

Investment in Education, Salaries and Working Conditions of Teachers in America



Situation Report in America II: Teachers

Investment in Education, Salaries and Working Conditions of Teachers in America



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Investment in Education, Salaries and Working Conditions of Teachers in America

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1. Introduction

The United Nations for Educational, Scientific and Cultural Organization (UNESCO) and the International Labor Organization (ILO) have built a set of recommendations regarding the situation of pre-school, primary and secondary education (1966) and on the condition of teaching personnel in higher and researchers (1997).

These instruments define rights and responsibilities of the educators (es), which serve as a frame of reference for governments, employers, unions and syndicates teachers and research bodies. Being generated by two multilateral organisms, these recommendations constitute a guide for governments that are part of the united nations system. These multilaterals ones are the instances in charge of its monitoring and since 2015 a mixed commission to update its contents was formed being the Committee of Experts ILO / UNESCO on the application of the Recommendations concerning teaching personnel (CEART), in charge of coordinating this work.

The COVID-19 pandemic has meant a new deterioration in working conditions of teaching staff in America, hit in recent decades by the offensive neoliberal of privatization, commercialization and standardization of school systems, as well as job insecurity.

One of the biggest epistemological problems facing syndicates and unions teachers in each country, is the lack of regional comparative information and analysis of trends. This limits the claim action and the unity of the workers of the education, in the midst of a corporate offensive by big capital.

This work by Otras Voces en Educación seeks to contribute to the construction of a systemic view, with dialectical analysis between the global and the local in terms of investment in education, salaries and working conditions of teachers, from a clear perspective of the world of work. We have crossed official data from governments reported to UNESCO, with which teachers unions and syndicates in America facilitated, as well as researchers and academics (as) reflected in an information collection instrument. Following the publication of this Situation Report, we will begin to publicize files by country that serve as the basis for this work, which we will feed periodically. The contributions of the Global / Glocal Network for educational quality and the Group of Contact International (GCI) have been fundamental to be able to present this study.

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We hope that this report encourages national researchers, syndicates and teachers' unions, to strengthen or initiate in-depth studies on each of the the realities we address.

2. Strong ideas of the referential framework international

It seems important to us to have as an international conceptual framework the definitions and scope of the recommendations regarding the situation of pre-school, primary and secondary teaching staff (1966) and on the condition of those ones of university education and researchers (1997). Definitions contained in these instruments with international standards serve as a reference for the development of national regulations and guide our focus to approach them.

This current situation report is a regional comparative analysis regarding what is happening in our countries in terms of investment in education, wages and working conditions of teachers, the dialectical relationship between the theoretical and the empirical, the global and the local, as well as the uneven and combined development between the dynamics of the workers of education and the political, economic, cultural and social factors that occur in territories.

For this, we have selected eleven referential categories. In some cases the available information will allow working with all these categories, in others only with some. Additionally, we analyze the available data on GDP, per capita income and wages. Of course, as a whole we are interested in capturing the international comparative trend on this topic.

2.1 The teaching profession: The 1966 recommendation establishes that “teaching should be considered as a profession whose members provide a public service; this profession demands from educators not only deep knowledge and special competence, acquired and maintained through rigorous and continuous studies, but also a sense of personal and collective responsibilities they assume for education and the well-being of the students who are in charge”(III.6)

This framework is very important because it specifies that there is a pedagogical knowledge that must be acquired by those who will work in classrooms and draws from empirical voluntarism the school work. This has been a founding framework for working and career teaching. This is especially useful in situations of labor conflict where governments often threaten to hire non-graduates, professionals from other areas and / or high school graduates.

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In addition, it considers teaching as a field of scientific and human knowledge, in permanent construction and with fields and specific areas of work. In this sense it distances itself from the old authoritarian and mechanical conceptions that value work school as a simple transfer of knowledge. Classroom work becomes a pedagogical activity that demands management of didactic, curricular, evaluative, planning, management, research, systematization and human encounter.

Contrary to the tradition that exists in some countries of the region, where the terms of "Teaching professionals" and "education workers" are mutually exclusive. recommendations seem to pave the meeting points between the two streams of the thought and action in educational public policies.

In a complementary manner, the 1997 recommendation on university education ratifies and expands the definitions of the 1966 instrument by stating: "teaching at a university education is a profession that is acquired and maintained through a rigorous effort of study and research throughout life: it is a form of public service that requires teaching staff from university education with profound knowledge and specialized knowledge; it also requires a sense of personal and institutional responsibility in the task of providing education and well-being to students and the community in general, as well as to achieve high professional levels in the study activities and research "(III.6)

This definition confirms and expands the character of an independent profession, with a knowledge own experiential and scientific basis for the development of notions such as teaching stability, career and remuneration system.

However, it does not make clear the development of the pedagogical component for the exercise of teaching work in university education, something clearly necessary. This is an old problem in which little progress has been made since the knowledge in certain disciplinary areas for the exercise of the profession teacher in higher education. Empirical evidence shows the need for initial and continuous pedagogical training for university teaching staff.

The latter demands special attention, by virtue of the fact that within the framework of the fourth industrial revolution and the route to the era of singularity, educational work and the work of school systems is pushed for a 180 degree turn, reintroducing the great capital old tensions, with the format of virtuality as a supposed hegemonic educational practice. The dialectical relationship between tradition and innovation that makes it possible to defend the right to face-to-face public education in the

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present, demands a new look from every one of the pedagogical components, especially the curricular approach, which demands pedagogical knowledge and professional training in the area. The current neoliberal offensive on the professional training of educators is actually a political and economic operation that aims to affect the stability of teachers for attacking the public budgets earmarked for teacher salaries and divert them to business with the big tech corporations. The resolution of this tension in favor of women education workers is more associated with a paradigm shift in the initial and continuous training of teachers, something that we will address in another analysis of conjuncture.

2.2. Collective bargaining and negotiations: This is associated with the legal status that the development of the teaching profession has in each country. The recommendations of the ILO / UNESCO, although they do not explicitly state it when categorizing those who work in the education sector as teaching staff, by developing the notions of recruitment collective bargaining, bargaining, unionization and job stability, make possible the evolution of national local legal norms towards the definition of teachers as workers.

The definition of public service assumed by the recommendations accounts for unequal developments in the legal framework depending on each country; while in some nations, teachers enjoy a special legal status that allows them to collective bargaining and grouping in unions, in others the definition of public servants who work in security or strategic areas that do not allow right to strike, unionization or collective bargaining. This has a correlation in the acceptance or not, of the formation of teachers' unions or permission limited to the non-union membership. In other cases, the force of the facts means that there is a transitory situation in which the unions, through the facts, exercise the right to strike even when it is not legally defined and through these mechanisms they promote collective bargaining (also in fact) with the State. The Recommendations of 1966 are clear in their legal tendency on the matter, by pointing out that "salaries and working conditions of teachers should be determined through negotiations between teachers' organizations and employers" (VIII.82).

From our point of view, the rights to organize, strike and negotiate collectively, as well as collective contracts for teachers are inalienable and in some cases constitute unreached democratic conquests that must continue in the agenda. Likewise, the notion of education workers is a legitimate aspiration of teachers, which allows the development of class consciousness.

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2.3 The workload: The 1966 recommendations establish that “when setting the working hours of teaching staff, all factors should be taken into account that determine the volume of total work of said personnel, such as: a) the number of students whom the educator has to take care of during the day and during the week; [...]; and. the time to be allowed for teaching staff to inform parents of students about their children's work and have consultations with them”. (IX.90, aye).

The concept of a full day to be paid is developed, within which it is included face-to-face tasks in the classroom, but also educational planning, elaboration of didactic materials, evaluation of tests, works and other processes, work with communities and articulation with families. In some countries this is developed with the classification of paid hours and / or work administrative; in others, only the hours of working in the classroom with students are paid, although the fulfillment of the other tasks is required, which results in the emergence of unpaid work in teaching work. In this area is displayed a paradigmatic, legal and cultural reminiscence of unpaid feudal labor under the premises of "Vocation", "apostolate" and "social commitment".

In the university sector, this aspect can acquire a differentiated treatment with respect to the permanent and temporary teaching staff, recognizing in many cases the former remuneration not only for classroom teaching work, but also for research work, extension and administrative burden.

The separation of the definitions of working conditions and remuneration resulting of the workload, among the workers of the education of first levels teaching and university and pre-university education, operates as a device of division and rupture of unity in this sector of the world of work.

2.4. Teaching stability in the position: The recommendations of 1966 in this regard, establish the need for a clear regulatory framework, as well as the role of organizations of educators for the administration of the labor regime of the teaching (VII.38). It is stated that “Professional stability and job security are indispensable both for the interest of teaching and for the teaching staff and should be guaranteed even when changes occur in the organization, as much of the whole as of a part of the school system”. (VIII.45)

The 1977 recommendation contemplates that “The ownership, when this regime exists, or its functional equivalent, should be ensured as far as possible, even when the organization of the higher education institution or system is modified, or the make

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changes to these, and should be granted after a reasonable trial period to those who meet a series of objective conditions previously determined in teaching, intellectual work or research, in the opinion of an academic body, or carry out outreach work to the community that is satisfactory in the opinion of the institution of higher level education". (IX.B.46)

These recommendations imply a social recognition of stability via having a scientific training, which also implies a teaching-learning relationship that cannot be broken abruptly because this would affect one's own educational process and the purposes of the system. Stability involves clear procedures that guarantee the right to defense which means these workers are in a legal weak position before the State. Consequently, they must be guaranteed clear and adequately typified normative processes for the regimes disciplinary actions of teachers, which must contain mechanisms of challenge and appeal, as well as inviolable procedural periods.

Even with the reservations that may be about the term, the teaching stability becomes a requirement to guarantee authentic educational quality.

2.5 Teaching career: The teaching career refers to the path of professional practice, which must contain: a. testing, selection and entry mechanism; b. duration time of professional practice; c. mechanisms for evaluating experience, seniority in the position, rank, pedagogical knowledge, permanent training; d. recognition of work research, teaching and extension; and. retirement, pension and security schemes Social; fg recognition of their labor rights and collective bargaining of the themselves, among others. These elements must be included in the regulations that regulate the teaching career in each country.

The 1997 recommendations indicate that "The teaching staff of the university education should [...] enjoy an open and equitable system of professional development, with fair procedures regarding appointments, securitization, when this procedure exists, promotions, dismissals and other related issues ". (IX.A.43.a)

2.6 The exercise of part-time teaching: The 1997 recommendations are clear in this regard, noting that in the employment conditions of teaching staff with partial dedication regime: "All necessary measures will be adopted to promote equal opportunities and treatment of female teaching staff of the higher education, [and] so that the working conditions of disabled higher education teaching staff are, at a minimum, in harmony with the relevant provisions of international normative instruments ". (IX.H.70 and IX.H.71);

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“Regularly contracted part-time staff must have basic employment conditions equivalent to those of teaching staff employed on full time “. (IX.H.72)

Something that is comparable to the teaching staff of initial education, primary and above all high school who works at part-time at the high school level.

2.7 Monitoring and evaluation: The 1997 recommendations are much more precise than those of 1966 about them. In this sense, they point out that “Institutions of Higher education should ensure that: a) the evaluation and assessment of the work of their teaching staff form an integral part of the teaching, learning and research and that its main function is the development of people in accordance with your interests and abilities; b) the evaluation of research, teaching and other academic or professional tasks performed by university colleagues from the evaluated, is based solely on academic criteria [...] f) the teaching staff superior has the right to appeal to an impartial body against evaluations that it considers unjustified “. (IX.47) ”

As we will see later, in the case of countries, for education teachers of initial, primary and secondary, there are various monitoring and evaluation mechanisms. Some focus on workplace assessments, others on testing national standards, others in combinations of these and even in some. In this case, a third-party evaluation is being proposed, either through the communities or from specialized agencies.

2.8. Number of students in class: the 1966 recommendations (IX; 86) establish that “The number of students in the classes should be small enough to occupy personally of each one. From time to time, it should be possible to gather students in small groups, and even take them one by one to give them, for example, corrective teachings. It should also be possible to gather them in large numbers, for sessions of audiovisual teaching “. However, the ambiguity of the term “reduced” has generated an uneven interpretation in each country; while in some the number of students per classroom it is around 20 in others it can exceed 40. In pedagogical terms the ideal number of students per teacher should be less than 20 students per classroom-teacher and, the smaller the number of students, the higher the potentiality of educational work.

This standard has the challenge of being updated as times of “models bimodal”teaching-learning, in unequal conditions of internet connection in classrooms, differentiated access to computer equipment, severe limitations for use of artificial.

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intelligence in classrooms, among other elements. Even more so in the region most unequal on the planet (LAC) in which 34.7% of the population lives in poverty and about 40% do not have an internet connection^{2.9}. **Paid Annual Vacation:** The 1966 Recommendations state in a clear manner that “teaching staff should be entitled to paid annual leave of a sufficient duration” (IX, 94). However, it does not make clear the length of the period vacation but the right to a rest period, specifying that yes, it must be paid. This has allowed such an uneven realization of this right in the region. As we will see later, annual vacations in the region vary by country, as well as the conditions of its full exercise. This confirms the importance of establishing a continental strategy of resistance in a context of severe reductions in rest days of the teaching staff.

2.10. **Salaries:** in this regard chapter X, numeral 115, literal c, of the recommendations of 1966 establishes that “a satisfactory standard of living must be ensured both for the staff, teachers and their families, as well as allowing them to have the resources necessary to improve or carry out cultural activities, and consequently, strengthen their professional qualifications”. This criterion is supported by the 1977 recommendation.

However, the ambiguity of the term “satisfactory standard of living” has left it up to the national collective bargaining process, the establishment of its limits and parameters. However, an update of the recommendation should advance the sense of linking this definition to inflation, cost of the basic basket, number of minimum wages among other aspects; something that in some countries and places is already achieving.

2.11. **Social security:** it is widely developed in the recommendations. Regarding effects of this study we are interested in highlighting chapter XII, numerals 133 and 134 which provide that “taking into account national regulations and in the event of duly proven shortage of teaching staff, years of service rendered by the teacher who continues to exercise his functions, after perfecting the right to retirement, should be computed for the determination of the pension, or taken into account so that these personnel are assured a supplementary pension through appropriate organisms” (XI; 133), an aspect that is complemented by stating “that the Old-age benefits should be calculated on the basis of the latest earnings received, so that the interested party can maintain an adequate standard of living” (XI, 134). It seems very important to us to seek spaces for the articulation of a regional strategy. In this sense, within the framework of the current offensive of capital against the system of retirements and pensions

3. The condition of education workers as a global sociopolitical struggle

Feudal education was based on the labor exploitation of teachers through the notions of “voluntary work”, “vocation”, “mystique” and “apostolate”. In this way, a culture of teaching personnel was socially established as a field where “spirituality”, “sacrifice” and “surrender” take precedence over material needs of education workers to have salary and worthy labor conditions.

Industrial capitalism and its school approach inherited the discourse of flexibilization and job insecurity. The concept of secularism, which separated the clergy from the leadership of schools and teaching, contained a transition between faith as a personal act and a scientific perspective. That way of placing faith on the private ground of those who exercised the magisterium made it possible to sustain the apostolate discourse. However, the scientific perspective of contents to work in schools and universities, as well as the material working conditions in the classrooms, were paving the way for the self-perception of the teaching profession as part of the world of labor.

The awareness that teachers (os) and professors (as) were taking on their situation of precariousness wage allowed to generate an ever closer encounter of men and women teachers with the remaining social struggles. The revolts and social convulsions of the post world wars, they found in the teaching profession a subject of change that enabled the development of critical awareness. This coupled with the struggles for living wages and teaching stability they were brought closer to the union and union field and to the taking of collective conscience on the condition of workers.

Aspects developed in the framework agreement ILO-UNESCO are the expression of fights and conquests of education workers with their own national particularities and a strong international linkage. They can not be considered as arrangements product of the multilateralism but valued as teacher staff conquests that had to be gathered, systematized and put as a framework of reference for the employment regimes of teachers. As these conquests still have uneven development in the countries, that is, they are not universal, it is important that all teachers know them so that they feed their vindictive agendas.

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When considering teachers enjoy stability, a career, the right to organize and collective bargaining it produces, in fact, an epistemological approach to the world of work, generating a category of workers with professional training, somewhat that extends the conception of proletarians beyond the limits of industrial production.

Therefore, it is important for education workers to become aware of their location in the world of work, overcoming the alienation that seeks to sustain the idea that they are a mystical-lay body that works the teaching activity. By being assumed in fact, as teachers, they are taking steps to perceive themselves within the historical social current for the radical change of society.

4. Collective bargaining, right of association, teacher salaries by country

Despite the international paradigmatic conquest that is expressed in the fact, the teachers have the right to autonomous organization, unionization, collective bargaining, labor hiring, the right to strike and retirement this has different expressions in the countries of the region.

The ILO-UNESCO recommendations, that serve as reference work in this report, acquire special comparative relevance for several reasons. First, these Multilateral organizations (ILO-UNESCO) are made up of official representatives governments, including the ones we are analyzing; therefore, the consensus that the recommendations contain not only reflect an ideal status, but also draw a horizon. Second, these recommendations are part of the paradigm of the progressiveness of the human rights, that is, they express the positive mobility that must be valued when studying each case in particular. That is the prism with which we approach the national cases. Third, they have been constructed and reviewed with the trade union and union organizations of the teaching staff, this is specially relevant because it promotes the culture of consulting teachers' organizations when developing rules and legal structure of the labour world in each country, something that have an uneven development in each case; although, the instance that is usually convene is International of Education (IE), one of the most important confluences of the world of education workers, but not the only one since most of the teachers' unions in the region are outside of that group.

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Fourth, it makes possible to establish the existing distances between the ideal and the real teaching world, and between the different realities present in the same region. Let's look at the force elements in each country.

Country Cases

In **Canada**, there is the right to organize and bargain collectively; this is done at the local and provincial level. The right to strike is recognized for teachers who therefore Generally occurs every 3-4 years when the collective agreement is negotiated or when the request compliance reviews and / or adjustments in working conditions. From the decade of the forties of the twentieth century the State recognizes the quota authorizations union that the affiliates contribute to the unions and that go to the fight funds and union organization. The highest salary for entry-level teachers is around C \$ 46,000 annually, for primary and secondary school in the CAN \$ 91,000 annually.

In **Mexico**, the Political Constitution (CP), in its article 123 integrates two sections, "A" and "B", of a labor nature. In the first one, for private sector workers, parastatal companies and some public institutions in a way that contemplates clearly the right to unionize workers, the right to strike, the signing, registration and deposit of collective contracts, which are regulated in the Federal Labor Law (FLL). However, section "B" created in 1963 in the Constitution Policy and regulated in the Federal Law of Workers at the service of the state of 1970, limits these rights, particularly those of collective bargaining and the right to strike of governmental workers, which affects the teaching staff of basic and upper secondary education. In fact, the National Coordinator of Workers of Education (NCEW) has managed to promote its acceptance through the facts, due to its mobilization capacity and unemployment. In the case of university teachers who are included in a restrictive section of the Federal Labor Law (LFT) they are prevented from have a national union, a national collective agreement and the right to strike.

However, the working conditions of university teachers are the result of collective bargaining processes of each institution union, process that has been reinforced by the Mexican labor reform of 2019. Mexico welcomes the International Conventions 87 and 98 of the ILO on freedom of association and collective bargaining, respectively.

In Mexico, there are no unified salaries for the university sector, but rather a dispersion typical of the impossibility of having a national union. Therefore, we will place some reference salaries of the National Autonomous University of Mexico (UNAM), the

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Universidad Autónoma Metropolitana (UAM) and Colegio de México (CM). As a reference, until the moment of preparing this report, 19.77 Mexican pesos are required for acquiring an American dollar.

At UNAM, a Full Time Professor C, earns a salary according to the tabulator maximum of 31,704.48 Mexican pesos (1603 USD), while the Associate Professor Level A, full time, with a minimum tabulation of 15,534.68 Mexican pesos (786 USD). In the case of the UAM, the Full-time Full-time Professor of Level C his maximum tabulator is 30,581.39 Mexican pesos (1,547 USD), while for Professor Full-time Level C assistant, his minimum tab is 12,343.95 pesos Mexicans (624 USD). At the Colegio de México, the SII Professor-Researcher at full time full earning a maximum salary of 42,045.15 Mexican pesos (2,127 USD) while full-time Professor-Researcher C places him at a minimum salary of 18,756.53 Mexican pesos (949 USD).

