



The Teachers' Voice

For the right to a fair and inclusive education for Latin America and the Caribbean

Regional survey of teacher perceptions and practices during the Covid-19 pandemic.

Regional Report - Synthesis of results and recommendations.



Laboratory of Education Research and Innovation for Latin America and the Caribbean



About SUMMA

SUMMA is the first Educational Research and Innovation Laboratory for Latin America and the Caribbean. It was created in 2016 by the Inter-American Development Bank (IDB), with the support of the ministries of education in Brazil, Chile, Colombia, Ecuador, Mexico, Peru, and Uruguay. Since 2018, the ministries of Guatemala, Honduras and Panama have also joined.

Its mission is to contribute to and increase the quality, equity, and inclusion of the region's educational systems, improving the decision-making process of educational policies and practices. To fulfil its mission, SUMMA organises its actions in three strategic pillars that allow it to promote, develop and disseminate (1) cutting-edge research aimed at diagnosing the region's main challenges and promoting shared work agendas, (2) innovation in educational policies and practices aimed at providing solutions to the region's main educational problems, and (3) collaborative spaces that allow for exchange among policy makers, ministries of education, researchers, innovators and the school community, based on a shared regional agenda.

About OECS

The Organisation of Eastern Caribbean States (OECS) was created in 1981 as an intergovernmental organisation to promote cooperation, harmonisation, and integration among its member states.

OECS has developed a considerable number of valuable knowledge exchanges and direct technical assistance between Ministries of Education. It has also been part of the Regional Education Strategy and has supported participatory planning processes. In this regard, the OECS plays a strong leadership role with the Caribbean States and especially in supporting the countries belonging to this territory: Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines. As a current partner of the GPE, the OECS has led the implementation of the Education Sector Plans in these states.

About KIX

The Knowledge and Innovation Exchange Hub (KIX) for Latin America and the Caribbean (LAC) is a joint initiative of the Global Partnership for Education - GPE - and the International Development Research Centre (IDRC), which brings together various education stakeholders. The regional network is led by SUMMA (Educational Research and Innovation Laboratory for Latin America and the Caribbean) and the Organisation of Eastern Caribbean States and aims to contribute to the strengthening of education systems in partner countries: Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, St. Lucia, St. Vincent and the Grenadines, and St. Vincent and the Grenadines.

KIX connects expertise, innovation, and knowledge to help developing countries build stronger education systems and move towards SDG 4: quality, inclusive and equitable education for all.

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Finally, SUMMA recognises the enormous efforts of teachers, school administrators, school communities and Ministries of Education in the region, who worked hard to ensure the continuity of education for millions of children and teenagers in Latin America and the Caribbean during the pandemic.

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I. Scope and Objectives of the Study



I. Scope and Objectives of the Study

The Teachers' Voice Regional Survey brings together the perceptions of nearly 200,000 teachers in twenty-one countries in Latin America and the Caribbean (LAC). It represents one of the largest regional studies to investigate the impact of covid-19 on teaching and educational practices during the 2020-2021 period. It highlights the high participation of teachers from rural and urban areas, both from public and private schools.

It is important to note that large-scale access to teachers in the region has only been possible thanks to the active collaboration with the Ministries of Education on the continent. The twenty-one countries participating in the study are: Anguilla, Antigua and Barbuda, Chile, Colombia, Dominica, British Virgin Islands, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Honduras, Mexico, Montserrat, Nicaragua, Panama, Peru, St. Vincent and the Grenadines, St. Lucia, St. Kitts and Nevis, and Uruguay. The survey was carried out between May and September 2021.

This research was led by SUMMA -Laboratory for Research and Innovation in Education for Latin America and the Caribbean- in collaboration with the Organisation of Eastern Caribbean States (OECS).

For SUMMA, education is a fundamental human right, which must be guaranteed for all, without exception and with special emphasis on students in contexts of rights violations, with social disadvantages or learning difficulties (UNESCO-SUMMA, 2020). From its institutional mission, SUMMA seeks to contribute to the strengthening of education systems in Latin America and the Caribbean (LAC), through the generation, mobilization, and transfer of knowledge, evidence, and innovation to inform decision-making on educational policies and practices at structural, territorial, and school levels.

In accordance with this line of work, the purpose of this study is to **characterise dimensions of the educational reality and teaching practices that have been especially challenged by the pandemic, in order to visualise the critical knots of the educational system from the teachers' perspective.** SUMMA emphasises the centrality of teachers and their leadership to give continuity to the educational processes in our communities. In particular, the teachers' commitment to their students and the enormous efforts deployed in the different territories are recognised. This research, therefore, relieves the voices of teachers in the region to provide an overview of their perceptions about the teaching and learning processes in the midst of the interruption of face-to-face classes.

Based on the diagnosis made from the territories, the report seeks to **provide recommendations for the design of educational policies, both in the medium and long term,** with a view to the challenges that the pandemic has deepened. This includes: the recovery of learning, the welfare of educational communities, greater pedagogical support to teachers and educational teams, and the urgent reduction of educational gaps exacerbated during the pandemic among students from different contexts, among others. We also expect to contribute to intensify **collaboration between countries, promoting learning exchanges** between Ministries of Education, different actors in the regional ecosystem and institutions involved in educational improvement processes.

II. Context and Research Questions



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The closure of educational establishments as a result of the pandemic was longer in Latin America than in other regions in the world, reaching an average of 162 school days without classes between March 2020 and November 2021. This had a serious impact on the loss of learning and increased socio-educational inequalities in the countries in the region.

In most cases, the only contact between educational institutions and students occurred remotely. Teachers were mainly responsible for maintaining the link with students and were suddenly forced to assume the transformation of the teaching-learning process online and/or virtually (synchronous and asynchronous). This meant a series of difficulties, adaptations, and challenges for teachers, students, and the educational system as a whole.

In this context, the central question guiding this study is: how has the right to education been affected in times of pandemic, from the perspective of teachers in the region? More specifically, how were educational processes developed in times of pandemic? How have teachers as a whole been affected and challenged, both professionally and personally? What do teachers observe regarding the educational situation of their students? What is the teachers' perception of the quality and sufficiency of the support provided by the Ministries of Education?

The voice of the teachers is then collected from key dimensions of educational practice during the pandemic, providing a diagnosis that allows us to visualize critical issues, shortcomings and lessons learned and, in turn, to highlight good practices and opportunities to strengthen the education systems in the region.

III. Main results



III. Main results

The results of The Teachers' Voice Regional Survey allow us to gather the experiences of the educational communities and how they implemented various strategies to safeguard the right to education.

Despite the efforts made by school communities and the Ministries of Education, teachers' testimonies show signs of a strong violation of the right to education, especially among students from the most disadvantaged socioeconomic sectors, which corroborates the alert regarding the increase in learning gaps. It should be noted that it has been in the most vulnerable realities of the region where teachers say they have been especially challenged at pedagogical, professional, and personal levels.

Latin America and the Caribbean is a highly diverse region, so it is not surprising that the results also reflect differences in the perception of the teaching profession, depending on the geographic area, the socioeconomic group of the students served and the administrative unit of the school (public or private) where teaching is practiced. Furthermore, relevant differences are observed according to the gender and age of the teachers.

It is important to mention that the analysis of the results of this study refers strictly to the sample of respondents - nearly 200,000 teachers from twenty-one countries. However, despite the large number of participants, these do not necessarily make up a representative sample of each country. With this consideration in mind, it is important to note that the size and magnitude of the study (one of the largest of its kind ever conducted in LAC) allows for a sample that reasonably resembles the characteristics of the teaching population in most of the countries, thus allowing for an in-depth and comparative analysis that provides important insights into the situation of teachers in the region.

