



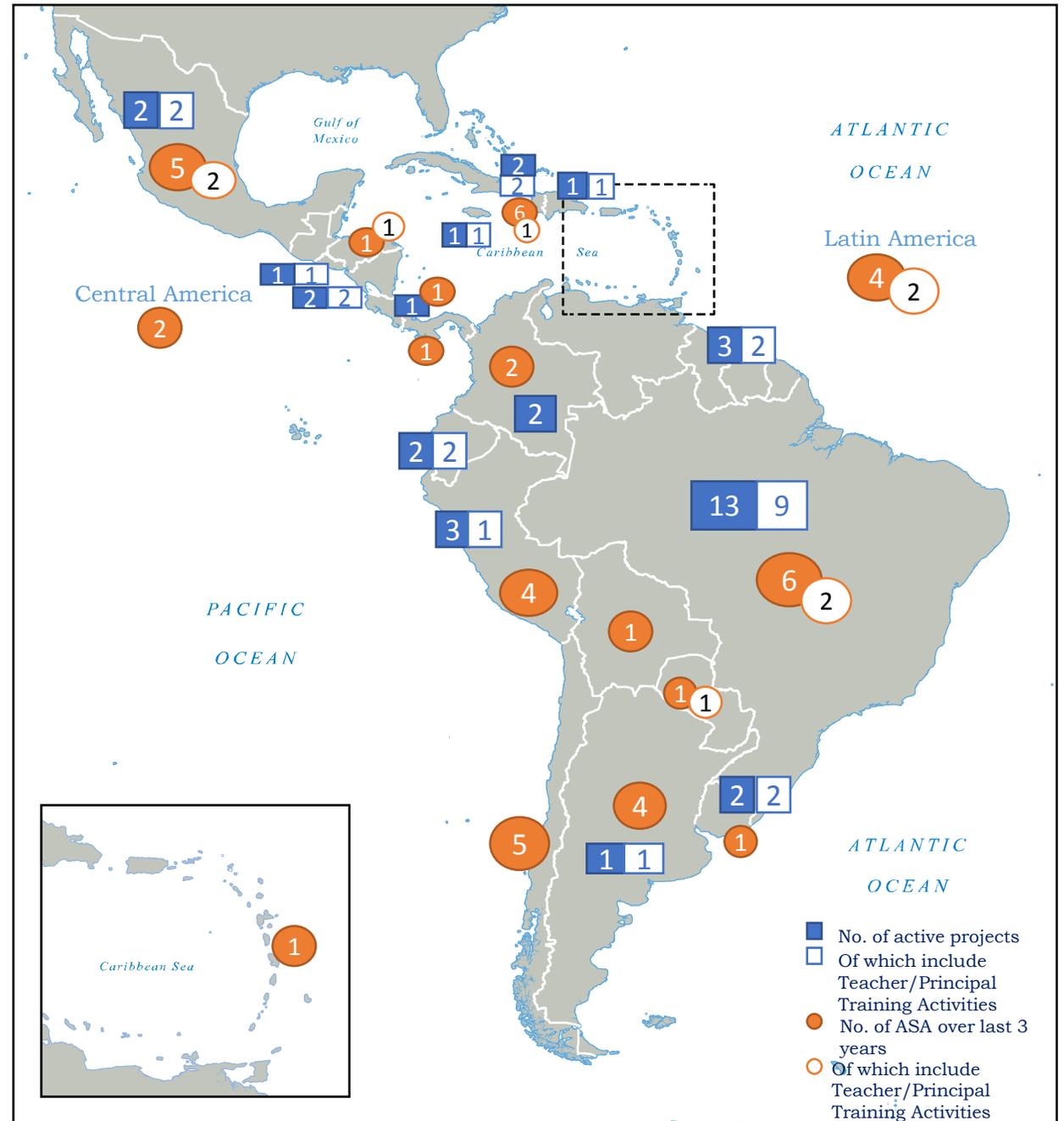
Regional Program for the Development of the Teacher Profession (PREDALC)