In the case of teachers of initial, basic and secondary education, the National Union of Education Workers (NUEW) is the body that has institutional recognition for negotiation and administration sharing of the working conditions of education workers, including the salary issue. The collective bargaining procedure begins with the presentation in the month of May, by the Executive Committee of the SNTE, of a list of demands that is studied by the federal government, which usually presents a counter offer that usually conclude an agreement. In general, the National Coordinator of Workers of Education (NCEW), a democratic and anti-bureaucratic current within the union, in fact, it raises demands that go beyond these agreements and these demands are accompanied with the mobilization and stop mechanism, often managing to break with the ceilings established in the aforementioned agreements.

Teachers at the lower levels of schooling fall into the category of workers at the service of the State and are contemplated in section "B" of article 123 constitutional so they do not have the right to legal strike. The NCEW has carried out strikes of labor and de facto strikes, because any legal collective action must be called officially by the union leadership, which, however, does not usually call for strikes. There is factual jurisprudence regarding the right to strike, as the NCEW has carried out massive strikes that have forced the government to negotiate and establish collective agreements.

A kindergarten teacher has a gross monthly base salary of \$ 8,671.45 Mexican pesos (439 USD) per month for 20 hours of work per week, but you can reach level D (the highest) of the teaching career with a salary of \$ 36,947.10 pesos Mexicans (1,869 USD).

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The gross monthly base salary of a primary group teacher is \$ 8,401.45 pesos Mexicans (425 USD) for a 25-hour workday per week; but if it is from Teaching career can reach \$ 29,841.40 Mexican pesos (1,509 USD).

In the case of secondary school, based on the initial code of 19 Hrs, without career teaching, for teachers with salary, code 07, hourly remuneration is of 126.10 pesos (6.38 USD), that is, a monthly salary of 9,584 Mexican pesos monthly (485 USD); with the benefits it can reach 12,821 pesos per month (649 USD), but the discounts for different concepts are 3,190 pesos per month (161 USD), that is to say in the end the net salary that the teacher receives is 9,631 pesos Mexicans (487 USD), just a little more than the base salary. The teachers who participate in Carrera Magisterial earn more, due to the economic stimulus that receive. In the private education sector, salaries are often lower.

In **Panama**, there is no law that provides for the right to strike. What the trade union organizations of the teaching profession is to invoke article 69 of the Constitution of that country that recognizes the right to strike, despite the fact that the Law has not regulated its exercise and therefore this right could not be subject to the special restrictions applicable to public servants.

Most of the teachers are grouped in guilds and not unions to be linked to professional practice and the labor world. The National Union of Workers of the Education (EWU) exceptionally has the status of a union legally recognized, although the organizations that bring together teachers the most are the Association of Educators Veraguenses (AEVE) and the Association of Teachers of the Republic of Panama (ASOPROF), among others.

Although there is no collective bargaining, the teachers' unions in that country, with a special prominence of ASOPROF, achieved through strikes and mobilizations in the years 2014 and 2016, one of the most important increases registered in the region, of more than 900 dollars a month.

The conditions for salary improvements in Panama are contemplated in Law 47, of the November 20, 1979, which in Article 2 establishes that the monthly remuneration of the educator in service will be composed of: 1) The base salary corresponding to the position in which it is classified in accordance with the condition of appointment; two) Bonuses already acquired; 3) Bonuses that are subsequently obtained; 4) Additional legally established compensations (Working in remote areas or Hard access); 5) Salary increases granted by the national government (These are given in the processes of struggles that are later recognized by Decrees).

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The current teacher salary scale of education workers in Panama, is contemplated in the remuneration table approved in 2017, modified in the following years for the increase achieved; remunerations correspond to different categories and positions. Salaries range from the starting salary of first class teachers category of 1,746 Balboas per month, equivalent to the US dollar, being able to get a salary of 2,200 Balboas per month if they count less than 38 years of service (and may be exceptionally higher). Salaries vary according to the seventy steps of the scale, these that we place are referential.

Salaries at the university are structured by teaching rank. For the full-time teachers, the base salary approved in 2014 is as follows: for Special Professor I earns a salary of 1,369.90 USD, Special Professor II USD 1,419.20, Special Professor III USD 1,468.49, Special Professor IV 1,517.79 USD, Special Professor V 1,567.08 USD, Attachment II 1,510.60 USD, Attachment III USD 1,651.45, Attachment IV USD 1,792.28, Auxiliary USD 2,140.54, Aggregate 2,396.81 USD, Holder I 3,302.88 USD, Holder II 3,640.93 USD and Holder III 3,866.24 USD. With the bonuses and complements of training and hierarchy of Titular Professor III positions can reach 6,000 Balboas / dollars per month.

In **Costa Rica**, working conditions are established in the Statute of the Civil Service, Teaching Career Law, Labor Code, regulations, guidelines, guidelines of the Ministry of Public Education, Collective Labor Agreement MEP SEC-ANDE-SITRACOME. There is the right to unionization and collective bargaining. The Collective Agreement has the character of Professional Law and governs working conditions in the Ministry of Public Education (MEP), whatever they were. Understand and protects all working people, present and future, regulated by Title I of the Civil Service Statute and the Teaching Career Law (Title II of the Service Statute Civil) and their respective regulations. It is binding on the parties, understanding as such the MEP on the one hand and the Coalition of Trade Unions, made up of the SEC (Union of Costa Rican Educators and Educators), the National Association of Educators and Educators (ANDE), the Canteen Workers' Union Escolares (SITRACOME) and the Association of Secondary Teachers (APSE) on the other; Its purpose is to establish and regulate labor relations between the Ministry of Public Education and its active personnel in the categories indicated above. The third (III) Collective Labor Agreement was signed in February 2021.

In the Public Universities, the matter is more diverse. The Trade Union Association of UNE-UNED employee (s) do so by Direct Negotiation. In the case of the UTN

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(National Technical University) was subject to the provisions of LAW 9635, Law of Modernization of Public Finance, and the teachers of that study house are not subjects of the collective bargaining agreement (CCT). That meant that they did not receive any payment additional: Salary Adjustment, Annuity and any other stimulus.

The Association of Officials of the Technological Institute of Costa Rica (AFITEC), the Union of Workers of the University of Costa Rica (SINDEU) and the Union of Workers of the National University (SITUN), are subject to negotiation and subscription of the Collective Labor Agreement, however, under the pruritus of the Law of Strengthening of Public Finances (or Law 9635) of 2018, recently it was not paid the salary incentives at the University of Costa Rica, which violates the Collective Bargaining (CCT). Therefore, on May 5, 2021, in light of this fact, non-compliance with the CCT was reported.

It is very important to indicate that public education services were attempted to categorize as strategic for the nation. There was a great struggle in order to impede the intention of some legislators present in the dialogue table promoted by the International Organization of Labor (ILO) and in which ANDE participated together with other unions in the education sector, in order to defend the inclusion of education as an essential service.

As a result of situation occurred with the strike in 2018, the law establishes in the case of education, a limitation on the duration of the strike, establishing it can only be exercised for up to a period of twenty-one consecutive calendar days or ten discontinuous calendar days; Once these deadlines have expired, workers must return to their work and, in the absence of an agreement between the parties, they must resolve their disputes in accordance with the conflict resolution procedures indicated in article 707 of the Labor Code.

Although the right to strike is constitutionally guaranteed, recently the Legislative Assembly approved an "anti-strike" bill. Measure affecting class worker when attempting to strike in services declared essential (fundamental). Within these services, the deputies of the current period, they included the Education sector, ignoring the previous struggle. In the same way Law "anti strikes" limits that no stoppage of activities can last and go longer beyond 24 hours of duration, under penalty of declaring the illegality of the same. At the moment the trade union movement, has filed a lawsuit before the Constitutional Chamber, in order to that this highest body declare the unconstitutionality of said law.

The sale of each US dollar in Costa Rica has a cost of ₡622.10 colones. Salary minimum in Costa Rica, ranges at this time between ₡ 207,000.00 (333 USD) and ₡283.00.00 (455 USD).

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The minimum and maximum base salary of a Basic General Education Teachers¹ ranges from ₡350,150 Colones (563 USD) to ₡ 616,000 Colones (990 USD) per month. The Maximum and minimum salary of a Professional Technical Teaching Teacher (Liceo) ranges from ₡382,600 (615 USD) to ₡630,900 (1,014 USD) per month; who have on salaries by hierarchy or other concepts they earn a little more. In high school, most of the teachers consulted work their 48 lessons on property and attend between 6 and 10 sections.

Around 85% of female teachers earn more than 501,000 colones (805 USD), and more of 17% one million colones (1,607 USD), amounts that are the result of increases recent wages. With this salary amount, the teachers must face the expenses family members and the care of dependents, who are more than two in most the cases.

In primary and secondary education, contracts are established by what governs the Civil Service of Costa Rica.

Currently, among teachers and administrators, the payroll is approximately 9,647 employees.

In the case of the university, there are four scales for graduate teachers, although as a whole the teaching activity includes 8 scales. The salary of a Full-time instructor is 940,826.00 (1,512 USD), the Adjunct (TC) 1,013,197.00 (1,629 USD), Associate 1,121,754.00 (1,803 USD) and Professor Maximum scale has a salary of 1,302,682.00 (2,094 USD).

An item called a minor development zone (IDS) is canceled, in cases where workers work in remote or hard-to-reach areas. Until recently I know they paid a percentage for unhealthy area, zone location, geographic location. Also the stimulus Salary is in relation to the academic degrees that teachers acquire.

In relation to the degree of satisfaction with the salary earned by the teachers, a A consultation carried out by the unions revealed that a high percentage is dissatisfied with this one, although they do not express the reasons why they have that state of mind regarding of your monthly payment. However, as we have already seen in most cases, wages are above 1000 dollars, also according to the working hours, professional group and academic degrees. These variables can raise the salary to much more than two thousand dollars. Regarding the differences between the public and private sectors, the representatives of the National Association of Educators (ANDE) point out that "Salary differences existing can be very large in many cases, since private institutions.

They are not obliged to adhere to the Public Sector salary scale, but rather depends

¹ According to resolution DG-003-2020 provided by APSE

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on arbitrary manner of each educational institution. According to data from the Caja Costarricense del Social Security (CCSS) during the month of February 2021, the average salary of the workers in the private sector, was ₡ 580,852 (934 USD), and in the public sector, ₡ 1,105,022 (1776 USD), which shows income inequality. In the private sector workers' unions (unions) are almost “prohibited” and with this also prohibit collective agreements, so they cannot fight for obtaining and retaining economic, social or professional benefits, as established the Political Constitution in its article 60.

In the private sector, workers work mainly in technical or while in the public sector they are mostly professional workers, reaching cases such as Judges, professors with master's and doctorate levels, who explain which wages are higher.

The teachers' unions denounce that apparently many of the workers in the sector private receive part (some, a large part) of their salaries with figures such as bonuses or incentive payments that are not reported to the Costa Rican Social Security Fund (CCSS) or are paid in places outside of Costa Rica, so, reported as expenses of the Business.

In **El Salvador**, the right to strike is legally recognized, but in the sector private education (university and non-university) there have been no strikes in long time. In the non-university public sector, although there are teachers' unions, Neither these, when they call for work stoppages, do not usually extend them to activities teachers, but to ministerial administrative offices. At the University of El Salvador (UES), Strikes or work stoppages are not uncommon, but they are usually carried out by students making non-salary demands. There is the right to unionize staff.

There is no collective bargaining or collective contracts for the education sector in general. These are individual contracts. At the level of public and private higher education the hourly class and annual hires are combined with the permanent contract, but always negotiated individually. At the private non-university level, the same occurs. And at the public non-university level there have been some experiences of collective hiring of teachers via executive decree, but it is not normal. The squares for teachers, they are selected from candidate profiles - which can be proposed or endorsed by education unions — but hiring is individual.

The minimum calculation basis for hiring is always the minimum wage, which for the area Urban is currently at \$ 200. Salaries increase with years of service. There are no general salary tables for setting salaries in the university sector, Rather, each institution establishes the amounts for its teaching staff, according to the type of contract to which the same is submitted. A newly graduated teacher can be hired, full-time, in some institutions with a salary of \$ 500 and in others they can hire it for \$ 800. A teacher with a master's degree can be hired by \$ 1,000 or \$ 1,200. And a

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doctorate for 1200 or 1500. If you go only to the teaching salaries are likely to be around; if you go to teaching and research or to a managerial position, your salary can be, from the beginning, of \$ 2,000 or \$ 2,500 monthly.

In **Nicaragua**, although there are ministries of education, ministers and directors of this portfolio, basic, secondary and technical education issues are addressed in a priority by the President and Vice President of the Republic. In all subsystems educational there are collective agreements between the teachers and non-teachers unions and the corresponding educational authorities. The right to strike is established legally, being the Ministry of Labor the guarantor of this right so that comply as established. The polarization and political tension in that country can limit the effective fulfillment of the right to strike and collective bargaining.

These collective agreements include a series of social benefits in addition to salary, job stability, medical assistance, etc.). Salaries vary by seniority and are It deducts the Income Tax (IR) and the corresponding to Social Security (INSS).

The authorities highlight the job stability of teachers as a conquest political and social, while academics and researchers point out that the climate of Political polarization and tension affect the teaching stability itself.

The price of the dollar in Nicaragua is 34.81 cordobas. In the case of primary education school, the basic salary of a teacher is located at 8,600 Córdoba (247 USD), to which must be added years of service and academic degrees. The base salary of the Secondary education is 9,000 Córdoba (259 USD) and initial education is 8,300 Córdoba (238 USD). With bonuses, seniority, hierarchy and other compensation the salary monthly in North American currency is between 340 and 390 dollars per month. In the university sector salaries can reach 1,100 US dollars, about 38,291 Córdoba. It is important to note that, although the salaries of teachers, especially in primary and secondary schools are still low, they have increased by 480% in 2007.

In the **Dominican Republic**, the price of a North American dollar is 56.76 pesos Dominicans. there is the right to strike and collective bargaining. The highest salary in Dominican pesos for teachers at the initial level is 66,846.66 (1,178 USD), the 72,600.59 (1,236 USD) and secondary 87,288.10 (1,538 USD).

In **Haiti**, working conditions are the result of individual agreements between the education worker and employer, although there is the right to strike. At the moment to prepare this report the exchange value of a US dollar with the national currency , the gourde, is 1 = 92.3524. Teacher salary at training level 1, without completing the degree, it is 16,000 gourdes (173 USD); level 2 with title (CAPIS) professional or other diploma, not *normalista*, is 19,000 gourdes (205 USD) per month. Finally, level 3 *normalista* has a salary of 21,000 gourdes (227 USD) monthly. The highest salary

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for secondary school teachers is 38,000 gourdes (411 USD) per month.

In the university sector, salaries are related to vocational training. With a bachelor's degree (residual and in the process of disappearance) it is 60,000 gourdes (650 USD). The salary of those who have a master's degree varies according to seniority, thus, those who have 0-5 years of service earn a salary of 70,000 gourdes (758 USD), between 6 and 19 years 80,000 gourdes (866 USD) and finally, with 20-29 years of antiquity 90,000 gourdes (975 USD). In the case of teachers with a PhD this it is also associated with seniority; 0-5 years a salary of 80,000 gourdes (866 USD), 6-10 years 90,000 gourdes (975 USD), 11-19 years 100,000 gourdes (1,083 USD), 20-29 years 120,000 gourdes (1,300 USD) and with more than 30 years of antiquity 130,000 gourdes (1,408 USD).

Salaries in the private sector are multiple, each institution can have its scale wage. Salaries in the public sector are higher than in the private sector.

In **Cuba**, the strike is not conceived - understood as a form of struggle for rights of workers in capitalism - as the way to resolve conflicts or differences between workers and the administration in Cuban society, since there are procedures and ways to address the opinions and interests of workers, both in terms of union activity as well as in civil society.

However, the Constitution of the Republic clearly establishes that "the rights of assembly, demonstration and association, for lawful and peaceful purposes, are recognized by the State provided that they are exercised with respect for public order and compliance with requirements established in the law" (Article 56 Chapter II Rights). The strike, as via of political struggle of workers in capitalism, it was not included in the constitutions before 1959, although the possibility of peaceful demonstration was established, these expressions were always repressed.

The functions and general work rules of the teaching staff are regulated by Ministerial Resolution and conform to what is established for the working hours of the Cuban workers. Each educational institution has a collective bargaining agreement, that is contextualized to its characteristics and conditions, which is formed in consensus with the union section and is signed by the director of the institution (or the person who corresponding in remote areas) and the general secretary of the Trade Union Section in workers' meeting and should be systematically controlled at meetings monthly job analysis. Each teacher discusses their individual commitments that include those of quality of teaching and other activities that correspond or assigned in the development of the curriculum, with which the general ones are enriched and They serve as a reference for evaluating their performance.

The current value of a dollar in Cuba is 23.92 Cuban pesos. According to the Official

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Gazette Extraordinary 69 of December 10, 2020, in its resolution 35C-2020-800-EX69 The salary system was reorganized and salaries unified, an old request of the education workers, as follows: a) educator, teacher, professor, psychopedagogue, instructor for educational work, clinical pedagogue, psychologist and Speech therapist, instructor professor of art of the houses of culture, the highest salary is 5060 (212 USD) and the middle of 4010 (168 USD). A salary of \$ 167.64 Americans is a feat for a country with six decades of blockade North American. Salaries for the school librarian and technical teaching assistant They range between 4,210 (176 USD) and 3,610 Cuban pesos (151 USD). Not for the teacher graduate of the ministry of culture and sports instructor glory sports salary unified is 3,610 Cuban pesos (151 USD). Finally, for the auxiliaries pedagogical, educational work assistants and sports instructors the salary ranges from 3,110 (130 USD) to 2,960 Cuban pesos (124 USD).

The gazette itself establishes the additional payment of 440 pesos to teachers who have the category of Master or specialist and 825 pesos to those who hold the degree scientist of Doctor of Science in a specialty. Currently there are in the middle level and upper secondary 46 765 master's degrees and 248 doctors.

Scales are considered in the university sector. The Associate Professor has a 14 salary of 5810 (242 USD), Assistant 5,560 Cuban pesos (232 Dollars), Assistant Professor 5,310 Cuban pesos (222 USD) and Instructor 5060 Cuban pesos (212 USD). University education includes a bonus for research project results , but this is granted to whoever the respective board determines in accordance with the performance.

Moreover, additional monthly payments of 100 pesos (4.18 USD) are conceived for the incidence in their work of certain factors for the teaching workers of the following centers: a) Teachers and school librarians who work in the vocational pre-university institutes of exact sciences, pedagogical schools and training centers for technical and artistic education, vocational military schools Camilo Cienfuegos, Hermanos Tamayo Vocational Pre-University Institute, schools of Training of Physical Education Teachers, Sports Initiation schools, schools Higher Performance Athletes Training, Escuela Superior de Athletic Improvement; b) 70 pesos (2.92 USD) to teachers, professors, others teachers and administrator who work in internal centers of the Special Education of Behavior I and II. The cadres and directors of the centers receive a salary in accordance with the characteristics of the centers in accordance with the provisions of the resolution.

At this time, as a result of the consultations made on the implementation of these provisions and the experiences acquired are being studied to pay for performance and categorization of general mid-level staff.

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With salary reunification, additional payments that were not found were eliminated included in its salary. Salary reunification includes payment for scientific categories and academic master's degrees.

At the middle and upper secondary level, the possibility of salary stimulation is studied by categorizing teachers, according to the educational tasks they perform, related to the development of scientific potential, its improvement and years of work.

In **Brazil**, there are workers in public and private education. Formally, it does not exist the right to strike for teachers in service of the Executive Power. Private party workers make collective bargaining agreements or go to collective bargaining, when they cannot get the agreement. Education workers, considered public servants, even when they close negotiations with the executive (municipal, state or federal), the agreement must be transformed into law in the corresponding parliament.

