

La formación permanente del docente en Latinoamérica

Continuos training of teachers in Latin America

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Resumen

El objetivo del presente trabajo es ofrecer elementos para la reflexión sobre la calidad en los programas de formación docente que son desarrollados en los diversos niveles educativos en Latinoamérica. El estudio corresponde a una investigación documental, principalmente realizada a través de la consulta de fuentes electrónicas que fueron publicadas recientemente en revistas internacionales indexadas, atendiendo las principales aportaciones sobre la formación docente y su impacto en la calidad educativa; aunque la revisión es amplia, no se considera un estudio exhaustivo. Las fuentes consultadas ofrecen datos empíricos confiables para el objetivo del estudio. Por tal razón, el estudio es descriptivo, ex post facto e interpretativo.

La crisis de la educación superior en Latinoamérica se presenta tanto por factores endógenos como exógenos. Se propone conceptualizar a la educación superior como un medio estratégico para incrementar el capital social y el bienestar de la comunidad, capaz de aportar significativamente a la cultura, el arte y la ciencia. Se observó que las políticas para mejorar la calidad en educación básica en los países latinoamericanos están enfocadas al desarrollo de la formación en posgrado de sus docentes, como una apuesta para resolver los problemas de rezago, bajo aprovechamiento e inequidad educativa; sin embargo, esta política educativa es contraria a las acciones emprendidas por los países del primer mundo

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o las universidades de mayor prestigio en América Latina, puesto que la contratación de los docentes exige como requisito contar previamente con el grado académico.

Palabras clave: docencia, formación, calidad educativa, posgrado, educación.

Abstract

The objective of this work is to offer elements for reflection on the quality of programs of teacher training which are developed at various educational levels in Latin America. The study corresponds to a research documentary, mainly through the consultation of electronic sources which were recently published in international journals, attending the main contributions on teacher training and its impact on the quality of education; Although the review is broad, it is not considered an exhaustive study. The sources provide reliable empirical data for the purpose of the study. For this reason, the study is descriptive, ex post facto and interpretive.

The crisis of higher education in Latin America is presented both by exogenous and endogenous factors. Intends to conceptualize higher education as a strategic means to increase the social capital and the welfare of the community, capable of contributing significantly to the culture, art and science. It was noted that policies to improve the quality of basic education in Latin American countries are focused on the development of training in postgraduate of their teachers, as a commitment to solve the problems of backwardness, under achievement and educational inequity; however, this educational policy is contrary to the actions undertaken by the countries of the first world or the universities of greater prestige in Latin America, since the hiring of teachers asks as requirement previously having the academic degree.

Keywords: teaching, training, quality of education, postgraduate education.

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Introduction

Below an analysis of the training of teachers and its relationship with the quality of education is shown, with the purpose of identifying trends in the postgraduate training in the countries of Latin America. The study corresponds to a research documentary, mainly through the consultation of electronic sources which were recently published in international journals, attending the main contributions on teacher training and its impact on the quality of education. It is recognized that despite the breadth of the study, it does not represent an exhaustive study; however, the sources consulted offer reliable empirical data for the purpose of the study. For this reason, the study is descriptive, ex post facto and interpretive. The article is structured by the basic sections of the academic reports: introduction, development and conclusions, with the final paragraph of references, to guide the reader to the sources used for the conduct of research.

The formation of the human being is considered as a process that develops throughout life, contributing permanently in the definition and configuration of a professional profile and a specific personal.

Teacher training is that which enables the development of competences of the professional experience in the field of education at different levels and modalities. Teacher training is inserted as indispensable element for the professional development and the improvement of educational practice, whereas the functions and tasks that you must perform a teacher in your workplace (Boessio and Portella, 2009).

The objective of this work is to offer elements for reflection on the quality of programs of teacher training which are aimed at the various educational levels in Latin America.

Development

Higher education in Mexico, corresponds to higher technical studies, undergraduate and graduate (specialization, master and doctorate). In the educational context of normal schools regularly mention receiving early education teachers and continuing education which corresponds to training throughout life becomes.

Teacher training for the degree is considered as an initial training, since teachers must continue to prepare continuous and permanent the rest of his career way.

The number 650 Agreement establishing the Curriculum for Preschool Teacher Training Education (SEP, 2012) lays down that:

Curriculum reform and curriculum that flow from it are based on current trends in teacher training; in the various theoretical and methodological perspectives of the disciplines that are the subject of teaching in basic education and those that explain the educational process; in the nature and development of current and emerging pedagogical practices to the new requirements and problems facing the teacher as a result of the many changes the context, which significantly impact the educational service institutions and professionals education. In the grounds are considered, philosophical, epistemological, psychology, professional and institutional social dimensions to identify the elements that significantly affect the reform.