It should be noted that this document presents a synthesis of the general results. The disaggregated results for each country are analysed and discussed in the complete regional report of the survey¹.

The main results of the survey and their implications are detailed below:

1. School closures and suspension of face-to-face classes have a strong negative impact on access to education and student participation.

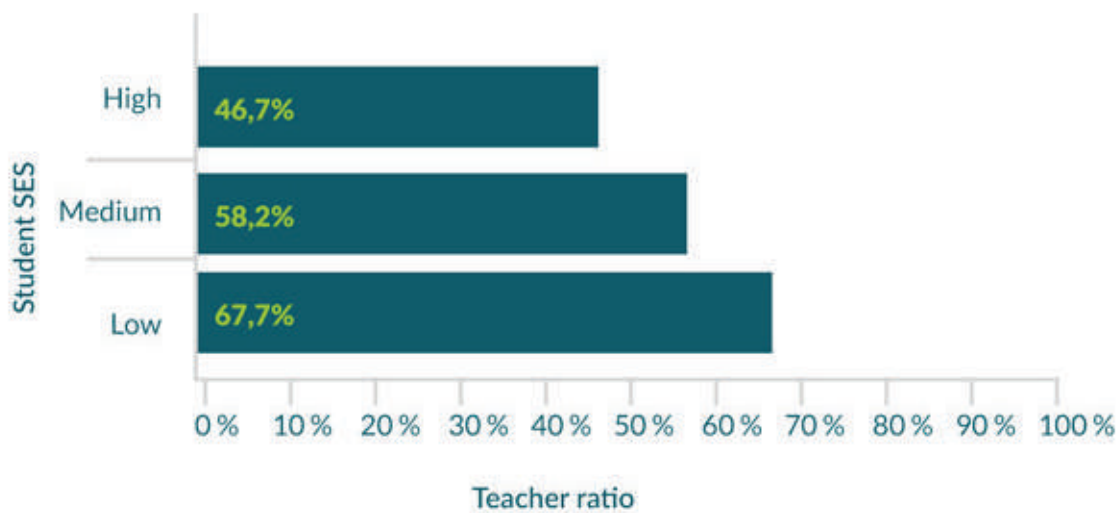
Almost all the teachers surveyed (95.6%) reported having had to conduct remote or online education at some point during the pandemic. Their homes were the main setting for these classes, where Internet connectivity and access to electronic devices were crucial factors in carrying them out. However, the survey reveals that these basic conditions were lacking.

1. The complete regional report is available in Spanish and English in SUMMA website: www.summaedu.org.

This is complemented, as explained below, by the fact that 10.8% did not have access to a computer and of those who did, 87.5% stated that they had to access these devices with their own resources, not provided by the school, the town hall, or the Ministry of Education.

Student attendance decreased during the pandemic. This was mostly reported by teachers of students with lower socioeconomic status (SES). On average, 64.8% of teachers perceive that their students' attendance decreased during this period. As shown in Figure 1, this proportion is higher among those teachers who teach students of lower SES (67.7%) in contrast to those who teach at the highest SES (46.7%). On the other hand, on average, only 27.7% of teachers perceive that student attendance has not changed with the pandemic.

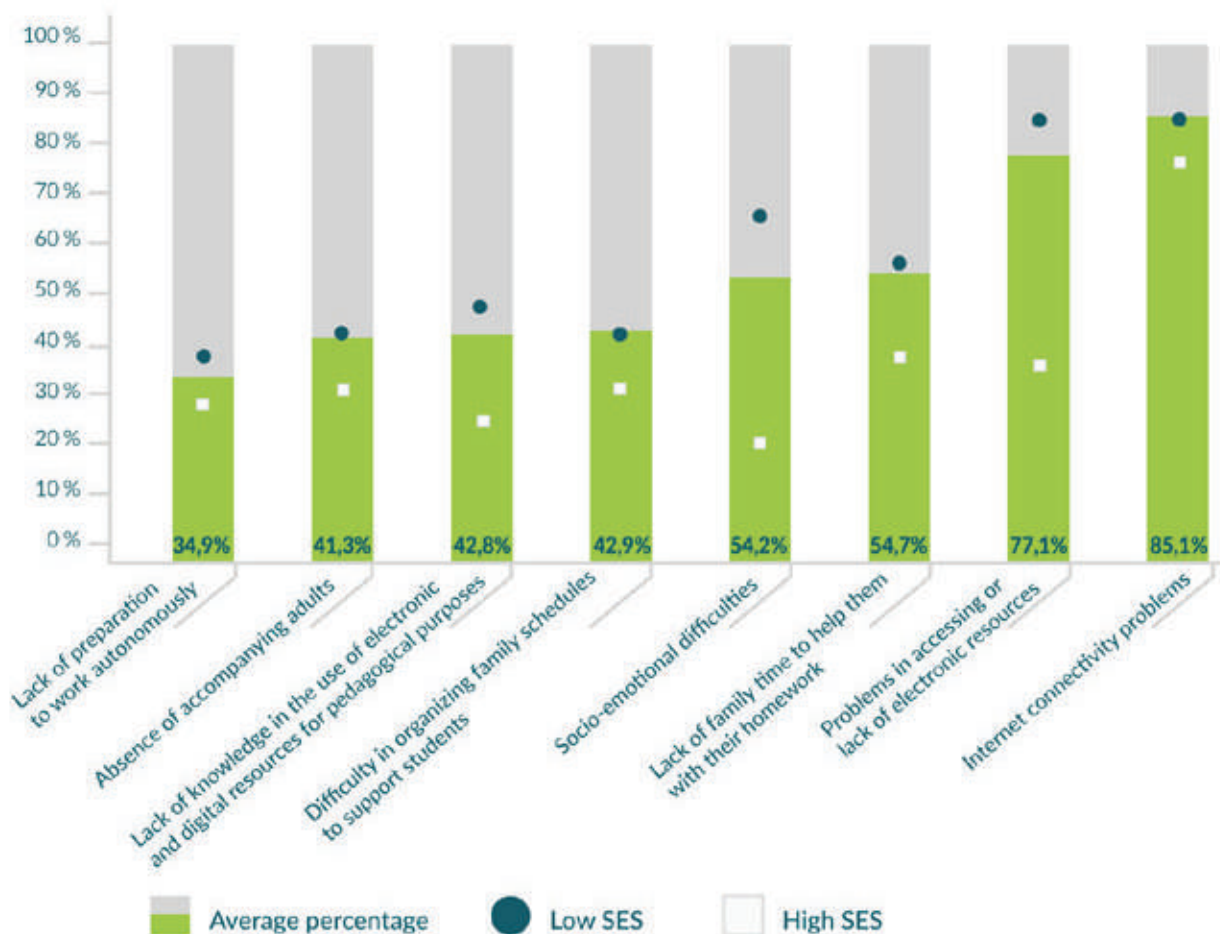
Figure 1. Proportion (%) of teachers who perceive a decrease in attendance and/or participation according to students' socioeconomic level.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

The decrease in attendance can be understood from the difficulties faced by their students during the online learning period. As shown in Figure 2, **the most frequently identified difficulties were Internet connectivity problems (85.1%), low access to electronic resources (77.1%), lack of family time to help them with homework (54.7%) and socioeconomic difficulties (54.2%).** In particular, teachers who teach lower SES students perceived greater limitations and difficulties than their peers working with higher SES students, especially in terms of access to electronic resources.

