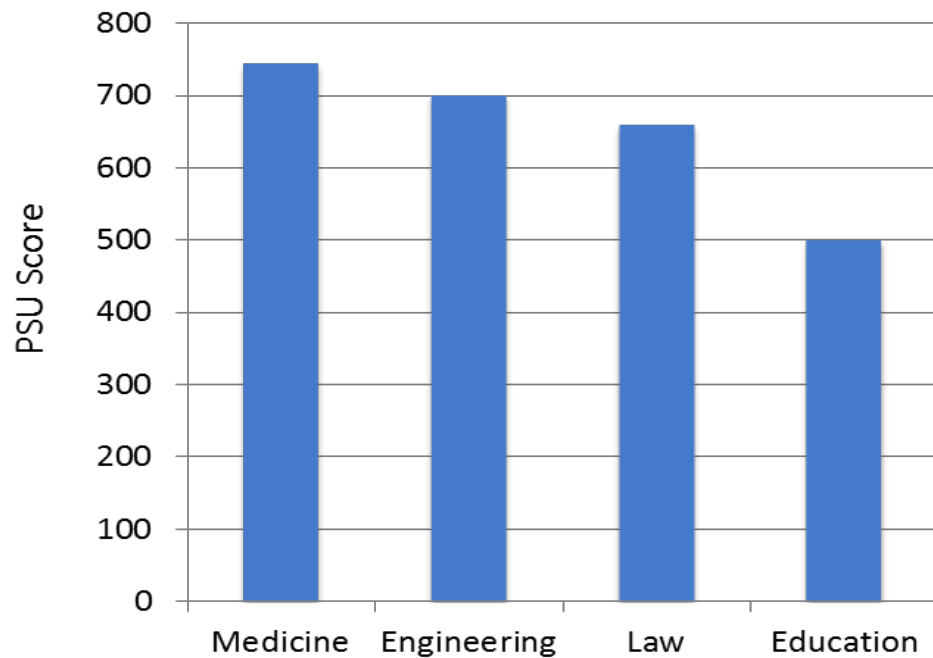
# In high-performing countries, only 10-20% of applicants are accepted into teacher education schools

In Finland and Singapore, the “supply chain” for new teachers looks like this....

