

# Event Report

## First Regional Workshop on Innovation in Teacher Training

October 25 & 26, 2018

Bogotá, Colombia

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### 1. BACKGROUND

The Regional Program for the Development of the Teaching Profession in Latin America and the Caribbean (PREDALC) has established as its primary objective to guide and support the development of innovative initiatives in the field of pre-service and in-service teacher training. The Program was launched during the Forum of Authorities of Higher Education and Teacher Training in Latin America and the Caribbean by 24 Latin American & Caribbean countries in attendance, the World Bank (WB), the Organization of Ibero-American States for Education, Science and Culture (OEI), the Development Bank of Latin America (CAF), and the Organization of American States (OAS) which took place in Buenos Aires, Argentina in December 2016.

As part of the program, the Call for Innovative Experiences 2018 was launched, through which PREDALC aimed to document, select, and disseminate ongoing teacher training initiatives in the region, from a transformative perspective. In this direction, the call sought to promote regional experiences that brought together innovative components in the pre-service and in-service training of teachers in various socio-economic and geographical contexts.

The themes of the call included: Initiatives to attract and retain good students; frameworks of training guidance; training modalities; capacity development of the teaching staff; assurance of the quality of teacher education and training for early childhood care. A total of 108 initiatives from 17 countries were received through the online platform <https://desarrollodocente.org/>.

The proposals were reviewed by regional experts appointed by the Technical Committee. Finally, based on the evaluations, the committee selected 33 proposals, which comprise the repository of innovative initiatives and can be found on the PREDALC website.

### 2. DESCRIPTION OF THE EVENT

In collaboration with the National Ministry of Education of Colombia, the first Regional Workshop on Innovation in Teacher Training took place in Bogotá, Colombia on October 25 and 26, 2018. This workshop recognized the 33 proposals selected in the 1<sup>st</sup> Call for Promising Innovations in Teacher Training in Latin America and the Caribbean. The main objective of the Workshop was to discuss, exchange, and reflect on

the advantages, challenges and the determining factors of the replicability of innovative interventions. Among those attending the event were representatives of the selected projects, technical experts, NGOs, academics, teachers of teacher training institutes, multilateral organizations and other key actors that were part of the selection process. The workshop consisted of two instances of exchange and debate: panels in which the 13 outstanding interventions selected by external evaluators participated and a session in which representatives of all the interventions presented posters summarizing the main features of innovative interventions which promoted idea generation among the participants. In the following sections, the notes, comments, and ideas expressed during the workshop are presented.

### 3. OPENING AND PRESENTATION OF THE PROGRAM

In the opening remarks and a presentation of the Regional Program for the Development of the Teaching Profession in Latin America and the Caribbean (PREDALC), various topics related to the objective of PREDALC were mentioned. In this sense, the Adviser of the Office of the Minister of the National Ministry of Education of Colombia referred to the importance of learning from past experiences to forge a better education for the countries of the region. Similarly, he said that the massification of innovative experiences should be a key objective, as well as the search for new projects that transform environments in all disciplines and areas of knowledge.

Carlos Zuluaga, representing the Organization of Ibero-American States for Education, Science and Culture, referred to the need to emphasize the cognitive aspects of educational innovations, but not as the only relevant pillar of these innovations. On the contrary, he argued that the process of dignifying and motivating human beings is vital in the process of preparing individuals for a global stage. To achieve this, the representative of the OEI noted that it is imperative to exceed the cognitive to include values and consider cultural components as well as socioemotional skills. Taking into account the aforementioned, he mentioned that the selected initiatives have the potential to consolidate the region, transcending the economic aspects, and placing the emphasis on the human being as a subject of rights, with subjective interdependence with all its environments and in all its capacities.

