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STRENGTHENING THE TEACHING PROFESSION:

Policies, Partnerships and Cooperation
to Support the Education Agenda in the
Americas

*(Contributions from the OAS-ITEN Regional
Seminar held in Panama, April, 2018)*

Organization of American States (OAS)

OAS-ITEN Inter-American Seminar on the Teaching Practice

Inter-American Teacher Education Network (ITEN)

Organization of American States

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PREFACE

Jeffrey L. Lloyd

Minister of Education

Commonwealth of The Bahamas

Chair of the Inter American Committee on Education (CIE)

This meeting takes place as a continuation to the Inter-American Education Agenda (IEA) that the OAS Member States approved at the IX Inter-American Meeting of Ministers of Education, held in The Bahamas in February of 2017. The IEA proposes actions which would strengthen the efforts of OAS member states to advance the development of educational policies in three prioritized themes: Quality, Inclusive and Equitable Education; Strengthening of the Teaching Profession; and Comprehensive Early Childhood Care.

The Education Agenda was conceived so that Members States could reflect upon and address some of the more pressing international educational priorities from a regional perspective. During this regional OAS-ITEN seminar, we learned of reflections and concretized actions that are part of the Agenda and that therefore contributed to showcasing instances of best practices, and participation at the highest levels of policy discussions.

One of those pressing issues centers around young people, primarily those between 16 and 35 years, many of whom are challenged by the sustained, if not generational social, intellectual, cultural or financial infirmities. The focused considerations required strategic innovations that would enable such a vulnerable class to not only have access to quality education, but be facilitated with the skills they would need to successfully and adaptively negotiate the dynamically complex vagaries of a 21st century existence.

Latin America and the Caribbean stands today at a critical point. The economic and social gains achieved in the last decade – where over 70 million people were lifted out of poverty into a growing middle class- are at risk.

According to World Bank statistics, 40% of our region’s population are vulnerable and prone to slipping back into poverty in the face of internal or external economic shocks or natural disasters. Young people are amongst those who are most adversely affected by poverty in the region. Today, in Latin America and the Caribbean, one in five young persons, approximately 30 million people, is a “Nini” (they don’t study and they don’t work). These young people – mostly women– are not in school and do not have a job. Half have not completed high school. The average labor informality among those who dropped out of high school is 92%. Hence, education is the only way to remediate that endangered population segment with equality of opportunities.

It is important to continue working on policies that will expand and ensure the rights of children and youth regarding access to high quality, inclusive and equitable education while underscoring the need to strengthen the teaching profession. Some of the strategies discussed are: using technology to enhance instruction, mandatory retraining every five years, visits to high performing schools, pursuing additional certification, attendance at international conferences, re-visiting the framework of teaching and the principles underlying successful teaching, enhancing the learning environment, utilizing differentiation of instruction, mentoring of first year teachers, and understanding the need for evaluation and assessment.

Teachers must also be encouraged to embrace professional development initiatives, invoke a deepening curiosity in their students, and commit to avoiding the customary drill-and-practice form of instruction that is fast losing, if not having already lost, its effectiveness and relevance to today’s young people.

We are facing a situation where a lot of research and practices have been developed, but we are not taking enough advantage of them. The seminar was an invitation to begin a regional dialogue, and to learn and work together. Achieving a change in education requires that we all act.



INTRODUCTION

The Member States of the Organization of American States approved the Inter-American Education Agenda (IEA) during the IX Inter-American Meeting of Ministers of Education, held in the Bahamas in February 2017. The IEA is a roadmap that aims to strengthen cooperation and build partnerships to ensure quality, inclusive and equitable education. Its objective is to move forward in cooperation and strengthen the institutional capacities of the Member States in three lines of action: 1) Quality, inclusive and equitable education; 2) Strengthening of the teaching profession; and 3) Comprehensive early childhood care. In this context, the Inter-American Teacher Education Network organized the regional seminar held in the City of Panama, from April 3rd to the 5th of this year, titled “Strengthening the Teaching Profession: Policies, Partnerships and Cooperation to Support the Education Agenda in the Americas”.

The participation of Member States, as well as of the sub-regional, regional and international organizations enriched the seminar and generated dialogues that we hope will develop into partnerships and cooperation projects to strengthen the teaching profession. In the following pages, the reader will find part of the contributions that enriched the seminar, which we have divided into 4 sections: the first includes various OAS Member States’ public policies on teacher training; the second section includes comments on some the education policies and agendas that are part of the sub-regional strategies; the third section contains some lessons learned regarding implemented projects in the region which have emerged from ITEN; and finally, the last section includes some experiences that we consider help us reflect on the future of the teaching profession.

Cooperation, in relation to the Inter-American Education Agenda and its second pillar “Strengthening the Teaching Profession”, is understood as a means to achieve institutional strengthening and development of public policies through the collaboration between Member States of the OAS. This publication is intended to disseminate some of the experiences and policies in our countries and, further, to recognize our strengths and the areas of opportunities before us.

I.

PUBLIC POLICIES ON
TEACHER TRAINING -
CONTRIBUTIONS
FROM MEMBER
STATES



*The Department of Teacher Education, Antigua
State College*

The Department of Teacher Education Antigua State College (DTE) is a member of the Eastern Caribbean Joint Board of Teacher Education (EC/JBTE) and also has a EC/JBTE-UWI Cave Hill partnership.

It is authorized to offer several Education programs at different levels, such as the following:

Associate degree in Education programs.

- **Associate Degree in Early childhood Education**
 - 3 year part-time

- **Associate Degree in Primary Education**
 - 2 year part-time
 - 3 year part-time

- **Associate Degree in Secondary Education (TVET) Full-time**
 - Home Economics
 - Industrial Arts
 - Visual Arts (2nd cohort)

- **Associate Degree in Secondary Education** (full-time only)
 - English Language
 - Mathematics
 - Science
 - Social Studies
 - Geography
 - History
 - Business
 - Music

- **Graduate Diploma in Education programs**
 - A **Graduate Diploma** is offered as a one day release program to in-service teachers who already have a Bachelor's degree. Its options are the following:
 - English
 - Mathematics
 - Science
 - Social Studies
 - Business Studies
 - Modern Languages

The way to entry into the DTE is as follows:

ADE Primary and Early Childhood: Five subjects are offered at this level (CSEC) to include Mathematics, English A, a Natural Science, a Social Science and any other subject.

ADE Secondary: Five subjects at CSEC level to include Mathematics, English A. Additionally applicants must have GCE A level passes or 2 units of CAPE or an Associate Degree in their major area of specialization.

ADE Secondary TVET: five CSEC subjects including English Language, Mathematics and at least one subject related to the program to be pursued.

In-service teachers qualify for duty leave for training after teaching for two years.

Where ADE Primary and Early childhood applicants do not qualify for entry the college offers courses approved by the UWI in Math and English.

STAFFING

In order to fulfill the offer, DTE counts on nine full-time lecturers (2 English language, 2 Mathematics, 2 Social Studies, 1 Science, 2 Psychology) and seven part-time lecturers (All TVET areas, Assessment in Education).

The current situation shows that 80% of primary school teachers in the public schools are trained and just over 45% of teachers in the public secondary schools are trained.

THE WAY FORWARD

The DTE of Antigua State College is at present seeking to offer the Bachelor of Education (BEd) under the guidance of and in association with the School of Education Cave Hill. It is also moving towards a full pre-service program in the ADE primary education and to provide continued professional development for in-service teachers after they leave the DTE. There are also plans to develop a structured induction program for new secondary teachers.

Another goal is to upgrade the staff's qualifications; upgrading of the qualifications of the staff of which five of the ten full-time staff members hold Master degrees, three of the remaining five are presently studying towards Master degrees. The other two full-time staff members need to seek to upgrade their qualifications to at least the Masters level. At least two members of staff are seeking funding to pursue Doctoral studies and training in adult and continuing education for all staff members.

Jenifer Sherilyn Hughes



MINISTRY OF EDUCATION, CULTURE, SCIENCES AND TECHNOLOGY OF ARGENTINA

Teacher Training in Argentina

In Argentina, teacher training occurs mainly in Higher Education Institutes, although Universities do so as well. Based on the population and in comparison to other countries in the region, Argentina has a proportionately high number of higher education institutions that offer teacher training. Currently, the training system consists of 1,437 Higher Education Institutes of Teacher Training (ISFD based on its acronym in Spanish) and 67 Universities, for a total of 1,504 institutions. The teacher training programs last approximately four years and consist of three fields of training that are taken simultaneously: general training, specific training and professional practice training.

The training system in Argentina faces pending challenges, which include the following:

PLANNING AND EVALUATION OF THE TRAINING SYSTEM

Despite the number of teacher training institutions, there is great disproportion regarding the professional programs available and the demand of teacher training to ensure coverage of positions in mandatory education: there are training vacancies, programs are still in place even when there are no vacancies in mandatory education for their graduates, and there is overlap of offerings in a single territory. The training system in Argentina has grown substantially with little strategic planning and, in many cases, without ensuring quality in the training institutions. In addition, the ISFD have high rates of desertion. A cohort study by the National Institute on Teacher Training (INFoD) between 2009-2015, found that there is a significant attrition rate in the first years of the program, and only 26% of students complete the program.

Another challenge is related to the development of timely and relevant information regarding the characteristics of the training system, the conditions and resources available to training institutions, and the quality of the training.

INSTITUTIONALIZATION OF THE FUNCTIONS OF THE TRAINING SYSTEM

According to the 26.206 National Law on Teacher Training, the training system should have four functions: initial teacher training, continuous training, pedagogical support to schools, and research. However, 1 in every 4 ISFD exclusively exercises initial training, and the rest of the institutions that develop other functions do not always have the necessary conditions to undertake them, or the scope of their continuous training actions, support to schools or research is limited. In addition, there is a shortage of training profiles that are necessary to address the training demands of schools.

IMPROVE THE QUALITY OF TRAINING PROPOSALS

The mechanisms of evaluation of the curriculum development and the institutional conditions established by the INFoD and the jurisdictions in the last years identify the following as the main problems of the training proposals: traditional education practices are predominant; low use of new technologies; difficulty in accompanying students' academic journeys; limited articulation between curriculum fields and units of teacher training; limited definition of contents and guidelines related to the field of training in the professional practice; and the management weaknesses in addressing the pedagogical challenges that institutions face.

2016-2021 NATIONAL PLAN FOR TEACHER TRAINING

This plan was agreed upon in the Federal Committee for Education, which is a government entity comprised of the Ministers of Education of the 24 jurisdictions and the Minister of Education of the Nation¹. The plan establishes three objectives for the training system that are listed below, along with the current policies related to these objectives.

1. Improve the quality of initial training

The Referential Framework of Professional Skills for Initial Teacher Training was established², and is a federal parameter agreed upon with the jurisdictions to guide the policies, curricular design of the jurisdictions, and the institutional practices of teacher training.

¹ 286/16 Resolution of the Federal Committee for Education. Available at: http://www.me.gov.ar/consejo/resoluciones/res16/286-16_01.pdf

² 330/18 Resolution of the Federal Committee for Education. Available at: https://www.argentina.gob.ar/sites/default/files/res_cfe_340_18_0.pdf

- In order to strengthen the training of management teams and teachers of the training institutions, the INFoD implemented a training policy for all the ISFD of the country through institutional sessions focused on the fundamental elements of teacher training. In addition, this year a course will be taught, with support of the Development Cooperation Fund of the OAS, regarding the Academic Modernization in Teacher Training. The course is directed at institutional teams of the ISFD that offer programs in Primary and Secondary Level in Language and Math, and the objective is to renew teaching practices in initial teacher training.
- In the last two years, the mechanisms of evaluation of the training systems have been strengthened, in order to have the necessary input for policies for the improvement of initial training. In 2017, the Teach Evaluation took place, which is a diagnostic evaluation in a representative number of 4th year ISFD students. In addition, the INFoD promotes pedagogical research implemented through studies at the national level, and include the participation of research teams from the ISFD and Universities.

2. Guarantee the necessary number of teachers with the required degree

- Since 2017, the Ministry of Education offers the “Teaching Commitment” scholarships for entering and advanced students of the priority programs in each province, and that have good academic performance and commitment to the profession. Each student receives a monthly payment that ranges from 50% to 70% of the current initial teacher salary, depending on the year they are in.
- Currently, a system of planning for teacher training (PLAFOD) is in the process of implementation. It offers information regarding training vacancies in the next four years, in relation to the distribution and flow of jobs in mandatory education, and it contributes to the strategic planning of the teaching offer.

- The Ministry of Education offers training (School of Government) for technical jurisdiction teams with a focus on the strategic planning of the training system and the promotion of the development of innovation in the organization and the pedagogical proposal of the ISFD.
- The Ministry of Education offers three teaching-pedagogical update options for people teaching at the secondary level who do not have the corresponding certification.

3. Strengthen the practices of current teachers and directors

- The National Program for Situated Teacher Training is a free and universal policy that offers training opportunities to current directors and teachers, through work and training meetings between school directors, institutional sessions in schools, and teaching sessions between teachers from the same curricular area and from different institutions.
- The INFoD also has a free and personalized teacher training platform, with various virtual courses and specialized areas at the higher level, aimed at training teachers in key areas of teaching.
- Considering the importance of administrative teams and supervisors in improving teaching and learning, the Federal Guidelines for the Professional Development in Education Management³ for administrative teams and supervisors were agreed upon in 2017. Further, implementation is underway of a cycle of training for administrative teams in the entire country.

³ 338/18 Resolution of the Federal Committee for Education. Available at https://www.argentina.gob.ar/sites/default/files/res_cfe_338_infod.pdf



MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION OF BARBADOS

Public Policies for Teachers and Teacher Education Programmes in Barbados

Barbados is situated in the Atlantic Ocean, east of the other West Indies Islands. Barbados is the easternmost island in the Lesser Antilles. It is flat in comparison to its island neighbors to the west, the Windward Islands. Barbados is outside the principal Atlantic hurricane belt. Its capital and largest city is Bridgetown.

PUBLIC POLICIES FOR TEACHERS IN BARBADOS

The designation of Posts in the Teaching Service in Barbados are as follows:

- **Principal**
 - A postgraduate degree; and (a) a certificate, diploma or an associate degree in Education; (b) a certificate in Educational Management or in Educational Leadership or in a related discipline; and (c) not less than ten years of relevant experience.

- **Deputy Principal**
 - A postgraduate degree; and (a) a certificate, diploma or an associate degree in Education; and (b) a certificate in Educational Management or in Educational Leadership or in a related discipline.

- **Head of Department**
- **Senior Teacher/Year Head**
- **Graduate Teacher:** A degree
- **Teacher (Special Grade)**
 - Basic academic requirements for entry to the teaching service plus a certificate or diploma in one of the relevant subject areas approved for the purpose, such certificate or diploma having been gained after not less than two years of full time study (or a period of study considered to be equivalent) at an approved institution; or (b) A qualified teacher with a certificate or a diploma in one of the approved subject areas, gained after a course of study of not less than one year's duration.
- **Qualified Teacher:** A diploma, certificate or associate degree in Education.
- **Teacher**
 - At least five subjects at Caribbean Secondary Education Certificate (CSEC) CSEC General Proficiency Level including English Language, Mathematics and a Science subject.
- **Guidance Counsellor**
 - A degree in Guidance and Counselling; or (b) A degree and a certificate or a diploma in Guidance or Counselling

Teachers in Barbados are allowed to enter the profession at the primary and secondary levels before they are trained. Training is accessed within years of their first appointment.

This system is gradually changing since many school leavers are accessing teacher training on leaving secondary school.

It is hoped that in a few years' time, all teachers will be required to access training before entering the classroom.

Permanent and acting appointments to posts of Principal and Deputy Principal as well as assignments as Head of Department and Senior Teacher are made by the Governor General on the recommendations of the Public Service Commission. Recommendations require the views of the Ministry of Education before they are submitted to the Chief Personnel Officer.

Permanent appointments to teaching posts up to Graduate Teacher Level are made by the Chairman of the Public Service Commission.

First appointments are usually subject to a probationary period of one year and medical fitness in accordance with the Public Service Regulations.

Temporary appointments to the teaching posts up to Graduate Level are made by Boards of Management of Secondary Schools acting on behalf of the Chief Education Officer.

Transfers of teachers are made by the Ministry of Education subject to consultation with the relevant Principals/Boards of Management.

Lateral transfers between Secondary Schools or from Primary to Secondary do not require the approval of the Chief Personnel Officer, Personnel Administration Division.

It is agreed by the Ministry that teachers should be given adequate notice in relation to transfers and that such transfers should not be seen as punitive.

Promotion in the teaching service is based mainly on the following:

- Possession of the requirements approved for the post
- Length of satisfactory service
- Suitability

TEACHER EDUCATION AT ERDISTON COLLEGE

Erdiston Teachers' Training College (ETTC) is the premier institution designed to provide pre-service, in-service and professional development training for all teachers in Barbados. There are 437 students in the teacher training programmes, and 230 in its Continuing Education Programme. The Teacher Education Programmes Delivered at ETTC are:

Post Graduate Diploma in Educational Leadership

- Diploma in Education- Primary and Secondary
- Bachelor of Education- Primary
- Vocational Teachers' Training Programme in Adult Education
- In-Service Certificate Programme for Teachers of Physical Education
- Teachers' Introductory Programme
- Professional Development Workshops
- Continuing Education Programme

There are other Institutions involved in Teacher Education in Barbados, for example: University of the West Indies, School of Education, Barbados Community College, Curriculum Department – Ministry of Education, Science, Technology and Innovation.

THE TEACHER TRAINING PHILOSOPHY: Programmes provide a strong grounding in developmental theory and research in order to assist teachers in making appropriate decisions about “what”, “when” and “how” to teach particular subject matter. Teachers are equipped with the necessary knowledge, skills, and attitudes which will help them manage effectively the changes that will occur in the classroom.

The various forms of technology are integrated in all the curriculum areas and are utilized as learning tools for all categories of learners. Teachers are expected to demonstrate competence in classroom teaching. Action research is emphasized to help teachers to develop the ability to understand classroom events through professional enquiry. Performance based assessment methods such as portfolios, form an integral aspect of the assessments which student teachers are expected to employ.

Collaboration and cooperation between learners, through the provision of opportunities for joint decision making, problem solving and conflict resolution in small group settings is promoted. Emphasis is placed on developing the teacher as a practitioner and an individual who will shape the development of literate, numerate, skilled, lifelong learners.

THE TEACHING PRACTICUM:

- **DIPLOMA AND CERTIFICATE (1 YEAR) PROGRAMMES:** Twenty (20) weeks of teaching practice, 10 weeks of guidance and supervision (ungraded 10 weeks of assessment (graded).
- **BACHELOR OF EDUCATION (PRIMARY) 4 YEARS PROGRAMME (120 CREDITS):** Initial, Novice, Intermediate and Advanced.

ETTC'S PROJECTIONS FOR THE FUTURE: Ongoing professional development programmes which are designed to keep teachers on the cutting edge of educational theory and practice. Widening its delivery methods to include face to face, blended and online modalities. Greater emphasis on technical and vocational education at the secondary level especially with the emphasis on CVQs in these schools. Focus on the teaching of Competency Based Skills to support the delivery and assessment of technical education. Diversify the programmes to make teacher training more accessible to students with physical and sensory disabilities.



MINISTRY OF EDUCATION, YOUTH, SPORTS, AND CULTURE OF BELIZE

Status of Public Policy and Teacher Education in Belize

The Ministry of Education in its Education Sector Strategy identified 3 policy objectives:

- Policy Objective 1: Increase equitable access to all levels of education.
- Policy Objective 2: Improve the quality and relevance of education at all levels.
- Policy Objective 3: Strengthen governance throughout the sector with emphasis on increased student achievement.

The State of Public Policies for Teachers is placed in the Policies and Procedures Manual for School Services, 2000 that is a compilation of a range of documents related to ensuring the efficient and equitable delivery of quality education in Belize and an ever-evolving compilation to be updated on a regular basis to reflect the changes in education as these occur and as they are documented.

PUBLIC POLICIES

Education and Training Act, 2010 to provide for the establishment of a Teaching Service Commission, a Belize Board of Teacher Education and a Teaching Service Appeals Tribunal.

The Education (Amendment) Rules, 2012 provide the legal framework for the revocation and replacement of the Principal Rules, which is cited as “Education Rules, 2000”.

The Belize Board of Teacher Education (BBTE) is commissioned and functions to regulate such standards as well as to advise the Ministry of Education on all matters related to Teacher Education.

The Teacher Education and Development Services (TEDS) was established in 2006 and serves as the Secretariat to the BBTE. It’s primary goals are:

- Assure quality in teaching and teacher education programs.
- Ensure the accountability of teachers, teacher educators and institutions offering teacher education programs.
- Facilitate the increase in access to teacher education, and facilitate the production and dissemination of relevant research.

The Teacher Education Strategy consists of 4 Phases:

Phase 1.- Pre-service (recruitment)

Phase 2.- Training (Tertiary Education Institutions –TEIs- programs and School Leadership)

Phase 3.- Induction (Structured programs at Early Childhood Education- ECE- and primary)

Phase 4.- In service (Continuing Professional Development (CPD) hours).

CURRENT SITUATION

- Early Childhood Level: Associate Degree (AA) and Certificate in ECE (part-time—3 ½ years) is offered at 3 institutions offering Teacher Education Programs.
- Primary level: AA and Certificate in Primary Ed. (part-time and full-time) offered at 5 tertiary institutions and the University of Belize. The University of Belize and Galen University also offers a Bachelor's degree in Primary Education.
- Secondary level: Bachelor's degree in Secondary Ed. (English, Math, Business, Biology, Spanish) and Diploma in Secondary Ed. offered at the University of Belize.
- The Teacher Education Programs for all levels are designed to provide an opportunity for both **in-service** (teachers already teaching but without pedagogy), and **pre-service** student-teachers to acquire adequate content mastery, pedagogical skills and attributes essential to the teaching profession through the delivery of quality initial teacher education.

