BRITISH COUNCIL

UK Government

Education Exchange
Policy Dialogue Series

2021 - 2022

The Americas
& Caribbean

Session 1

Remote teaching
as public policy

Session 2

Continuing Professional
Development for teachers

Session 3

Education in the
era of data

Session 4

Hacking the system:
Computing and
technology in schools

Remote teaching
as public policy

Remote teaching
as public policy

Camila Morsch
Regional Director of English
Language, Education and Society,
British Council Americas

Mayda Ramos
TEFL Advisor, Ministry of
Education, Cuba

Leandro Folgar
President of Plan Ceibal,
Uruguay

> "
> It's positive to see such a great audience and **great number**
> of countries joining this encounter. I think it's encouraging to think how we can
>
> ## EXCHANGE AND LEARN
> from each other and **cooperate** among **our different nations.**
>
> It's been a pleasure to work with the British Council in this
> **series of dialogues** and engagement with governments
> across the region, because education **is a priority**
> to the UK, to the UK government.
> "

Barbara Lotierzo
Head of Education - LATAC - British Government

Remote teaching
as public policy

Case Study
Uruguay

"Technologies are not going to solve education, but there is no future of education without technologies."

Leandro Folgar
President of Plan Ceibal, Uruguay

Key messages

There was this belief that plan Ceibal, because of its characteristics in the face of the pandemic...

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For the Latin-American region and the world, that response is very contextual and...

Read More

There's a big opportunity for us in summer programs, using virtual time as an extension of the...

Read More

**Remote teaching
as public policy**

Case Study
Cuba

"The pandemic has placed the family more inside the school and vice-versa. And this is a challenge that we need to embrace by being more prepared, by better preparing each of the players that have an influence in the education process."

Key messages

We have more than five million Cubans who have internet access through mobile...

Read More

The challenge for English teaching, was how to focus on the necessary changes to tackle their needs, as the other...

Read More

One challenge that we have is to strike a balance between face-to-face classes and technology...

Read More

Click on any word to find out more

CONNECTION

PROFESSIONAL ORIENTATION

INFRASTRUCTURE

CULTURES

PROFESSIONAL DEVELOPMENT

INCREASE

MULTIFACTORIAL

TRAINING

LEARNING

CONTENT

MIXED EDUCATION

COLLABORATION

PLATFORM

PANDEMIC

CHALLENGES

Remote teaching
as public policy

> " What are the areas for **collaboration** that are most important and how we use them in order to move public policy in terms of implementation? And **how can we do a follow up and monitor the success of the implementation?** "

> " The takeaway is that **remote teaching is here to stay**. In particular areas, is more advanced than other areas. Now it's really, really important to look at this, as a way to bridge, for example, loss of learning through the pandemic and **people staying exclusively at home**. So, the social and emotional component, the mental health issues, the safeguarding issues, **these are quite fundamental for us to look at remote teaching policy going forward.** "

Camila Morsch
Regional Director of English Language, Education and Society, British Council Americas

KEY
FINDINGS

Robert Chatfield
Country Director Argentina & Regional Remote Teaching Lead, The Americas, British Council

Continuing Professional Development for teachers: training and beyond

Continuing Professional Development for teachers: training and beyond

Robert Chatfield
Country Director Argentina &
Regional Remote Teaching Lead,
The Americas, British Council

Samantha Twiselton
Director of Sheffield Institute of
Education at Sheffield Hallam
University, UK

Vitor de Angelo
Head of Espírito Santo State
Secretary of Education and
President of Consed, Brazil

Claudia Izquierdo
General Director of
Curricular Development
in the Undersecretariat
of Basic Education,
Ministry of Public
Education, Mexico

CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and **PROFESSIONAL QUALITIES** and to improve their knowledge, their skills and their practices, leading to their empowerment, the improvement of their agency and the development of their organisation and also their students.

We do believe that education is a driver of change and an enabler for us to build back better and having this network of policymakers together, sharing experiences, sharing **GOOD PRACTICES** and common challenges and ideas is very valuable to strengthen the ties between the UK and Latin America and the Caribbean.

Robert Chatfield
Country Director Argentina & Regional Remote
Teaching Lead, The Americas, British Council

Continuing Professional Development for teachers: training and beyond

Conversation Starters

Samantha Twiselton

"What the English system is now trying to do is be much more proactive. So it is trying to solve the problem before the problem arises. "

Read More...

KEY DATA
CLICK

Vitor de Angelo

"The challenge for us is to actually promote ongoing development so that, with the same goal, we are able to align the work that teachers are doing with what will be done within state and municipal systems."

Read More...

Claudia Izquierdo

"It'll be very interesting to share experiences with Brazil in terms of the approach they are having for basic education because the proposal they have presented is very similar. We're talking about subjects´ interdisciplinary work, area-based work. So it's really interesting how our paths are the same or very similar."
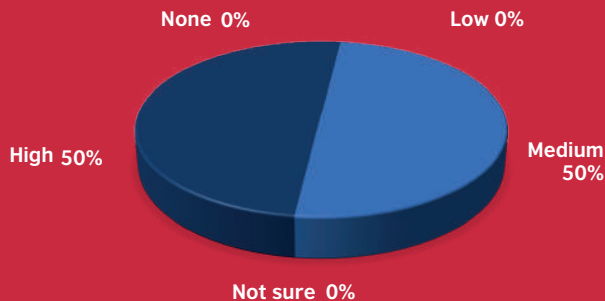
KEY DATA
CLICK

Continuing Professional Development for teachers: training and beyond

We know that to have high quality basic education, we need continuous investment in our teaching staff...

Read More 👆

What is happening in Latin America?

In your opinion what´s the appetite for non-traditional CPD options for teachers in your country?

None 0%   Low 0%

High 50%

Medium 50%

Not sure 0%

There are a lot of soft skills that need work done, and that's what we're trying to focus on in our programme...

Read More 👆

Davion Leslie - Jamaica:
A lot of work has gone into empowering teachers to develop online content and teachers have done well to quickly adapt to this new frontier. However, I think the next step is to help our teachers build accessibility features into their content to facilitate a more inclusive space in remote learning.

Davion Leslie - Jamaica:
I also think that helping parents to take on teacher roles at home is something to which we have not paid sufficient attention. This is perhaps the most crucial element of successfully deploying remote teaching.

My reflection is that in Cuba, we should promote more strategies for reflective teaching as part...

Read More 👆

Continuing Professional Development for teachers: training and beyond

The support that the British Council has just given us on incorporating our trainees into webinars and courses...

Read More 👆

This programme has the mission to accelerate the process in higher education institutions and will start in 2022...

Read More 👆

What is happening in Latin America?

What of these options could be better explored in your country as non-traditional CPD opportunities for teachers?

Podcasts;3%

Peer to peer support; 47%

Mentorship or tutorship schemes;27%

Webinars;0%

Community of practices;23%

Allison Solomon - Jamaica:

Teachers need support in planning for online learning - from content creation to flipped classroom strategies to manage synchronous/asynchronous sessions and the benefits of virtual learning platforms. Blended/Hybrid approaches are the tools of the modern evolving teacher. Even as schools return to face to face instruction, the platforms offer a variety of methodologies for teachers to hone their craft.

Ingrid Wilmot - Jamaica:

I think one of the most important competencies is knowing where to access and use available and appropriate resources. This is intimately related to teacher collaboration and support especially in Subject Alike Grade Alike (SAGA) groups.
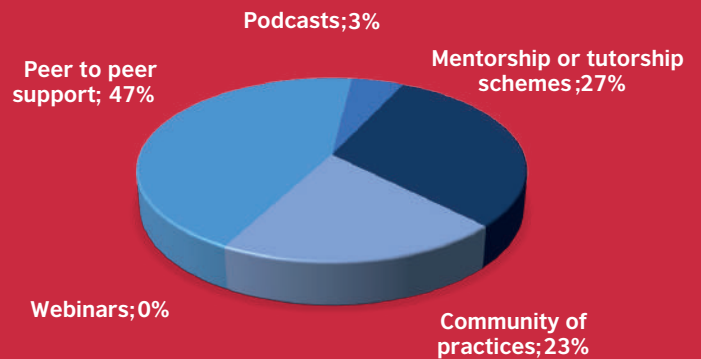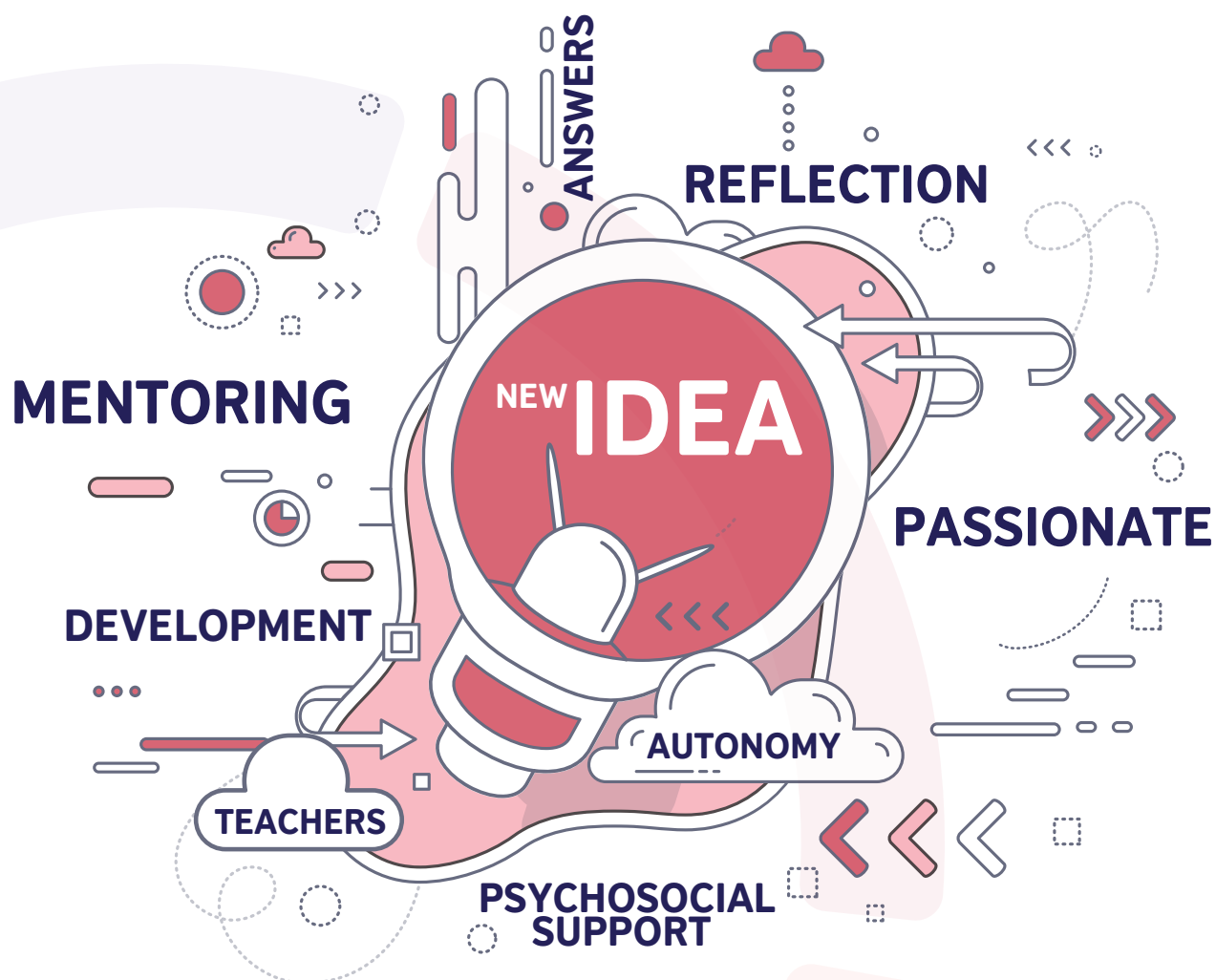
The Jamaica Teaching Council was formed for the professionalisation of teachers. We deal with teacher Development and teachers for development...

