

CIMA

Latin America and the Caribbean

Emma Näslund-Hadley & Angelica Rivera-Olvera

TALIS 2024 | ARE TEACHERS IN LATIN AMERICA READY FOR INCLUSIVE EDUCATION?

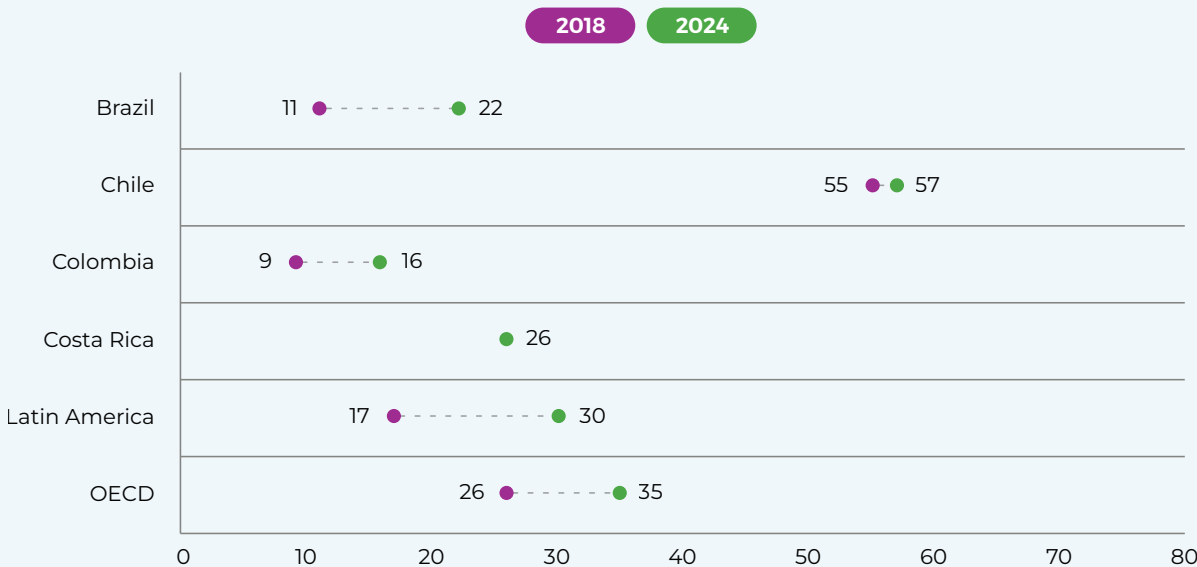
As teachers receive more training on supporting students with special education needs (SEN), these students are becoming more visible in classrooms. Data from the OECD Teaching and Learning International Survey (TALIS) 2024 show that teachers in Latin America increasingly report the presence of SEN students and that participation in SEN-related professional development has expanded rapidly in recent years. Many teachers also report confidence in their ability to adapt instruction to support these students. Yet this confidence may not fully reflect preparedness to address the complexity of inclusive teaching. Most teachers continue to report a strong need for additional training, and adapting lessons for SEN students remains a source of stress for many educators, highlighting the continuing challenge of strengthening teacher capacity for inclusive education.



Countries differ substantially in how SEN students are identified in classrooms

- **Teacher awareness of SEN students in classrooms has increased over time.** Between 2018 and 2024, the share of classrooms reporting more than 10% of SEN students rose from 17% to 30% in Latin American countries participating in TALIS, reducing the identification gap with the OECD from 9 to 5 percentage points.
- **Chile stands out in the region for the visibility of SEN students in classrooms.** 57% of secondary education teachers in Chile report having more than 10% of SEN students in their classrooms, compared with 30% in Latin America and 35% in the OECD, reflecting a stronger school screening and referral system that help ensure students with disabilities are identified rather than remaining invisible in classrooms (López et al, 2018).
- The much lower shares of teachers reporting to have SEN students in their classrooms in Brazil (22%), Costa Rica (26%), and Colombia (16%) likely reflect significant under identification of students with disabilities, which can limit their access to specialized educational support (Näslund-Hadley et al 2025a, 2025b).

