ECALFOR | Evaluación de la formación del profesorado en América Latina y Caribe. Garantía de la calidad de los títulos de educación

Instrument for the Evaluation of Competencies Acquired in the University Training of Educational Professionals in Latin America and the Caribbean

ECOPROELAC

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Co-funded by the Erasmus+ Programme of the European Union

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ISBN: 978-84-09-43296-7

INTRODUCTION

This publication is one of the results and products of the ECALFOR project “Evaluation of teacher training in Latin America and the Caribbean. Quality assurance of education degrees”, code 618625-EPP-1-2020-1-ES-EPPKA2-CBHE-JP /. The ECALFOR project https://ecalfor.eu/ was awarded by the European Commission in 2020, in the Erasmus+ programme "Cooperation for Innovation and the Exchange of Good Practices, Action Capacity Building in Higher Education", to be developed over a three-year period (January 2021 to January 2024) with 965,045.36 euros in funding.

The consortium implementing the ECALFOR project is formed by twenty (20) public and private institutions operating in the field of education and quality assessment, notably in Higher Education, from six countries in Latin America and the Caribbean (Ecuador, Peru, Mexico, Brazil, Panama and the Dominican Republic) and four countries in the EU (Spain, Italy, France and Finland). Within this broad consortium, the project is carried out by more than 100 academics and education quality experts, with a series of objectives related to common premises established in the European Higher Education Area in relation to the structure and operation of university education and the diversity and autonomy of Higher Education Institutions, in which quality assurance is determined by the protocols and instruments used by each institution to evaluate the indicators and results relating to the quality of university training, specifically compulsory education teachers in this case.

ECALFOR aims to extend European experience gathered in quality assurance mechanisms and procedures to be transferred, adapted and contextualised to the countries participating in the project in Latin America and the Caribbean, based on collaborative, horizontal and transnational work structured around the following objectives: 1) diagnose the quality of the training of compulsory education teachers (in primary education and secondary education) provided at different higher education institutions in Latin America and the Caribbean; 2) design, apply and improve systems and protocols to guarantee the quality of university degrees for the training of compulsory education teachers; 3) analyse the characteristics and quality of the training of future teachers in compulsory primary and secondary education centres in Latin America and the Caribbean; and 4) adapt quality

assurance protocols for teacher training qualifications in higher education institutions in Latin America and the Caribbean.

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Contents

I. THEORETICAL-METHODOLOGICAL BASIS FOR THE DESIGN OF THE INSTRUMENT USING THE SURVEY TECHNIQUE (QUESTIONNAIRE) 8

A. Factors associated with the quality of training 9

1. Socio-economic profile 9

2. Working conditions 10

3. Planning and general management of teacher training 11

B. Quality of teacher training: the development of competencies and their importance in the workplace. 12

1. Curricular Teacher Training Models: Study Plan 12

2. Teaching competencies 13

3. Satisfaction with teacher training: initial and on-going 16

II. OPERATIONALISATION OF VARIABLES 17

III. INSTRUMENT 24

I. THEORETICAL-METHODOLOGICAL BASIS FOR THE DESIGN OF THE INSTRUMENT USING THE SURVEY TECHNIQUE (QUESTIONNAIRE)

The Project for the Evaluation of Teacher Training in Latin America - ECALFOR - aims to align with the strategic needs of higher education in Latin America and the Caribbean for the training of compulsory education teachers. It specifically proposes to improve the pedagogical-disciplinary training of compulsory education teachers in the region, implementing processes and tools to guarantee the quality of related higher education programmes and advance in the international comparison and standardisation of qualifications.

This document is the result of collaborative work initiated by a team of researchers from the following institutions: the Andrés Bello Agreement ("Convenio Andrés Bello" - "CAB"), the Salome Ureña Higher Institute of Teacher Training ("Instituto Superior de Formación Docente Salome Ureña" - "ISFODOSU"), the Autonomous University of Tlaxcala ("Universidad Autónoma de Tlaxcala" - "UATx") and the Autonomous University of Yucatán ("Universidad Autónoma de Yucatán" - "UADY"). In a second phase, other institutions participating in this project also made different theoretical and methodological contributions with the aim of establishing a common framework of criteria and indicators for the development of an instrument to gather information to endorse the performance of a diagnosis on the quality of teacher training in the Latin American and Caribbean countries participating in this project.

The contributions made in this document are based on literature and allow guiding criteria to be established to diagnose the Quality of Teacher Training, with a view to establishing parameters that facilitate processes for identifying the basic minimum components of policies, and that enable greater educational integration in the medium and long term and mobility between the countries of the region to improve education quality.

The literature review guided the establishment of two categories for the construction of the instrument: I. Factors associated with quality; and II. Quality of teacher training: the development of competencies and their importance in the workplace. Both categories are

detailed in section III on the Operationalisation of variables. The conceptualisation of the categories intervening in the instrument to be applied is defined below:

A. Factors associated with the quality of training

Associated factors can be briefly defined as those aspects that influence the learning process (UNESCO, 2016). These factors are considered and analysed in evaluations similar to the one that will be carried out in this research; the associated factors are used to broaden and deepen the interpretation of the results obtained. The conceptual framework of the associated factors is related to the Context, Input, Process and Product (CIPP) model. According to this model, learning is deemed to be influenced by the social contexts where it is carried out, and is also dependent on inputs such as the human resources and materials available to educational institutions, as well as the processes that take place in classrooms and educational centres (UNESCO, 2016). The associated factors in this research are particularly relevant due to the great diversity of social, cultural and institutional contexts that can be found in such a large territory as Latin America and the Caribbean.

