



GOBIERNO DE LA REPÚBLICA DE
GUATEMALA
MINISTERIO DE EDUCACIÓN

Comprometidos con la Educación

TEACHING PROFESSION IN GUATEMALA

Progress and Challenges

IX Inter-American Meeting of Ministers of Education

Some Background

- Unlike most Latin American countries, until 2012 the initial teacher training in Guatemala was carried out in teacher-training school, public and private schools, which continued to train elementary and primary teachers, who attended the teaching profession in the diversified cycle of the average level. This was done in other countries of the region at the beginning of the 20th century.
- In 2011, about 82% of the teachers in charge of initial training in Guatemala had an intermediate level of teaching and only 18% had an undergraduate or master's degree.

Background...

- From the Peace Agreements and the approaches derived from them in the Design of Educational Reform, it was raised the need to improve teacher training by taking it to the higher level. But, although the proposals and the dialogue were advanced in 2006, the proposal for the National Training System for Educational Human Resource - SINAFORHE - subsequently appeared, which incorporated two important areas:
 - One dedicated to Initial Teacher Training –FID and,
 - The other dedicated to Continuing Teacher Training –FCD

Status of Guatemala within the region context

Status of Pre-primary and Primary Teacher Training in Central America

Country	Level	Years of training	Institutions that offer	Number of institutions that train teachers
Guatemala	Medium	3 or 4	Teacher-Training schools	87 public and 527 private
El Salvador	Higher	3 or 5	Universities	1 teacher Institute at higher level and 7 universities
Honduras	Higher and medium	2 at higher level or 3 at medium level	Universities and Teacher-training schools	1 university and 8 teacher-training schools
Nicaragua	Higher and medium	2 at higher level or 3 at medium level	Escuelas Normales	2 teacher-training schools and 1 university
Costa Rica	Higher	5	University	4
Panamá	Higher	4	Institute of Higher Teacher-Training	1

Source: B. Argueta 2005. Teacher Training in Guatemala and MINEDUC, statistical data 2011.

Regarding Initial Teacher Training

It aims to bring teacher training to the higher level, increasing the years of training and changing the curriculum, which is expected to improve the preparation of teachers. As part of the actions of this strategy, the Ministry of Education developed a Bachelor's degree in science and arts with an education orientation (preparatory stage, 2 years) and continued with the specialization stage at the higher level (3 years), which responds to the need to raise the quality of education and prepare the human resource that the education system needs.

Regarding Teacher Profesionalization

PADEP/D

This program was based on the document "Foundations for the Design of the National Teacher Training System in Guatemala", which was agreed upon with the National Assembly of Teachers and, in June 2008, published by the University of San Carlos of Guatemala. The duration of the professionalization program is two years.

The curriculum is divided into two areas: common and specialty, each with 10 courses developed over two semesters.

Number of Graduates by Class in PADEP/D

Class	NUMBER OF GRADUATES
2009-2011	2,543
2010-2012	3,155
2012-2014	6,142
2013-2015	5,029
2014-2016	3,913

Source: MINEDUC/EFPEM-USAC



Advances and Challenges

- The Ministry of Education has taken important steps in compliance with the Peace Agreements, Educational Reform Design, educational policies, but especially to strengthen the quality of education that will allow a better future for Guatemalans.
- The reform of the Initial Teacher Training-FID-in Guatemala is a crucial step in the changes that must be promoted in a nation to contribute to improve the quality of education.

Advances and Challenges

- The strengthening of the initial teacher education system and the coordination between the Ministry of Education and universities should be continued in order to reinforce the competencies, abilities and skills of Guatemalan teachers for the benefit of thousands of children and youth.

Advances and Challenges

- The professionalization of in-service teachers has been supported by 3 governments, having graduated more than 16 thousand teachers in Pre-primary and Intercultural Bilingual Primary.
- It is planned to open a Degree-level Program for teachers who graduated in university-level teaching at PADEP.
- The evaluation of teacher performance, linked to salary incentives remains a country challenge.

- The installation of the National System of Educational Support - SINAIE - which makes possible that practices in classroom are culturally and linguistically pertinent, in congruence with the diversity of the nation.
- Teaching career
- Performance evaluation



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