Read More 👆

Click on any word to find out more

ANSWERS

REFLECTION

MENTORING

NEW IDEA

PASSIONATE

DEVELOPMENT

AUTONOMY

TEACHERS

PSYCHOSOCIAL SUPPORT

Victoria Clark

KEY
FINDINGS

Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

Victoria Clark
Global Assessment Solutions
Manager, British Council

Mauro Luis Rabelo
Secretary of Basic Education at
the Ministry of Education, Brazil

Catalina Covacevich
Analyst, Directorate for
Education and Skills, OECD

Andrés Peri
Director of the Research
and Evaluation Department,
National Administration of
Public Education of Uruguay

Chihiro Inoue
Senior Lecturer in Language
Assessment, Centre for
Research in English Language
Learning and Assessment
(CRELLA)

"

In terms of Brazil´s
diversity and the size
of our country, there
are **47 million
students** when it
comes to basic edu-
cation, and these stu-
dents are distributed
in over 179,000
schools, **138,000 of
these schools are
public institutions.**

Mauro Luis Rabelo
Secretary of Basic Education at the
Ministry of Education, Brazil

"

Education in the era of data:

The importance of robust assessment systems for effective equity-driven policies in education

Conversation STARTERS

Mauro Luis Rabelo

With regards to our formative diagnostic evaluations, during the first year at school, we carry out fluency tests for Portuguese...

Read More

Andrés Peri

The nice part of building it is because we have online computer on an online system computer for every kid...
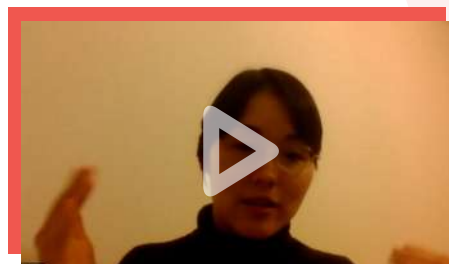
Read More

Catalina Covacevich

KEY DATA

CLICK

Chihiro Inoue

KEY DATA

CLICK

Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

The results of PISA and similar large scale international assessments, how, in your view, do you think they can inform policy and decision making at different levels for various stakeholders, such as the ministry or even for teachers within the classroom? So how do you think these results can be practically used to inform decision making?

What is the importance of the CEFR in assessments? And please tell us of any disadvantages that you can see in the CEFR

Do we need a Latin American and Caribbean version of the CEFR?

ROUND **TABLE**

What challenges have you had with adaptive tests? Can you go through the benefits as well as some of those challenges?

Is it enough for teachers to get some pre-service or in-service training or what are our options here? Help them to understand the what tests are, how we design them, how we use them?

Click & **Navigate**

In your opinion, to what extent do you believe that tests in school are aligned to the curricula?

High **8%**
None **8%**
Low **42%**
Medium **42%**
Not sure **0%**
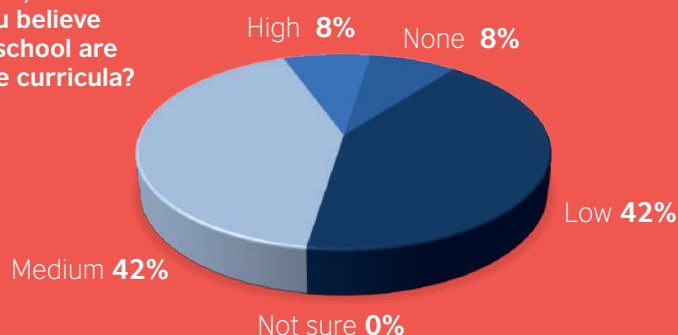
Patricia Santos - Brazil:
There are around 172,000 English teachers in Brazil (public and private systems) according to a recent study by the Observatory for English Language Teaching

https://www.inglesnasescolas.org/en/

Closing
REMARKS

Chihiro Inoue

Andrés Peri

Mauro Rabelo

Catalina Covacevich

KEY FINDINGS

ANDREW NEWTON
Country Director, British Council, Brazil

Andrew Newton

Hacking the system:
Computing and technology in schools

Hacking the system:
Computing and technology in schools

Andrew Newton
Country Director,
British Council, Brazil

Claudio Silva Furtado
Paraíba's Secretary of State for
Education, Science and
Technology, Brazil

Dennis Palacios
Director of Digital Economy,
Ministry of Information and
Communication
Technologies, Colombia

> " This past year's work was quite challenging, particularly for the education sector. But it also helped us to recognise how important it is for schools to have a strong digital strategy that not only empowers teachers and students to learn in a more EFFICIENT WAY, but also offers the skill they need to successfully navigate in this digital world. Over the past years, the UK has explored quite a lot the use of technology, being one of the first countries to develop a technology strategy in education and include computing in the national curriculum. "

Read More...

Larissa Vasquez
Education Training Officer Brazil, UK Government

Hacking the system:
Computing and technology in schools

Case Study
Colombia

KEY DATA
CLICK

Dennis Palacios

We have a very special programme focused on all Colombian citizens who would like to acquire knowledge, skills, competencies and digital thinking, and we have three different ... Read More...
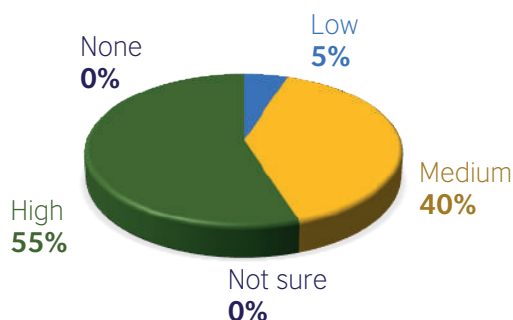
Case Study
Brazil

Claudio Furtado

In the Education, Science and Technology Ministry and we have added a secretariat that has to do with 250,000 students and 17,000 teachers, we also have a public...
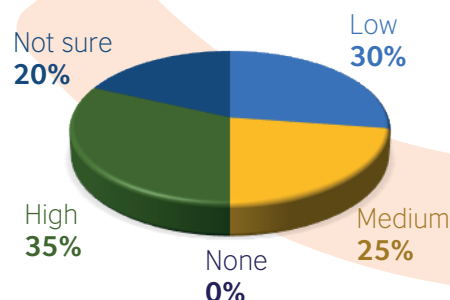
Read More...

In your opinion, what is the appetite of the education system (in your context) for STEM initiatives?

None
0%

Low
5%

Medium
40%

High
55%

Not sure
0%

Read More...

In your opinion, what level of confidence do you think your students have in the STEM programmes you are currently delivering?

Not sure
20%

Low
30%

High
35%

Medium
25%

None
0%

Hacking the system:
Computing and technology in schools

What do you mean and what do you think we mean by hacking the system in education?

How do you feel that we can bridge these types of funding gaps? Is there more opportunity in terms of being able to work together just to build the next generation, the future in STEM?

How programmes aim to incorporate continuous feedback, in terms of the development of programs?

ROUND TABLE

Click & Navigate

What are the opportunities that we have moving forward in terms of STEM in Colombia?

What has been the key challenge in implementing STEM in your context in Brazil?

Ana Lorena Molina Castro - Colombia:

"Hacking" is a term that is sometimes related to finding shortcuts or quick solutions to a problem... although it is not something permanent, it allows a certain level of success. With this meaning in mind, I believe that "hacking education" can refer precisely to what the panelists have told us, to propose immediate actions that generate present impact while deeper changes are achieved at the level of curricular transformations and articulations between classrooms and the industry.