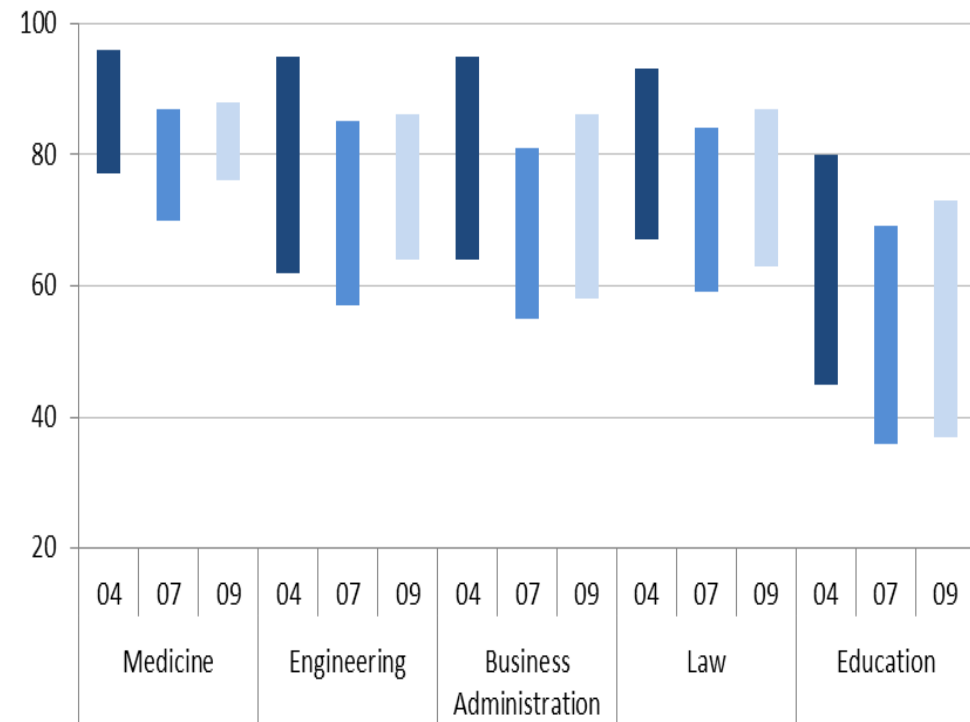


# In LAC the weakest students become teachers

## Chile



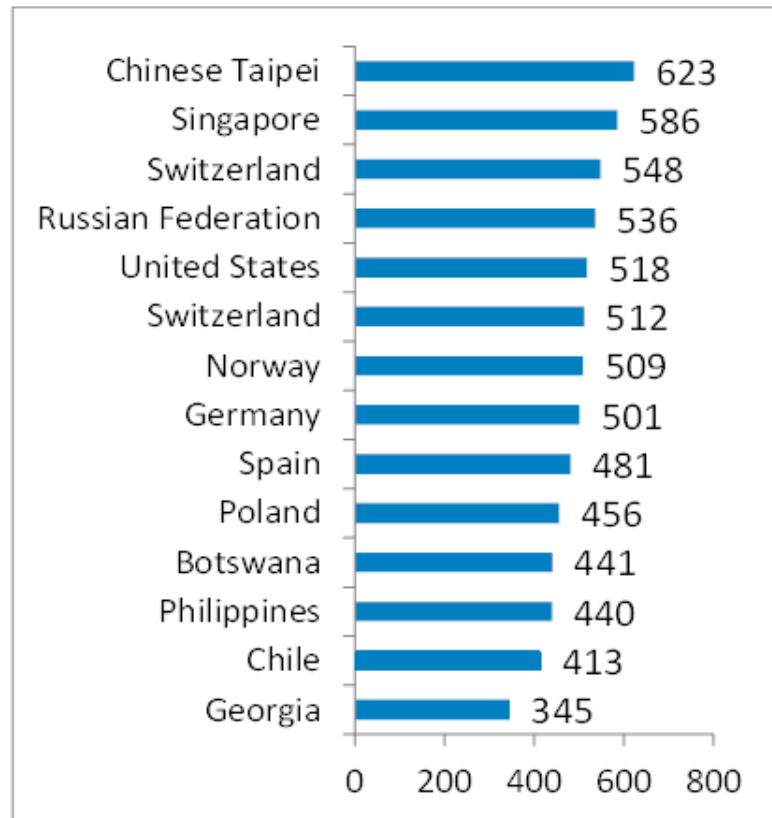
## Sao Paulo, Brazil



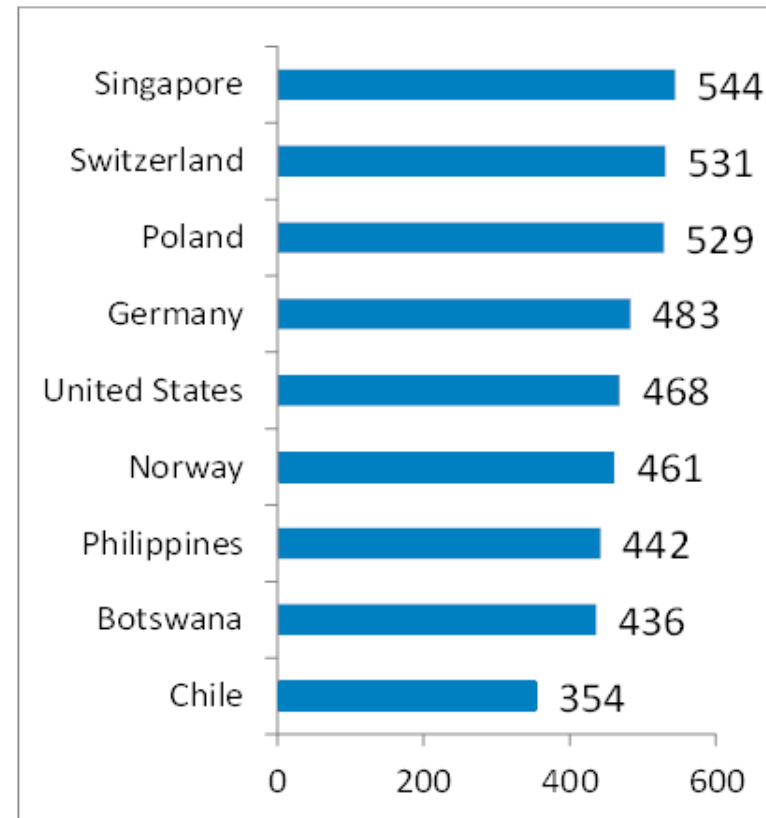
# Teachers have weak content mastery

Comparative math knowledge of future primary and secondary teachers,  
TEDS-M study 2008