Eighth Ordinary Meeting of the Inter-American Committee On Education

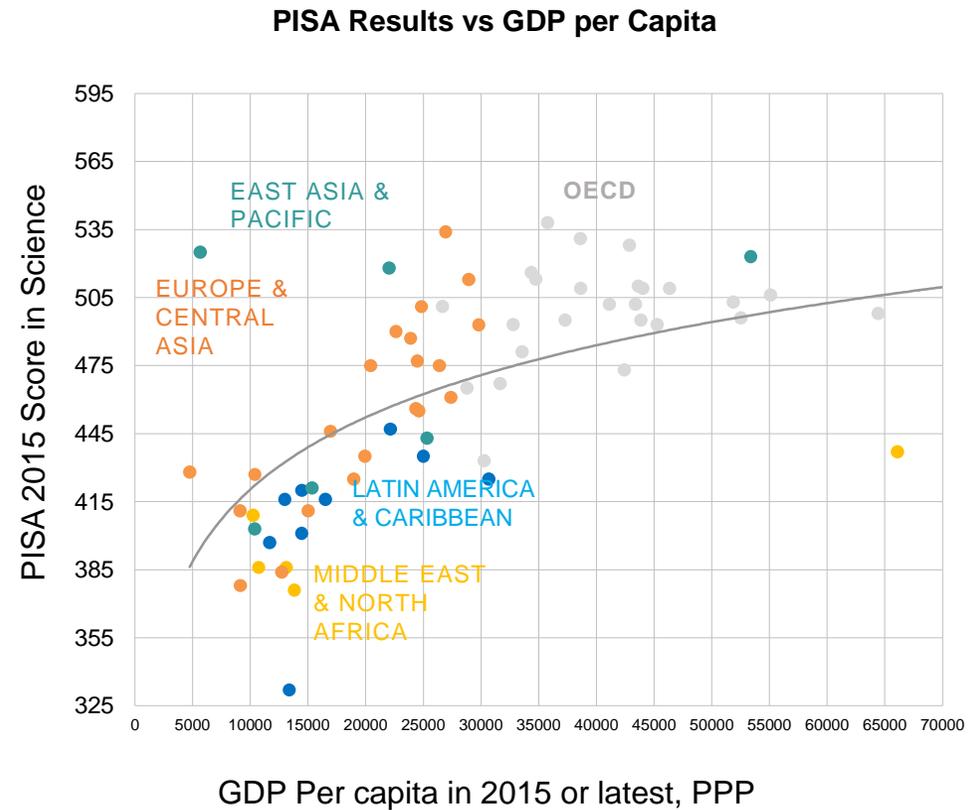
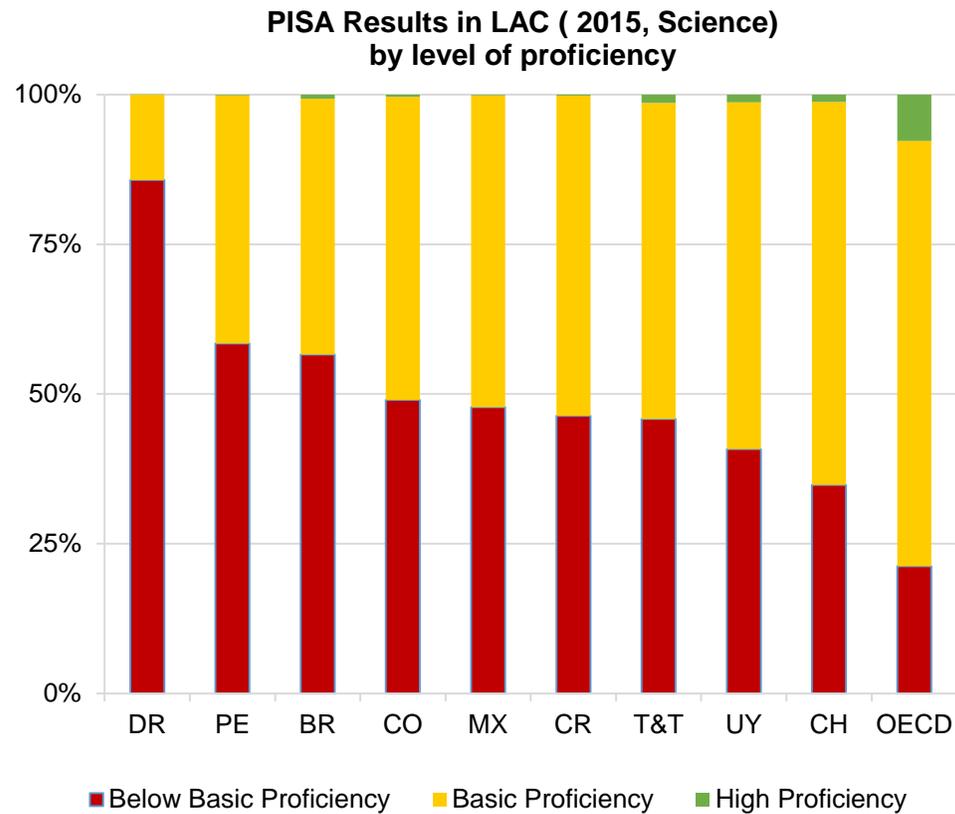
Javier Botero Alvarez, Lead Education Specialist, World Bank

