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Educación
2030



Policies for early childhood teacher training and professional development in Latin America and the Caribbean

Marcela Pardo and Cynthia Adlerstein

Learning and Teaching in the

Education 2030 Agenda

Santiago - Chile

9 to 11 August, 2016

- I. **Study presentation**
- II. General context
- III. Critical issues for initial teacher training
- IV. Critical issues for professional development
- V. Guidelines for public policies

OREALC/UNESCO Regional Strategic Project on Teachers for Latin America and the Caribbean

Contents

- Institutions for early childhood education, initial and continuous training, working conditions and professional career.
- Critical issues
- Guidelines for creating public policies

Implementation period

- April 2014 - November 2015.

Methodology

Focus on educators with professional training

Data sources

- Secondary data: national reports (7 countries).
- Survey (8 countries).

Analysis

- Principal trends in the Region.
- Comparison with the international scenario.

Discussion of drafts

- Representatives from Education Ministries, unions, academics.
- National discussion groups.
- Workshop in Panama City, 5-6 May 2015.
- Seminar in Sao Paulo, 22-23 June, 2015.

Participating countries

- | | |
|---------------|-----------------------|
| ▪ Argentina | ▪ Honduras |
| ▪ Brazil | ▪ Mexico |
| ▪ Colombia | ▪ Nicaragua |
| ▪ Costa Rica | ▪ Panama |
| ▪ Cuba | ▪ Peru |
| ▪ Chile | ▪ Dominican Republic |
| ▪ El Salvador | ▪ Trinidad and Tobago |
| ▪ Guatemala | ▪ Venezuela |

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Early childhood education: public policy priority

Worldwide phenomenon over the past two decades

- Greater scientific knowledge about early childhood.
- Increased work participation by women.
- Public awareness about social benefits.

Some shared feelings

- Children as subjects of rights.
- Integrated and educational sense of teaching.

Institutions for early childhood education

Progressive institutionalisation of the educational level

- States promulgate national laws and administrative structures.
- Compulsory nature of attendance from age 4.
- Significant trend towards expansion of coverage and provision.
- New curriculum reforms and frameworks for this education level.
- Increase in public financing.

Fragmented institutional architectures are the norm

- Policy design and provision lack cross-sector collaboration.
- Little production and integration of information for systemic, evidence-based policy design.

Heterogeneous level of certification for active teachers

Country	Initial	Primary
Argentina	90.1%	88%
Brazil	60%	n/a
Chile	99%	99%
Colombia	19% Initial Education 59% Pre-school Education	90%
Costa Rica	79%	n/a
Mexico	84.5%	n/a
Peru	76.9%	n/a
Trinidad and Tobago	100%	90%

Low remunerations

Remunerations equivalent to those teaching primary

- Argentina, Colombia, Costa Rica, Guatemala, Honduras, Mexico, Nicaragua, Panama, and Peru.

Remunerations lower than those teaching primary

- Brazil, Chile, Dominican Republic, and Trinidad and Tobago

Precarious working conditions

High number of children per adult in the classroom

- Chile 5 years: up to 45 children per adult.
- Guatemala: 50 children.

Attending personnel not always regulated

- Peru, Trinidad and Tobago.

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Critical issues for initial teacher training

- Secondary education
- Low selectiveness in entry to initial teacher training
- Curricular heterogeneity and weakness of study plans
- Weakness of training institutions

Critical issues for initial teacher training

Secondary education

- Brazil, Colombia, Guatemala, and Honduras include teacher training at both the secondary and tertiary levels.

Critical issues for initial teacher training

Low selectiveness in entry to initial teacher training

- Costa Rica: secondary education complete.
- Argentina: psycho-physical exam and information course.
- Brazil and Chile: low scores in admission tests.
- Guatemala: vocation.

Critical issues for initial teacher training

Curricular heterogeneity

- Lack of specific national guidelines for initial training: Brazil, Colombia, Chile, Mexico, Peru, Dominican Republic.

Weakness in training plans

- Methods for assessing learning outcomes (Argentina).
- Fragmentation of knowledge (Brazil).
- Lack of linkage with the real life situation for teachers (Colombia).
- Lack of clear curricular guidelines (Chile).

Critical issues for initial teacher training

Weakness of training institutions

- Insufficient resources (equipment).
- Non-specialised teaching communities.
- Weak mechanisms for quality certification.

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Critical issues for professional development

- Absence of systemic conditions
- Lack of state regulation
- Non-systemised information

Critical issues for professional development

Absence of systemic conditions

- Continuous training disconnected from objectives of early childhood education, initial training, and the needs of serving teachers.

Critical issues for professional development

Lack of state regulation

- Lack of articulation in services offered: duration, content, and mechanisms.

Critical issues for professional development

Non-systemised information

- Content items, structure, mechanisms, quality, and impact of existing programmes.

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Guidelines on policy making regarding initial training and development of teachers

Suppositions of these guidelines

- Generic guidelines that are not in themselves policies.
- Each country should evaluate them, situate them and prioritise them in its context.

Positioning

- Policy agendas for teachers must guarantee children's rights.
- Teachers are professionals, even when other stakeholders exist.
- Policies on teachers should be situated in a wider framework.
- Teachers play a lead role in policy design.