**Primary school teachers**



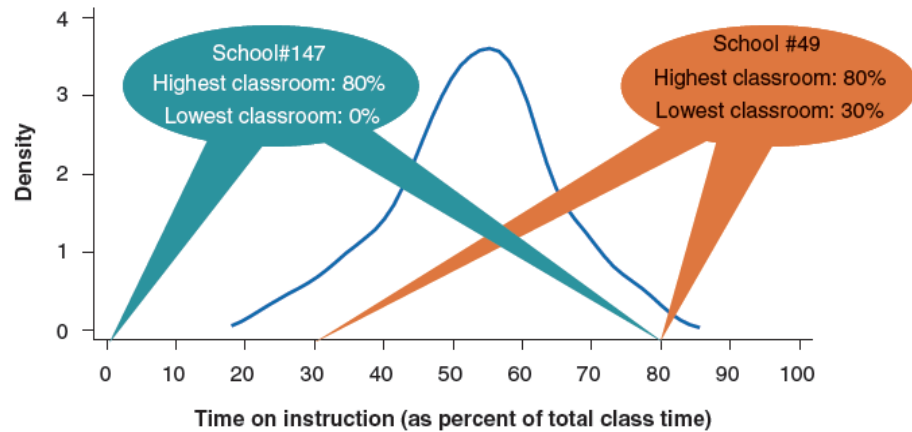
**Secondary school teachers**



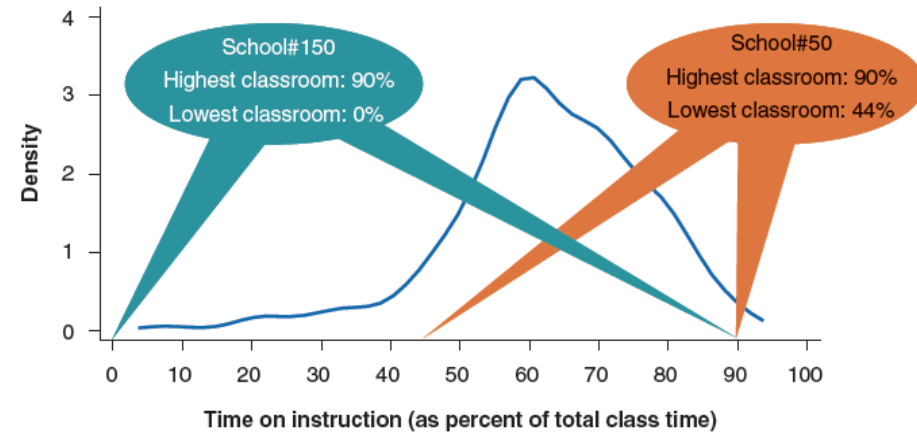
# Huge variations in teacher practice within schools

Variation observed in use of class time by different teachers within a school (25th and 75th percentile) schools)

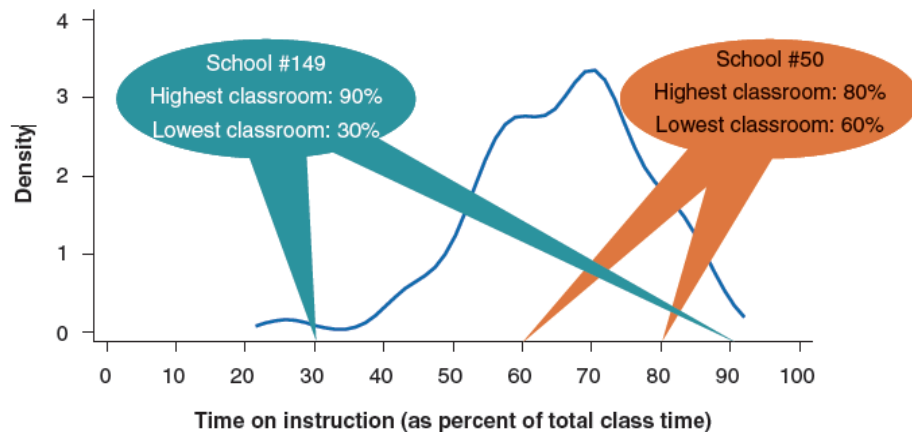
a. Mexico across-school variation, 2011



b. Jamaica across-school variation, 2011



c. Colombia across-school variation, 2011



d. Brazil, Minas Gerais, across-school variation, 2011