Camila Morsch - Mexico:

In the British Council, we launched a global scholarship for women in STEM to go to the UK study master degrees in these fields in the best UK universities. We have seen great demand from women around many countries in Latin America -we had 3000 applications for 48 spots in 2020. Our challenge is to fund enough scholarships so that we can make a difference in STEM fields in terms of representation and leadership.

Closer look at
DATA

MisionTic Programme

Innovation in technology programme

TutoTic Programme

Women in STEM

Closing
REMARKS

Claudio Furtado

Dennis Palacios

Andrew Newton

BRITISH COUNCIL

"

There was this belief that plan Ceibal, because of its characteristics in the **face of the pandemic**, would have remote teaching worked out already. But although we were in a better shape than the rest of the region with regards to **connectivity** as well as the availability of devices and other infrastructure, remote teaching faced a new set of challenges. In a very fast manner, we were able to take action in order for our students not to lose their relationship with their teachers. This was the first challenge and the first message that we attempted to convey; after that, we made our **LEARNING MANAGEMENT SYSTEM** so that all communication would take place through this mechanism.

"

"

For the Latin-American region and the world, that response is **very contextual** and countries have worked out very well what technologies we have available at scale to use in our favour. I think that's the drive, the momentum we have to harness. What are the capacities already set up, **technologically speaking,** how we can take advantage of them to favour our goals.

"

> There's a **big opportunity** for us in summer programs, using virtual time as an extension of the pedagogical time and as an additional space where we can have **QUALITY** interactions with well-trained professionals. There's always time and you are always in time to develop learning. These are the great certainties we should give our students.

Case Study
Cuba

Remote teaching
as public policy

> "We have more than five million Cubans who have internet access through mobile phones and their digital platforms to access those **different educational** materials. In Cuba, homes have become schools and we have applications that can run perfectly well on mobile phones and have been widely used by all families, and has also provided feedback.
>
> **It is online,** 24 hours, providing answers to parents to guide them on how to complement television activities."

Case Study
Cuba

Remote teaching
as public policy

> **The challenge** for English teaching, was how to focus on the necessary changes to tackle their needs, as the other subjects had **95 BROADCAST PROGRAMS** targeted at young populations. They were able to complete their **preparation** with improvement courses given by specialists from the British Council. This enabled those teachers to have access to different materials and resources and to prepare 6 television programmes especially devoted to environmental problems through English as a subject.

Case Study
Cuba

**Remote teaching
as public policy**

"

ONE CHALLENGE that we have is to strike a balance between face-to-face classes and technology, as not to go back in time. Striking **the balance** that is just right is something that we need to consider for teachers, **students and the family.**

"

"

For Cuban remote education, **television is the medium with the highest penetration rates and we have accompanied this television activity with other programs of PROFESSIONAL ORIENTATION. Cuban schools have kept an attention system by the heads of the school, which has provided the possibility of turning Cuban schools into centers of support and resources in order to provide the necessary support to families with special vulnerabilities and needs. These have also been nurtured from different materials and audiovisual resources produced by the educational channel and by the Agency of Educational Technologies and the different resources our Ministry of Education has.**

Marlen Triana - Cuba

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There are certain projects connected to the embassy where there is something called FAB Lab, a **digital fabrication** lab that develops digital resources and also favours critical thinking and collaboration. We want to resume this project as good practice and see how we can replicate this in the Ministry of Education. Those are spaces where we can strengthen technical abilities and technical skills, but also soft skills. There's a lot of diversity in Perú, **CULTURES,** ways of being, ways of living, so we should not create something that is equal for all but to cater to the differences in the different regions.

Victor Freundt - Perú

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The city hall was able to distribute several computers, not laptops, but smaller computers, and in this way we were able to increase the number of resources to enable the implementation of online teaching.
We do believe that online teaching needs to continue, in this way teachers and students will be able to continue to learn and to INCREASE their knowledge.

Maria Angela Ribero - Brazil

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"

Education should innovate, should be transformative of realities and we should incorporate things in terms of virtuality and, in practice, we should be able to implement hybrid models of education. It has to be a **MULTIFACTORIAL** approach and virtuality will come as a second stage; this is what we are seeing today.

Marina Larrea - Argentina

"

"

We developed a system of audiovisual content capsules that are 5 to 10 minutes long, which were uploaded to the Ministry of Education's website, as additional material to the tele-classes, that gave extra amount of INFORMATION to the students and also available for the teachers.

Fernando Ortega - Cuba

"

"

We should not consider that innovation is just digital. One challenge has to do with the role played by caregivers and parents; there was always someone that was responsible for teaching, which was the teacher, but the PANDEMIC created a new role for caregivers and parents and how teaching should not be limited to the classroom. Homes can be a **favourable learning** environment and the city itself can also be a favourable learning environment for our kids. Another challenge had to do with connectivity and access; we created the opportunity to give connectivity and devices to 100,000 students in the city of Bogotá. Now the challenge is for these youngsters that have received the device to be able to make proper use of them.

Ulia Yemail - Colombia

"

> **Maybe not everything is about connecting schools or creating INTERNET INFRASTRUCTURE. If technology is not available, we should focus on the teaching abilities of our teachers so that they might be able to face this new dynamic, this new order, which is here to stay for a while. We don't know up until when, but we do know that digital skill development is necessary in our TEACHERS´ COMMUNITY and it needs to be part of their training, so that they may be able to improve their teaching and learning process, whether it be from home or in the classroom.**

Fernando Ortega - Cuba

"

THIS PLATFORM, after surveying all the different data, has enabled us to figure out parental alternatives for teacher training in different areas and also to develop different alternatives, such as short courses especially targeted and with a specific aim; also other alternatives such as trainings and post-graduate trainings that we have developed thanks to the **experts** from the British Council that have allowed us to have leading groups that were able to multiply this training in the different regions of our country, and in the different institutions with a **DIRECT IMPACT** on the teachers and in the quality of the training of our students.

Santiago Rivera - Cuba

"

"

Belo Horizonte has been working with the British Council for a while in CONNECTION with City Hall initiatives. In 2016, we struck a partnership in order to work with English language teachers who received a very well-rounded course, **considering all the difficulties they had within the classroom. We work in connection with the embassy and the British Council with the objective to share the EXPERIENCE and know-how of remote teaching.**

Maria Angela Ribero - Brazil

"

"

It is meaningful all the **training** we have had in terms of the syllabus development, taking into account the European model and thanks to the training provided by the British Council that we were able to implement in our country. And this has allowed us to achieve a degree of training to be able to **ORGANISE, DEVELOP, IMPLEMENT** and assess the training process of our students in our context, thanks to the different references we have been offered from Europe.

Santiago Rivera - Cuba

"

"

In Colombia, the program that has been developed through the leadership of the Ministry of Technology, it's the Coding for KIDS PROGRAM **that intends to give our youngsters and kids the possibility of participating in** LEARNING **journeys that will address a range of abilities, specifically computer related thinking, and also everything to do with STEM development. Through active learning, the goal is for our kids to develop** CREATIVE THINKING**, working in collaboration with others, having the opportunity to work on solutions that address contextual problems. The platform or the initiative is about thinking about full sustainable human development; this is a** strategy **that has also enabled the relationship or networking of different teachers, belonging to different areas of knowledge like, for example, language, SCIENCE OR MATHS TEACHERS.**

Andrés Muñoz - Colombia

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> "
>
> **As a collective, we need to consider different situations for mixed education. We should not undo the progress made. Now, our challenge is how do we bring students back to the LEVEL that they need to be in, after the lockdown months.**
>
> Ulia Yemail - Colombia
>
> "

"

We are undergoing a process that implies a change of culture. Leandro spoke of technological **pedagogy** in the language teaching context, this is also something we should be focusing on. We should have a higher number of qualified teachers, **and for that, we need specific training for teachers that can take care and address those changes. So, within a context of changes where cognitive issues are relevant, we need to have a NEW FOCUS on learning. I think that's the main point; English learning gets in this global context where people come and go. The school cannot remain in the old model of the 20th century. This is one of the challenges we have to address not to offer only training, but also training that is good enough because we are undergoing a big** cultural change.

Ivan Pereira Siqueira - Brazil

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"

We are in the process of preparing for some schools to function like STEM magnet institutions - we are calling them Academies - and we want to identify some models for STEM education that would allow for that kind of **HYBRID APPROACH**. What is very important for us is the technical vocational aspect of it, because in all contexts, STEM education is not confined to what we would call general education. With technology being a part of it, we are looking at STEM education for all of the disciplines. So being exposed to some of the models that are working, that would allow for that blended approach and that kind of **COLLABORATION** would be of interest to us.

Clover Hamilton - Jamaica

"

> In regards to **professional development,** we have been able to achieve an agreement and an ongoing collaboration process between the Ministry of Education, the NGOs and the British Council in Cuba. Teacher training is one of the main points that will allow us to effectively **implement** the new policies; jointly between the British Council and the Ministry, we have identified all the problems and issues related to teacher training in order to address the NEW CHALLENGES, allowing us to identify room for improvement and development.

Santiago Rivera - Cuba

Samantha
Twiselton

"

The early career framework joins up to initial teacher training, which is now being **redesigned** so that the two things can join together to create a much more seamless sort of entry into the profession. And then, beyond that, we have a whole series of qualifications, which again are a NATIONAL ENTITLEMENT that allow people in middle leadership and senior leadership, but also people who want to specialize. So, the idea is that you can have **different career pathways,** you don't have to, if you want to progress your career, think that you've got to end up as a principal or head teacher. You can specialize in a subject, in an age, and you can use your expertise within the classroom, but not just for your own practice, but the practice of other teachers. So it's quite an exciting time. All of these things are being implemented for the first time this year."

