REGIONAL STRATEGY ON TEACHERS
IN LATIN AMERICA AND THE CARIBBEAN

UNESCO SANTIAGO
Purpose of the Regional Strategy on Teachers

➢ Contributing to **fill the gaps of knowledge and policies** on teachers in Latin America and the Caribbean, within the framework of the Regional Strategy for Teachers in LAC, in favor of a Quality Education for All
Outputs of Regional Strategy

State-of-the-art on Teachers’ Policies in LAC

Criteria and Guidelines for Teachers’ Policies

Regional Network 8 countries (government, unions, teacher ed. institutios, experts)
Regional Strategy

Main Output:
Background and Considerations for the Development of Teacher Policies in Latin America and the Caribbean (fifteen months of work)

Areas of work:
• Pre-service Teacher Training
• In-service teacher training and
• The teaching career
• Institutions and Processes related to Teacher Policies

Countries where information was collected: Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, Peru, Trinidad & Tobago
The Strategy was supported by:

- **LATIN AMERICAN EXPERTS (5):** specialized expertise

- **CONSULTATIVE GROUPS IN COUNTRIES (8):** experiences, up-to-date knowledge and perspectives (teachers unions, academics, ministries of education representatives)

- **TECHNICAL SECRETARIAT:** Development of documents on the basis of inputs from actors mentioned above, complemented with additional information (Center for Education Policy and Practice, CEPPE, Cristián Cox)
Critical Issues

• **Low levels of preparation** upon entrance in teacher training institutions

• **Weak quality** of training programmes

• **Training without specialization** to work with under-privileged sectors

• **Insufficient regulation** of training programmes
POLICY GUIDELINES: Pre-service teacher training

1. Promote the entrance of **better candidates** into the teaching profession, **raising the level of entry requirements for teacher training**
   - Acceptance based on aptitudes and potential for better teaching performance
   - Avoid social, ethnic and any other kind of social discrimination

2. **Strengthen the quality of teacher training programmes**, especially **curriculum content, strategies for training, evaluation of learning achievements and quality of trainers**
   - Established standards
   - “Clinical” practice based on associations between training institutions and schools
   - Reinforcement of basic abilities for students with deficiencies in their academic preparation
POLICY GUIDELINES:
Pre-service teacher training

3. Offer quality training **relevant** to educational work with disadvantaged social groups
   - Preparation for work in rural areas
   - Training for intercultural and bilingual education
   - Preparation to address socio-cultural heterogeneity

4. Ensure adequate **quality assurance systems for training programmes** and those who graduate from them
   - Accreditation of training institutions
   - Evaluation of future teachers throughout and upon completion of the training process
   - Capacity development of training institutions
Emerging Actions in Pre-service Teacher Training in LAC

- Generation of guidelines and/or orientation standards for pre-service teacher training
- Accreditation systems for training institutions and programmes
- Higher entry requirements for acceptance into teacher training
- Training on Bilingual Intercultural Education
- Certification for entrance into teaching profession
In-service Teacher Training

Critical Issues

- Scant relevance and articulation
- Low impact
- Lack of awareness of heterogeneity and diversity among teachers
- Lack of regulation of courses and programmes on offer
- Inadequate consideration of schools and collaborative learning
- Weak regulation and pertinence of postgraduate studies
POLICY GUIDELINES: In-service teacher training

1 Ensure the right of teachers to relevant and pertinent in-service teacher training opportunities, centred on students’ learning and school needs
   • Opportunities for professional learning
   • Standards as references for professional development and teacher evaluation
   • Incentives and conditions that promote participation

2 Ensure meaningful impact of in-service teacher training on the teaching practices and on students’ learning
   • Development of learning communities
   • Connection between training activities and practice
   • Reasonable coverage

3 Build career development paths that highlight stages in the lives of teachers
   • Accompaniment for beginning teachers
   • Counselling/mentoring roles for teachers with high levels of professional development
4. Implement mechanisms to regulate the offer of in-service education so as to ensure its quality and relevance
   • Public institutions with leadership and regulatory capacity

5. Promote collaborative learning in the school context
   • Overcome the isolation of the work of teachers: collaborative act.
   • School leadership and organization of school work, facilitators of teachers’ development

6. Regulate the pertinence of postgraduate study opportunities
   • Accreditation according to pertinence and impact criteria
   • Scholarships for studies in priority issues
## Emerging Actions in In-service teacher training in LAC

- **National plans**
- **Responsible public agencies**
- **Alliances between governments and universities, establishing specific requirements**
- **Support to beginning teachers**
- **Local experiences of collaborative learning in schools**
- **Accreditation of postgraduate programmes**
Teaching Profession

Critical Issues

• Difficulties in the attraction and retention of good teachers

• Careers do not acknowledge stages in lives of teachers

• Disconnect between career and professional development

• Tension between common and differentiated remunerations

• Difficulties in the generation of consensus on performance evaluation
POLICY GUIDELINES: Teaching Profession

1. **Design and implement careers aimed at strengthening the teaching profession and to attract good candidates**
   - Increase social value of the teaching profession.
   - Adequate working conditions and incentives: time for professional activities
   - Promotion system that promotes time in the classroom

