

# Measuring the effectiveness of TKT

Ministry of Education

Mexico



**A long-term, multi-stakeholder research study in Mexico is assessing the value of the Teaching Knowledge Test (TKT) to the country's education sector.**

TKT from Cambridge Assessment English formally recognises teaching experience, builds confidence and updates skills. In Mexico, TKT is used extensively to benchmark teachers' pedagogic knowledge against international standards, and also helps public and private schools recruit suitably qualified teachers.

Given TKT's extensive use, Cambridge English undertook a long-term study into the impact of TKT on both the Mexican educational sector, and on society. In the initial research phase – running from 2009 to 2011 – researchers analysed perspectives from a wide range of stakeholders, including the State Ministries of Education, Government departments, national education bodies, public and private schools, independent language schools, universities and publishers.

The research team analysed feedback from 660 stakeholders across the 31 Mexican states. Results showed that individual teachers viewed TKT as primarily a personal and professional development opportunity, whereas institutions saw TKT as a way to improve the quality of teaching and the calibre of teaching staff, with both effects having a positive impact on institutional reputation, and also on the ability of the Secretaría de Educación Pública (SEP) to deliver reform initiatives. There was also strong evidence that TKT increased teacher confidence, and strengthened commitment to the teaching profession by encouraging the view that teaching was a rewarding career.

The research study demonstrates both the effectiveness of TKT and the significant research and analysis expertise of Cambridge English.

We continue to work closely with local stakeholders on initiatives to support English language education to ensure student progress and achievement.

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**“We consider TKT to be a fundamental tool to certify that the teacher has the essential teaching skills to teach a second language.”**

Iván Alvarado, State Coordinator,  
Secretaría de Educación Pública (SEP)