1. Socio-economic profile

The socio-economic profile of teachers has changed in recent decades as a result of the innumerable changes in the context. According to Tribó (2008), the social context of the educational process is affected by numerous problems as a consequence of the far-reaching social changes produced by globalisation: new marginalisation, great intercontinental migrations, new wealth and new poverty, new literacy needs. Teaching-learning conditions are strongly influenced by the information and knowledge society, requiring teachers to develop different kinds of skills.

In this sense, the professional profile requirements for teachers have been reoriented in a context of higher qualifications that, paradoxically, are not remunerated accordingly when they start working. According to Mendoza (s/a), this situation is even more complex for novice or new teachers, who have to deal with, on the one hand, the process of adaptation and intense learning in a realities very different to the ones they had

experienced, and, on the other hand, the expectations of the institution for them to perform as experienced teachers, executing all the tasks demanded of them in the educational system, thus intensifying their teaching role.

The review of the literature reveals that the socio-demographic, educational and professional aspects of compulsory education teachers have been studied by researchers in various Spanish-speaking countries.

2. Working conditions

Labour market conditions in the field of compulsory education have changed significantly since the 1980s, when the concept of labour flexibility emerged, serving as a palliative measure for the economic shortcomings of industrialised countries and some developing countries, and which consisted of eliminating rules and regulations that prevented the absorption of labour supply and adaptation to the demands of technological change and external competition. According to Chavez (2001), for some international organisations, such as the World Bank and the Organization for Economic Cooperation and Development (OECD), flexibility has eliminated or deregulated the labour market in order to reduce rigidities that cause high unemployment, as well as a growing informal sector. Consequently, according to Ibarra and González (2010), labour reforms have been introduced in Europe and Latin America since the 1990s to reduce high unemployment, promote the competitiveness of the productive apparatus, improve the use of human capital and make the economy more dynamic. However, according to these authors, so far the desired results have not been achieved since, from a neoclassical business standpoint, the concept of flexibility consists in the elimination of all kinds of obstacles to enable market mechanisms to spontaneously allocate the labour input factor in terms of price and employment. In this sense, flexibility has gradually given rise to restrictions on opportunities for stability and professional development, diminishing the employment quality indicators of compulsory education teachers.

3. Planning and general management of teacher training

This section focuses on the following three variables that define the general planning of teacher training: (i) the institutions where future teachers are trained; (ii) the candidate selection processes; and (iii) the foundations of teacher training. The first aspect takes into consideration variables such as the types of universities or teacher training institutions, the duration of degrees, and the public or private nature of the institution. In this regard, the study developed under the "Convenio Andrés Bello" (2020) indicates the following:

> The duration of Initial Teacher Training degrees varies, even within the same country, and depends on the characteristics of the curricular programme implemented and the conditions in which it is developed. Although most degrees last for around 4 or 5 years, the differences are more notable when calculated by hours or by credits. The time required to complete Initial Teacher Training studies is an important factor, not only due to the need to guarantee the necessary availability required to acquire the complex knowledge of teaching and the construction of teaching skills must be guaranteed, but also because the duration of studies is a key social consideration correlated with the status attributed to teaching and the level of knowledge that teachers require to work in the teaching profession. (p. 30)

Based on this criterion, it is important to be familiar with the types of institutions that train teachers in the different countries where the research instrument will be applied. For example, in the case of Mexico, Jiménez-Vásquez and Canto-Herrera (2012) analysed the professional characteristics of primary education teachers in the states of Tlaxcala and Yucatán and reported that the professional profile of teachers is aligned with the level of education in which they are employed, since most of them are trained to teach in primary education. The main training institutions were Regular Basic Education Schools and the National Pedagogical University, and to a lesser extent Regular Higher Education Schools.

B. Quality of teacher training: the development of competencies and their importance in the workplace.

1. Curricular Teacher Training Models: Study Plan

Training content.

One of the most debated issues in the field of initial teacher training concerns contents. The problem in question relates to the amount of content that should be included in curricula and the type of content. In other words, the problem stems from the tension between the disciplinary and the pedagogical (Flores, 2004). Some authors argue that disciplinary contents must prevail over pedagogical content, while others support completely the opposite, namely greater emphasis on pedagogical content complemented by a focus on disciplinary content.

As shown by various innovative initial teacher training models implemented in Latin America and Europe (UNESCO, 2006), a solution can be provided depending on the level of education for which the initial teacher training for infant and primary education teachers is intended, which must be structured around the process through which children acquire instrumental elements, where disciplines are merely an organising elements. In contrast, in training for secondary school teachers emphasis must be placed on disciplines, where pedagogical training is secondary both in importance and in distribution over time (UNESCO, 2006).

The conclusions of the analysis deriving from these innovative models provided guidelines on the resolution of the tension between the disciplinary and pedagogical levels, not based on the predominance of one over the other, but rather through a solution focused on the development of a qualitatively different model: competency-based training as an element to overcome this dichotomy.