October 4, 2018

WB Ongoing Activities that contribute to the Inter-American Education Agenda on Strengthening the Teaching Profession



Student learning outcomes in LAC remain insufficient and below peers



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:

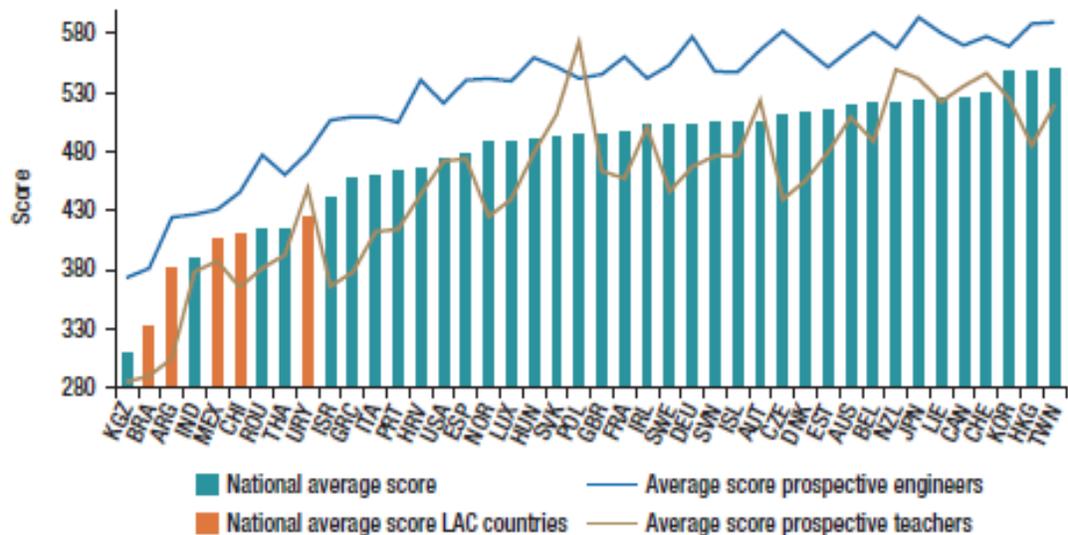
- go to college
 - attend better colleges
 - earn higher incomes by age 28 and
 - avoid teen pregnancy*
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- High returns to finding and developing **great teachers**
 - High costs to retaining **ineffective teachers**



*Chetty, Friedman and Rockoff, 2013

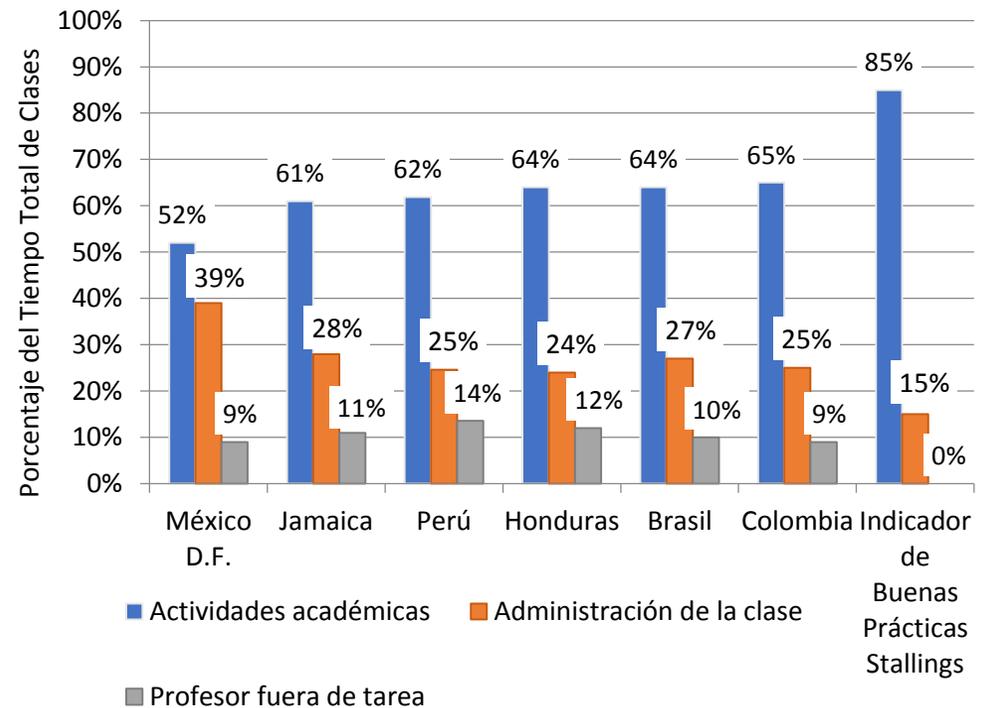
We Still have Work to do to Raise the Capacity of Teachers in LAC

