

Teachers for Education for All

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Executive Summary

In every country around the world efforts are underway to address the issue of teacher professional development in the framework of policies that concern this sector. Such widespread interest arises from ample evidence of the connection between student educational achievement and teachers' professional preparation, reflected in their teaching practices.

Research in education has shown that teacher training is an ongoing process that begins with initial training and continues through the end of the teaching career. This perspective, relatively novel in the context of the teaching profession, implies a change in paradigm.

It is an approach that emphasizes that one learns to be a teacher through reflection on the practice itself. It is a process that requires plans and models that give rise to shared learning through the situations a teacher encounters every day, in the particular contexts of teaching diverse groups of students.

Although the features that characterize models and programs of strong professional development are well known, each context calls for adaptation and a specifically tailored design. In addition, debate persists regarding the impact teacher training processes have on student practices and learning.

A review of specialized literature shows that initiatives intended to train and retool teachers generally had a limited impact on educational achievement. Moreover, these programs failed to meet teachers' expectations. More recently, solidly constructed experiences offering broad potential have been studied in the spirit of understanding the elements these programs share and to advance towards identification of factors that may encumber sustainability.

The governments of the eight countries considered in this study have renewed the legal and institutional frame that upholds the underway efforts in this area. Our explorations of the definitions adopted, as well as the plans and programs currently in motion, suggest that the focus of these efforts varies to meet the needs of the diverse teaching bodies and are shaped by variables of context such as education achievement levels, net coverage rates, and availability of institutional resources for program operation.

Countries of the region have showed the will to produce policies and quality programs that are better articulated. This suggests that the possibility of setting teacher performance standards may help orient professional development initiatives and evaluate results in comparison with their own reference points.

It would be wise to emphasize policy articulation and reinforcement of institutional structures responsible for directing and implementing the programs.

In regards to criteria and indicators for evaluating quality and relevance of professional development offerings, regardless of the approach, this area of opportunity is particularly significant.

By all accounts, the coming decade will be critical to detonate the needed changes to produce higher quality educational results, and maintaining active discussion within the region will be key.

Introduction

By the year 2008 in Latin America and the Caribbean, approximately 7 million teachers were in active service in the region's primary and secondary schools (Louzano and Murdochowicz, 2008). Their social demographic characteristics, educational background, the way they became involved in their educational establishments, the stages of their professional career, and the demands that they encounter comprise a teacher's professional identity, despite the very different set of contexts in which they work.

This immense, fluid and diverse contingent of education professionals is responsible for producing the educational achievements societies and governments expect. A new course plan, mastery of new subjects, methods or resources will not be enough to upgrade the quality of their practices. It requires transformation of teachers' practice to address the diversity of experiences, and take responsibility of student results. They must demonstrate that social and cultural origin does not condemn students, and that education can break the cycle of poverty, exclusion and violence that affects large segments of our populations.

The goal of providing quality education from the perspective of equity was embraced by governments in the context of Education for All agreements. The goals can only be reached by first accepting the premise that advancement depends to a great extent on the commitment from education professionals, which includes acquisition of the competencies, attitudes and disposition that characterize effective teachers (OECD, 2005 and 2009; World Bank, 2011).

We know that investment in the education sector has grown significantly in the region's countries¹ (Murdochowicz, 2002). A portion of that expenditure has been allocated to initial and continuing training for primary education teachers. However, we have the clear impression that funding channeled to this specific item has fallen short of the levels needed for providing all teachers with solid and coherent learning opportunities that would reflect in the education achievements of the students they serve. The region's students continue to be at a disadvantage in comparison with their peers of nations with high performance educational systems (Pisa, 2009; INEE, 2010 and 2011).

Available data signal that teachers are fundamental to student performance, and the achievements attained by schools and education systems (Pisa, 2009; OCDE, 2009; Mourshed, Chijioko and Barber, 2010). It also tells us that professional development programs overall represent the avenue for acquiring

¹ Countries's efforts have implied relative increases of their education budgets in relation to the GDP. To a great extent, economic growth during this decade has permitted expansion of educational services. Thus, education spending of countries, for which adequate information is available, increased an average 3.1% of the GDP in 1990, 3.6% in 2000 and 4.2% in 2008. Considering that between 1990 and 2008 the regional gross domestic product nearly doubled (3.4% per year and a total 84% during the entire period), absolute expansion of education public spending in the region was 5% per year or 140% during the entire period. Expressed as spending per inhabitant, the average annual spending rose from US\$86 per person in 1990 to US\$119 in 2000 and to US\$171 in 2008.

However, vast differences exist between countries, as the percentage ranges from 1.2% in Bermuda to 13.8% in Cuba. Some countries with a similar per capita income allocate quite different percentages of their GDP to education. For example, Uruguay allocates 2.9% and Mexico 4.9%.

Assistance expenditure for primary education rose in Latin America and the Caribbean. During 2002- 2003 an average US\$ 213 million was spent, and from 2007-2008 the figure rose to US\$326 million. This implied increased aid for primary school children, from US\$4 in the two-year period of 2002-2003 to US\$6 in the two-year period of 2007-2008. During 2007-2008 somewhat less than 40% of total education aid for the region went to primary education students. (ECLAC, 2010; UNESCO, 2011)

competencies that correspond to a good teaching practice that is up to date and geared for each particular setting.

Various studies have shown (Miller and Lieberman, 2001; Villegas-Reimers, 2003; Aguerrondo, 2004; Flores, 2005; Sandoval, 2005; Avalos, 2007; Tenti, 2007; Vaillant, 2009; Terigi, 2010) that in the field of professional development, the region's experience has considerable limitations. The factors include discontinuation of programs and actions, the scale of operation; models, designs and processes frequently out of touch with the interests, environment, and needs of the teachers; difficulties in accessing programs; precarious nature of the instructors; insufficient resources and lack of definition regarding the time individuals or groups have at their disposal for these processes within their work day, without neglecting their students.

On the other hand, a significant advantage is the considerable advancement of expert knowledge in understanding the relationship between teaching practice and education achievement. The characteristics of the models, options, content, and professional development processes that succeed in providing teachers genuine opportunities for learning are known (Vaillant, 2005; Avalos, 2007; Vaillant y Marcelo, 2009; Vélaz de Medrano and Vaillant, 2009).

Research on this issue in Latin America and the Caribbean has focused on policies and experiences with the aim of proposing better-focused and higher quality efforts. Broad agreement exists regarding the need for this to occur in the framework of defining integral and articulated public teacher policy, consisting of long-term monitoring plans, periodically fine-tuned to evaluate the impact on individual and collective teacher performance on the basis of clear and operable criteria.

The most recent state of the art proposals agree on the importance of the field of action for professional development. They convincingly argue for the development of long-term programs, located within school communities, based on collaborative learning and bound to "curriculum knowledge reinforcement" as the primary teaching training needed in Latin America and the Caribbean (Avalos, 2007:28).

