Better Trainers in Virtual Scenarios

THE INTERVENTION, AT A GLANCE

This intervention seeks to improve the English language skills of young population through the development of virtual and hybrid teaching methods aimed at technical and vocational education instructors as well as trainers who teach English. This is particularly important in a context where it is not possible to conduct training in a full face-to-face setting.

WHAT IS THE CONTEXT?

In Guatemala, there is a low rate of youth employment (47%) and a high proportion of companies that are unable to source workers with the required skills (43%). One of the main causes of this gap is a skill deficiency in young people, as a result of an inefficient training system with challenges in terms of access and quality.

One of the sectors with high unfulfilled labor demand in Guatemala is the Contact Center & Business Process Outsourcing (CC & BPO) industry, which has been identified as one of the economic sectors with the highest employment generation potential for the country during and after the pandemic. However, companies in the sector have reported that the main limitation in meeting their labor demand and improve productivity is the lack of English language skills among applicants.

WHAT DOES THE INTERVENTION CONSIST OF?

- Design and implementation of a mechanism to evaluate the technical and pedagogical skills of English instructors.
- Design and implementation of a module for the improvement of instructors’ pedagogical skills in non face-to-face or hybrid environments.
- Conduct a rigorous impact evaluation to provide useful inputs for the design of non face-to-face training programs in Guatemala and the rest of the region.
WHO DOES WHAT?

• The pilot project focuses specifically on building the necessary skills of the trainers.
• The Government and the private sector will provide the necessary modules to equip trainers with the required level of English language and pedagogical skills to carry out their instruction.
• The IDB will be responsible for the design, implementation and evaluation of a teaching skills module for trainers.

WHAT ARE THE EXPECTED RESULTS?

• System for the evaluation of pedagogical skills of trainers designed and implemented.
• Pedagogical skills acquisition model designed.
• Basic information from trainers registered.
• Training of trainers implemented.
• Tracking information of trainers collected.
• Impact evaluation of the trainers trained on English skills acquisition.
• Lessons learned and recommendations aimed to adapt the intervention model for other subjects or countries.

WHY IS THIS INTERVENTION RELEVANT?

The Guatemalan population is young, and although there are various job opportunities in the country, such as call center services, the low levels of English skills in the applicants do not allow them to access these positions easily. One of the challenges the region is currently facing is the generation of the skills demanded by the market, which has become more difficult within the current scenario, making it necessary to evolve from face-to-face to virtual or hybrid training methods. On the other hand, the most important element for training to be successful is the quality of the instructors: a good instructor is required to know the subject matter well and, at the same time, have the ability to deliver it (pedagogy). This intervention seeks to shed light on efficient ways for improving the pedagogical capacity of instructors in environments that are not purely face-to-face. As such, the lessons learnt from this pilot project can also be adapted and used in other countries and subjects.

SCHEDULE

September 2021
Project approval.

First semester 2022
System for the evaluation of pedagogical skills of trainers designed and implemented.

Second semester 2022
Pedagogical skills acquisition model designed.
Basic information from trainers registered.

2023
Training of trainers implemented.
Tracking information of trainers collected.

2024
Impact evaluation of the trainers trained on English skills acquisition.
Lessons learned and recommendations aimed to adapt the intervention model for other subjects or countries.