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

Getting to “Great Teachers” in LAC

Recruiting

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

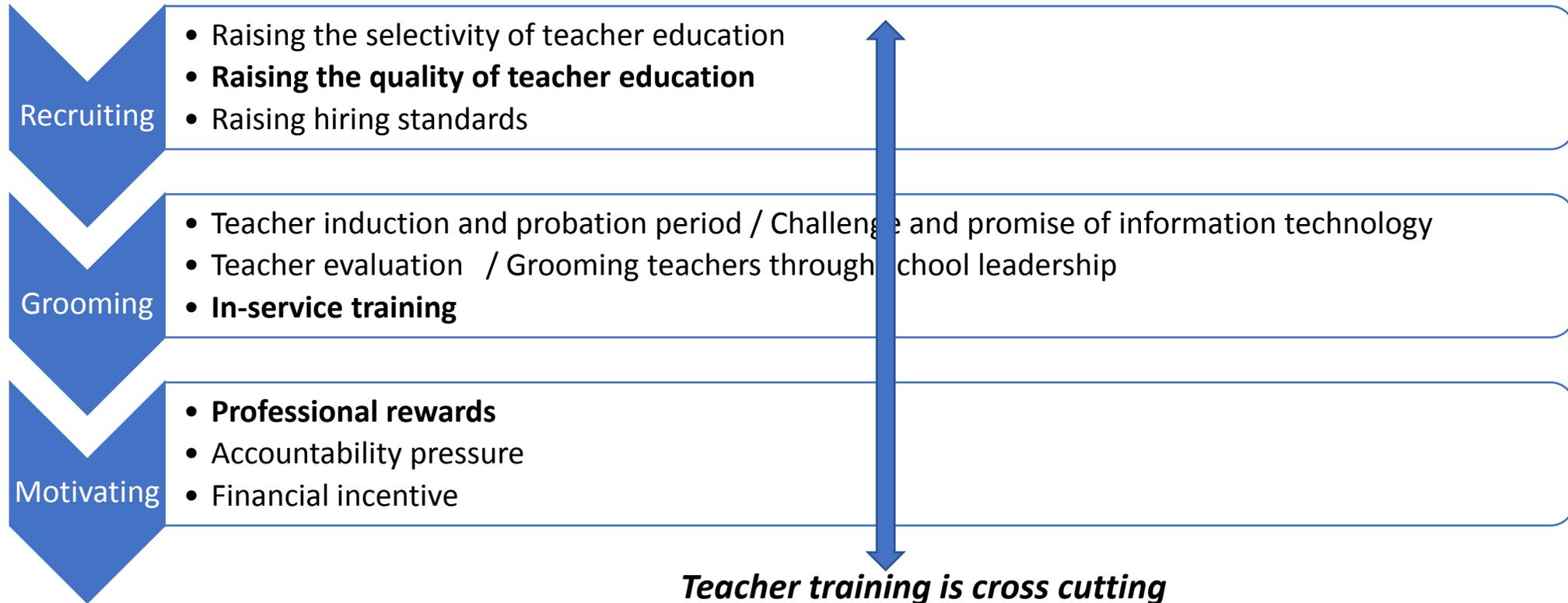
Grooming

- 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





PREDALC seeks to **guide** and **support** the development of **innovative initiatives** in the field of **pre-service** and **in-service** teacher education

Steering Committee

- Regionally representative
- Program management, oversight, and implementation
- Elected by all countries during 2016 Buenos Aires Summit