Guidelines for initial teacher training

- Establishing initial training at the tertiary level.
- Elevating entry requirements.
- Adjusting the training curriculum for early childhood education objectives.
- Strengthening training institutions.

Guidelines for initial teacher training

Establishing initial training at the tertiary level.

- Establishing tertiary education as a regulatory training requirement for teaching early childhood education.
- Creating a tertiary education plan for early childhood education teachers who have only secondary education.
- Designing a plan to slowly transform secondary-level training institutions into tertiary-level institutions.

Guidelines for initial teacher training

Elevating entry requirements for initial teacher training programmes

- Establishing selective criteria for entry to initial teacher training.

Guidelines for initial teacher training

Adjusting the initial teacher training curriculum in agreed ways for early childhood education

- Creating standards, directives, or guidelines to orient initial training for early childhood teachers.
- Reformulate the education curriculum applicable to initial training programmes for early childhood teachers.

Guidelines for initial teacher training

Strengthening training institutions

- Establishing public accreditation systems for early childhood teacher training institutions.
- Providing early childhood teacher training institutions with the resources necessary to provide suitable initial training.
- Strengthening existing academic bodies.

Guidelines for professional development

- Strengthening state regulation of continuous professional development programmes
- Bolstering a systemic connection for continuous professional development programmes
- Systemising existing information on continuous professional development
- Linking professional development with professional careers

Guidelines for professional development

Strengthening state regulation of continuous professional development programmes

- Establishing an accreditation system for early childhood teacher professional development programmes.
- Formulating a national policy for early childhood teacher professional development programmes.

Guidelines for professional development

Bolstering a systemic connection for continuous professional development programmes

- Identifying the professional development needs that affect serving early childhood teachers.
- Promoting the provision of a range of different options for early childhood teacher professional development, in terms of content, duration, and mechanism.
- Promoting the creation of learning communities.

Guidelines for professional development

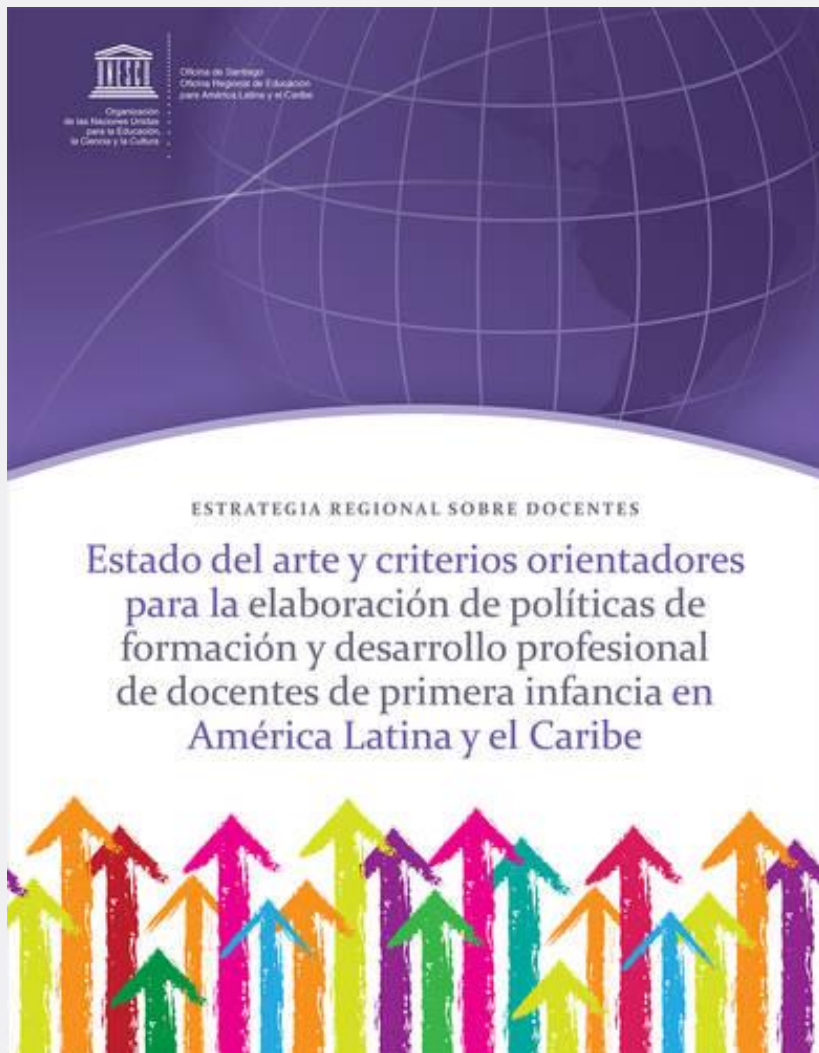
Systemising existing information on continuous professional development

- Centralising available information on existing professional development programmes.
- Facilitating the availability of information on continuous professional development programmes.

Guidelines for professional development

Linking professional development with professional careers

- A significant factor for deciding promotions, emphasising improvement of teaching competencies.



http://www.unesco.org/new/en/santiago/resources/single-publication/news/estado_del_arte_y_criterios_orientadores_para_la_elaboracio/#.V2rM18v2Zdg



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