During her speech, Bibiam Aleyda Díaz, Specialist in Education, Department of Development Projects, Development Bank of Latin America (CAF) stressed that in the face of challenges, the need for the current educational situation presented in the region, quantity and quality educational experiences in Latin America and the Caribbean must increase their effort to ensure access, especially in early education, as well as assisting individuals to complete the cycle of secondary education with an emphasis on the populations with fewer resources. She affirmed that even though educational coverage is now almost universal, there are still significant gaps regarding access and permanence directly linked to social class. In this sense, the inequality gap persists. This is evidenced by regional and international educational assessments (for example, by the standardized test results) which show that 2/3 of the students in Latin America do not achieve basic levels of expected achievement. In the region, academic results are highly conditioned by the socioeconomic status of students. It is therefore important to note programs like PREDALC, which aim

to improve and innovate initial and continuing teacher training, actions that are key to improving learning and educational achievement for students in the region.

Regarding the initiatives for this improvement, Omar Arias, Manager of the Global Knowledge and Innovation Team of the World Bank, highlighted several actions that can strengthen the retention of good teachers by promoting the incentive to the profession. Among these actions, he referred to PREDALC, as it is an initiative that aims to collaboratively promote a national and regional innovation agenda in teacher training and that emerges as a source of inspiration for other educational actors in terms of replicability. In accordance with the results of the first call for proposals, he maintained that they were satisfactory in terms of quantity and quality. Along this line, he stressed that the selected projects contributed not only lessons learned, but also they identified challenges in the different levels of action (for example: directive, teacher, in the initial formation of teachers and professors). He also maintained that after this first call it is foreseen that the school of the future is, inescapably, a long-term investment. This is because the results and change in education does not happen immediately, which is challenging in terms of political actions. For these reasons, he explained that educational innovation must be seen as a long-term investment and in this sense, we have to think about how innovation will be relevant from here to the future.

In conclusion, the speakers agreed that the school as a teaching institution, teaching as a profession, as well as teaching training programs and institutes should transform in the face of the challenges mentioned. Likewise, changes in the nature of the world of jobs should be taken into account when planning educational activities.

To finalize the introduction to the workshop, Dr. Javier Botero made the presentation of PREDALC. He began his presentation with a review of the program where he explained the origin of the program and how it was consolidated by involving strategic allies for its development. Then, Dr. Denise Vaillant gave a keynote address on innovation in teacher education, defining it as a complex problem that involves investment in education translated into policies, the involvement of diversity of actors whose results will be seen in the long term.

In the next sections of this document, the main topics discussed in the panels are presented, as well as the comments made by the participants of the innovations selected during the poster session.

#### 4. SUMMARY PANEL 1: *WHAT ARE THE DETERMINING FACTORS OF SUCCESS IN AN INNOVATIVE INTERVENTION IN TEACHER TRAINING?*

The first panel of the regional workshop took place on October 25 and consisted of Pablo Bayas from the Ministry of Education of Ecuador; Sandra López de Godoy from the Higher Institute of Education Dr. Raúl Peña, Paraguay; Aline Dorneles from the Federal University of Rio Grande, Brazil; and Cintia Ortiz Blanco, from the Benemérita Escuela Normal Veracruzana "Enrique C. Rebsamen," Mexico. This workshop was moderated by Luisa Gómez Guzmán, president of Fundación Compartir.

The main objective of the exchange among the participants was to explore the determining factors that influence the success of an innovative teacher training intervention. The representative of the proposal presented by the Ministry of Education of Ecuador stressed that one of the most important factors lies in the importance of generating innovative experiences as a whole, which allows for the problem of the teaching profession to be addressed in isolation. The representative also explained the need to focus on innovations in each context and specific territory, in order to generate contextually relevant capabilities that give voice to teachers and students, and questions bureaucratic logic which many times slows educational transformation. In this direction, he stressed the need to raise innovative projects at the level of public policy within the ministries, creating fixed figures of teacher mentors, not as temporary roles, but as permanent and institutionalized roles. Therefore, he said, that the supports are key, both locally and internationally to achieve this end.