Countries

- Mexico
- Argentina
- Chile
- Dominican Republic
- Jamaica

Multilaterals

- WB
- OEI
- OAS
- CAF

Technical Committee

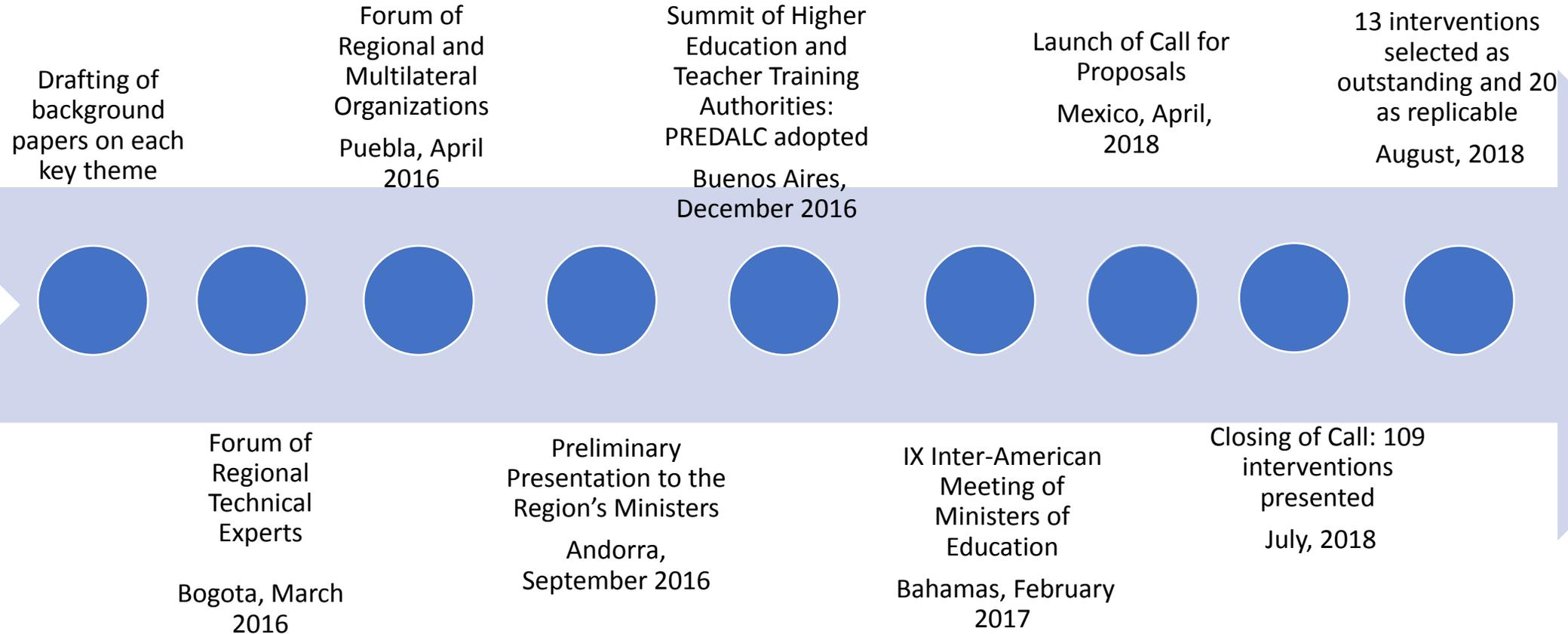
- Regionally representative technical experts
- Technical and implementation support to Project activities
- Salaried
- Elected by Steering Committee

Uruguay

Jamaica

Colombia

How We Got Here from Panama 2015:





Registra tu experiencia innovadora e inspira a la comunidad docente

ENVÍA TU CANDIDATURA HASTA EL 10 DE JULIO DE 2018

Call for the identification and recognition of promising innovations in teacher training

Objectives

Select experiences in the Latin American and the Caribbean that incorporate **innovative components** in pre-service and in-service **teacher training**, make them **visible** and contribute to generating a **new vision of the teaching profession**, which makes it a more attractive option for professional development for future generations

Categories of Innovations

- Initiatives to **attract and retain good students** to the teaching career
- **Frameworks of competencies** guiding teacher training for the 21st century
- **Modalities of training** and **flexible** forms of academic **organization**
- Development of **high capacities of teaching staff** in teacher training programs
- **Quality assurance of training** through teacher performance evaluation mechanisms
- Training of teachers and staff for **early childhood care** through innovative modalities

Synthesis

- **Call exceeded expectations** in terms of number and quality of proposals
- Proposals were **diverse** in terms of categories, country of origin and proposing institutions
- High percentage of proposals have **high replicability**
- **Excellent material** (reports, videos, didactic materials) included in the proposals
Recent literature highlights the **need to design in-service teacher training** programs. PREDALC contributes to addressing this need.

Evaluation Criteria

Innovative

- Is it **not business-as-usual**?