Learning throughout life

The region's teachers and their peers the world over are professionals whose learning takes place throughout the entire span of their careers. After initial training, their learning is refined during the first entry stage of active service as teachers, and expands throughout the course of their work life.

This concept of professional development and continuing education has been formed by positioning the teacher as an individual in formation, breaking with traditional views of training as a means for compensating weaknesses or a way for communicating regulatory changes in curriculum and its development (Villegas-Reimers, 2003; Aguerrondo, 2004; Avalos, 2007; Vaillant, 2009; Terigi, 2010).

In a broad sense, professional development is a growth process that stems from experience and systematic reflection on teacher practice. It includes both formal and informal activities, differing from brief training courses and workshops that address some aspect of the teacher's work. This is a relatively novel approach

to the teaching profession and has been conceived as a paradigm change in definition (Villegas-Reimers, 2003; Aguerrondo, 2004; Avalos, 2007; Vaillant, 2009; Terigi, 2010).

It is important to establish that, notwithstanding evidence of the significance of training in the framework of teacher policies, debate persists regarding its true impact on teaching practice. Thus, inspirational ideas and examples of models and processes exist (national, provincial or smaller scale) that have produced visible and measureable change over relatively long periods of time. (Darling-Hammond, 2003; Villegas-Reimers, 2003; OCDE, 2009b). In other words, there is no single avenue and in regards to the region, not one country has optimally solved the instrumentation of its teacher professional development policy (OECD, 2010; Mourshed, Chijioke and Barber, 2010).

This essay's central interest is the working teacher, limiting the scope of discussion to the area of training subsequent to entry in the profession. Although it does not ignore the important link to previous processes, our discussion directly addresses policy and programmatic options that must be built in order to open learning opportunities for all teachers who aspire to deepen their knowledge, improve their practices, reaffirm their commitment, and exercise the profession with a high level of effectiveness.

The text that follows, first, will offer certain considerations on the crucial importance of continuing training and professional development for improvement of teaching practices. Next, it will describe initiatives undertaken mostly in the Latin American region during the 1990s. Then, it will describe facets of policy orientation suggested in the most current specialized literature on the subject. The paper will close with a view of the state of professional development of teachers in Latin America and the Caribbean, in order to document certain pathways for installing higher quality professional development policies that have a greater impact, and offer reflection on the challenges that lie ahead.

The teaching profession and education reform

One of the major criticisms of educational policy undertaken in Latin American in the 1990s (Barber and Mourshed, 2007; Terigi, 2010) is the relatively low importance it allots to the component that is key to success. (Mourshed, Chijioke y Barber, 2010) That is, the development of teachers capable of shaping and giving meaning to the proposals for change in school organization, operation, management and administration.

Despite the surge of teacher training activism Latin America and the Caribbean has seen in the last three decades, studies reveal these actions have had negligible effect in the classroom. They also indicate that teachers themselves share a negative opinion on the courses, workshops, compensatory programs, and the vast series of efforts expended. Beyond the good intentions such programs may have, teachers believe these programs frequently fail to satisfy their expectations for improving the educational practices needed for sustained improvement in learning achievement of all students (Murdochowicz, 2002; Villegas-Reimers, 2003; Vaillant, 2004; Avalos, 2007; Terigi, 2009).

Evidence available at present indicates that teacher preparation is not merely another variable of education policy design, but rather, one of the most important spheres of governmental action. In the

absence of capable teachers who are committed to their vocation, no proposal will be viable (Mourshed, Chijioke y Barber, 2010).

It has been persuasively argued that the possibility that aspirations for guaranteeing the right to quality education for all become reality (UNESCO, 2007; OEI, 2008; OCDE, 2009 y 2010) depends, to a great extent, though not entirely, on teachers, who obviously have the right, need and ethical obligation to raise their levels of mastery of the profession they exercise.

The classic debate concerning the nature of teaching work has been refined in the last two decades. A good portion of literature on the subject focuses on defining the knowledge base of the teaching profession (Avalos, 2004; Shulman, 2008; Novoa, 2009) and offers reflection regarding the relationship between theory and practice implicit in the exercise of learning (Perrenoud, 2006; Avalos, 2007; Esteve, 2009).

As Antonio Novoa (2009) has pointed out, considerable differences exist in regards to traits, qualities, aptitudes, disposition and, more recently, competencies that characterize a good teacher (Darling-Hammond, 2003; Perrenoud, 2006; Shulman, 2008). Extensive information also exists on the teacher's influence on learning (Villegas-Reimers, 2003; Esteve, 2009) and it has been shown (Elmore, 1997) that improvements in student learning require a steady investment in expansion of teachers' knowledge and capacities. If investments are to produce good results, it is important to specify the desirable attributes of a competent teaching professional and identify more precisely the features of professional development programs that yield substantial success in consolidating those features.

In his comprehensive study of the issue, Villegas-Reimers (2003) shows that societies and educational agents have a certain perception of teachers that influences the way they prepare and stimulate them for exercising the profession throughout their career.

Some of the "metaphors" employed (and are still used) to define teachers and their work describe the teacher, alternately, as an artist, worker, or professional. If the first perception predominates, it is highly probable that the teacher's professional development will be overlooked, as this point of view poses a good teacher as a natural trait, perfected over the passage of time (Darling-Hammond, 2009). In regards to the view of teachers primarily as workers – even though they earn salaries and most are public servants – the exercise of the teaching profession is not only an occupation that presumes compliance with a set of instructions, but rather a profession that demands continual strategic decision-making, reflection, on-going adaptation, and experimentation. Such qualities of the professional practice, which have yet to enjoy full social legitimacy, are those of education professionals of the 21st Century, and, as some authors have underscored (cited by Villegas-Reimers, 2003), imply a profound rethinking of the profession, professionalization, and identity of teachers.

Characteristics of the education professional

An area of great interest to education researchers has been the specification of qualities that comprise a well-trained teacher. Numerous “lists” (Villegas-Reimers, 2003; Vaillant y Marcelo, 2009) enumerate skills, knowledge, dispositions and values possessed by the ideal teaching professional. There is broad agreement on what a good teacher should know, including the following:

- General pedagogical knowledge
- Disciplinary knowledge
- Knowledge of the curriculum, subjects, and curriculum development
- Knowledge about the students and their families
- Knowledge about learning evaluation
- Knowledge of strategies, techniques, and tools for creating environments for collective learning
- Knowledge, skills, and the disposition for working with diverse students
- Knowledge about the use of technology for curriculum development
- Knowledge, attitudes and practices committed to justice and social transformation

Codification of areas of knowledge that make up the professional baggage are complemented with considerations related to identity and the process of constructing identity throughout the teaching career, in handling emotions and the ethical dimension inherent to the teaching practice.

Mature professionals or, as literature call them, expert teachers, unlike those new to the profession are distinguished by a greater dominion of their specialty and the context in which they exercise their profession. They also react immediately to daily incidents that take place in the classroom, rely upon a wide range of strategies they use in a flexible manner to solve problems and interpret learning situations intrinsic to their environment (Marcelo, 2011).