The representatives of the Higher Institute of Education Dr. Raúl Peña, Paraguay and the Federal University of Rio Grande, highlighted the need to amass a network of Ibero-American and Latin American research that leverage stories of teachers' experiences within the classroom, with a focus on educational theories. Consequently, the need for teachers to have the space to write about their practices as a way to reflect on them. Through these stories, the educator can evoke a training process, in which he/she has the ability to reflect, exchange with peers, build networks, and gain feedback on their educational practice. Reflection, as a final part of the records of an experience, can become an important tool that, in the hands of a teacher committed to his/her work, encourages collaboration and interaction and promotes the socialization of the process of change and innovation.

Another of the determining factors mentioned in this panel by the representative of the Benemérita Escuela Normal Veracruzana "Enrique C. Rebsamen," and also highlighted by the other panelists was the notion of situated accompaniment, with special emphasis on the diversity of interests and strength of each teacher. This allows for a guided training process and the linking of mentoring processes with educational intervention projects that impact directly in the classroom. As mentioned, and dissemination component was a constant topic in this panel and alluded to a need to promote spaces in which innovative experiences can be presented and published so that other colleagues are aware of what is done in various classrooms, and thus propagate the enthusiasm to take action and to transcend. The mention of the added value of innovation in relation to political leadership was also highlighted. The panelists agreed that it is critical for the reform and continuity of the projects.

As for the value added of the innovations presented in this panel, the representative of the Higher Institute of Education Dr. Raul Pena, Paraguay stressed the importance of future teachers learning from other cultures, thus promoting meaningful learning, critical thinking, and problem solving. The premise was that if we have wanted all students to develop these skills, these skills must be an integral part of their initial training. In this context, it was mentioned that horizontal training is seen as an essential value for the teacher to feel welcome and heard. For this to be possible, she held that it is necessary to generate and enhance spaces like PREDALC, where teachers have the ability to share their pedagogical practices. In this

regard, the representative stated that the ultimate goal is that educators feel valued beyond compensation, and generate opportunities for teachers to become protagonists and researchers in their classrooms.

Extending the previous point, the representative of the Benemérita Escuela Normal Veracruzana "Enrique C. Rebsamen," maintained that to achieve success in innovation the accompaniment in intervention processes and training with mentor teachers, is essential. She also added that it is essential that these mentors can then return to the classroom and work with the students. In relation to this point, the intervention in the classroom becomes more significant. In this way, the accompaniment promotes teacher reflection, and not simply based on providing strategies, but it has, as an objective, that the teacher reflects on his/her pedagogical practice, becoming managers of the process. All panelists agreed that for this to happen, cycles of public policies must be started that remain beyond political administrations and that allows for the Improvement of the phases of innovation from the beginning, design, monitoring, evaluation, and readjustment. The panelists also agreed that public opinion and future risks included financing, a particular concern because projects are subject to macroeconomic conditions; the importance of good management to sustain and scale; and the risk of believing that innovation is an individual job and can be successful without generating partnerships. In this direction, it was stated that future challenges include: the need to expand the network to other states, institutions, and teachers. Some participants highlighted their concern about not having institutional support and that very few colleagues join the innovations. Others highlighted as a prevailing challenge, achieving institutionalization. That is, that an experience does not only develop in a classroom, if not addition, it is necessary for authorities and educators to sow and inspire others.

The synthesis, elaborated by the moderator in charge of the panel, highlighted the importance of generating strong alliances among educators in the region; the need for interaction with peers that transcends the institutional; generate a participatory and flexible curriculum, and training that arises from responsible research that takes into account the needs of teachers in service. In addition, emphasis was placed on the essential aspects of the situation, the approach to the teacher, the generation of a horizontal process of teaching and learning; and the importance of training teachers who are authors and protagonists of educational changes.

##### 5. SUMMARY PANEL 2: *WHAT ARE THE MAIN CHALLENGES FOR SCALING INNOVATIVE INTERVENTIONS IN TEACHER TRAINING?*

The second panel of the workshop took place on October 25 and was composed of Viviana Gómez Nocetti from the Pontificia Universidad Católica, Chile; Marcilio Dias Henriques from the State Institute of Education of Juiz de Fora, Brazil; Ginia Montes de Oca from the National Institute of Teacher Training, Dominican Republic and Diana Liceth Martínez Verdugo from the National Open and Distance University, Colombia. This workshop was moderated by Gloria Calvo, Honorary Professor of the National Pedagogical University, Colombia.