Results

- Are there **observable results** and **evidence**?
- **How significant** are the results?

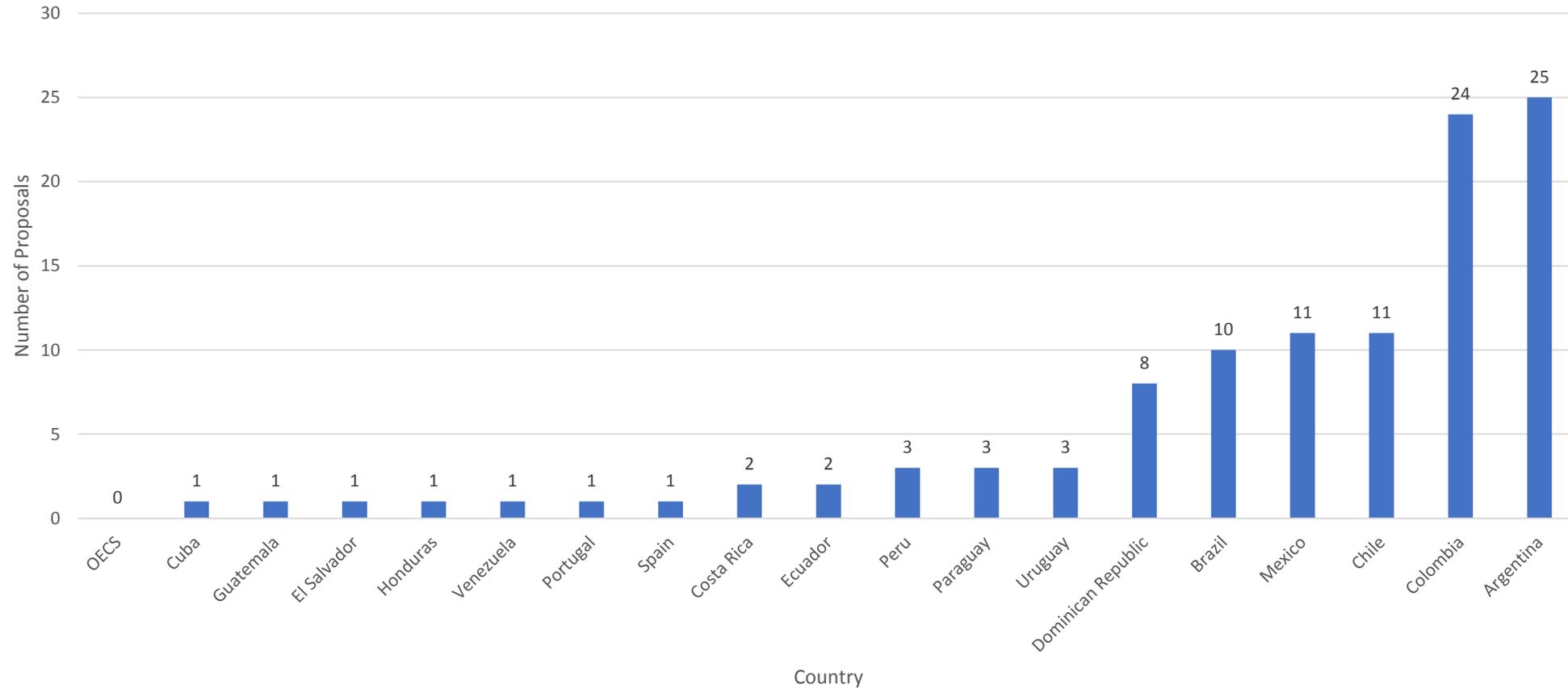
Sustainable

- What are the **main strengths** of innovation?
- Does it have enough **institutional support**?