The percentage of trained teachers starting on 2012 and up to 2017 is shown in this image.

Level	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Pre-Primary	24.4	30.2	31.9	39.0	39.3
Primary	56.4	63.3	67.6	72.9	75
Secondary	27.0	38.8	39.6	44.1	49.9

Source: Belize Education Statistics at a glance 2012-2016

THE CHALLENGES in ensuring quality education through quality teachers include:

- Attracting “high quality” entrants into the profession.
- Maintaining standards across institutions, to prepare competent teachers.
- Identifying suitably qualified cooperating teachers to assist with the field experience component of training programs, to provide adequate supervision to student teachers.

THE INITIATIVES raised on The Ministry of Education Strategy attempts to overcome some challenges, by facilitating:

- An increase in the access to Teacher Education Programs.
- Assurance of quality in Teacher Education Programs through the Education Quality Improvement Program (EQIP).
- Instituting an Induction Program for Newly Qualified Teachers (Early Childhood and Primary).
- The provision of Continuing Professional Development for teachers, school leaders and teacher educators annually.

THE OPPORTUNITIES

Furthermore, the Ministry of Education, through the BBTE and TEDS, seeks to:

- Promote the accountability of teachers and Teacher Education Programs
- Institute a structured monitoring and evaluation mechanism for Teacher Education Programs
- Promote and support research in teacher education to further inform the teaching learning process

MINISTRY OF EDUCATION OF THE PLURINATIONAL STATE OF BOLIVIA



Policies on the Teaching Profession and Teacher Training

According to UNESCO, teachers are the center of attention considering that “... excluding the variables outside of the school, such as the socioeconomic background of the student, the quality of the teachers and the environment that they are able to establish in the classroom are the most important factors in explaining the results of students’ learning. No education reform has been, and will probably never be successful, without teachers’ involvement. Policies aimed at improving the quality of education can only be possible if efforts are focused on transforming the school culture, with the teachers”.

“Bolivia is establishing a new State and a new society. This process implies that education has to not only “accommodate” to the changes but also guide them. Therefore, in addition to comprehensively planning every component that makes up the education sector, priority and essential tasks should also be identified. One of them is teacher training.

Consequently, without forgetting the other factors and including them in an articulated manner, it is necessary to strategically prioritize the attention to the teaching profession in the education transformation processes in Bolivia, reclaiming the lessons learned from its history and envisioning a new role of the educators in Bolivia, not only as subjects who implement change, but also as active subjects committed to change” (Min. Ed, 2011).

There are various articles within different laws (such as the CPE of 2009 or the «Avelino Siñani – Elizardo Pérez Law » of 2011), that address teacher training. The policy and regulation guidelines for teacher training include:

- Respect for nature and specific characteristics of the teaching profession
- The Ministry of Education is in charge of teacher training exclusively, through their operational entities, including Higher Education Teacher Institutions (ESFM based on its initials in Spanish acronym), Academic Units (AU), Specialized Unit of Continuing Education (UNEFECO), the Pedagogic University, and Complementary Education.
- Comprehensive vision of teacher training (initial, continuous, postgraduate and complementary training)
- Teacher Training in the Sub-system of Higher Education of Vocational Training
- Give precedence to the work and education of the teaching profession

As a result of these policies, the investment in the education of millions of Bolivians has grown by 236% in 10 years (between 2006 and 2016). The investment in education in relation to the GDP is 9% (between 1990 and 2016). Other interesting statistics show the growth in the education level by levels (Regular education: 46.02%, Initial: 87.96%, Primary: 6.10% and Secondary: 194.95%) during the 2000 to 2016 period. The annual salary raises were on average 4.9% at the beginning of the millennium, whereas in 2015 they were on average 8.7%.

The structure of Teacher Training in the Plurinational Education System has 3 pillars: INITIAL TRAINING through superior teacher training schools (ESFM-Academic units (UA); MIDDLE TRAINING, in the specialized units of continuous education (UNEFECO) and the network of continuous training centers; and POSTGRADUATE TRAINING that is offered at the Pedagogical University (PU) Network of postgraduate training centers.

The decentralization of initial training has resulted in a significant growth in the number of training centers, going from 28 to 47 centers, all of them public and unique (neither rural nor urban).

HIERARCHIZATION OF INITIAL TRAINING

The Higher Education Institutes (INS) grant a Technical Superior degree (3 years), and until 2009 offered 19 specializations. Since 2010, the Higher Education Teacher Training Institutions (ESFM) grant a Bachelor degree after 5 years, with 27 specializations.

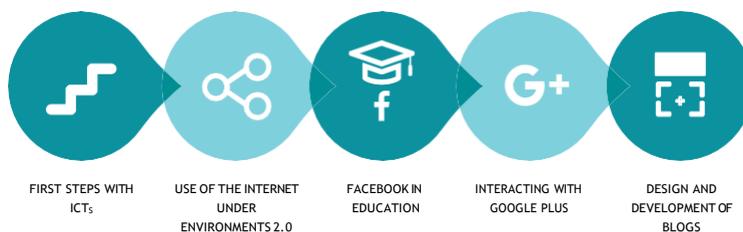
A Regulatory Overview for all ESFM and UA has been available since 2013.

The following graphic is available as part of continuous teacher training:

FORMATIVE CYCLES

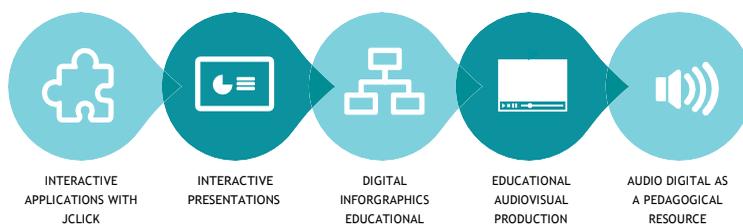
1st cycle

ICTs for collaborative work and access to information



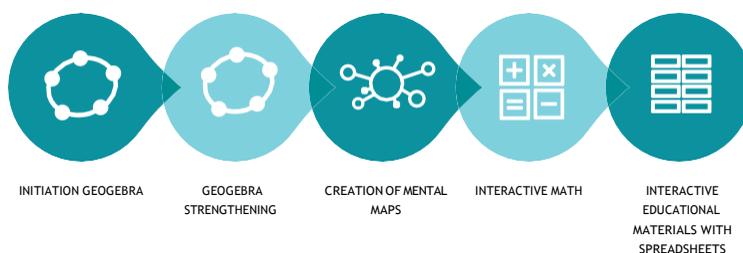
2nd cycle

ICTs for the creation of teaching resources



3rd cycle

ICTs for logical learning



POSTGRADUATE TEACHER TRAINING is offered through a variety of masters programs, specializations and diplomas where an average of 1,250 participants per area, are enrolled (view table for further details).

TYPE	PARTICIPATING TEACHERS	DETAILS
MASTERS	1,303 participating teachers	<ul style="list-style-type: none"> • Masters in Teacher Training Policies • Masters in Intracultural, Intercultural and Multilingual Education • Masters in Productive Community Secondary Education • Masters in Physics –Chemistry for Productive Community Secondary Education, and others
SPECIALIZATIONS	1,475 participating teachers	<ul style="list-style-type: none"> • Specialization in Social Sciences with a focus on the articulation of areas • Specialization in Cultural Dialogue between Philosophy and Psychology • Specialization in Initial Education in Community Family with a focus on Socio-community Pedagogical Management. • Specialization in Physics – Applied Chemistry for Productive Community Secondary Education • Specialization in the Articulation between Biology and Geography for Productive Community Secondary Education, and others

CERTIFICATE PROGRAMMES	965 participating teachers	<ul style="list-style-type: none"> • Diploma in Academic Writing Strategies • Diploma in Rights of Children and Adolescents from a Intracultural focus • Diploma in Physical Education (High performance training), and others
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Finally, in the 4 stages that make up the Complementary Training Program (PROFOCOM), a total of 147,946 people registered during the 2012-2016 period.



MINISTRY OF EDUCATION OF BRAZIL

National Policy on Elementary Teachers Training

This text introduces the National Policy on Teacher Training for Elementary Education Teachers in Brazil⁴, announced in October 2017. It describes some information regarding education in Brazil, evaluation studies that contributed to monitoring the efficiency of teacher training and the regulation and legislation that has guided this policy. In terms of their education, 77.5% of them have

⁴ In Brazil, basic education includes childhood education, elementary and secondary education, and ideally lasts eighteen years. Source: <http://portal.mec.gov.br/secretaria-de-educacao-basica/apresentacao>

completed higher education and, among them, 90% have a bachelor's degree. In addition, 48.8 million children are enrolled in the 186,100 elementary schools in Brazil. Finally, of these schools, 66.1% are in urban areas and 24% of them have less than 50 students.

The group composed by the State Universities, the State Network, the Open University of Brazil and by the state, municipal and private universities constitutes a network with reasonable scope that is present in more than 600 municipalities in the country, although it is mostly concentrated in the most populated regions.

This data emphasizes the need for a public policy that ensures teacher training, considering their importance in achieving quality of Basic Education. In this sense, the National Policy on Teacher Training for Elementary Education Teachers embraces the principles established in the Federal Constitution, in the Law of Guidelines and Baselines for National Education (LDB), in the National Education Plan (PNE), specifically objectives 15 and 16, and in the 2/2015 National Committee on Education Resolution. Noteworthy principles include:

- Collaboration System (Union, education networks, training institutions)
- Systemic Vision
- Coordination between the training institution and the basic education school
- Mastery of knowledge outlined in the National Common Curricular Baseline
- Articulation between theory and practice
- Interdisciplinary, intercultural and innovation
- Comprehensive human education

The National Policy on Teacher Training for Elementary Education Teachers is organized into two main areas: initial and continuous training. Yet, one of the most relevant research regarding the training of future teachers (Gatti and Barretto, 2009), showed the precariousness of this initial training. This study noted that the curricula of initial teacher training is not articulated with the issues pertaining to the actual practice, its methodological principles or methods of working in the classroom. Thus, the general conclusion drawn from this situation is that, in Brazil, the teaching approach and methodologies appropriate for education are undervalued. Initial training either excessively extends on knowledge that justifies education while giving little attention to the knowledge teachers must have to teach, or it extends on the disciplinary knowledge that is completely detached from the specific teaching approach and methodologies.

Another important aspect regarding the education process is that although the socioeconomic status of a student can affect their school performance, it can also be compensated by the school's actions. Thus, well trained teachers make a difference. At the same time, in Brazil, where universal access to basic education and low quality of basic education coexist, it is important to reiterate that socioeconomic status is a piece of information, not a sentence. The teacher's actions and the work done by the entire school can allow students from socially disadvantaged backgrounds to learn just as well as those from the middle and upper class.

Given this evidence, it is possible to state that if the society of knowledge brought education to the strategic agenda, then the analysis of this data and the large scale national and international assessments and, further, the assessments by the education networks have brought the teacher to the strategic agenda for education.

Therefore, the Policy will give special attention to the aspects that are more directly related to:

- The preparation for teaching actions, that is, the aspects related to the pedagogical mastery of the content, object of the teaching approach, of

the methodologies and the teaching practices.

- The articulation between training institutions and schools, with the goal of improving teacher training as a decisive factor in successfully facing the challenges placed on Brazilian educators by the National Common Curricular Baseline.
- Visibility of the work of good teachers and administrators, publicly recognizing their work, and attracting youth that are still in basic education to the teaching profession.

Mirna França da Silva de Araújo

*General Coordinator of Teacher Training for Elementary Education Teachers
Department of Training and Development of Elementary Education Teachers
Basic Education Secretariat
Ministry of Education*



MINISTRY OF NATIONAL EDUCATION OF COLOMBIA

Teaching Policies and Teacher Training in Colombia

The teaching profession in Colombia is governed by two statutes. The current statute, the 2002 #1278 statute, has more robust evaluation processes, and promotion and compensation are based on performance. The other statute is the 1979 #2277 statute, where promotion and compensation are primarily determined by the seniority of educators in the system (OECD, 2016). In 2017,

there were 329,553 teachers and administrators of which 45% were governed by the 1278 statutes and 53% were governed by the 1979 statute. The remaining 2% were governed by a regulation defined specifically for educators who exclusively teach ethnic populations (804 Decree of 2004).

In order to enter the teaching profession in the public sector, individuals must approve an exam and a minimum four month trial period. Individuals with an undergraduate degree, other professionals and students in superior normal schools can apply⁵. Professionals from other non-education areas (undergraduate degree) must take part in a pedagogy program (480 hours) or a postgraduate degree in education (specialization or Master's degree).

Regarding the level of teacher training, educators in urban areas have the highest education levels considering that they have a Specialization or Master's degree. In rural areas, the opposite is the case, given that the number of educators with a secondary education, a pedagogical secondary education, from a Superior Normal School and without a degree is higher than in urban areas. Another specific characteristic of teachers in rural areas is that the percentage of teachers and administrators that were appointed is higher than in urban areas. As the Special Plan for Rural Education (*PEER*) indicates, temporary appointments for permanent vacancies in rural areas from 2012-2015 were, on average, 11% higher than in urban areas (*PEER- MEN*, 2017). On the subject of teacher evaluation processes, there is an annual performance evaluation (for teachers under the 1278 statute of 2002) and an evaluation for promotions and salary modifications, which is voluntary. Starting in 2010, five evaluation processes for promotion and salary modification have taken place, with a close to 20% approval rate (*MEN*, 2015). In September 2015, a change was made to this evaluation with the goal of introducing classroom observations registered on video, which represent 80% of the results and is focused on evaluating teacher practices in the classroom. Educators who do not wish to partake in this evaluation can participate in a 144 hour vocational training course that is designed according to the criteria and aspects defined for the evaluation.

⁵ Students from these institutions are professionals trained at Superior Normal Schools (ENS) in a program of complementary training (PFC) that is not of higher education, and that allows them to teach preschool and primary education (5 to 10 years old). They work primarily in rural areas.

TEACHER TRAINING SYSTEM

In 2013, the Ministry of Education defined the Colombian System for Teacher Training and Policy Guidelines (https://www.mineducacion.gov.co/1759/articles-345485_anexo1.pdf). With this, the goal is to structure the different training processes in three subsystems: i) pre-service training, ii) in-service training and iii) advanced training. The system defines three articulation pillars that are transversal to the subsystems: pedagogy, research and evaluation.

The subsystem of pre-service training includes the training processes and moments of individuals interested in being educators in the different levels, areas, areas of knowledge and specific groups. It contemplates the different starting points where the educator's training begins and the journey through the different levels of Higher Education. This subsystem also includes the undergraduate programs and the Superior Normal Schools, as well as the guidelines and actions for their improvement.

The subsystem on in-service training includes the training of educators with a labor connection to the teaching profession. Their experience as educators can be strengthened through continuous training, with the necessary certification, reflection, systematization and socialization of the education and pedagogical experience. This subsystem is considered the nucleus of the teacher training system, considering that here, alternatives to initial training and advance training must be refined, outlined and proposed. Advanced training corresponds to postgraduate training, represented in the educators' specializations, master's degrees, doctoral and postdoctoral studies

The Ministry of National Education of Colombia (MEN) carries out different training actions to support the professional development of teachers. These actions can be placed in one of the three subsystems. Regarding the **subsystem on pre-service training**, in the last few years the MEN has continuously accompanied 137 Superior Normal Schools (ENS) so that teachers may systematize their

pedagogical experiences in four dimensions: teacher training, educational research, community outreach and education evaluation.

Also with regards to pre-service training, recognizing that this element includes the core principles of the future teachers and, thus, their impact in the continuous improvement of the education process, the Ministry of Education guided all undergraduate programs so they could conduct the processes of high quality accreditation. Furthermore, a regulatory framework was defined (18583 Resolution of 2017) with the characteristics of these programs and, thus, improve their quality in terms of the designation of undergraduate programs, the development of pedagogical practices, managing a second language and strengthening educational research and the profile of teachers, among others.

In terms of the **in-service training subsystem**—which is aimed mainly at a contextualized training that is congruent with the requirements and improvements of the education practice (pedagogical and management) of the educator in their context—the MEN carried out three actions in the last years.

The first was directed at accompanying and strengthening the capacities of the territorial entities in the establishment of Territorial Plans for Teacher Training (PTFD). These plans are established by the territorial entities (municipalities and States that are certified to provide an education service). The objective is to plan, organize and develop continuous training actions that are relevant, coherent and viable to the updating and improvement of teachers and administrators (directors, coordinators).

A second action was the design and development of courses related to the teacher evaluation process. These courses are established based on four criteria that are connected to those used in the assessment-training evaluation: (i) context, (ii) curriculum and pedagogy, (iii) pedagogical praxis, and (iv) coexistence and dialogue (UPN - MEN, 2016).

In 2016 and 2017, more than 8,000 educators took part in these courses.

A third action regarding in-service training is the Everybody Learn Program (PTA) that aims to improve the learning of students from transition grade to fifth grade (5 to 10 years of age) in math and language. This is done by strengthening teachers' skills who are part of the lowest performing education institutions.

Between 2010 and 2014, the PTA benefitted 2,345,372 primary education students and more than 90,000 teachers, in 4,303 schools located in 833 municipalities. Through a cascade model of teacher training, 100 trainers provide pedagogical and teaching tools to 4,000 mentors, who then provide in-situ accompaniment to language and math teachers. The goal of this is to transform classroom practices that improve students' learning (MEN, 2015).

In relation to the **advanced training subsystem**, the MEN designed and implemented the "Scholarship for Excellence in Teaching" program. This program allows teachers to enroll in Master's programs, and provides them with loans that can be condoned in 100% of their value, with the goal of qualifying their performance, and academically strengthening teachers and their education institutions. Since 2015, the program has benefitted more than 7,100 teachers who have completed their Master's degree in 23 partner universities in the entire country.

Currently, one of the challenges of teacher training is the establishment and consolidation of public policies on teacher training, as defined by the fourth strategic challenge of the 2016-2026 Decennial Education Plan. This indicates that it is necessary to "...define a set of plans, programs and actions directed at consolidating the quality and relevance in all the cycles and forms of teacher training... and advance permanent training plans and programs for teachers and other pedagogical actors aimed at improving and enriching their disciplinary knowledge and their pedagogical practices". In addition, specific attention needs to be placed on rural teachers to improve their opportunities to access training and a quality professional development that is relevant to their context. Another challenge in teacher training is the need of including an inclusive and peace

building focus in the three training subsystems so they may be consistent with the contribution of the education system to the implementation of the 2017 Peace Agreements in Colombia.

Francine Botero

Subdirector, Promoting Skills

Claudia Pedraza

Coordinator, Teacher Training and Principals Program



MINISTRY OF PUBLIC EDUCATION OF COSTA RICA

Lifelong Teacher Training Processes in Costa Rica

The Uladislao Gámez Solano Institute for Professional Development (IDPUGS) was established in 2008, under the State Law #8697, as an organism with minimal decentralization and with instrumental legal status. The main task of the institute is the continuous training of officials who are part of the Costa Rica public education system, with the objective of strengthening the teaching profession and the implementation of quality education services with a social commitment.

Some of the Institute's objectives include:

- Create spaces for reflection, research, analysis, and pedagogical and cultural interaction between in service teachers of the Ministry of Public Education that, at the same time, foster the improvement of the quality of in service teachers that are part of the Costa Rica Education System.

- Promote lifelong and continuous training plans for in-service teachers, that ensure professional development and certification, and that provide the necessary knowledge and critical and proactive consciousness that allows them to act responsibly regarding the requirements of the Costa Rica Education System.
- Promote in service teachers that are part of the Education System to be subject and object of a continuous training and self-learning process, so they may connect previous knowledge with new research, in a coherent and comprehensive manner.
- Foster an environment where in service teachers have access to recently produced knowledge that is also related to their profession, as well as the ability to deal with them, generate commitment, responsibilities and new challenges. This should be done through cooperation and coordination with Higher Education Institutions, or any other national or international organization involved in the training of educators.

In order to achieve these objectives, the Ministry of Public Education of Costa Rica established a National Lifelong Training Plan (PNFP) “Let’s stay up to date” 2016-2018. This was done as a response to the need to channel, articulate and maximize the efforts carried out by the different Ministry entities in a coherent, relevant, viable and sustainable offer.

Said plan includes five strategic areas, which aim to organize the work done at the Ministry level in order to channel the actions directed at the targeted population. The strategic areas are:

1. **Curricular change:** aimed at strengthening the curricula with skills focus based pedagogical approach that goes beyond the mere transfer of knowledge.

2. **Digital social equity and inclusion:** based on the set of basic requirements that the new digital citizenship of the XXI century requires, that aims at taking advantage of the opportunities that the global and national economies provide, allowing a more social-digital inclusion and the universalization of the rights of citizens.
3. **Global citizens with national identity:** education promotes global thinking with a local foundation, which results in a continuous self-learning process.
4. **Education for Sustainable Development:** aims to harmonize social development with economic development and further considers the sustainability of available resources to every population, region, country and the planet, while recognizing that resources are limited and that we are part of one planet.
5. **Institutional management:** focused on service, efficiency, quality, transparency and planning as higher commitments with the national education community. An effective and transparent administrative management that favors the operation of an inclusive and quality education system.

The PNFP, “Let’s stay up to date”, involves an evaluation and follow-up process developed in 7 steps: a) design, planning and management of training activities, b) selection of activities to be evaluated, c) implementation of training activities, d) follow-up process, e) evaluation of its implementation, of the satisfaction of the users and the obtained results, f) publication of evaluation reports, and g) decision making for the improvement of the design, planning, management and implementation of the training activities.