Important consequences derive from codification of these characteristics. Among the most significant, two are especially noteworthy. First, one learns to be a teacher through professional development programs capable of stimulating the consolidation of desirable traits, and second, a teacher’s effectiveness can be evaluated when educational systems employ solid a base and broad consensus to define the performance standards societies demand of a good teacher (Cochran-Smith, 2001; Darling-Hammond, 2004). Complementing policies that guide systems and models of professional development with others that guarantee entry and permanence of professionals who possess the desirable traits constitute the foundation for building education systems centered on learning for everyone.

Knowledge and the practice of teaching

Effective, quality teaching fosters learning among all students, taking into account student diversity, as part of the role of the quality teaching professional, who exercises the profession. Thus, the teacher’s knowledge, skills and disposition are important, but so are the conditions in which that teacher will work.

As Darling-Hammond (2001, 2003 y 2004) has shown, the working teacher is subject to specific context and conditions of the exercise of the teaching profession. Therefore, the lack of material, nuclear

curriculum definitions, and school environment can negatively effect teaching quality even if the teacher possesses all the qualities recommended for propelling education achievement.

A major part of the conditions that sustain effective teaching practice are not in the teacher's control, depending directly on definitions of education policy, cultural features of the systems, management and administration styles. Therefore, professional development policy and actions implemented in each country are part of a cluster with a common content but the mechanisms for installing knowledge are determined by external factors.²

Knowledge and know-how in specific conditions

Since the 1970s, teacher organizations of Latin America have included the right to professionalization among their demands (SNTE, 1994). As described earlier, response to this demand came in the form of a multiplicity of courses, activities and workshops developed and offered by government structures. These were primarily forms of updating knowledge for specific purposes, resulting in a heterogeneous contribution to education quality and, in any case, produced little effect in terms of student education achievement.

Critical assessment of the region's continuing training programs agree that on the need for a radical change in concept, model, and process that have been tested. Decisive argument and evidence sustain this belief.

In the 1990s, reform policies centering on learning emphasized communicating changes in curriculum, materials, teaching methods and school organization these policies involved. So it was that the contents of courses, workshops, seminars, and all the other forms of training, in fact, aimed to provide better options for exercising the teaching profession (Avalos, 2007, Vaillant, 2009; Terigi, 2010).

The format of cascade courses, so prevalent since the 1990s, have considerable weaknesses such as limited duration, distance from the schools, and lack of follow-up, as numerous reports have shown (Flores, 2005; Avalos, 2007; Terigi, 2010).

In addition, continuing training as a requisite for pay raises and promotions has generated "perverse effects" such as over-valuing credentials to the exclusion of weaker teachers (Sandoval, 2000; Terigi, 2010) who generally serve school populations with less social capital. Frequently, such programs introduce little change in the education system, and the school continues subordinate to a long chain of relations and interests not necessarily related to education (Flores, 2005; Martinez Olivé, 2009).

In the last five-year period, education research has led to a broad set of changes in teaching practice (PREAL, 2010) in the field of professional development in countries of Latin America and the Caribbean.

² Mourshed, Chijioke y Barber (2010) propose that all education systems can improve and sustain a drive for better quality but they do so from different and contrasting conditions at the starting place. Despite criticism of the planning by stages, information identifies six dimensions that have been objects of government intervention throughout the course of "their journeys for improvement": curriculum modification and construction of standards; appropriate stimulus systems for teacher and director performance; professional teacher and director development; evaluation of student learning levels; construction and maintenance of digital systems and regulatory and institutional changes.

Studies have revealed the scope of some experiences that offer great potential, such as the Professional Work Groups and Rural Microcenters of Chile, the Pedagogical Expedition and Microcenters in Colombia, the Teachers' Centers of Mexico, support for school teachers in English-speaking Caribbean (Avalos, 2007), Plancad in Peru and the Networks of Teachers of the fields of reading, mathematics, science, technological use in the classroom or the school gatherings for teachers that continue in every country (Fierro, 2010), despite the discontinuation of institutional support.

Chile's Professional Work Groups and Rural Microcenters share the common objective of fostering teacher learning. The issues and problems these programs consider do not only involve peers, but also presume continuing interaction with Ministry of Education technical groups or specialized agencies chosen by the teachers themselves. Programs recognize the influence of context in pedagogical and didactic adaptation that teachers can achieve to foster education achievement for different students, and designs are specially conceived for rural schools.

An unusual trait is that programs were not designed to implant change but rather to foster the construction of alternative pedagogy practices that focus on students. Through the use of didactic materials and study guides provided by program facilitators, support is provided for introduction of gradual change that impact students' level of performance. A critical review of the experience highlights government support, quality of the pedagogical vision behind the design, and the high caliber of designers and facilitators in the field as determining factors for success (Avalos, 2004).

In a similar vein, the Inter-learning Circles of Peru and similar projects in other countries (Flores, 2005) provide a forum for teachers of the same specialty or area of expertise to define a topic for discussion on the basis of personal experience and with pertinent theoretical contributions. The concept is for teachers to identify ways of improving their teaching practice by learning from each other.

Internship Program of Colombia, since the 1990s, is described as an experience that allows teachers to observe innovative practices in schools similar to their own. Participants often turn to veteran teachers for support in sparking innovative processes in their work environments.

The International Internships is a program sponsored by education ministries of Argentina, Brazil, Chile, Colombia, Mexico, and other countries that facilitate on-site contact with innovative experiences that address shared problems. Selected on the basis of outstanding merit, the teachers transmit what they learned to others in their school area (SEP-OEI-AFSEDF, 2006a and 2006b).

In 2006, officials in charge of the Working Teacher Continuing Training General Administration of Mexico (DGFCMS), after having developed an Internship program with Chile and Spain, with support from the Organization of Ibero American States with participation by 21 Mexican teachers, proposed creation of the Academic Advisory School Service. (Bonilla, 2006)

The main objective of the Academic Advisory School Service was to unify the diverse and dispersed continuing training programs, most of which shared aspects such as centralization, uniformity and control. The proposal also responded to the context of decentralization of education that provides state federation officials greater voice over programs to upgrade local education.

In order to prevent more centralization, this time at the level of state education apparatus, the central objective was to move away from professional development programs “dominated by supply and demand towards a new set of programs and services meant to bring teachers up to date and to provide working teachers pedagogical technical backing through the demand generated for building one’s own training tract” (Arnaut, 2006:27).

This program, which arose as an alternative to the worn-out policy that led to the Teachers’ Centers and National Professor Updating Program, did not receive support from the new federal educational entity, which resulted in a very limited scope. Even so, groups and networks of active teachers persist in some states and school districts, formed during the initiative’s trial period (Bonilla, 2006).

