

KNOWLEDGE MOBILIZATION CYCLE ON EVIDENCE USE

TEACHER POLICIES AND PRACTICES



Concept Note

Introduction

Teaching constitutes one of the fundamental pillars for the achievement of equitable, inclusive and quality education systems, especially in regions with wide inequalities such as Latin America and the Caribbean (CARICOM, 2020; Hargreaves & Fullan, 2012; Torres & Lozano, 2019; UNESCO, 2015, 2025a, 2025b). In this regard, the [Global Partnership for Education](#) (GPE) and the [International Development Research Centre](#) (IDRC), from a perspective focused on policy priorities and scalable initiatives in the Global South, suggest that teacher professional development programs should move beyond traditional, often top-down approaches, and rather focus on innovative, context-specific interventions to foster active learning, provide ongoing expert support, and promote peer-to-peer collaboration (GPE & IDRC, 2024).

However, the region still faces a **weak articulation between knowledge production, policy formulation and teaching practice** (UNESCO, 2025b). In many cases, the available evidence does not manage to systematically influence policy decision-making or the transformation of pedagogical practices, while the experience accumulated in schools is little used as a source of learning for education systems and the promotion of public policies. In this scenario, it is important to consider that strengthening the use of evidence for teaching policy and practice does not only imply producing more knowledge, but also creating spaces, capacities and processes that allow mobilising existing evidence, interpreting it critically and translating it into decisions and situated practices.

In response to this context, during **2026**, the [KIX LAC Hub](#), led by [SUMMA](#) and the [Organization of Eastern Caribbean States](#) (OECS), with the support of GPE and IDRC, will develop a **Knowledge Mobilization Cycle (KMC)¹ on teacher policy and practice**.

This cycle is part of one of the central purposes of the KIX LAC Hub: to synthesize and mobilize knowledge generated from the creation and consolidation of regional public goods, promoting effective spaces for exchange and learning that respond to the priorities of the countries of the region in the field of education. In recent years, the KIX LAC Hub has organized and implemented different [cycles of knowledge mobilization](#), which has allowed generating collective learning, reflecting collaboratively on key issues for the region together with various

¹ Our Knowledge Mobilization Cycle (KMC) is a collaborative strategy that facilitates the production, translation and application of evidence into educational decisions. It goes beyond simple knowledge dissemination by promoting continuous interactions between policy makers, academia, civil society and other key stakeholders. Its purpose is to generate systemic learning and contextualized educational solutions.

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actors of the educational ecosystem and strengthening a culture of evidence use in decision-making for the improvement of policies and practices.

This **KMC on teacher policies and practices** is conceived as a relational and sustained process, aimed at articulating evidence, policy and teaching practice to generate systemic learning. This process is developed throughout the year through an articulated set of spaces for dialogue, applied work and knowledge production, which allow for a progressive deepening of the challenges prioritized by the participating countries and actors.

In practice, the cycle combines regional policy dialogue events, applied workshops oriented to the use of evidence, spaces for peer-to-peer exchange – such as communities of practice – and knowledge synthesis products that gather lessons learned, systematize evidence and support decision-making. In this way, the KMC seeks to strengthen capacities, promote regional exchange and support continuous reflection for the adjustment of policies and teaching practices, based on the informed use of evidence on what works, for whom and in what contexts.

As a shared roadmap, the cycle is supported by an **analytical framework** that identifies key interdependencies and situates teacher challenges and priorities from a systemic and integrated perspective.

KMC analytical framework on teacher policies and practices

As previously mentioned, KMC is based on a **systemic conception** of the relationship between evidence, education policy, and teaching practice (GPE & IDRC, 2024; UNESCO, 2025a, 2025b). Unlike traditional approaches that assume a unidirectional transfer of knowledge (from research to policy or from policy to schools), this analytical framework is based on the assumption that **educational improvement emerges from continuous feedback processes between levels and actors**, where the teaching issue is complex in nature.

Under this logic, evidence is not limited to academic research results or large-scale evaluations, but also includes information generated from teaching practice, school management and policy implementation. This evidence informs the design and adjustment of teaching policy, understood as the set of regulatory frameworks, governance instruments, standards and funding decisions that structure the profession. Pedagogical practice is therefore not simply a space for implementation, but an active sphere of interpretation, adaptation and innovation, where policies are concretized in a situated manner.