In this country, the price of a US dollar is 5.03 Brazilian Reals. Salary The highest level of initial education is located at R \$ 2,000 (398 USD), primary and secondary R \$ 3,000 (596 USD). While the private network pays per class hour, the public does it for working hours. The salaries of the university sector are: Assistant Professor between R \$ 4,472 (889 USD) to R \$ 10,097 (2,007 USD); Assistant Professor from R \$ 4,954 (985 USD) to R \$ 11,184 (2,223 USD); Adjunct Professor from R \$ 5,488 (1,091 USD) to R \$ 13,273 (2,639 USD); Associate Professor from R \$ 7,717 (1,534 USD) to R \$ 18,663 (3,704 USD); Associate Professor from R \$ 9,548 (1,898 USD) to R \$ 20,530 (4,082 USD).

Extraordinary bonuses depend on the agreements with the governments or localities.

Municipal and state public education is very precarious, since class students average they study in private schools. In higher education, the main universities are the public ones, which are being destroyed by interventions of the government of Bolsonaro.

In **Venezuela**, the Constitution of the Bolivarian Republic of Venezuela (1999) in its Article 104 contemplates that education will be in charge of people of recognized morality and proven academic suitability, which is a recognition of the specificity of the labor field of education workers. The Organic Labor Law, Workers women and men (2012) contemplates a mixed regime of competition between the laws for public officials and the Organic Labor Law, in that part not contained in the first one. The teaching profession since the 1960s in the 20th century was building the jurisprudence of taking advantage of what would benefit them the most and to

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acquired rights. Something that was clearly established from the Minutes 1969 Post-Strike Convention and the Convention on Working Conditions of 1981. The collective agreements of the eighties were accompanied by the exercise of the right to strike, collective bargaining. Article 41 of the Organic Law of Education establishes the principle of teacher stability, while Article 42 of the The same law provides that teaching professionals will be governed by the Labor Law in what corresponds, which in this case is the right to organize, negotiate and collective bargaining, strike and union autonomy.

It is necessary to emphasize that, since the 1970s, the teaching profession has experienced a fragmentation of their union organizations, with almost a dozen in the case of the preschool, primary and middle school sector. This fragmentation expresses fundamentally ties with political parties and are not the result of class struggles. In recent years, the political polarization that has shaken the country has had a significant impact on severe to teacher unionism, since some are unconditionally in favor of the government and others absolutely against the executive, to the detriment of the interests those of education workers.

In Venezuela, working conditions and wages are negotiated nationally with the majority of teacher unions, although there are separate collective bargaining with the educational guilds of the governorships, mayors, autonomous institutes and the private sector. However, the latter have as a frame of reference the national collective bargaining which is the most important in the country.

Working conditions and collective agreements have a common core for all and all workers in the sector through the unified contract and clauses for teaching, worker and administrative staff. When the collective bargaining of teachers begins, polarization hatches. On the one hand, the teaching guilds are linked to the government (SINAFUM) and, on the other, those of the opposition (Venezuelan Federation of Teachers -FVM-, Fetraenseñanza, Fetrased, Fenaprodo, FESLEV, FEV, Fetrماجستير, Fenatev).

In the university sector, this polarization is expressed in two blocks, on one hand, the Federation of University Professors of Venezuela (FAPUV) and on the other hand, the unions do not federated with opposition to the government and, on the other hand, the Federation of university Workers of Venezuela (FTUV) with clear ties to the government.

The current polarization breaks with the dynamic of autonomous collective bargaining since the interests of education workers. This is not an assessment naive

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about the political character of unionism but rather a questioning of the subordination of union action to the interests of parties that have strategically other class interests

Regarding the right to strike, since 2002, when the majority of organizations teachers' unions got involved in the national strike and the oil strike, actions who had an insurreccional orientation against the democratically elected government of Hugo Chávez, a limited capacity of the union organizations has been generated to call strikes and work stoppages. Calls to strike have obtained a limited grassroots support due to the climate of political polarization and other factors.

In recent years, especially since 2014, as a result of the shift in strategic orientation of the Venezuelan government and the criminal coercive measures against the Venezuelan trade and finance by the US and the imperialist European nations, there has risen an authoritarian behavior to limit the right to strike on the part of the government. There are a hundred legal proceedings against workers' leaders from other sectors and branches, which spoils the climate of trade union freedoms. In some cases, discussions of the collective hiring of teachers are made only with one sector or some unions, which creates a delicate situation in terms of Collective negotiation. Added to this are the existing difficulties in promoting the legalization of new union organizations of the teaching profession.

The material living and working conditions of education workers have been seriously affected by the inflation of the last seven years (2014-2021), the devaluation of the bolivar (1 US dollar has a value of 3,300,000 bolivars at despite the fact that the national currency has lost five digits). To this, it must be added the phenomenon of teacher migration to different countries of the region and the world, in search of reach a salary at least that allows you to survive.

In Venezuela, salaries are associated with the teaching scales and levels. We will use the 40 Hrs weekly scale that SINAFUM shared with us, which contains monthly salary + bonus for teaching exercise + economic war bonus + seniority for years of service + premium for professionalization (between 20% and 60%) + geographic prime + Simon Rodriguez Bonus which increases the ,category VI teacher ,has a salary of 36.334.481,33 Bolívares, and the lowest of category I earns 33.265.398,14 Bolivars which only represent \$ 10.10 and \$ 10.08 per month, respectively.

Salaries of university professors are structured according to the category of the university teaching career. One Instructor with Exclusive Dedication 16,467,447 Bolívares, an Addendum to Exclusive Dedication 21,027,283 Bs, the Associate to

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Exclusive Dedication 23,760,830 Bs., The Holder to Exclusive Dedication 26,849,738, equivalent to 5 - 6.40 - 7.20 - 8.13 dollars per month respectively. The compensations Salaries do not significantly vary the income of teachers university students.

Venezuelan teachers receive Christmas bonuses, or salaries, at the end of the year extras, equivalent to 120 days of salary.

As we will show later, although the US sanctions have affected in a terrible way the economy, it is unjustifiable that countries with lower income per capita ((Haiti, El Salvador and others) have higher wages than workers in the Venezuelan education, or that a nation like Cuba, with sixty years of siege and blockade to its economy can guarantee much higher wages than those currently they observe. Even countries with a per capita slightly higher than Venezuela (Ecuador, Peru) show higher wages. This shows that the salary issue of the education workers in Venezuela is a matter of political will and evidences the need to once again privilege the world of work over sectors of capital.

In **Colombia**, In Colombia, Article 55 of the 1991 Constitution guarantees the right collective bargaining to regulate labor relations, with the exceptions that state the law.

The salaries of preschool, elementary and middle school teachers are regulated by salary scales determined by the date or form of linking.

Currently 35% of teachers are under Decree 2277 of 1979, their mobility in the 14-grade ladder it depends on studies and length of service. A graduate or professional from another area started in grade 7, the vast majority today are in grade 14 with a salary of approximately \$ 1,145. These teachers are under a special regime, retire at 55 and can continue working until the age of forced retirement, 70 years, receiving salary and pension.

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As of 2005, the relationship was opened under Decree 1278 of 2002, which implements a teacher evaluation system, currently, there are about 200 thousand teachers, about 70 thousand provisionally, that is, they have not yet acquired rights career, for not having passed the entry contest.

The administrative career determined by the meritocracy, determines the income by contest (it is described below), then a trial period of at least minus 4 months at the end of the year, if it does not reach 120 days from the date of possession, extends one more year.

Permanence is defined by a dense and permanent performance evaluation work, which is applied annually and must be passed with 60 points, if two consecutive years the teacher is dismissed. The score of this evaluation is taken into account for transfers, scholarships and for the rise in the salary scale.

The salary scale is determined by the title accredited at the time of linking as follows: grade 1 higher level normalistas in which they are linked, with a salary of 440 dollars approximately; Grade 2, graduates and other professionals with a salary approximately \$ 660; Grade 3, teachers with master's degrees, approximate salary 1000 dollars, with a Ph.D. is \$ 1,330.

Degree mobility depends on accrediting degrees, performance evaluation and passing an assessment of competencies that must be passed over 80 points out of 100, before an exam and since 2016 the evaluation with a diagnostic and formative character, which requires a video of a class. Average of performance evaluations, self-evaluation and interviews with students, these assessments are applied to apply fiscal rule and control the number of masters promoted through the ranks. The assessment is intended to be conditioned by fiscal availability; if there is no money, teachers can not have a better position.

Decree 804 of 1995 regulates ethno-educator teachers, the majority in indigenous areas, currently there are about 6 thousand teachers linked in career or provisionality by this norm, which are not recognized in the Teaching Rank, that is, only as they are linked in some negotiations they have achieved their update studies recognition, the professional teacher in this sector has a salary of \$ 580.

In the public sector, salaries depend on the ladder in which the / the educator, and is entitled to benefits, premiums of law receiving the 12 months of the year the respective payment. In contrast, in the private sector, employers can pay what was agreed with the educator regardless of the level to which they belong and with 10-month contracts.

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In the university sector, the scales are highly variable, but it can be said that a salary of US \$ 4,000 is coincidental in many universities. However, meritocracy stimulates competitiveness among teachers has allowed gross pay differences, which in some cases can lead to some teachers earn 40,000,000 pesos, about 10,690 US dollars, but they are The exception.

In **Paraguay**, there is great difficulty in developing collective bargaining. The teaching stability is not guaranteed; in the case of universities, cases of university teachers with 8, 9 and up to 20-23 years of service who have been removed from their posts for maintaining a critical position towards the authorities or the government. This is possible because they are not incorporated into the career scale but are hired from year after year on a temporary basis. Teachers of careers in the social sciences they earn less than engineering teachers. Professors in charge can earn 1,800,000 guaraní (\$ 267) per month, while assistants can earn 800,000 (119 dollars) guaraníes per month. A model of job insecurity that consists of allowing some teachers to enter to work ad honorem in the hope of getting a fixed paid position.

In **Ecuador**, teaching staff is recognized, in general terms, the right to strike, but it is banned for the education sector. In fact, the Constitution states that "*The paralysis, in any way, of public services, especially those of health, education, justice and social security; electricity, drinking water and sewerage; processing, transportation and distribution of fuels; transportation public, telecommunications* "

The Ecuadorian educational system is guided by the Constitution (approved in 2008), the Organic Law on Intercultural Education (currently under debate) and its Regulations. Education is seen as a fundamental human right, free in the sector public (up to the third level; although paid private education is accepted), with orientation universal and secular. The rectory of the State over the National System of Education to organize an educational management model with cultural relevance and linguistics.

The working conditions are set by the Law of the Teaching Career and the Ranking of the Magisterium. There is no collective bargaining. In the private sector, it depends on the conditions of each educational institution.

In the recent past, during the Correa government, there were situations of ignorance and cancellation of legal personality to the most important organization the teachers' union, the National Union of Educators (UNE), which has just generated the entire process for its official recognition and legal operation.

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Ecuador is a country that uses the dollar as its official currency. Highest education salary initial, with more than 25 years of service, is 1,676 dollars, but this is for less than 1% of teachers; the average salary is about 1,212 dollars and the minimum is 527.07 Dollars. The vast majority of teachers charge 720 usd per month, regardless of which cycle work. In the case of general education (10 years of schooling) teachers can get a salary of 1,676 dollars a month.

In the case of universities, salary is established by each institution in accordance with an open national scale and according to budget availability. If we try to have an average, we could say that the highest salary at the university level is around 4,700 dollars a month and the lowest is 2,200 dollars a month.

The private sector is free to set its wage rates. Both in dependent education from the Ministry of Education or public universities, the remuneration is usually higher than that received in the private sector. This with the exception of establishments considered economic elite, in which it is similar or even superior to the sector public

Every Ecuadorian worker receives an extraordinary unified basic salary, equivalent to to the national basic salary, once a year; and / or the equivalent of the annual percentage of your personal salary.

In **Peru**, Chapter XVI of the Regulation of the Law of Public Teacher Career establishes the right to collective bargaining. However, the government issued the Decree of Urgency N ° 014-2020 that violates the right to collective bargaining, recognized in art. 28 of the Peruvian Political Constitution. In collective bargaining It is forbidden to introduce economic topics, for which the workers of the education have to resort to fighting measures to achieve salary adjustments.

One US dollar in Peru has a cost of 3.86 Peruvian soles. Highest teacher at the levels of initial, primary and secondary education is 4,370 soles (1,132 US dollars), but it varies according to the scales. Scale I is 2,300 soles (596 dollars), the II of 2,530 soles (655 dollars), the III of 2,760 soles (715 dollars), the IV of 2,990 soles (775 dollars), the V of 3,450 soles (894 dollars), the VI of 4,025 soles (1,118 dollars), VII of 4,370 soles (1,132 dollars), VIII of 4,830 soles (\$ 1,251). Although it is true that

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in Peru there are VIII MAGISTERIAL SCALES, in the practice only work up to the VII SCALE, where there are only 522 teachers at national level and promotion to this depends exclusively on the availability of vacancies annually determined by the Ministry of Education; in the VIII SCALE THERE IS NO TEACHER.

The bonuses will depend on the type of Educational Institution: For the Unitedcenters 200 soles (52 USD), for Multigrade 140 soles (36 USD), for Bilingual education 50 soles (13 USD), for accredited Bilingual (Teacher must work in IE bilingual) are 100 soles (26 USD). On the other hand, some bonuses depend on the location of the Educational Institution, for example, for those who work in Rural 1 correspond to 500 soles (130 USD), for Rural 2 it corresponds to 100 soles (26 USD), for Rural 3 it is 70 soles (18 USD), for those who work in the Border 100 soles (26 USD) and for those located in the Valley of the Apurímac, Ene and Mantaro rivers it is 300 soles (78 USD).

Currently, teachers in the public sector are better paid than those in the public sector. private, where many of the latter have no rights and their salaries are below 1,500 soles (389 USD) per month; furthermore, they are not organized.

In the university sector, salaries are determined on a scale. The Principal teacher has an average salary of 7,557 soles per month (1,958 dollars), the Associate of 3,008 monthly soles (779 dollars) and the Auxiliary of 2008 monthly soles (520 dollars). On general, Teacher with a master's degree and an academic load of 32 hours a week accruing 2,514 soles per month (651 dollars), while the teachers who have doctorate and an academic load of 32 hours can earn 5,956 soles per month (\$ 1,543), with rank, seniority and other bonuses.

In Peru, the legislature has just sanctioned Law 31097 that stipulates 6% of GDP in education, which generated a mobilization requesting the President of the Republic to you place the run. Likewise, progress is being made in the recognition of the debt that has been with the teaching profession since 1991 on the contribution of 30% of the salary for recognition of the class preparation activity. The demand arises again of the magisterium that the special retirement with 100% of the salary is recognized.

Uruguay, approved in 2009 the Law of Collective Bargaining Number 18566 that guides the mechanisms, processes and instances of this right. The Constitution recognized the right to strike, but did not define it. This task led to the law, which should regulate its exercise and effectiveness. This mission was partially fulfilled through laws 13,720 and 18,566. With the Urgent Consideration Law No. 19889 of 2020, the right is limited a strike in the education sector

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. In terms of salary, we will take as a reference the highest salary in primary school, which corresponds to a qualified second cycle teacher, with 25 years of service, with a 20 hours per week workload which is equivalent to \$ 1,367 Americans. In the case of secondary school, with the same requirements it is 1370 dollars per month.

Until 2020 an extra contribution could be added, since the budget was distributed not executed in salary.

Since Law 19889, (Urgent Consideration), in the private sector workers must agree with their employers wages and other working conditions. The private sector It has a very broad scale, depending on the “category” of the school.

This Law No. 19889 of 2020, not only modifies the structure of the public educational system state, but also undermines the access and enjoyment of rights acquired by the education workers during decades of struggle, as well as regarding rights civilians in general, among other things.

In higher education there is a salary scale for the positions of Assistant, Assistant, Attaché, Attaché and Holder, who also each have 38 possibilities of hourly load. It can be said that the lowest salary of assistant 1 with three teaching hours the salary is 3,042.96 Uruguayan pesos (70 US dollars), while the Holder with a full-time dedication you can earn 174,771.72 Uruguayan pesos (4,021 Dollars).

In **Chile**, we must differentiate the situation that affects those who work in the sector a) private paid, b) private subsidized by the State and c) the public sector. Nevertheless, the general rule is the determination of working conditions through individual agreements. However, for those who are members of trade unions (paid and subsidized individuals) conditions are determined by collectives' agreements On its part, in the public sector, teachers do not have the right to bargain collectively under current regulations. However, the strength of the organization and mobilization of the public sector determine the materialization of a collective bargaining in fact.

The North American dollar is quoted in Chile at about 735.65 Chilean pesos. The salary plus low of the Chilean teachers of the first educational levels, full time, It is around 600,000 Chilean pesos (815 dollars) and the highest for teachers full-time at 2,400,000 Chilean pesos per month (3,262 dollars).

In addition to salary, teachers receive the End of Conflict Bonus at the end of each year after the conclusion of the public sector collective bargaining, as well as holidays and schooling. In turn, Christmas bonuses and national holidays are delivered.

In the university sector, a high average salary is represented, for example, by a professor of sociology, staff of the Faculty of Social Sciences that earns 5,243,613 pesos Chileans, about 7,127 dollars. However, the framework of neoliberal politics

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and stratification, there are cases of University Rectors, who earn nine (9) million Chilean pesos, about 12,367.74 dollars. The lowest salary in the industry university corresponds to the assistants and administrative is about 386,000 pesos, equivalent to about 530.44 US dollars. The average salary of the university professors is 2,800,000 Chilean pesos, about 3,850 dollars Americans.

In **Argentina**, the right to strike is legally recognized through article 14 of the Constitution of the Republic that establishes: "the unions are guaranteed to arrange collective bargaining agreements, resort to conciliation and arbitration, the right to strike". In the 90s of the 20th century, this right was inhibited or curtailed, starting with the payment of a sum called "presenteeism" that represented between 20 and 30% of the teacher income and that when executing union measures, it was no longer received. Today this practice is applied in the province of Mendoza under the name of Classroom Item, a fact that has been denounced by the unions as a clear anti-union practice.

In the first levels of education, collective bargaining is established through the Teaching National Parity. In most provinces (states) there are also provincial joint associations, which take as a floor and reference what was agreed in the joint National.

Public and Private education at the levels: Initial, Primary and Secondary are in charge mostly from the provinces. It could be said that the Ministry of Education of the nation is a ministry without schools, whose task is to set the general educational and labor guidelines as well as the salary floor from where it starts to collective bargaining .

This year (2021) the national Parity agreed a percentage of 32 % of salary increase, bringing the minimum wage to \$31.000 Argentine pesos per month ,about US \$ 325. With a projected inflation between 40% and 45% ,this percentage acts as a reference for negotiation in most provincial .It is important to note that the magisterium has been in negotiations for no less than four years wages down, in reference to inflation.

The National Government, through this Joint Venture, sets the amount of the FONID (National Fund for Teacher Incentive), a sum that is integrated into the salary of each province, it is a sum not remunerative or bonus. The amount is \$ 2,420 (25 dollars) and is received up to for a total of two teaching positions, to this must be added a supplement for connectivity of \$ 710 (8 dollars), making a total of \$ 3,130 of overpayments

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The minimum salary that a teacher of Initial and Primary Level receives is \$ 31,000 pesos Argentines (325 USD, approximately 7 provinces receive this amount). In the Province of Buenos Aires the Starting salary is \$ 42,000 (440 dollars) and the maximum with \$ 58,000 (\$ 607) seniority. In the Province of Santa Fe, the starting salary is \$ 48,000 (\$ 503) and the maximum seniority of \$ 67,000 (\$ 702). On Córdoba, the Starting salary is \$ 54,000 (566 dollars) and the maximum with seniority of \$ 76,000 (\$ 796). These salary references are taken from the provinces most populated. It is highlighted that in the southern area of Argentina the salary amounts are higher, because the cost of living in this region is very high (food, housing, transport).

In general, the highest salary of initial and primary education teaching staff is 92,570.18 Argentine pesos (970 dollars), while the highest for education high school is 58,722.17 (\$ 615).