In all the cases examined, one can observe the tendency to undertake training processes centered in the school, with teacher collectives assuming a protagonist role and with the teaching practice as major reference point as well as source of reflection, analysis and learning.

These consistent, well-constructed initiatives, run by teachers, experts and academics have not enjoyed adequate and, above all, permanent support. Another problem is that a major portion of the most promising experiences were replaced to give way to other programs or officials or the people who initially promoted the programs, abandoned them prematurely.

A second problem these organizations - and surely many other organizations not recognized as genuine learning transformation initiatives - face has been insufficient time for demonstrating results through evaluation of their effectiveness. Several have been externally evaluated but the results have not been applied to adjust content and processes, therefore, though they may be well documented and described, they do not lead to improvement. (Avalos, 2007; Vaillant, 2009; Terigi, 2010).

The third difficulty is the most important of all. It concerns the limited insertion of professional development programs in long-term policy for teachers. That is, in the absence of a coherent and well-coordinated program, professional development activities coexist with multiple initiatives promoted by different administrative and management bodies, resulting in dispersion and lack of relevance of the objectives related to professionalization.³

The characteristics of the professional development programs that offer teachers the opportunity to learn have been amply described in literature (Villegas-Reimers, 2003; Aguerrondo, 2004; Flores, 2005; Avalos, 2007; Barber and Mourshed, 2007; Vaillant y Marcelo, 2009; Vélaz de Medrano y Vaillant, 2009; Mourshed, Chijioke and Barber, 2010). There is broad agreement that programs and actions require consistency, articulation with other political dimensions that address teachers, sustainability and continuing evaluation.

³ For example, in Mexico in addition to mandatory courses for teachers who voluntarily take national exams for the purpose of entering or rising in the stimulus program called Carrera Magisterial, schools and teachers are obligated to participate in a great number of special projects (up to 40 by level, zone, and state) that demand time for training and, on top of heavy school administrative routines, require reports and spending audits. (SEB, 2011)

Public policy in this area requires a specific plan of action, negotiated with the actors, diverse interests and an institutional framework that adheres to principles of effectiveness, transparency, and accountability.

New ideas in institutional frames

One of the significant consequences of education reform of the 1990s was the updating of institutionalization processes of the rights to teacher professionalization and the consequent determination of governmental bodies that coordinate and regulate continuing teacher.

Most countries of the region enacted national legal provisions, instruments, laws and regulations that establish the right of professionals to continuing training as well as the state's obligation to coordinate programs for this purpose (Aguerrondo, 2004; Terigi, 2009). Despite the partial renovation of the regulatory and institutional framework, the tendency has persisted to favor "sporadic initiatives with the tendency to collapse, threatened by lack of resources" (Terigi, 2010:41).

At present, several of the region's countries are in the process of revising regulatory instruments in order to foster more coherent, better articulated initial training, service entry, and continuing training policy that has greater impact. Some initiatives recognize that the purpose of continuing training is to raise quality of education in the classroom, replacing the view of these programs as remedial efforts with a vision that fosters "...activities conceived and planned to benefit individuals, groups or schools..." (Christopher Day, cited by Bolam, 2004:34).

A study of web sites of the Education Ministries of Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru and Trinidad and Tobago shows that, with varying characteristics and accents, the countries explicitly define what they understand to be "quality of education." The definitions refer to inclusion and justice; good citizenship; skills for life; an enterprising attitude; full human development; the formation of social skills and feelings, as well as production insertion in the contemporary world.

They describe the installation of mechanisms for evaluating student learning achievement, which is also a fundamental element to take into consideration in planning professional development offerings. Trinidad and Tobago has announced advancement in that direction also.

Argentina⁴ has set in motion teacher professional development through the Federal Continuing Teacher Training Network with a range of actions coordinated by the National Teacher Training Institute, which has the mission of fostering articulation between training system and other levels of the education system. Its tasks include the design, agreement and implementation of mechanisms that cover teaching from the initiation of their profession and throughout the long course of their careers, seeking to improve pedagogy practices, innovation and investigation.

⁴ The Appendix offers a summary of the current options available for teacher professional development defined by the corresponding supervisory entities.

Educational offerings and authorized institutions that provide them as well as access conditions are public. In other countries, efforts have been observed to publicize the type of options available that meet the needs of different individuals and groups.

In Brazil, the National Primary Education Teacher Training Administration originated from an agreement among the Education Ministry, the Public Higher Education Institutions, and the state and municipal officials. It maintains a decentralized, public and free offering of specialized continuing education as masters and doctorate programs. The National Training Service encouraged participation of public school teachers in alliance with federal and state universities and community colleges.

The Center for Pedagogical Improvement, Experimentation and Research (CPEIP) is the Chilean government agency in charge of proposing, designing and implementing strategies to strengthen initial training as well as professional practice. Since 2001 it has employed digital and communications technology with courses and workshops for teachers of all levels. It fosters peer-learning, specialization through participation by accredited universities, as well as postgraduate degrees. Teacher evaluation instruments based on performance standards facilitate the design of specific programs for teachers who do not attain the established performance levels.

Colombia included teacher and school director professional development among the strategic projects of the Education Decade Plan (2006-2016). Its National Educators Training System and Teacher Training Committees design actions and programs that provide scientific, technological, and research technique improvement of teachers. The offerings contained in the Portfolio of Professional Development Programs focus on teacher acquisition of skills to enable them to foster student achievement in communications, mathematics, scientific, citizenship and labor competencies included in the curriculum.

Guatemala has formed an Academic Program for Teacher Professional Development that focuses on “training teachers for curriculum development for Native Peoples (...) for training boys and girls who understand, experience and practice their culture and use their mother tongue as well as a second language.” (Luis Enrique Lopez e Ingrid Jung cited in Lopez, 2010:27)

The program specifically calls for strengthening teacher professionalization and sociocultural development; guarantee of university level professionalization through agreements with University of San Carlos and private universities, as well as the creation of programs for profession entry and updating. The Subdivision of Human Resource, under the General Administration for Education Quality Management, has the authority to establish policy and strategy related to initial training, entrance, updating, and professionalization of teachers, technical staff, directors and supervisors,

In the context of the Integral Primary Education Reform (RIEB), the General Administration for Continuing Education of Mexico has gradually modified the characteristics of the National Teacher Updating Program. It offers two types of programs. The first is for all teachers, and seeks to inform them of the curriculum changes. The second, part of the National Continuing Training Catalogue, opens a wide array of options in special didactic areas, student development, diversity, and other areas of interest that are proposed by the higher education institutions and individuals in response to a public convocation. Peer groups evaluate the programs and their opinions determine program acceptance. The

Catalogue includes diploma courses and doctoral programs, at least in principle, selected by teachers through organizational and logistic plans that are defined in coordination with the states.

The Higher Education Pedagogy Administration is the agency in charge of formulating, directing and evaluating the National Permanent Training Program for teachers and directors in the context of Peru's Continuing Training System, through selected universities, educational programs that offer upgrading and post-graduate study.