"

We're actually trying to put the support in, right from the very beginning, and then keep it going throughout **people's careers** so that they feel like it's just normal. If you join this profession, this is what happens, you get **SUPPORTED,** you get developed and you get career pathways that give you different options at different points in your career.
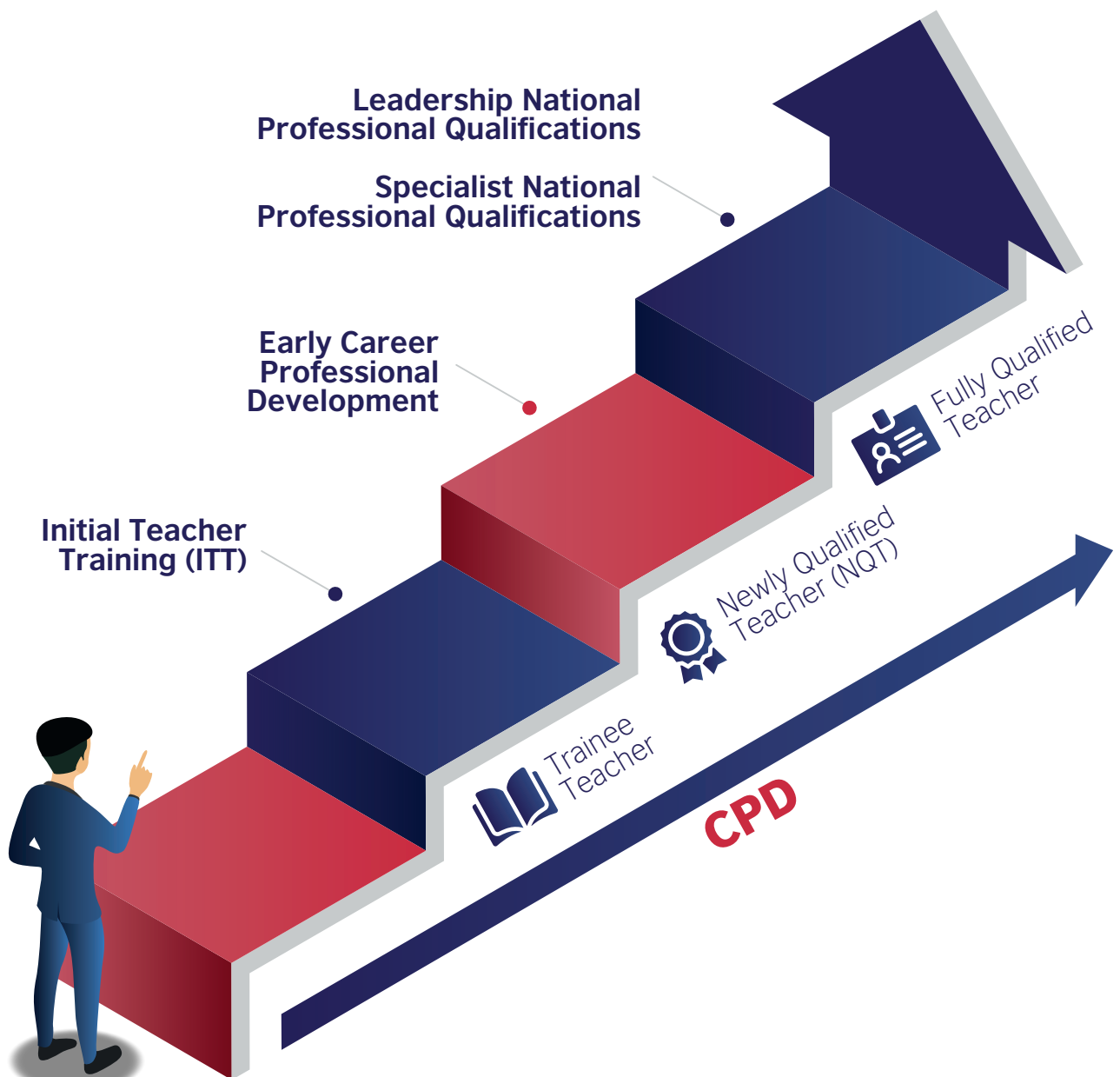
"

Vitor de
Angelo

" **The learning process it's not an end in itself, but it is a means to develop the skills and the abilities that students will have with this structure throughout the school cycle, primary school and secondary school. The BNCC (Base National Comun Curricular) really allows the teachers to work in an INTERDISCIPLINARY manner, without the need to make additional efforts.** "

" **We need to have that initial training aligned with all the process, from initial education, kindergarten, primary school, everything aligned with the structure of the BNCC (Base National Comun Curricular). As a teacher, I have the duty to work with continuous development, continuous and ongoing education.** "

The role of the
mentor is crucial

Leadership National
Professional Qualifications

Specialist National
Professional Qualifications

Early Career
Professional
Development

Initial Teacher
Training (ITT)

Fully Qualified
Teacher

Newly Qualified
Teacher (NQT)

Trainee
Teacher

CPD

NATIONAL
ENGLISH
PROGRAM

60
HOURS
CPD

3 WEEKS

**LIVE WEBINARS
PRE-RECORDED
CLASSES READING
MATERIALS**

**THE IMPORTANCE
OF RESILIENCE
IN REMOTE
LEARNING**

TOOLS FOR A
**FORMATIVE
EVALUATION**

"

We know that to have **high quality** basic education, we need continuous investment in our teaching staff. We have a specific program called "Institutional Program for Fostering and Inducing Innovation in Continuing Initial Training for Teachers and School Directors (Pril)" to foster continuous and initial training of teachers and school leaders. It has three stages: initial training, then stage two, continuous education and, then, stage three, which is specific for school principals.

Mauro Rabelo - Brazil

"

> "
> There are a lot of soft skills that need work done, and that's what we're trying to **FOCUS** on in our programme. We're trying to sort of revisit what school culture means, and this goes way beyond **technology or innovation.** Of course, we have schools that are very open, that have a very open culture, and others that are very closed up. And regardless of what CPD we may offer, if the school culture is very closed up, then there will be no possibility of innovation.
>
> Agustin Porres - Argentina
> "

"

My reflection is that in Cuba, we should **promote more strategies** for reflective teaching as part of that development, that we should find better strategies for mentoring our trainees in undergraduate programs and also in their first years after they graduate, and that we should really train our school teachers to mentor our students and recently graduated teachers. We are convinced that we need to set up a more coherent **mentoring** program for our teacher education programs in the teacher training, let's say, institutions and also in our schools. So, in the following years, we need to work on that reflective teaching and learning and on setting up a better mentoring program. And that's a REALLY INTERESTING RESOURCE.

Isora Enriquez - Cuba

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"

The Jamaica Teaching Council was formed for the **PROFESSIONALISATION OF TEACHERS.** We deal with teacher Development and teachers for development. We have three arms: the Professional Development Unit or mentorship unit that deals with induction and beginning teachers and mentorship; our master teacher unit, which deal with MASTER TEACHERS SPECIFICALLY. We do have a very robust mentorship program, and so professional development is more than the course, it's more than a **training** and it's more than just a webinar. So, everything falls under what we call teacher development in CPD, and we work with the Core Curriculum Unit.

Allison Solomon - Jamaica

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THE SUPPORT that the British Council has just given us on incorporating our trainees into webinars and courses, for our students in the universities or for recently graduated teachers, has been a very good example of what we have been doing together with the British Council to enhance development and to raise awareness of the importance of **teacher development.**

Isora Enriquez - Cuba

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Continuing Professional Development for teachers: training and beyond

"

This programme has the mission to accelerate the process in higher education institutions and will start in 2022 after the release of the results of the collaboration networks **that are being built to offer those courses. We have stage two that will be made up of programmes we haven't launched yet. We are preparing the conditions to have an impact on** continuing education.

Mauro Rabelo - Brazil

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Continuing Professional Development for teachers:
training and beyond

> "It was a year where we saw the **greatest level** of **autonomy**, not just in CPD, but also in school administration in general."
>
> Agustin Porres - Argentina
> Varkey Foundation LATAM

Continuing Professional Development for teachers: training and beyond

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>
> **CPD is part of our initial teacher EDUCATION PROGRAMME because it is very important to make teachers understand that they play the most important part in their development, and therefore in the present** curriculum **that we have developed in Cuba for teacher education.**
>
> Isora Enriquez - Cuba
>
> "

Continuing Professional Development for teachers: training and beyond

" The role of mentoring, from initial through to the kind of system leadership, is really important. We're right at the point of implementing all of these policies and getting the implementation right and getting enough buy-in and enough ownership from the sector, from all the teachers who are in, and probably even more importantly, all the principals who are the people who need to support these teachers, getting them to understand the strategic importance of getting this right and what a difference it will make ultimately to our system if we can prioritise this.

Samantha Twiselton - UK

"

Continuing Professional
Development for teachers:
training and beyond

> **We're never going to replace teachers. We´ll always need teachers who are going to be passionate and dedicated to their students.**
>
> Robert Chatfield - Argentina
> British Council

Continuing Professional Development for teachers: training and beyond

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A big part of that is a reflection, the reflective process. It's having to think aloud in the conversations that you have with your mentor that often moves your practice forward, as you realise the thing that you did maybe needs some adjustment or this particular thing had more impact. Often, if all of that is just kind of stuck in your head as opposed to having to articulate it and talk about it to somebody else, and then maybe that other person sees it in practice. There's much more chance of having a sustained impact on your practice, which is the whole point is, isn't it? You're trying to bring a CHANGE TO YOUR PRACTICE.