With the above, it follows that the Mexican government aims to comprehensively train future teachers of basic education and is developing a truly educational reform aimed at improving the quality of education, teachers implementing selection processes through competitive examinations, looking to pick the best candidates to fill the seats at the different educational levels. These official regulations are demanding higher teacher preparation and training, so that future candidates for a seat must outweigh its shortcomings and acquire the highest academic background to be selected.

In basic education in Mexico, they are now working 107 785 teachers who already have graduate, distributed as follows: 19 866 in preschool, primary and 41 857 46 062 secondary (SEP, 2015b).

According to the Ministry of Public Education (SEP, 2015th), the Mexican educational system has almost 2 million teachers who teach in 258 401 schools, of which 4894 schools belong to the top level.

In Mexico, as in some Latin American countries, teacher training tuition experienced remarkable growth until 2004, it stabilized in 2009 and then rose slightly in 2010 and 2011; however, by 2015, a significant decrease in enrollment of graduate programs is reported.

Currently in Mexico, there are 229 201 graduate students, who are served by 49 217 teachers (SEP, 2015b).

Unfortunately, teachers in Mexico and Latin America are going through a pretty widespread devaluation by society, a situation that is attributed to multiple causes, among which we can mention the lack of scientific and pedagogical training, participation in solving social problems and constant demand for labor rights.

However, it is important to note that in this context of complexities in Latin teachers who have greater social recognition for their work are those who work in early childhood education or preschool (Martin Manso Perez and Alvarez, 2010), being Most likely, this situation is due to the low demand for education indicators related to student achievement. Paradoxically, preschool teachers in Mexico are the most valued and least graduate have; as already mentioned, there are only 19 866 teachers with graduate preschool, representing 18.4% of teachers in basic education to graduate.

Moreover, graduate study aims to prepare professionals with high degree of specialization, and is credited by earning a degree. The graduate is fundamental to the development of science and technology factor, as well as for the production and distribution of knowledge, cultivation of ethical and moral values among students and society (Garcia and Barron, 2011).

The first graduate programs in Educational Sciences in Mexico were offered by the National University in 1935, consisting of a master's program that was intended to train specialists in education, and a doctoral program aimed at training researchers (Sánchez, 2010).

Reflection on teacher education and the learning process experienced in graduate programs in education, requires first recognize that teaching is a highly complex profession and facing constant challenges (Boéssio and Portella, 2009), so that continuous training and continuing to be regarded as a priority in the path of a teacher.

Currently graduate programs in education that most teachers are enrolled in teaching specialty and expertise in education, becoming the main tool for the professionalisation of teaching that will allow to confront the challenges of education in our time.

However, the teacher must not only have a profound educational and pedagogical knowledge also needs to be an expert in the subject field or discipline knowledge it imparts. The quality of teaching performance is not limited to the strength of their disciplinary and pedagogical knowledge, nor to the adequacy of their actual teaching skills. According to Silvia Schmelkes (1995), teacher quality requires demonstrating a comprehensive, demanding a high level of performance on cognitive and procedural aspects, but also and very importantly, the emotional aspects as attitudes towards teaching, to their students and to the community in which it works.

Arenas and Fernandez have been conducted to verify the preparation of teachers in a Mexican public university, in their teaching techniques and the effect of the training received in the academic achievement of students; these authors found that "students who studied subjects with teachers who have master's level teacher training and / or doctorate obtained higher averages than students who studied subjects with teachers who lack such training" (2009, p.15).

The QS University Rankings: Latin America (2015), based on seven criteria, established each year the ranking of the top 300 universities in Latin America, which are presented below: a) the reputation of the university and the future employers of graduates; b) the ratio of teachers to students enrolled full-time; c) published by the teachers; d) dates of publications; e) ratio of teachers with doctorate students enrolled, and f) impact on the institution's website. As shown, currently the doctoral level as an academic degree has become the desirable profile for hiring, and is a prerequisite for a university to be considered better than another indicator.

Based on the aforementioned criteria, the ranking of the top ten universities evaluated in Latin America in 2015 was as follows:

1. University of Sao Paulo (Brazil).
2. State University of Campinas (Brazil).
3. Pontifical Catholic University of Chile (Chile).
4. University of Chile (Chile).
5. University of Rio de Janeiro (Brazil).
6. National Autonomous University of Mexico (Mexico).
7. Universidad de los Andes (Colombia).
8. UNESP (Brazil).
9. Instituto Tecnológico de Estudios Superiores de Monterrey (Mexico).
10. University of Brasilia (Brazil).