Figure 2. Perception of difficulties faced by most of their students during the online learning period.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

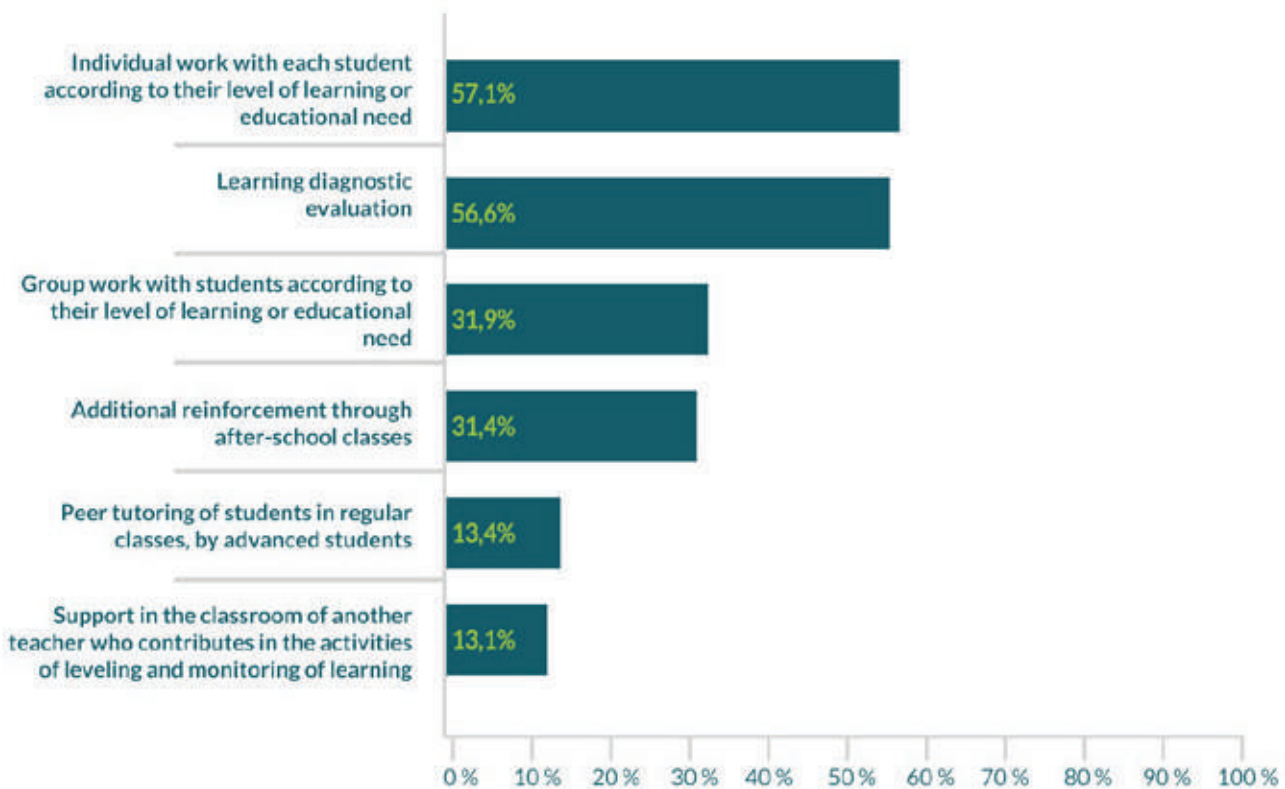
Along the same lines, the survey identifies a strong concern (56.7%) for the risk of educational exclusion of students during the pandemic. **This risk is perceived to be even higher among teachers working at lower SES schools (59.6%) and those teaching at the secondary school level (74.3%).** It should be noted that students in the latter group, due to their age, were more exposed to the need to work to cope with the economic crisis their families were going through, increasing the risk of permanent exclusion.

2. Educational rights violated due to learning backwardness that compromises the future of students.

The great majority of teachers (93.4%) observe learning delays in some proportion of their students. A total of 26.5% perceive that more than half of their students are behind, while only 6.6% indicate that all their students are at the expected learning levels. This information should be understood, as will be seen below, in a context where the vast majority of teachers (92.9%) state that they have made curricular adaptations and prioritizations to address the pandemic situation.

In response to the challenge of learning lags, 94.0% mentioned having begun to address the problem, implementing at least one strategy to level the learning of their students. As shown in Figure 3, the most used strategy corresponds to individual work with each student, according to his or her learning level or need (57.1%). In turn, 56.6% indicated having implemented diagnostic evaluations of learning to identify the contents to be levelled. Group work strategies (31.9%) and reinforcement outside school hours (31.4%) also stand out.

Figure 3. Learning levelling strategies implemented.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

On the other hand, 43.4% indicated that they had not conducted diagnostic evaluations in the context of the pandemic. The latter reflects a potential lack of information and elements of pedagogical analysis in relation to the level of student lag, which would make it difficult to adapt the formative feedback and pedagogical support required.

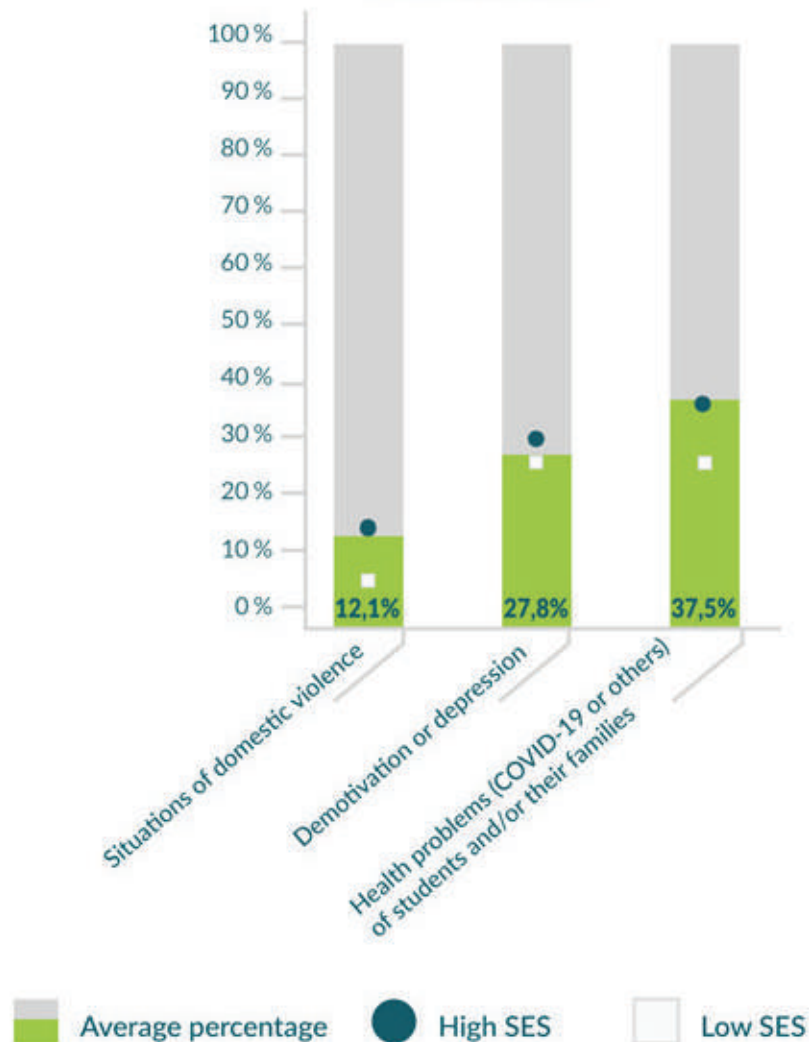
3. Negative impacts of the pandemic on teacher and student well-being that highlight the socioemotional dimension of education.