The main goal of this panel was to identify the challenges to scaling innovative experiences of teacher training. In this sense, the main idea on which participants discussed was how to move from innovation to generalization, to try to ensure continuity of the innovations and so that they can eventually be applied broadly in an effective and relevant way.

The panelist representing the Pontificia Universidad Católica, Chile stated that the conditions and requirements to move from a specific project to a project scaled at the national level requires that the involved actors be trained to understand the problems and challenges of the school and society as a whole, addressing issues of social justice and equity. Another of the conditions mentioned by the panelist emerged from the possibility of sharing the innovations with other educators, academic units, authorities of the training centers, and doing so as part of the central curricular activity, and not as an extension or extra activity. In this line, the representative of the National Open and Distance University of Colombia added that in order to scale a project there must also be a passion for it and a clear focus on the reality that teachers live. In this sense, it is important to initiate projects with leaders from different regions that begin with the inquiry about what teachers in each region need, since each context requires specific social and work conditions. Similarly, the panel agreed that projects must focus on diversity, so that they are meaningful, searching for tools so that the projects reach all areas of the country.

Also, the panelist stressed that in order to maintain the intervention at the national level, material resources such as connectivity and technology are also essential. The creation of networks between universities and educational centers was mentioned as a transcendent point in conjunction with the formation of peers within educational institutions.

The representative of the National Institute of Teacher Training, Dominican noted that there are several challenges, such as the lack of clear educational policies And scarce budget allocated to resources. In relation to teachers' beliefs about scalability, one of the most important challenges identified by the representative was the conceptual change of the perception teachers have of their students. This conceptual change can only occur if projects favoring the creation of meaningful networks that promote autonomy in teacher training are enabled.

The panelists insisted that the concrete actions that could be taken to transform innovation into a long-term policy involve adding strategies to pre-service teacher training, and creating clear guidelines that indicate which they are the most important elements that one wants to approach from public policy. In addition, there was agreement on the importance of dissemination to promote scalability. In the panelists' opinion, dissemination demonstrates and systematizes the results of the intervention and makes that evidence visible; it also ensures that the intervention is carried out in a planned and progressive manner. In this regard they stated that innovative actions are an investment that requires time, continued discussion and planning, and as emphasized by the representative of State Institute of Education of Juiz de Fora, Brazil, a synergy between teaching and research and the creation of instruments that can measure the results of innovation.

In summary, this panel stated that the steps to scale innovative experiences in the countries involved require an economic, social, educational, and emotional component. The latter considered as a vital part that manifests in a level of commitment to the interventions. The panelists and the moderator also agreed that it is crucial to read the contexts, meaning that scalability involves much more than replicability.

#### 6. SUMMARY PANEL 3: *HOW TO REPLICATE / ADAPT AN INNOVATIVE TEACHER TRAINING INTERVENTION?*

The third panel of the workshop took place on October 26 and was composed of Fernando Giménez Zapiola from the Varkey Foundation, Argentina; Susana López Malo from Teach for Mexico, Mexico; Leonor Huerta Cancino from the University of Santiago de Chile, Chile; Macarena Pérez Supervielle from the Crear Vale la Pena Foundation, Argentina; and Hernando Bayona Rodríguez from the National Ministry of Education, Colombia. This panel was moderated by Margarita Peña, Academic Vice-Rector, Jorge Tadeo Lozano University, Colombia.

The main objective of the panel was to discuss and identify the characteristics in their innovation projects that could generate interest from other countries and regions. In this sense, the participants agreed that one of the main characteristics to generate interest in their innovations lies in their disruptive features. These features, they said, have the potential to generate resistance to traditional models, not in an abrupt way, but through the establishment of a small project, which initiates a transformation. This implies assuming responsibility, and in conjunction with the community, sharing leadership of transformative projects.