It is identified in the sixth and ninth in two Mexican institutions, UNAM and ITESM, positioning itself as institutions of higher academic prestige, which have established that their teachers have to graduate recruitment is authorized. Based on the criteria established by the QS University Rankings: Latin America, one can infer that the graduate and scholarly productivity of university professors is a determining train future professionals with high academic level factor, preparation will be reflected short term professional performance.

On the other hand, is a great achievement for Brazil have five universities in the top ten best evaluated for their educational quality in Latin America. Importantly, in Brazil in 1996 only 25% of teachers in training exercise had higher level, however, currently this indicator amounted to 78%. In Brazil the professional development of teachers is seen as a process that is aimed at updating and continuous improvement of teachers. This type of training is linked to the development of the teaching profession, for it has established a system of permits or paid for postgraduate studies and also lifelong learning is part of the workload of teachers' work (licensing Support Program Educational Sector of Mercosur, 2014).

Internationally, teacher training presents a mixed picture which is composed of different traditions and political, social and educational situations, existing shared problems that

hinder the development of educational programs that satisfactorily meet the internationally established quality criteria (Support Program Educational Sector of Mercosur, 2014).

As noted in the results of the ten best evaluated universities in Latin America, Chile has two universities that were evaluated as the best: the Catholic University of Chile and the University of Chile. It is not a surprise since Chile for several years has been at the forefront in Education and has been a reference to Mexico by the efficiency and effectiveness of their models and educational programs.

Latin American countries in general are looking to train teachers as a priority for improving educational quality; for example, in Peru at the University Census conducted in 2010, 70.3% of teachers had completed graduate studies. Of this group, 75.5% had completed a master's degree, 19.4% a second specialization and only 5.2% had doctoral degrees (of the Master, 2011).

Mungarro (2009) notes that in basic education in Mexico, 95% of teacher educators expressed favorable toward professionalization expectations, however, the decision to pursue graduate studies is a fortuitous action unscheduled.

Paradoxically basic education does not seem to be a relationship between degree and school achievement. Although teachers have graduate "they do not always dominate what they have to teach" (Schmelkes, 1995).

In Spain, as in Latin America, the training they receive from the state does not respond to the needs of teaching at the basic level (Martin Manso Perez & Alvarez, 2010). Teachers often say they are forced to attend courses without a training needs assessment is performed.

Unfortunately, basic education offered in Mexico there seems to be the same relationship between teacher education and educational quality. The problem of educational quality, coverage and equity in education are presented consistently in the Mexican educational system, which notes that postgraduate training of teachers is not a factor conditioning good school practices in compulsory education offered in Mexico, so it is this issue also includes upper secondary education.

Apparently, the training obtained in graduate school can not be implemented in schools, something very similar happens when students in initial formation have their first experiences in educational contexts, usually facing a generational clash of beliefs, customs and traditions established by the teaching staff of the school.

As established beliefs, it is strongly affected by factors associated with the context in which a student doing an internship experiences, that is, "when educational institutions tend to be very rigid or when the prevailing school culture in that establishment shows some resistance to the implementation of innovations, some fear comes from the students themselves to implement processes of change. "

In order to improve teacher education, we must first transform the culture of training institutions, which is why it is recommended to universities and teacher training institutes following (Bondarenko, 2009, p. 260):

- a) Allocate time, space and resources for research training.
- b) Modernize the curriculum and update training programs, incorporating the research component transversely therein as part of the education.
- c) To promote close relations with the schools, as well as with business and productive sectors, specifying support to raise levels of research.

With the above, it is interesting to demystify the following proposition: "a greater degree of pedagogical training of teachers, the higher the level of student achievement" as it may not apply to all contexts and educational levels.

In Latin America a large majority of teachers have a strong conviction that after several decades of neoliberal policies applied in education, an educational deterioration as a result of the commodification of education is presented. This process has generated a culture of teacher training (initial and in service) no collective sense, promoting the credential, individual work, "that fails to grasp the transformer and social character of the teaching profession but, rather, individualized and makes it a mechanistic task then is to evaluate in purely quantitative terms "(Education International for Latin America, 2010).

Economic globalization and educational globalization being experienced by all the countries of Latin America, the conditions to comply with the provisions established by

external financial agencies, getting a great influence and pressure by international organizations like the World Bank (WB), the Bank Inter-American Development Bank (IDB) and the Organization for Economic Cooperation and Development (OECD), and recently the Republic of China is providing strong economic support and establishing new conditions for its political and economic relationship. These conditions establish agreements to increase the competitiveness of the regional markets, seeking to incorporate emerging economies to the global flow of trade in goods and services. Revealing that the education system is trying to adapt to the follies of the global market, making it an economic good (IEESA, 2012).