It is worthy to note that the PNFP is duly articulated to the National Development Plan, to the current Education Policy “The Individual: At the Heart of the Education

Process and a Transformative Subject of Society”, and to the Curricular Policy of the Ministry of Public Education of Costa Rica. In terms of continuing education, the new policy establishes that the following must take place:

- ✓ Foster the active and innovative role of teachers, as agents of change of the education community.
- ✓ Promote the education institutions as the core of the processes.
- ✓ Take advantage of the installed experiences and capacities.
- ✓ Foster educational leadership and cooperation between schools.
- ✓ Establish networks of professionals who embrace collaborative learning, mutual support and taking advantage of good practices.
- ✓ Conduct studies and research that measure the impact of teacher training on education institutions.

Luis Alexander Castro Mena

Executive Director

Uladislao Gámez Solano Institute for Professional Development



MINISTRY OF EDUCATION OF GUYANA

CYRIL POTTER COLLEGE OF EDUCATION

Teacher Education in Guyana

GENERAL OVERVIEW OF EDUCATION

Education in Guyana is provided largely by the state and to a lesser extent by the private sector. The Ministry of Education manages education in the public sector and gives oversight to schools within the private sector. Its decentralized Education System has schools across all levels—nursery, primary, secondary and higher education (post-secondary, for example, *Technical Vocational Institutions* and Adult Education Association, and tertiary such as the teacher’s college and universities), in eleven education districts.

DEMOGRAPHICS PROFILE

The 2017 preliminary census results show that Guyana’s total population to be 747,884 with the urban and rural population being 28.8% and 71.2%, respectively.

EDUCATION BUDGET

The public sector education is about 3.4% of GDP. For the year 2017, the education budget was 17.2 % of the national budget and for the period 2013-2017 an average of 15.7%.

TEACHER EDUCATION AND TRAINING INSTITUTIONS

Three distinct Institutions are involved in teacher education and training, namely: (1) the Cyril Potter College of Education (CPCE)—the premier teacher education and training Institution with the mandate to provide initial teacher education and training from nursery to post-secondary levels; (2) the University of Guyana (UG)—responsible for continuous teacher preparation at the undergraduate and post graduate levels; and (3) the National Centre for Education Resource Development (NCERD)—responsible for continuous professional development for In-Service teachers.

MODEL OF TEACHER TRAINING

Prior to 2010, teacher training employed a 3+2+4 model or a 3+4 model, which means that students took about 7 to 9 years to obtain a first degree in education with the first 3 years spent at CPCE to pursue a Trained Teacher's Certificate (TTC) Programme, then upon successful completion of that programme they work in the schools under supervision for 2 years before moving on to UG where they took 4 years to obtain a first degree in education. In the second model, some students transition from CPCE to UG. The model pursued depended on several factors including the schools to which CPCE graduates were attached as schools have a quota system for the release of teachers to attend UG. Another factor was the moral and professional obligation of the CPCE graduates from the riverin and hinterland regions to return to their respective regions to provide service in the schools before they are released again for further studies.

In 2010, CPCE implemented the Associate Degree in Education (ADE) Programme, under the Guyana Improving Teacher Education Project (GITEP) which was funded by the World Bank. This came against the backdrop of a **policy** in the 2008-2013 Ministry of Education Strategic Plan to increase the number of teachers in the Education System to 70% by the end of 2013.

This programme proposes not only to reduce the number of years for teacher education and training from 7 and 9 to 4 with the introduction of the 2+2 model (2 years at CPCE and 2 years at UG) but to provide teacher education and training that was of a better quality. This quality was defined as the rationalization of the curriculum, improved entry requirement, scholarship opportunities for teacher educators, integration of Information and Communication Technology and implementation of an Induction and Mentorship Programme.

TEACHER TRAINING CENTRES

There are 20 centres/campuses which offer teacher education and training. CPCE has 18 centres; at least 1 in each education district in Guyana. There are 2 pre-service centres 1 of which is the main centre the other pre-service and 5 other satellite centres offer the ADE programme. TTC and TUP education and training are done in 10 satellite centres while TUP only is done in one satellite centre. UG has 2 campuses across 2 education districts.

CPCE AT A GLANCE

The College offers: (i) In-Service education and training to teachers who are in schools and lack professional qualifications; and (ii) Pre-Service education and training for unemployed persons who are mainly secondary school graduates.

Programmes: Associate Degree in Education (One-Year and Two-Year); Trained Teacher's Certificate (Three-Year); and Teacher Upgrading Programme (TUP)(Two-Year)

CONTEMPORARY TRENDS AND MAJOR CHALLENGES

1. Accreditation and registration apply to higher education systems only. In 2017, 11% of higher education state institutions registered compared to

56% of the private institutions (Guyana, National Accreditation Council, 2017). Private education institutions seem to be more compliant, while the public sector laments the burdensomeness of the process and the compounding lack of personnel required to coordinate/manage the process.

2. Distance education provided through CPCE is primarily print-based supported for instance, by monitors, digital videos and compact discs and discs players. Online learning is encouraged by the provision of laptops/ netbooks/ notebooks to students and staff as part of the GITEP and in part as a result of the government's 'One laptop Per Teacher Initiative'.

Challenges relating to the distance education and online learning are not necessarily peculiar to the Guyana situation as unreliable and/or unstable electricity, lack of and/or unreliable internet access in, especially, the deep hinterland and riverine areas of the country may be the realities of other Caribbean states.

CURRENT CONVERSATIONS

1. *Green Economy-* Embracing the STEAM initiative and encouraging a 'cleaner', 'greener', Guyana.
2. *How to deliberately address the Affective Side of Learning-* The need to graduate students who are not only academically qualified/competent, but those who can demonstrate acts of love and care to all.
3. *Creating a fail-safe environment for students and staff-* Persons must feel comfortable to make mistakes and use the experience to develop confidence to persevere to grow emotionally and intellectually.

RECOMMENDATIONS

OAS-ITEN could:

1. Consider the development of print-base modules like what is offered online to benefit teachers who are living in riverain and hinterland regions where there is limited or no internet connectivity.
2. Design a course to focus on the wellbeing and soft skills of teachers.
3. Explore the opportunity to facilitate the mobility of students and teachers across borders in areas such as Modern Languages, Science Education, and Special Educational Needs.

Viola Rowe

Principal

SECRETARIAT OF EDUCATION OF HONDURAS



*Progress, Achievement and Challenges in Teacher
Training in Honduras*

For the past 20 years, Honduras has made efforts aimed at establishing long term commitments between the public and private sectors in order to guarantee the right to education. In 2009, the Government approved the Law to Establish

a Country Vision and the Adoption of a National Plan for Honduras, under the Legislative Decree 289-2009. This instrument defined the vision of national development until 2038, the objectives and goals to be met, and established that resource allocation should be associated to the achievement of results, which should be measurable and assessable.

In 2012 with the Fundamental Law of Education, and the Teaching Career Regulations, Permanent Teacher Training and Pre-Service Teacher Training, the transformation process of the normal schools as Regional Centers of the National Pedagogical University, Research and Innovative Education Centers, Non-university Higher Education Centers and in Regional Centers for Continuous Teacher Training was set forth. This also established the mandatory reactivation of the National Teacher Training System (SINAFOD), a system that gathers institutions, organizations and resources that, in a comprehensive and coordinated way, take actions regarding pre-service and in-service teacher training. It also addresses national policies, their objectives, the development of strategies and strategic plans of the Education System in Honduras, and includes the active and permanent participation of the Autonomous University of Honduras, the Francisco Morazán National Pedagogical University (UPNFM) and the Secretariat of Education.

Therefore, and according to article 68 of the Fundamental Law on Education (FLE), initial teacher training is defined as the institutionalized process that accredits a person as an education professional in any of the levels and types of the National Education System. At the same time, article 81 states that starting in 2018, in order to enter the teaching profession, holding an undergraduate degree in Education is required.

Regarding continuing education, article 11 of the Regulation on Teacher Training establishes that it will be regulated by the General Direction on Professional Development. The target population for pre-service teacher training includes

graduates from secondary schools from all national, government and non-government institutions with a degree in secondary education, and will be governed by the Francisco Morazán National Pedagogical University. The target population for continuous education includes all in-service teachers at centralized and decentralized levels (approximately 58 thousand teachers).

In line with the principles that have guided the Vision of country, the National Plan and the FLE, Honduras subscribed to the commitments established in the 2030 Agenda for Sustainable Development, with concrete actions to achieve the Fourth Sustainable Development Goal (SDG-4).

The approval of a public policy related to teacher training is imperative for the National Education System, and is evident in the 2018-2030 Education Sector Plan, with programs, projects and actions with their respective budgets. Pre-service and in-service Teacher Training is undergoing a process of transformation and is the central pillar to ensure the fulfillment of the goals established in the Strategic Sectoral Plan (PESE based on its Spanish acronym).

For a long time, teacher training institutions, as well as support organizations, private institutions and units of the Secretariat of Education have acted in isolation and disarticulated amongst each other. Yet, the issue of alignment and articulation in an assertive communication network system has taken relevance and priority for effective, relevant and coherent execution of the PESE.

By 2030, Honduras has committed to ensuring that every student of the National Education System acquires quality learning and knowledge related to the focus of citizens for a sustainable development. As well as for building autonomy and national productive development, through a system of permanent curricular update; teachers trained to ensure effective pedagogical processes; policies on supervision and coaching, in addition to support to education centers and a comprehensive evaluation system for quality and equitable education.

CHALLENGES AND OPPORTUNITIES IN THE IMPROVEMENT OF TEACHER TRAINING

#	CURRENT SITUATION	POSSIBLE SOLUTION
1	Teacher training institutions are acting in isolation and in a disarticulated manner amongst each other; it is not clear whether the training offered is coherent with the skills that should be developed in students. Teacher training takes place through fragmented actions that are not yet articulated in an effective way with the different critical aspects of national education.	Every institution should value their own task and make the corresponding updates. Define the national system that articulates pre-service training with in-service education. Define the coordination mechanisms between the pre-service teacher training institutions and the in-service teacher training institution.
2	Pre-service teacher education is done through traditional processes and methodologies that do not respond to the new education theories of the XXI century and, further, do not cover all disciplines in the plan of studies of higher or middle education, some of the methods of education established in the LFE, the third cycle of basic education and the areas of school management and pedagogical orientation in the education centers.	Redesign the model of pre-service teacher training, its plans, programs, methodologies, methods of delivery, establishing new degrees, specializations, master's and doctoral degrees, and also develop and conduct a program for trainers of trainers in curricular, pedagogical and virtual areas.
3	Criteria for entry, permanence and graduation under pre-service education is not rigorously defined.	Regulate the entry requirements for pre-service training and the graduate profile in order to enter the teaching profession according to each level.

VIABLE POLICY/METHOD	FINANCIAL VIABILITY
<p>Training institutions and the Secretariat of Education have academically trained personnel and with professional experience who can define the internal analysis, articulation and coordination processes.</p>	<p>No additional funding is required.</p>
<p>The institutions responsible for in-service education require international technical assistance through recruitment, agreements and network participation.</p> <p>The UPNFM has academic and technical personnel that can be an efficient counterpart to the external assistance.</p>	<p>Funding for: hiring consultancies, subscriptions to platforms and networks, grant scholarships to students and teachers in the country and abroad.</p> <p>No additional funding is required.</p>
<p>The National Education Committee must approve the corresponding regulation.</p>	<p>Manage and/or fund the international technical assistance.</p>

#	CURRENT SITUATION	POSSIBLE SOLUTION
4	Regarding pre-service training, there is no analysis on the offer or labor market demand in terms of the demographic bonus.	Diagnose the labor market demand and offer of the teaching profession. Define regulatory measures.
5	The General Direction on Professional Development (DGDP) of the Secretariat of Education does not have the adequate organizational structure to fulfill the in-service training processes at a national level.	Approve and implement the technical-administrative restructuring of the DGDP and the four regional centers.
6	The physical infrastructure, the technological equipment, the virtual platform and the connectivity of the General Direction on Professional Development of the Secretariat of Education at a central level and the four regional training centers are insufficient and do not respond to technical-pedagogical requirements to be implemented in permanent training. The DGDP currently has a design for the central facilities and for three regional centers.	Complete the architectural design of the regional centers. Define the requirements for the technological equipment, virtual platform and connectivity.
7	The General Direction on Professional Development of the Secretariat of Education does not have the sufficient human talent required to develop teacher training in the entire country through the use of virtual methods.	It is necessary to develop and execute a program for trainers of trainers and hire specialized personnel in curricular, pedagogical and virtual areas.

VIABLE POLICY/METHOD	FINANCIAL VIABILITY
<p>The diagnostic can be developed by specialized technical committees under the supervision of the National Education Committee.</p>	<p>Manage and/or fund the international technical assistance.</p>
<p>Establish a special committee that has international technical assistance.</p>	<p>Manage and/or fund the international technical assistance.</p>
<p>Technical assistance is required for the architectural design, for the technological equipment and for the pedagogical model that responds to training through virtual methods.</p>	<p>Funds must be designated to the DGDP to cover the costs of physical and pedagogical infrastructure, equipment, virtual platform and connectivity.</p> <p>Funding is required for external assistance.</p>
<p>The DGDP requires external technical assistance to develop these processes.</p>	<p>Funds are required to hire external assistance and to provide scholarships to technical-pedagogical personnel so they may obtain training in the necessary specializations.</p>

MINISTRY OF EDUCATION, YOUTH AND INFORMATION



The Jamaica Teaching Council

The teaching profession is more than a public service; it plays a pivotal role, and is strategically located to lay the foundation for socio-economic and cultural growth and development. The Jamaica Teaching Council (JTC) was established in 2008 following an extensive review of the education sector and a formal report made in 2004. It is also a key contributor to the 2030 National Development aspirations: a) to have a world class education and training system driven by competent teachers, and b) being able to respond to the changes and demands of the Fourth Industrial Revolution.

JTC primarily serves to enable an effective teaching profession. In its mandate, it has the task to professionalize the teaching profession ensuring that it embodies the characteristics of professions. As such, its community is defined by a qualifications framework, a body of experience, governing legislation and on-going professional development and registration of teachers. A licensing system for teachers is being developed.

Excellence in teaching is embedded in the vision of the Council. It seeks to realize its vision by assuring and ensuring opportunities for teachers to master the art and science of teaching. It is persistent in its recognition and rewards for excellence. Its vision is encapsulated in four words: Excellence, Love, Service and Integrity (ELSI). Its mission seeks to enable the teaching profession to continuously strive for excellence in raising aspirations and achievements that lead to beneficial educational outcomes for all learners.

As an agency of the Ministry of Education Youth and Information (MoEYI), JTC is mandated to govern the teaching profession and as such, it:

- Regulates the teaching profession
- Provides and oversees professional development
- Advocates for the profession and awards excellence
- Maintains a Teacher Management Information System (TMIS)

GOVERNANCE FOR SUCCESS

The Declaration of the World Education Forum that was held in Incheon in the Republic of Korea pointed to the need for effective governance. The Declaration states: *We will ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.* The Council perceives good governance as underpinning: policy framework, accountability, effectiveness, equity, active participation, transparency, autonomy with responsibility and attractive remuneration—all together, facilitated by appropriate legislation.

In the assessment of the profession, teacher performance is intricately linked to student performance. Teachers are prepared and facilitated to engage all children in meaningful learning experiences.

REGULATING THE TEACHING PROFESSION – FOCUS ON QUALITY EDUCATION TO ASSURE EXPECTED OUTCOMES

All teachers in public educational institutions are required to be registered with the Council. The Jamaica Teaching Council (JTC) sets professional standards founded on six (6) Guiding Principles (GPs) for the profession, and assures professional

effectiveness through annual appraisal of all teachers by the school management. The Guiding principles are as follows:

GP #1. Teacher knows the subject that he or she teaches.

GP #2. Teacher knows how to teach the subject that he/she teaches.

GP #3. Teacher effectively manages diversity to promote learning for all.

GP #4. Teacher sharpens his or her professional skills.

GP #5. Teacher interacts with parents and the community.

GP #6. Teacher does not bring disrepute to the teaching profession.

Teacher appraisal is not punitive. The process is designed to encourage social dialogue among teachers and their leaders to enable development and inspire innovativeness. Essentially the appraisal process is beneficial to the teachers as it fosters excellence, promotes dialogue and understanding, underpins shared responsibility, supports professional judgement for quality, requires school plan and individual work plan, identifies and assesses the spectrum of performance, enables autonomy with responsibility, enables self-assessment and growth, defines excellence in context and recognizes and credits value-added.

PROVIDES AND OVERSEES PROFESSIONAL DEVELOPMENT

Assuring that teachers are masters of their craft – nurturing greatness

Noting the importance of teacher quality to student outcomes, the Ministry of Education Youth and Information decided that the entry level to the profession should be a first degree. Following this, the emerging teacher would undergo a

one-year mentorship period, beginning with induction. Through various channels, weaknesses among serving teachers are identified and accordingly, professional development programmes are made available. To ensure that teachers have the time for professional development, at the request of the Council, MOEYI instituted three (3) professional development days per year, during which time children stay away from school. Sixty-three Quality Education Circles (QECs) covering the island of Jamaica, also serve as communities of learning. QECs are geographical locations in which schools of all levels work together in order to build meaningful linkages among the levels of education.

ENABLING PARTNERSHIPS

The Council recognizes and accepts the need for strategic partnerships as it pursues excellence in the teaching profession. Among the many partners are:

- **National** – Jamaica Teachers’ Association(JTA), Educators; other government bodies; and private sector
- **Bilateral** – British Council; Embassy of China
- **Regional** – OAS-ITEN; CARICOM; Inter-American Development Bank
- **Global** – UNESCO; Teachers’ Taskforce for Education 2030; UNICEF; and The World Bank

The partnerships established over the years have contributed to the effectiveness of the professional development programmes. All teachers have access to at least 60 hours of in-service development training each year. The partnership between JTC with OAS /ITEN, has benefitted the teaching profession substantively through access to training in critical areas, and delivery via multiple modalities.

- a. **MOOCS (Massive Open Online Courses):** Over 1000 teachers enrolled in the Programme: “Teaching Critical Skills through Reading, Comprehension and Writing – 1st Edition.

- b. Assistance to collaborate with countries:** A team from Jamaica achieved significant learning from a visit to Ontario, Canada. The team was exposed to the structure of education and administrative processes that promote and maintain quality in the teaching profession.
- c. Teacher Development for 21st Century engagement with teaching and learning:** through a blended training programme (on-line and face-to-face training) of 40 trainers of trainers in methodologies designed to foster problem identification and solution in learner’s local community, and to collect data and analyze information, using the STREAM⁶ approach.
- d. Advocacy for professional networks** among teachers and promotion of peer collaboration.

Excellent Teachers’ Awards – Each year JTC identifies and rewards excellent teachers by presenting them with certificates and trophies. The Chinese Embassy and private sector organizations are key players in this respect.

Incentives to enter and stay in the teaching profession are as follows:

- Salary—based on qualifications (government-subsidized pre-service teacher training), experience and position
- Serving teachers are refunded 50% of the cost for completing a degree
- Financial support for teachers’ children in tertiary institutions
- Scholarships
- Master Teacher designation – salaried incentive
- Annual awards by QECs

⁶ STREAM – Science, Technology, Reading, Engineering, Arts and Mathematics

However, the Jamaica Teaching Council is aware that much more needs to be done to attract and retain high performers into the teaching profession.

CAREER PATH FOR TEACHERS

There are opportunities for career advancement. In Jamaica, there is an interesting divide in the profession. Education officers are classified as civil servants and are governed by the statutes of the Civil Service. Classroom teachers, principals and professional staff in teachers' colleges/departments are public servants providing a public good and are governed differently. In advancing the career path of the profession, the objective is to bridge the gap between groups and create a clearly defined professional growth path, opening various avenues of the teaching profession, including entrepreneurship.

The Beginning Teacher should be able to decide on his or her professional path and work towards advancement. A qualifications framework has already been created as a guide to professional growth. By enabling and sustaining a career advancement path, the education system is positioned to be led by the best of the teaching profession.

CONCLUSION

To become great and maintain greatness have common characteristics- *inter alia*- goal, competence, training, persistence and excellent outcomes. The Jamaica Teaching Council will vigorously pursue greatness as it advances the teaching profession.

Winsome Gordon
Chief Executive Officer



SECRETARIAT OF PUBLIC EDUCATION OF MEXICO

Teacher Training in Mexico

In Mexico, the entity in charge of defining the guidelines for teacher training is the Secretariat of Public Education (SEP). In 2015, the regionalization of the country took place to define 5 zones: Northwest, Northeast, West, Center and South-South East.

The Education System in Mexico served more than 36 million students, from preschool to postgraduate (until the 2016-2017 cycle).

In the BASIC EDUCATION LEVEL, which includes preschool, primary and secondary education, there are a total of 25,780,693 student vs 1,217,191 teachers in the same level.

Going back in time, the first normal schools in Mexico were established in the third quarter of the XIX century. These are schools based on the French training model.

- In 1921, the Secretariat of Public Education was established.
- During this same decade, the first rural Normal Schools were established with a socialist vision.
- In 1979, the National Pedagogical University was established, to support the training of in service teachers.
- In 1984, programs of teacher training in the normal schools were elevated to Bachelor level programs.

Today, the Normal Schools are mostly in charge of the training of teachers for the education system in Mexico. However, in the last years, other institutions of Higher Education have been included, such as the Pedagogical University, and the Public and Private Universities.

The normal schools are the institutions of the Mexican State that train teachers for basic education: preschool, primary and secondary.