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In this context, the report [Unlocking High-Quality Teaching](#) (OECD, 2025b), which was developed with contributions from SUMMA², constitutes a strategic reference for **strengthening teaching quality from a systemic and evidence-based perspective**. The document conceptualizes teaching as a complex practice that brings together professional knowledge, pedagogical judgment, and continuous reflection, and identifies **five key elements of high-quality teaching**: 1) ensuring students' cognitive engagement, 2) crafting quality subject content, 3) providing socio-emotional support, 4) fostering classroom interaction, and 5) using formative assessment and feedback. By situating these elements in interaction with institutional conditions, school leadership, and education policies, the report moves beyond an approach focused exclusively on the classroom and offers relevant guidance for the coherent and sustainable improvement of teaching across diverse educational contexts.

As shown in Figure 1, the analytical framework underpinning the KMC is structured around **four interdependent axes**, which represent key dimensions of the teaching system and are closely linked to the main challenges facing the teaching situation in the region (which will be discussed in greater detail in the following section). Each axis fulfills a specific function, but only acquires its full meaning in interaction with the others, to promote that teachers really assume a leading role as facilitators of the integral development of all students, that they are properly qualified, that they have welfare and adequate working conditions, and that their profession is socially revalued. In summary, these axes correspond to:

1. **Regulation, standards and governance in teacher policy:** This axis focuses on the regulatory frameworks, governance dynamics and standards that define the teaching profession, including career systems, evaluation mechanisms and financing schemes. The focus of the cycle will be on analyzing how these frameworks incorporate evidence and to what extent they enable or constrain professional development and pedagogical practice.
2. **Professionalization and teacher development:** This axis addresses with special emphasis initial teacher training, as well as continuing professional development as an articulated process throughout the teaching career. The cycle will focus on the coherence between training, professional standards and classroom practice, as well as on the role of evidence to guide training, evaluation and support systems that respond to the real and contextualized needs of teachers.
3. **Conditions and valorization of teaching work:** This axis recognizes that the quality of teaching is deeply influenced by working conditions, welfare and social recognition of the profession. Within the framework of the cycle, it will be possible to discuss how policies on teaching careers, working conditions and social dialogue affect the sustainability of the

² In addition to actively participating in the drafting and publication process of this document, SUMMA has contributed to its [dissemination and positioning among key actors and institutions within the education ecosystem of Spanish-speaking countries](#).

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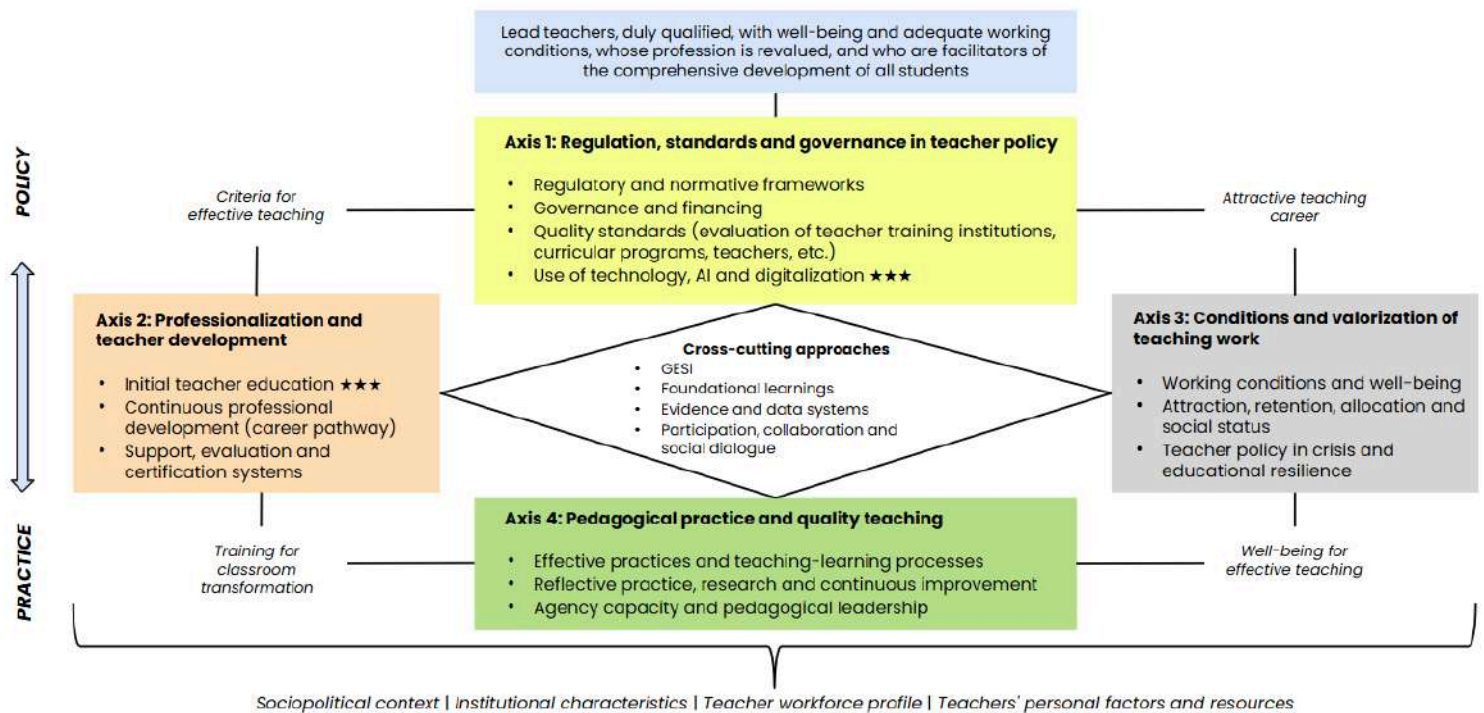
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profession and the possibility of implementing quality teaching practices, especially in contexts of crisis and emergency.