2. Teaching competencies

Competencies: definition and classification

From the end of the 20th century until the first decade of the 21st century, in Latin American countries, competency approaches were widely analysed, discussed and applied for the design of higher education plans and programmes. According to Canto and Tejada (2013), competency-based education in Mexico can be traced back to the period 1992-2001, which is documented in the state of knowledge on curricular research coordinated by Angel Díaz-Barriga, considered as a reference in so-called Competency-Based Education (CBE). After two decades of the 20th century, in several Latin American countries, competency-based education was incorporated as a constituent element of pedagogical models and approaches for the training of professionals in higher education, within the framework of national educational reforms in the curricula of various educational levels.

Concept of Competencies

According to Beneitone et al. (2007), in the context of the Latin American Tuning project[1], competencies represent the combination of attribute traits with respect to theoretical knowledge of an academic field (knowing and understanding it), the use or practical application of knowledge (knowing how to act), as well as values as an integral part of the way of perceiving others and living in a context (knowing how to be and live together) (p. 25). Additionally, in reference to the document of the Tuning project for Latin America, Bellocchio (2010) mentions that competencies can broadly be defined as "the abilities that all human beings need to resolve situation in life in an effective and autonomous manner" (p. 11).

[1] The Tuning Latin America Project (2007) was subsidised by the European Commission within the framework of the Alfa Programme. The Tuning Europe Project was used as a reference international methodology for the integration of Higher Education in Latin America, given the need to ensure the compatibility and comparability of educational programmes in the globalisation process, in order to facilitate the mobility of students and professionals. See Beneitone, P., Esquetini, C., González, J., Marty, M., Siufi, G. and Wagenaar, R. (Eds). (2007). *Reflexiones y perspectivas de la Educación Superior en América Latina. Informe final – Proyecto Tuning-América Latina 2004-2007*. Universidad de Deusto.

Table 1

Possible elements for the identification and definition of competencies based on different theoretical-methodological approaches and educational proposals

Behavioural approach: psychological domains or spheres of Learning (Bloom, 1956) Industrial production	Constructivist approach: diversity of curricular contents (Díaz Barriga and Hernández-Rojas, 2002) Meaningful learning process	Knowledge: pillars of education (Delors, 1994) Effective behaviours in situations of uncertainty.	Constructivist perspective: elements of competencies (Bellocchio, 2010)
Cognitive (intellectual sphere, ability to process and use information)	Conceptual (facts, data, concepts)	Learning to know (learning to learn; complex understanding of the world)	Knowledge
Psychomotor (motor skills, behaviours, skills, abilities)	Procedural (procedures)	Learning to do (strategic, reflective professional performance)	Abilities
Affective (attitudes, emotions, feelings)	Attitudinal (attitudes, norms, values)	Learning to live together, to live with others (discover and value the other)	Attitudes and values

	Learning to be (overall or integral development of the individual)

Transfer of knowledge: from training to the workplace

The transfer of knowledge is vital for the performance of graduates in the workplace, making it imperative to know graduates' assessments of these transition processes between professional training and the workplace. In this sense, Mendoza and Jiménez-Vásquez (2009) analyse graduates' assessments of the correspondence between professional training and professional practice. Specifically, the aforementioned authors researched the generic and specific competencies that had been promoted in postgraduate studies and their importance in the workplace, using the Tuning Latin America project as a reference, and on which the instrument section was based, contextualising master's studies. The approach used in two study programmes (1988 and 1995), as well as the type of master's degree and the field of professional development, were considered as contrast variables.

In this research, the general and specific competencies category addresses teachers' assessments of the importance of these competencies for approaching the teaching-learning process and compares their importance in the workplace as an indicator of education quality. The use of this exercise to compare the skills that graduates consider they have acquired in training with their importance in the workplace is relevant for decision-making and the approach to common areas of teacher training. Therefore, the items are formulated in a manner that aims to cover the description of competencies considering the wide variety of contexts in the countries where the test will be applied.

3. Satisfaction with teacher training: initial and on-going

Educational quality is associated not only with a set of economic, political, cultural, scientific and technological factors, but also the human factor, which translates into teaching performance (Escribano, 2018); hence, their initial training is a decisive factor in their professional development. Initial training consists of a process of learning and relearning the fundamental educational and pedagogical concepts necessary to work in the field of education. This process is taught in specific tertiary institutions through educational programmes for the different educational levels, in which a series of factual, procedural and attitudinal contents are developed that they put into practice from the moment they begin their training in order to ensure the training is much closer to the reality that awaits them in the classroom.

Continuous or on-going training consists in the construction of a training journey in which in-service teachers, based on a systematic reflection of their actions, basically determine their training in two directions: the theoretical-methodological component of teaching; and the improvement of its practical implementation, which consists in the application of what they have learned in training in a specific context. On-going teacher training is one of the determining factors for measuring the quality of an educational programme, since teachers are the ones who design, implement and evaluate the development of student learning. In recent years, it is common to accompany and advise new teachers to help them perfect their practical skills for the benefit of their students with the help of experienced teachers.