In general, there are no salary differences between the official and private sectors, although there are registers a higher level of precariousness and job instability in the private sector, in this sector is also given the payment of some incentives or supplements to discourage union practices.

In the case of teaching at National Universities, salary depends on the Ministry of Education of the Nation (Secretariat of University Policies). Salaries are paid in full with the university budget approved annually by the Congress of the Nation. This makes a difference with the teaching of the levels of the compulsory education, whose teachers depend on provincial jurisdictions.

The salary agreements are scheduled in a National Table of the Teaching sector of the National Universities, in which 6 National Teaching Federations take part. CONADU HISTÓRICA is one of the two most representative in quantitative terms, agglutinating 40% of unionized teaching in the university environment.

Working conditions are regulated according to the Collective Bargaining Agreement (CCT) of the Teaching sector of National Universities - approved by PEN Decree 1246/2015 - through joint discussions between union representatives teachers with university authorities.

At the national level, the employer representation is the National Interuniversity Council (CIN). The national government also intervenes, through the Secretariat of Policies Universities (SPU) of the National Ministry of Education (provides funds for salary increases and various national programs).

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According to the CCT, there are two levels of Parity Negotiation of the Teaching sector of the National Universities: 1) General Level (between National Federations - between them, CONADU HISTÓRICA -, the CIN and the SPU / Ministry of Education of the Nation), and 2) Private Level (between the local Base Association and the authorities of each University).

Traditionally, CONADU HISTÓRICA was and continues to be the organization that most reference with the mandates of its base assemblies, it is a democratic federation and combative, and on many occasions rejected salary offers from the governments of turn, promoting plans to fight with strikes and mobilizations (now, with the street interventions due to the pandemic) in pursuit of improvements in working conditions and salaries for teaching. In times of the neoliberal government of Cambiemos, the federation starred in huge mobilizations, seizures of faculties, camping throughout the country, to avoid the successive adjustments promoted by the ruling party.

The other federations have jointly accepted salary agreements very disadvantageous for the sector, with a direct impact on budgetary investment in universities. Conduct that they maintained with the previous government and that they maintain with the new government assumed a year and a half ago. Indeed, in a scenario of high inflation and increase in the costs of the family basket, the salary parities that agreed with the national government were down for the second year in a row.

The right to strike in the university sector is legally recognized in the Constitution National Argentina and other labor laws. Art. 14 bis of the CN establishes (among others rights) that "The unions are guaranteed: to enter into collective bargaining agreements job; resort to conciliation and arbitration; the right to strike. "

In the university sector the salary is determined by a university nomenclator; this instrument contemplates that the highest salary is \$ 199,744.84 Argentine pesos, about \$ 2,092 (Gross Salary Full Professor with Exclusive Dedication, maximum seniority) and / or \$ 161,793.32, representing \$ 1,695 (Net Teacher Salary Holder with Exclusive Dedication, maximum seniority). While the lowest salary a Full-time is \$ 53,639.20, about \$ 562 (Gross Salary First Assistant .

With Exclusive Dedication, without seniority) and / or \$ 50,816.09 equivalent to \$ 532 (Net First Assistant Salary with Exclusive Dedication, without seniority).

By application of the Teacher Salary Guarantee (Minimum Income that must be collected by any Teacher), the income floor is set at \$ 62,000.00 (about \$ 650) for

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any Teacher with Exclusive Dedication. It is not a Basic Salary, but pocket income. Given that 68.4% correspond to single-time positions; 17.8% semi dedication exclusive and 10.8% exclusive dedication. Others: 3%, the reference of wages on time complete only involves a universe of 10.8% of the total. In the case of charges of hierarchy the highest salary: it is \$ 244,676.32 Argentine pesos, about \$ 2,562 (Gross Salary of Director / Rector position, with maximum seniority) and / or \$ 198,187.82 pesos Argentines (Net Salary position Director / Rector, with maximum seniority).

The lowest salary is \$ 41,521.98 (Gross Salary of the position of Preceptor, without seniority) and that of \$ 40,359.36 Argentine pesos (Net Salary of the position of Preceptor, without seniority). However, by application of the Teacher Salary Guarantee (Minimum Income that any Teacher must collect), the income floor is established at \$ 62,000.00 for any Teacher with Exclusive Dedication. It's not Basic Salary, but pocket income.

Argentine teachers receive a supplementary annual salary, called o called aguinaldo, which is salary number 13, which was formerly collected in the month December in its entirety; In recent years the bonus has been doubled by paying the half in June and the other part in December. The bonus is a conquest for all workers in Argentina.

We want to highlight that salary compositions are very heterogeneous and precarious due to the fact that in many provinces there are many fixed sums that are not remunerative or subsidized, this means that they do not go to Social Security (Retirement Fund and social labor) and that these fixed sums also flatten the salary scales, damaging considerably to senior teachers and senior positions.

Finally, it is considered of interest to show that state wages are they reduce at the same time as pensions and social assistance. Inflation is a extraordinary transfer of resources from the pockets of the population to the coffers of price-forming economic groups and creditors of public debt. It is the working class that loses, while the large economic groups continue winning. All this in the midst of the huge economic crisis caused by the policies neoliberals of adjustment and indebtedness of the previous government, and aggravated by the pandemic. With the inflationary deterioration of wages, objectively we are unloading the crisis on the salaried population and the population as a whole.

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In the context of the pandemic, the quality of education has been clearly affected by the enormous asymmetries that affect both teachers and students. Many students have not been able to maintain the pedagogical bond with their teachers,

fundamentally due to insufficient technological resources, having to abandon the completed. Female teacher workers have been the most affected by the tasks of care, especially those who have children of school age.

Teachers' salaries: their minimums and maximums by educational level The following table allows us to appreciate the minimum and maximum salaries contemplated by educational level, according to the information provided by unions, investigation, government authorities, official sources and personalities educational, previously described.

País	Primary Education		High School		University	
	Mínimo	Máximo	Mínimo	Máximo	Mínimo	Máximo
Argentina	325	970			512	2092
Brasil		596		596	889	4082
Chile	815	3245	815	3245	530	7127
Colombia	440	1330				4000
Costa Rica	563	990	615	1014	1512	2094
Cuba	124	250	124	250		
República Dominicana		1236		1358		
Ecuador	527	1676		1667	2200	4700
El Salvador	200				500	2500
Haití	173	227		411	650	1408
México	425	1509	485		624	2127
Nicaragua	247		259	390		1100
Panamá	1736	2200			1369	6000
Perú	389	1251			520	1958
Uruguay		1367		1370		4021
Venezuela	10,8	10,10	8,5	13,3	5	8,13

5. Retirement system

In **Canada**, teachers can retire at thirty (30) to thirty-five (35) years of service. The amount of the pension is calculated with the average of the five (5) best years of salary and the formula intersects with the years of service and the age of the teacher. On The average monthly retirement pension is 60% of the last salary.

In **Mexico**, although the law stated that female teachers could retire at 29 years of service and teachers after 30 years of service, the standard was modified and now it is built a formula that requires that in addition to the years of service also comply with a minimum age, generating a table that increases the age to retire. General retirement age of workers is 65 years old and mandatory upon reaching 75 years old.

On the other hand, there are two parallel regimes of the Instituto de Seguridad Social de los y Education Workers (ISSTE), that of 1983 and 2007, each of them with differentiated calculation mechanisms. In the old system, for the retirement pension, it is calculated establishing an amount according to the category and seniority of the position that represents when calculated on the last base salary it is 70% of the earned income. Salary of the active teacher contemplates not only the basic salary but also small compensations for transport, teaching material, pantry, etc.

For the retirement pension in the new system (2007) the following factors: 1) years of contributions to ISSTE, 2) age, and it is required to be registered in a Afore, have the updated worker identification file (generated in the Afore) and have a minimum of 30 years of service for men and 28 for women. women. For those who entered after 2007, the AFORES and the amount of your retirement pension depends on the amount saved by the teacher.

Salary increases for retirees are calculated in Units of Measure of Update (UMA) and not in minimum wages, losing up to 30% of power purchasing power of the amount that is increased by adjustment.

In **Panama**, the special retirement regime for teachers that allowed them to retire and be entitled to a pension upon reaching 28 years of service, regardless of age. The reforms in the retirement system incorporated age variable and created a transitional pension scheme that would allow cover the impact of lengthening the possibility of aspiring to retirement. Teachers for acceding to retirement in addition to years of service, as established by the Social Security Fund (CSS), women must now be 57 years old and 62 year-old men. In fact, a pension scheme is created with two components.

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The Self-Financing Early Retirement Plan (PRAA), created in 2001, creates the right to receive a "bridging pension" at 52 years and 6 months for women and 56 years of age of men, requiring in both cases a minimum of 28 years of contributions to this system. For the PRAA, the Panamanian State contributes 4.40% and each teacher contributes 3.5%, making a total of 7.40, of contributions to the Early Retirement Plan. The teacher once met the requirements you can request the total amount of what you saved individually plus what the State contributes, or receive a monthly amount for 5 years, until reaching at the retirement age established by the Social Security Fund (CSS).

In the end, teachers are left with an average of 60% of the best ten years of salary. Before the 1997 reform, education workers retired with their last salary; a primary school teacher was leaving at age 45, a primary school teacher high school at 50 years of age, even if it was with a low salary.

In the case of university education, teachers can work as a chair up to the seventy-five years, when they are irrevocably withdrawn from the exercise professional. However, enter when you reach retirement age by the CSS for working in primary or secondary education and the time of forced retirement as a teacher university, the teaching staff can simultaneously collect the pension obtained at 57-62 years of age, plus salary. A Full Professor upon reaching the age of retirement begins to receive a pension of about \$ 2,500 per month and if you continue working can additionally receive his salary up to 75 years, when he is retired forcibly.

The university teacher upon retirement is left with a pension equivalent to 60% of the average salary of the 10 best years in terms of remuneration. We indicate a teacher with the highest category is left with an average of \$ 2,500 monthly pension.

In **Costa Rica**, there are four retirement regimes, although retirements and pensions of the teaching profession are coordinated by the Directorate of Pensions of the Ministry of Labor together with the Board of Pensions of the Magisterium. For the teaching profession, most retire at have 400 contributions, 30 years of service and age, in women 60 years and in men 62.

Let's look at the four pension schemes for the world of work: The first, the Transitory Distribution Regime (RTR) that is closed to liquidate the oldest before the modification of the pension system and covering about 3,000 employees, They retire at 30 years of work and 58 years of age. Then there is the cash regimen of the insurance called Disability, old age and death (IVM) that contemplates retirement at age

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sixty-five (65) years and 30 years of service. Also the advance regime (RA) in which men retire at 61 years and 11 months and women at 59 years and 11 months. And finally, the RCC (Collective Capitalization Regime) in which they retire at 55 and 30 years of service.

In the Temporary Distribution Scheme (RTR) of the National Teaching Staff, the pension is calculated on an average of the 32 best salaries of the last 60 months. The average of result is multiplied by 80%.

In the Regime of Collective Capitalization (RCC) of the National Magisterium, it is taken between all wages 60% of average wages earned. More 0.1% of that salary for additional installment, after the first 240 installments.

While in the Old Age and Death Disability Regime (IVM) administered by the CCSS, the average of the last salaries is calculated 60% and an additional amount for more than 240 installments of 0.0833% "

For the struggles that the Education Sector and Public Universities have sustained historically, people were able to retire with the best last 5 years of salary. All retirees with a pension greater than 1 million colones are recorded with two taxes that have the Pension Regulation, Article 70 and Article 71.

In **El Salvador**, teacher retirement is a combination of years of service and age. The retirement is contemplated at 55 years for female teachers and at 60 years for male teachers, with a minimum of twenty-five (25) years of service.

In **Nicaragua**, the right to retirement for teaching staff arises at fifty-five (55) years old. For those who meet the number of social security contributions and they retire at the minimum age for it, the percentage of the retirement pension is 60% of the last salary earned.

In the **Dominican Republic**, retirement is contemplated at 30 years of service regardless of age. Teachers retire with 100% of their last salary and they receive bonuses for teaching performance, years of service and specialization. At the end of their professional practice, the teacher is given a disbursement equivalent to THE amount accumulated in social security with own and employer contributions.

In **Haiti**, retirement is contemplated at twenty-five (25) years of service, although in some cases, it can become effective at a maximum of thirty years.

In **Cuba**, the teaching staff goes through the same procedure as every worker. On the latest legislation men must be 65 years of age and women 60 and over 30 years of work, in any job.

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Every teacher worker can achieve between 60% and up to 90% of their average salary of the 5 years with the highest salary within the period of the last 10 years of work. In general, retirement is equivalent to 75% of the salary of the last two years. The specific percentage depends on the years worked and the percentage that increases for each year worked over 25 years worked before reaching the age of retirement and a special increase for each year of service rendered after that in which women reach the age of 55 years and men 60 years and 25 years of service, in accordance with the standards established in current legislation on security social in the official gazette and the benefits that it establishes. To attend the new recently carried out wage regulation, transitory provisions were adopted to not harm workers who retire in this transit.

The education worker in Cuba can retire and request reintegration with the retirement and a full salary.

In **Brazil**, the right to retirement is at thirty-five (35) years of service for men and thirty (30) for women. The current labor reform contemplates 100% of salary less fringe benefits, which reduces the amount of the pension to a 50% because an important part of the salary is made up of bonuses, bonuses and Other income. In the university sector it is very difficult to specify these bonuses and supplementary payments; the estimate is extremely variable depending on the institution: According to Censup 2017, Brazil has 296 public universities and a total of 2,352,232 students. For every four undergraduate students in Brazil, three attend private institutions. There are 2,608 higher education institutions in the country. Of these, 2,306 are private and 302 public. And, of the total enrollment in higher education (8,604,526), the majority, 6,524,108, are on the private network.

In **Venezuela**, teachers have the right to retirement with 100% of the last salary accrual that is adjusted in a similar way to that of assets. The right to Retirement arises after twenty-five years of service. In the case of workers in education who work in rural, indigenous, penitentiary or difficult-to-access environments will be There are three months left for each year of service, and you can retire after twenty years of service. The full-time teacher's workday is 25 hours a week that they receive a pay of 40 hours.

Teachers can work simultaneously in educational units that depend on the national Executive, governorships or mayors as long as they do not schedules overlap. This may entitle you to several pensions at the cost of one envelope labor exploitation. Even pensions for teaching work do not collide with another for being career civil servant.

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A retiree from the basic education sector may have the right to another for working in the university sector or vice versa, as long as the schedules do not overlap.

Retirement and pension by the Venezuelan Social Security Institute (IVSS) are independent and complementary. That is, a teacher may have one or more teacher retirements and enjoy a pension from the IVSS whose amount is reduced. Currently the amount of the social security pension is 7,000,000 bolivars per month, equivalent to the current exchange rate of about two dollars and 12 cents Americans.

The retirement and pension scheme for Venezuelan education workers was a conquest of teachers' struggles, but a product of the sustained economic crisis, which began in 1983, had an improvement between 2005-2012 and has deepened from 2014, it has become insignificant. It should be noted that between 2005-2012 there was a significant revaluation of the salary of the workers of the education whose impact has been diluted in the last seven years.

In **Colombia**, the right to retirement arises at age 55 for women and at 57 for the men. Decree 2277 contemplates that this right arises for the magisterium to 55 years of age and 20 years of service, receiving 75% of the average of the last year of earned salary. Teachers can continue working until they are 65 years old. age where they will have the forced retirement.

Decree 1278 establishes that those appointed from June 27, 2003 to date Today, men and women retire at 57 years of age, if they have reached 1300 weeks of contributions and their pension is equivalent to 65% of the average salary of the last 10 years, (apply law 100 in the salary and not in the age).

In **Ecuador**, 30 years or more of work are required, a contribution to Social Security and 60 years of age (between 60 and 70, if you have the years of contribution, you can retire with pensions lower). At age 70, if 30 years of contributions are not met, you retire with lower pensions.

In **Peru**, the Teacher Reform Law establishes that teachers retire at the 65 years old. It is established that 40% of their remuneration is what corresponds to them the teacher retires on scale I, but if he retires on scale VII, the difference in percentage will be higher. However, it should be noted that the pension of a Retiree is for most cases 930 soles.

In **Uruguay**, the teachers of public or private educational institutes authorized can retire with 25 years of effective teaching activity, or with 50 years of age and 20 years of effective teaching activity. This grants the right to receive 50% of the salary

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Basic plus 1% for each year of ordinary services computed, not being able to exceed the total of 70%.

For the early retirement of teachers, the pension is calculated from 50% of salary basic pension plus 2% for each year of effective service in excess of 20, no being able to exceed the total of 70%.

On average, the salary is equivalent to 45% of the average salary of the last ten years of activity, provided that it does not exceed the monthly average of the twenty years of Updated computable allowances, increased by 5%.

Law 16,462 establishes that the times to request an extension of teaching activity They are at 30 and 35 years of work. So that the response to the request is favorable "psychophysical ability" must be proven. The deadline for requesting the extension is thirty days after the date the official has reached 30 or 35 years of service.

Teachers at the University of the Republic can work up to the age of 70.

In **Chile**, there is neither a minimum nor a maximum of years of service to retire teachers. However, the general rule is the retirement of elementary school and university teachers, it is once the general age established for retirement is reached (60 in the case of women and 65 in men). Upon retirement, the teacher is left with 20% -25% of his salary as a retirement pension.

In the case of the University, 100% of the salary that it receives in activity, is given less than a third of that salary, depending on the amount saved in the Pension Funds (AFP). That is, a worker who retires with 40 years of service in the Public sector at the University of Chile, auxiliary, with a Base salary of \$ 600,000 Chilean pesos (692.89 Dollars), you will receive a pension of approximately \$ 120,000 (138.58 Dollars) per month and this does not ensure the years of pension delivery for life of this person, if it does not depend on the amount of funds that he has saved during the working time.

In **Argentina**, the necessary conditions for retirement differ in each province. On some provinces teachers can retire with 25 years of service with no limit of age, in others it is with 30 years of service without age limit and other regimes pose 30 years of service with 60 years of age for women and 65 years of age for males. It is worth noting that the Teaching Retirement Regime is framed within the so-called Special regimes that differ from pension systems ordinary ones that have higher requirements.

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The historical claim of teaching at the national level is to receive 82% of the last salary, on a mobile basis with respect to the increases that occur for assets. In the province of Santa Fe and in others it is close to this percentage, in very few it exceeds the same and in the majority the percentage is lower.

In the university sector, thirty (30) years of contribution to the education system are contemplated. Social Security. The amount of retirement is mobile, that is, it is adjusted to the extent increases arise for assets. The special regime for the pre-university level and university contemplates 82% mobile, while the special scheme for teachers researchers: 85% mobile. Law No.º 22929, as amended instruments, law 23,026 and law 23,626, for full-time teachers who carry out research, sets 85% mobile, while the Law N° 26,508 for university teachers (as) no reached by the previous ones contemplates 82% mobile. Finally, the NLawº 24,016, for pre-university teachers, it defines 82% mobile.

As the basis for calculating retirement pensions is made on the basis of the salary and does not include bonuses and on salaries, fixed sums (wrongly called in black) negatively impact teachers nearing retirement.

Teachers unions interest in highlighting that state salaries are reduced at the same time as pensions and social assistance. The National Institute of Statistics and Census (INDEC) indicated that an average family needs \$ 63,000 to avoid be poor. They point out that inflation is an extraordinary transfer of resources from the pockets of the population to the coffers of the price-forming economic groups and the creditors of the public debt. It is the working class that loses, while the large economic groups continue to win. All this in the midst of the enormous crisis caused by the neoliberal policies of adjustment and indebtedness (promoted by the Macri administration), without the current government having reversed and aggravated by the pandemic. With the inflationary deterioration of wages, objectively it is unloading the crisis on the salaried population and the whole of the people. In the framework of the pandemic, the quality of education has been clearly affected by the huge asymmetries that affect both teachers and students. Many students have not been able to maintain the pedagogical bond with their teachers, fundamentally due to insufficient technological resources, having to abandon the completed. Female teacher workers have been the most affected by the tasks of care, especially those who have children of school age; something that is happening across the continent.

6. Annual vacations

In **Canada**, vacations include three (3) paid weeks and two summer months without payment.