Trinidad and Tobago have developed a policy that focuses on teacher quality and teacher practice. By the construction of teacher performance standards, it proposes to create a quality guarantee system. In this framework, professional development is conceived as a learning process throughout life, focusing on pedagogical mastery of curriculum content. The future programs will be intensive and sustainable, will focus on fostering student learning, will conform to the mission, plan for school improvement and will strengthen collaboration between teachers (CARICOM, 2011).

Converging itineraries?

Exploration of government web pages on teacher professional development provides a overview of the wide-ranging efforts that are guided by explicit recognition of the significance of continuing and specialized teacher training. All prioritize pedagogy dominion of curriculum and propose different mechanisms including courses and peer learning programs.

Most employ technology for teaching either in completely virtual models or a combination, a resource that, notwithstanding other strategies, allows for greater and quality coverage (Ortega, 2009).

Institutional administrative bodies have broad authority to decide on the offering and mechanisms they will provide, in the context of planning and coordination for implementation, follow-up and evaluation. This is the way it proposes handling the problems of dispersion and lack of consistency, characteristics that, however, have not vanished, particularly in countries like Mexico, in which another series of agencies train for mounting particular programs that address the school. In any case, the situation reaffirms Terigi's conclusion (2010) that institutional consolidation of teacher professional development still lacks maturity.

The general tendency to serve all teachers in view of their individual situation, needs, preferences and the stage of their professional careers is more viable in countries like Chile⁵ that have advanced towards a definition of a framework for good teaching and teacher performance standards sustained by a quality guarantee system.⁶

⁵ Installation of these measures has resulted in tension, associated with a "technical-positivist" focus that presumable characterizes them. It has been suggested that, in the sphere of teacher professional development, "a considerable gap has been generated generado between classroom teachers, their reflections, and pedagogical difficulties, and capacity of training institutions to integrate these concerns". (Insunza y Assaél, 2011)

⁶ It is possible to identify a pattern to adopt models similar to the Chilean, evidently with adaptations for the specific contexts of other countries. Within the range of possible options of each country, there is a search to develop new policies for improving student performance. The proposal essentially identifies a cluster of non-sequential policies that, according to available data, have produced sustainable impact on students' learning levels. The underlying ideas regard attracting better candidates to the profession; reinforcing initial education; individual evaluation prior to definitive entry; competition for positions; mentoring

The focus on alliances with accredited universities and the emphasis on postgraduate degrees has increased teachers' capabilities for research and innovation among a population that has been distant from new ideas. This is a novel approach, and probably requires some adjustment in university culture traditionally distant from schools (Ibarrola *et. al.* 2006).

This overview signals the definition of promising policy and plans of action that are well grounded and more coherent. The technical definitions are solid, yet, the context, processes of continuous negotiation with the actors, including professional organization, funding, consistency of the institution that offer professional development option and the teachers' disposition. In other words, "the policy of policies" is instrumental in installing programs and, therefore, in the results achieved.⁷

While converging itineraries are not visible, two dimensions of general interest merit further discussion. The first refers to the characteristics of each country's teaching body. The second dimension concerns the expectations for the offerings and the institutions that provide professional development programs.

Regarding the first matter, it is important to keep interest alive in the areas of study that address the issue, striving for a comparative perspective in light of the importance of design of forms, content and mechanisms for attending the different needs that arise at the various points in time of the teacher's career, the conditions in which the profession is exercised, the performance level, the individual disposition for improvement and perception about his or her profession. Understanding the motives, expectations and level of commitment of different groups of teachers is indispensable for comprising portfolios or catalogues of pertinent and inclusive interventions.

In regards to the institutions that offer such programs, it is important to recognize that one unintentional consequence of opening participation of continuing training service programs to myriad agents has been the emergence of a market that is difficult to regulate, especially in countries where private non-profit or for profit agencies are in charge of programs.

Although in the case of universities and institutions of higher learning (and programs from these are on the rise) national accreditation and certification systems, ideally, these institutions back the quality of their post-graduate education programs according to internationally accepted parameters. Yet, the majority of these experiences focus on teaching basic research methods, so that if the goal is to create postgraduate models that emphasize clinical training components key to changing teaching practices, it is absolutely essential to develop complementary criteria and indicators that screen for relevance and potential for change. (Darling-Hammond, 2006, Crowe, 2010).

during the first cycle as teacher; improved options for teacher professional development; professionalization and selection of school directors on the basis of a merit guidelines. This set of policies require an evaluation system, initially with a training focus, for all teachers. Evaluation results, compared to clear standards, would provide precise orientation for designing a professional development offering that meets the needs of teachers, according to their particular situations. Regarding the professional development component that is part of the cluster, we do not fail to insist that there is no optimum solution or guarantee of its impact in classroom practices. (OCDE, 2010)

⁷ For example, a series of recent studies on Mexico (Arnaut y Giorguli, 2010) show how the variables of context and weak social actors, in practice, have distorted or obstructed opportunities for reform that could improve learning.

Some characteristics of the region's teachers

Studies have recently been conducted of the teaching population of a good many Latin American and the Caribbean countries that seek to understand the dimensions that shape the teaching profession regionally, providing a comparative perspective (Avalos, 2004; Ibarrola, 2006; Vaillant and Rossel, 2006, Tenti, 2007; World Bank, 2011). The focus has been to reconstruct teaching careers and analyze determining factors. The approach has yielded a good characterization of the social, demographic profiles of the profession, as well as descriptions of teachers' perceptions of their profession, teaching practice, working conditions, and expectations for the future.

The studies reveal the heterogeneity of the teaching body of each country, capturing the differences and similarities regionally with a degree of precision that helps identify the type of interventions that are most appropriate for every set of personal and work characteristics, formative experiences, the performance contexts and the point in time of the professional pathway of the subgroups.⁸

A recent survey conducted in Mexico (Ortega, Ramirez y Moreno, 2011)⁹ confirms some of the findings reported by Vaillant and Rossel (2006). Indeed, the feminization of the profession is a predominant characteristic as is the ageing of the teaching body in countries in advanced stage of demographic transition such as Argentina and Chile. In these two countries, the broad coverage of primary and secondary education and the decline in number of school age children will require moderate teacher replacement rates (CELADE-ECLAC, 2000; Summits of the Americas, 2010).

A second group of countries - Brazil, Colombia, Mexico, Peru and Trinidad Tobago – is “in full transition.” In these countries, school age population has diminished in relative terms, a trend that will continue. Primary education coverage is the same or greater than the region's average, whereas secondary education enrollment in Brazil and Trinidad Tobago is above the regional average. In Colombia and Mexico the rate matches the regional average, while, in Peru, the indicator is below the regional average.

Although the implications of this situation deserve closer study, it is to be expected that the second group will require new teaching profession entries to reach the goal of universal secondary education coverage and to improve educational services of the primary level. In addition, a generation change in the teaching body in the medium-term is foreseeable in some nations.