The Institute of Education and Trade Union Studies of America (IEESA, 2012), very clearly presents an analysis of teacher training and critically establishes actions for the education provided at all levels of education can be offered with higher quality :

The challenge is to students currently enrolled in the Bachelor of Education and the teachers who are already in front of the classroom, in any of the educativos- levels to achieve not only mediate, but to overcome the current problems. That to the poor academic performance, dropout and criticism can make an alliance with ICT, parents and society as a whole, achieving dilute the dualism that rescuers teachers and educational quality guilty face inviting a process of self-criticism and reflection professional and union to allow the integration aimed at overcoming the country's teachers educational actions. Forced to acknowledge that the responsibility for education is deposited not only in school and the teacher, but throughout society as a whole.

Portilla (2002) states that employers are key stakeholders who point to the educational crisis, because they ensure that institutions do not graduate professionals who want and those who graduate do not meet expectations because, putting the entire education system Mexican as inefficient and lacking in efficacy. The colleges and universities face common problems by the lack of research that supports the educational needs from empirical evidence describing the political, economic, social and cultural reality of our country.

It is important to note that teaching is as a determining factor vocation to the profession. A teacher without vocation performances will surely have a low level of theoretical and

practical domain; There is a large population of teachers working without theoretical basis, without scientific reference, making their teaching practice in an unvalidated.

Usually in high school, in the upper and middle level working a lot of teachers without vocation they entered the education system through recommendations, making use of relations and adopted this profession because they can not find work in their field. The trial and error of each school year becomes the main method used by teachers without employment or educational training; the little thought of the consequences of their actions, poor decisions deduction stems from the immediate, what it is present, reading that makes its environment, what is in front, making an uncritical teaching practice (Gavotto, 2013).

However, we can simultaneously find teachers with a high sense of responsibility and dedication, you can feel offended when the lack of commitment of teachers and their responsibility for the educational failure is widespread. "Education systems with higher performance consistently attract more able people to the teaching profession, leading in turn to better academic results" (Barber and Mourshed, 2008), so a virtuous or vicious cycle occurs, as the case of the education system.

This is accomplished through an entry into the education system of teachers with a high performance profile, which is required for rigorous selection process, as in the countries better evaluated by the OECD, that is, developing effective processes for selecting to convene and select the most appropriate candidates. With these assumptions may elevate the status of the teaching profession, making it easier to attract even better candidates.

According to a study by Gavotto (2015) on expectations that students have about the performance of university teachers, the following characteristics were identified, organized into three main areas of professional development: attitudinal dimension, cognitive dimension and procedural dimension.

- a) Attitudinal dimension: patients, teach their classes dynamically, to have an attitude of service, joy, be respectful, be diligent in their work and hold their students.
- b) Cognitive dimension: command of his subject, be a specialist, have postgraduate studies, answer questions of their students, and stay updated.

- c) procedural dimension: making efficient use of technology, have the ability to listen, be empathetic, use various teaching methods and materials, combining theory and practice, expose and articulate and share their experiences.

Conclusions

The crisis of higher education in Latin America is presented by both endogenous and exogenous factors. That is, those resulting from the dynamics of the institution, such as teacher recruitment and training in service; and those arising from the lack of link school-society-business, not met the expectations of the main employers of graduates of the education system.

It is proposed to conceptualize teacher education and graduate as a strategic means to increase social capital and welfare of the community, with the potential to significantly contribute to the culture, art and science.

It was noted that policies to improve the quality of basic education in Latin American countries are focused on the development of postgraduate training of their teachers, as a bid to solve the problems of underdevelopment, low achievement and educational inequality; However, this educational policy is contrary to the actions undertaken by the countries of the first world or the most prestigious universities in Latin America, since the hiring of teachers as a requirement previously have the degree.

The need to provide quality teacher education, in initial and permanent stage, updating and developing the management skills, bonding, educational and research is clear.

In this sense, the professional practices of teachers should be the main reference for reflection and during training in order to strengthen the relationship between educational theory and practice; which implies the possibility of reconstructing the theory from the field of action (Bondarenko, 2009).

In these times of professional standards, transparency, accountability and evaluation, the teacher must establish a roadmap for their continuing education program, since the length of teacher professional service no longer justified keeping teachers in the education system.

According to Gavotto (2013), we have many years of service but very few experiences; It does not mean that the more years of service our performance will be better, but is the preparation and the solution to problems at school which will allow teachers to project back into society the value of educating the new generations.

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