II. OPERATIONALISATION OF VARIABLES

Table 2

Operationalisation of variables

ASSOCIATED FACTORS					
Category	Variables	Indicators	Type of item	Items	Bibliographic references
1.1 Socio-labour profile	Personal information	Gender	Closed questions	1	Jimenez-Vasquez, (2017); Olavarria (2014); Sánchez-Torres (2003)
		Age		2	
		Civil status		3	
		Country		4	
		State, department or region		5	

	Workplace	Employed, unemployed; Education level Shift and context	Closed questions	6,7 8,9	Jimenez-Vasquez, (2017); Olavarria (2014); Sánchez-Torres (2003)
1.2 Working conditions	Employability in teaching services	Entry mechanisms and requirements Timescales and obstacles for employment Type of employability (initial and first year) Difficulties in initial teaching practice Type of accompaniment	Closed questions	10, 11 12, 13 14, 15	Cabezas et al. (2017); Del Campo (2008), Jiménez-Vásquez (2017); Jiménez-Vásquez and Camacho (2017): Sánchez Olavarría (2014); Tenti and Steinberg (2012)

	Employment quality indicators	Type of post Type of employment relationship Positions Benefits Salary distribution	Closed questions	16,17, 18, 19,20	Colombo et al., (2019); Jimenez-Vasquez (2017); Jiménez-Vásquez and Camacho (2017); Sanchez Olavarria (2014)
1.3 Planning and management of teacher training	Home institution Selection of candidates Foundations of teacher training	Home institution information Candidate selection process Institutional regulations Academic and administrative staff Recognition of training	Evaluation scale	21,22,23,24, 25 26	"Convenio Andrés Bello" (2018, 2020) Herrera (2018); Pérez (2014)

QUALITY OF TEACHER TRAINING: THE DEVELOPMENT OF COMPETENCES AND THEIR IMPORTANCE IN THE WORKPLACE

Category	Variables	Indicators	Type of item	Items	Bibliographic references

2.1. Training models (Curriculum)	Curricular contents	Transversality, inclusion, interculturality, school management, teaching and learning strategies Evaluation strategies Teamwork Competencies development	Evaluation scale	27 SUBSECTIONS A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S	Flores (2004); UNESCO (2006)

2.2 Development of skills (in their initial training and in professional practice)	Generic	Thinking, time planning, oral and written communication, autonomous learning, commitment, critical and reflective thinking skills.	Evaluation scale	28 SUBSECTIONS A, B, C, D, E, F, G, H, I, J, K, L, M, O, P.	Bellocchio (2010); Beneitone et al. (2007);
		Optimal digital competencies.			Girón-Escudero et al. (2019);
		Cooperation, responsibility, perseverance, respect and teamwork, decision-making, communication, leadership and commitment.			González Lorente and Rebollo-Quintela (2018);
		Gender equity, inclusion of people with disabilities and indigenous peoples; promotion of sustainable development; respect for human rights; promotion of a culture of peace, world citizenship and cultural diversity.			United Nations (2018).
		Mastery of the fundamentals of education, curricular theory and methodology, teaching approach, specific didactics			

	and pedagogy, educational research, education in values, educational technology, inclusive education.		
	Analysis, implementation of and reflection on teaching, learning and learning assessment strategies.		
	Design, implementation and evaluation of educational programmes and projects, as well as educational innovation.		Beneitone et al. (2007);
	Development of critical and creative thinking in students.		Creole (2018).
Specific	Apply games as a didactic resource and teaching content.	29 SUBSECTIONS A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S , T, U, V, W.	
Knowledge, skills, abilities, attitudes, values.			Campos et al. (2011)

2.3 Satisfaction (with the quality of their initial training and with the quality of their training as in-service teachers)	Disciplinary training	Apply concepts and contents of their discipline	Evaluation scale	30 A, B, E, P Q, R, S	Rodríguez-Garcés and Padilla-Fuentes (2020);
	Educational and teacher training	Specific competencies		26 C, F, G, J, M, O, T	Ruffinelli (2013)
		Generic-transversal competencies		26 D, H. I, K, L, N, U	Soto-Hernández and Díaz (2018)
					Torrecilla et al. (2017)

III. INSTRUMENT

Evaluation of Competencies Acquired in the University Training of Practicing Non-University Educational Professionals in Latin American and Caribbean Partner Countries

Dear teacher,

The aim of this questionnaire is to obtain relevant information about the competencies acquired during your training as a teacher, as well as associated factors such as the quality of the training received and your current employment status.

Your answers are extremely valuable as they will help us improve the quality of education, so we urge you to respond to the questionnaire given its importance.

The complete confidentiality of the information obtained is guaranteed and it will be used solely and exclusively for research purposes.

Informed consent:

I hereby declare that I have been informed of the purpose and uses of the information collected and of the guarantee of confidentiality when participating in this research. Therefore, and making full use of the powers bestowed upon me, by completing this form I hereby state that I agree to participate in this research.

*Mandatory

1. Email *

_____

I. SOCIO-DEMOGRAPHIC DATA

1. Gender: *

Mark only one oval.

- o Female
- o Male
- o Other: _____

2. Age bracket: *

Mark only one oval.

- o <21
- o 21-25
- o 26-30
- o 31-35
- o 36-40
- o 41-45
- o 41-45
- o Over 50

3. What is your marital status? *

Mark only one oval.

- o Single
- o Married
- o I prefer not to answer
- o Other:

4. Country of residence: *

Mark only one oval.

- o Brazil
- o Bolivia
- o Ecuador
- o Panama
- o Dominican Republic
- o Mexico

5. State, department or region: * _____

II. EMPLOYABILITY AND JOB

6. Do you currently work as a teacher? *

Mark only one oval.