In **Mexico**, in the case of the first educational levels, two moments are contemplated vacation, the first consisting of 15 days at Christmas and Easter, the second from one month to the end of the school year, in the summer. In the latter case, in the recent regulations of the SEP, by extending the school year for students to 200 days and the of teaching staff to 225 days, there is a de facto reduction in the period vacation of at least 15 days, arguing service needs for make up for lost time during the pandemic, as if teachers had not worked extended hours during preventive quarantine.

In **Panama**, annual vacations are thirty (30) days. In **Costa Rica**, the Teachers are entitled to annual leave as follows: a) from July 1 to 15, mid-term vacation. B) From December 21 to February 6, holidays at the end of In the universities it is two weeks per year.

In **El Salvador**, the vacations are those contemplated in the Law, corresponding the same to the days of Holy Week, a week in August (capital festival that has widespread) and Christmas parties. In addition, the day of the teacher (June 22), day of the father, May 1 and May 10 (mother's day).

In **Nicaragua**, thirty days (30) days of annual leave are contemplated on average. However, in reality it is 15-20 days in December and 15-20 days in January. This is 5 days of the inter-semester period are added.

In the **Dominican Republic**, thirty (30) vacation days are contemplated during the month of August. In **Haiti**, vacations are usually two months, during July and August.

In **Cuba**, workers have one month of paid vacation, usually between the months of July and August at the end of the school year. Additionally it has two weeks of teaching break, one in the last days of December and the first of next January and another in mid-April, specified in the school calendar. This gives a total vacation days of 45 days per year.

In **Brazil**, education workers in many states enjoy 30 days of vacations as well as the university sector, while those attached to the federal government They have 45 days of vacation.

In **Venezuela**, the school year is from September to July. Education workers enjoy Christmas holidays, usually from December 17 to January 7, carnival holiday,

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the entire Holy Week, and they enter collective vacations from July 31 to September 15. Teachers receive a vacation bonus in July equivalent to 88 (60 + 28) days of full salary, according to the teaching category of each employee. In the case of pre and post natal rest, its calculation is interrupted in the periods holidays and weekends and holidays are not counted.

In **Colombia**, the school year is structured as follows: forty (40) weeks of academic work with students, distributed in two semester periods; five (5) weeks of institutional development activities, and Seven (7) weeks of vacation.

In **Ecuador**, teaching vacations are fifteen (15) days.

In **Peru**, vacations are sixty (60) paid days, corresponding to the winter period (January and February).

In **Uruguay**, there are twenty (20) days of annual leave, plus five that you can request during the year with justification from the management. In indirect teaching it is increased by one day each four years old.

In **Chile**, legal holidays for teaching staff are in January and February, specifically between 30 and 40 days, depending on the summons to the teachers to the development of training or other administrative tasks. Additionally 10 to 15 days in winter, being the highest amount for the southern regions of the country given the conditions typical of seasonality, which is presented as holidays in the practice, even when it is legally established as a recess period for students.

At the University of Chile, collective vacations are in February, 28 days. The Negotiations of working conditions are carried out in fact.

In **Argentina**, teachers are entitled to an Ordinary Annual License, which goes from 25 days for teachers just starting to 45 days for teachers of greater antiquity, counting these as consecutive days.

For the university sector, the following are considered as Ordinary Annual License: 1) 30 days corridos (teachers up to 15 years old); 2) 45 consecutive or split days (teachers with more than 15 years of seniority); 3) Winter break: 15 days, depending on establish university authority; 4) Regime of licenses and franchises established by CCT.

7. Students in the classroom per teacher

The number of students per classroom-teacher varies by country and is not always determined in legal instruments or in collective bargaining.

In **Canada**, it depends on the educational level. In kindergarten (preschool) there are 20; in the first three Primary grades are 22, while from fourth to seventh grade the number ranges between 26 and 30 students. In grades eight through twelve the number ranges from 25 to 30 students.

In **Mexico**, primary education includes groups of 25-35 students per classroom, while in secondary 27-35, but there are schools saturated with more than forty students per classroom. In higher education, the average number of students per teacher ranges between 25 and 35 in each classroom.

In **Panama**, the Law (Article 85 of Executive Decree 203, of September 27, 1996) establishes that for the basic level (initial, preschool, primary and first cycle (9th grade): a minimum of 20 students minimum and maximum of 35 students; in the case of the mean secondary school (Baccalaureate) a minimum of 30 students and a maximum of 40 students per classroom.

In **Costa Rica**, the Ministry of Public Education has specific guidelines for determine according to the type of institution, classrooms and level, the number of students per classroom, ranging from 15 to 40 maximum.

In **El Salvador**, in the case of universities it is variable; it depends a lot on the tuition of students in different careers and subjects. The most universities professionalized, however, they seek to have averages of 25 students in the classroom. In the education of the first levels between 25 and 40 students per classroom.

In **Nicaragua**, in institutional terms, forty (40) students per classroom teacher. In accordance with the General Education Law, they are established to initial education of 15 - 20 students per teacher, for primary education 35 students per teacher and for regular secondary education from 30 to 35 students per teacher.

These data vary according to the annual deficit of existing and available classrooms and the number of teachers hired annually to cover the demand, for each modality. In general, what is established in the General Education Law is not fulfilled in the practice.

In the **Dominican Republic**, as recorded in the 2019-2020 school yearbook 21 students correspond to each teacher.

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In **Haiti**, as established in the Ten-Year Education Plan 2020-2030 and the figures published from the 2015-2016 school census, the number of students per teacher in the The preschool level is 26.6 and the elementary level is 29.5.

In **Cuba**, as reflected in the 2018-2019 MINED Statistical Yearbook (See table attached) the student / classroom teacher ratio is 9.9. This is a general mean, which It varies, for example, in primary school it can be between 17-20 students per teacher. When classrooms were built for 20 primary school students, the accompanying philosophy was to have two teachers per classroom, but that could not be universalized and it only remains in some cases.

In **Brazil**, both in the first levels of education, as well as in the universities, they contemplate twenty students per classroom teacher; however, this number is usually increase in the private sector.

In **Venezuela**, the number of students per teacher ranges between 30 and 40, although there are exceptionally higher or lower groups. In the case of technical activities of vocational training, typical of education for work that involve the management of materials and equipment the number is 12-15 students per teacher. In education university, before the school dropout in recent years as a result of the crisis economically and politically, you could find classrooms with more than 40 students.

In **Colombia**, student-teacher technical relations were defined in Decree 3020 issued in 2002. In this regard, it has been oriented to the territorial entities certified that when reorganizing the staff, the following are taken into account criteria: 1) Technical student-teacher relations defined in decree 3020 of 2002 (32 for urban areas and 22 for rural areas). These relationships are averages per entity territorial, for which they may vary by municipality or educational institution according to the particularities and characteristics of each one of them; 2) Physical capacity of the classrooms to serve students in accordance with the established parameters (1.2 meters squares per student in existing institutions, 1.65 in institutions whose constructions are new). However, these parameters are often not They comply because the territories where schools and colleges are located are very different from each other, in addition to the lack of infrastructure that causes overcrowding in certain areas.

In **Ecuador**, theoretically it should not exceed 30 students per classroom. In practice, a high percentage exceeds it (empirical evidence, no official data). On average it is of 35, being able to reach 45. At present there are even more than 50 students, at least in the public university sector

In **Peru**, since 2014, in rural single-center initial education schools the ceiling is of 15 students per classroom, while in full multi-teacher schools it is 30 in urban areas and 25 in rural areas. Meanwhile, in rural single-center primary there are 20 students

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and in full polidocente the established limit is 30 in rural areas and 35 in urban areas. In the case of polytechnic secondary school it is 30 and in urban schools it is up to 30.

In **Uruguay**, the average is thirty (30) students per teacher. The number of students per classroom teacher is very low in rural schools, while it is overcrowded in high school nights and in the first years of teacher training. The average number of students depends on the number of groups that open each While, in **Chile**, the average number of students per teacher is 16.5.

In **Argentina**, according to official statistics, the Argentine university system counted for in 2019 with a population of 2,343,587 students (1,751,607 in institutions state), 640,401 new enrollees and 152,419 graduates at the levels of undergraduate, graduate and postgraduate. Of the 156,295 graduate students, 113,840 they study in public institutions.

Given the variability of the Argentine school system, it could be said that the mean of students per classroom is 30, however, in the popular sectors it can reach the 40 and in rural areas below 20.

Contrast of official figures with those reported by unions and unions The following table allows us on the basis of the official figures issued by UNESCO carry out a critical analysis that allows the official figures to be contrasted with those reflected by the organizations participating in this report.

Students per Teacher					Teachers x 1000 inhabitantes
Country	Total	Primary	High School	University	
Antigua and Barbuda	10	12	9		21
Argentina	17				18
Bahamas		19	12		
Barbados		14	18		
Belize	17	19	17	1 3	16
Bermudas	8	10	6	1 5	19
Bolivia (Estado Plurinacional)		18	19		
Brasil	18	20	17	1 9	14
Chile	20	17	18		13
Colombia	23	23	26	1 5	12
Costa Rica	13	12	13	1 9	21

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Cuba	8	9	10	5	20
Dominica		12	10		
República Dominicana	20	20	18	27	15
Ecuador	21	24	21	15	15
El Salvador	26	27	28	18	10
Granada	10	16	13	6	31
Guatemala		20	12		
Honduras	19	25	15	18	12
Jamaica		21	16		
México	18	25	17	11	16
Panamá	14	22	14	9	17
Perú	17	17	14	19	19
Puerto Rico	7	4	19	13	30
Saint Kitts y Nevis		14	8		
Saint Lucia	11	15	11	11	16
San Vicente y las Granadinas		14	14		
Surinam		13	13		
Estados Unidos		14	15		
Uruguay	17			7	19
Venezuela (República Bolivariana de)	10				23

8. Admission mechanism for the professional teaching practice

In **Mexico**, admission is produced through a selection process that today is called Unit of the System for the Career of Teachers women and men (USICAMM) where graduates of higher education institutions with related careers can participate to the pedagogical area or knowledge or level or educational matter that you want to teach. Although under the law priority should be given to graduates of normal schools, it has there have been difficulties. In the university sector it is entered by competition.

In **Panama**, they enter by Contest at the beginning of each school year, the amount of vacancy It is given depending on whether there is an increase in the enrollment

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of students in each educational center, but also in case there are places due to retirement, pregnancy, death, studies. A shortlist of those with the highest score in a requested specialties selected, even if the law establishes that it can be recommended to any of the three and the MEDUCA, through the minister selects, upon recommendation of the Selection Commissions composed of a teacher, a teacher, a parent and a representative of the Executive. In the case of the University, admission to the chair after being a professor special, through a career, credentials and academic experience contest.

In **Costa Rica**, in all cases, admission as a teacher is done through a competition background before the Civil Service. Through the system of merits and suitability established in the Civil Service Statute, applicants must register in the registration of bidders when a Teaching Contest is published by the Directorate General of the Civil Service.

In **El Salvador**, In the university sector the selection, in the public and private, walks through the academic trajectory of those hired. The UES has selection mechanisms extremely slow and complex, even –although less so - for teachers for class time. Private companies usually resolve it with decisions of their authorities.

In **Nicaragua**, official education institutions make public bids for positions and there is an evaluation committee based on the curriculum and interview that they carry out with the aspirants.

In the **Dominican Republic**, admission is given through a teaching competition. In **Haiti**, officially recruiting must be done with public announcements, but the unions they denounce that in practice documents are requested and recruited without a public process opposition of credentials and selection.

In **Cuba**, the teaching profession is a priority professional activity of the Cuban State and has been raising its level in response to social demands on the teacher and the needs to serve all students. Be part of the projections of mid- and long-term enrollment.

In order to access teaching at the intermediate and upper secondary level, it is generally required to be graduated of middle and higher level teacher and teacher training centers, those who receive the highest salary in the exercise of teaching work. Depending on the teaching coverage deficits and after an exhaustive analysis of the alternatives for meeting the needs, non-graduate staff can be hired from the centers trainers, who must receive a pedagogical qualification and receives his salary in correspondence with your preparation. That does not fully refer to certain arts, sports or technical specialties that have specific provisions.

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Teacher training studies in Cuba can be carried out in pedagogical schools. In which students are admitted with ninth grade approved, as established by Resolution Ministerial 306/2009 on continuity of study, for the training of educators of early childhood, elementary teachers, special education teachers, early childhood teachers. English for Primary; teachers of different subjects for Basic Secondary and for Polytechnic Education; and a minimum average of 80 points is required. In the universities people access after finishing high school or upper secondary level to study Bachelor of Education careers. For enrollment in the day course of universities the candidates must pass entrance exams of Mathematics, Spanish and Cuban History, no other specific profiles are required. There are variants for stimulating access to teacher training studies without the obligation of taking admission exams.

In **Brazil**, the official sector calls for public tenders, while in private education it is done by direct hiring.

In **Venezuela**, entry is contemplated by a credential contest for the first levels and opposition for the university sector. However, currently there is a project to modify the Regulations for the Exercise of the Teaching Profession (1991), of the first levels of education, which would substantially modify the admission mechanism and that would affect the existing categories and ranks.

In **Colombia**, the Law that regulates entry to the teaching career is the same Constitution. Politics, Law 115 of 1994, Law 715 of 2001, Decree Law 1278 of 2002, regulations which together indicate that the applicant must pass all the stages of a competition merits convened by the National Civil Service Commission with direct participation of the certified territorial entities; procedure that leads to the choice of a vacancy offered strictly subject to your final score obtained (Position in the list of eligible), therefore, by strict mandate of the Law that states that entering the teaching career will be carried out with the overcoming of the aforementioned processes of meritocracy.

With the evaluation of aptitudes, experience, basic competences, relationships interpersonal and personality conditions of the applicants to occupy positions in the teaching career, their inclusion in the list of eligible is determined and their location is fixed in the same.

In **Ecuador**, there are mechanisms established by competition of merits and opposition. For it it is necessary to be qualified and apply in order to obtain a definitive appointment of entry, change or promotion in the Fiscal Magisterium. To do this, they must enter the System of Information of the Ministry of Education (SIME). In the case of Higher Education, the Admission occurs by convocation and participation in the merit and competition contest.

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In **Peru**, it is entered through a public tender. To enter the I magisterial scale, via national standardized tests, about 220 thousand teachers are presented and only an average of 20,000 pass; they go through a second stage of master class and normally only 8 thousand teachers are appointed on average.

In **Uruguay**, in primary school only for qualified teachers, with effectiveness by competition. In secondary school, since 2005, effective only for graduates, for non-graduates, open calls. To be a teacher in vocational technical training, it is required qualification and be called to open competition. In teacher training, the effectiveness is by competition for teaching and / or university graduates, with or without postgraduate degrees.

In **Chile**, it is entered by obtaining the title of professor, awarded by recognized higher education entities and subsequent term contracting fixed / indefinite in some establishment in the country. In turn, they can exceptionally practice teaching without having a professional title obtain authorization corresponding by the Ministry of Education, provided that they comply with certain requirements.

In **Argentina**, in the first levels of education it is established by Competitions that are order through a ladder: a) By seniority and antecedents, performing in an interim capacity (alternates); after a while and with the same mechanism access ownership. For the promotion positions of the management teams, access is by seniority, antecedents and opposition. Most scale Boards have union representation

In the university sector teachers enter the University Teaching Career by public contest of antecedents and opposition. For the Pre-University Levels, mechanisms are varied depending on the position (some are elective) and the regulation of each university institution. There are mechanisms for coverage of vacancies that establish selections by Rating Boards.

9. Investment in Education and its relationship with working conditions of teachers and their wages

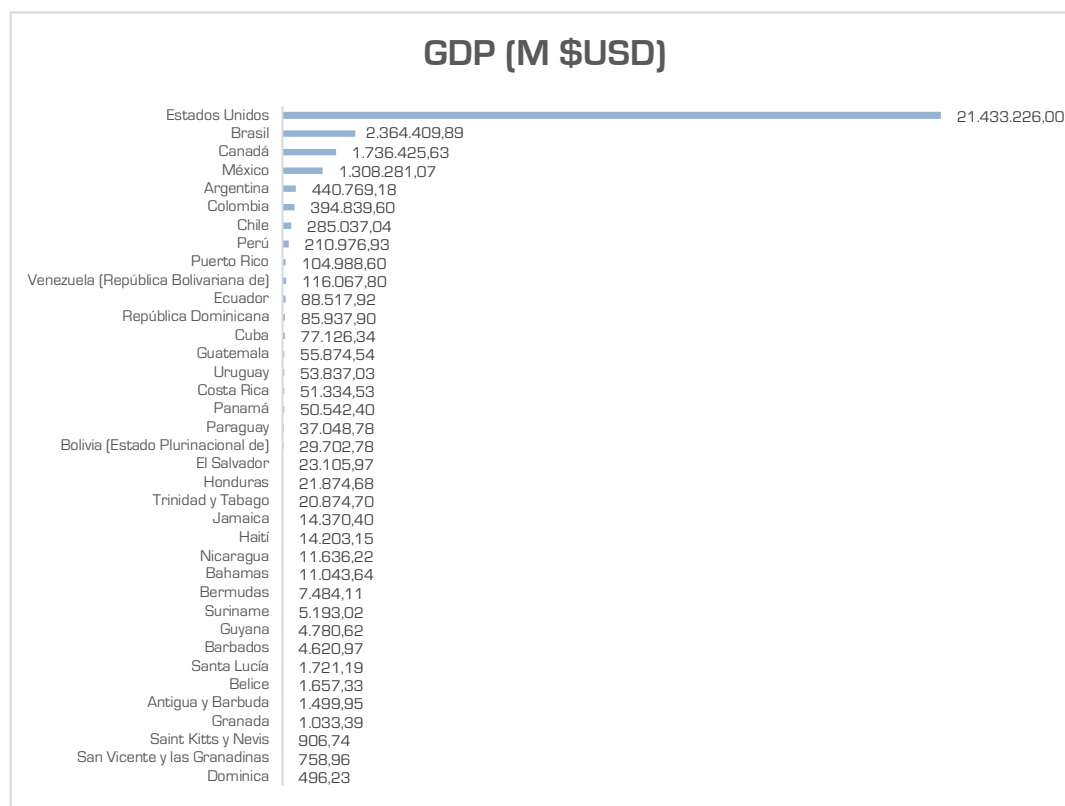
The Gross Domestic Product

The Gross Domestic Product (GDP) of nations expresses the value in monetary terms (US dollars) of all final goods and services produced by a country (or region) during a year. GDP can also give us clues to understand wealth of a nation in a given

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time. It allows us to know the capacities of the countries (public + private sector) to invest in social areas such as education.

In the case of America, GDP amounts to 29 Billion USD, however, 80% of it is concentrated in the US and Canada. This contrasts with the fact that Latin America and the Caribbean, despite having 73% more inhabitants than the north of our continent, only approximates 20% of the GDP of America.