4. **Pedagogical practice and quality teaching:** This axis is located at the core of the educational process, where policies and professionalization are translated into concrete teaching and learning experiences. The cycle will use this axis to analyze the extent to which evidence-informed policy decisions are reflected in effective, inclusive and equitable pedagogical practices, and how teaching practice can provide relevant inputs for the adjustment of public policies.

Figure 1. KMC's analytical framework on teaching policies and practices.



Source: Own elaboration.

Current status of teacher policy and practice: a regional balance sheet

As highlighted in the [Santiago Consensus](#) (UNESCO, 2025a), in the framework of the recent [World Summit on Teachers](#), and in the [Regional Teacher Strategy for Latin America and the Caribbean 2025-2030](#) (UNESCO, 2025b), the assessment of teacher policies and practices

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reveals a complex panorama, marked by persistent structural challenges, but also by significant progress and accumulated learning. Far from being a homogeneous scenario, the region presents tensions between ambitious normative reforms and limited implementation capacities, as well as significant differences between countries and subregions. This section presents a synthetic balance of the regional context in order to situate the main challenges that justify the focus and relevance of the mobilization cycle.

Contemporary challenges

Regarding the most relevant challenges related to **regulation, standards and governance in teacher policy**, at the systemic level, there are still **problems of governance and fragmented regulatory frameworks**, with responsibilities dispersed among different levels and institutions, and with limited articulation between teacher policy, curriculum policy and quality standards and assessment policy. This fragmentation hinders the coherence of teacher reforms and adds to a still insufficient and unsustainable investment of resources (OECS, 2016; ILO, 2012; UNESCO, 2025b).

Another central challenge is the **insufficient use of evidence for the formulation and adjustment of teacher policy**. Although the region has advanced in the development of information, monitoring and evaluation systems, the available evidence is not always used systematically to guide decisions; in addition, there are still few studies that systematize robustly the bidirectional relationship between policy and teaching practice, or the evidence generated from teaching practice remains underrepresented in public policy processes (OECS, 2025b; OECS, 2016; UNESCO, 2025b). In this context, only 30% of education systems consider that teachers have the capacity to design and conduct research, 55% believe that they can interpret the results of existing studies, and 40% affirm that they can apply research to solve specific problems in their contexts (OECD, 2025a).

Likewise, a **persistent weakness** is identified **in the mechanisms for social dialogue and teacher participation in decision-making**. In many contexts, teacher reforms are designed with little teacher participation, which affects their legitimacy, appropriation and effective implementation (Hargreaves & Fullan, 2012; ILO, 2012; Torres & Lozano, 2019; UNESCO, 2025a, 2025b). In fact, a study by UNESCO et al. (2022) showed that only 19% of the regional specialists surveyed considered that teacher participation in educational policy decisions was "very relevant with intense actions" between 2015 and 2021.