- o Yes
- o No

7. In which educational level do you work as a teacher? *

Mark only one oval.

- o Primary/Elementary Education
- o Secondary/Intermediate Education
- o Both
- o I do not work

8. Shift in which you work: *

Mark only one oval.

- o Morning
- o Afternoon
- o Mixed
- o I do not work

9. In what context do you work? *

Mark only one oval.

- o Urban
- o Rural
- o I do not work

10. What were the main obstacles you faced to get your first job as a primary/basic/secondary/high school teacher? *

Select all that apply.

- o None
- o No relationship between what I learned in training and the labour market
- o Lack of teaching experience in the area
- o Lack of social relationships
- o Lack of job opportunities
- o Failure to pass the service entrance exam
- o Discrepancy in the notification the degree processes
- o Failure to meet all the requirements
- o I decided not to continue studying
- o No qualification
- o Other: _____

11. What was the mechanism for admission as a primary/basic/secondary/middle school teacher? *

Select all that apply.

- o Teaching entrance exam
- o Proof of academic proficiency
- o Family recommendation

- o Recommendation of directors
- o Recommendation of friends
- o Other:

12. What were the formal requirements established for admission as a primary/basic/secondary/high school teacher? *

Select all that apply.

- o Secondary education qualification/T Bachelor
- o Professional teaching qualification
- o Other university degrees
- o Previous work experience
- o Other: _____

13. How long did it take for you to find your first job after graduating as a primary/basic/secondary/middle school teacher? *

Mark only one oval.

- o From one day to three months
- o More than three to six months
- o More than six months to one year
- o More than one year to two years

- o Immediately
- o I was already working
- o I do not work
- o I continued studying
- o Other: _____

14. Difficulties you faced in the development of your work as a primary/basic/secondary/middle education teacher when you started teaching (you can choose more than one option) *

Select all that apply.

- o Adaptation to the customs, rules and organisation of the school
- o Knowledge and performance of administrative activities and school management
- o Communication with parents
- o Knowledge and mastery of the existing curriculum and programmes
- o Use of teaching, learning and evaluation strategies
- o Effective communication and interaction with children in the corresponding school level
- o Coordination of individual or team activities of the assigned school group
- o Optimisation of time in the classroom
- o Attention to several tasks simultaneously

- o Interaction with peer teachers
- o Collaborative work in the workplace
- o Attention to children with special educational needs
- o Socio-economic conditions of families or the community (violence, crime, poverty, migration, etc.)
- o Other: _____

15. Formal or informal accompaniment that you received in the first year of work in the educational service (you can choose more than one option) *

Select all that apply.

- o On-site or remote tutoring by a peer teacher
- o Guidance from the director at your education centre
- o Guidance from teachers; Guidance from the director at the centre where you work, peers from the same institution where you work
- o Guidance from fellow teachers-colleagues at the institution of graduation
- o Support from teachers at the teacher training institution
- o Guidance from colleagues in social networks
- o Other: _____

III. EMPLOYMENT QUALITY INDICATORS

16. Indicate the type of employment relationship in the first six months and after the first year of employment in the education service

Select all that apply.

	In the first six months in the education service	After the first year in the education service
Head teacher (base) in a public institution	□	□
Interim teacher for a limited period in a public institution	□	□
Indefinite internship in a public institution	□	□
Substitute teacher replacing the head teacher at a public institution who is on sick leave	□	□
Contract in a public institution	□	□
Contract in a private	□	□

institution

Other	□	□

17. Indicate the type of post/position you have: *

- o *Mark only one oval.*
- o *By hours (less than 20)*
- o *Part time (20 hours per week)*
- o *3/4 time (30 hours per week)*
- o *Full time (40 hours per week)*
- o *I do not work*

18. Indicate what positions you held in the first six months after entering the education service and after the first year.

Select all that apply.

	In the first six months in the education service	After the first year in the education service
Teacher at grade level	□	□
Teacher at a multi-grade	□	□

school

Responsible for the management of the multi-grade school	□	□
Administrative assistant in school administration	□	□
Academic or administrative deputy director	□	□
Trade union representative	□	□
Director	□	□
Other	□	□

19. Benefits received in employment: *

Select all that apply.

- o Social security
- o Holidays
- o Holiday bonus

- o Support for teaching material
- o Bonus
- o I do not work
- o Other: _____

20. Considering your total income, how do you distribute the salary you receive for your work as a primary/basic/secondary/middle school teacher?

20.1. Family maintenance:

_____

20.2. Medical services:

_____

20.3. Transport:

_____

20.4. Internet payment:

_____

20.5. Acquisition of teaching material or bibliography:

_____

20.6. Payment of refresher courses or postgraduate studies:

_____

20.7. Other:

_____

IV. QUALITY OF INITIAL AND IN-SERVICE TRAINING

21. At what type of institution do you receive training as a teacher? *

Mark only one oval.

- o State University
- o Federal University
- o Pedagogical University
- o National Pedagogical University
- o Normal School
- o Other: _____

22. The institution in which you received training as a teacher is: *

Mark only one oval.

- o Public
- o Private
- o State-subsidised
- o Other: _____

23. What is the name of the institution where you were trained as a teacher? *

Mark only one oval.