That system consists of 263 public normal schools. Some statistics related to these schools include:

- 23 normal schools with intercultural bilingual programs
- 16 Rural normal schools
- 52 normal schools offer Special Education
- 36 normal schools offer Physical Education
- Enrollment of a little more than 90 thousand students
- Academic personnel around 11 thousand teachers
- 62% of academic personnel are between the ages of 20 and 49

The Bachelor programs of teacher training provides the different education levels that include:

- Preschool Education
- Primary Education
- Secondary Education (with 10 specializations)

- Special Education
- Physical Education
- Artistic Education

Of the academic bodies that are part of the research in normal schools, 198 are registered, 170 are in training and 28 are in consolidation (PRODEP, 2018).

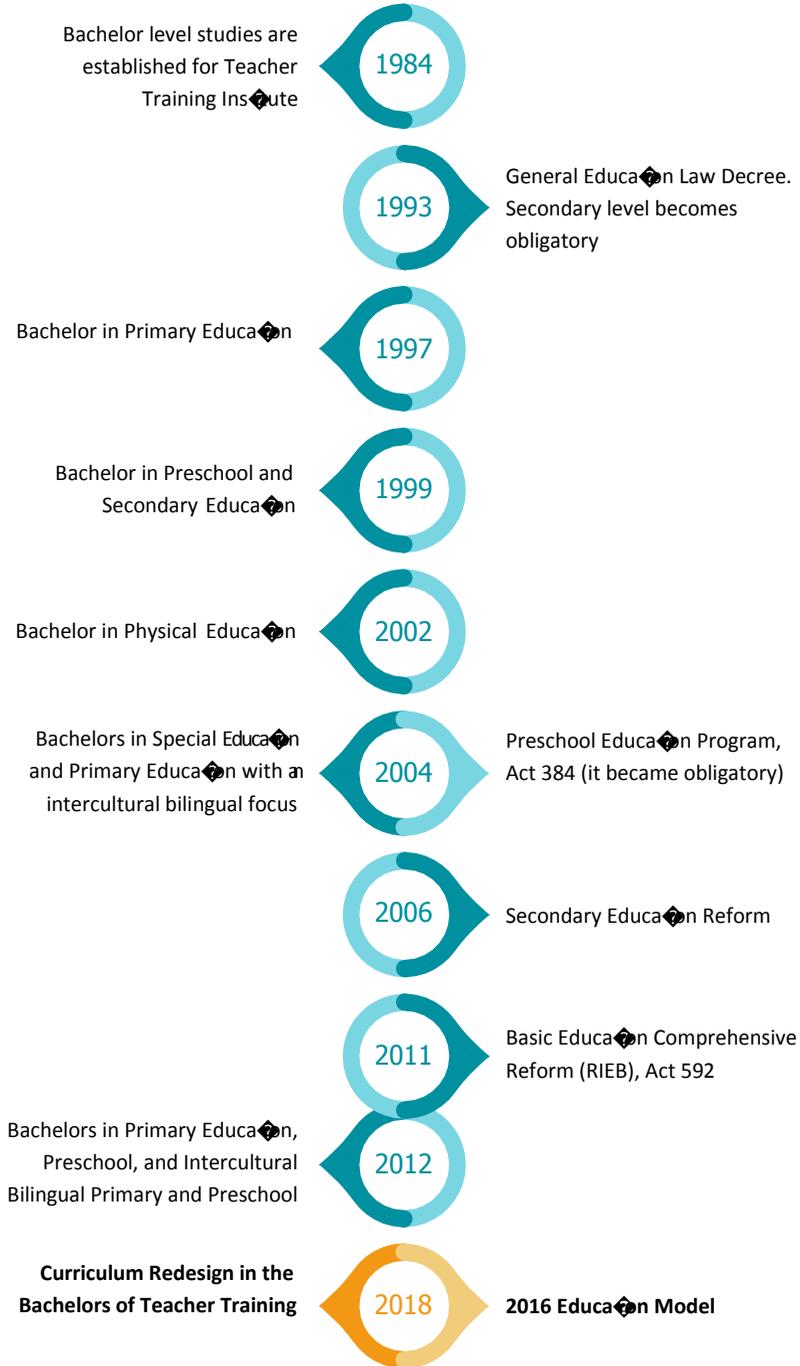
The new benchmarks for teacher training make up a cycle that includes the following:

- Education Model for Required Education
- Inclusion and Equity Strategy
- Use of ICTs
- English Strategy
- Strategy on the strengthening and transformation of Normal Schools

For the first time in more than thirty years, teacher training education policies are articulated with the policies on Basic Education (see details in the table below).

TEACHER TRAINING INSTITUTE

BASIC EDUCATION



NATIONAL CONSENSUS

- Pedagogical transformation according to the New Education Model
- Indigenous and intercultural education
- English learning
- Professionalization of the teaching staff of the Normal Schools
- Synergy with universities and research centers
- Support to the EN with best practices: Institutional excellence

The New Plans of Study 2018 allow for an academic life with more experiences of personal and professional development based on:

- Student mobility
- Synergies with other IES
- Interculturality and indigenous languages
- English
- ICT (New learning environments)
- Flexibility of curriculum autonomy
- Continuous training
- Training of directors
- Teacher and director mobility

- Promotion of research and networks
- Extraordinary support

Some links of interest:

- <https://www.gob.mx/sep>
- <http://www.ses.sep.gob.mx>
- <http://www.dgespe.sep.gob.mx/>



MINISTRY OF EDUCATION OF PANAMA

*Strengthening the Teaching Profession:
Policies, Partnerships and Cooperation to Support
the Education Agenda in the Americas*

In 2014, the contextualization of the teaching profession under the framework of the challenges of the XXI Century was under the responsibility of the governing entity, MEDUCA, as well as the training entities through Departments of Education from public and private Universities.

The establishment of the Inter-University Committee for the definition of the Teacher Training Profile of Panama brought together the following universities: the University of Panama (UP), the Specialized University of the Americas (UDELAS), the National University of Chiriqui (UNACHI), ISAE University, the University of

the Caribbean (UC), the Inter-American University of Panama (UIP), the Open and Distance University of Panama (UNADP), the Inter-American Distance Education University of Panama (UNIEDPA), MEDUCA: Vice Academic Office; National Training and Professional Strengthening Directorate; National Curriculum Directorate; National Initial Directorate; and National Evaluation Directorate.

The Committee was established on April 24, 2015 and, as part of its outcomes, the following are worth mentioning:

- Identification of curriculum units
- Teacher skills profile
- Establishment of the Inter-institutional Committee on the Teacher profile in Panama: universities that offer Teacher Training in all levels
- Establishment of an entry system for pre-service teacher training centers, which includes a rigorous protocol (interview; knowledge exams, psychological and skills test).
- Updating of curriculum proposals based on personal, academic and pedagogical skills.
- Proposal of standards for professional practices in pre-service training, with guidance and mentorship since the beginning of the career.
- Definition of criteria for graduation from the teacher training programs.
- Training according to the needs of each region.
- Virtual Training for Teachers in Areas of Difficult Access.
- Scholarship for Certificate Programs, Postgraduate and Master's programs in Teaching Strategies at the National and International level.

The sectors that are part of the National Commitment for Education include:

- National Parents' Confederation of Panama
- Council of Public and Private University Directors
- National Council of the Private Enterprise (CoNEP)
- Students (of Pre-Middle and Middle official and specific schools)
- Associations of Educators: National Union of Educators of Panama (UNEP)
- National Union of Educators for Quality Education (UNECEP)
- Ministry of Education (MEDUCA)
- NGO Education Sector

These organizations have participated in different thematic round tables discussions. Out of 117 round tables, 22 plenary sessions were formed, 37 public policies on education were defined, and 241 lines of actions were set.

Regarding the training of educators, the main challenge is to have a very well trained and motivated teacher body than can embrace the challenges of education for the XXI century.

According to the assessment by the Inter-American Development Bank (2015) and described in the document "Panama: IDB strategy with the country 2015-2019", the following takes place: "In terms of teachers, although the county has made significant progress regarding certification and training through programs

such as ‘Panamá Bilingüe,’ the training process is still focused on generic and theoretical areas, requiring further preparation in specific skills and attracting good candidates to the teaching profession”.

Policies for Teacher training are framed under the following topics:

- TRAINING
 - SUBTOPICS:
 - Pre-service teacher training
 - Entry and graduate profile in the pre-service teacher training
 - Training of Early Childhood teachers
 - Profile of the primary, pre-middle and middle teacher
 - Framework of qualifications for teacher training
 - POLICY PROPOSALS:
 - Establishment of entry and graduation requirements of teacher training according to the skills demanded by the current society
 - Maximizing the professional practice to achieve a better development as a student and in preparation to enter their professional life

- Diversification of Education Offers to promote interest within students
- TRAINING
 - SUBTOPIC: Continuous teacher professional development
 - Policy Proposal:
 - Implementation of a National System of public training centered on the teacher qualification and continuous training; taking into consideration the characteristics of the school zones and promoting an ongoing process to improve the quality of education.
- TEACHING PROFESSION
 - SUBTOPIC:
 - Entry level to the Teaching Profession
 - Career path through assessment and promotions
 - Termination of the Teaching Profession
 - POLICY PROPOSAL
 - Establishment of a Teaching Profession Career Path Law that ensures attracting and retaining teachers in order to strengthen their mobility and professional development.

Out of all these themes emerge concrete line of actions.

TRAINING OF DIRECTORS, SUB-DIRECTORS -SUPERVISORS

The Training Institute for Educational Leaders (IFILE) was established with the following objectives:

- Develop a training process for Directors of Education Centers with a comprehensive leadership vision.
- Identify the necessary skills for directors, sub-directors and supervisors.
- Establishment of a Certification of 320 hours and 9 modules.
- Evaluation of the relevance of the curriculum design from the current Master's in Education offers.
- Coordination with Universities to develop a University Certificate aligned and consistent with the skills for the position.

The certificate program for School Leaders is intended for 500 directors and it has generated 51 actions, while the Diplomas, Postgraduate and Master's programs are intended for 330 directors and teachers, and it has generated 9 actions.



MINISTRY OF EDUCATION AND SCIENCE OF PARAGUAY

Public Policies for Teachers

The Ministry of Education and Science (MEC) establishes ensuring quality education as one of its strategic areas, while the improvement of the pedagogical practice in the classroom is considered a fundamental pillar in achieving learning outcomes. In this context, progress has been made in defining a policy for teachers that based on Art. 14 of Law 1725 “Educator Statute” and Art. 27 of the 268 Decree, regulates Law 1725 “Educator Statute”. In addition, in line with the provisions of the 2030 Development Plan, the 2024 National Education Plan and the 2013-2018 Education Agenda, the Ministry developed through a participatory process the Regulation of the Educator Career Path, in collaboration with all stakeholders.

The career is understood as the educator professional path under the national education system, and it considers entry level into the profession until retirement, according to the current regulations (Regulation on the professional career of the Educator, MEC, 2017). This regulation contemplates both, the horizontal and vertical career path. Through this initiative, the MEC wants to attract the best students to education careers and the establishment of constant support to teachers in the classroom. This is done through a process of induction to new teachers, performance appraisal for improvement, and the recognition of the best teachers through an incentive program. At the same time, the results from the evaluations should allow for the drafting of lifelong learning programs.

Further progress includes the design of a new model of in-service teacher training and the development of training courses to strengthen pedagogical, leadership and school management skills. Along these lines, other continuous education programs and projects were developed to improve the quality of education, establishing professional development spaces for every educator in the country. The following includes some examples:

- The *“Teacher Training Program to improve the education of children, youth and adults in Paraguay”*, with the objective of strengthening teacher education processes of the different education levels/methods in the public sector in order to improve their performance and positively affect the quality of student learning outcomes.
- Program for the *“Improvement of learning conditions through the integration of ICTs in educational Institutions in Paraguay”* (ICT Program), with a focus not just on the provision of technology but rather on the development of teachers’ skills in the pedagogical use of ICTs.
- International teacher development spaces in the framework of the Carlos Antonio López Scholarships (BECAL) to different Universities.

Other mechanisms to ensure quality education include: Certification of Teacher Training Institutions, which involves the certification of teacher training institutions (IFD) that comply with the minimum criteria for quality of teacher training, and the implementation of scientifically rigorous national assessments as an entry level into the teacher training institutions.

STATUS OF TEACHER EDUCATION IN PARAGUAY

Teacher education in Paraguay includes the following two lines of training:

- a. Pre-service Teacher Training:** is in charge of students’ first step into the teaching profession and it is offered to future educators before they start their professional practice. It ends with the Teacher Certification
- b. Continuous In-Service Teacher Training:** The main objective is to train in –service educators of the different levels and disciplines in order to improve their performance and positively affect the quality of student learning outcomes in the education system in Paraguay.

Pre-service teacher training includes a variety of modalities and levels: Initial Education, Basic Education Teacher (1st and 2nd cycles) and the 3rd cycle of the EEB and Secondary Education on the different thematic curricular topics. These programs have been in place for a decade, which makes a curricular revision necessary in light of new guidelines regarding teacher skills.

Another important aspect, currently under consideration, is a pre-graduation assessment for teaching students in order to obtain their degree. In addition, the implementation of an accreditation process for teacher training Institutions by the National Agency for the Evaluation and Accreditation of Higher Education (ANEAES) is under consideration.

The Teacher Training System still faces a challenge in curriculum for the Technical and Vocational Education and Training Institutions (TVET). Currently, university graduates and, in other cases, graduates from technical education fulfill this post in the schools.

LEGAL FRAMEWORK FOR TEACHER TRAINING IN PARAGUAY

- General Education Law 1264/98 – Article 51: Within the Tertiary Level professional Training Institutions, the MEC must prioritize the Teacher Training Institutes that will be in charge of training.
- Decree 11.510/95 “Establishes regulations for the launching and operation of Teacher Training Institutions”.
- Law 1725/01 Educator Statute.
- Decree 468/2003 regulates the implementation of the Educator Statute.
- 4995/13 General Law on Higher Education.



MINISTRY OF EDUCATION OF THE DOMINICAN REPUBLIC

Status of Public Policies for Teachers

The General Education Law, 66'97, is our starting point. Work is done according to the 2008-2018 Decennial Education Plan, the 2014-2030 National Pact for Education Reform, the 2016-2020 Government Program and to the strategic plans of the Ministry of Education (Minerd) and the National Teacher Training Institute (Inafocam). The 2008-2018 Decennial Education Plan, in its Policy 6, states the following as its strategic line for training: *“Prioritize training of human resources with high qualifications for the education sector and promote retention and growth of already existing personnel”*. The National Pact for Education Reform (2014-2030) defines the type of teacher that needs to be trained in order to address the needs of the education system in the Dominican Republic. The Ministry of Education has given priority to the following policies: the development of the teaching profession, the implementation of a competence-based curriculum, and the development of sustainable education centers.

DEVELOPMENT OF THE TEACHING PROFESSION

- 1. Development of the Project: Outstanding Teacher Training for pre-service Education:** is based on the Resolution 9'2015 of the National Committee on Higher Education, Science and Technology (Conesyt), and responds to teacher profiles defined under said Committee. In general, the Dominican teacher is a professional who must develop their skills in these six dimensions: a) personal and professional development skills; b) socio-cultural; c) knowledge of the learner dimensions ; d) pedagogies; e) curricular; and f) skills related to school management. The curriculum is structured in the following way: General Training, Psycho-pedagogical Training and, Disciplinary Training.

2. **Development of the Project of Induction for New Teachers:** is established in the General Education Law. The Dominican government has committed to increase the quality of education, which is stated in the National Pact for Education Reform signed in April 2014.

IMPLEMENTATION OF THE COMPETENCE-BASED CURRICULUM: PROFESSIONAL TEACHER DEVELOPMENT

1. **Implementation of a School-centered Lifelong Education Strategy (EFCCE):** to develop the professional skills of in-service teachers. It is centered on training from within the classroom, for the initial literacy in the first grades according to the current curriculum.
2. **Development of Fourth Level teacher training programs (specializations, masters and doctoral degrees)** according to the postgraduate guidelines established by Mescyt and attending to the training demand presented by the Ministry of Education of the Dominican Republic.

DEVELOPMENT OF SUSTAINABLE EDUCATION CENTERS: INSTITUTIONAL MANAGEMENT

This policy proposes the development of education centers that implement the competence-based curriculum, while strengthening the institutional management and social participation based on quality learning processes and on the student's and teacher's experience. The objective is to shape citizens with ethical values, with the capacity to enter society in a social and productive way, with a focus on rights, equity, social justice and respect for the environment.

STATUS OF TEACHER EDUCATION DEVELOPMENT OF THE TEACHING PROFESSION

- 1. Development of the Project: Outstanding Teacher Training for pre-service Education:** currently the country has implemented a strategy to train 20,000 new professionals of excellence for 2020. This project includes a scholarship program and co-funding for the hiring of High Quality teachers. New standards for the Project are in place and students must perform well on the Academic Aptitude tests (PAA based on its Spanish acronym).
- 2. Development of the Project of Induction for New Teachers:** currently the country is in the process of implementing this program that will impact all new teachers: 6,186 teachers.

IMPLEMENTATION OF THE COMPETENCE- BASED CURRICULUM: PROFESSIONAL TEACHER DEVELOPMENT

Modifications were made towards the development of a competence-based curriculum for the Initial Level and for the First and Second Cycle of the Primary Level.

- 1. Implementation of a School-centered Lifelong Education Strategy (EFCCE):** this program is implemented to develop the professional skills of teachers. It is centered on the initial literacy of first grades. Currently, it impacts 25,098 teachers in the First Cycle of the Primary Level, in Spanish Language, Math and Institutional Management.
- 2. Development of Fourth Level teacher training programs (specializations, masters and doctoral degrees):** Since 2012, 6,531 teachers of the education system have benefited in postgraduate programs, in specializations, masters and doctoral degrees. Training programs also receive follow-up and monitoring during their implementation.

DEVELOPMENT OF SUSTAINABLE EDUCATION CENTERS: INSTITUTIONAL MANAGEMENT

The 2017-2020 Institutional Strategic Plan has been approved, as well as the 25'2017 Ordinance that aims to coordinate the training and development of teachers, in the areas of interest, with the national and international institutions of higher education. The objective is to develop and improve the quality of education in the Dominican Republic, using both on site and online methodologies. Other approved regulations include the 27'2017 Ordinance that updates the Normative Framework for Teacher Qualification, and the regulations that govern the application of incentives for training or partial scholarships.

The **Government Project: “República Digital”** ensures that Dominicans have access to the information and communications technology (ICTs) with the objective of reducing the digital divide and providing better services to its citizens. Regarding education, the **Project** has been established in order to provide computers to all teachers and students at the Secondary Level, and also to provide training for teachers in the use of the ICTs in their profession.

MINISTRY OF EDUCATION OF EL SALVADOR



*Public Policies on the Teaching Profession
2015-2019 National Plan for the Training of Public
Sector In-Service Teachers*

Considering the National Policy on the Professional Development of Teachers, the Ministry of Education developed the National Plan for the Training of Public In-Service Teachers that was implemented in 2015, believing that the quality of

education largely depends on the quality of its teachers. The objective of the plan is to develop the teacher training subsystem as a strategic element of the National System for Teachers' Professional Development.

The current administration of the Ministry of Education promotes a series of actions geared towards ensuring that every teacher in the public sector has the training and necessary conditions to nurture productive and citizen-skilled students. This, in the framework of a quality, equitable and inclusive education that promotes lifelong learning opportunities for all (SDG 4). Ideally, teachers that participate in the plan will strengthen three areas: disciplinary, methodological (with a focus on Science, Technology and Innovation) and to strengthen a teacher "ethos".

The National Plan for Teacher Training is designed to be implemented in three stages (2015-2019):

- I. Creation of experts and specialists clusters for ongoing teacher training for every teacher in the public sector.
- II. Reformulation of pre-service education and reforms to the national curriculum.
- III. Development of the postgraduate and teacher specialization Plan.

a. Stages of the Development of the Training

In the first stage of training, the clusters of *experts* were created by disciplines, in order to establish a cohort of specialists by discipline. At the beginning of the plan, there were 44,000 teachers in the country. For the first stage of the plan, 1,200 specialists, 3,000 Basic Education Teachers and 6,000 teachers of the Cycle III and Secondary were served. Later, specialists and teachers from early childhood education were also included, as well as those from Physical Education,

Artistic Education, English, Teaching of the Nahuatl language, Administrative Management and Gender Education.

b. Areas of Specialization

Basic education includes 1st -6th grades and secondary education runs from 7th to 11th grade. Specialists and teachers are trained in the following disciplines: Early childhood, Language, Math, Science, Natural Sciences, Chemistry, Biology, English, Artistic and Physical Education, Nahuatl Language and Administrative Management.

c. Actors Involved in the Training Process

- 1. Specific Subject Matter Expert:** are professionals who work in different institutions and who have knowledge in a specific subject, pedagogical and teaching mastery, as well as experience in the training of teachers.

Role:

- Design the training plan for specialists and teachers
- Review and adapt the training program materials
- Develop and coordinate the training plan

Every area has a team of between 9 to 34 experts at the national level. Currently, 250 experts participate and are organized in different clusters by discipline.

- 2. Specialized Teacher Trainer:** are teachers that work in education centers as technical personnel for the Ministry of Education, with an academic training or enough experience in an area of the curriculum.

Role:

- Participate in the training as a student
- Participate as a trainer of other teachers
- Support the technical assistance and training processes in education centers.

These specialists are part of a professional platform for the education system in El Salvador, and work throughout the country depending on the key issues set forth by the Ministry of Education. They represent knowledgeable human capital that is placed throughout the country.

- 1. Teachers in Training:** teachers that work in the public sector and will receive training according to their education level and area of specialization.

Role:

- Participate in teacher training
 - Improve their teaching practice in the classroom
- 2. Technical and Pedagogical Assistant:** team of professionals that participate in the training and that work at the Department level with technical, pedagogical and management roles.