Source: World Bank (2019)

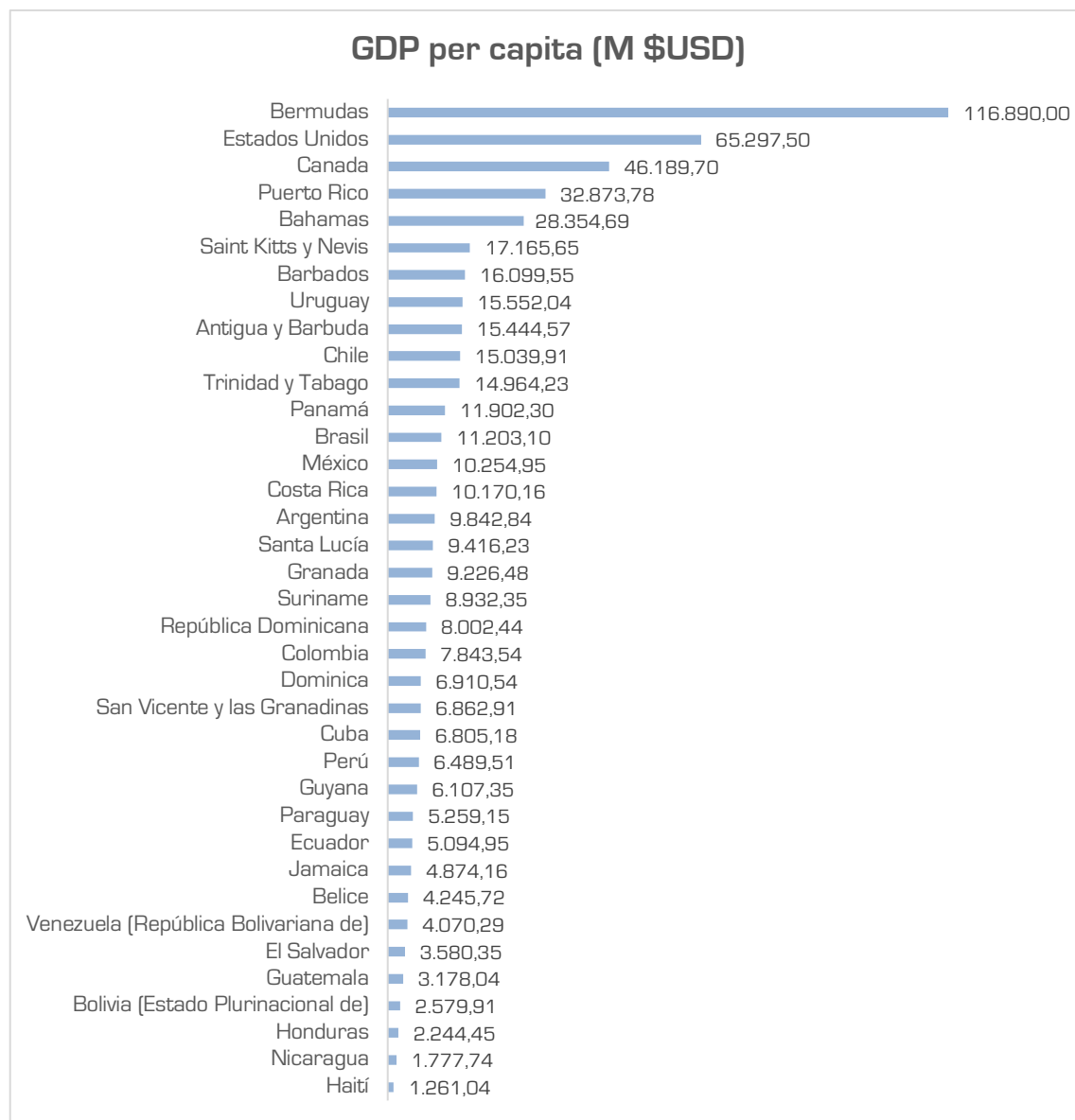
GDP per capita

For the purposes of this Situation Report, we find the estimate of GDP per capita or income per capita very useful. This is the result of dividing the GDP by the number of inhabitants of a country. Thus the figure ceases to be abstract and helps us to build a closer image of the capabilities and possibilities that a nation has to produce greater well-being, social justice, equity, in a scale comparison.

The estimation of GDP per capita or investment per capita brings the number of having better wages and working conditions.

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wealth of a nation closer to the reality of the population and allows us to know the possibilities of translating this wealth into sectoral indicators of social investment (including education). The higher the GDP per capita, the greater the chances of On the other hand, it makes it possible to regionally compare unequal capacities. Below, we can see this distribution of



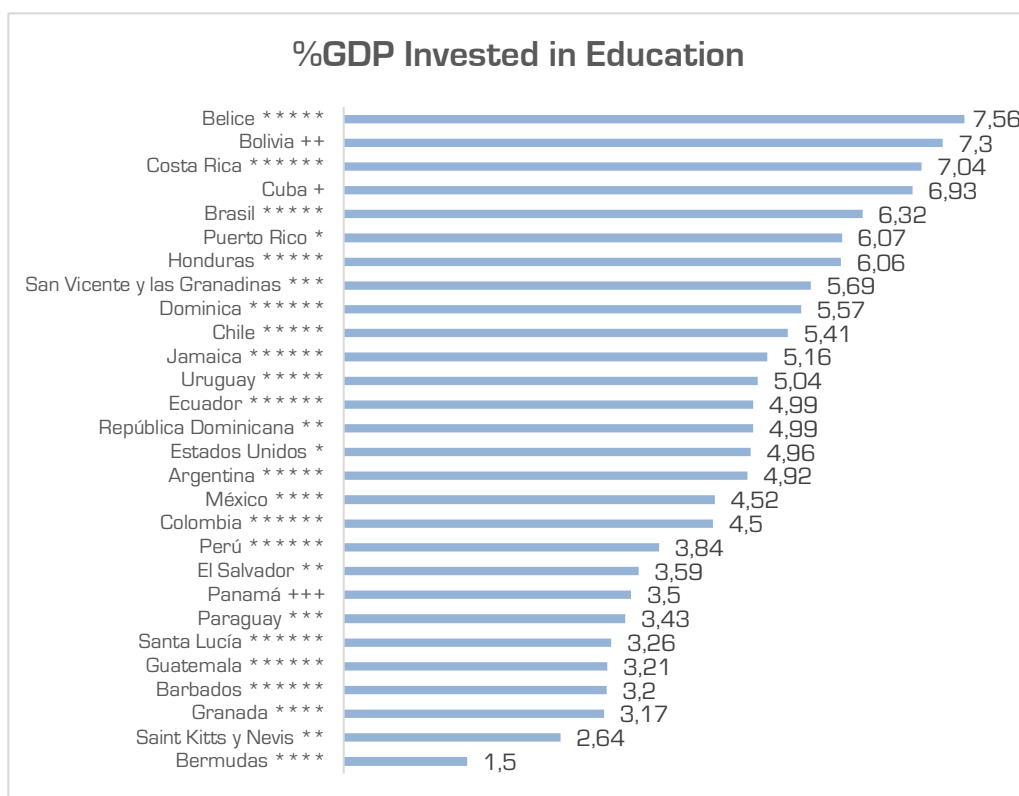
Source: World Bank (2019)

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Investment in Education as GDP Percentage

Teachers guilds have been raising the issue of a minimum educational investment in education. The 6% minimum floor is the result of the consensus of those who fight for the right to education. For this reason, UNESCO approved in Incheon, South Korea, in 2015, at the World Education Forum, that governments should allocate a minimum of 6% of GDP for education and 20% of total public investment.

This implies a reworking of the amounts of this 6% of GDP allocated to salaries and working conditions of teachers, social programs to support teachers and students as well as their families, the provision of equipment and materials, infrastructure and teacher training, because there is a growing risk that the growth of GDP in education does not imply an improvement in educational quality but rather the strengthening of companies and corporations that they do business around the educational agenda,



Source: Figures from UNESCO, World Bank, Ministries of Education and Trade Unions

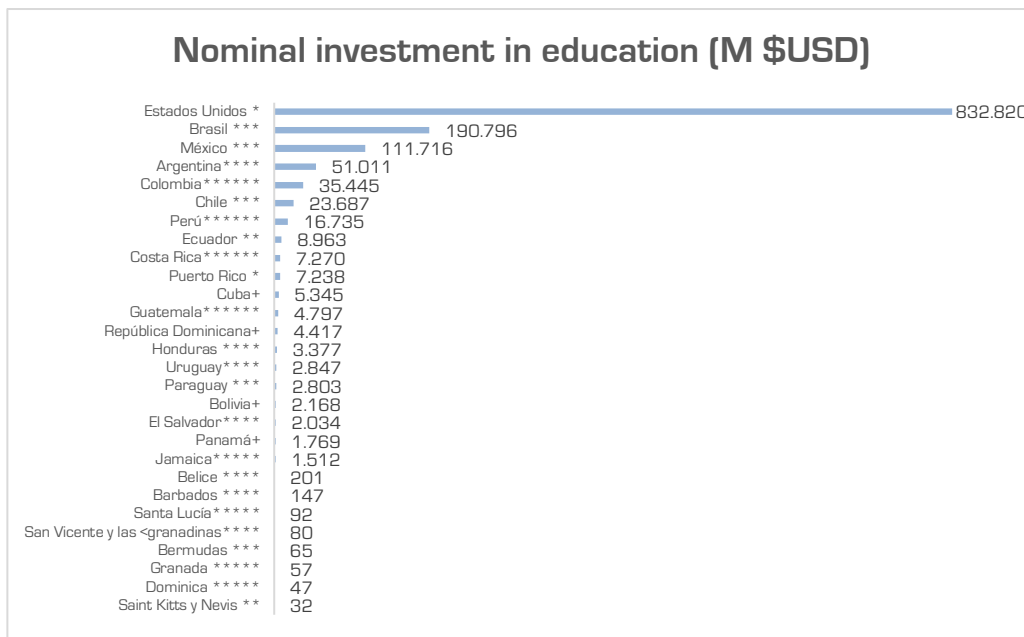
* 2014, ** 2015, *** 2016, **** 2017, ***** 2018, ***** 2019, + Official figures from the Ministry of Education of Cuba, +++ ASOPROF

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especialmente en el sector de la tecnología. No es suficiente para conquistar el 6% o más del PIB para la educación, sino más bien para disputar que esta cantidad es realmente invertida en el aspecto sustantivo de la educación. Veamos qué porcentaje del PIB se asigna a la educación por los países de la región. De esta lista de países como Bermuda, San Kitts y Nevis, Granada, Barbados, Guatemala, Santa Lucía, Paraguay, Panamá, El Salvador, Perú, Colombia, México, Argentina, Estados Unidos, República Dominicana, Ecuador, Uruguay, Jamaica, Chile, Dominica y San Vicente y las Granadinas, están por debajo del umbral sugerido en los objetivos de la UNESCO, lo que muestra que todavía hay un largo camino por recorrer en términos de inversión educativa. Los países que no aparecen, es porque no han reportado en los últimos años, el porcentaje del PIB que asignan a la educación, para lo cual se asume que están por debajo del mínimo internacional.

Investment in education

En orden de nominalmente traducir la inversión educativa, la UNESCO ha estado haciendo un esfuerzo para recopilar información de diferentes fuentes oficiales, para averiguar cuánto



Source: UNESCO and author calculations

*2014, **2015, ***2016, ****2017, *****2018, *****2019, + own calculations multiplying GDP per investment in education percentage

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educational environment. In this particular case, UNESCO reflects an indicator called education spending, which expresses this value. For the purposes of analysis where it has not been possible to obtain this data, we have done so by multiplying the country's GDP by the percentage of investment in education.

These countries have been the only ones that have sufficient data to carry out a quantitative analysis of this indicator, so those not reflected do not they have the information available.

As we have previously commented, we have taken two methods to compile this data; the first of them from the UNESCO education expenditure indicator and the second by multiplying GDP by the percentage of GDP that is allocated to educational investment. Comparing these two methods, countries such as Colombia and Argentina stand out, because they project in the UNESCO indicator a figure much higher than that calculated between GDP and the percentage of GDP invested in education, generating contradictions due to the true figures.

Country	Investment in Education as a GDP percentage taking UNESCO y WB as reference	Investment in education obtained by nominal data registered at UNESCO	Difference in values
Colombia	17.730 MM \$USD	35.445 MM \$USD	99,99% of difference
Argentina	21.648 MM \$USD	51.011 MM \$USD	106,95% of difference

Source: UNESCO and World Bank

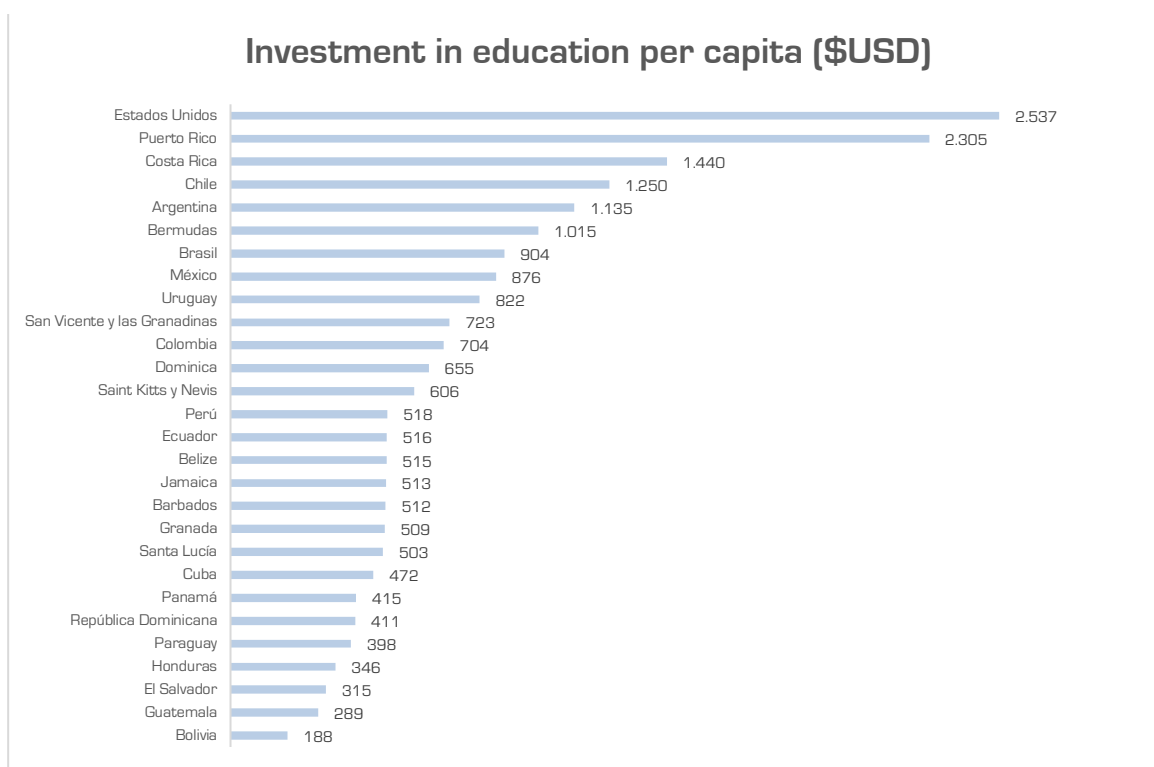
Investment in education per capita

Investment in education per capita is obtained by dividing the educational investment of each country, reflected in the graph Investment in Nominal Education, by the amount of inhabitants of each country. It is a way of making a scale comparison,

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which would be in theory what each inhabitant would be entitled to to attend to everything related to the educational environment, infrastructure, staffing, salaries, administration, among others

5 countries in the region have more than a thousand dollars of educational investment per capita

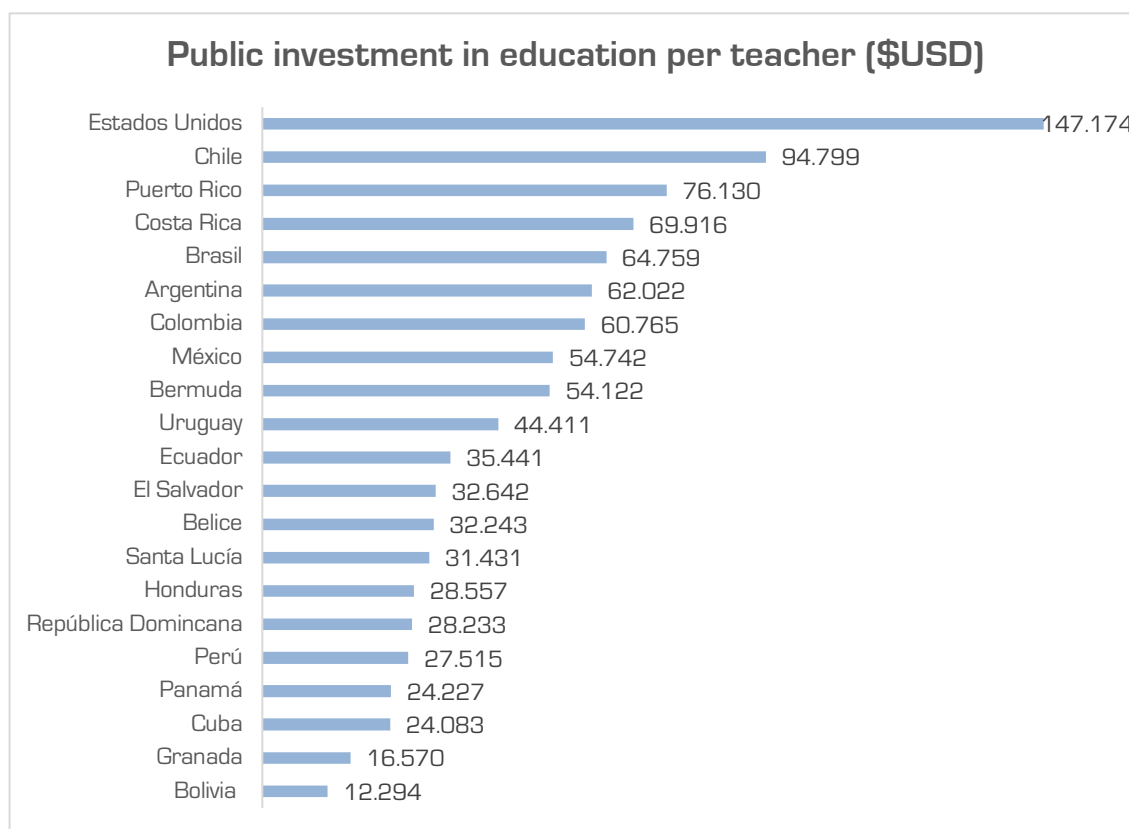


Source: Own calculations dividing Investment in Nominal Education among the number of teachers in the country.

Investment in education per teacher

It seems important to us to do a mathematical exercise to illustrate the possibilities and capacities of the countries. If we divide public investment in education, by the number of teachers, we could visualize what the education system can do specifically in each territory, school and classroom. It is an illustrative exercise because the governments are not going to give the teacher the money to assume for a year the maintenance of education in the classroom in which he works but it does help to illustrate the problem.

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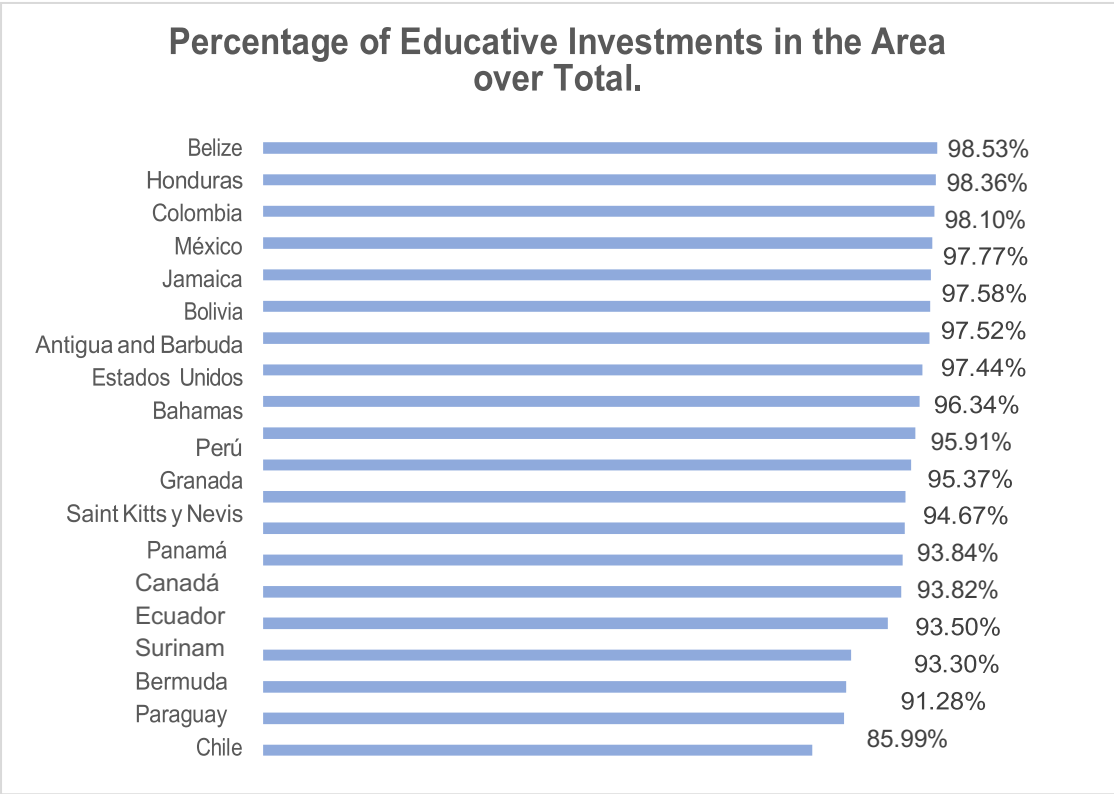
Source: Own calculations dividing Investment in Nominal Education among the number of teachers in the country.