- o Autonomous University of Tlaxcala (UAT)
- o Autonomous University of Yucatán (UADY)
- o Federico Henríquez y Carvajal University (UFHEC)
- o Salomé Ureña Higher Institute of Teacher Training (ISFODOSU)
- o Autonomous University of Chiriqui (UNACHI)
- o Higher Institution of Administration and Education of Panama (ISAE)
- o University of Las Americas (UDLA)
- o Pontifical Catholic University of Ecuador (PUCE)
- o Federal University of Maranhão (UFMA)
- o Sao Paolo State University (UNESP)
- o Interdisciplinary Centre for Research and Teaching in Technical Education (CIIDET)
- o Other: _____

24. How long was your training as a teacher?

24.1. Type of cycles: *

Mark one oval only.

- o Two months

o Quarter

o Four months

o Semester

24.2. Number of cycles: * _____

25a. Year of admission: * _____

25b. Graduation year: * _____

26. Please read the following items carefully and select, using the scale, the extent to which you agree with each item: *

General planning of teacher training

Mark only one oval per row

	Disagree	Slightly agree	Agree	Fully agree
The procedure for selecting candidates to receive teacher training is adequate	□	□	□	□

The way in which people who will receive teacher training are selected should be improved	□	□	□	□
In my specialty there are enough teachers to serve all schools.	□	□	□	□
Most teachers in my specialty have the same ability to teach.	□	□	□	□
The years of study are sufficient to train teachers to work in the different levels of primary education.	□	□	□	□
The years of study are sufficient to train teachers to work in the different levels of secondary education.	□	□	□	□
The regulations that govern the in-service training or on-going training of in-service	□	□	□	□

teachers are relevant.				
The academic load of each training component (disciplinary, psycho-pedagogical, specific learning/teaching, practicums and research or placement work) is relevant in the curriculum.	□	□	□	□
The mechanisms used to measure the impact of the training program are sufficient.	□	□	□	□
The mechanisms used to propose improvement actions in teacher training degrees are relevant.	□	□	□	□
The administrative, service and management support staff in the teacher training degrees is sufficient.	□	□	□	□

The system of scholarships and economic support available to teacher training students at my institution is sufficient.	□	□	□	□
The graduation profile in which we were trained is relevant for entering the labour market.	□	□	□	□
I consider that the initial training I received broadly responds to the needs of education.	□	□	□	□
I believe that the initial training I received broadly responds to the educational needs of society.	□	□	□	□
I feel motivated in my teaching work because there are policies that motivate me in my work in the classroom.	□	□	□	□

In my country, the teaching profession enjoys prestige and social recognition.	□	□	□	□
In my country, initial teacher training institutions have high levels of training.	□	□	□	□

27. Mark the approximate extent to which the following contents were covered in your teacher training curriculum.

28. a. Transversal topics: *

Mark only one oval per row.

	Not covered	Low	Average	High
Gender	□	□	□	□
Peace culture	□	□	□	□
Human rights	□	□	□	□

Maintainable and sustainable development	□	□	□	□
Mediation of conflicts and coexistence in centres and the classroom	□	□	□	□
Environment	□	□	□	□

29. *Mark only one square per row.* *

	Not covered	Low	Average	High
Diversity inclusion	□	□	□	□
Multilingualism	□	□	□	□
Plurilingualism	□	□	□	□
Interculturality	□	□	□	□
Relationship with the school	□	□	□	□

curriculum				
Educational planning	□	□	□	□
School management	□	□	□	□
Pedagogical leadership	□	□	□	□
Educational resources	□	□	□	□
ICT (Information and Communication Technologies)	□	□	□	□
LKT (Learning and Knowledge Technologies)	□	□	□	□
EPT (Empowerment and Participation Technologies)	□	□	□	□
Pedagogical research	□	□	□	□
Professional performance contexts	□	□	□	□

Teaching methodologies	□	□	□	□
Learning evaluation	□	□	□	□
Teaching of disciplines or subjects	□	□	□	□
Work with families	□	□	□	□
Community work	□	□	□	□
Competencies development	□	□	□	□

30. For each of the generic competencies presented below, indicate the IMPORTANCE that, in your opinion, these competencies have in your performance as a teacher and the LEVEL at which you believe the competency was developed during your teacher training studies.

31. a. Importance for the performance of your profession: *

Mark only one square per row.

	None	Low	Average	High
Ability to understand, abstract, analyse, synthesize and use information.	□	□	□	□
Ability to organise and plan time productively and effectively.	□	□	□	□
Ability for oral and written communication in an assertive, effective and professional manner in the mother tongue.	□	□	□	□
Ability for receptive and productive communication in a second language.	□	□	□	□
Ability to develop scientific research in a relevant and ethical manner.	□	□	□	□
Ability to learn and update	□	□	□	□

learning on an on-going basis.

Ability to search, process and analyse information effectively and ethically.	□	□	□	□
Critical and self-critical capacity for on-going improvement.	□	□	□	□
Ability to work in synergy and effectively in a team.	□	□	□	□
Respectful and harmonious interpersonal skills.	□	□	□	□
Commitment to the conservation of the environment and sustainable development.	□	□	□	□
Appreciation of and respect for diversity and multiculturalism	□	□	□	□
Ability to work autonomously	□	□	□	□

Ethical commitment in social relations and in the performance of the profession.	□	□	□	□
Commitment to quality in professional performance.	□	□	□	□
Commitment to gender equality, respect for human rights, the promotion of a culture of peace and world citizenship	□	□	□	□

32. b. Level developed in training: *

Mark only one oval per row.