Role:

- Organize technical assistance processes that are inherent to the training
- Coach and provide follow-up to the training process
- Participate in the teacher training process as specialists or students

d. Training of Teacher Specialists

- Duration of 2 and a half years, 8 training modules. Each module (a module is the equivalent to a complete course or a class from the syllabus) takes 120 hours, during 8 weeks that are distributed in the following manner:
- Face-to-face phase for 64 hours during 8 Saturdays
- Virtual phase for 32 hours
- 24 hours of practice in the classroom

e. Teacher Training

Duration of 2 years, with 8 specific subject modules. Each module takes place in 8 weeks, distributed in the following manner:

- Face-to-Face phase: 64 hours
- Non-face-to-face phase: 32 hours of practice with their students

- Virtual phase: 24 hours virtually

At the end of the training, teachers will obtain a certificate from the Ministry of Education. Each module is the equivalent of 6 UV.

f. Support System

The Training Plan is coordinated by the National Director for Secondary Education, with the support of other internal actors: technical personnel at the central and state level, teacher training centers and hired private institutions.

For the follow-up and evaluation process, there is a committee of 25 professionals. Every week, there is a meeting to review progress and implement improvement actions, as a result of visits to training sites and the observation of trainers' performance, which are evaluated on the last day of the module. The results show that, on average, 80% of teachers or higher, are satisfied with the training they received, especially regarding mastery of content and methodology.

RESULTS OF THE NATIONAL PLAN FOR TEACHER TRAINING (2015-2018)

- Strengthening the subject, methodological and teaching skills in 26,810 teachers of different areas of the curriculum and different levels of the education system. 22,498 are teachers and 2,312 are specialists who have participated in 1 to 8 training modules. In other words, that represents 60% of teachers in the public sector who teach an average of 804,000 students.
- Certification of 931 basic education and secondary education specialists in 10 areas of specialization, who completed their training of 8 modules in October 2017.

- Design and implementation of modules for the development of citizen skills: climate change, environment, use of curricular materials in math, financial education, gender education, and others.
- Design and development of 132 virtual courses that offer specialists the opportunity to complete modules they have not taken or have not passed. 800 specialists benefited.
- There is an installed capacity of clusters of experts and specialists that simultaneously serve 10,000 basic and secondary education teachers, organized in 310 sections throughout the country.
- In the 14 states in the country, there are **teacher networks** of specialists who carry out specific subject technical assistance and training actions.
- The clusters of experts and specialists participate in key actions of the Ministry of Education: teacher training, research, development of learning assessments, and development of curricular materials and programs of study.
- In the *reformulation of pre-service education and reforms to the national curriculum*, actions are underway to establish the National Institute for Teacher Education (INFOD), as mandated by the President of the Republic and by the approval of the Legislative Assembly, and planned for 2018. The objective is to ensure the redesign of the curricula, train teachers in deficient areas, improve the conditions of trainers, conduct research, and follow-up on pre-service and continuing education processes.
- There are currently strategic partnerships, and more are envisioned, with national and international organizations such as the *Fomilenio II* program through the Challenge of the Millennium Corporation (MCC) and the World Bank, in addition to the funds designated by the Government of El Salvador.

LIMITATIONS OF THE PNFD

- Some teachers and specialists had difficulties with the use of the virtual platform as they lack the necessary skills.
- At the beginning of the project, little attention was given to the importance of the development of cases of Teaching Ethos, arguing that there was not enough time and that the most important issue was developing the specific subject matter.
- The teacher training centers (6) do not have the necessary space to train all teachers simultaneously. Education centers were used, without altering students' class' schedule.
- Late calls, in some cases, for teachers that work in remote education centers.
- Some Principals of the Education Centers do not allow their teachers to attend the trainings and, in some cases, teachers refused to participate in the training. Some discipline measures have been applied to teachers who do not comply with the official calls even though it is mandatory by law.

LESSONS LEARNED

- Trainers have assumed greater responsibility in the development of the ethical component of training, as a result of the follow-up process to their performance and the dialogue regarding its pivotal importance.
- In order to achieve attendance and continuous participation in the training sessions, timely and systematic follow-up processes must take place in order to motivate and adequately inform teachers

- Teacher training requires continuous and systematic efforts with an adequate budget. Financial investment is fundamental in buying services and resources.
- The key factor in ensuring quality teacher training is the selection of training experts and specialists, especially regarding specific subjects and methodological strategies.
- One of the desired achievements of the teacher training plan is that all teacher specialists be given the opportunity to be trainers of at least one module, with the goal of strengthening their skills as trainers.
- In order to ensure teachers' participation and attendance, different strategies are implemented: a written call, personal emails or messages through WhatsApp telephone calls to individuals and education centers and sending lists of teachers who did not assist the training.



MINISTRY OF EDUCATION OF ST. KITTS AND NEVIS

Teacher Policies within the Education Agenda

The Federation of St. Kitts and Nevis acknowledges a deficiency in the development of public teacher policies. A formal evaluation of education policy within the twin island federation was conducted in 2014 – 2015 as part of an education policy review. Specifically, teacher policy issues were reviewed under three broad policy domains: teacher supply, teacher development and teacher management.

It is important that we attract some of the best minds into the profession. A number of recommendations were proposed. These include aligning the requirement entry for teaching with the requirements to enter teachers college, reviewing salaries and benefits to align them more closely with high prestige profession, and promoting and supporting continuous professional development aligned with advancement through career stages. Schools will be encouraged to appoint a teacher performance management team to plan and coordinate continuing professional development. Schools will be encouraged to also use online training provided by agencies such as COL and ITEN.

There is a dire need to attract more men into the professional as well as teachers in the STEM field. The Ministry of Education (MoE) will use facilities of the CSME to recruit suitably qualified teachers in understaffed subjects. With the deployment and utilization of teachers, if principals are involved in the process, this will ensure that the needs of individual schools are met in a timely manner. A workload policy will be developed to ensure equity with respect to professional task where teachers are expected to balance work time between instruction and professional activities outside class. This will ease the pressure that often times leads to burn out. Additionally there is a need for a policy on subject specialization in secondary schools and subject specialists in primary schools. This is designed to help teachers focus more on improving their competencies. Teacher retention is very important.

The MoE is proposing the implementation of a pre service programme supplemented by a two years internship for new teachers during which they are required to take part in a structured induction/mentoring program. Pre-service training helps to arm prospective teachers with the competencies required for survival as an entry level teacher. The MoE will work in conjunction with the main tertiary institution CFBC while the MoE will maintain oversight through M&E. Implement the proposal to establish a career ladder for upward mobility by creating opportunities for teacher leaders to function as peer coaches and mentors for new teachers and teachers in training. This will reduce boredom for classroom teachers and hopefully will provide incentives and motivation for teachers to remain in the service. Scholarships in areas such as curriculum development,

literacy and leadership assessment and research to provide specialist training to meet MoE needs with a hope of diversifying possibilities for teachers. If schools are to have the resources required to support quality teaching, then it is important to equip labs and provide much needed supplies to execute tasks. And inefficiency in this area can lead to frustration and poor quality teaching. There will be a revision of the teacher appraisal instrument. This instrument will be aligned with the Framework of Generic Teaching Performance Standards outlined in the CARICOM Professional Standards document. Additionally, consideration will be given to introducing professional licensing and registration as a quality assurance measure linked to teacher appraisal.

Our country is poised to undertake all of these policy recommendations as part of the St. Kitts and Nevis 2017 – 2021 Education Sector Strategic Plan. More specifically, Policy Goal 2 of the Education Sector Plan addresses strengthening the quality and relevance of education at all levels to improve learning outcomes and it has Professionalizing the teaching force as one of its programme areas. The policy recommendations listed above serve to inform the outputs of this programme. We are currently in the process of acquiring funding for this programme. It is our expectation that by the year 2021, our public teacher policy gaps will be rectified.

TEACHER EDUCATION

Teacher training is conducted primarily through the Clarence Fitzroy Bryant College (CFBC) allowing for face-to-face interactions between facilitators/trainers and students. Students are trained to become educators with an Associate Degree (ADE) in teaching at the Early Childhood, Primary School, Secondary School or Technical & Vocational Education and Training (TVET) level. Additionally, teachers desirous of improving their professional status do so through distance learning programs with the University of the West Indies' Open Campus or with other online universities. The advantage of teacher training certification through the University of the West Indies (UWI) is that it affords teachers the privilege

to matriculate into the Bachelors or Masters of Education degree programs at the UWI, resulting in exemptions with credit from courses in the BEd or MEd programs.

The training programs for Early Childhood, Primary, Secondary and TVET span two (2) years or (5 semesters – one of which is held in summer). The final (5th) semester provides trainee teachers with a minimum of 10 weeks of classroom practice, accompanied with a complete portfolio of the teacher’s practicum experiences. The teaching practicum is conducted exclusively in schools on the island of St. Kitts. Candidates must obtain an overall 50% score in every assessment component of a course to be deemed to have passed in an academic course. However, in the Classroom Practicum and the Teaching Portfolio a passing score is obtained with 60% performance or higher. The ratio of weighting of the Practicum to the Portfolio is 3:2.

The financial cost to access and complete the teacher training for ADE certification at the Clarence Fitzroy Bryant College is approximately US\$930 or XCD\$2,500. This does not include textbooks and appropriate stationery, meals and transportation. Additionally, students who are not nationals of the Federation of St. Kitts and Nevis are required to pay an annual tuition fee of XCD\$6,843 or US\$2,534. Candidates taking the Diploma in Education program will incur a sum fee of approximately XCD\$2,150 or US\$795.

Mr. Daryll Lloyd

Deputy Chief Education Officer



MINISTRY OF EDUCATION, NATIONAL RECONCILIATION, ECCLESIASTICAL AFFAIRS AND INFORMATION OF ST. VINCENT AND THE GRENADINES

Early Childhood Education

Research reveals that the indicators of high-quality early education and child care is critical to the education system. When child care is consistent, developmentally sound, and emotionally supportive, there is a positive effect on the child and the family. Children who attend high-quality early childhood programs demonstrate better math and language skills, better cognition and social skills, better interpersonal relationships, and better behavioral self-regulation than do children in lower-quality care. It is important to note that inadequate outcomes of children in poor-quality child care cannot be fully remedied in the formal structure of the K-12 educational system and to focus only on the education of children in kindergarten is to ignore the science of early development and deny the importance of early experiences.

Researchers have also articulated that well-defined educational curriculums serve the interests of young children. In an early childhood setting with a weak pedagogical framework, young children may miss out on stimulating environments that are of high importance in the early years. At the program level, guidelines for practice in the form of a pedagogical or curriculum framework help staff to clarify their pedagogical aims, keep progression in mind, provide a structure for the child's day, and focus observation on the most important aspects of child development (Siraj-Blatchford, 2004).

In the context of St. Vincent and the Grenadines (SVG), a few privately-owned centres (approximately 10%) operate without any curriculum while (approximately

7%) with an updated and modern school program are able to offer better services to a select number of children. This inequality is particularly noticeable when preschoolers transition into primary schools. In an era where inclusive education is promoted, only about 1% of the early childhood centres have made provision for the physically challenged or the gifted child.

Currently there are 132 early childhood centres in SVG, 121 are privately owned while 11 are government-operated (another government-operated preschool was recently opened). Since the Early Childhood Standards have not been brought into effect, there is not much redress the Ministry of Education can possibly do. This brings to bear the need for a robust sensitization program about the importance of adhering to quality standards of operations. Hence, to add value to Early Childhood operations in St. Vincent and the Grenadines, the Ministry of Education has engaged in several training programs to equip our practitioners with the requisite skills and improve the quality of services that are offered to the parents.

To this end, the Early Childhood Department has trained some 500 plus practitioners in the following areas:

- **School safety and emergency response** – Given the propensity to hurricane damage in St. Vincent and the Grenadines due to climate change and the trauma associated with natural disasters, the Early Childhood Department has organized several workshops on disaster preparedness and giving psychosocial support to children and parents who have been affected.
- Additionally, parents and practitioners were sensitized on dealing with the Zika virus and the trauma of having children who may suffer from microcephaly.
- **Core Curriculum subjects** – Early Childhood practitioners/teachers were trained in the delivery of core curricula subjects as a means of establishing

a strong foundation. These included using storytelling to assist literacy acquisition, using pictorial and concrete operations to enhance numeracy and using the inquiry method in science in an enjoyable way.

- **Creative Arts in Early Childhood Education** – The use of art as an intervention strategy for children who are disruptive was part of a training workshop; so too was the use of craft. Practitioners were also taught how to incorporate dance and movement in the teaching and learning process for young children.
- **Developmental delays** – It has been observed that over the past five (5) years, there has been an increase in the number of children who enter preschools with some form of developmental delay – whether it is a speech impediment, cognitive delay or visual impairment. The Early Childhood Department therefore organized training in Early Identification of Developmental Delays and Screening, Assessment and Referrals in the Early Years.
- **Curriculum** – The Early Childhood Department was able to obtain local funding to train practitioners in the use of the High/scope Curriculum. While the training was very successful, there were gaps observed and the need for an emergent curriculum tailored for the Vincentian child was articulated. It was this concept that enabled the Early Childhood Department to seek the revision of the current curriculum so that it reflects our indigenous identity.

Gwenette Cambridge
Senior Education Officer

NATIONAL ADMINISTRATION OF PUBLIC EDUCATION IN URUGUAY



Between the academic and institutional transition and transformation: Policies on Education Training in Uruguay

According to article 20 of the General Education Law 18437 (2009) in Uruguay, “The National Education System is the integrated and articulated education proposals set for all citizens throughout their life.” The system includes the Ministry of Education and Culture (MEC), the National Administration of Public Education (ANEP), the University of the Republic (UdelaR) and other autonomous public state education entities (such as the new Technological University, UTEC). It is coordinated by the Coordination Committee on Public Education, whose objective is to establish and articulate education policies and promote the planning of public education. The committee includes the aforementioned institutions and has organized three National Congresses on Education that look for the planning of education policies to be based on social dialogue and in decentralization, while supporting the work of the state committees on education (CDE).

Formal education is organized in different levels and modes of education that make up the different stages of the education process: early childhood education (3, 4 and 5 years); primary education; secondary basic education; secondary higher education (that includes general education, technological education and technical vocational training); tertiary education (includes training in education, non-university technical courses, technical education, and technological higher education); and undergraduate and graduate University education.

The ANEP is the autonomous entity that establishes, implements and develops education policies that correspond to the different levels of education. Training in

education is under the supervision of the Committee on Training in Education and of the ANEP, whose 2015-2020 strategic objectives include the following:

1. Improve the number and quality of professionals in education.
2. Modify the current Plan of Studies (2008).
3. Establish a new teacher and academic structure.
4. Develop research during the training process.
5. Develop continuous postgraduate training.
6. Improve institutional management.

Another aspect worth mentioning is the transition towards a new training plan in five education degrees (education, early childhood education, teaching, technical teacher and social educator) and, at the same time, a genuine transformation of the Education University (UNED).

The III National Congress on Education “Enriqueta Compte and Riqué” was organized by the National System on Public Education and is in line with SDG of the 2030 Agenda (“substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries”), and a central theme was related to the establishment of the Education University. Currently, the Committee on Training in Education (whose objectives include improving the number and quality of teachers) aims for a transformation in a university model, for various reasons: develop university functions of research and extension, in addition to teaching, establish connections to other education institutions locally, regionally, nationally and internationally. Further, it aims to establish a decentralized, autonomous and co-governed structure, and develop inter-sectoral policies with different programs for all ages and in various parts of the country, with the creation of

the National System for Vocational Training to organize the different methods of vocational training. The proposed law that establishes the UNED is currently under discussion in the legislative branch.

A transformation in teacher training can improve the quality of learning or reduce the inequality in education results, and at the same time; it strengthens the system in Uruguay: by giving teacher training university value and developing university functions, autonomy is transferred as well as resources (human and financial), changes occur to the practices and training, changes to the structure of the teaching profession statute, and an inter-sectoral relationship is established with new stakeholders. All of this implies a change that benefits the entire structure of the system in the short and long term. In this sense, human rights become the pillar of the training transformation, it establishes general and specific skills in the entire profession, and it ensures a flexible and open design that contributes to the autonomous development of the future teacher.

The educator should be inclusive, creative and innovative. In order to achieve this, the Committee on Training in Education has established the following lines of action:

- Consolidating the systematic participation of education actors in the development of new plans of study through the work of the different committees comprised of representatives of the different internal mandates and organizations in the committee. Those include the Committee on Curriculum Teaching and Design, the National Committees of the Profession, and the Committee on Postgraduate Education and Permanent Training.
- Development of institutional transformation through the creation of a new plan of studies, and the consolidation of academic institutes and departments (such as the one on Digital Technologies) that support and develop the following: research, permanent creation and training, and the establishment of the International Cooperation area to strengthen

the academic mobility of students and teachers through projects and programs.

- Development of blended approaches and programs that provide degree opportunities.

Participating in a regulated and evaluated professional development for teachers that contributes to the improvement of practices, that affects its quality and, thus, establishes meaningful practices in the entire system (exploratory, innovative, and in line with the new symbolic processes of knowledge and communication) is a fundamental policy. There will be no change in education without good teachers.

Gladys Marquisio Cilintano

Director of Planning for Education

Committee on Training in Education

National Administration of Public Education, Uruguay

II.

TEACHER POLICIES AND EDUCATION AGENDAS IN THE SUB-REGIONAL STRATEGIES

CARIBBEAN COMMUNITY

Teachers and Educational Leadership – Assuring Quality in the CARICOM Human Resource Development (C-HRD) 2030 Strategy

Presented by **Patricia McPherson**

INTRODUCTION

Every generation of Caribbean people has had to grapple with the inevitability of change. Unlike previous ones, the current generation is experiencing change on an extraordinary scale. The pace, complexity, extent and unpredictability of this phenomenon is at once startling and bewildering as it is exciting and promising. No area of society and economy is being left unaffected.

The rapid spread and infusion in daily life of technology-related innovations such as the internet, artificial intelligence and machine learning robotics, have on a global scale, created unprecedented socio-economic disruptions. These technology-related changes are directly related to the unique fusion of the physical, digital/technological and biological, which is ushering in the Fourth Industrial Revolution and will dictate the very nature of human resources development for the future.

WHAT IS C-HRD?

C-HRD a strategic plan focused on attention to Human Resources Development.

1. The CARICOM Strategic Plan (2015-2019), 'Repositioning CARICOM' is premised on a Resilience Model of Development that embraces social, economic, environmental and technological resilience.
2. It emphasizes the importance of investing in the development of human capital as vital for future social and economic prosperity. This means enhancing resilience at the level of the individual, family, community,

country, and enterprise so that they could be more generative (reproducing) during times of stability and to adapt, re-organize and grow in response to disruption.

3. This is now a strategic priority for the region especially given the rapidly changing social, economic and other environments globally.

Its mission is to enable all citizens, as they progress from their earliest years to senior adulthood, to reach their full potential in their personal and working lives, contributing to their communities and national and regional development.

WHAT ARE ITS STRATEGIC OBJECTIVES?

1. To create an open, articulated education system that facilitates the success of all types and ages of learners with different abilities, addressing their capabilities through multiple learning strategies and approaches,
2. To improve the quality of teaching and learning at all levels through implementation of program standards and standards for teacher training,
3. To establish standards and training programs for educational leaders at all levels,
4. To develop a diverse, standards-driven, student-centered curriculum at all levels (early childhood, primary, secondary, and tertiary) that nurtures 21st century literacies, and recognizes achievement in positive ways that build self-esteem,
5. To develop an integrated, internationally-recognized education system built on knowledge, skills, competencies and values,

6. To engage all stakeholders in the system (parents, students, educators, workers, employers), and the wider community with Member States in deciding on the effective operation of the education system,
7. To identify viable and sustainable funding approaches that provide sufficient resources to support teaching and learning through both distance and face-to-face alternatives and enable disadvantaged students to have equitable learning opportunities, and
8. To develop, monitor and evaluate a rigorous policy infrastructure that will nurture and support a quality education system at all levels.

THE HRD 2030 STRATEGY

The HRD 2030 Strategy is intended to address systemic deficiencies and inadequacies by promoting three inter-connected sectors in basic education – ECD, primary and secondary; lifelong learning and tertiary education sectors within a single unified HRD system. The strategic imperatives are:

- Creation of a globally competitive education, training and HRD system
- Improving equity and expanding access
- Addressing quality and relevance in CARICOM
- Standards and certification
- Financing education and training

One of the most important goals to accomplish is *quality* in the HRD 2030 Strategy and the steps for doing it are the following:

1. Policies and practices in teacher education, recruitment and selection of teachers, re- and in-service teacher education, and career pathways
2. Guidelines for establishing teaching councils (Scope and Management of the Councils)
3. Performance Standards (PS) based on Levels of Experience, PS for teacher education programmes
4. Commonwealth Secretariat Standards framework for teachers and school leaders

(These tasks would be executed by the CARICOM Taskforce on Teaching and Teacher Ed)

Another important issue is fighting against *inequity* in our system. Inequity is based on having unequal provisions (i.e., public vs. private, rich vs. poor, male vs. female etc.), by socio-economic status (including impacts on education at home or even nutritional facts that affects the performance of students at school), and, finally, by the digital divide (access to technology at home or school).

CONCLUSION

It is anticipated that the implementation of the HRD 2030 Strategy and the Regional Framework for Action will redound to the benefit of the people of the Region by preparing them for brighter futures in turbulent times and changing economies and societies. It will enable the much needed transformations that will affect the operations of schools, community colleges, institutes, colleges, universities, workplaces and other learning communities. The quality of the teacher is integral to the process.