The pandemic has additionally had repercussions on the well-being of school communities, which must be seriously considered beyond pedagogical and remedial learning issues.

In relation to student wellbeing, and as shown in Figure 4, the survey shows that **health difficulties, due to covid-19 or other illnesses, are identified by a significant proportion of teachers (37.5%) as one of the main problems** faced by their students during this period. In addition, 27.8% mentioned

the demotivation or depression of their students. Despite representing a lower percentage than the previous ones, it should be of concern that 12.1% of the teachers point out the existence of situations of violence at home as one of the main problems for their students. It should be noted that mentions of domestic violence are three times more frequent among teachers of students with lower SES compared to those working in schools with higher SES.

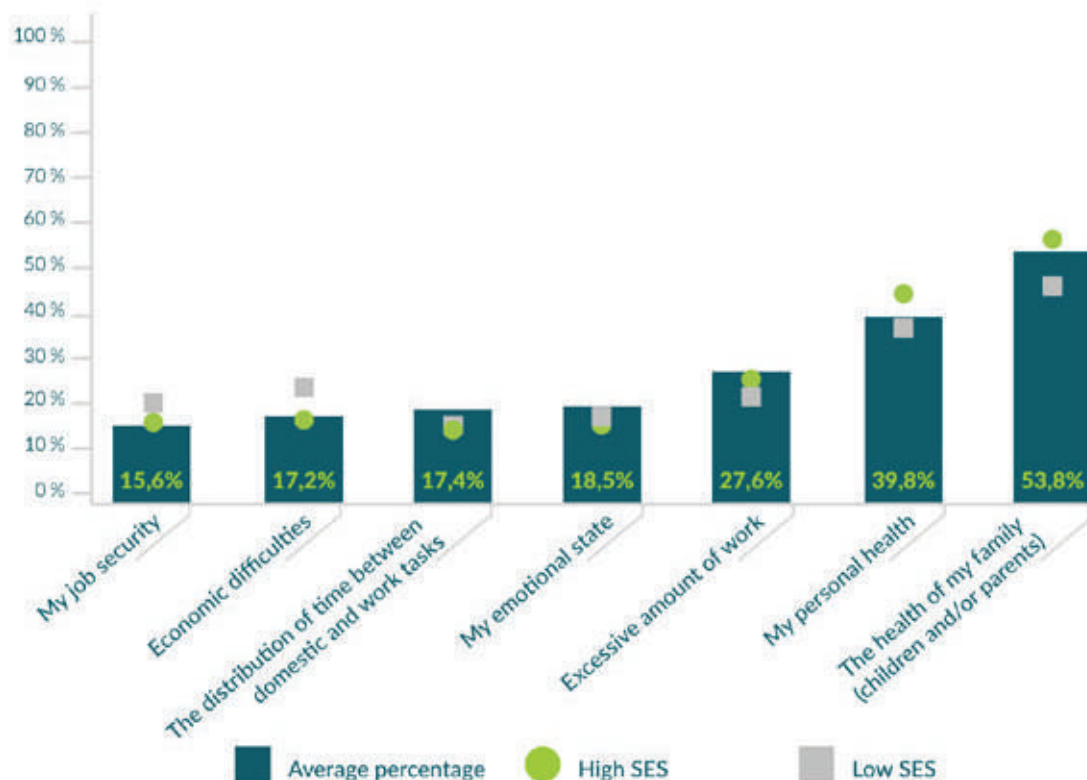
Figure 4. Student well-being: Teachers' perception of the difficulties faced by most of their students during the online learning period.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

Concerning teachers' own well-being, as shown in Figure 5, their concerns centred on the health of their families (53.8%) and their personal health (39.8%), followed by the excessive amount of work (27.6%). The first two situations are especially relevant among those working in more vulnerable contexts.

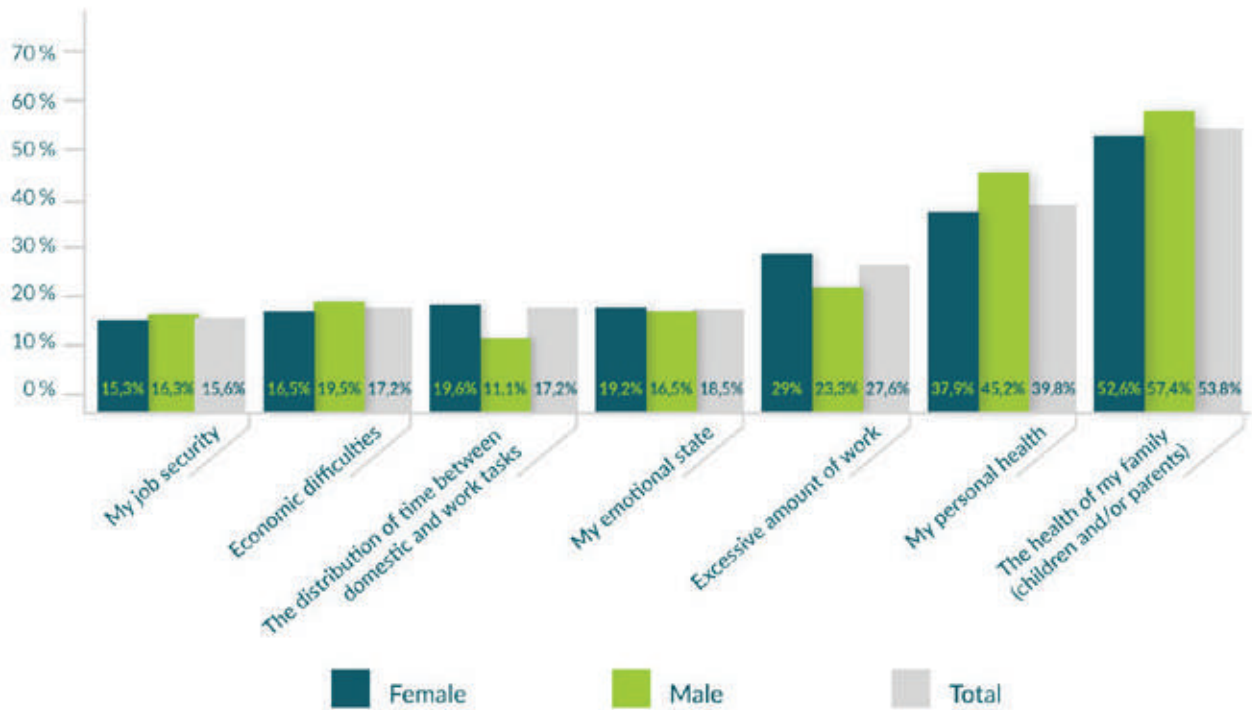
Figure 5. Main concerns of teachers during the online learning period.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

At this point, it is interesting to note the differences according to gender. On the one hand, women report a greater proportion than men of concern about the excessive amount of work (29.0% versus 23.3%), their emotional state (19.2% versus 16.5%) and the distribution of time between domestic and professional tasks (19.6% versus 11.1%). On the other hand, men report a higher proportion of concern about economic difficulties (19.5% versus 16.5%). As shown in Figure 6, these results reveal the influence of sociocultural norms regarding gender roles at work and at home in Latin American and Caribbean societies.

Figure 6. Main concerns of teachers, according to gender.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

All the above reflects the enormous complexity of the teaching role during and after the pandemic. Teachers must address not only cognitive but also socioemotional dimensions, related to their students as well as to their own professional and personal stress. Added to this are the complexities and cultural pressures related to gender roles.