	None	Low	Average	High
Ability to understand, abstract, analyse, synthesize and use information.	□	□	□	□
Ability to organise and plan time productively and effectively.	□	□	□	□

Ability to use oral and written communication in an assertive, effective and professional manner in the mother tongue.	□	□	□	□
Ability for receptive and productive communication in a second language.	□	□	□	□
Ability to develop scientific research in a relevant and ethical manner.	□	□	□	□
Ability to learn and update learning continuously.	□	□	□	□
Ability to search, process and analyse information effectively and ethically.	□	□	□	□
Critical and self-critical capacity for on-going improvement.	□	□	□	□
Ability to work in synergy and effectively in a team.	□	□	□	□

Respectful and harmonious interpersonal skills.	□	□	□	□
Commitment to the conservation of the environment and sustainable development.	□	□	□	□
Appreciation and respect for diversity and multiculturalism	□	□	□	□
Ability to work autonomously	□	□	□	□
Ethical commitment in social relations and in the performance of the profession.	□	□	□	□
Commitment to quality in professional performance.	□	□	□	□
Commitment to gender equality, respect for human rights, the promotion of a culture of peace and world citizenship	□	□	□	□

33. For each of the specific competencies in the area of education presented below, indicate the IMPORTANCE that, in your opinion, these competencies have for you to perform your work as a teacher and the LEVEL at which you believe that the competencies were developed during your training as a teacher:

34. a. Importance for the performance of your profession

Mark only one square per row.

	None	Low	Average	High
Command of curricular theory and methodology to guide educational actions, execution and evaluation).	□	□	□	□
I design and use teaching and learning strategies according to the particular characteristics of different contexts, the characteristics of the students and the disciplinary content.	□	□	□	□
I plan and develop interdisciplinary educational actions.	□	□	□	□

I know and apply the theories underpinning general and specific training methods in my educational activities.	□	□	□	□
I identify and manage support to meet specific educational needs in different contexts.	□	□	□	□
I design and implement different learning evaluation strategies and processes based on specific criteria.	□	□	□	□
I design, manage, implement and evaluate educational programmes and projects.	□	□	□	□
I create and evaluate inclusive, supportive and challenging environments for learning.	□	□	□	□
I develop the logical, critical and creative thinking of students.	□	□	□	□

I achieve learning outcomes corresponding to different knowledge at different levels of complexity.	□	□	□	□
I design and implement educational actions that integrate people with special educational needs.	□	□	□	□
I select, use and evaluate communication and information technologies as a teaching and learning resource.	□	□	□	□
I educate in values, citizen training and democracy.	□	□	□	□
I conduct research in education and apply the results in the systematic transformation of educational practices.	□	□	□	□
I innovate in different areas of the educational system.	□	□	□	□

I reflect on my practice to improve my educational work.	□	□	□	□
I critically analyse educational policies for their implementation.	□	□	□	□
I create and implement educational strategies that respond to socio-cultural diversity.	□	□	□	□
I take responsibility for the management of my personal and professional development on an on-going basis.	□	□	□	□
I understand and analyse the historical processes of education in my country and in Latin America.	□	□	□	□
I know and use the different theories of other sciences that support education (Psychology, Sociology, Philosophy, etc.).	□	□	□	□

I produce educational materials to support teaching-learning processes.	□	□	□	□
I use games as an educational resource and teaching content.	□	□	□	□
I support the development of empowerment and the maximum potential of students.	□	□	□	□
I am able to maintain relevant relationships with families and dialogue with other subjects in the environment to promote appropriate initiatives to guarantee horizontal and vertical continuity.	□	□	□	□
I have skills to document interventions and disseminate good practices.	□	□	□	□
I use self-assessment criteria to improve my practical performance as a teacher.	□	□	□	□

I promote good interaction between students in class and manage the resolution of disputes between them.	□	□	□	□
I know and apply strategies to manage relationships between teachers and students.	□	□	□	□
I know strategies for the prevention and resolution of problems of violence at school.	□	□	□	□
I establish relationships between the living conditions of students and their performance at school.	□	□	□	□
I provide academic and emotional support to my students during the school year.	□	□	□	□

35. b. Level developed in training

Mark only one oval per row.

	None	Low	Average	High
I command curricular theory and methodology to guide educational actions, execution and evaluation).	□	□	□	□
I design and use teaching and learning strategies according to the particularities of various contexts, the characteristics of the students and the disciplinary content.	□	□	□	□
I plan and develop interdisciplinary educational actions.	□	□	□	□
I know and apply the theories underpinning general and specific training methods in my educational activities.	□	□	□	□

I identify and manage support to meet specific educational needs in different contexts.	□	□	□	□
I design and implement different learning evaluation strategies and processes based on certain criteria.	□	□	□	□
I design, manage, implement and evaluate educational programmes and projects.	□	□	□	□
I create and evaluate inclusive, supportive and challenging environments for learning.	□	□	□	□
I develop the logical, critical and creative thinking of students.	□	□	□	□
I achieve learning results corresponding to different knowledge at different levels of complexity.	□	□	□	□