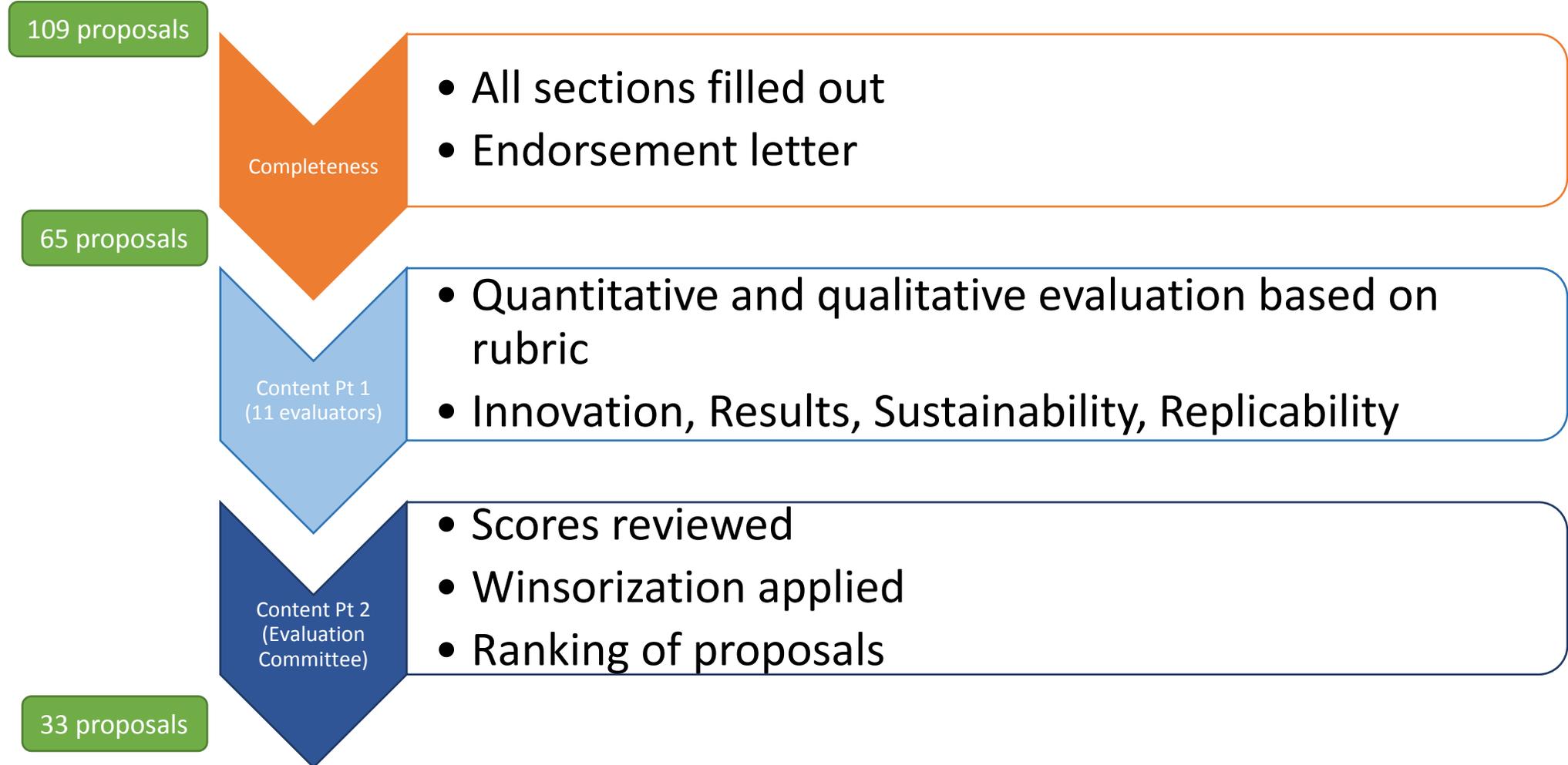
Replicable

- Is this **original** or the **result of adaptation** and replication of other experiences?
- **How replicable** is it?
- How much does it depend on **specific conditions**?