CENTRAL AMERICAN EDUCATION AND CULTURAL COORDINATION (CECC/SICA)

The 2013-2030 Central American Education and Cultural Policy and Teacher Training

*Presented by **Jorge Rivera Pizarro***

The Central American Education and Cultural Coordination (CECC) is a technical secretariat of the Central American Integration System (SICA). SICA, as its name implies, aims to facilitate the integration of the region, encouraging its growth and development, in an environment that fosters democracy, freedom, respect for human rights and peace in that area of the world. SICA members are comprised by eight countries: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Belize and the Dominican Republic. It was established in December of 1991 based on the Protocol of Tegucigalpa, where the signing of the foundation document took place.

The Central American Education and Cultural Coordination (CECC) addresses, studies and proposes actions that promote communication, information and decision making between the member states in three specific areas: education, culture and environmental education.

The Central American Education Policy (CEP), which establishes the 2013-2030 guidelines for SICA's member states, was approved by the council of ministers that comprises the CECC. The CEP establishes six objectives for the region, of which three converge with the Inter-American Agenda: i. educational quality, inclusion and equity; ii. strengthening of the teaching profession and iii. comprehensive early childhood care. Everything is done considering access and retention in the education system as a pillar.

The CECC promoted the following suggested policies to improve the teaching profession: strengthening of pre-service education; definition of clear expectations for teacher competencies; continuous in service training; constant evaluation and teacher appraisal; establishment of measures that ensure job stability with clear goals and economic incentives related to teacher performance; as well as promoting an environment that fosters teaching in a way that allows knowledge to be transmitted and acquired.

The CEP proposes that the State resume its role as governing entity regarding both education policies and teacher training through clear policies that are consistent with the objectives and goals established to increase education levels. Given the current dispersion of institutions and organizations that train future teachers, it is necessary to open channels of dialogue and joint work between governmental institutions and the universities in an environment that respects the autonomy of each of those education organizations.

The CECC proposes establishing a basic common teacher profile that expresses the type of teaching staff that the region needs, focused on the generic competences of an educator today, by level of education (preschool, primary, secondary, etc.). With this common profile, the training institutions of the region should direct their action to achieve the characteristics that are agreed upon. In this regard, it is suggested that frequent workshops be held to exchange experiences and knowledge, both at the regional level, among the member countries of the SICA region, and at the national and even international levels.

Some desirable fundamental features for teachers under the profile to be agreed upon, needs to enable them to practice their profession in the framework of an inclusive education, oriented towards sustainable development, which promotes regional integration; people listening to and understanding one another, training teachers with a critical sense of reality and with the ability to resolve conflicts, the ability to face and resolve complex and multifaceted problems, and with the ability to adopt diverse technological tools that are available, in order to foster teaching.

The region has a great number of professions, taught by a great number of institutions and with diverse academic programs. Thus, the CEP proposes establishing an articulation between government, universities and institutions of higher education, through colloquiums and workshops in order to unify criteria and programs. This effort is aimed at increasing education levels based on previously established common interests.

Finally, the CEP proposes the strengthening and the specialization of the teachers trainers, updating the curriculum taking into account specially the recent contributions from neuroscience and new technologies applied to the learning process.

It recommends concentrating the teacher training innovation efforts in aspects such as: “learning to learn”, promoting knowledge through practices and experiments, strengthening the areas of reading and mathematics. For this, it is important that the trainers of trainers strengthen their knowledge of “mind, brain and education”, the new pedagogical science.

SOUTHERN COMMON MARKET

Sub-Regional Teacher Policies. The Experience of the MERCOSUR Education Sector

Presented by Luis Garibaldi

The Southern Common Market (MERCOSUR, based on its Spanish acronym) is an organization comprised of Argentina, Brazil, Paraguay, Uruguay, Venezuela, Bolivia, Chile, Colombia, Ecuador and Peru. It was established in 1991 and from

the beginning, considered education one of its areas of interest and thus created the Education Sector that aims to increase the education levels in the region.

MERCOSUR considers the levels of basic, higher and technological education an object of study. During its years of existence it has established multi-year plans to foster quality teaching, and it has carried out three three-year plans and four five-year plans to establish proposals and their implementation, monitoring and evaluation. It is especially interested in the analysis of studies and research towards the improvement of teaching, as well as promoting the exchange of experiences between Spanish and Portuguese speaking teachers of the region, to promote the enhancement of teaching practices.

Its experiences include a program financed by the European Union to support education. The objective of the program, which took place from 2011 to 2015 and included Argentina, Brazil, Paraguay and Uruguay, was to strengthen vocational training for teachers in order to improve the quality of education in those countries.

The MERCOSUR Program to Support the Education Sector (PASEM based on its Spanish acronym), aims to establish interinstitutional links between member states in order to promote skills in the design and management of policies for teacher training that contribute to regional integration. Policies proposed in this program include the recognition of education certificates within the region, literacy in areas where this is still underdeveloped, the use of new technologies to improve education, teaching Spanish and Portuguese as a priority in the region, and the establishment of a database on successful teaching experiences in the region, as a way to provide feedback between stakeholders on the topic in these countries. Likewise, the program also supports and funds studies and research on innovative experiences that contribute to the fulfillment of the proposed objectives, with an emphasis on supporting groups or networks that are interested in the topic in the region.

Proposed program objectives that have become concrete products include six regional seminars, six publications on related topics with the priority lines of action as well as the experiences collected in the course of the plan, establishment of exchange networks that involve multiple institutions, a competition on innovative

experiences regarding teacher improvement, support of academic internships and exchanges, and the creation and dissemination of TV advertisement spots on the topic.

For the current four year period (2016-2020), the priorities of the Regional Coordination Committee on Teacher Training (CRC FD, based on its Spanish acronym) include the creation of networks of academic exchange and strengthening the current ones. Other priorities include promoting internships, regional recognition of degrees obtained in different member states, creation of online courses and graduate degrees, as well as the creation of a database in Spanish and Portuguese on knowledge and experiences on the topic in the region. Furthermore, competitions on innovative experiences on the topic are also planned, in addition to obtaining funding for the strengthening of the education sector in the region.

THE UNITED NATIONS CHILDREN'S FUND (UNICEF)

*Early Childhood Development and Inclusive Education in UNICEF's
Regional Agenda*

Presented by **Vincenzo Placco**

The objective of the United Nations Children's Fund (UNICEF) is the protection, promotion and fulfillment of the rights of every child and adolescent, especially the most disadvantaged. To that end, UNICEF has established five groups of results in its 2018-2021 Strategic Plan: That every child 1) survives and thrives, 2) learns, 3) is protected from violence and exploitation, 4) lives in a safe and clean environment, and 5) has and equitable chance in life. The development of early childhood is fundamental in UNICEF's Strategic Plan.

Early childhood is a pivotal stage in human development, where an accelerated development of the brain takes place and the foundations for learning, emotional development and resilience are established. In order to achieve their maximum developmental potential, children need to grow in an environment that ensures their protection, stimulation, nutrition and health. Thus, the family environment is fundamental and, furthermore, it is the first place where small children learn.

In Latin America and the Caribbean, close to four million children between the ages of 3 and 4 are falling behind in terms of their growth and development, and therefore run the risk of not reaching their full human potential. In order to address this situation, six key actions are recommended: 1) Urgently invest in services that ensure that children, especially those most in need, have a favorable beginning in their life; 2) Expand access to services that improve early childhood development at home, schools, health clinics and communities; 3) Oversee that early childhood development policies are considered an absolute priority for government and private sectors; 4) Establish and monitor indicators that show the level of progress in each country regarding early childhood development, 5) Give special attention to the policies in all sectors aimed at protecting and developing early childhood, and 6) Foster the demand of quality services for childhood development. Consequently, having trained professionals to work with children in early childhood and their families is important.

UNICEF's work in Latin America and the Caribbean is aimed at promoting and strengthening multi-sectoral programs that address early childhood and that strengthen systems that deliver basic services. Further work includes promoting social practices and norms for a positive upbringing, managing and disseminating progress on the topic, contributing to the establishment of mechanisms to gather data that shows how indicators of interest move, and contributing to obtaining funding for programs aimed at attention to this group.

Regarding education, UNICEF works to support governments to ensure access to an inclusive and quality education for all children and adolescents. Inclusive education implies having (1) accessibility of schools and learning environments, including during emergencies; (2) teacher training in terms of inclusive education environments; (3) learning materials that are accessible to all ages; (4) support

technology at school and at home; (5) data on the number and characteristics of children outside of school, including children with disabilities; and (6) the participation of children and their families in the consultation processes and decision-making. In this sense, the work of UNICEF has been aimed at supporting governments in the region in the generation of reliable and comparable statistics on children with disabilities; contributing in the identification of children who do not attend school, including those with disabilities, as well as the identification of obstacles to inclusion; generating and disseminating evidence and good practices regarding inclusive education; and supporting the design and dissemination of minimum regulations to address the education needs of children in humanitarian contexts.

There are clear commonalities between the work developed by UNICEF in the region regarding early childhood development and inclusive education, and those aligned with the Inter-American Education Policy of the OAS. The joint efforts between both organizations allows for a decisive advancement towards the achievement of the shared objectives and results.

THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)

Education and Teaching in the 2030 Education Agenda: The Latin American Laboratory for Assessment of the Quality of Education

Presented by **Atilio Pizarro**

In 1994, UNESCO'S Regional Office for Education created the Latin American Laboratory for Assessment of the Quality of Education (LLECE, based on its Spanish acronym) in Mexico City. The mission of the Laboratory is to support countries in

decision making, establishment of strategies and educational planning in order to improve the quality of education in the region based on solid evidence. The objectives of the Laboratory are: to provide new approaches in terms of the quality of education and evaluation; produce information of progress regarding learning and other related factors, as well as other components of the education system such as teachers, schools, programs, education policies, among others; foster a culture of evaluation; and promote educational change to increase and improve learning in the region.

One of the evaluations that LLECE carries out in the region is one on primary education (third and sixth grade), which focuses on four areas: language, writing, math and science. These evaluations are guided by two pillars, a study on learning achievement (based on a regional curriculum and a learning test) and a study on factors related to this achievement (based on questionnaires directed at students, teachers, principals and students' families).

Currently, LLECE is preparing the Fourth Regional Comparative and Explanatory Study, which will take place in 2019 (ERCE 2019). It will be conducted mainly in South American countries (except the Guianas). In the future, it will ideally be extended to countries in Central America (except Belize), Mexico and the Caribbean (Cuba and the Dominican Republic in the latter). The preparation for this study considers the revision and analysis of teaching curriculum in the nineteen countries that comprise the Laboratory. It also includes a report regarding alignment between the curricula and the 2030 agenda, measurement of socio-emotional skills (understood as the tools that allow people to understand and regulate their emotions, feel and show empathy towards others, establish and develop positive emotions, make responsible decisions, and define and reach personal goals. Under the premise that students who have clear objectives, for example, and that regulate their own emotions, obtain better learning results) and, finally, organizing a regional conversation on the challenges the curriculum faces in responding to the 2030 agenda and regarding the establishment of a regional framework on emotional issues (given that there is no consensus on the matter). The 2019 ERCE gives special importance to teaching and analyzes teacher training (pre and in-service teacher training), their ability to create an

environment conducive to learning (classroom management), pedagogical interaction (interventions and educational practices), and the labor conditions of the profession.

The 2030 Education Strategy for the Quality of Education is embedded in the 2030 Agenda for Sustainable Development that considers a plan of action thinking of the planet and the social life of future generations. In order to achieve sustainable development, five commitments have been considered: 1) “Planet” that aims to protect the natural resources and climate of our planet for future generations; 2) “People” that aims to end poverty and hunger, in all their forms, and ensure dignity and equality; 3) “Prosperity” that aims to ensure prosperous and fulfilling lives in harmony with nature; 4) “Peace” to promote peace, justice and inclusive societies, and 5) “Partnership”, that is, implementing the agenda through a strong global partnership.

Each commitment encompasses a diverse number of dimensions that must be addressed in order to achieve sustainable development. For the commitment regarding people, dimensions include: the end to poverty, food security, health and wellbeing, quality education and gender equality. Noteworthy, however, is the fundamental role that education plays in achieving the objectives of the 2030 agenda.

The international commitment on education must consider issues of what to learn in the current global context and what type of education we want in order to achieve a more just, more democratic and an increasingly diverse society. Education must evolve towards a quality and equitable education that, in addition, offers lifelong learning opportunities for everyone.

Quality education requires achieving effective education, in other words, acquiring basic skills as well as vocational and technical skills for work. It also requires relevant education that contributes to the education of citizens in the plural, evolving, interdependent and interconnected world that we live in.

In order to achieve quality education and in order for students to acquire 21st century skills, the revision of the following must take place: curricula frameworks; teaching and education contents; teaching methods, practices and materials; evaluation methodologies and procedures; and in a very relevant way, teacher training, professional development and establishment of professionals with leadership and management skills. All of this should be aimed at allowing our students to acquire critical thinking, independent judgement and be able to resolve conflicts.

Certainly, teachers play a fundamental role in teaching the skills that students must acquire. Teachers are a guide that supports student development, from early childhood and throughout their learning journey, whether they are children, youth or adults. It is thus necessary to strengthen and redirect pre-service and in-service teacher training, so they may be prepared to create learning experiences that develop the skills of the 21st century, and so they may consider the diversity of the students in their classroom. Therefore, what the 2030 Agenda proposes is to attract the best teachers to the new teaching methods. For this, the profession must be appealing in terms of labor conditions, social security, and equitable salaries and pensions that are comparable to other professions that are as important as teachers.

THE DEVELOPMENT BANK OF LATIN AMERICA (CAF)

The Education Agenda of the Development Bank of Latin America, 2016-2021

The Development Bank of Latin America, known as the CAF, was established in 1970 and is comprised of 19 countries (17 in Latin America, Spain and Portugal) and fourteen private banks in the region. The objective of the CAF is to contribute to the sustainable development of the region through funding of various projects

from public and private institutions. The CAF has joined programs such as the Regional Agenda for Early Childhood Development and the Regional Program for the Development of the Teacher Profession, where it has worked with institutions such as the Inter-American Development Bank (IDB), the World Bank (WB), and the Organization of Ibero-American States for Education, Science and Culture (OEI).

In terms of education, the agenda of the CAF is guided by three strategic pillars: increasing access to education, with emphasis on the younger population and on people with less economic means; improving the quality of education in all levels; and strengthening the articulation between the skills obtained at school and those required by the labor market.

For the CAF, there are five fundamental principles regarding education: 1) education is fundamental for growth, social wellbeing and for the individual's progress; 2) it is necessary to foster access to early childhood education and ensure completion of secondary education; 3) increase the quality of education, while emphasizing equity; 4) improve the articulation between the skills offered by the education system with those required by the labor market; and 5) more and better investment in education.

In order to improve access to education, CAF promotes the rehabilitation, improvement, expansion and establishment of the education infrastructure. In addition, it supports provision of equipment that fosters a learning environment with appropriate technological tools, and is involved in the funding of programs that promote increased school enrollment in marginalized or unprotected areas and that prevent school drop-out. The organization's actions that works towards improving the quality of education include: comprehensive interventions for the development of cognitive and socio-emotional skills starting at early childhood; interventions that contribute to obtaining and developing reading skills at the appropriate age; and professional development programs for teachers and principals.

Regarding strengthening the relevance of education, that is, the articulation between skills acquired at school and those required by the labor market, the CAF has worked with institutions in Panama, Argentina, Colombia, Uruguay and Paraguay through funding, technical assistance and knowledge transfer. The work done with these institutions includes curriculum design in order to improve the articulation between individuals' skills and abilities with those required by the labor market. Additionally, the expansion and strengthening of secondary education institutions, with emphasis on technical and vocational education, that will allow for a better participation in the labor market and at the same time obtain the required knowledge needed to access a higher education degree, and finally, the provision of technological equipment and improvement of infrastructure.

The CAF has published research reports, technical reports and technical notes on topics such as school reinsertion of vulnerable youth, education based on online skills, policies to reduce school dropout rates, technical and vocational education in Latin America, and the challenge of productivity, etc. These publications are evidence of the CAF's work overtime and with other organizations and governments, as a way to disseminate the implementation of innovative practices.

In terms of strengthening the teaching profession, the CAF has established initiatives aimed at integrating innovative practices and activities in the pre-service and in-service teacher training (considering that in-service training is a permanent practice). The objective is to see education and learning as a permanent and lifelong activity, and one that is necessary to face and modify a dynamic and ever-changing reality. Innovations range from ones that are pedagogical (such as content, learning processes, teaching methods, use of resources) to others that are organizational (incentives to attract and retain students, skills frameworks, forms of training, quality assurance).

The CAF uses certain criteria to consider a practice or method "innovative" in terms of teacher training, these include: promoting field work that allows teachers to better understand the school reality; professional collaboration with colleagues, supervisors, administrators and students; structured clinical experiences that facilitate the rapid process from theory to practice; lifelong learning opportunities;

courses, workshops and seminars with clearly defined and structured objectives so they may be applied to teaching innovations; and the systematization and dissemination of innovative and constructive experiences that can be reproduced in the region.

INTER-AGENCY NETWORK FOR EDUCATION IN EMERGENCIES

Equipping Teachers in Crisis Contexts

Presented by **Peter Transburg**

The **Inter-agency Network for Education in Emergencies** (INEE) is an open, global network of UN agencies, NGOs, donors, governments, universities, schools, and affected populations working together to ensure all persons have access to quality education in emergencies.

INEE's work is founded on the fundamental right to education that applies universally to all people, including those affected by crisis. The *right to education does not stop when disaster strikes*.

INEE was founded in the year 2000 and has grown from a handful of organizations to more than 14,000 individuals and 100s of organizations in 190 countries. The contexts of INEE members vary greatly, but the mission is the same—to promote access to quality education for people affected by one form of crisis or another.

What is education in emergencies? Very broadly, education in emergencies is any and all education—be it formal, non-formal, or informal—that occurs in contexts of crisis.

What constitutes a crisis context? Some of the more obvious include situations of conflict and war, areas impacted by natural hazards like earthquakes, tsunamis, and weather-related events like hurricanes. Refugee and other instances of population displacement are generally crisis contexts. As are contexts where gang violence or extremism threaten students, teachers, and communities.

Education in emergencies involves policy and planning and budgeting, and teacher training and curriculum development, and all the normal aspects of formal education programming. And it also involves contingency planning, and rapid responses, and life-saving lessons and curriculum, and often temporary infrastructures and double school day shifts where necessary, as well as many, many other innovative approaches. And, very importantly, it involves providing psychosocial support to students and teachers and communities that have been traumatized by the circumstances around them.

Education in emergencies, as an intervention, happens:

- *before* emergencies - what we call preparedness and planning;
- *during* emergencies - the response; and
- *after* emergencies - recovery and bridging a continuum between humanitarian and development activities.

Why do we do education in emergencies? Why don't we just wait until things have returned to normal after a crisis before providing an education response? The short answer is that *we do not have a choice*.

If we are going to get anywhere near achieving the Sustainable Development Goals—and not just SDG4 that focuses on education, but *all* of the goals—we need to ensure that the tens of millions of learners who are impacted each year by conflict and disaster have access to quality education.

In many contexts, there isn't an option of waiting for things to get back to normal. Conflicts in low-income countries last an average of 12 years, and the average length of displacement for a refugee today is 17 years. Whole generations of children and youth would miss out on going to school if education was not provided in many situations of crisis. *In times and contexts of crisis, education simply cannot wait.*

And perhaps most importantly, governments and humanitarian actors provide education in emergencies because it is what people want; it is what they demand. Along with food, water, and shelter responses in emergencies, governments, communities, parents, and children across the world also demand that education be provided in the aftermath of disasters and during protracted conflict.

TEACHERS IN CRISIS CONTEXTS

INEE has, over the past 15 years produced a whole library of excellent, highly-regarded tools and resources to support the delivery of education in emergencies. The most fundamental and widely-used tool is the **INEE Minimum Standards** handbook. This is a global tool that articulates the minimum level of educational quality and access in emergencies; from preparedness to response to recovery. The latest update of the handbook occurred in 2010, and it is currently available in 20 languages.

The INEE Minimum Standards are organized in 5 domains and 19 standards, each with accompanying key actions and guidance notes—together they are deemed critical for ensuring access to quality and safe education for all learners in emergencies through to recovery.

INEE Minimum Standards domains:

1. Foundational Standards of Participation, Coordination and Analysis
2. Access and Learning Environment

3. Teaching and Learning
4. Teachers and other Education Personnel
5. Education Policy

The two domains most relevant to the topic of this seminar are 3 and 4.

3. Teaching and Learning includes standards on
 - Curricula
 - Training, Professional Development, and Support
 - Instruction and Learning Processes
 - Assessment of Learning Outcomes
4. Teachers and Other Education Personnel includes standards on
 - Recruitment and Selection
 - Conditions of Work
 - Support and Supervision

Topics in each of these domains have been expanded in separate INEE tools, including the **INEE Guidance Notes on Teaching and Learning**, which identifies realistic mechanisms, approaches, and tools to help address the issues surrounding curriculum assessment, development, monitoring and evaluation in contexts affected by crisis. Also, the **INEE Guidance Notes on Teacher**

Compensation provide a framework for determining appropriate compensation for teachers in crisis contexts.

In crisis and post-conflict settings, teachers are often in short supply and many are new recruits with minimal experience or education to prepare them for teaching in tough conditions. Those who do have a teaching background or qualification may have to teach content outside of their knowledge area, and may be unprepared to respond to the additional complexities of teaching in a crisis context. INEE members have focused on the issue of teachers in a number of ways over the past few years, including through the **Teachers in Crisis Contexts (“TiCC”) working group**.

Among other things, the TiCC has led online discussion series, hosted webinars, and published best practice guidance on Teacher Professional Development for teachers who teach in crisis contexts. In 2016, the TiCC published the **Training Pack for Primary School Teachers in Crisis Contexts**. This inter-agency, open source training pack builds basic teaching competencies for unqualified or under-qualified teachers often recruited to teach in emergency settings (such as refugee/IDP camps, conflict-affected areas, post-disasters areas, and/or with highly vulnerable populations).