For example, in Mexico, nearly two-fifths of primary education teachers entered the service less than ten years ago and are less than 35 years old. Moreover, more than one-fourth is ready for retirement. In another ten years, a generation change will take place, opening the way for new opportunities (Ortega, 2011).

In the two Central American countries included in the study (Vaillant and Rossel, 2006), the percentage of young teachers is notably greater than that of Argentina and Colombia, the countries the study uses for

⁸ In the following discussion, we shall only employ part of the variables, specifically, those that relate to policy design and, especially, interventions.

⁹ The survey of primary education teachers conducted in 2010 inquired as to the perceptions of a sample of 3,275 teachers in regards to different aspects of their initial training and professional development, as well as education policies. The survey replicates part of the questionnaire Emilio Tenti conducted in 2007 in other countries.

purposes of comparison. In Guatemala, where the population is in a moderate demographic transition, the demand for educational services of this level will continue to grow in light of its large population of children and levels of coverage achieved thus far, especially in secondary education, where the net enrollment rate is considerably lower than the regional average.

As is well known, teachers' experience, correlated to their age, strongly influences their performance, which renders this a key variable for constructing professional development interventions.

In regards to initial training, the reference study shows a wide range of school and semi-school experiences that qualify them for entering the profession, as well as differences related to the percentage of teachers who possess a tertiary education degree. The pattern suggests that in the medium-term, the entire teaching body of most countries of the region will meet this condition.

It is interesting to note that, according to information available on Mexico, a significant percentage of the teaching body pursues post-graduate studies. At the moment the survey was taken, a little more than one third of Mexican working teachers reported possessing a higher education degree.

Current policies, as mentioned earlier, encourage postgraduate study, reflecting the aspirations of many teachers (Aguerrondo y Vezub, 2003; Mancebo, 2006).

Possibly, the phenomenon of credentialism may be behind this preference for formal study as an avenue for professional development. However, it also suggests that the opportunity exists for guiding longer formative processes that can have a greater impact. In addition, teacher development programs within the school setting are likely to be of better quality if the design and operation actively promote the participation of teachers with higher levels of education and experience. In countries in which a substantial percentage of the teaching body is at a mature age with 20 years or more of service, this resource is very important for developing high quality collaborative learning programs located in the learning communities where these professionals practice.

In regards to teachers' perception of their profession, the decision to become a teacher is associated most emphatically with vocation among the Mexican teachers than the countries Vaillant and Rossel studied (2006). It is interesting to note that professional success is overwhelmingly associated with breaking the culture of poverty. In other words, "placing children on the road to success" more than any other factors directly related to elevation of learning achievements. The situation is similar in other countries, confirming the prevalence of the vocational dimension as a characteristic of professional identity.

The region's teachers describe themselves as belonging to the middle or lower middle class, exhibit precarious cultural consumer patterns (Tenti, 2007; Ortega, Ramirez y Moreno, 2011) and express dissatisfaction with the profession. The latter perception is different among Mexican teachers who, regardless of their years of service, report greater professional satisfaction than at the start of their careers and satisfaction with their salary and contract conditions.

Some studies highlight the positive attitude of teachers in regards to continuing training (Aguerrondo y Vezub, 2003; Mancebo, 2006; OCDE, 2009a). Although the formative areas that Mexican teachers

consider significant exhibit considerable dispersion, it is possible to identify a preference pattern that refers to content such as teaching and work organizational strategies in the classroom, learning evaluation, knowledge of the curriculum, and, to a lesser extent, information and communication technologies, discipline and behavior and teaching problems in multicultural settings.¹⁰ An important finding is that the priority teachers assign to training varies with the years of service. Thus, while teachers with less than ten years of service give higher priority to classroom teaching and evaluation processes, veteran teachers give greater importance to discipline and behavior problems, the use of ICT, and serving children of special educational needs.

These perceptions influence teachers' disposition regarding their own development and the likelihood that they will not regard learning opportunities as an imposition but rather an expression of the state's compliance with its obligation to foster professional growth in order to raise educational achievement from the perspective of equity

Quality and relevance of post- graduate education programs: the ongoing debate

A great number of studies on higher education in Latin America and the Caribbean (Didriksson, 2008) have noted the random expansion of postgraduate studies offerings (diploma courses, specialization, masters and doctorate programs) and have shown that these flourishing offerings, especially visible in higher education systems with a high participation of private institutions subject to validation reviews, tend to be reactive in nature and are conducted without consideration for norms of quality and relevancy.

The data gathered by Rama (2009) leads to the conclusion that Brazil and Mexico concentrate a major portion of the regional expansion of postgraduate enrollment, followed by Argentina, Venezuela and Colombia, to a lesser degree due to the size of their populations. Clearly, the author argues, the larger countries have a greater number and diversity of programs of this level, while countries with smaller populations encounter more difficulty in structuring independent post- graduate programs within their university systems.

The dynamic nature of the private sector in regards to postgraduate programs is reflected in the proportion of enrollment in these programs. Whereas in 1994 the percentage of students served by public universities in the region was higher than three-fourths of the total, in 2000 the figure diminished to almost two-thirds. Of course, significant differences exist within each country.

As described in the previous paragraphs, scholars who study higher education have shown that postgraduate programs are shaped by a mercantile outlook, and are developed according to demand. For example, in regards to the offerings for primary education teachers, it has been argued that in Mexico the pressure for teachers to obtain post-graduate degrees has generated a distinct increase in light master's and doctoral programs that enjoy wide acceptance among teachers even though they lack accreditation from the National Science and Technology Council. Between 2002 and 2006 the offerings of this type of program tripled, with private institutions lacking accreditation providing more than half the specialization courses and nearly three-fourths of masters and doctoral programs.

¹⁰ This list, taken from the Mexican Teachers Survey, is similar to the one Mancebo developed for Uruguayan teachers.

The situation we have described has given rise to the idea of segmentation of the offerings in circuits of quality that differ in prestige, although the formal value of the credential they provide is comparable.

Given the widely recognized need to train primary education teachers to develop new competencies and frameworks for management and administration of education systems, the programs available, as seen in the case of Mexico, do not guarantee that effectively resolution of problems of teaching quality. Nor do they necessarily increase the capacity for innovation or dominion of research techniques needed for professional autonomy.

Analysis of curriculum and pedagogical models leads to the conclusion that despite the great number and apparent diversity of programs, course plans are weak in regards to specialization, with a predominance of theoretical and general perspectives (Ibarrola *et al*, 2010).

The teaching body associated with this heterogeneous universe is equally diverse and unequal. This characteristic shaped the decisions of institutions to quickly place their programs on the market at the lowest possible cost. This leads such programs to operate with the teachers most proximate, regardless of their academic profiles, with no regard for adequate combination of these qualification and need.

Even in the case of programs evaluated within the framework of mechanisms that guarantee quality, evaluations are conducted in relation to the criteria and indicators set by those studies, limiting the development of options of different approaches.