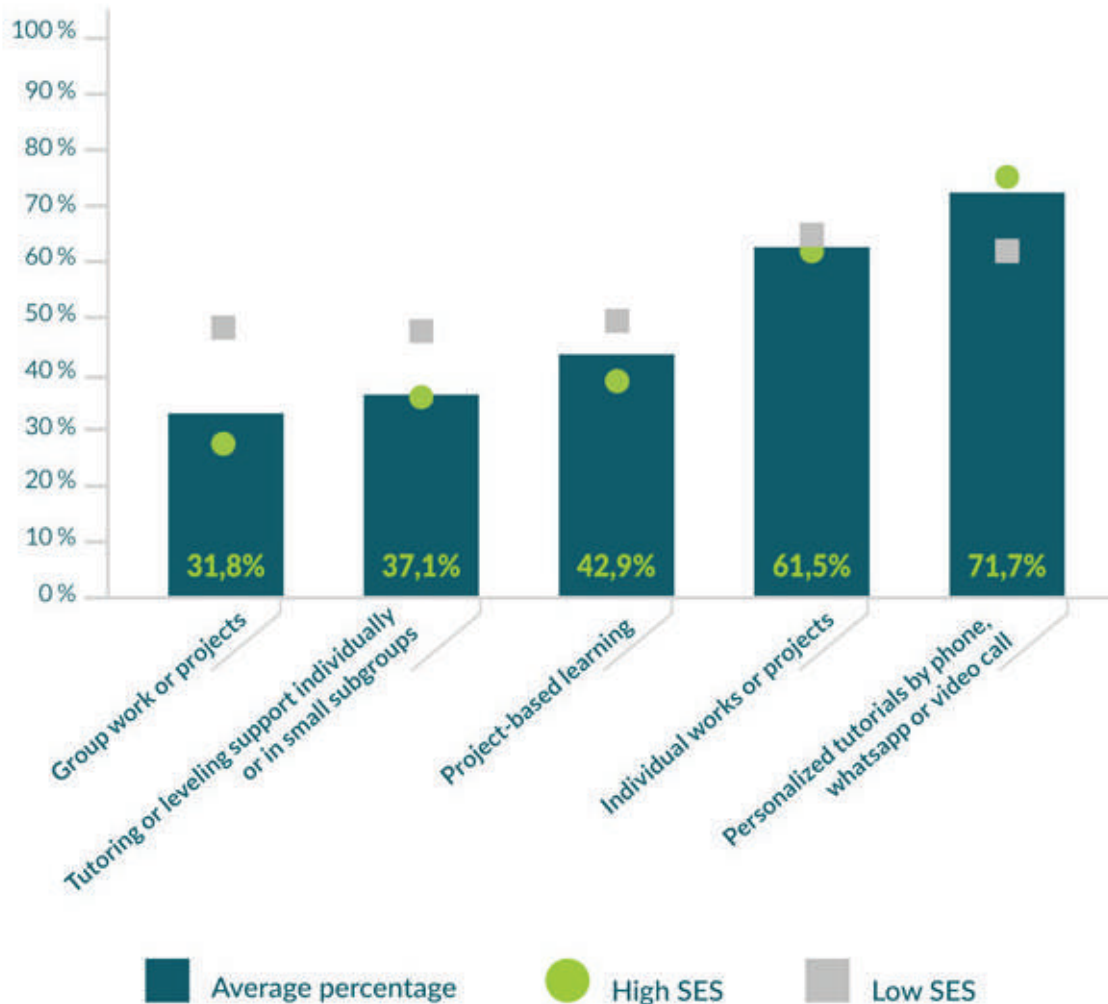
4. Increased pedagogical complexity in pandemic forces teachers to make adaptations and innovations in their practices to provide continuity to learning processes

The survey shows that teachers had to adapt pedagogical formats and practices to meet the challenges of remote teaching. **The most used formats to conduct remote classes were online classes (70.6%), educational videos on YouTube or other platforms (63.6%), and guides in digital and printed format (59.8%).** It is observed that online classes represent the most valuable tool for remote teaching. However, their availability was closely related to the capacities already installed in the countries prior to the pandemic and, in turn, directly connected to the socioeconomic resources of the students.

Complementarily, to hold online classes, personalized tutoring via telephone, WhatsApp or video calls was also used, mentioned by 71.7% of teachers as common practices. This type of resource was used more frequently (74.9%) by teachers who taught online at establishments with low SES students, where access to online classes was more difficult.

The emerging relevance of methodologies such as **Project Based Learning (PBL)**, pointed out by **42.9% of teachers teaching online**, or **Tutorials (37.1%)** is striking. In this regard, it is important to highlight the potential of this type of approach to reinforce learning in a post-pandemic context.

Figure 7. Resources and methodologies used in online learning.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

Another of the strategies strongly used, both in online education and in hybrid and face-to-face education, was the **adaptation and prioritization of curricula and content**. **On average, taking the three methods, 92.9% reported having applied this strategy**. In this context, only 13.0% of all teachers reported having fully covered the curricular contents.

All the above represents an enormous effort of pedagogical innovation with a potential that goes beyond the pandemic and can lead to the strengthening of teaching-learning practices and processes for the future of education.

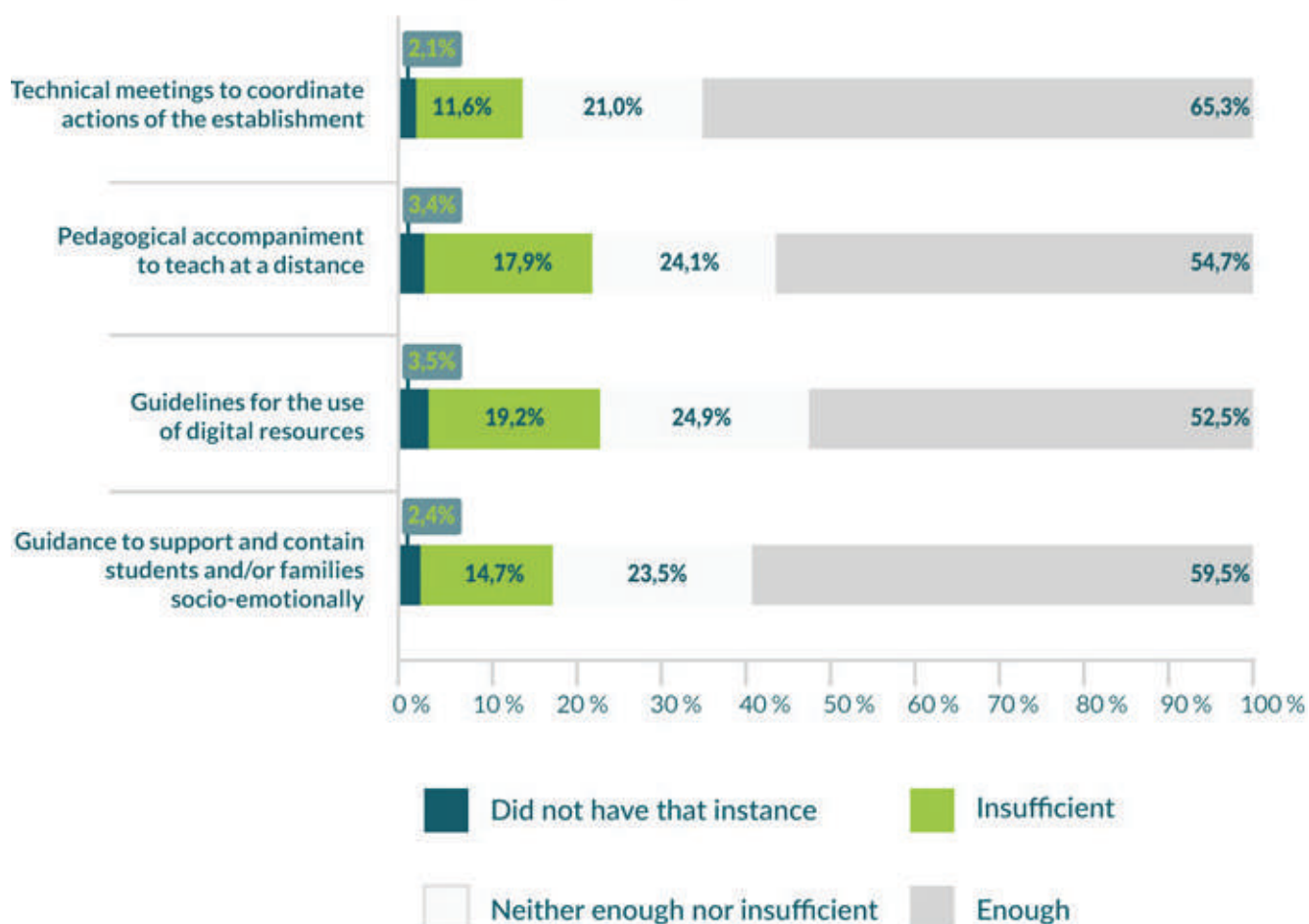
5. Insufficient ministerial and local support and accompaniment for online learning.