The **vulnerability of education to health, economic, climatic and social crises** is another emerging challenge of great relevance. The COVID-19 pandemic showed that many systems lacked sufficient frameworks, capacities and support to guarantee pedagogical continuity and

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teacher accompaniment in emergency contexts (UNESCO, 2023, 2025a). In the particular case of the Caribbean, this is in addition to recurrent disasters and climate emergencies (OECS, 2016).

Regarding the main challenges related to **teacher professionalization and development**, there are still **weaknesses in initial teacher training**. In many countries of the region, initial teacher training maintains a weak articulation with real pedagogical practice, presents few spaces for supervised practice and does not always respond to current classroom challenges, such as attention to diversity, the teaching of foundational learning or the pedagogical use of technologies. This disconnection limits the effective preparation of new teachers and generates a strong dependence on subsequent professional development (CARICOM, 2020; UNESCO, 2025b; Vaillant & Manso, 2022).

Another structural challenge is **irrelevant and fragmented continuing professional development**. In Latin America and the Caribbean, only 33% of primary school teachers have completed advanced programs in Language, Mathematics or Science; while 29% have completed postgraduate studies (UNESCO et al., 2022). Although most countries in the region have some type of in-service training offerings, these tend to be fragmented, episodic and poorly aligned with the specific needs of teachers and schools. Evidence shows that most of these initiatives fail to have a sustained impact on pedagogical practice, as they lack support, follow-up and links with the teaching profession (CARICOM, 2020; OECD, 2025a; UNESCO, 2023, 2025b).

In addition, there are still **rigid and disjointed teaching careers**, focused mainly on seniority and with few incentives for professional development, pedagogical innovation or collaborative work. In many cases, the career does not manage to coherently articulate evaluation, training, progression and recognition, weakening its function as a professionalization tool (UNESCO, 2015, 2023).

Regarding **the axis of conditions and valuation of teaching work**, one of the most critical challenges is the **shortage and poor distribution of teachers**. It is estimated that the region requires about 3.2 million additional qualified teachers, approximately one million in primary education and 2.2 million in secondary education, of which 89% of the projected vacancies correspond to the replacement of teachers who leave the profession and only 11% to the creation of new positions (UNESCO, 2025b). This deficit is particularly concentrated in rural territories, vulnerable urban contexts and areas affected by crises. Several studies warn that, even in countries with a sufficient total number of teachers, strong territorial inequalities and inequalities by educational level persist, which affect pedagogical continuity and deepen learning gaps (OECS, 2016; Torres & Lozano, 2019; UNESCO, 2023, 2025a, 2025b).

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Likewise, **insufficient working conditions and the deterioration of teacher well-being** represent a cross-cutting challenge in the region. Nearly 80% of teachers express dissatisfaction with their remuneration (UNESCO et al., 2022), a situation that is aggravated by high workloads and the need for multiple jobs. For example, in Argentina, Brazil, Mexico and Uruguay, more than 25% of primary school teachers work in two or more schools (UNESCO, 2025b). Added to this is contractual instability, with high percentages of temporary contracts, for example, in Peru (48.7%), Brazil (46.3%), Costa Rica (43.5%) and Uruguay (41.9%) (UNESCO, 2025b), as well as the increase in administrative demands. These factors negatively affect teacher motivation, mental health and pedagogical capacity; tensions that intensified after the COVID-19 pandemic, which has highlighted the fragility of teacher support systems (CARICOM, 2020; OECD, 2025a; ILO, 2012; UNESCO, 2023, 2025b).

Finally, at the level of classroom teaching, related to the **axis of pedagogical practice and quality teaching**, the region faces **persistent challenges in teaching practice and setbacks in students' foundational learning**, particularly in Reading, Writing and Mathematics in the first years of schooling. Recent evidence indicates that, even when clear curricular guidelines exist, they do not always translate into effective teaching practices in the classroom, reinforcing the gap between policy and practice (CARICOM, 2020; GPE & IDRC, 2024; OECD, 2025b; OECS, 2016; UNESCO, 2025b).

Progress and lessons learned

Despite these challenges, the region has made significant progress in different areas. One of these is the development of **professional standards for teachers**, particularly visible in the Caribbean through initiatives such as the CARICOM standards (2020), which have helped to clarify professional expectations and articulate teacher training, evaluation and development.

Likewise, several countries have promoted **teacher career reforms** aimed at strengthening professionalization, incorporating performance criteria, training and pedagogical responsibilities, although with varying degrees of implementation and acceptance. These reforms are part of a context of gradual and sustained improvement in the proportion of teachers with the minimum required training, which currently stands at around 80% in Latin America and the Caribbean, with certain variations according to educational level (UNESCO et al., 2022).