Studies estimate that as many as half the graduates of recognized, quality master's and doctoral programs in Mexico are primary or secondary education teachers who already have teaching positions. These studies confirm the tendency of teachers who look for instances for performance within the education sector but outside the classroom and the school (Ortega, Ramirez y Moreno, 2011).

An energetic debate exists among researchers who belong to international regional networks in the field of masters and doctoral program teacher training, on the real impact of practices that can be attributed to different models, curriculum designs, and methodological approach. One focus of discussion is clarification of the desirable characteristics programs explicitly seek to convene. Ideally, they should be recruiting thoughtful teachers interested in expanding their mastery of teaching strategies to enable diverse students to attain highly demanding curriculum content.¹¹

In the context of the region, the following conclusions are especially significant:

- Curriculum designs of teacher specialization and master programs for teachers who plan to continue in the classroom, benefit from a shared vision based on the professional standards of practices themselves that are carried out in working with the subject matter, and clinical, or, student practice.

¹¹ An example of the debate on the issue in the region can be found in some studies presented in the Kipus Network seminar (December 2010), comprised of teachers, specialists, and researchers in education. Several training institutions presented post-graduate models that seek better articulation between theory and methodology and the problems of practices in the classroom.

- Programs emphasize a balance of pedagogical knowledge and practical aspects of teaching, such as continuing evaluation and training of students, classroom organizations, cooperative learning and learning based on research.
- In order to evaluate the impact of training on teacher learning, his or professional practice, and student learning, it is necessary to employ multiple approaches as well as the use of different indicators and evidence beyond those required of postgraduates of other fields with a greater scientific tradition.
- In the case of doctoral studies, a common base is proposed for research training but one that specialized in four circuits that correspond to the areas in which graduates will exercise (Phillips, 2009).

The region urgently needs to regulate postgraduate programs in education on the basis of standards of quality and relevance. The participation of academics, experts and teachers could lead to a clarification of explicit criteria and indicators to guide the design and forms of postgraduate programs that effectively influence key aspects of the teaching practice, such as effectiveness in the work with disadvantaged students, the capability to adapt the curriculum and its requirements, the capacity for collaborative learning, the capacity for reflection on the practice, and dominion of theoretical foundations for sustaining teaching capacity (Darling- Hammond, 2006).

Both quality and relevance of postgraduate programs, as well as the installation of higher quality professional development policies that have a greater impact, must respond to the challenge of transformation of training into an instance for creativity, innovation, and improvement of teaching practices.

Thus, the professionalization of teaching has the potential for transcending the interest for keeping up to date in the profession and to move in the direction of autonomy to enable each teacher to act, make decisions, and make a firm commitment to solve the problems that beset education.

Conclusions

The greatest challenge professional development policies face is developing an intervention design consistent with the realities of school communities. Policy development also requires greater sensitivity regarding teacher body heterogeneity. An initial step consists of helping to revert the low esteem which societies regard the teaching profession, which starkly contrasts with the high expectations societies have for teachers' work. Teachers, in turn, regret their lack of prestige, as reflected, but not exclusively, in the low salaries they commonly earn, perpetuating certain feeling of resentment. Although teachers take credit for their students' achievements, they do not always acknowledge their responsibility when student achievement falls short (Vaillant and Rossel, 2006; Ortega, Ramirez y Moreno, 2011).

Teachers' positive disposition in regards to continuing education make them consumers of courses and workshops even though they continue to report dissatisfaction with the relevance of course material. In some cases teachers describe the lack of relevance in terms of the distance from their practical needs or the difficulty in applying new practices in rigid school settings, not only on account of prescribed curriculum, but also working conditions and bureaucratic supervisory practices that inhibit adaptation.

Conceptualization has mounted on the way cycles of education professional development can contribute to policy formulation and to designing better quality interventions. In this arena, the challenges involve technical aspects such as negotiation of teacher performance standards or articulation with other policies and coordination between bureaucratic education entities. Still more important is the need to accept the costs of reaccommodation of power relations that structure education systems and propel the regulatory and structural changes needed to permit innovation within the schools through teacher participation and protagonism, with discipline and long-range perspective.

Although important strides have been made in codification of elements that should characterize intervention and actions if they are to have great impact on teaching practices, each specific context faces the challenge presented by models that have been successful in other places, and require adaptation and long-term mechanisms for follow-up and adjustment.

It is foreseeable that there will be a rise in demand for teacher development options that arise from policies oriented to compensate individuals and collectives on the basis of merit, with implications for the results students obtain. Two important challenges for designing consistent and plausible programs concern, first, the development of criteria and indicators specifically designed for assessing quality of all proposals, particularly postgraduate programs. Second, evidence indicates that subgroups of teachers with mature careers and highly qualified teaching experts must also be taken into account in designing, operating, following up and evaluating interventions, including the portfolio of postgraduate programs.

A form that offers great potential is on-line education combined with collaborative learning strategies. However, the impact these programs have on teaching practices remains to be seen, and the difficulties in regulating them are much greater than those of traditional in-class postgraduate programs.

The development of education professionals throughout the coming decade will demand sustained efforts in the framework of teacher policies that are articulated, well coordinated and efficient. It will be a critical

decade, considering the overall demographic change foreseen as well as the generational replacement of the teaching body of some countries of the region.

Educational officials who are genuinely committed to improving education system performance are called upon to accept controlled risks and make decisions that will probably alter the current balance of power and organizational structure. In all likelihood, gradual change will not be inadequate to guarantee public policy efficiency in education; only a complete rupture with the traditions, relationships, and culture that are deeply rooted in our educational systems can bring about the higher quality education to which societies aspire.

Appendix. Professional development in eight countries of Latin America and the Caribbean.

Country	Responsible Agency	Type of offer	Institutions	Programs
Argentina ¹²	National Curriculum and Teacher Training Management Administration	Teacher Training	~ Ministry of Education ~ National Curriculum and Teacher Training Management	<ul style="list-style-type: none"> • Distance Teacher Improvement Program • National Program for Teacher Training Transformation teacher updating • Discipline Updating Program • Training Program on organization and management for leadership teams • National Teacher Training Program
		Initial Level		<ul style="list-style-type: none"> • Intensive day-long seminar for initial level teachers (2011): “Trayectorias educativas en el Nivel Inicial: entre sujetos e instituciones”
		Primary Level	Universidad Nacional de General Sarmiento and OSDE branches	<ul style="list-style-type: none"> • National Social Sciences and Learning Chair (June 16, 2011)
		Secondary Level		<ul style="list-style-type: none"> • First seminar of Secondary School Directors Training (April 2011)
Brazil ¹³	National Training Service	Degree Courses	~ Ministry of Education ~ Elementary Education Administration	<ul style="list-style-type: none"> • Pro-Letramento: Fascículos for continuing training for working elementary education teachers in reading, writing, and initial mathematics Pro-Children: Distance program of two years duration for teachers currently working in kindergarten without minimum qualification requirement. • Pro-Degree: Post graduate training for teachers lacking minimum qualifications, distance course, duration is the same or less than in class courses
	National Elementary Education Teacher Training Administration	Post-graduate programs with public financing (Paulo Freire Platform)	~ Ministry of Education ~ 76 public higher education institutions, of which 48 are federal and 28 state, with collaboration from 14 community colleges. ~ State and Municipal Education Departments	Continuing Training 300 hours (1486 programs for 2011): <ul style="list-style-type: none"> • 331 in class programs • 411 semi-personal programs • 744 distance programs Specialization (80 programs for 2011): <ul style="list-style-type: none"> • 42 in class programs • 38 distance programs
Chile ¹⁴	Ministry of Education	Workshops	Not specified	Professional work groups Rural Microcenters