Isora Enriquez - Cuba

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Continuing Professional Development for teachers: training and beyond

> This is all about reflection, is an important part of our view of **continuous teaching** and teacher development, since we believe reflective thinking actually activates much of our regular everyday practice over time. And that's quite important. We work on how we encourage the kind of reflections on our teachers regular practices, and also how we get to assess the impact of the different opportunities for training that we offer to our teachers, so that we can get some feedback and then remove that cycle of **CONTINUOUS TEACHER'S DEVELOPMENT.**
>
> Santiago Rivera - Cuba

Continuing Professional Development for teachers: training and beyond

"

The point of the mentor is kind of a bridge between the NEW IDEA, the thing that you're trying to implement, and actually what that looks like for you, with your children, in your classroom, day in and day out, and a good mentoring program will include a very longitudinal element so that you are trying things out. You're seeing what works, you're looking at the data that shows you whether it's had an impact on the children's **learning and then you're making further adjustments; a good mentor will help you to make sense of that and absolutely picking up on some of the points that have been made earlier.**

Isora Enriquez - Cuba

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Continuing Professional Development for teachers: training and beyond

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Teacher development in different core areas is not only TEACHING AND LEARNING, but holistic development. We also do psychosocial support and that was very important for us. But the mentorship arm deals with the beginning teacher to give them a range of things, from tech tools to personal branding, **to what does the ministry policies and strategies mean to them, gender-based education. All of that, and we intend to have at least one mentor per school.**

Allison Solomon - Jamaica

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Continuing Professional Development for teachers: training and beyond

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I think we're all trying to solve the same problem actually and coming up with some similar answers. And I think probably the biggest thing for me is just understanding the **strategic importance** of teacher development.

Samantha Twiselton - UK

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Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

"

With regards to our **formative diagnostic evaluations,** during the first year at school, we carry out fluency tests for Portuguese, that is to say, not just the command of the language, but also how fluently the kids speak Portuguese. Importantly, with regard to this evaluation, it is not just a diagnostic assessment when it comes to the level of learning on the side of our students after the pandemic, but it will also include personalised support for learning, text production, the use of AI for correcting the evaluations; it also will imply pedagogical work developed in each and every school so that this becomes applicable in two-month long cycles and there will be some **WELL-STRUCTURED** support efforts in order to help the students that will present themselves at the evaluations.

Mauro Rabelo - Brazil

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Education in the era of data:

The importance of robust assessment systems for effective equity-driven policies in education

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The nice part of building it is because we have an online system computer for every kid and the **possibility** that when the kid finishes the test, the score it's on the platform. That allows us to give the information in Uruguay, and the focus is more on giving information to the teachers actually. That information should be valuable alongside what the teacher does in the class. But this is kind of an independent measure because it's not what the test was designed to do. It's outside. But we don't send test takers to the classrooms because Uruguay is much smaller than Brazil.
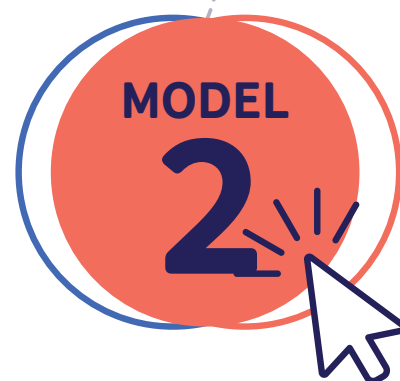
Andrés Peri - Uruguay

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BRITISH COUNCIL

UK Government

Chihiro Inoue

INVESTING IN
ASSESSMENT
LITERACY
TEACHER
TRAINING

MODEL
1

MODEL
2
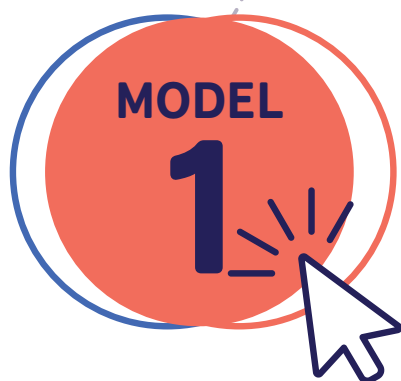
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uploads/2016/04/ProSET_LTA-course-
brochure_en.pdf

https://teachercommunity.teachingenglish.org.uk/

THE PISA **2025** FOREIGN
LANGUAGE ASSESMENT

REACTING, LISTENING
AND SPEAKING
SKILLS ASSESMENT
TO DELIVER:

**INTERNATIONAL
COMPARISON**

**NATIONAL
DIAGNOSTICS**

**POLICY AND
PRACTICE LESSONS**

**OPTIONAL
ASSESSMENT**

**COMPUTER
BASED
ASSESSMENT**

» PISA triggers structural reforms

» PISA guides curriculum reform
and strengthens national
assessment and monitoring
systems

» PISA facilitates peer-learning across
countries

**The PISA
foreign
language
assessment
will:**

» Trigger structural reforms in foreign language
teaching and learning

» Guide curriculum reform and strengthen
national assessment and monitoring systems
related with foreign language
teaching and learning

» Facilitate peer-learning across countries
on foreign language teaching and learning

What is the importance of the CEFR in assessments? And please tell us of any disadvantages that you can see in the CEFR

"

In our case, the CEFR was a common framework in which to work with **very different** ways of teaching English; it's standard in the teaching of a foreign language to use this CEFR. In our case, it was important not to align completely the test to every particular program in the country, but rather to the framework. It was very important that everybody agreed on the framework or we couldn't align; when you have different programs within our country that were based on the system. The common framework was a common understanding that allowed us this dialogue between programs in order to assess them.

Andrés Peri

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What is the importance of the CEFR in assessments? And please tell us of any disadvantages that you can see in the CEFR

"

We are not actually measuring from the test what each programme does and assess. And I think it's fair to say that, at the end, the important thing is to know **how to speak English** not who teaches you, in which programme, on which curriculum, but rather, I think that English teachers have on top of their heads the sense of what they have to teach kids, how to speak in English. And that's not clear with other subjects, but in English, that's very clear.

Andrés Peri

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What is the importance of the CEFR in assessments? And please tell us of any disadvantages that you can see in the CEFR

"

I feel that the teachers in schools do not know to a **SUFFICIENT DETAIL** about the CEFR for them to make it very useful and relevant. So, my only concern with the CEFR is that we do need perhaps a lot more teacher training so that the benefits of the CEFR can trickle down into our classrooms and into our learning.

Victoria Clark

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What is the importance of the CEFR in assessments? And please tell us of any disadvantages that you can see in the CEFR

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This is very descriptive for our purposes. **What we need is a neutral description. This is what students can do or this is what students cannot yet achieve. So, it's very useful in terms of communicating results. So, we are quite confident that it's a very good tool. Beyond the fact that it's a description, that's what we needed.**

Catalina Covacevich

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Do we need a Latin American and Caribbean version of the CEFR?

> For example, in Japan, the CEFR was introduced earlier and there has been a lot of huge efforts to adapt it to and tailor it for the Japanese context, where the majority of our pupils would fall into A-levels, maybe B1. So, the progression across maybe primary teaching to secondary teaching is not going to be great; they're not going to go from A1 to B2, they're going to probably move quite slowly from pre-A1, A1 and within A1. It's going to take a few years at least to progress and then A2. So, you know, we needed to capture this smaller **increment** of progress a bit better using the framework, but also having smaller sub levels within a level such as A1.1, A1.2 or A2.1 A2.2. And yeah, I know that in Uruguay the same approach has been taken, to break it down, and in other places as well.

Chihiro Inoue

Do we need a Latin American and Caribbean version of the CEFR?

> **It needs to be localised to be truly useful. And to me, it is not prescriptive, it's neutral, it's descriptive and it's ever INCREASING, so it depends on the context and situation of language use. It has just really infinite possibility of other descriptors and language tasks. By all means,** adaptation is needed.

Chihiro Inoue

Do we need a Latin American and Caribbean version of the CEFR?

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I agree that an adaptation to the context here in Latin America would be interesting. In Brazil we have a Common National Curriculum Base that makes reference to teaching the English Language specifically, mandatory since 2017, and outlines what is expected from students in terms of language learning.
I believe that for international comparisons it would be extremely important for us to be able to make this comparison of our students. But for the development OF LEARNING during school life, we should make some adaptations to local contexts.

Mauro Rabelo

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Do we need a Latin American and Caribbean version of the CEFR?

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The first thing is to take the word 'European' from the framework - that would be the best ADAPTATION that we can do, but to maintain the structure of what is described within it. The second thing is that you see the items and there is a gap between what you ask and what the framework is about; are we sure that with this item, we are actually assessing the level? **That's a very hard instrumental thing, when developing tests to have to take into account, not only A1 and what implies, but also what's inside in order to say that this kid is in an A1, A2 or B1 level. That's one of the tricky parts of designing tests - the validity of the test depends on how well and what we expose the kids to.**

Andrés Peri

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Do we need a Latin American and Caribbean version of the CEFR?

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The discussion that comes up a lot is what levels are most appropriate for what countries. So, it's quite similar to what others were saying here. And we always have this problem with PISA that some countries want us to **FOCUS** on the lower levels and they have told us, please also incorporate the pre-A1 level because we know we're going to have students there. It's not good when you just tell students they can't do anything, that's not true, there are probably some stuff they can do that students just can't describe. But when we present this to countries that have a more advanced level, they're like, **why would you even do that?** So, one of our discussions was what levels should we focus on?

Catalina Covacevich

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Do we need a Latin American and Caribbean version of the CEFR?

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We need to cover as many levels as possible; but the price we have to pay is that we will not be able to give countries this more detailed description that Latin America would really need, perhaps between separating A1 into two groups, A2 in two groups, etc.

Catalina Covacevich
"

Do we need a Latin American and Caribbean version of the CEFR?

> "One of the questions that we're planning on adding in the teacher questionnaire is to what extent do they use the CEFR or similar frameworks in the day-to-day **PLANNING AND IMPLEMENTATION** of lessons? Because we're really wondering, I mean, do they really know what it is? Is it just the name? Do they actually use it? Are they using something else?"
>
> Catalina Covacevich

HOME

The results of PISA and similar large scale international assessments, how, in your view, do you think they can inform policy and decision making at different levels for various stakeholders, such as the ministry or even for teachers within the classroom? So how do you think these results can be practically used to inform decision making?