When analyzing these activities, the macroeconomic environment continues to influence, which is why we see countries like Cuba or Bolivia, with high percentages of GDP invested in education as a way to compensate for the scarce existing resources. Panama stands out in this analysis as it is at the bottom of the table, with a GDP per capita much higher than those in places higher than it.

Percentage of investment in public education

When we analyze the educational investment of the countries we must highlight whether it is efficient or not, and this has a lot to do with the destinations that serve as drivers of public policies. And in this the global debate on public education plays a fundamental role. UNESCO presents an indicator that makes it possible to measure the percentage of educational investment in the public sector in contrast to what governments allocate to the private sector.

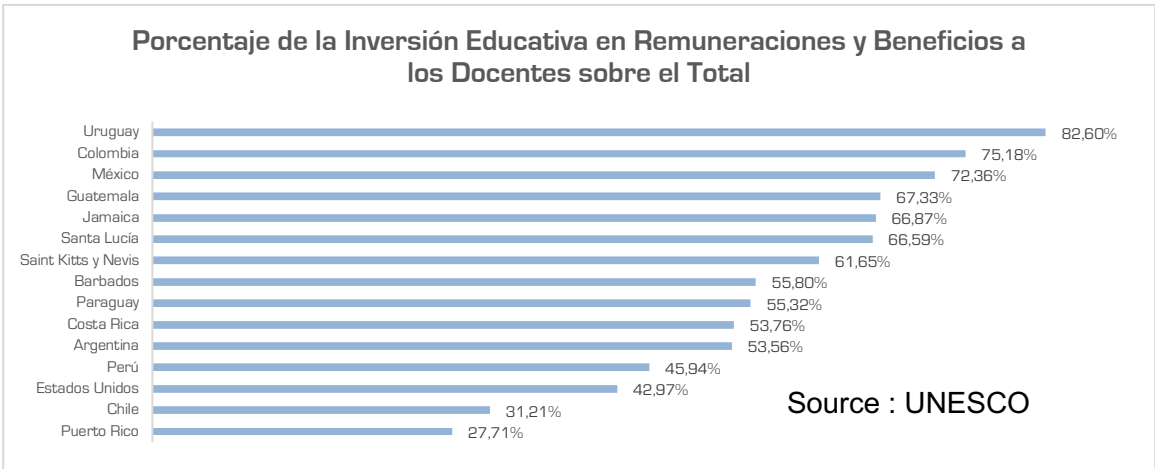
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Source: UNESCO. This figure refers to the percentage invested in public education in each country. The remaining percentage would be what is invested in the private sector.

Public investment for salaries and benefits of educators

One of the arguments of governments to stop a better salary for teachers occurs because they occupy most of their budgets. The following graph with the available data seems to dismantle that thesis.



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Only a few countries have reported that more than 70% of their budgets are allocated to salaries for teachers, Mexico, Colombia and Uruguay. Although as we will see later, we will analyze how true this can be in each case.

Gaps in Educational Investment and Salaries

The first gap that we will analyze will be between the real wages of teacher workers and the Educational Investment per Teacher. It is a way of analyzing in what proportion the countries give more or less importance to salary remunerations within the framework of their total educational investments. The result is a relationship that we obtain by dividing the Educational Investment per Teacher by the annual salary of an educational worker². The higher the value resulting from this ratio, the lower the importance that governments give to salary remuneration in the context of their total educational investments. We will carry out this comparison in two contexts; the highest and lowest wages in each country.

The following table contains the highest and lowest wages for the countries with information available for analysis.

Highest and Lowest Wages in all educational levels

Country	Lowest Salary	Highest Salary
Argentina	325	2092
Brasil	596	4082
Chile	815	7127
Colombia	440	4000
Costa Rica	563	2094
Cuba	124	250
Ecuador	527	4700
México	425	2127
Panamá	1369	6000
Perú	389	1958
Uruguay	1367	4021

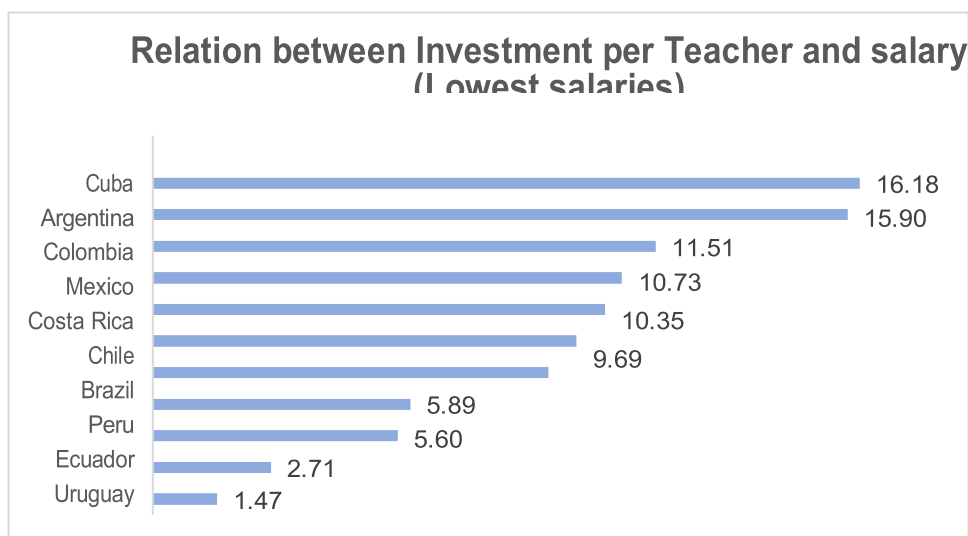
Source : Table teachers salaries : its minimum and maximum by educative level

²Note that the value is only referential, since it does not include other teacher benefits other than salary

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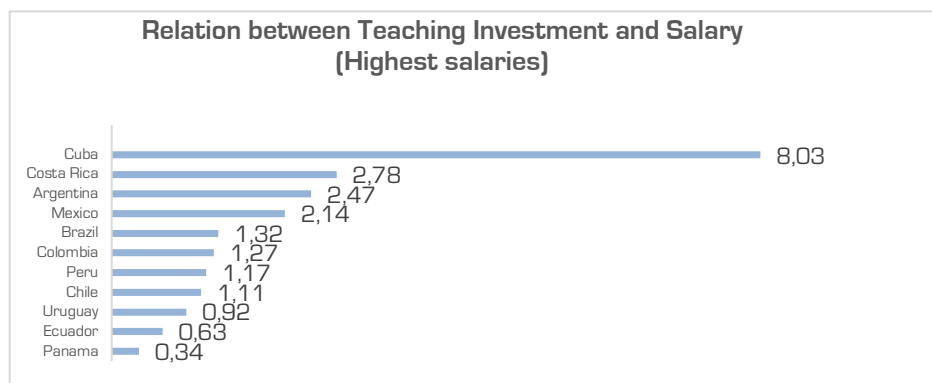
Let us analyze how this relationship develops between investment per teacher and salary, considering the lowest salaries.

Source: authors's calculations based on lowest salaries of chosen countries.



In this graph highlights the lesser importance that has been given to salaries compared to educational investment per teacher in countries such as Cuba, Argentina, Brazil, Colombia or Mexico, from the perspective of lower salaries.

Now we will carry out the same analysis, but with the highest salaries.

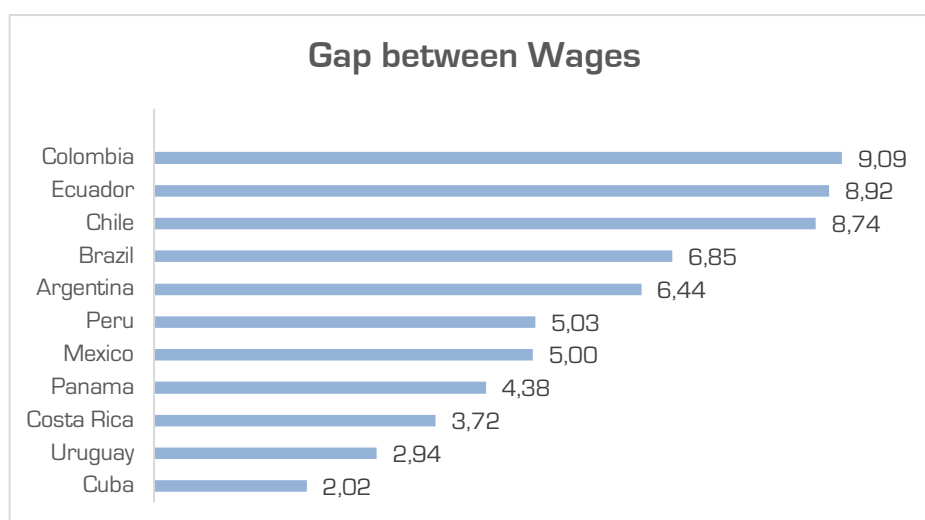


Source: Author calculations with the highest salaries in selected countries

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In the case of higher salaries, the Gap is much higher in Cuba than the rest of the countries, in relation to educational investment per teacher, due to the low difference between minimum and maximum fundamentally.

Now we will analyze the gaps between the highest and lowest salaries at all educational levels, with the countries that have available information. We get the result by dividing the highest and lowest salary. The higher the value, the larger the gap and the lower the wage inequality. A very wide gap highlights the inequalities in the countries' wage systems, and a very low gap is equally negative since it downplays merit, experience and professional growth.



Source: own calculations based on the Minimum and Maximum Salaries Table of all educational levels.

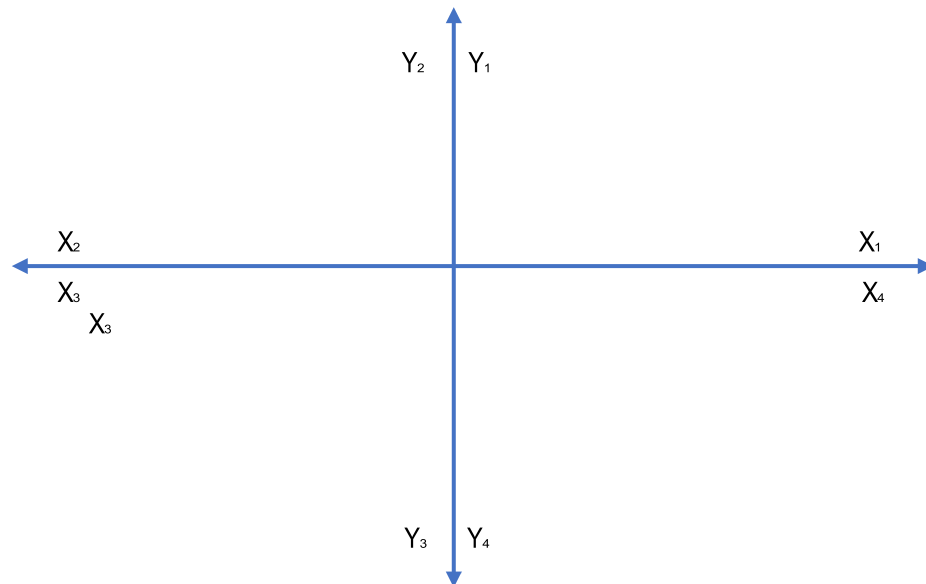
As we can see in the previous graph, countries that tended to have a good appreciation between educational investment and salaries, such as Colombia, Ecuador and Chile, are hardly illusory due to the wide gaps that exist between those who earn more and less.

Comprehensive measurement of investment in education in the working conditions of teachers and their salaries

Analyzing the working conditions and salaries of teachers, is framed in two spectra; the first of them related to educational investment policies based on national income, and the second to how it has an impact on these aspects.

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We have chosen to carry out a quadrilateral for this analysis that allows us to measure through pairs of variables, assess the main dimensions of working conditions, including salaries in a comprehensive way³.



^{3p}Pairs of variables chosen are:

Educational investment per teacher and salaries: this would allow us to observe gaps between one and the other, the macro dimensions are combined -economic and macro-political with the specific conditions of teachers.

GDP per capita and percentage of GDP allocated to education: what we want to know is how much can be measured by one or another variable in terms of national policies.

Years of Retirement and Salary Percentage of Retirement: in this way we can analyze whether the teaching conditions posterily will be in a better or worse degree.

Teachers per inhabitant and Students per Teacher: as in the first variable, we value the country conditions versus the condition per teacher.

The resulting area of this quadrilateral drawn on a Cartesian plane will allow a comprehensive measurement of the degree to which working conditions are comparatively better or worse. The formula to apply is as follows:

X_1 = Teachers x Inhabitant

Y_1 = $1 / \text{Students per Teacher} \times 100$ (because the best case is fewer students per teacher) X_2 =

Educational investment per teacher / $12 \times (-1)$ (Considering the monthly reference) Y_2 = Salary

X_3 = GDP per capita $\times (-1)$

Y_3 = % of GDP invested in education $\times (-1)$

X_4 = $1 / \text{Years of Retirement} \times 100$ (because the best case is fewer years for Retirement) Y_4 = % of Retiree Salary $\times (-1)$

In the case of countries that do not consider retirement years, but rather by age, we consider a maximum of 40 years of teaching service

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We can then calculate the area of working conditions of teachers in the following way:

$$A (X_1, Y_1, X_2, Y_2, X_3, Y_3, X_4, Y_4) = \frac{1}{2} | ((X_1 Y_2) + (X_2 Y_3)) + (X_3 Y_4) + (X_4 Y_5)) - ((X_1 Y_4) + (X_4 Y_3)) + (X_3 Y_2) + (X_2 Y_1)) |$$

Let's see then values that we will use based on the selected countries:

Chart of variables with its values

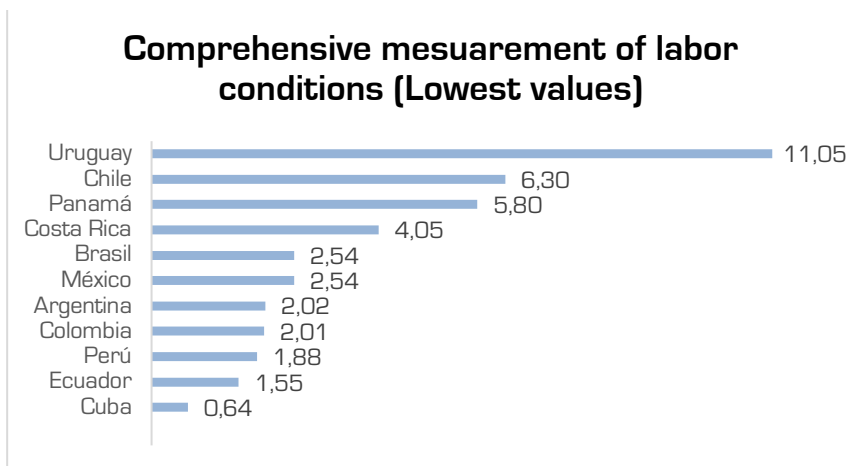
COUNTRY	Educative Invest ment x Teacher	Salary (+low)	Salary (+high)	Teacher x 1000 inhabitants	student x Teacher	GDP per capit	% GDP	Years Pensioned (+low)	Years Pension (+high)	%Salary Pension (+low)	%Salary pension(+high)
Argentina	62.022	325	2092	18	17	9843	4,92	30	30	82	85
Brasil	64.759	596	4082	14	18	11203	6,32	30	35	50	50
Chile	94.799	815	7127	13	20	15040	5,41	Por edad	Por edad	20	25
Colombia	60.765	440	4000	12	23	7844	4,5	20	20	65	75
Costa Rica	69.916	563	2094	21	13	10170	7,04	30	30	60	80
Cuba	24.083	124	250	20	8	6805	6,93	25	25	60	90
Ecuador	35.441	527	4700	15	21	5095	4,99	30	20	75	75
México	54.742	425	2127	16	18	10255	4,52	30	30	70	70
Panamá	24.227	1369	6000	17	14	11902	3,5	28	28	60	60
Perú	27.515	389	1958	19	17	6490	3,84	Por edad	Por edad	60	60
Uruguay	44.411	1367	4021	19	17	15552	5,04	30	35	50	70

For the purposes of analysis⁴, we observe an into Area rvalue between minimum and maximum values, considering the lowest and highest salaries of the entire educational system, considering that they have previously been differentiated at the subsystem level, the years of retirement, as well as the percentages of the salary of retirees.

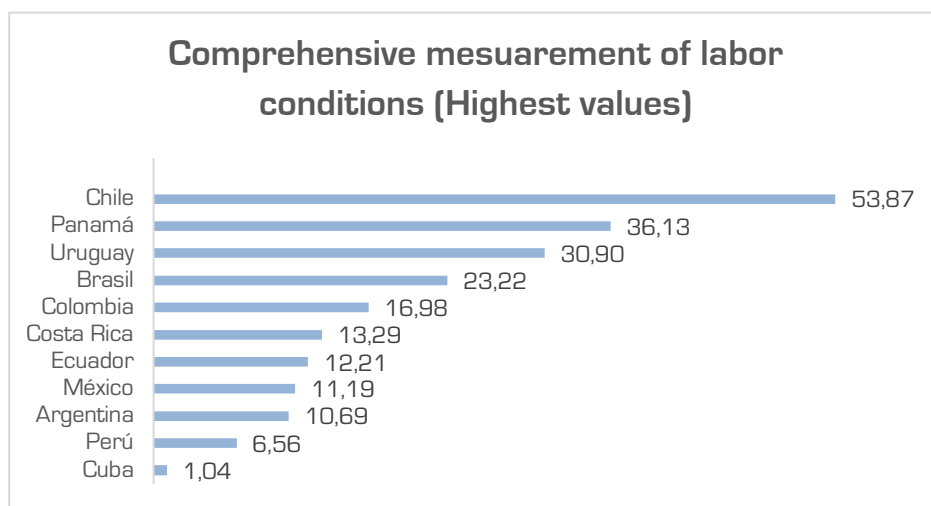
Regarding the highest values, these are the results obtained from the selected countries. A larger area the better are the working conditions of the workers. This chart reflects the results with the lowest salaries, the highest retirement years, and the lowest salary percentages that a teacher is left with at retirement.

It refers to an analysis of working conditions and not wages only, since it incorporates variables related to the macro environment such as teachers per inhabitant, GDP and educational investment, as well as other areas such as pensions and students per teacher. Other variables of the social environment are not included, such as the right to health, social security, access to food, among others.