I design and implement educational actions that integrate people with special educational needs.	□	□	□	□
I select, use and evaluate communication and information technologies as a teaching and learning resource.	□	□	□	□
I educate in values, citizen training and democracy.	□	□	□	□
I conduct research in education and apply the results in the systematic transformation of educational practices.	□	□	□	□
I develop innovations in different areas of the educational system.	□	□	□	□
I reflect on my practice to improve my educational work.	□	□	□	□
I critically analyse educational	□	□	□	□

policies for their application.				
I create and implement educational strategies that respond to socio-cultural diversity.	□	□	□	□
I take responsibility for the management of my personal and professional development on an on-going basis.	□	□	□	□
I understand and analyse the historical processes of education in my country and in Latin America.	□	□	□	□
I know and use the different theories of other sciences that support education (Psychology, Sociology, Philosophy, etc.)	□	□	□	□
I produce educational materials to support teaching-learning processes.	□	□	□	□

I use games as an educational resource and teaching content.	□	□	□	□
I support the development of empowerment and the maximum potential of students.	□	□	□	□
I am able to maintain relevant relationships with families and dialogue with other subjects in the environment to promote appropriate initiatives to guarantee horizontal and vertical continuity.	□	□	□	□
I have skills to document interventions and disseminate good practices.	□	□	□	□
I use self-assessment criteria to improve my practical performance as a teacher.	□	□	□	□
I promote good interaction between students in class and manage the resolution of disputes between them.	□	□	□	□

I know and apply strategies to manage relationships between teachers and students.	□	□	□	□
I know strategies for the prevention and resolution of problems of violence at school.	□	□	□	□
I establish relationships between the living conditions of students and their performance at school.	□	□	□	□
I provide academic and emotional support to my students during the school year.	□	□	□	□

36. Satisfaction with the quality of initial training and with the quality of training as in-service teachers.

When graduating, indicate your ….

37. a. Degree of satisfaction with the quality of your initial training as a teacher HIGH *

Mark only one oval per row

	Very high	Low	Average	High

I have mastered the concepts and contents of the discipline.	□	□	□	□
My training was adequate in terms of the knowledge and teaching competencies acquired to teach in my discipline.	□	□	□	□
I am equipped to manage the class in the planning of knowledge and its evaluation.	□	□	□	□
I feel capable of creating a learning environment of trust, harmony and respect.	□	□	□	□
I learn and reflect permanently on my teaching practice.	□	□	□	□
The skills and knowledge acquired in my training can be transferred to my professional practice.	□	□	□	□
The design of the didactic materials was aligned with the	□	□	□	□

pedagogical principles learned.				
The methodology learned and the development of projects fostered the learning of contents.	□	□	□	□
I am equipped to deal with diversity and promote integration in the classroom, as well as attend to the educational and special needs of students.	□	□	□	□
I am equipped to carry out planning based on students' needs and interests.	□	□	□	□
My initial training and practices in the classroom allowed me to develop my professional work adequately.	□	□	□	□
I constantly reflect on my work in order to improve it.	□	□	□	□

I am able to evaluate learning in an) objective and contextualised manner.	□	□	□	□
I have developed communication strategies to master group management.	□	□	□	□
Working in groups during my training facilitated the acquisition of content.	□	□	□	□
I have acquired the training to know, detect problems and motivate students.	□	□	□	□
I have developed interpersonal skills for collaborative work.	□	□	□	□
I have acquired training to work with parents.	□	□	□	□
I am generally satisfied with the training received.	□	□	□	□

I am generally satisfied with the skills acquired.	□	□	□	□
In general, I am satisfied with my teaching practice.	□	□	□	□

38. b. Degree of satisfaction with the quality of your initial training as an in-service teacher*

Mark only one oval per row.

	Very high	Low	Average	High
I have mastered the concepts and contents of the discipline.	□	□	□	□
My training was adequate in terms of the knowledge and teaching competencies acquired to teach in my discipline.	□	□	□	□
I am equipped to manage the class in the planning of knowledge and its evaluation.	□	□	□	□

I feel capable of creating a learning environment of trust, harmony and respect.	□	□	□	□
I learn and reflect permanently on my teaching practice.	□	□	□	□
The skills and knowledge acquired in my training can be transferred to my professional practice.	□	□	□	□
The design of the didactic materials was aligned with the pedagogical principles learned.	□	□	□	□
The methodology learned and the development of projects fostered the learning of contents.	□	□	□	□
I am equipped to deal with diversity and promote integration in the classroom, as well as attend to the educational and special needs of students.	□	□	□	□

I am equipped to carry out planning based on students' needs and interests.	□	□	□	□
My initial training and practices in the classroom allowed me to develop my professional work adequately.	□	□	□	□
I constantly reflect on my work in order to improve it.	□	□	□	□
I am able to evaluate learning in an) objective and contextualised manner.	□	□	□	□
I have developed communication strategies to master group management.	□	□	□	□
Working in groups during my training facilitated the acquisition of content.	□	□	□	□
I have acquired the training to know, detect problems and	□	□	□	□

motivate students.

I have developed interpersonal skills for collaborative work.	□	□	□	□
I have acquired training to work with parents.	□	□	□	□
I am generally satisfied with the training received.	□	□	□	□
I am generally satisfied with the skills acquired.	□	□	□	□
In general, I am satisfied with my teaching practice.	□	□	□	□