EDUCATION IN EMERGENCIES IN LATIN AMERICA AND THE CARIBBEAN

The education in emergencies work in the Latin America and Caribbean region is largely focused on disaster risk reduction and resilience (“DRR”) policies and initiatives. And this focus on DRR and the various regional and national policies that exist are based in large part on the 2011 **Declaración de Panamá on Disaster Risk Reduction in the Education Sector**, which was established to strengthen DRR in curriculum and develop teacher competencies at all levels, in accordance with specific country policies.

Some regional initiatives that specifically include teacher training include:

The **Política Educativa Centroamericana 2013-2021**, which has a strategic action (no. 13) that calls for the inclusion of the DRR and environmental awareness themes in teacher training.

The **Líneas de Acción del Sector Educación 2012-2015 en el Marco de la Política Centroamericana de Gestión del Riesgo de Desastres (PCGIR)**—this regional policy framework on disaster risk management includes specific objectives for including DRR themes and tools in both the pre-service and in-service trainings of all teachers, and it calls for the production and reproduction of teaching and learning materials for teachers and students.

The **Caribbean Safe School Initiative** was launched in April 2017 during the Caribbean Ministerial Forum on School Safety. This is the Caribbean contribution to the Worldwide Initiative on Safe Schools (WISS). 12 Ministries of Education signed the Antigua and Barbuda Declaration on School Safety.

One key initiative that is based at the City of Knowledge in Panama City, is the **LAC Regional Group on DRR and Education**, which is set up by the humanitarian community to support and coordinate, where needed, humanitarian preparedness and response in the education sector in Latin America and the Caribbean. The regional group is part of the Global Education Cluster, co-led by UNICEF and Save the Children, and includes participation of the RET International, Plan International, UNESCO, AECID, IFRC, World Vision, ChildFund and INEE. Broadly speaking, this group seeks to be a dynamic, innovative, and timely platform that reduces vulnerability and increases resilience to disasters.

Finally, INEE is an active member of the **Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)** whose mission is to ensure that all schools are safe from disaster risks and that all learners live in a culture of safety. GADRRRES has produced a **Comprehensive School Safety Framework**, which provides a holistic approach to reducing risks from all hazards to the education sector by addressing three pillars of school safety: 1. Safe

Learning Facilities; 2. School Disaster Management; and 3. Risk Reduction and Resilience Education. Teacher training and staff development are key parts of the framework. The Comprehensive School Safety Framework defines what a safe school is (it is not just a solid building) and tries to simplify the process of:

- protecting learners and education workers from death, injury, and harm in schools
- planning for educational continuity in the face of all expected hazards and threats
- safeguarding education sector investments
- strengthening risk reduction and resilience through education

Links to additional information in several languages (English, Spanish, French, Portuguese)

- INEE website – www.ineesite.org
- The INEE Minimum Standards - www.ineesite.org/en/minimum-standards/handbook
- Teachers in Crisis Context - www.ineesite.org/teachers
- Global Alliance for DRR - <http://gadrrres.net/>
- Latin America and Caribbean Regional Group on DRR and Education (Regional Cluster) - www.redhum.org/sector/2

III.

SOME LESSONS
LEARNED FROM
IMPLEMENTED
PROJECTS IN THE
REGION



MINISTRY OF EDUCATION OF THE DOMINICAN REPUBLIC

*The School of Directors as a Proposal for Effective
Leadership and School Management*

INTRODUCTION

The Dominican Republic has had school results below the desired ones, particularly during the last years of the last century and the first years of the XXI century. Nevertheless, continued efforts have been established with the goal of improving the quality of education, considering the quantity and quality of student learning outcomes, as well as the pertinence and relevance.

One of those particular efforts involves the creation of the School of Directors (EDCE) at the end of 2012, as part of the policy to prioritize training of human resources with high qualifications for the public sector, including the Principals or Head Teachers of the education centers.

With regards to the EDCE, a mission from the Teachers School of the Ministry of Education of the City of Buenos Aires, Argentina visited the Dominican Republic. The objective of the visit was to learn about the good practices and lessons learned from the School of Directors of the Dominican Republic. This exchange and cooperation activity was sponsored by ITEN, in its role as facilitator of these exchanges towards the strengthening of the teaching profession in the region.

LESSONS LEARNED

The cooperation mission allowed the management and technical staff of the School of Directors for Quality Education to systematize their perception on the good practices developed in the training of Principals of education centers. This,

as means of facilitating their dialogue with people from different geographic contexts than the one where they perform their daily pedagogical practice.

The effort was considered a positive one by the actors directly involved in the program, as well as by the people in charge of the monitoring and evaluations that have allowed those perceptions to be validated.

Once again, it was possible to determine that a model of training and professional development focused on the practice, has the potential of creating a positive impact in the daily practice of Principals, who are set on improving their own leadership and the management they exercise as heads of their schools.

RESULTS OF THE COOPERATION MISSION

The group of people in charge of establishing and assisting the strategy that articulates the training program of the EDCE, found the appropriate scenario to resume some of the initial proposals that have now been revised and improved, in response to the gained experience.

Likewise, ITEN's cooperation mission allowed the technical team of the School of Directors to meet again with educational centers that were previously supported and that had managed to consolidate many of the best practices of leadership and educational management. In this way, it was possible to establish a feedback process, but also a process of renewal and pedagogical enrichment for the technical team.

Finally, also as a result of the mission, the direction of the EDCE was able to identify its strengths and weaknesses. In addition, it was able to value aspects that it had not noticed and that became of interest during the visit that ITEN organized to the Dominican Republic. The mission contributed to the consolidation of many efforts that the School implements, and to the improvement and strengthening of

aspects that represent new teaching and learning opportunities for the directors and students of the EDCE.

Jorge Adarberto Martínez R.

Vice-Minister of Education

In Charge of Supervision, Evaluation and Quality Control of Education

Executive Director of the School of Directors



MINISTRY OF EDUCATION AND INNOVATION OF THE CITY OF BUENOS AIRES

GENERAL DIRECTORATE OF THE SCHOOL OF
TEACHERS

SUB-SECRETARIAT OF EDUCATION PLANNING
AND INNOVATION

*Lessons Learned and Results of the Technical
Cooperation Mission Between Argentina and the
Dominican Republic, 2017*

The current General Directorate of the School of Teachers has a strategic role within the structure of the Ministry of Education to achieve the objectives of lifelong learning. It was established in 1984 as the School of Teacher Training and Continuous Education, and was renamed in 1995 as the Center for In-Advance Pedagogies (CePA-Centro de Pedagogías de Anticipación). Its location under the Sub-Secretariat for Education Planning and Innovation give it a forward-looking

vision of the education policy and the possibility of transversally interacting with all the areas of the Ministry.

The School of Teachers provides training opportunities for teachers in the field or out of service, with different formats and modalities for all education levels and thematic areas. It also includes an area of Continuous Education of Management Teams in charge of the design, planning, implementation and evaluation of the training trajectories pertaining to the consecutive stages of the managerial career path, as established in the Teacher Statute of the Autonomous City of Buenos Aires.

In line with numerous international research that show the impact that quality Principals have on the students' learning outcomes, the City of Buenos Aires, as of 2015, proposed a substantial improvement of the pre-service, induction and continuous education for its directors. To this end, purpose, objectives and work dynamics were reviewed in order to promote the development of skills that generate better management practices such as leadership, institutional management, curricular and pedagogical management, the establishment of coexisting environments, the creation of networks between different institutions, and relation with the community, among others. In addition, the implementation of a Management Degree in line with this concept of the profession was considered.

These challenges led the team of the School of Teachers to research and analyze the actions that different countries planned and implemented in order to achieve a significant improvement in the management of their schools. Of the analyzed models, the School of Directors for Quality Education of the Ministry of Education of the Dominican Republic prompted particular interest. The establishment of this school represents an innovative experience in the region for political and instrumental reasons: reports directly to the Ministry of Education at the National level, which implies that the training of the Principals falls under the responsibility of the State, in contrast to what happens in other countries within the region.

At the same time, the training reflects a combined approach where interventions from experts are integrated with direct practices in the field, which ensures a

real articulation between theory and practice. This articulation is essential for the training.

In addition, promoting the creation of a Network of Directors promotes the visibility, strengthening and dissemination of good management practices.

LESSONS LEARNED

Interviews with officials of different ranks, from Vice Ministers to directors who went through the experience of the School of Directors, allowed us to glimpse a nation that is outlining **a clear educational policy in pursuit of the improvement of the quality of the learning process**. In this sense, the strong focus on providing lifelong learning opportunities for teachers and Principals is evident.

The ability to **build consensus** is remarkable, and we have especially valued this aspect. Evidence of this is the signing of the National Pact on Education, which was established after agreements with all actors involved.

In Argentina, it is difficult to attain a culture of evaluation of the performance of teachers and management teams as a way to achieve improvements in all levels of the education system. In contrast, in the Dominican Republic **the need of continuous teacher's appraisal**—the ones reinforced with salary incentives—has been instilled in the society and in the educational community. Under these evaluations, access to **data and indicators** is permanent at all levels.

Furthermore, there is also a **strong coherence between planning and the work of the different sectors dedicated to outlining these policies**. This is evident in the quality and rigor of the documents produced by the MINERD regarding objectives, purposes, performance and expected outcomes, evaluation rubrics and performance data regarding the different actors of the education system in its various roles and consecutive stages of the teaching profession, from the pre-service education until the competition for positions for horizontal and vertical promotion.

RESULTS AND PERSPECTIVES

Beyond the contexts and the different variables that go into play in a national project like the one in the Dominican Republic, the implementation of the School of Directors is a concrete and measurable example of an experience that we can use as a model in many of its aspects, in order to achieve the objectives we have in common.

Implementing significant reforms that lead to improving the learning outcomes of all students implies rethinking not only pre-service and in service teacher training, but also the pre-induction, induction and continuous training of management teams. This requires that we train the teachers that at some point aspire to be directors in school institutions in leadership and management skills. It also requires the need for addressing the group that already holds these positions with the goal of providing them the necessary tools to become effective leaders in their school communities.

As a result, we are implementing the following actions:

- Since August 2017, the **Leadership and Management Program**, whose objective is to provide Competence-based training (articulated with the practice) to those teachers that would like to hold management positions at one point in their careers. The program is optional and has a modular structure, through blended learning. It is a one year program with an evaluation based on portfolios developed by the participants based on the work they perform while working in the field.
(<http://www.buenosaires.gob.ar/educacion/docentes/escuelademaestros/programa-de-formacion-en-liderazgo-y-gestion>)
- Since March 2018, **Academic Training for New Administrators**, that aims to support administrators at the beginning of their professional careers, providing resources and strategies for the job. From an experiential approach and working on the progressive development of basic competencies for the governance of schools, resources and modes of intervention are collectively constructed to lead schools that learn and

grow. It is a one year program and it includes instances of immersion that allow strong training experiences.

(<http://www.buenosaires.gob.ar/educacion/docentes/escuelademaestros/actualizacion-academica-para-directivos-noveles>)

- Re-defining the lifelong learning strategies with less attention on the academics and more focus to the daily “on the job” skills needed to perform.
- Reinforcing the use of data and indicators that allow more accurate diagnoses and relevant and contextualized planning, both within the institution and in the work of the support needed for managers.
- Systematic monitoring and evaluation of our actions.

María Lucía Feded Abal, General Director

Isabel Bompert, Management Team Training Coordinator

Julian Parenti, Chief of Staff 0.4375



MINISTRY OF EDUCATION OF THE PROVINCE OF SANTA FE, ARGENTINA

Participation of the Ministry in OAS-ITEN Activities

The Ministry of Education of Santa Fe has participated in various activities and programs proposed by OAS-ITEN. The experience of the technical cooperation missions – both as a providing and receiving institution – have been, without a doubt, fruitful exchanges of education policies with other Ministries of Education

in the continent. The result has been greatly beneficial as an example of learning through the exchange of policies and management practices, in issues that are relevant to our institutions.

In 2017, we were invited to host two virtual seminars for teachers and education professionals in the Americas.

In addition, in the first quarter of 2017, the MOOC course “Critical Thinking. A challenge for the XXI century Teacher” took place, and it was organized by the OAS-ITEN and directed to teachers.

The experience of the government of Santa Fe in the implementation of policies of socio-educational inclusion and continuous teacher training in the framework of the “Go Back to School Plan” was presented during the International Seminar organized by ITEN in Panama during 2018.

We highly value the different areas of cooperation, of exchange that have taken place through OAS-ITEN. This allowed us to meet the people in charge of education policies in other countries, such as Uruguay. After the Seminar in Panama, we continued communication with Uruguay regarding planning activities on strengthening of initial and continuous teacher training.

TEACHER TRAINING IN THE FRAMEWORK OF THE “GO BACK TO SCHOOL PLAN” IN SANTA FE, ARGENTINA

The issue of educational inclusion/exclusion in the Americas is at the center of discussion and requires a multidimensional approach from different theoretical and methodological perspectives under the framework of lifelong learning. Teacher training should be focused on developing critical thinking skills that allows reconsidering—for secondary education—new formats with curriculum designs, pedagogical and teaching approaches, teaching and learning mechanisms, and more inclusive and democratizing innovative practices.

Teacher Education under the education policy of Santa Fe, and in particular in the “Go Back to School Plan”, attains a fundamental strategic importance, both for the development of youth and adults who wish to finish their secondary education, as well as for the revamp of education institutions. The new scenarios demand a deep critical and thoughtful training that allows moving from the present and the future from an interdisciplinary, complex and transformative perspective that does not simplify or constrict the issue of inclusion, but rather builds new education formats from its very complexity.

The “Go Back to School Plan” is implemented under the “Open Plan” framework, which is a territorial and comprehensive intervention strategy coordinated by the various areas that make up the Social Cabinet of the Government of the Province of Santa Fe and the local governments. It has a broad, multidimensional and non-fragmented vision of public policies, and is made explicit through three strategic lines:

Territorial Go Back to School: Intended for adolescents, youth and adults who have been unable to begin, continue or complete their secondary education. This line is developed through a network that consists of schools and three key actors that support students and their families: the youth counselor, the institutional representative and the regional representative. In addition to the accompaniment and support, the work also includes the design of alternative school trajectories that adapt the school curriculum, the school schedules and duration, the work modality, etc. according to each student.

At the same time, the design, development and implementation of Go Back to School takes place through three pillars that structure the entire province education policy: socio-educational inclusion, quality education, and the school as a social institution.

Time for professional growth: A special path for workers who have not completed their secondary education and that - through agreements with unions, trade associations and businesses – ensures their right to an education within the workplace or unions, with flexible schedules and duration periods.

Virtual Go Back: A blended secondary education course in the framework of the Permanent Education for Youth and Adults (EPJA). It constitutes another option, not “instead of” but, “in addition to” the traditional opportunities of courses for that level. This methodology has a strong virtual component (89%) through the Education Platform of the Province, while the remaining 11% of courses take place through on-site activities in territorial offices close to the students’ communities. The curriculum design is structured by modules and is interdisciplinary, and is established from the paradigm of Latin-American pedagogy and dialogical education. Its intention is to reclaim the educational knowledge of experiences, and develop socially meaningful knowledge and relevant learning. The process of learning evaluation takes place through the development of Social-community Action Projects where students begin a meaningful process in which they transform their reality, and thus transform themselves.

Thinking of socio-educational inclusion in the complex contexts of our America, characterized by its inequalities, implies, in the first place, rethinking the ideas that historically sustained this concept: in our continent, inclusion was characterized in terms of physical access to school and expansion of the years of required schooling under the universal mandate “schools for all”.

From the education policy of the government of Santa Fe, when we speak of socio-educational inclusion, we look to the concept of curriculum justice (Connell, 2006) and educational justice (Veleda, Rivas, & Mezzadra, 2011). We do so because we understand that for educational inclusion to take place there must also be a curriculum that contemplates the interests of everyone and becomes embodied in actions that support the students’ trajectories, the training of in-service teachers, and actions that establish inter-institutional relations between governmental and civil society organizations.

Finally, continuous teacher training from an innovative paradigm is of great importance. This paradigm allows for critical reflections on the practice itself, redefining the role of the teacher and socializing transformative experiences that have impacted in the different contexts and educational settings in the

participating countries. Establishing hierarchy and value again pre-service and in-service teacher education constitutes a fundamental factor for improving the quality of education.

Dr. Claudia Balagué, *Minister of Education, Santa Fe, Argentina*
Esp. Carina Gerlero, *Secretariat of Education Planning and Articulation*
Mgter. Susana Copertari, *Province Director of Education Innovations*



MINISTRY OF EDUCATION OF GUATEMALA

Lessons Learned

One of the aspects worth noting is the promotion of teachers' participation and the interest in their continuing training process, which constitutes one of the main objectives of the teacher training education policies of the Ministry of Education.

The issue of teacher education and training is associated to the education policies, particularly the one related to the Training of the Education Human Resource and to the 2016-2020 Strategic Education Plan, with regard to the pillar on Quality, Equity and Inclusion.

The Teacher Education program in Guatemala is divided into two areas:

- Pre-service Teacher Training, for the level of primary education that is divided in two stages: initial and specialized.

- In-service Training, that is divided in two stages: improving teachers' conditions and professional development.

In both areas, we have had the opportunity of having the participation of in-service teachers and of those who work in the national education system for the strengthening of specific curricular areas. That allowed focus on those basic competencies that needed improvement.

In Guatemala's case, the following is worth noting, for the in-service training with the two cohorts under the massive courses (MOOC) "Teaching Critical Thinking through Reading Comprehension":

- The topics in which teachers participated were useful and articulated with the National Curriculum.
- The topics of the courses are directly related and have an impact on the students of the participating teachers.
- It allows the participation of every in-service teacher at the national level.
- The participation of teachers is voluntary, which shows the motivation and interest they have in continuing their training.
- It takes place during a time established by the teacher, without interference in their normal work hours.
- There is easy access to the virtual platform.
- Participating teachers are provided feedback for every module.
- An evaluation process was proposed for each module allowing progress with regard to the selected topic.

- The training model contains a pre-assessment on the topic of the course.
- The course allows interaction between participants in order to exchange learning experiences.
- Virtual material is available for consultation and to strengthen their knowledge.
- There is continuous communication with participants, while motivating them to continue with other training courses.

Emilsa Maribel Solares Castillo

*Subdirector of Training of Education Human Resources
General Direction on Management of Quality Education*



MINISTRY OF EDUCATION OF THE BAHAMAS

Experience with the Implementation of ITEN MOOCs

The Bahamas' experience with the implementation of ITEN MOOCs. Our experience has been on a small scale yet of significance. Before focusing in on the theme of the discussion, it is imperative to remark with a snapshot of The Bahamas.

The Bahamas is a very small country that is especially different from most countries represented here, because it comprises 700 islands and cays, of which more than thirty are populated.

SOME QUICK FACTS ABOUT THE BAHAMAS:

- 700 islands and cays spread over 100,000 square miles in the Atlantic Ocean between Florida and Cuba
- 30+ inhabited islands with 28 airports
- Population is approximately 385,800; 80% African descent; remainder European, Greek, Jewish and Caribbean extraction
- 70% of the population lives on New Providence; 15% on Grand Bahama Island and 15% dispersed throughout other islands
- 168 public schools; 70+ private schools
- 70,000 students in the Education system to grade 12
- Approximately 2,336 teachers of students in grades 7-12 (ages 12-18)
1885 public and 451 private schools

OAS-ITEN PROGRAMMES THE BAHAMAS HAS PARTICIPATED IN:

- **Critical Thinking in Action: Sustainable Energy in the Science Classroom (2nd edition)** March – May 2017 (41 teachers completed) Grand Bahama 5, Andros 2, Eleuthera 2, Abaco 1 and Turks & Caicos 2.
- **Critical Thinking in Action: Sustainable Energy in the Science Classroom (3rd edition)** January –February 2018 (2 teachers completed).
- **Critical Thinking Through Reading Comprehension and Writing 2nd edition** (March –April 2018) 200 teachers registered and 59 completed.

CRITICAL THINKING IN ACTION: SUSTAINABLE ENERGY IN THE SCIENCE CLASSROOM:

This course equips the teacher with the tools to help students identify and think about the complexities of sustainable development issues. The course includes instructional methodologies such as Socratic Seminar, Academic Conversation Skills, Project Based Learning and Service Learning.

Teachers learn to use these strategies to foster the development of critical thinking competencies while exploring the topic of sustainable energy. The course applies critical thinking strategies to every aspect of the teaching-learning experience, from lesson planning to lesson delivery to the assessment of learning.

This MOOC serves as a follow-up to complement the workshops held by the OAS/DSD initiative **Caribbean Energy Education and Awareness Programme (CEEAP)** in the Caribbean, 2013- 2014, but it can also be taken as a stand-alone course.

The MOOC spanned six weeks, enabling (and sometimes requiring) classroom teachers the opportunity for reflection, to develop activities and lesson plans to be enacted in their classrooms. The features of quality Professional Learning were evident: allows interaction with peers; provides incentives or badges to mark completion of tasks; allows for peer to peer review; self-managed exercises; and self-assessment. We cannot ignore that the course is flexible and free to teachers.

Teachers welcomed this course as a follow-up activity that brought practical and useful strategies for implementation in the classroom. Further, the course extended their learning by introducing them to methodologies such as project-based learning, Socratic Seminar and the Academic Conversation Skills. It provided our teachers with strategies needed to teach those higher order skills of analysis, synthesis and evaluation.

CHALLENGES

Of course there were challenges associated with the implementation of this MOOC.

- Internet connectivity

The most common challenge was that of internet connectivity. On occasion teachers registered but were later unable to access the programme when they returned for a second or third sitting.