"

Results can give us good feedback on teaching of a foreign language in our country and also the comparison with other countries. It can give indications of how to improve the language teaching system here in Brazil and learn from the experiences of other countries that present better results than us, for example. This is specifically speaking of the English language, but obviously this relates to any of the areas assessed by PISA and so this may signal actions for initial training and also continued training of our teachers, whether in foreign language speaking or in other areas also assessed by PISA.

Mauro Rabelo

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The results of PISA and similar large scale international assessments, how, in your view, do you think they can inform policy and decision making at different levels for various stakeholders, such as the ministry or even for teachers within the classroom? So how do you think these results can be practically used to inform decision making?

"

You do not do **GREAT TRANSFORMATION** because of one test. You do it with an accumulation of evidence, convictions of what things to use and agree on research; policy should be informed not only because of one test. We have to take into account that **reforms** are based on a larger body of evidence and other things in order to make a reform. So be careful of shining a light so bright because of one test.

Andrés Peri

"

The results of PISA and similar large scale international assessments, how, in your view, do you think they can inform policy and decision making at different levels for various stakeholders, such as the ministry or even for teachers within the classroom? So how do you think these results can be practically used to inform decision making?

"

It depends so much of the national use what countries do of **results.** So, at OECD, we produce an international report that we hope people will read or use. But considering that some people can't even do this, we know that doesn't necessarily happen. So, it's how much use of the results can countries do at the national level. Some countries have a lot of resources to do really good national reports, aimed, for example, at teachers, so they can anticipate the results. They can start preparing the stakeholders so they don't go into what we call the PISA shock. So, they are prepared and they can have a **RESPONSE PREPARED.** Sometimes it's actually expecting that, knowing that what's going to happen so you can actually make a reform happen.

Catalina Covacevich

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The results of PISA and similar large scale international assessments, how, in your view, do you think they can inform policy and decision making at different levels for various stakeholders, such as the ministry or even for teachers within the classroom? So how do you think these results can be practically used to inform decision making?

"

I think and I hope the results from PISA will actually give a shock, not because the results are bad, but it may hopefully show countries that they may be too ambitious in where they wish to go and in which time frame. There's hopefully a reality check of the **difficulty of learning** languages more so than, you know, most other subjects.

Victoria Clark

"

The results of PISA and similar large scale international assessments, how, in your view, do you think they can inform policy and decision making at different levels for various stakeholders, such as the ministry or even for teachers within the classroom? So how do you think these results can be practically used to inform decision making?

"

We should be realistic, obviously, because **progression** does not happen overnight. There has to be a roadmap. The PISA results can probably provide like an overall baseline of where you are, but actually where you want to improve the roadmap after having that, should be drawn from the national curriculum and **NATIONAL EXAMS** and information that you can get from more fine-grained information that you can get from national exams.

Chihiro Inoue

"

Is it enough for teachers to get some pre-service or in-service (training) or what are our options here? Help them to understand the what tests are, how we design them, how we use them?

"

What will help massively is teaching the basics of the language test and assessment and how they can be used in classroom setting, pre-service and in-service. It would be useful to have other stakeholders' assessment literacy increasing as well, because then you would be on the same page when talking about **LANGUAGE PROGRESSION,** you know, skills teaching, etc. And what to do with the information from a test, whether it's a national test or within a school test or, you know, multinational assessment like PISA. That's really important so that everyone can be a bit more interested and also realistic in what you can actually expect from tests and assessments.

Chihiro Inoue

"

Is it enough for teachers to get some pre-service or in-service (training) or what are our options here? Help them to understand the what tests are, how we design them, how we use them?

"

In Brazil we have 2.200.000 teachers in basic education. Any **evaluation process** requires that you have some help with training to interpret the results so that they actually interpret the result correctly, with the necessary correction to make their inferences, and make corrections in its pedagogical action to improve student learning. With such a large group of teachers, any activity, whether it is a national assessment of our country or an **INTERNATIONAL ASSESSMENT,** we need to associate the dissemination of results with training to help them interpret the meaning of the statistics that are available.

Mauro Rabelo

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What challenges have you had with adaptive tests? Can you go through the benefits as well as some of those challenges?

> It's very hard to build a very large, **HIGH QUALITY** item bank that is the key of the quality of the test. Also, the alignment of that bank to the CEFR, for example through bookmarking of the items we have defined levels, trying to align them to the CEFR, but that's not an easy task. It's something that you can see the progression through the grade of that level, even if it's not A1 or A2 in a standard sense.
>
> Andrés Peri

What challenges have you had with adaptive tests? Can you go through the benefits as well as some of those challenges?

"

The adaptive tests have some nuances with interpretation. The **information** can migrate from one grade to the next and the teacher can see at the beginning of the year what level a student had in the prior test. That allows us to **manage** the heterogeneity that we have in a classroom. And that's one of the nice parts of the adaptive test. **So far, the backlash is how hard is it to do right? There are a lot of benefits that we have to take advantage of.**

Andrés Peri

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What challenges have you had with adaptive tests? Can you go through the benefits as well as some of those challenges?

"

We haven't finished the design for our test, but we're **PLANNING** that it will be an adaptive test too in the case of reading, and I think we agreed also on listening. Since it's a computer-based assessment with a smaller sample, you can get so much more information if you can have adaptive testing. We have learned that the questions are broad enough that they allow different levels to emerge. But again, that's incredibly tricky because we want very different levels to emerge from pre-A1 to C1. That's the challenge that we will have!

Catalina Covacevich

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HOME

Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

Closing
REMARKS

MAURO RABELO

"
I think this question shows that at the classroom level we have all the freedom that the teacher has to make their tests adapted or not to the curriculum. This is a perception at the national level and we have made this effort to create matrices that are aligned with the curricula so that tests at the national level are taken in this perspective.
"

"
So, we are exactly in this moment of change of aligning the new national assessments to this curriculum proposal, and then the news is that certainly a decision was made to also include the English language variation. I believe this will make a big difference for the future of our young people and Brazilian citizens and students in terms of proficiency in order to be able to insert themselves globally in the world and move more easily.
"

Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

Closing
REMARKS

CATALINA COVACEVICH

"
I would like to encourage all of you that have some decision making on whether your country will participate in the foreign language assessment or not to think about it. We really believe there will be very high benefits for participating countries, but also because the more countries we have, the better the collected data will be and the better that the peer learning opportunities will be.
"

Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

Closing
REMARKS

CHIHIRO INOUE

> Maybe you don't think your national exams are quite well aligned to the curriculum and whether they need to be revised. Whether the curriculum reforms or educational reforms are needed or not, it will be a quite good opportunity to reflect on that and look up the resources available in your country. And also, don't forget the teacher training, whether or not you joined PISA, the teachers will need to upskill because if they see some movement towards more digital learning, then a lot more listening and speaking skills will be necessary. And in order to teach that, then assess that appropriately, teachers need to be taught how to do so.

Education in the era of data:
The importance of robust assessment systems for effective equity-driven policies in education

Closing
REMARKS

ANDRÉS PERI

> "
> That's why we take advantage of the CEFR, because we didn't have a good curriculum in order to align our test. And in a structure in which there was very different content and emphasis between programmes, we have to have a common ground of what to assess. I think that it was a good choice in order to try to align our English test to the CEFR. People will say you have to align it to the curriculum, well, if the curriculum is well designed, I will do it, but in the meantime, I think it was a good choice.
> "

BRITISH COUNCIL

UK Government

Claudio Furtado

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I think that the use of STEM will give a response that is important by implementing the existing tools within technology that we are all using at school. When we began to introduce STEM into schools, it had a high response rate. We have seen this in our network, with schools that are based on live projects where we do have **STEM** implemented and, in these schools, for example, we measure with a national exam. The schools have higher grades compared to other schools, which we call regular schools. So, from the time that you begin to implement the tool at schools, it turns into an action through which the body of teachers can implement it and the students absorb it, and the pedagogical responses are excellent.

When it comes to perspective this comes from the implementation. If it is an effective policy that is implemented in schools and there is a measurement system of the policy from the pedagogical perspective, the gain and the benefits are very important in the response given by the school, from the learning and the cognition point of view of the process of students in schools where we do use them rather than in the ones that it's not used.

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What do you mean and what do you think we mean by hacking the system in education?

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To change, to innovate. We think that the **WORD INNOVATION** and hack are related when it comes to education in Colombia. I think innovation is the key word to begin building the skills that will be needed in future. We used to feel this was a long way coming, but now we can see that we need it and implement them throughout the population.

We used to think **ICT** had to do with **systems engineers** and people who used to handle software. But now anybody that works in agriculture, finance, education, tourism, need to have skills to do with **IT.** This has become a necesity and, as much as we should speak another language, we have to know **ICTs** in order to be able to go through the transformation **that is needed.**

Dennis Palacios

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What do you mean and what do you think we mean by hacking the system in education?

"
If you think of the word hacking, it has a negative connotation, right? It's about breaking infrastructure, but actually we mean it in a different way. We mean it around, you know, being able to be inventive to find different ways.
"

"
That's very interesting about **TRANSFORMATION** and that idea of how you hack the system can lead to even greater transformation.
"

"
It's also interesting that some countries are using **SOCIAL TOOLS** such as Telegram or WhatsApp to be able to open dialogue for teachers and students in a feedback mechanism.
"

Andrew Newton

What do you mean and what do you think we mean by hacking the system in education?

"

I agree with Dennis that the issue of hacking is to bring **innovation** forth, and it is to change the focus of education, of how the education moves forward. Wanting education to solve the problems we're facing. So if we begin to create an education that is based on problem solving, we will hack the education.

So problems have to find **SOLUTIONS,** and solutions will be a part of the students life, our education is here, is based on what the student wants to be, so they'll have to hack the system and to be able to respond, to bring to their training several skills and to take from different sources technology and bring it to their day to day lives. We can no longer think about educating, speaking only about pedagogical methods, we need to be aligned with technology, so the student can be inserted into the world.

Claudio Furtado

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What do you mean and what do you think we mean by hacking the system in education?