The survey addresses two areas related to institutional support: (a) support received from schools and management teams; and (b) access to further education.

Regarding the support and guidance received from schools and management teams, 18.6% of teachers pointed out that they were insufficient. It is worth noting that the expression of insufficient support is greater at schools with lower income students. It is important to consider that the perception of insufficient support from schools and management teams could reflect, in turn, insufficient support from the authorities to these actors.

Among the best evaluated guidelines, the “*technical meetings to coordinate actions of the school*” stand out, evaluated as sufficient by 65.3% of teachers. At the other extreme, the “*guidelines for the use of digital resources*” were pointed out as those that were provided to a lesser extent. In fact, 22.7% pointed out that they were insufficient or that they did not receive them.

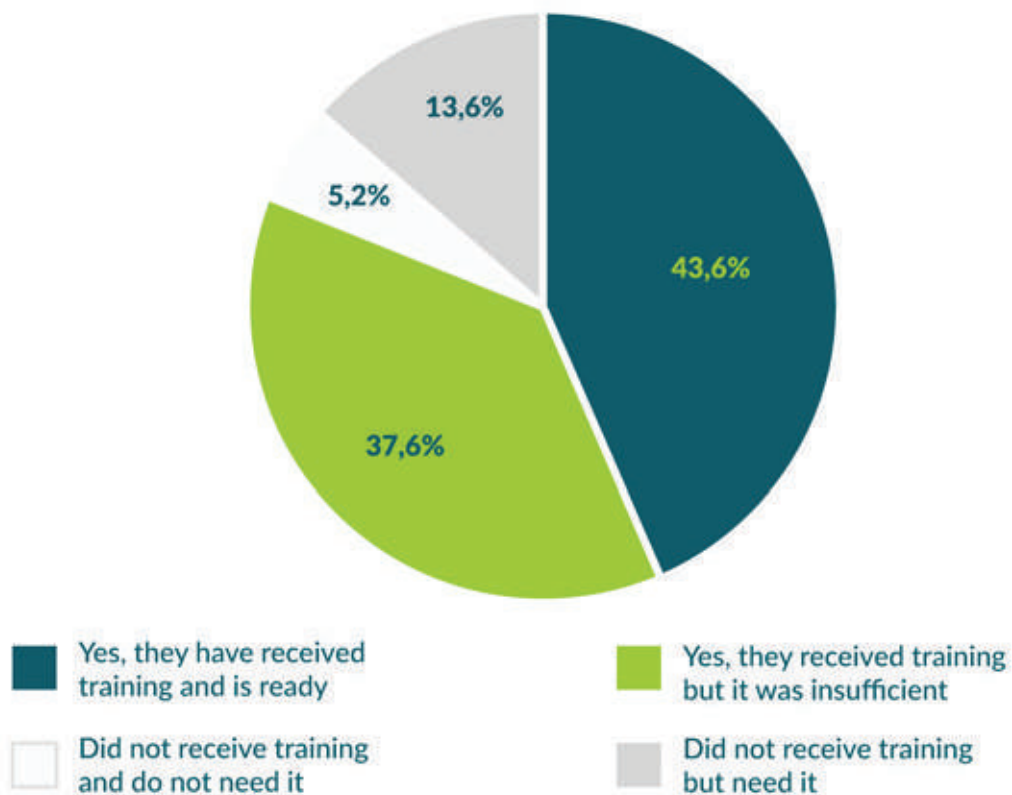
Figure 8. Support received from schools and management teams.



Source: The Teachers’ Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

Finally, concerning support for teacher professional development, the vast majority of teachers (81.2%) reported having received online education training from the Ministry of Education in their country. However, one out of every five teachers in the region reported not having received such training. On the other hand, out of the total number of teachers, 43.6% reported feeling prepared to teach online after training and 5.2% felt prepared even though they had not received such training. However, as Figure 9 shows that out of the total universe of teachers, 37.6% state that the training was insufficient. Furthermore, 13.6% state that they need such training because they have not received it. In other words, 51.2% of teachers express the need to generate more and better opportunities for teachers' professional development.

Figure 9. Education or training for online learning.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

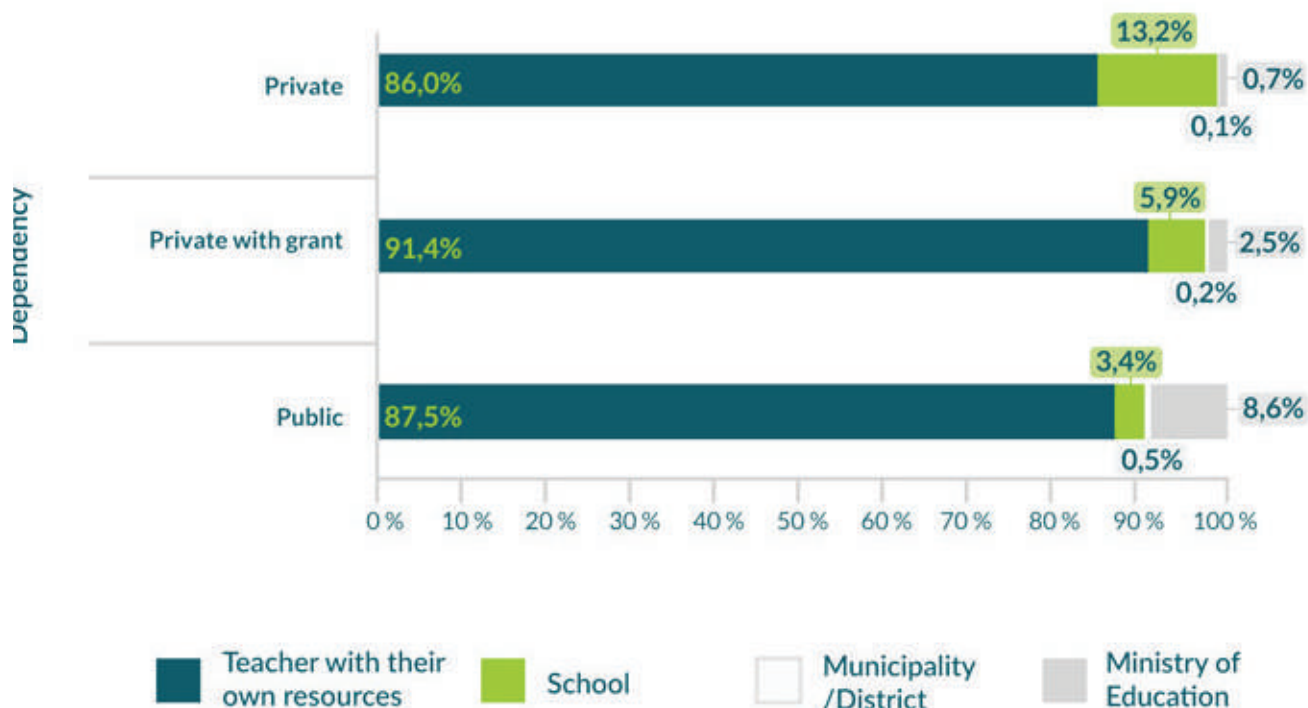
6. Insufficient access to Internet and digital equipment that prevent the continuity of education.