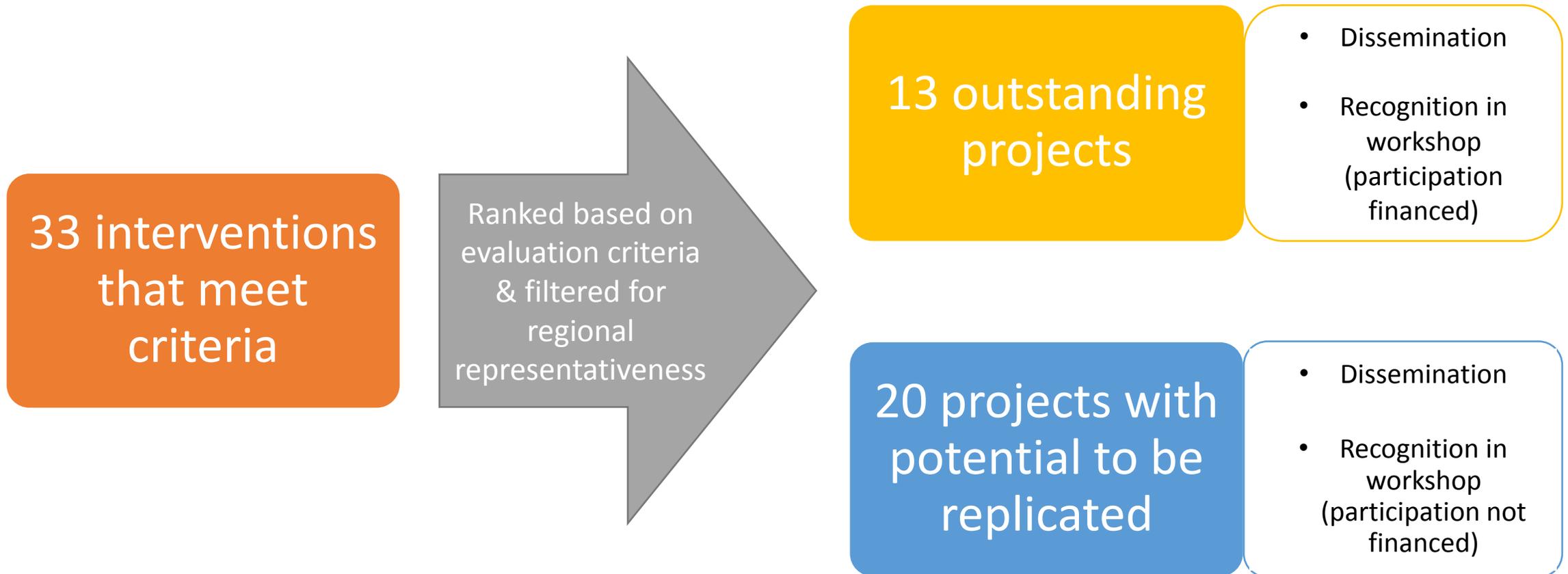
Proposals submitted by country



Evaluation Methodology



Selection Process



Everyone, Learn! Program: Towards Teacher Excellence

Programa todos a aprender: Hacia la excelencia docente
National Ministry of Education, Colombia
In-service teacher training

Summary

- Successful and innovative scheme of in-classroom accompaniment to teachers of low-performing schools by teachers selected as successful (tutors)
 - Results evaluated through students' improvement in SABER tests
-
- ✓ Practicality: Classroom-based
 - ✓ Specificity: Emphasizes languages and mathematics
 - ✓ Continuity: Continuous and collaborative work among teachers, tutors, and students for 3 years



Mobilizing beliefs in pedagogy students through LEGO serious play

Movilizando creencias en estudiantes de pedagogía mediante LEGO serious play
Universidad Católica de Chile
Pre-service teacher training

Summary

- Novel strategy of game-based pre-service training
 - First- year education students construct/reconstruct metaphors related to poverty and vulnerability with LEGO pieces
 - Easy-to-apply strategy can be developed in 3 days
 - Quantitative and qualitative evaluation allows assessment of student beliefs after the project
-
- ✓ Practicality: Classroom-based
 - ✓ Specificity: Focuses on understanding the role of poverty & its relation to educational quality and equity
 - ✓ Continuity: Applied in 4 sessions



Educational leadership & innovation program

Programa de liderazgo e innovación educativa (PLIE)

Fundación Varkey, Argentina

In-service teacher training

Summary

- Successful, 6-week, full-time intensive training program for school principals through an easily scalable workshop modality
 - Training based on collaborative strategies such as problem-solving, case studies, debates, and group presentations
 - Principals design projects of innovation and leadership (PIEs) for their school
-
- ✓ Practicality: School/Classroom-based
 - ✓ Specificity: Emphasizes personal, pedagogical, and institutional competencies
 - ✓ Continuity: Varkey Foundation follows up on PIEs and collaborates in implementation



Lessons Learned

- Importance of a strong relationships with partner organizations and governments
- Importance of having the online platform
- Importance of World Bank leadership
- Extending the deadline of the Call
- Improvement of channels of dissemination
- Improvement of the evaluation rubric
- Better training and guidance of evaluators
- Improvement of regional representativeness and submissions per category

Next Steps

- Workshop in Bogota, Colombia, October 25-26
 - Panels on innovative interventions
 - Panel with governments and multilateral for future collaboration
- Documentation and Publication of innovative interventions in Teacher training, (WB, CAF): First brief for the Workshop in October, final publication, January, 2019.
- TA to interested countries for replication of interventions (Oct 2018 - May, 2020).
- Other possible topics:
 - Second call or new call for innovative intervention to improve leadership and management of school principals
 - Quality Assurance of teacher training programs
 - Graduate programs for teacher trainers

Thank you!

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