2. **Recognize various stages of teachers’ development and competencies in the teaching career path**
   - Increasing responsibilities over the course of the career
   - Favourable conditions for entry, support and work among peers

3. **Structure the teaching career path around improvement of professional development**
   - Professional performance as a criteria for promotion
   - Careers that promote continuous learning
POLICY GUIDELINES: Teaching Profession

4. Design and implement a clear and articulated policy on remunerations and incentives that stimulates the teaching profession
   • Salary levels on par with other professions
   • Improvements according to career progress
   • Incentives for work of teachers in disadvantaged sectors

5. Develop valid and agreed-upon systems for evaluation of teachers’ professional performance
   • System built with teacher participation and based on standards validated by the profession
   • Training system for improved teaching and with consequences for the career

6. Build transparent mechanisms for access to teacher positions and the assignment of duties
   • Entry requirements
   • Transparent competition and reasonable assignment of duties
Emerging Activities in Teaching Profession

- National career systems with horizontal promotion
- Policies for salary improvement
- Teacher incentive programmes (economic and symbolic)
- National teacher evaluation systems
Critical Issues of processes related to teacher policies

- **Low priority**: high cost, political complexities, medium and long term effects
- **Lack of coordination, coherence and harmony**
- **Inestability**: lack of projection to the long term
- **Low and variable investment** according to circumstances in initial and in-service teacher training programmes.
- **Weak institutions** under-equipped for the design and implementation of policies (in terms of attributions, resources and management continuity).
- **Dispersion**: Various dimensions of teacher policy handled by different institutions and agencies.

Weaknesses in the formulation and implementation of teacher policies
Guidelines on Institutions and Processes related to Teacher Policy

1. Prioritize teacher policies within a **systemic perspective**
   - Comprehensive policies that take into account teacher education and regulatory dimensions of the profession
   - Orientation towards the public interest and the mitigation of inequalities
   - Investment levels in accordance with the priority of teacher issues

2. Achieve better effectiveness of policies **armonizing the criteria of continuity and change**
   - Medium and long term objectives
   - Stability and flexibility (spaces for innovation)
   - Coherence with education policy
3. Promote the participation of stakeholders in the generation of policy
   • Generation of national consensus on teacher policies.
   • Platforms for dialogue and agreement between governments and teacher organizations
   • Social construction of the meaning of professionalization of teachers

4. Strengthen public institutions for the development of teacher policies
   • Robust state institutions, responsible for teacher policies
   • Evaluation of the quality of the formulation and implementation of policies
   • Creation of capacities and advanced interdisciplinary research to support policy decisions and design
Actions related to Policy Emerging Processes in LAC

- Dialogues and agreements between governments and teachers’ unions on career paths, teacher evaluation and educational reform
- Fora and platforms for deliberation by various social actors on teacher policy
- Creation of organizations responsible for teacher policies
- Generation of systems that coordinate efforts by national governments with other state actors, provinces and municipalities
- Data and information production
Regional Strategy

The documents produced by the Regional Strategic on Teachers, identifies critical issues and formulates policy guidelines based on secondary sources provided by experts and advisory groups from eight countries in the region.

Regional Strategy has identified information needed in order to improve the policy making on teachers.

During the Second Phase, the work will be devoted to support countries in order to implement the Guidelines.
Among others, during the Second Phase:

- Produce specific knowledge and information on key issues
- Create a Data base with experiencies

Regional Strategy has identified information needed in order to improve the policy making on teachers

1. Initial teachers training.

1.1. Percentage of teachers with a teaching degree, by countries and levels of education (pre-school, primary and secondary)

1.2. Distribution of teachers by country and their level of education, segregated by type of training: pedagogic tertiary education (university or professional institutes), normal pedagogical secondary level, education in other areas, without upper education.
2. Teacher compensation.

2.1. Salaries by countries in relation to the working day hours.
2.2. Salaries by teaching grade.
2.3. Salaries by geographical area (urban / rural).
2.4. Salaries by gender.

3. Teaching Jobs.

3.1. Distribution of teachers by country, according to working hours stretches (for example, less than 20 hrs., Between 20 and 29 hours, between 30 and 39 hrs, 40 hrs, or more).
3.2. Percentage of teachers, by country, that have served for five years or more in the same educational institution.
3.3. Distribution of teachers by country and their level of education, according to the number of educational institutions where they work.
Regional Strategy

4. Economic incentives.

4.1. Identification of types of current economical incentives by country, and the factors that determine them: performance, knowledge, learning outcomes, responsibilities, training and/or development, workplace, others.

4.2. Number of teachers benefited by country and by type of incentive.

4.3. Relationship between the amount of incentives and total average of compensation for teachers.

5. Age of teachers.

5.1. Distribution of teachers by age brackets, by country and level of education.

6. Students per teacher.

6.1. Teacher-student ratio in educational systems, by country and level of education.

6.2. Number of students per class (class size), by country and level of education.
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7.1. Number and percentage of teachers working in urban and rural areas, by country.

8. Functions in the teacher workday.

8.1. Distribution of teaching hours and teaching within working hours, by country.

9. Teacher attrition.

9.1. Number of teachers, by country and level of education, who abandon the school during the first three, five and ten years of professional practice.
THANK YOU