

Working and Learning Together: Rethinking Human Resource Policies for Schools

COLOMBIA

Country profile

What types of staff work in schools?



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Further information can be found on the project website:

www.oecd.org/education/schoolresourcesreview.htm

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Colombia

This country profile describes the central framework for the provision of staff, working primarily within schools (with the exception of resource centres), for lower secondary education (ISCED 2). It is based on information available through country background and country review reports as well as Eurydice descriptions of national education systems. Resource centres refer to institutions operated by education authorities that provide centralised services and specialised staff, typically to ensure effective provision of staff to schools and communities. Responsibility for employment describes the natural or legal person with whom the employee has an employment relationship and with whom the employee has established an employment contract. For the definition of types of staff and levels of governance and administration, see Annex B in the full report.

Instructional and leadership staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Teachers	x	At discretion of regional and local education authorities certified to provide education, based on central regulations (technical relations for the ratio of students to teachers and teachers per group of students)	Regional and local education authorities certified to provide education (Certified territorial entities)
Teacher aides	x	x	x
School leaders	School cluster leaders (<i>Rector</i>)	Based on central regulations (in all school clusters)	Regional and local education authorities certified to provide education (Certified territorial entities)
	Rural directors (<i>Director Rural</i>)	Based on central regulations (depending on the size of the school cluster for co-ordinators and the size of individual rural school sites for rural directors)	
	Co-ordinators (<i>Coordinador</i>)		

Professional support staff

Staff positions primarily created directly in schools

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Professional pedagogical support staff	School counsellors (<i>Orientador</i>) Support teachers (<i>Docente de apoyo</i>) Support professionals (<i>Profesional de Apoyo</i>): Sign language Interpreters, Mediators, Typists	At discretion of regional and local education authorities certified to provide education	Regional and local education authorities certified to provide education (Certified territorial entities)
Health and social support staff	x	x	x

Resource centres providing specialised staff for

Professional pedagogical support	x
Professional health and social support	x

Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Administrative staff	Technical, administrative and operational staff as defined in the job classification and nomenclature for the public function (e.g. Administrative assistants [<i>auxiliar administrativo</i>], Executive secretaries [<i>secretario ejecutivo</i>], Secretaries [<i>secretario</i>])	At discretion of regional and local education authorities certified to provide education, based on central regulations	Regional and local education authorities certified to provide education (Certified territorial entities)
Maintenance and operations staff	Technical and operational staff as defined in the job classification and nomenclature for the public function (e.g. Drivers [<i>conductores</i>])	At discretion of regional and local authorities, based on central regulations (cleaning and vigilance need to be contracted externally through a third party)	Regional and local authorities (Certified and non-certified territorial entities)

x: not applicable

1. Decentralisation in education has been managed by a process of certification of departments (the regional level) and districts and municipalities (the local level). All departments and large municipalities are certified to provide pre-school and school education and referred to as certified territorial entities. Education in municipalities that have not been certified (referred to as non-certified municipalities) is under the responsibility of the respective department and its Secretary of Education. Non-certified municipalities support the management of the teaching staff and provide data and information to their department. Non-certified municipalities furthermore manage a small amount of financial resources they receive through fiscal transfers (*Sistema General de Participaciones*, SGP) and can contribute their own resources for school infrastructure, maintenance and quality. The allocation of teacher positions is largely based on staff plans approved by the Ministry of National Education in line with technical relations for the ratio of students to teachers and teachers per group of students. Secretaries of Education of certified territorial entities can fund additional teacher positions from their own resources, but this is the exception. Certified regional and local education authorities also receive resources through the fiscal transfer system for the inclusion of students with special needs. These resources should be invested primarily in the temporary employment of pedagogical support staff, approved annually by the central education authority, to hire supports required by students, prioritising sign language interpreters, mediators, and typists, as well as didactic materials.

2. Certified regional and local education authorities may also establish positions of education supervisors (*supervisores de educación*) responsible for the supervision of groups of schools, but these are not established by all education authorities.

3. The primary role of school counsellors (*orientadores*) is to develop strategies that promote a positive school climate and peaceful coexistence inside and outside of school. In schools with a school library, there may also be a teacher librarian (*docente bibliotecario*).

4. Resources from the fiscal transfer system (*Sistema General de Participaciones*, SGP) that certified regional and local education authorities can dedicate to administrative costs are authorised by the central education authority. Most administrative staff work in Secretaries of Education.