SHARE OF SECONDARY TEACHERS REPORTING MORE THAN 10% OF STUDENTS WITH SEN IN THEIR CLASSROOMS



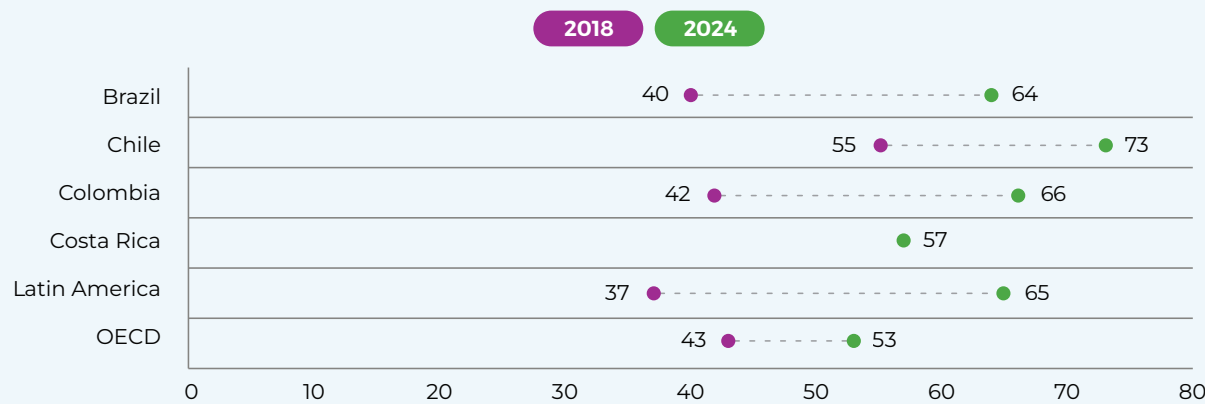
Source: Prepared by the authors based on the OECD, TALIS 2018 and 2024 Database.
Notes: Costa Rica participated in TALIS 2024 for the first time.



Training teachers to support SEN students has expanded rapidly in Latin America, now exceeding OECD levels

- Participation in SEN related training increased sharply between 2018 and 2024, rising from 37% to 65% in Latin America, reflecting a strong expansion of professional development opportunities in inclusive education.
- Training levels in the region now exceed those of the OECD. 65% of teachers in Latin America report receiving SEN related training compared with 53% in the OECD, suggesting strong momentum in building teacher capacity for inclusive education.
- Gains are visible across countries, including Brazil (40% to 64%), Chile (55% to 73%), and Colombia (42% to 66%), with Chile reporting the highest share of trained teachers.

PERCENTAGE OF SECONDARY EDUCATION TEACHERS WHO RECEIVED TRAINING ON TEACHING STUDENTS WITH SEN IN THE LAST YEAR



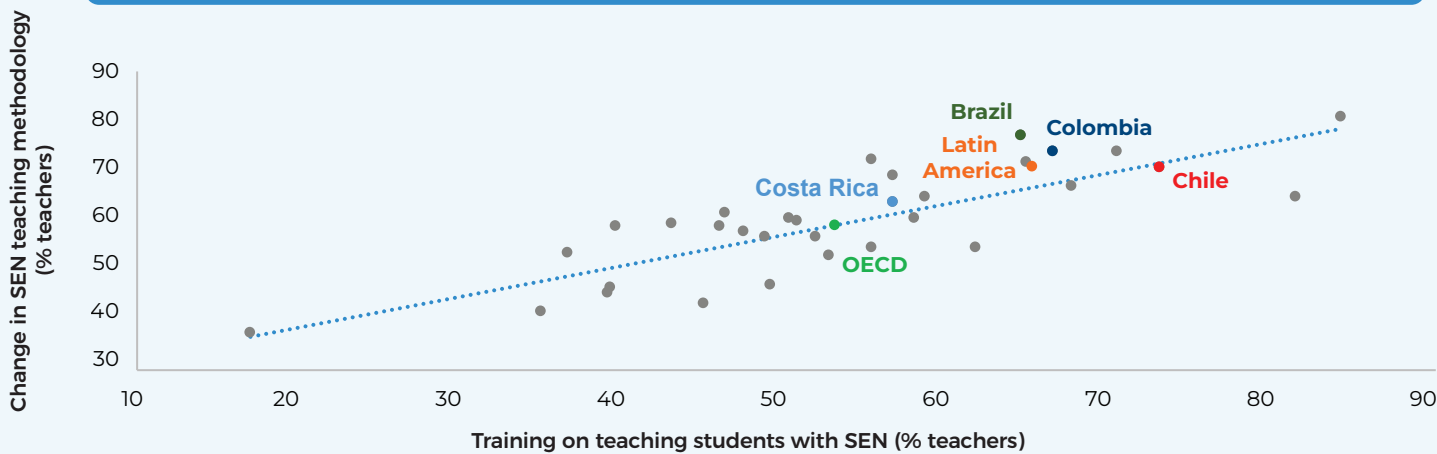
Source: Prepared by the authors based on the OECD, TALIS 2018 and 2024 Database.
Notes: Share of teachers reporting that teaching students with SEN was included in their in-service teacher professional learning activities in the last 12 months. Costa Rica participated in TALIS 2024 for the first time.