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Hacking has this negative connotation, I would suggest shaking the system in education. I do believe that this is part of what the actual pandemic situation has moved us to do, shaking means we as teachers, make several activities in order to have **ACCESS,** particularly in those places where it is very difficult.

We are having now an **experience** with the British Council in Venezuela related with **TELEGRAM,** whether we have access to many teachers in rural and urban places in which it is very difficult sometimes to travel and they are participating in this training program. So this also has been like shaking the system because in the past we would have never thought about that. And for us, for the teachers, also it's a learning process because it's like we never thought that we could be doing this training program, not face to face, but online. And in this case with Telegram, it's very convenient because it doesn't make your telephone save the files because Telegram has another technical aspect that is friendlier than WhatsApp, for example.

So we have been able to do activities like pronunciation workshops through these either Telegram or WhatsApp, and it has been very innovative to get to all these teachers around the country, in which sometimes it's very difficult because of connectivity.

Rosa Lopez - Venezuela

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How programmes aim to incorporate continuous feedback, in terms of the development of programs?

"

I think that one of the main **CHALLENGES** we have from the Ministry and at every school and university of the country in the education sector, is to be able to get the training programs that are aligned to the different stages and ages of students who would like to learn about that. Aditionality, there is not a great number of programs designed for children to learn computing system, **ICT**, etc. We have to start from scratch to design them, and this is what we've done so that the different students, depending on their age, because it's not the same to train a 4 year old than a 15 year old, the methodologies are completely different, and since there is no such development, we have to start designing and implementing them in the country and seek experts so that this guides that we offer students are correctly developed.

Dennis Palacios

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How programmes aim to incorporate continuous feedback, in terms of the development of programs?

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We have to start training and to **start focusing** on parents so that they lose that apprehension to **ICT,** computing thinking, programming, all those terms will help their children to take a decision further on for their training, that are necessary in every country with the different gaps in human talent, that is going to help then open up to **NEW COMPETENCIES,** new solutions and to see problems from a different angle.

Dennis Palacios

"

How programmes aim to incorporate continuous feedback, in terms of the development of programs?

" How to change also the environment of the student, not only the teachers, the person who is before the classroom, so they can use all the technologies so that their classes can be different and learn how to connect personal development with the right methodology so that math, for example, is more fun. Those are some of the challenges we had to face in the education themes for schools, and that's why our main aim is to train our teachers to help them reframe their teaching methodology. So our main goal are teachers.

Dennis Palacios

How programmes aim to incorporate continuous feedback, in terms of the development of programs?

"

The feedback from students and teachers is very important, mainly during the pandemic, we have had to make a very **big effort** as to teacher training so that they can include technology in their daily work, so feedback relating to how they are feeling and how they can provide an opinion was very important for us, for our network, safe network, or provincial network. The programs we develop through platforms, Google Classroom, Whatsapp, TV, all those tools were developed by teachers from this network. We have had a very strong participation and we received weekly feedback through the different schools and also due to the commitment of students we also checked with the families with this **CHANGE IN TEACHING** in the midst of the pandemic. We also consulted with the families when we started using hybrid technologies. Part of it was in person and then we have virtual classes, but we always conducted in a follow up and we invested in infrastructure of teachers and students to improve connectivity and response here in our state.

Claudio Furtado

"

How programmes aim to incorporate continuous feedback, in terms of the development of programs?

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> We had indigenous communities who did not have internet access. We had to go to those communities so that teaching could be measured and could work in those communities and those contexts. And for that, we needed to use material that would allow us to reach students and teachers that would help them as a basis within this state. We sought for this feedback so as to have to develop a **central policy** through which we could have this information. And as a result, we could work better within this pandemic and we could have great scale tests assessments. There were learning gaps, of course, but we could somehow include corrections and have better results in these contexts. So feedback from students and teachers was very important to develop a policy of inclusion. Within social inclusion we have to focus on digital inclusion as well, we cannot think of applications without talking about digital inclusion, of course.
>
> Claudio Furtado
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How programmes aim to incorporate continuous feedback, in terms of the development of programs?

> It's interesting that feedback loop that you said, because technology really enables us to **DESIGN BY COMMUNITY** and receive more immediate feedback in terms of the continuous feedback loop.

Andrew Newton

How programmes aim to incorporate continuous feedback, in terms of the development of programs?

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We are returning to face to face schools and what we don't want is to lose the gains that we made with technology and **TEACHING AND LEARNING.** And we here at the Jamaica Teaching Council believe that technology is a great part of assisting, making teaching and learning easier, smarter and not harder for the teachers it has been a difficult learning curve for some, and so key to in the policy discussion is support for teachers and ongoing **support**, not just training, but you know, we have different levels of support that teachers will need.

Alison Solomon

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How programmes aim to incorporate continuous feedback, in terms of the development of programs?

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We are advocating for using the technology not only in teaching and learning. We're talking about using it for supervision and coaching. And so using technology to record lessons so supervisors can look at it after and give feedback. We're keeping that technology, using technology and professional development, often an asynchronous and synchronous courses. And if this becomes a way of life for the teacher, they can integrate it in whatever subject area.

We want to continue technology even as we turn to face to face and capitalize on the gains that we have realized here in Jamaica.

We have embarked on training our teachers and our students with coding in schools. And so that's something that we are going to be offering to all our teachers, you know, and how they will INTEGRATE that into their lessons, both at the primary level and the secondary level.

Alison Solomon

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HOME

What are the opportunities that we have moving forward in terms of STEM in Colombia?

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The Ministry, with partners from different organizations national, international, public and private, has been supporting and generating these changes in society, in our children, our teenagers, so that they get acquainted and they learn and understand the difference or what it means to do ICT training. All our programmes developed for children, from 4 years up to any Colombian of 60 years of age who would like to develop themselves, with the previous training or not, is focused on the skills that are necessary to learn them.

This type of initiatives generate a change in the paradigm we have been trying to change. We women can learn technology and we can do a great job in ICT positions. I think this has generated a big change in the country in the relevance of what women can contribute in technology, especifically speaking on this field. And there are other economic sectors where there is a gender gap, but speaking of ICT, we are focusing in the country so that women can focus on these studies and start acquiring these skills that are so necessary.

Dennis Palacios

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What are the opportunities that we have moving forward in terms of STEM in Colombia?

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It's very valuable to know that they are focusing on **different strategies** to impact all levels that are already being implemented with different actions that you are tackling, from children to teachers who teach us who are the ones who bring the **BIGGEST IMPACT** because they can transfer this knowledge to students.

Ana Lorena Molina - Colombia

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What are the opportunities that we have moving forward in terms of STEM in Colombia?

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It is a question of **INCLUSION AND DIVERSITY** in many areas that are vital, especially in programs that are focused. I have training in physics myself. And if we remember at the point when I went to college many years ago, the females there were very few. Then, most of us were men in sciences, not only in **ICTs,** but also in areas that we call the hard sciences, chemistry, math, physics, biology. These were programs that were more focused to the fact that from the beginning, the use of technology and programming were for boys. Also programs that are specifically for girls such as the one we have is very important because through this, we will be able to get more women trained on **ICTs.**

Claudio Furtado

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What are the opportunities that we have moving forward in terms of STEM in Colombia?

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Here in our state, we have a reasonable average of women who are participating in these activities, but our wish is to have more women participate and not only thinking about the **ICTs,** but also thinking about sciences. We have UNESCO programs and other bodies that support women and their training; also human diversity, we do have a program where we have women and the **LGBTQ COMMUNITY PARTICIPATING** in English universities in an affirmative action program with the UK.

Claudio Furtado

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What has been the key challenge in implementing STEM in your context in Brazil?

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We have operational problems, we have problems related to teachers training who have problems in terms of connectivity, and I think we have another problem that I haven't heard until now that the perception that we are leaving a situation as we have seen, for example, if you compare the role of math in XVII or XVIII century now, the computation they can put on science, it could be something close to that, because it's almost impossible to live without a computer end of things or computational environment and computational technology and things like that.

I think that in Brazil, we have, of course, many inequalities depends on the states on the place and the region and depends on the ethnicity if you´re man or woman. So all these combined, so you can have a race in terms of our STEM, but we'll have good things. I think we have just finished a national framework in National Council for Education, who try to answer a simple question, a simple, complex question.

Ivan Pereira Siqueira

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What has been the key challenge in implementing STEM in your context in Brazil?

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What we are supposed to teach in terms of competence and skills for basic education relate to computer science. So, we have a national framework, we have just to prove it, we are going to send to Minister for Education and after a final approval. So we have a framework to help our schools, our system, to establish competency skills and to make the world think what we have in talking about what we are going to do, and the question about the in terms to establish this STEM is about teachers.

Training is about technology, but it's about changing mindsets. I think most of all, if we can change the mindset with all TECHNOLOGY, all this material, we still have a problem because without thinking, without dreaming, I think it's impossible to make the change that we needed.

Ivan Siqueira
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HOME

How do you feel that we can bridge these types of funding gaps? Is there more opportunity in terms of being able to work together just to build the next generation, the future in STEM?

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A few years ago, if we had asked the same question, I believe that the apetitte for **STEM** would be low and it would be very low in responses because it was something we didn't use to see. How can we bridge the gap with regards to **STEM** and gender? We have lots of things to do. What do we do and what do we need to do? In Colombia, and other countries, we should begin to strengthen **ICT** topics on the population. This is hard and it is hard because we must start from scratch. What for? why? And we must also always have a vision with regards to this and in this case, women in Colombia see the gender gap when it comes to **ICT**, what we've done is we have implemented all programs in Colombia, given by the ministry, are completely free. And we emphasize this so that women, whether girls, teachers or any women in Colombia can have this **OPPORTUNITY** and understand what the course is.

Dennis Palacios

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How do you feel that we can bridge these types of funding gaps? Is there more opportunity in terms of being able to work together just to build the next generation, the future in STEM?