All the panelists agreed that, while an innovative project may be attractive to other countries and regions, each one should carry out a process of contextualization and adaptation. To achieve this, the representative from the University of Santiago de Chile emphasized that it is imperative to build a community of learning practices and define an action plan to advance the project.

Among the attractive features of innovations, the panelists highlighted the inclusion of everyday practices in the context of teacher training programs. In the same way, the possibility was mentioned that the students of teacher training can choose to take courses in other universities inside and outside their countries, and generate practices that facilitate a progressive induction to teaching. For this purpose, they can, for example, create teacher networks that train colleagues thus promoting cascade training, develop learning communities where all learn about issues and concerns shared.

The representative of the Varkey Argentina Foundation explained that the conditions that the participants considered important to apply or replicate an innovation in other countries were, first of all, the will and the commitment. Secondly, he referred to the need to contextualize and generate new monitoring models, together with a distributive leadership. The representative of Teach for Mexico stressed the need for ensuring the continuity of professionals and promoting international exchanges. All

the panelists and the moderator agreed that in order to inspire others to replicate an innovative experience, it is essential to make a clear analysis of the target population, both teachers and students and managers, to seek financing for the execution of the project, to articulate actions that promote sustainability, find ways to reward participants, as well as create guidelines that motivate them to remain within the innovative program. The representative of Fundación Crear Vale la Pena Foundation pointed to the development of issues related to establishing concrete and strategic alliances with community actors. In relation to this, the panelist stressed the need to create agreements between ministries, foundations, and companies because adding different actors can be key to sustain a project.

The representative of the National Ministry of Education of Colombia stressed the importance of a practice innovative, accompanied by research to measure the impact, understand what practices work and what does not, then redesign the program. Complementarily, he argued that research with an evaluative purpose can have a strong impact on reengineering of programs in terms of funding, he stressed the need for commitment of long - term investment favoring institutional trust and necessary support to spread the impact and establish new allies. These allies must come from all systems, including, but not limited to: teachers, ministers, and the community. This, he said, would promote the generation of cross-cutting and multilateral alliances .

In summary, the panelists and the moderator highlighted and agreed that the selected projects can suggest and contribute to the replicability of the experiences. For this to be possible, they stated that it is important to secure a source of financing. To this end, the panel suggested showing and making the results visible, effective communication, a common goal, confidence, and achieving the objectives. Finally, the panel mentioned, as a first step, to explore if that network or innovative project is operated in the country or in the region. For this to be possible, however, disclosure of experiences is essential. In this direction, it was agreed that creating international networks to learn and generate partners at a global level is a key point to replicate and adapt innovative experiences. For this end, the creation of executing units that can carry forward the replicability is fundamental, as well as the systematization of innovative programs.

#### *7. SUMMARY PANEL 4: HOW CAN GOVERNMENTS AND INTERNATIONAL COOPERATION ORGANIZATIONS CONTRIBUTE TO THE REPLICATION / ADAPTATION OF INNOVATIVE TEACHER TRAINING INTERVENTIONS?*

The fourth panel of the workshop took place on October 26 and was composed of Mónica Reinoso, Vice Minister of Educational Management of the Ministry of Education, Ecuador; Xiomara Rodriguez, National Director of Basic Education of the Ministry of Education, El Salvador; Salvador Malo, Director General of the Directorate of Higher Education of the Secretariat of Public Education, Mexico; Rita Almeida, Practice Manager of Global Education Practice in Latin America and the Caribbean of the World Bank; Bibiam Aleyda Diaz, Education Specialist, Directorate of Development Projects of the Development Bank of Latin America and Carlos Zuluaga, Deputy Director, Organization of Ibero-American States for Education,

Science and Culture. This workshop was moderated by Ariel Fiszbein, Program Director of Education, The Inter-American Dialogue.