Teachers who receive training on supporting SEN students are more likely to report changes in their teaching practices

- Across countries, training on SEN is associated with higher shares of teachers reporting changes in their teaching practices to support these students, suggesting that professional development may help teachers adopt more adaptive teaching approaches.
- Brazil, Chile, and Colombia combine relatively high levels of SEN training with strong reported changes in teaching practices, placing them above the OECD average.
- These results are based on teachers' self-reports, which capture perceptions of practice rather than direct measures of classroom instruction.

IN-SERVICE TEACHER TRAINING IN SEN AND CHANGE IN TEACHING PRACTICES



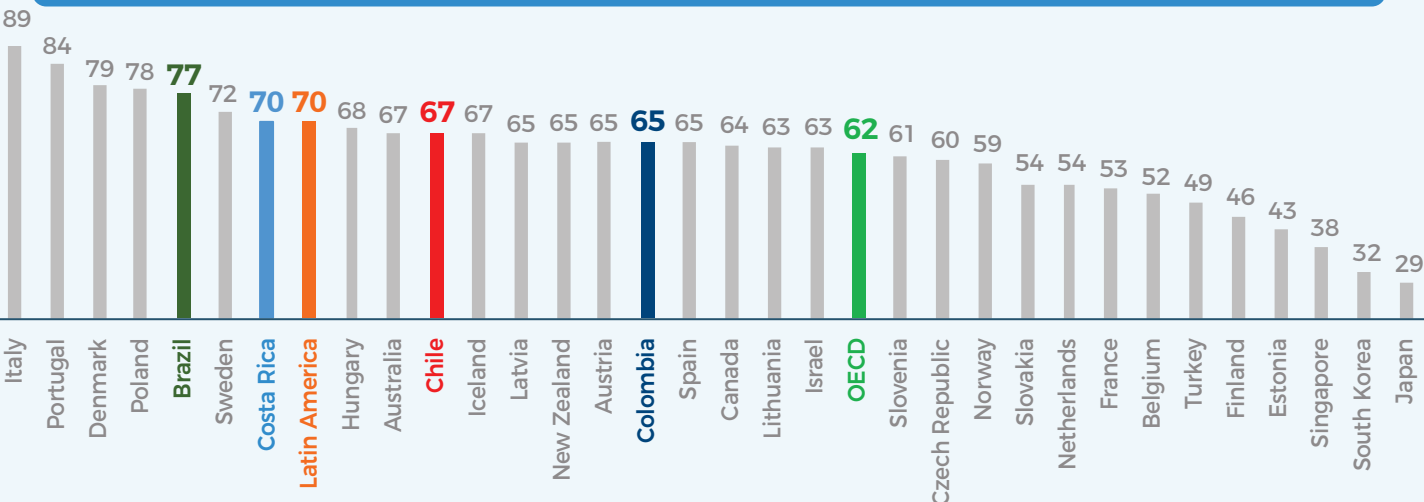
Source: Prepared by the authors based on the OECD, TALIS 2018 and 2024 Database.
Notes: Share of teachers affirming that "teaching students with SEN" was included in their in-service teacher training (x-axis) and that the "feedback received lead to positive change in methods for teaching students with SEN" (y-axis), both in the last 12 months.



Teachers widely report confidence in adapting instruction to SEN students

- Reported self-efficacy varies across countries but remains above the OECD average in Brazil (77%), Costa Rica (70%), Chile (67%), and Colombia (65%).
- Some education systems known for strong teacher preparation, such as Finland, report lower levels of self-efficacy (46%), suggesting that teachers in more mature inclusion systems may be more aware of the challenges involved in adapting instruction for students with SEN (Kruger, J. and D. Dunning, 1999).
- Together, these findings highlight the role of continued training and instructional support to ensure that confidence translates into effective inclusive teaching practices.

PERCENTAGE OF SECONDARY EDUCATION TEACHERS REPORTING SELF-EFFICACY TO ADAPT TEACHING TO STUDENTS WITH SEN



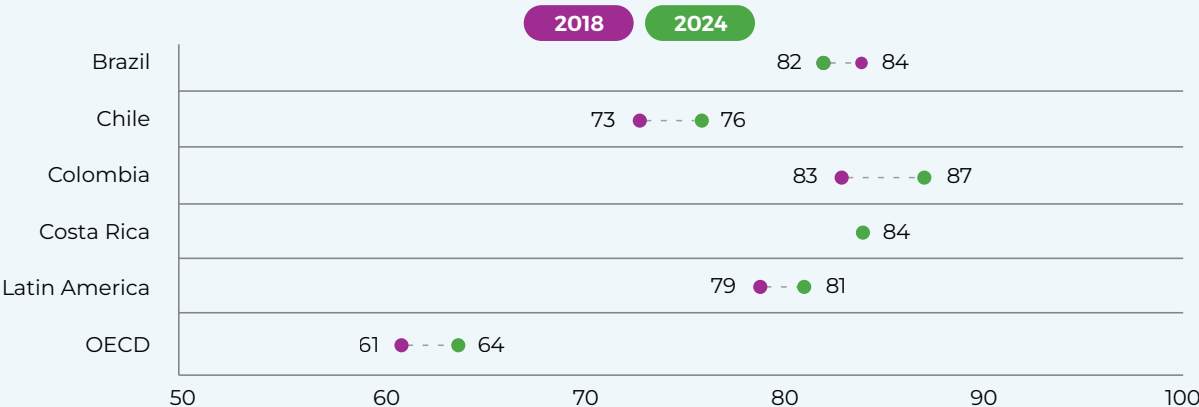
Source: Prepared by the authors based on the OECD, TALIS 2018 and 2024 Database.
Notes: Share of teachers reporting that the extent to which they can design learning tasks to accommodate students with SEN is "quite a bit" or "a lot."