The survey also addresses areas related to technological resources for teachers during the pandemic: (a) the availability of technological resources and the source of their provision; (b) access to the Internet.

Regarding technological resources, **most teachers considered the resources received for online teaching to be insufficient.** In fact, 54.6% point out problems of access or availability of equipment (computers, software, mobile phones) among the main difficulties for the development of teaching work. Although 89.2% stated that they had access to computers, 87.5% of this group pointed out that they had to acquire them with their own resources. In addition, 29.7% had to share the equipment.

In this context, the insufficient provision of computers by the Ministries of Education of each country and the city halls is striking. As Figure 10 shows, in the case of public-school teachers, only 9.1% of teachers report having received a computer from the ministry or city hall.

Figure 10. Provision of computers by unit.

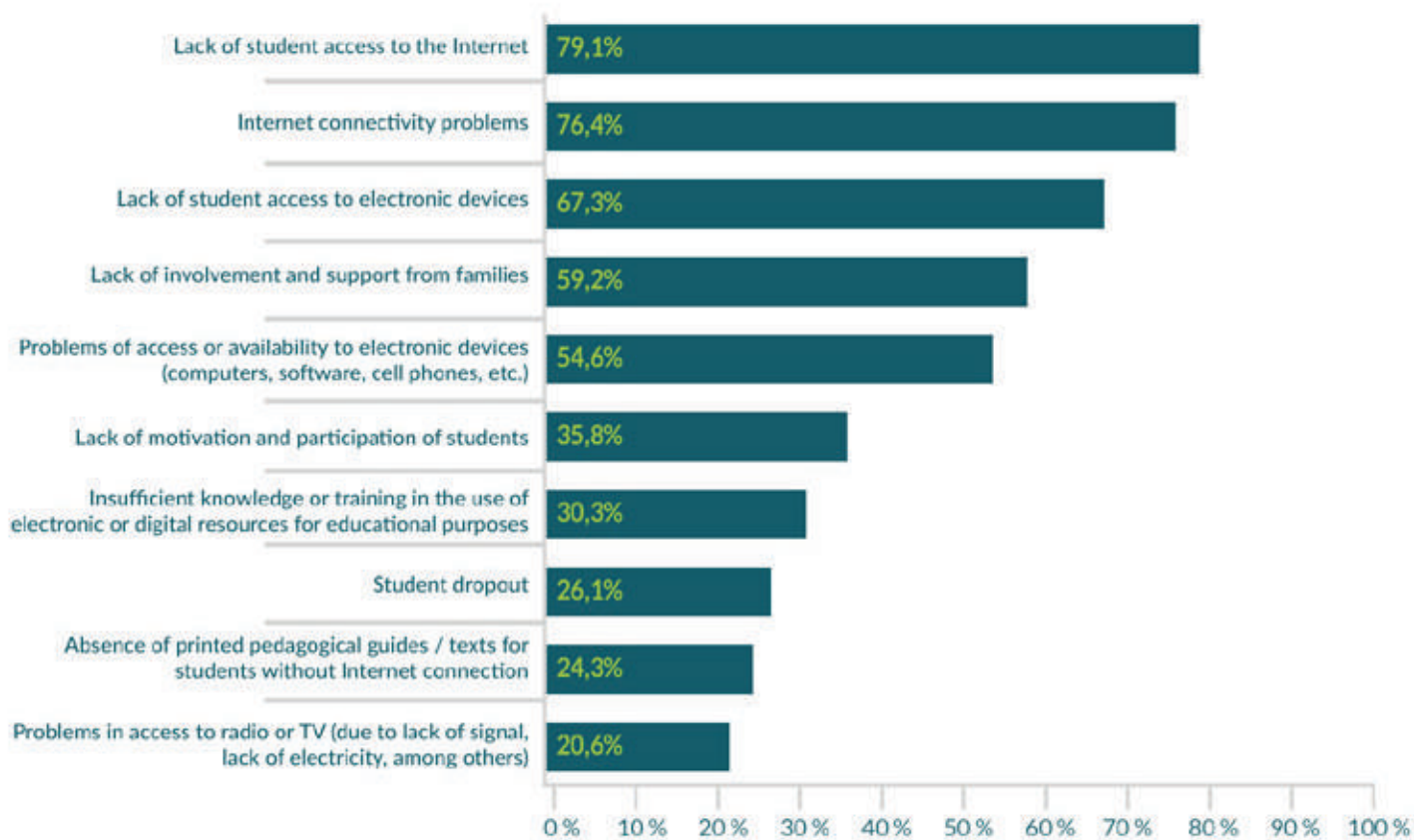


Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

These limitations also affected students: 67.3% of teachers point to their students' lack of access to electronic devices among the main difficulties in carrying out their teaching duties.

On the other hand, concerning Internet access, the quality of connectivity was declared insufficient by 22.5% of teachers, with those at schools with lower SES students being the most affected (31.5%). These limitations also had repercussions on the teaching-learning processes, the lack of student access to the Internet (79.1%) and connectivity problems (76.4%) being precisely the main difficulties mentioned by teachers for the development of their teaching tasks.

Figure 11. Difficulties in the development of their teaching duties.



Source: The Teachers' Voice. Regional Survey for Latin America and the Caribbean. SUMMA (2022).

IV. Conclusions

IV. Conclusions

The Teachers' Voice Regional Survey provides an overview of the impacts and consequences of the Covid-19 pandemic on the teaching-learning process as perceived by teachers.

The LAC region, as well as the rest of the world, is facing an unprecedented challenge after the longest educational interruption in recent times. The closure of schools affected not only some processes but also the integrity of school education, as well as the well-being of students and their teachers and administrators.

According to the survey, it is possible to identify six priority areas affected by school closures:

1. First, during the pandemic, **the general problems of access and continuity of education were exacerbated by the more structural social inequalities that affect the countries in the region.** Thus, in school contexts of greater vulnerability and scarcity of resources, there was a greater interruption of access and continuity of classes, with the right to education being violated in a very significant way. This situation deepens the educational gaps that previously existed between different socioeconomic groups.
2. A second area refers to **the loss and lags in learning. The closing of schools and the limited curricular coverage had an impact both on the learning achieved and on the learning that may be achieved in the coming years.** In fact, despite the adaptations made to address curricular content, there is a significant learning gap. This presents a general challenge of levelling in the short and medium term.
3. A third area corresponds to the **relevance of the socioemotional dimension in the well-being of teachers and students.** The pandemic and social isolation negatively impacted the well-being of school communities, emotionally overloading students, teachers, and administrators. Teachers had to deal not only with their own emotional and family problems, but also had to intensify their role as a container for the emotional difficulties of students and their families. This highlights the complexity of the role of teachers and schools, both in their pedagogical and socioemotional functions, making it even more urgent to generate self-care measures and support for teaching and management teams.
4. The fourth area refers to the **importance of pedagogical innovation capabilities to face this unprecedented situation.** The pandemic mobilized school communities to innovate and generate new practices or to rescue others that were not so widespread, such as project-based learning (PBL), curricular adaptations or personalised tutoring.