¹² Adaptado de Flores, Isabel (2005) y Ministerio de Educación de la Nación Argentina (<http://portal.educacion.gov.ar>)

¹³ Adaptado del Ministerio de Educación de Brasil (<http://www.mec.gov.br>, <http://freire.mec.gov.br/index/principal>)

¹⁴ Adaptado de Terigi, Flavia (2010) y Ministerio de Educación de Chile (<http://www.mineduc.cl>)

	Center for Pedagogical Improvement, Experimentation and Research	Local pedagogical Networks	By agreement with accredited universities	Intervenes in training actions conducted by Teachers' Centers, in post-certification and supports regional initiatives that reinforce continuing teacher training
Colombia ¹⁵	Ministry of Education	Workshops	Not specified	Microcenters
		Research, innovation, and updating activities	Higher Education Institutions	Permanent Teacher Training Program (PFPD)
	Pedagogical Universidad of Colombia	National Pedagogical Expedition	Pedagogical Universidad of Colombia	Four major activities: a. <i>Expeditions</i> b. <i>Ongoing Seminars</i> c. <i>Construction of a National Pedagogical Archive</i> d. <i>Construction of Pedagogical Atlas of Colombia.</i>
Guatemala ¹⁶	Under Secretary for Educational Human Resource Training	Seminar	Not specified	Education, Equity and Cultural Diversity in Social Development
Mexico ¹⁷	National System for Continuing Training and Professional Improvement for Working Teachers State continuing training systems	National Catalogue • Courses • Diploma courses • Specialization • Postgraduate	229 Higher Education Institutions	National Catalogue: • 739 (713) training programs 2009-2010 • 42 programs incorporated as part of National Postgraduate Quality Programs (PNPC)
	Public Education Administration a (SEP) Undersecretary of Elementary Education (SEB)	Development of competencies in the classroom (focus and didactic planning y)	SEP-SEB	Basic Course (2009)
	SEP- SEB- General Administration for Continuing Training of Working Teachers (DGFCMS)	Daylong training sessions for teachers, directors and pedagogical technical advisors	~ Autonomous University of Mexico (UNAM) ~ Universidad Nacional Pedagogical (UPN) ~ Administration for Higher Education for Education Professionals (DGESPE) ~ National Union of Education	Diploma Course on Integral Reform of Elementary Education (RIEB): 1st and 6 th Grade in initial stage, 2d and 5th in second stage

¹⁵ Adapted from Terigi, Flavia (2010) and Ministry of Education of Colombia (<http://www.mineduacion.gov.co>)

¹⁶ Adapted from Ministry of Education of Guatemala (<http://www.mineduc.gob.gt>)

¹⁷ Adapted from "Continuing Teacher Training as strategy of RIEB, Mexico" presentedo at International Seminar "Effectiveness of Teacher Performance," Guatemala, 22 October 2010. (Available at http://www.preal.org/BibliotecaN.asp?Id_Carpeta=393&Camino=319|Programas/81Seminarios%20y%20Talleres/393|Seminario%20Internacional%20Efectividad%20del%20Desempe%F1o%20Docente)

			Workers (SNTE)	
	SEP- SNTE -SEB	Diploma Courses Manuals	~ SEP ~ SEB	<ul style="list-style-type: none"> • Diploma Course “Reading Competency. An approach for life and the classroom” • Courses for Pedagogical Technical Advisor Training (ATP) • Manuals for teachers and students
	SEP-SEB-DGFCMS	Specialization (National Program on Logical Mathematical Thought and Applied Sciences in Daily Life)	Center for Research and Advanced Studies of the National Polytechnical Institute (CINVESTAV)	High level specialization for professionalization in secondary education mathematics
	SEP-SEB-DGFCMS	Production of audiovisual material	SEP	Maestr@stV26
	SEP-SEB-DGFCMS	Reinforcement of teaching practices (National Program Logical Mathematical Thought and Applied Sciences in Daily Life)	~ UNAM ~ National Science Academy ~ Mexican Mathematics Society for a ~ Universidad de Sonora	<ul style="list-style-type: none"> • Training Programs: pre-school, primary and secondary • Materials for teachers • Modular courses for primary and secondary teachers
	SEP-SEB-DGFCMS	Use of ICT (National Program on Logical Mathematical Thought and Applied Sciences in Daily Life)	National Polytechnical Institute (IPN)	Teacher professionalization in pedagogical use of ICT
Peru ¹⁸	National Teacher Training Administration DINFOCAD) Teacher Training Unit (UCAD)	Itinerant pedagogical advisory service	~ Ministry of Education ~ Teacher Training Unit (UCAD)	<ul style="list-style-type: none"> • General Meetings • Personal Advisory work • Workshops for reflection in local areas • Educational workshops Networks (15-days) • Ongoing training for advisors • Community awareness • Community social control
		Teacher training courses		<ul style="list-style-type: none"> • Teacher Training Courses
		Bilingual training		<ul style="list-style-type: none"> • Program for Bilingual Intercultural Training for Andean countries (PROEIB)
		Use of ICT		<ul style="list-style-type: none"> • Huascarán Program • Cyber-teaching (DINFOCAD educational Portal)
Trinidad y Tobago ¹⁹	Ministry of Education	Professional Development Workshops	Division of Curriculum Development	No information as 2010 cycle closed
		Undergraduate Master’s programs	Universidad of Trinidad and Tobago	Education undergraduate program with four specialties: a. Early childhood care and education

¹⁸ Adapted from Ministry of Education of Peru (<http://www.minedu.gob.pe>)

¹⁹ Adapted from Ministry of Education of Trinidad and Tobago (www.moe.gov.tt), University of the West Indies (UWI) (www.uwi.edu) and University of Trinidad and Tobago (www.utt.edu.tt)

		Doctoral program		b. Primary education c. Secondary education: (Language and literature, mathematics, integrated sciences, agricultural sciences, social sciences). d. Special educational needs
			University of the West Indies	It offers 123 programs: <ul style="list-style-type: none"> • 53 undergraduate programs): 50 in classroom, 1 distance and 2 unspecified. • 72 postgraduate programs: 69 in classroom and 3 distance

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