Despite high reported self-efficacy, most teachers say they still need professional development to support SEN students

- In Latin America, 81% of secondary teachers report a moderate or high need for professional development in teaching students with SEN, well above the OECD average (64%).
- Country trends differ. The reported need for SEN-related training declined in Brazil and Colombia but increased in Chile, bringing countries in the region closer together as systems converge in their preparation of teachers for inclusive classrooms.
- This high demand for training contrasts with teachers' relatively high reported self-efficacy in adapting instruction for SEN students, suggesting that many teachers recognize the need for additional preparation to effectively support inclusive classrooms.

SECONDARY EDUCATION TEACHERS REPORT STILL NEEDING PROFESSIONAL DEVELOPMENT IN TEACHING STUDENTS WITH SEN (%)



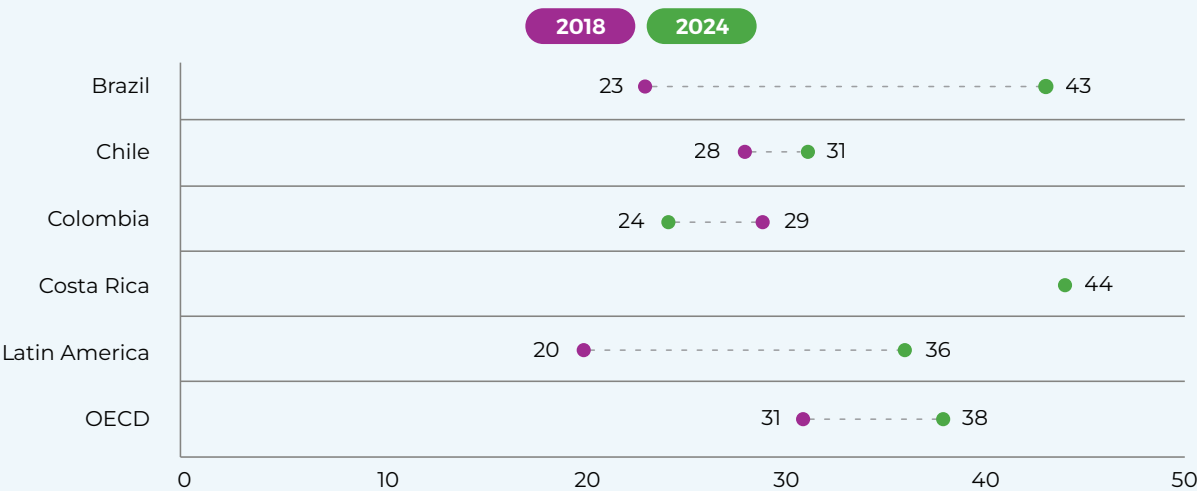
Source: Prepared by the authors based on the OECD, TALIS 2018 and 2024 Database.
Notes: Teachers reporting a "moderate level" or "high level" when asked the extent to which they currently need professional learning activities in teaching students with SEN. Costa Rica participated in TALIS 2024 for the first time.



Teachers report strong demand for training on teaching students with SEN

- In Latin America, 81% of secondary teachers report a moderate or high need for professional development in teaching students with SEN, well above the OECD average (64%).
- Country trends differ. The reported need for SEN-related training declined in Brazil and Colombia but increased in Chile, bringing countries in the region closer together as systems converge in their preparation of teachers for inclusive classrooms.
- This high demand for training contrasts with teachers' relatively high reported self-efficacy in adapting instruction for SEN students, suggesting that many teachers recognize the need for additional preparation to effectively support inclusive classrooms.

SECONDARY EDUCATION TEACHERS FOR WHOM MODIFYING LESSONS FOR SEN STUDENTS IS A SOURCE OF STRESS (%)



Source: Prepared by the authors based on the OECD, TALIS 2018 and 2024 Database.
Notes: Share of teachers reporting "quite a bit" or "a lot" when asked if modifying lessons for students with SEN is a source of stress. Costa Rica participated in TALIS 2024 for the first time.

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