This panel dealt with the contribution of governments and international cooperation agencies to the replication and adaptation of innovative experiences in teacher training. To this end, the interest that governments may have in adapting outstanding innovative interventions in teacher training in their respective contexts was discussed. Could the multilateral organizations support countries and territories that might have an interest in strengthening their training proposals from the outstanding innovations; and what would be the cooperation and exchange mechanisms that would allow governments and multilateral organizations to strengthen the adaptation and transfer of innovations in the region.

The moderator of this panel, Director of the Education Program of the Inter-American Dialogue began by emphasizing that the innovative projects presented represent islands of creativity and transformation. In this direction, he said that given the quality of the projects submitted and the clear tendency to innovate teachers and education managers in the region have shown, governments must reconceptualize educational leadership, not as a hierarchical and vertical action who gives orders. Rather, leadership must, independently of the conjunctural political line, aim at the transformation with the objective of promoting the autonomy of the teachers and contributing to a new vision of leadership. To achieve this, he explained that flexible and easy-to-use public policies should be created with a *bottom-up* characteristic. This involves working to invert the hierarchical pyramid that operates today and disrupt bureaucratic spaces that often slow down the transformation process. However, the moderator remarked that the achievement of this poses a challenge: breaking out of the comfort zone. He also argued that it implies strengthening cooperation spaces between governments and multilateral organizations, with the ultimate goal of adapting public policy to innovation and not innovation to public policy. For all the above, he concluded that it is key to move from ideas to the action. He affirmed that PREDALC is seen as a fertile opportunity to promote and start some of the mentioned changes.

The intervention of the National Director of Basic Education of the Ministry of Education of El Salvador highlighted the role of international organizations. On this topic, she said that they can help to create roots and scale projects that are already running. In dialogue with teachers, she said, agencies can contribute to recognizing the value of the educator as a critical being and a fundamental part of the mechanism that helps to dynamize the relationship between theory and practice. However, for all this to be possible, the representative mentioned that it is imperative that there is a counterpart that observes, systematizes, evaluates and guarantees the innovation process. Among the processes that allow generating that guarantee, she highlighted the creation and expansion of networks, the generation of updated repositories, the deepening of the investment of resources and the South-South technical cooperation in order to produce innovation that contributes to the redefining of the profession. Redefining goes beyond wages and economic compensation, and rather to professionalization that values teachers as contributors to society, strengthening their disciplinary knowledge. In this regard, she said that it is not only about

strengthening disciplinary knowledge, but about how to imbue it in the social, political, economic and cultural context.

As for the comments made by the Director General of Higher Education University of the Ministry of Public Education of Mexico, said the importance of understanding the innovation in education as a matter of many, not the few, and for that there is no single recipe. In this sense, he affirmed that there are many ways to reach the objectives, but a series of conditions must be met such as: working in learning communities, documentation, and systematization of what is done, diffusion in a relationship to the rest of the world, and value to justify the distribution of resources and the assigned budget, and the presence of specialists.

The Practice Manager of Global Education in Latin America and the Caribbean at the World Bank emphasized the importance of reinforcing and contributing to the promotion of educational innovation, which also requires solid investment in human capital to the reduction of poverty through investment in teacher quality. Of the total educational expenditure in the region, she stated, 2/3 is invested in teacher training; however, there is no evaluation of that investment. For all the above, the representative stated that it is necessary then for PREDALC to be taken as a starting point, but that the governments of the participating countries have the initiative to continue with this project. In this regard, he said that the bodies multilateral must function as mediators and promote the transition countries to continue with the project.

In her speech, the representative of the Development Bank of Latin America affirmed the need to continue the exchange of experiences that are already being implemented and to design programs that can be replicated within the country and outside it. The representative also highlighted the importance of a disruptive view when making decisions about the way in which local and national initiatives are managed. She also said that there are many actors that are participating in innovations, and therefore it is essential from now on that this participation can be translated into programs and projects and innovations at different scales. For these to be effective in terms of replicability, she said, it is essential to fine-tune partnerships and processes, as well as interactions and management mechanisms. In this regard, said that it is important that public management enable these programs to be assembled in the transformation that is taking place in the region.