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Colombia is so big. We have population all over the country, remote areas where there are problems with connectivity and it's harder to get there. So we do special programs geared towards them. It's not important just be connected and have the internet, but you need to become the owner of this technology and know how to use it, it's not about connecting for connecting sake, but what is the added value of being connected. Because I may have the internet installed and we never use it, or if we use it, we do it just for **SOCIAL NETWORKS,** which, according to surveys, most Colombians just use to check the social networks, and they spend most of their time doing that when they could be programming, learning a new language or other initiatives. So we do try our hardest for girls, women, teens and all Colombian women to be able to have access to a free quality learning program to be able to bridge the gap in terms of digital talent.

Dennis Palacios

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How do you feel that we can bridge these types of funding gaps? Is there more opportunity in terms of being able to work together just to build the next generation, the future in STEM?

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in Brazil, in order to to empower women, it's necessary to establish contact directly with communities. If we establish a partnership with schools, I think it would be easier to to provide that **EMPOWERMENT FOR WOMEN** because sometimes we have so much bureaucracy in Brazil and these women, these girls especially won't be able to find that information and to engage in that possibility and to use that for all what Dennis has said. So I think sometimes it's to cut bureaucracy.

Ivan Pereira Sequoia

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How do you feel that we can bridge these types of funding gaps? Is there more opportunity in terms of being able to work together just to build the next generation, the future in STEM?

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Actually that I was listening to a podcast the other day from a well known newspaper in Brazil called Café da Manha (Folha de Sao Paulo), and they talked about that during the pandemic that more and more young people actually learn English because they were on social media. They were watching Netflix, and so therefore they were connecting more and more online, especially as they had to stay at home. I wondered how you see also the integration of English language into the STEM curriculum because we see a lot of words now, even in Portuguese that have stemmed from English because their intimate words or words of a new generation.

Andrew Newton

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How do you feel that we can bridge these types of funding gaps? Is there more opportunity in terms of being able to work together just to build the next generation, the future in STEM?

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As Ivan said, there is really the issue of bureaucracy for the **implementation** of some more effective actions, for example for our network. It would be easy to make programmes that are coordinated, for example in our science and technology education network. Our programme is a programme in which the state education network and universities participate. **You have the godmothers and also the Research Support Foundation, formatting a program that has been developed thinking about the girl's participation in her scientific training, that is, in scientific literacy, so you have this bureaucracy. And I know that it is harmful here due to the arrangement that was made in the secretariat itself. You can be effective not only in this but, for example, in a programme that we have today, which is entrepreneurship at school. It can be IMPLEMENTED IN THE HIGH SCHOOL years for students today who live in this connected world and who don´t want to pursue an academic career but want to develop a business or who have an idea of a startup, so his training is also based on a mentoring series.**

Claudio Furtado

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Claudio Furtado

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In our programme of entrepreneurship at school, during the first year we create the concept with a new vocabulary for students to learn and internalize, so when they reach the third year of high school, they can already set up a company and receive a contribution from our Foundation for research to develop a prototype, that object that they want to sell in the market. So, it's a way of thinking. The British Council has worked a lot with us and know that the life project is there, within the day to day of high school and have helped to bring new aspects of technological innovation to this training. This is very important regarding the issue of the second language. We have created some programs to reinforce this issue of English and Spanish for our students and with partnerships with English and Spanish universities, with the student exchange that was hampered due to the pandemic. but even so we continue to do the certification of students in mainly in English because we know that it is essential for students to have this in their training in their curriculum today precisely because they are inserted and connected with this new vision and world.

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Hacking the system:
Computing and technology in schools

Dennis Palacios

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In Colombia, and perhaps throughout Latin America, we can see that the people who have highest chances of accessing a private education will have better chances of learning a second language. The national government, has made great efforts to get all students to learn a second language, but it has not been enough. The statistics and the different reports show that the results are worrying. And this is the fact that Colombia has one of the lowest levels of English. We have done great efforts, but we need to improve, English is a language that is needed for any learning process, programming comes in English, most of the opportunities come in English, and we need to acquire it in order to have the same advantages for development. Because if I have to translate to do any program, if I know the language, then I can go much quicker. I think there should be more British Council around the world so we can actually learn English and support that because it will be easier and it'll make life easier for many people.

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Hacking the system:
Computing and technology in schools

Andrew Newton

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I think we all learn every day about technology. I was talking to a young Brazilian last night on Discord, if you know what Discord is, if you don't know what Discord is, it's like the new Telegram for young people. And he said to me, wag me, WAGMI? Have you ever heard of that expression before? It actually is an acronym. It means we're all going to make it. So I think we can all learn every day this new integration of language with technology, and it's a real challenge for educators and teachers to keep up.

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MinTic
Direction of Digital Economy

Programing for kids

2019	2020	2021	2022
800 trained teachers	8,500 trained teachers	10,821 trained teachers	4,250 new trained teachers
21,887 students with knowledge transfer		500,000 students reached	250 public schools adhered

TutoTIC

Aiming to have 300 master classes and 35,000 mentorships in 2022 to support students reinforce their knowledge using digital tools.

Ruta STEM

2020	2021	2022
23,869 trained teachers	17,877 trained teachers 366,179 students with knowledge transfer	5,000 trained teachers 100,000 students with knowledge transfer

Misión TIC

Aiming to train 100.000 young students in programming, so they will be able to respond to the challenges of the 4th industrial revolution, to make Colombia a referent in digital transformation.

Ministry of Information Technology and Communications, Colombia

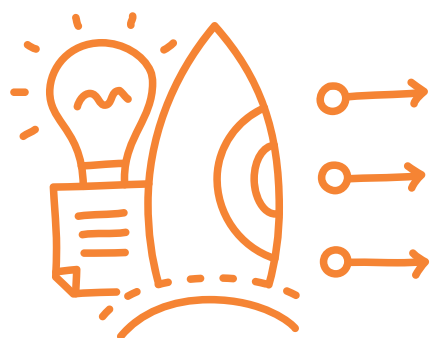# TutoTic Programme

Master classes and mentorships

Online

Free

Live support

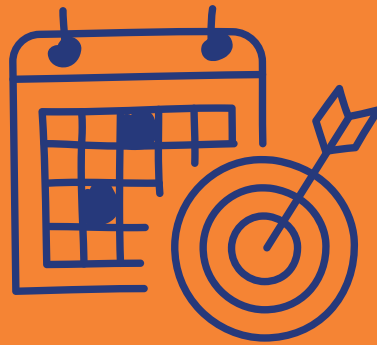**Almost 60,000 students reached between 2020 and 2021**

From 6:00 a.m to 6:00 p.m

Ministry of Information Technology and Communications, Colombia

MisionTic Programme

The goal is to have
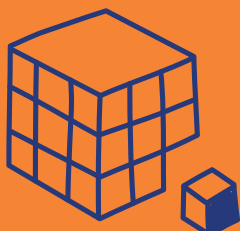## 100.000 STUDENTS
trained in programing in 2022

Who can participate?

10th and 11th grade studets

Every Colombian over 15 years of age

Paraíba's Secretary of State for Education, Science and Technology, Brazil
Innovation in technology programme

3 YEARS
of hackatons and gaming
training during high school

At the end of the program,
STUDENTS
can upload ther projects to app stores

Effort to incentivize
the participation of women
IN SCIENCE AND TECHNOLOGY

Women in STEM

IN COLOMBIA,
women occupy **23%** of management positions.

Reduce the gender gap, **SO WOMEN CAN PARTICIPATE** even more in ICT sectors

Hacking the system:
Computing and technology in schools

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The UK is the hub for EduTechs in Europe and an ecosystem that fosters cutting edge technology and innovative solutions. When we think about coding, robotics, computational thinking, these are not things for the future but needed today in the present. To understand how **TECHNOLOGY** works is vital not only to better prepare our kids for the jobs of the future, but also to make sure they can live a healthy and safe life.

Cyber security, protection of data, mental health and social media are just some of the burning topics in this area right now. We also need to prepare our students to really be able to use technology for the good - fighting solutions to **humanity's challenges** that are growing in complexity every day. Diversity is a key component in this process, and the British Council has done an amazing work in promoting girls in STEM and in science.

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Larissa Vasquez

" We have a very **special programme** focused on all Colombian citizens who would like to acquire knowledge, skills, competencies and digital thinking, and we have three different sections in the program that we have been implementing with different partners like the British Council and the Education Ministry. Throughout these last 10 years, we have developed a very strong strategy in these competencies. "

Dennis Palacios

NEXT »

" Another part of this program, which was developed throughout the pandemic and the lockdown periods, was to reach Colombian households. In Colombia, we have a great difficulty that is connectivity in far off places. Here we develop a project called **TUTOTIC** to support our children from 1st to 11th grade to be able to receive a training in maths, science, language and English free of charge. This program has been developed to be able to support the National Ministry of Education, the Secretaries, and all students and parents with people that are qualified in the themes I have mentioned, that can also be able to provide **support** to those students during the lockdown periods. We can provide support through video calls, chats and email to sort out whatever doubt they have. "

Dennis Palacios

Hacking the system:
Computing and technology in schools

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> In the province of Paraiba the model is quite different to other units in the country. In the **Education, Science and Technology Ministry** we have added a secretariat that has to do with 250,000 students and 17,000 teachers, we also have a public university, that is related to our secretariat and also three public universities that make it so that the state of Paraiba has the fifth highest average of graduates per 100,000 inhabitants in Brazil.
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Claudio Furtado

Hacking the system:
Computing and technology in schools

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We also focus on training students in **IT** issues, we have a very important area for **ICT,** so our mid level people can have a **VISION OF THE PROFESSIONS IN THE FUTURE.** **AI** programming, everything should be included in the day to day of school activities and so we can therefore achieve **ICTs** to be more oriented, more and more connected to the new needs of jobs in the future world.

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Claudio Furtado