The incorporation and development of novel elements in teaching, as well as the more stable introduction of technologies in classroom practices, represent innovations that can transcend the pandemic, constituting opportunities for the strengthening of teaching-learning processes in the medium and long term for the region.

5. The fifth area addresses **the need to strengthen the processes of training, support, and pedagogical accompaniment for teachers.** The survey shows that almost half of the teachers who received training considered it to be insufficient, which leads us to evaluate both the training available and the quality of these training spaces.

On the other hand, there is insufficient support received from school management teams, showing weaknesses in the supervision and support systems, which must be promptly addressed. The pandemic thus highlighted the importance of strengthening permanent pedagogical support and accompaniment, both for teaching and management teams, in order to guide post-pandemic educational processes.

6. Finally, **the importance of technological dimensions as one of the main means to safeguard educational continuity.** In this context, unequal support to schools and their teachers was revealed, with a high personal cost in terms of access to equipment and preparation, especially for schools serving students of lower SES. The pandemic also revealed the precariousness of the system in terms of the availability of digital tools, Internet access, equipment, and ICT training, among others. The limitations in these areas played an important role in the capacity to address educational continuity, especially in the most vulnerable sectors.

V. Challenges and recommendations



V. Challenges and recommendations

The results of the survey make it possible to detect challenges in different areas and levels, both in education systems and in school practices and the institutional support they can offer to teaching. These areas need to be understood from a systemic perspective in order to provide comprehensive responses to the different challenges and generate synergies between actors and institutional levels.

The post-pandemic scenario demands that education systems place students' learning at the centre of their priorities, making it urgent to build education policies based on the rigorous and responsible use of accumulated evidence in order to guide educational investment more effectively.

The following is a synthesis of the most relevant challenges that emerged from the results of the survey. At the same time, recommendations are proposed to face these challenges from the point of view of educational policy and teacher management, considering the lessons learned and experiences left by the pandemic.

Challenge 1: Recovery of learning, especially for children and teenagers who were most vulnerable and excluded from the school system during the pandemic, taking advantage of the learning provided by international evidence.

Evidence highlights especially effective pedagogical practices for learning recovery. Channelling efforts towards these strategies increases the possibilities of generating impact. The recovery of learning also requires a balanced curricular prioritisation and its consequent planning processes throughout the school period. It is also important to emphasise the diagnostic dimension of the teaching processes, which makes it possible to visualise the major lags and fundamental learning for the future challenges of each context, prioritising differentiated support for those who are most affected. Finally, it is necessary to address the numerous cases of school exclusion reported during the period of school closures, which will require the generation of retention and school reinsertion mechanisms to bring back thousands of children and teenagers who were excluded.

Challenge 2: Strengthening of support mechanisms and pedagogical accompaniment for schools and their teaching and management teams.

Comparative research suggests the need to transform school supervision in order to generate a greater impact on the improvement of learning in schools, consolidating its pedagogical dimension. Complementarily, there is a need to strengthen management leadership in order to improve its technical-pedagogical function that facilitates and promotes continuous training for teaching teams. With respect to professional development, it is necessary to move towards a greater diversification of quality training offers. To this end, the consolidation and improvement of virtual

and hybrid models implemented during this period, which made it possible to massively reach the teaching staff, is recommended. Finally, both within and between schools, it is recommended that non-teaching time be made available and that collaborative work dynamics among peers be articulated with respect to curricular planning and the design of learning activities and formative evaluation.

Challenge 3: Care and well-being of school communities, especially in their socioemotional dimension.

It is urgent to advance in educational policies of care and permanent socioemotional training that cover the different aspects of school life. A revision of coexistence instruments is also needed to safeguard wellbeing, self-care, and interpersonal relationships among students and between students and teachers. In turn, the teaching profession, which is especially in demand in this context, requires regulations that not only ensure working conditions, but also safeguard the care and welfare of school teams. On the other hand, it is essential to promote instances of dialogue and reflection on the dimension of socioemotional well-being, mental health, and harmonious coexistence of the school community as a whole. Finally, it is important to recognize that the school cannot take care of all these dimensions, and it is necessary to strengthen support networks, from an intersectoral perspective, for example, generating collaborative work with health systems.

Challenge 4: Incorporation of technology as a complementary tool in the teaching-learning and teacher training processes.

In the back-to-school period and the years to come, ICT tools have enormous potential to support learning recovery and access students who are marginalized from the school system. This is true for both regular teaching processes and online education. This requires educational policies for relevant training, infrastructure, provision of equipment and connectivity. ICTs also open up the possibility of new modalities of teacher training and support, both virtual and hybrid. At the initial training level, it is recommended to strengthen competencies to incorporate digital tools in the teaching-learning processes. Finally, it is essential to solve the existing digital divide, which is detrimental to the most vulnerable students.

Challenge 5: Strengthening a formative evaluation perspective at the policy and classroom levels.

It is important to link evaluation policies with continuous improvement policies in order to influence the reorientation and adjustment of classroom pedagogical practices. On the one hand, the use of available data should have a priority focus on timely and targeted feedback to teachers and schools. On the other hand, it is necessary to generate a better balance between evaluation and support, providing formative feedback tools to teachers and schools.

Challenge 6: Safeguard the right to education by increasing and sustaining public spending on education and its efficient use.

The multiple intersectoral needs that arose as a consequence of the pandemic, such as the health crisis, lower economic growth and the need for social assistance to the most vulnerable sectors, have had a negative impact on education spending in the region. Given the above, it is necessary to reformulate financing policies to guarantee the universal right to education and quality teaching and management working conditions. On the one hand, it is necessary to increase the resources available to cover, as a priority, the needs of educational recovery and improvement, but also those of infrastructure, salaries, technology, and socioemotional support, among others. It is also important to consider lines of financing based on the needs of particular contexts and the different SES, safeguarding greater contributions to those who need it most. It is essential to invest with a strategic view that considers international experience, for example, with respect to pedagogical practices and evidence-based innovations. This would allow a better-informed public investment and a more effective and efficient prioritization of efforts.

Challenge 7: Generate an ecosystem of innovation and collaboration to strengthen fairer and more inclusive education in Latin America and the Caribbean.

The pandemic highlighted the importance of collaborative work to better the problems and gaps generated address. At the level of education systems, it is recommended that a virtuous dialogue be established between countries regarding the national initiatives that have been promoted for remote education and the strategies that are currently being implemented. It is essential to promote regional spaces between Ministries of Education, universities, study centres, schools, and other relevant actors of the educational ecosystem, in order to generate and transfer knowledge and innovations for the transformation of the educational systems of LAC.

The set of challenges and recommendations outlined here highlight the growing complexity faced by education systems in the region. In this context, it is important to highlight the commitment and resilience of school communities, which represent a valuable resource that should be considered as a basis for the development of sustainable educational policies and practices in the long term. To this end, it is essential to connect the design of public policies with the voices of the territories.

In a world of continuous change, beyond the pandemic and its consequences, the Regional Survey The Teachers' Voice rescues those experiences and lessons learned that have marked the work of teachers and that represent opportunities on which to build the education of the future, fairer, more inclusive and of higher quality.

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