Additionally, another of the contributions that agencies can make, according to the statement of the World Bank representative, is through the improvement of dissemination through the web (<https://desarrollodocente.org>). Cooperation agencies can also invest in more systematic diagnostic studies to scale. The content and structure alone are not enough, but it is important to understand the context, who has implemented the innovation, with what resources and what types of implications the project has. The PREDALC can support countries to do more and better innovations through evaluations with rigorous methodologies, feedback input, and redesign of programs and projects.

For his part, the representative of the Organization of Iberoamerican States for Education, Science and Culture said aid agencies and governments can contribute to the regional agenda of educational innovation from the public and private sphere, and from civil society, addressing the issue of the teaching profession as a public policy issue. In summary, the prominent panelists agreed that accompaniment, technical and financial transparency and institutional presence are key components. Finally, the ability to document, systematize and make visible the creativity of pedagogical practice, to linear regional expectations with the offer of teacher training and to interpret future challenges are elements that will inevitably have an impact on future generations.

#### 8. COMMENTS FROM THE PARTICIPANTS DURING THE PRESENTATION OF POSTERS

In the framework of the regional workshop, on October 25, the outstanding experiences and those identified with innovative potential, participated in a poster session where they exhibited the most salient features of their projects. The presentation of posters enabled discussion and exchange of ideas in a more informal way among the participants.

In this context, participants were interviewed informally during the poster session, in order to inquire about their future concerns and suggestions regarding PREDALC. The participants expressed their enthusiasm for the call and highlighted the importance and necessity of projects that make visible the innovations carried out in their countries, regions and institutions. Among the concerns expressed were the fear that the project will not continue and that there will be no future meetings and exchanges with colleagues.

Some suggested strengthening the platform of PREDALC as a vehicle for the exchange, generating *accountability* and peer feedback innovation projects. To achieve these ends, several participants expressed their desire to establish a system of periodic videoconferences with a moderator, as well as the establishment of strategic nodes that bring together related projects with the aim of establishing closer ties. Finally, some participants suggested conducting surveys and interviews, and the inclusion of self-reporting logs to track the evolution of innovations.

#### 9. CLOSURE OF THE WORKSHOP AND CONCLUSIONS

The World Bank representative, Dr. Javier Botero Alvarez, closed the workshop noting the importance of the event, and in this regard stressed the value of exchange and proposing innovative ideas for the region. The participants expressed their agreement to the initiative and through their exhibitions agreed that innovation should be conceptualized as follows:

- a) Inscribe in a historical, theoretical and practical context. In this sense, situated educational innovation requires a concrete praxis and planned actions that allow its viability and sustainability.
- b) Anchored in social and political foundations, which make in meaningful contexts for which it develops.
- c) Related to research as an essential mechanism for its success.
- d) Understood as a process that is carried forward with the company of others. This means that innovations cannot occur in isolation but through the formation of alliances that enable change, sustainability and replicability.

In summary, and based on the exchanges generated in the panels, as well as the dialogue with participants and authorities, the focal conclusions of the workshop about innovation include:

- The importance of abandoning the premise that educational change is something that can happen overnight. It must be understood that learning and educational change require time, both to be effective and sustainable.
- The need to continue the path of the re-conceptualization of educational innovation initiatives as an effort whose success depends on the participation of various agents and allies, and that identifies the need to create lasting connections and partnerships not only with the teachers, but also with the directors, the management personnel and the education authorities of each country.
- The value of promoting the development of teacher autonomy in their educational practices, through a democratic, participatory and reflective process.
- The importance of making interventions integrated in the context and specific to each context, instead of applying one-size-fits-all models.
- The importance of documenting and evaluating the effects and, as much as possible, the impact of the interventions to facilitate scaling up, adaptation and replication.
- The significance of conceptualizing innovation not only as an opportunity to learn about instructional practices, but also as an opportunity to discuss and reflect on the reasons and purposes of educating students, and the broader implications of the roles that the schools have in society and in the region.