Investment in Education, Salaries and Working Conditions of Teachers in America

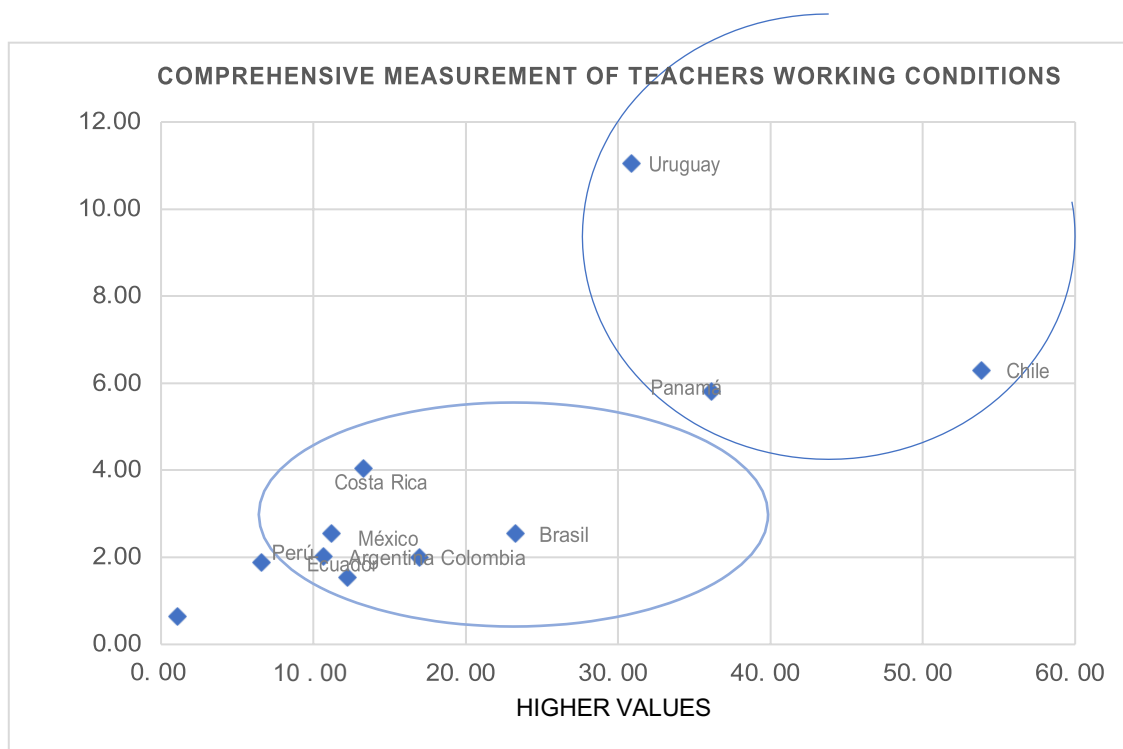


Regarding the lowest values, these are the results obtained from the selected countries. A larger area the better are the working conditions of the workers. This chart reflects the results with the highest salaries, the lowest valued retirement years, and the highest percentages of salaries a teacher is left with at retirement.



The following graph allows assessing how each of the countries behaves between the minimum and maximum analysis values

Investment in Education, Salaries and Working Conditions of Teachers in America



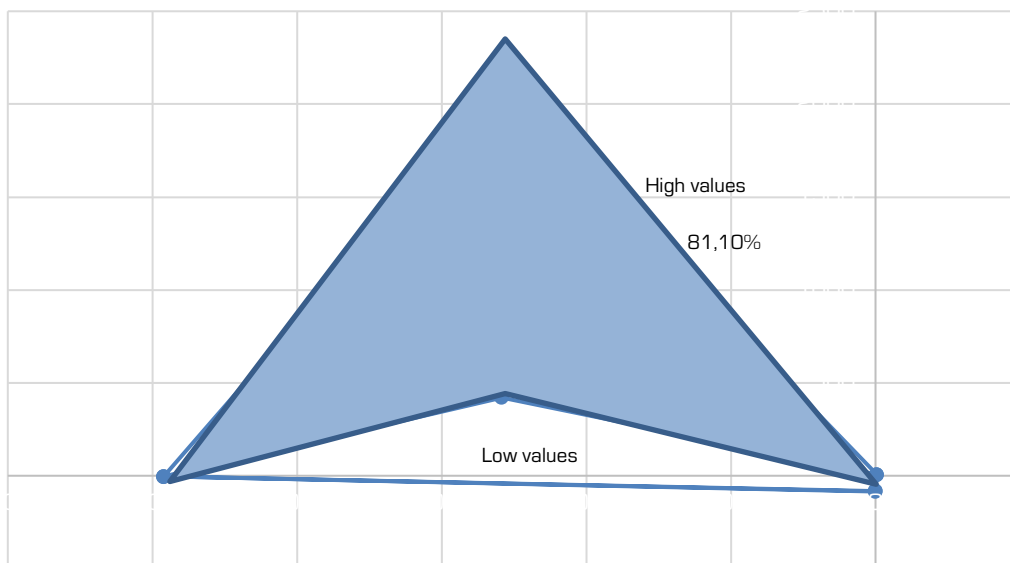
Uruguay, Panama and Chile stand out, which in general terms present better working conditions in an integral way, according to this analysis, on the other hand, Cuba with less integral conditions.

However, what looks good doesn't always seem to be in that way. If you ask teachers in Uruguay, Chile or Panama, they will surely give us plenty of details about their job insecurity; what it shows is how bad others are. Additionally, salary differences between classroom teachers and university rectors is another element to be taken into account. In the case of Cuba, contradictorily, whose salary may indicate precariousness, education workers in Cuba have a very robust social security system that compensates for this inequality, in a context of the North American blockade.

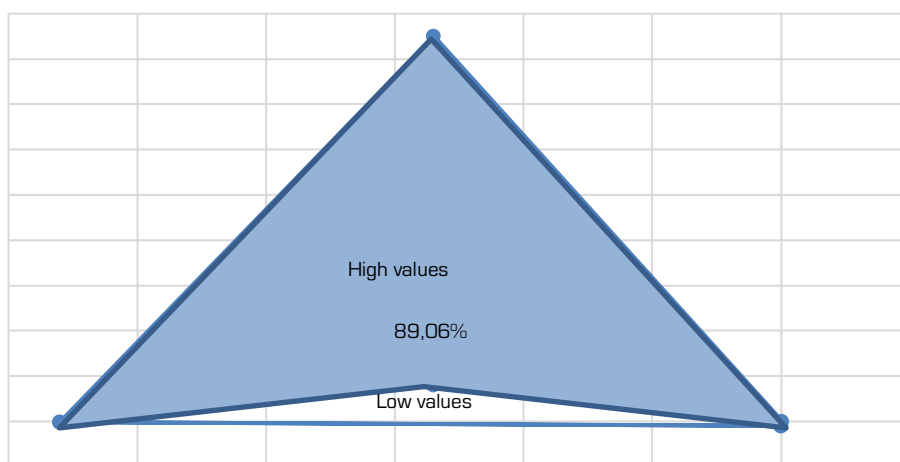
If we draw these data in the Cartesian plane, we will be able to know what is the difference between the minimum and maximum of each country. As the shaded area occupies a greater percentage, the greater the internal inequality. Let's see:

Investment in Education, Salaries and Working Conditions of Teachers in America

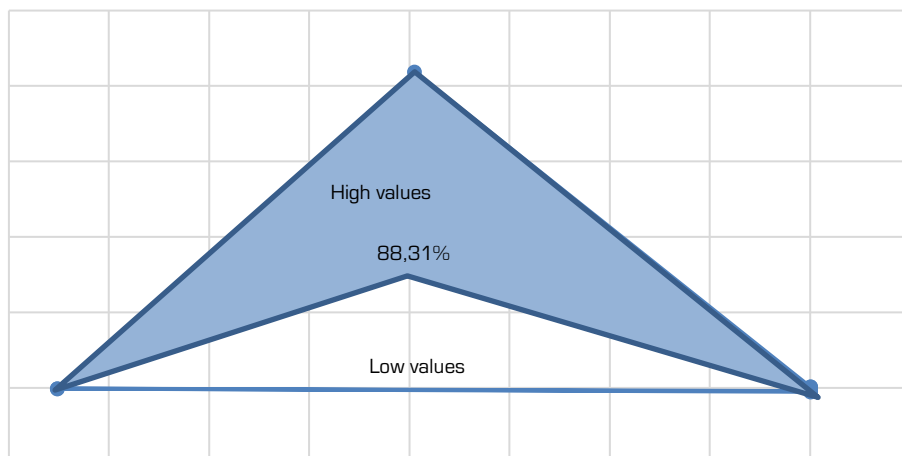
Argentina



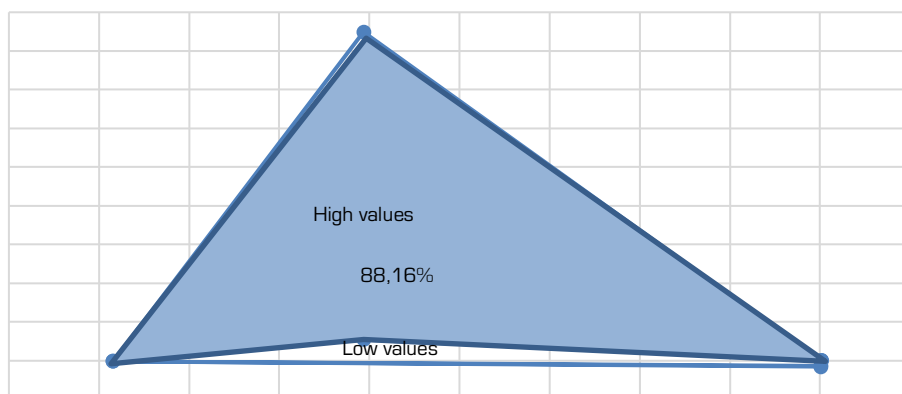
Brasil



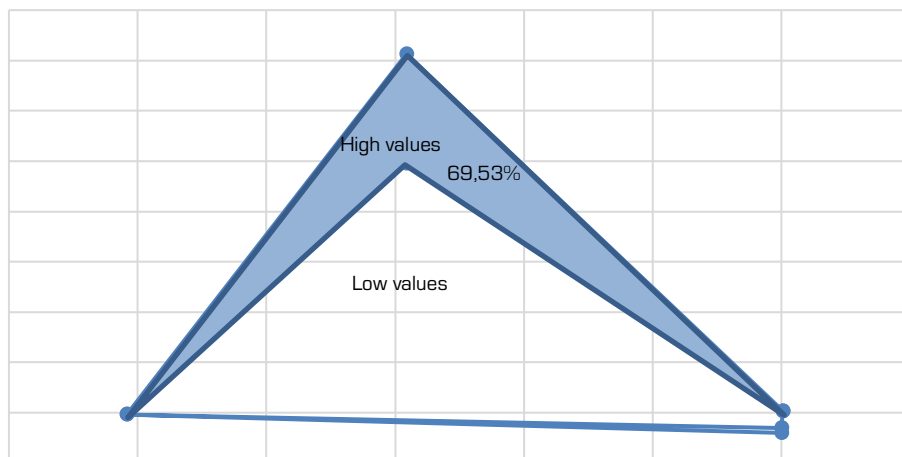
Chile



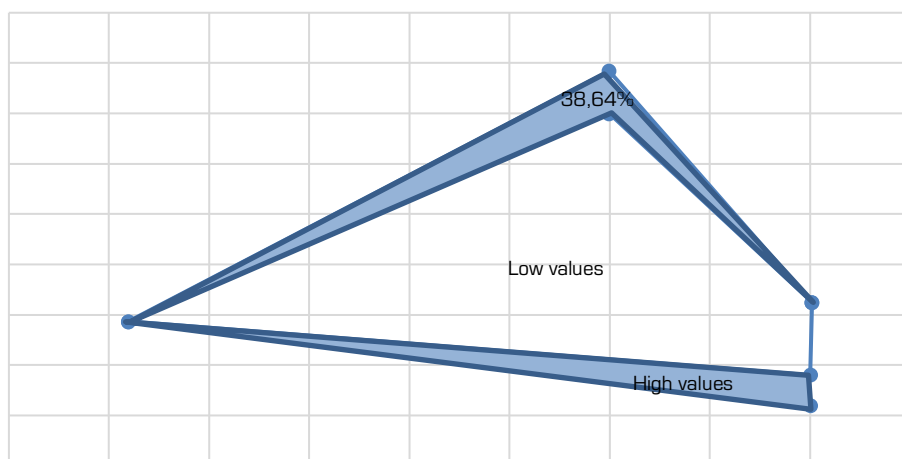
Colombia



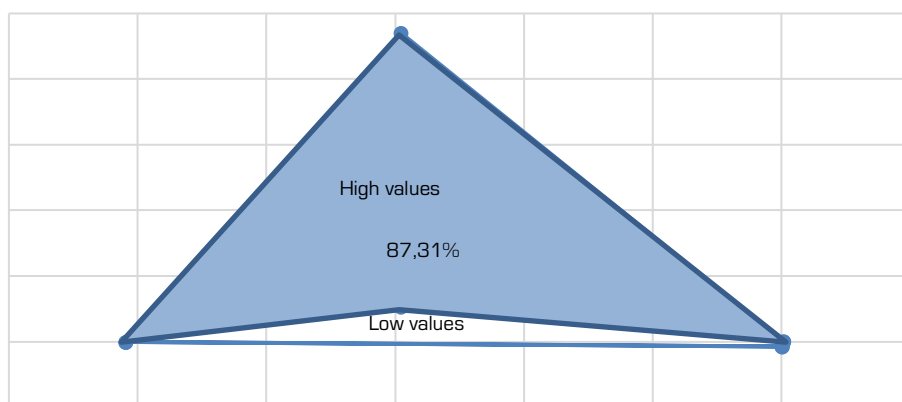
Costa Rica



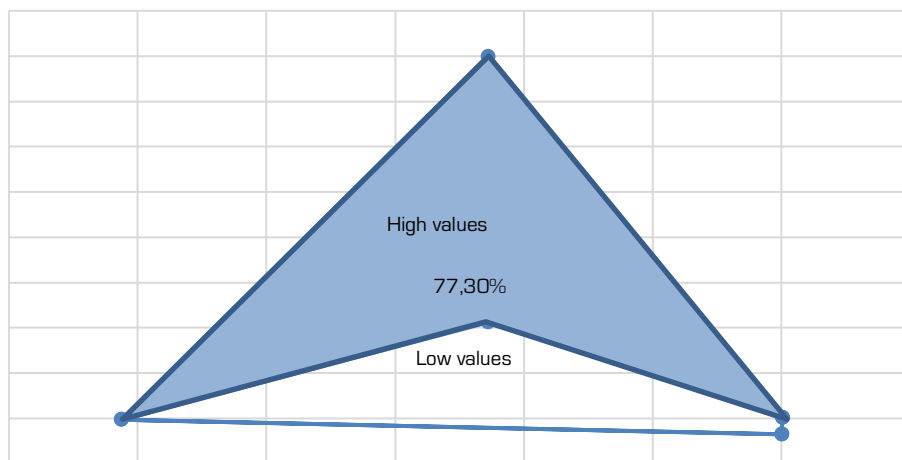
Cuba



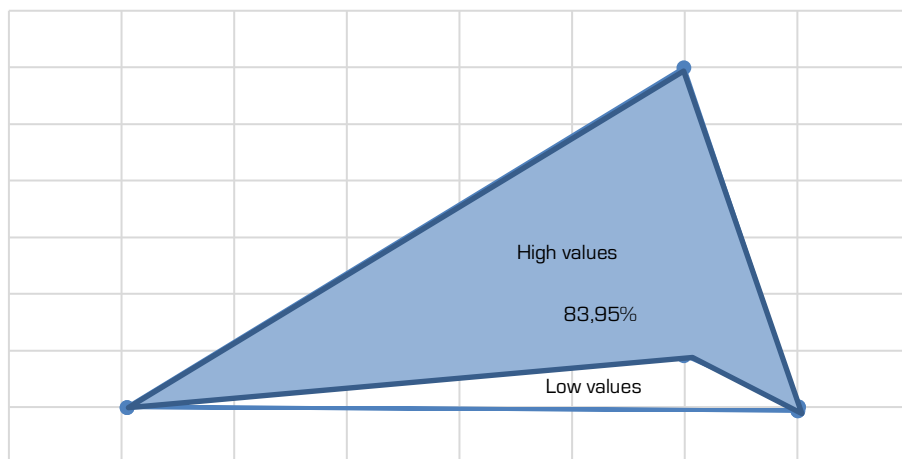
Ecuador



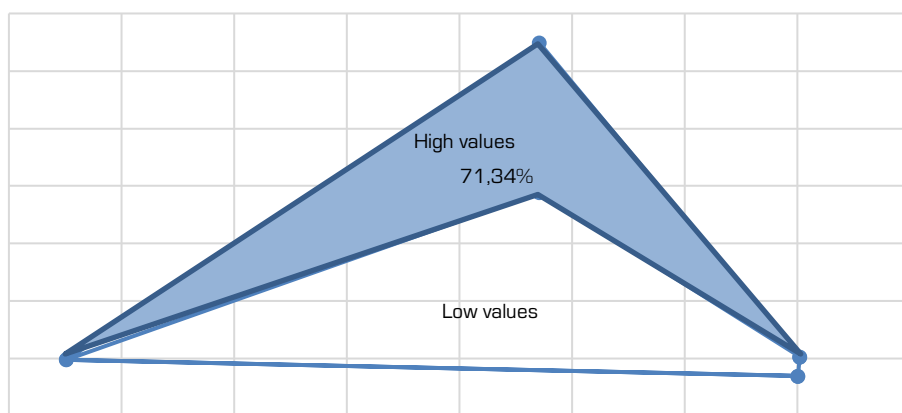
México



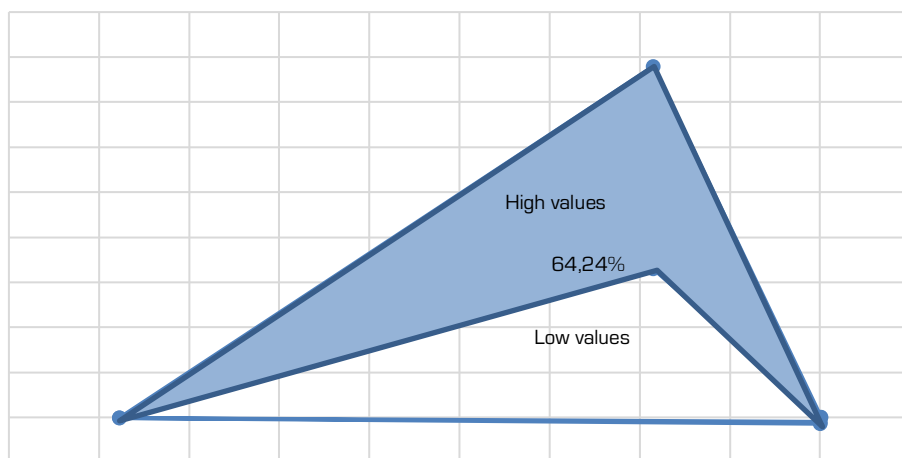
Panamá



Perú



Uruguay



Investment in Education, Salaries and Working Conditions of Teachers in America

In order to analyze these graphs it is necessary to clarify that a greater percentage of the shaded area implies greater gaps between those who have better and worse conditions, on the contrary, a higher level of equality.

	Countries with larger gaps between labor conditions (Área>70%)	Countries with intermediate gaps between labor conditions (Área de 40% to 70%)	Countries with smaller gaps between labor conditions (Área<30%)
Rational Meritocracy		Uruguay, Costa Rica	
Inequality Up bottom	Argentina, Brasil, Colombia, Ecuador, México, Panamá, Perú, Chile		
Equality down-down			Cuba

The extremes stand out, such as the countries with the worst conditions for teachers; Brazil, Colombia, Argentina, Ecuador and Panama with gigantic internal gaps, generating downward inequalities, and Cuba with downward equality, which practically makes no difference in academic and experience merits, discouraging the professional growth of teachers.

It is necessary to emphasize that this analysis aims to measure the complexity of the working conditions of teachers

10. Conclusions

This work is a regional view of education, from the perspective of the world of work and anti-neoliberal resistance. At the end of its reading, you will be able to have an overview, as well as the notion of similarities existing in the region in terms of investment in education, Gross Domestic Product, Per Capita Domestic Product, wages, pension regimes, vacations, teacher-student ratio per classroom, requirement basis for entry to teaching positions, country by country, as well as comparisons between them.

As a conclusion, we would have to point out that this Situation Report highlights:

1. The outdated 1966 Teaching Personnel Recommendations and 1997 prepared jointly by the ILO and UNESCO. Being these recommendations a very important reference for the workers of education, an update of the same is urgent, in open consultation with teachers unions and unions;
2. The disparity in wages, educational investment and substantive elements of the working conditions and social security of teachers, demand the construction of a union and union fabric of America, which can build coordinated forms of resistance and a route to jointly improve the situation of teaching personnel in the region;
3. That government records are becoming less and less reliable before the multilateral organizations, which requires a survey of country information by country, in support of teachers' organizations, just as we did for this report;
4. There is a historical memory in the regional teaching profession that must be known and unveiled for the entire teaching profession of our continent. This historical memory brings together the collective experience that only with unity and struggle can improve teachers' working conditions and the human right to education can be defended

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