- Monitoring and evaluation

While there was much anecdotal feedback from participants that was favourable to the programme, subject coordinators report that they were not provided sufficient information to complete this component.

LESSONS LEARNT

- Importance of clear communication
- Need to make clear the role of systems leaders – district superintendents/district education officers, education officers etc., with regard to involvement and the contribution they can make in support of professional development for teachers.
- Importance of using social media – use of Ministry website and Facebook to promote activities and to provide a link to register.
- Need to identify an officer with the appropriate skills-set to serve as the champion for the OAS-ITEN activities.

Michelle Sears

Assistant Director

Professional Development Policy



ELIGE EDUCAR, CHILE

How to Attract and Retain Good Teachers? The Experience of Choose to Educate (Elige Educar)

Until recently, Chile had great difficulty in attracting and retaining talent in the different education professions. Academic standards for teacher education were generally low quality, and many of these programs were characterized by minimal or non-existing selection processes for the admission of future teachers. When they were admitted, accreditation only took a few years. Further, there was minimal evidence that the programs were providing their students with added value, and they did not compensate for the students' lack of knowledge on the different subject matter upon entry. In addition, there were important flaws in the graduates' training, in terms of their disciplinary and pedagogical knowledge.

The job conditions and opportunities for professional development were also lacking quality. Chile had the highest level of class hours within OECD countries, obtaining approximately 70% of contracted hours (OECD, 2011). This is considered the most critical aspect in the labor conditions of teachers in Chile. Therefore, the main difficulties in teacher retention were related to monetary factors (compensation) and non-monetary factors such as an excessive work load, extended informal workday, bad labor environment and lack of support for teaching (Cabezas, 2011).

Choose to Teach (Elige Educar) was established in 2009 in this context, as a non-profit organization that aims to engage society in the most important challenge: improve the quality of education in Chile. This was done focusing on the most important intra-school factor for learning—our teachers. Therefore, through communication, articulation and political advocacy, “Choose to Educate” aims to increase the social value given to the teaching profession in Chile, increase the probability that people with vocation and talent will choose to study education, and foster the necessary change in the public policies in order to promote, support and strengthen the teaching profession. “Choose to Educate” hopes that in the

next few years, individuals enrolled in an Education degree come from the 30% of best students, the teaching profession is placed within the 5 degrees given the most social value, and that teachers have good teaching conditions, so that every child in Chile has a great teacher.

OUR PROPOSAL

“Choose to Educate” wants to accelerate the necessary changes, thus contributing to the articulation of different stakeholders, mobilizing society, and placing the importance of teachers in the public debate regarding improving education.

In order to attract talent to the Education degrees, “Choose to Teach” has developed various actions. One of the most important projects—that is now in its 8th year—is the development of the free [Vocational Support Program](#) that is directed at students in their last years of school. This program, known today as *A New Future*, informs, motivates and supports high academic performing students who are interested in education degrees, to motivate them to choose this professional path. In addition, it strives to communicate change that the nation has propelled in terms of public policies to promote and support the teaching profession, such as the recently approved Law on the Teaching Profession or the [Teacher Vocation Scholarship](#). This program provides a scholarship that covers the degree fees, as well as provides the possibility of obtaining a monthly stipend and study one month abroad. It is directed at students who obtained a high score during the Admission Test and who decided to study Education. Since the creation of this scholarship (2010), “Choose to Educate” has played a fundamental role in its dissemination.

This vocational support program includes a [communication campaign](#) – that has a television ad every year –and personalized coaching to each interested person, where outstanding education students provide mentorship. Every year, the program supports around 80,000 youth.

Regarding results, since 2009 it is possible to observe positive change in terms of students enrolled in education degrees, including a tendency towards an increase in number and significant improvement in their academic profile. Just this year, the number of students accepted into education degrees increased by 20%, despite

the fact that greater requirements for admission were recently implemented. The impact of “Choose to Educate” in terms of attracting talent, has been so important that various organizations have shown interest in learning about this strategy. These include the Ministry of Education of Peru that visited Chile in 2016 thanks to the exchange missions organized by the OAS Inter-American Teacher Education Network (OAS-ITEN).

In terms of promoting greater social value to the teaching profession, in 2016 “Choose to Educate” promoted the [Global Teacher Prize Chile](#), which is a local version of this important international recognition. The objective was for the initiative to go beyond being just a mere contest and, rather, to be a true benchmark of public, massive and citizen recognition of teachers in the country. In two years, more than 30,000 teachers in Chile have been nominated for this award by citizens, and close to 2,000 teachers applied. At the same time, in 2017 we transformed our [website](#) into a content “repository” with focus on social value and self-validation by teachers. Since its creation, it has received more than 6,516,113 visits that, in the words of the teachers, “positively affects their educational practice”.

With regards to promoting public policies, “Choose to Educate” has focused mainly on one key challenge: fostering better teaching conditions. Our objective is to mobilize various stakeholders in pursuit of this task. Since 2011, we have presented proposals on this issue, focusing on learning. In 2014, we promoted the [Master Plan](#), which is a participatory process that aimed to gather proposals for a new Teaching Profession, in 120 days and through citizen dialogue. The process was a success and much of the current System on Teacher Professional Development (known as the Law on the Teaching Profession) considered the work undertaken in this plan. Given the success of the project, this year we established the [Initial Plan](#), which is a similar participatory process but with the particular focus on the challenges faced by Early Childhood Education in Chile.

Moving towards an education that values and recognizes the importance of the teaching profession is a task we must all undertake. In this process, the articulation of different stakeholders, the mobilization of society and communication play a fundamental role.

María José Lincovil / *Choose to Educate, Chile*

IV.

EXPERIENCES FOR
REFLECTION

TEACHING EXPERIENCE IN SCIENCE: SHIFTING THE PARADIGM

Presented by **Dr. Padmanabhan Seshaiyer**

Professor in Mathematical Sciences George

Mason University, United States

The education systems of Latin American and Caribbean countries that have participated in the PISA-OECD 2015 test (Argentina, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Mexico, Panama, Peru, Trinidad and Tobago, Uruguay) are ranked in the half. Why? We will begin by saying that a change in the paradigm is required: from students as consumers to students as producers of knowledge and finally students as peer reviewers/advisors.

We must teach students the difference between having a problem and performing an exercise, since it is well-known that “practice makes perfect”.

To accomplish this, we must get students to develop, along with content, also some foundational skills and competences, such as:

1. Learning from Failure

Fail Early and Fail Often. Most of the time we want to make everything perfect from the first time. The bad news is that everything is a learning process and sometimes it takes many repetitions to master something until doing it right every time. Failure can be a path to success.

2. Critical Thinking

Critical thinking is achieved through using logic and analysis, and at the same time opening up new perspectives to solve a given problem. Examples are shown such

as “How many squares are on a chessboard?” to which most will respond 64. This answer is correct, and yet it is possible to see beyond these 64 if we take into account that they can also be grouped 4 in 4, or 8 in 8 and thus get “see more”.

Critical thinking is also achieved through constant questions that are derived from the answers that are posed to a specific problem, as in the example:

Q: Why is the Washington Monument deteriorating?

A: Because of the harsh cleaning chemicals.

Q: Why are these harsh cleaning chemicals used?

A: To clean the large amount of bird droppings.

Q: Why are there so many bird droppings?

A: Because there are many spiders

Q: Why are there so many spiders?

A: Because the spiders come to feed on the insects in the building.

Q: Why are there so many insects?

A: Because they are attracted to a certain special bulb in the building.

Solution to the Root-Cause Analysis: Change the bulb

Sometimes such brainstorming strategies like “5 Whys” can help to determine that there is a sufficient number of variables that can explain what is the root cause solution to the problem.

3. Creativity

Students must learn to see a problem from different perspectives and thus be able to imagine solutions that go beyond what is expected to be done in the traditional way.

4. Communication

We need to develop good communication skills in order to be effective, clear and concise.

5. Collaboration

Students need to learn to do team work. Building on each others strength in a group helps to be efficient and effective in a problem solving.

Professor Padhu defines integrated frameworks to change the paradigm in science:

Integrated Framework 1: STEM vs. STEAM

Previously, it was suggested that the educational model should emphasize four fundamental areas (**STEM**) that are formed from the words Science, Technology, Engineering and Mathematics.

Nowadays the goal is to have **STEAM** which basically consist in including Arts.

Integrated Framework 2: The Inquiry 5E Instructional Model

It refers to a circular model that starts (for example) from Engage, to Explore, to Explain, to Elaborate, to Evaluate and repeat the cycle again to deepen the topic of our interest.

Integrated Framework 3: Learning by Doing

Again, the idea is that repetition makes perfect. The better way to learn is by practicing that involves experiences resulting directly from one's own actions in contrast to learning from others by simple watching or hearing.

Integrated Framework 4: Design Thinking

It is based on trying to graphically explain ideas, from creating the needs assessment through Empathy to definition of the problem that we want to solve to ideating different solutions to the creation of a prototype and finally testing the viability of the product and the proof thereof.

Integrated Framework 5: Problem based learning vs. PROJECT based learning

The first one is based on the cycle:

Problem → Ideas Knowledge → Learning Issues → Course of action → Problem

Meanwhile the second one is a more complex diagram that is also a cycle with Sustained Inquiry → authenticity → student voice & choice → Reflections → Critique & revision → public product and challenging problem or question and in the center of all these, we have Key Knowledge understanding & success skills.

SCIENTIFIC EXPERIMENTAL METHOD	ENGINEERING DESIGN METHOD
Pose a question.	Define a problem.
Research the question	Research the problem
Construct and answer, explanation, or hypothesis to be tested	Design, plan, and build a prototype or solution to be tested
Test the hypothesis through experiments that attempt to disprove it	Test the prototype or solution to see if it solves the problem
Analyze the results and draw a conclusion about the answer	Analyze the results and improve the solution to the problem
Communicate the results and compare with the others' results	Communicate the results and implement or market the solution as a product or service
Repeat the process with more refined questions or with new questions that arose in the process	Repeat the process with refined or new ideas for better solutions, or with new problems that arose in the process

As scientists solve problems through an inquiry-based approach and Engineers solve problems through a design-based approach, one must understand the differences and similarities as described below in each approach and identify common best practices.

STRENGTHENING THE TEACHING PROFESSION IN AN ENVIRONMENT OF EDUCATIONAL CHANGE

Presented by **Lila Pinto**

Director

Maguen David Hebrew School, Mexico

Currently, strengthening the teaching profession also involves a change in paradigm considering the existing structures and mechanisms. We have a historic opportunity before us, one that implies having greater consciousness and establishing a collective movement in order to achieve a profound educational change.

Educational change and teaching professional development is based on “Peripheral” experiences, which are called that way because they are:

- Individually enriching
- Go from the outside in
- Relatively fragmented
- Weakly connected to the school change processes
- Challenges to the transfer to practice

And the “Nuclear” experiences, whose characteristics include:

- Collectively enhancing

- From the inside out
- Articulated with the school change processes
- Developed as part of a collective process
- Anchored in the pedagogical practice of a project of change

From this, two key questions follow:

1. What are the most powerful teaching professional development experiences to re-position teachers at the heart of contemporary processes of educational change?
2. Considering the value of each experience: How can we develop synergy between the peripheral and nuclear experiences?

To better understand the possibilities, a specific case is worth noting, a school in Mexico that posed the aforementioned questions and achieved changes. The starting point should be knowing our students. Using ideas from Michel Serres' book *Thumbelina*, we can understand the generation born since the 80's that has grown up in a more technological society, where they have information and knowledge at the tip of their fingers. This generation of students goes to school in an education system that they consider obsolete, with an outdated methodology where there is no room for debate and that insists on a model based on spokespersons (teachers) and note-takers (students). Likewise, new realities should be considered in this scenario, such as the place of residence (an increasingly urban population), the digital environment (that allows them to encounter places and knowledge, through the internet, that were previously unimaginable) and that is worried about the older generations' resistance to change, to an increasingly open world, and to fighting burdens such as corruption.

To arrive at a digital culture, participatory design and collective intelligence are necessary.

In order to change the paradigm, the question should no longer be “what should we do with technology at school?” Instead, we should change the focus to “what should we do with schools in a new technological era?”

Profound educational change implies a systematic approach, and it implies considering the spaces at school, the evaluation systems, the connections established, the time that is spent and the curriculum used. In other words, what is required is a change in the school culture, and transforming the school and organizational experience. For a profound change to occur, teachers must be involved from the get-go, the design must be participatory and the leadership should be distributed. Achieving good communication between teachers, and empowering them, is necessary. If a teaching transformation is desired, it is necessary to work with teachers so they may reflect on their profession and it is necessary to generate a new identity, so they are no longer spokespersons but “co-producers” or “designers”.

This change requires something radical, which is to go beyond technology per se and more towards a DIGITAL CULTURE that allows #LearningDifferently, #LearningEverywhere, #LearningAllTheTime, and #LearningByDoing. We need to achieve coherence between the training experience and the pedagogical practice.

Another noteworthy aspect is that for this transformation of the education culture, it is necessary to consider new models (and training) of leadership, that is, of the directors and the administration teams. Establish the conditions for collective work and develop the skills of the collaborative work.

In summary, the implications for the design of proposals of professional development are:

1. Consider the transformation of the professional identity in the design of proposals:

- Design with new metaphors and narratives of the teaching profession in the digital culture.
 - Develop skills to re-position the teaching profession in uncertain, complex and changing contexts (soft-skills).
 - Build “disruptive” experiences / design new formats that allows the school experience to be questioned.
 - Promote collaboration experiences that model strategies for collective work.
2. Change the perspective to think of the recipient: “the teacher”
 - Reclaim the school as a scenario of pedagogical development (working from and with the demand).
 - Think of groups of teachers that work together.
 - Articulate the proposals with pedagogical school projects and build bridges between schools.
 - Establish “nuclear” paths that can integrate “peripheral” experiences.
 - Develop systemic “embrace and transfer” devices in the design and implementation of proposals.
 3. Work on the notions of leadership and collaboration in the contemporary school scenario.
 4. Design strategies and devices for the dynamic documentation of the training paths and the projects of change in the school scenario.
 5. Establish training paths for administrative teams.

FROM EDUCATION RESEARCH TO TEACHER TRAINING: THE EXPERIENCE OF THE INTERDISCIPLINARY PROGRAM ON EDUCATION POLICIES AND PRACTICES

Presented by Dr. Valeria Sánchez Michel

Conacyt Chair

PIPE-CIDE, Mexico

The Center for Economic Research and Teaching (CIDE) is an institution focused on research and on higher education, specialized in Social Sciences and funded by public resources. The CIDE is made up of six academic divisions that correspond to the disciplinary areas that the Center is specialized in, and four interdisciplinary programs, one of which is the Program on Education Policies and Practices (PIPE).

PIPE generates and disseminates rigorous and relevant knowledge on educational topics. In order to achieve this objective, PIPE has a group of academic specialists in educational policy and other subjects such as: Public Policy, Pedagogy, Psychology, History, Economy, Political Science, Sociology, and Technology and Evaluation. The interdisciplinary team is led by Dr. Blanca Heredia, who has sought to consolidate the project and generate interdisciplinary research that offers more thorough interpretations from different angles of analysis and using the methodology of different disciplines.

CLASSROOM OBSERVATIONS

Among the research work carried out by the PIPE is the classroom observation, which is a project led by Dr. Ana Razo. This contributes to the generation of public policy as well as to the creation of specific courses of teacher training. The observation work has taken place primarily in the higher-middle level, where, from the knowledge of the system, a selection took place in order to obtain an approximate snapshot of the reality of the education system.

The observation is done on a sample through a qualitative approach, in classes that showed different performance levels on standardized tests, a variety from the largest subsystems, and the institutions with the highest number of students. From the results of the research, proposals were presented to the Secretariat of Public Education regarding a series of teacher training courses focused on the areas that the research identified as areas of opportunity and improvement.

SOME EXAMPLES OF THE COURSES OF TEACHER TRAINING

OBSERVATION PROTOCOLS	GENERATED TEACHER TRAINING COURSES	
INTERACTIONS (CLASS, TEACH STONE, UNIVERSITY OF VIRGINIA)	<ol style="list-style-type: none"> 1. Observe in order to Learn (80 hours) 2. Pedagogical and Emotional Support (40 hours) 3. Fostering Dialogue in the Classroom (40 hours) 	<p>Currently in its fourth edition, 10,000 teachers have been served, with a retention rate of 95%.</p> <p>The use of videos (an appealing tool, good practices with limited resources).</p>

PLATO (STANFORD UNIVERSITY)	Communication, language and writing	Strengthening the practice from the identified areas of opportunity.
MQI (HARVARD UNIVERSITY)	Mathematics	Strengthen understanding on math and not staying on the repetition of the concept or process.
GENDER (PIPE-CIDE)	Gender Perspective	Introduction to the gender perspective. <ul style="list-style-type: none"> • Differences in the quality of interaction not in the frequency. • Lack of empowerment.

TRAINING OF MANAGEMENT TEAMS

The Secretariat of Public Education requested training courses for school directors. As part of the design of courses, PIPE began by conducting extensive research to understand the work of directors in order to make more “efficient” decisions on their continuous training. Directors are key players within the education system considering they play an important role in the implementation of policies or programs (such as scholarships, desertion, infrastructure), and they incur in teacher training and evaluation. Therefore, PIPE designed an open survey on their daily activities, on their main sources of pride and their main challenges.

From the results, PIPE designed and offered online courses that consisted of subjects such as pedagogical leadership, team work and communication.

HISTORY EDUCATION

The Education Reform was approved in Mexico in 2013, and as part of the reform a New Education Model was established, with new programs of study by subject. In this context, PIPE worked with the Sub-secretariat of Middle-Higher Education in the development of History programs. The team not only proposed the program content, but also designed a teacher program that will contribute to achieving a change in the way that subject is taught.

The training courses for History teachers aimed to develop a critical understanding of History teaching in Middle-Higher Education, and to strengthen the teachers' knowledge and skills to teach the subjects. Courses were designed so that teachers could acquire the tools to help them prepare their classes, knowledge and analysis of fundamental elements in building historical knowledge and, above all, that they recognize the importance of education in History so that the student may acquire a critical perspective.

CONCLUSION:

As evident in this brief summary of the work undertaken by PIPE in the last years, it all begins with the design of research and an understanding of the specific situation in which action is expected. The PIPE is convinced that the best continuous training courses for teachers are those that arise from evidence and analysis of the current reality.



CONCLUSION:

To Strengthen Teacher Training

The texts compiled in this publication recognize how public policies on education in the OAS Member States identify teachers' pivotal role as agents for educational change. There is a shared language in all of these policies and experiences that are evident in this compilation: it is no longer possible to talk about education without quality or equity.

Being a teacher and being in front of a classroom is a job like no other—their job goes beyond the mere transfer of knowledge. The teaching profession is a job with the future generations and with the society that we hope for. The profile of the students that we want begins with the rethinking and reconsideration of the teacher profile. The education of the XXI century requires our educators to be inclusive, creative and innovative.

The best way to transform how students learn is not only to review the content they are taught, but also to consider the way in which they are being taught. Traditional teaching practices remain, and they must be eradicated. Thus, in order to strengthen the teaching practice, it is imperative to modify the curriculum of the teaching Institutions and to include subjects where prospective teachers can learn didactics and appropriate teaching approaches and methodologies. It is also necessary, to introduce courses where teachers can develop the necessary skills to generate a favorable environment that fosters teaching, where knowledge can be created, transmitted and received. Another fundamental element is establishing workshops where teachers recognize how they affect students' self-esteem and expectations, and where they can learn to develop their students' socio-emotional skills. As our teachers develop these skills, our students will be able to experience a meaningful learning process. Through these new competences teachers will be able to promote a more meaningful learning experience that is effective and relevant, in their life and in for their role in the society.

In order to strengthen teacher training, both, pre-service and in-service, education opportunities are needed. Everything described previously regarding curriculum transformation of pre-service education is intended to reach also those professionals who are already in service through courses, diplomas and postgraduate degrees. Continuing education is as an essential component for teacher professional development so they can be up-to-date and aware of the social and technological changes in society and ready and confident to engage the new generations.

How can we attract the best and most talented people to the profession? How can we make the teaching profession appealing? Given teachers' importance, what is required is that outstanding and talented people enter the teaching profession to teach the generations to come of our countries. The concern is shared by several participants during the seminar and the need to improve salaries and working conditions also affects those who are already in service. The professional stability of teachers, with clear goals and economic incentives in accordance with their performance, is something that is being targeted and that goes hand in hand with their training and basic education.

Teacher appraisal is also considered an important component of the process of strengthening the teaching profession. Evaluation systems should notice areas of opportunity and recognize best practices. This way, they could identify successful experiences for dissemination.

A relevant topic is the emphasis that several States have given to the relationship between research and teacher training. Research as a framework to analyze performance results, teaching practices and education policies. The information obtained through this process will allow an evidence-based decision making process.

Educational research is perceived as something that needs to be linked to teacher training centers and education ministries and secretariats to encourage greater reflection, better analysis and greater understanding of educational realities. This is required to achieve educational change in an effective and transformative way

Finally, another topic of importance was school administration. The work performed by Institutional administrators needs to be professionalized. Educational leadership becomes a mostly needed skill for performing an outstanding job. Principal's capacity to lead needs to be strengthened with skills such as the ability to generate dialogue and negotiate, promote team work and foster spaces for exchanges of the different actors that are playing a role in the schools. Principals are leading the educational change, guiding and working together with teachers to effect transformation.

In order to achieve the necessary educational change and the one proposed in the Education Agenda for 2030, we must make the teaching practice the force that drives this change. Our teachers are the ones capable of fostering in our students a value in "learning to learn" and the respect as true and active citizens in our society. The challenge is not a small one, but it is one that we all share. If we are looking for effective educational transformation, it is because we are certain that only then we can build and become a better society.



OAS

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