In the area of professional development, **experiences of situated training, mentoring and teacher induction** have been consolidated. These experiences, which come mainly from low- and middle-income countries, show promising results in terms of support for novice teachers

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and improvement of pedagogical practice, especially when they are developed in real school contexts and with continuous accompaniment (GPE & IDRC, 2024).

Another relevant development is the **growing recognition of teacher wellbeing** as a central component of education policy. Several recent teacher policy frameworks explicitly incorporate mental health, socioemotional support and working conditions as key factors for teaching quality. Along these lines, between 2021 and 2022, 11 of 18 countries in the region implemented national policies on psychosocial support for educators (UNESCO, 2023).

Finally, after the COVID-19 pandemic, **greater emphasis** has been **placed on the development of foundational learning** as a policy priority, which has contributed to focusing the discussion on pedagogical practice and its impact on this type of learning throughout the educational trajectory of students (UNESCO, 2025b).

Key lessons learned emerge from the regional analysis. First, it is confirmed that teacher policies are more effective when they are designed as **integrated systems**, in which regulation, professionalization, working conditions and pedagogical practice are mutually reinforcing. Second, the evidence shows that **teacher participation and social dialogue** not only strengthen the legitimacy of reforms but also improve their quality and sustainability. Third, it is found that the **improvement of pedagogical practice** depends as much on professional development as on working conditions and institutional support, which reinforces the need for comprehensive approaches. Finally, it is recognized that education systems require **more robust mechanisms for systemic learning**, capable of gathering evidence from practice and using it to adjust policies in changing contexts.

Integrated and relational view of the teaching issue

This integrated vision positions the analytical framework as a **strategic tool for our knowledge mobilization cycle**, capable of connecting evidence, policy and practice on the teacher question in a coherent manner, and of guiding global, regional and national dialogues that simultaneously address the structural and pedagogical challenges of teaching in Latin America and the Caribbean.

This analytical framework proposes understanding teaching from an **integrated and relational perspective**, conceiving it as a complex system in which educational policies, professional capacities, working conditions and pedagogical practices continuously influence and feed back into each other (Darling-Hammond et al., 2017; Torres & Lozano, 2019; UNESCO, 2015, 2025b). From this perspective, the four previously described axes do not operate in isolation, but as mutually constitutive dimensions (see Figure 1).

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Axis 1 (Regulation, standards and governance in teacher policy) establishes the **enabling framework** of the system: it defines rules, teaching quality standards, financing mechanisms and accountability mechanisms that guide both professionalization and pedagogical practice. This axis is directly connected to **Axis 2 (teacher professionalization and development)** through **good teaching standards**, which should be reflected in initial training requirements and educational plans, continuous professional development frameworks, and clear evaluation and certification criteria. In turn, **Axis 1** is articulated with **Axis 3 (Conditions and valuation of teaching work)** through the promotion of an **attractive teaching career**, based on rules and regulations for incentives, stability and recognition of teaching work. This connection makes it possible to approach teaching as a regulated profession and a protected job, integrating educational policy and labour relations perspectives.

In addition, **Axis 2** acts as a **bridge between policy and practice**, as it translates regulatory frameworks into concrete professional skills. The quality, relevance and continuity of initial training and professional development, from a trajectory perspective, directly condition **Axis 4 (Pedagogical practice and quality teaching)**, by influencing pedagogical decisions at the institutional and classroom levels, teachers' work and their capacity for agency, and the application of effective practices for the optimal development of students' competencies. In turn, pedagogical practice feeds back into **Axis 2** through teacher reflection, action research and professional learning communities.

Axis 3 has a cross-cutting impact on the other axes by configuring the **material, labor and symbolic conditions** in which teaching is exercised. Working conditions, teacher welfare and the social valuation of the profession influence the attraction and retention of teachers, and allow us to discuss how to **align professional development policies (Axis 2) with public teacher career systems**, avoiding fragmentation between training and working conditions, and how to **make quality pedagogical practices sustainable (Axis 4)**. Without adequate conditions, standards, training and pedagogical innovation tend to lose effectiveness, which is why this connection makes it possible to see that improving teaching is not only a technical issue, but also a labor, organizational and human issue.

Finally, **Axis 4** constitutes the space where **policy and teacher professionalization are materialized in concrete learning experiences**. Pedagogical practice not only reflects the coherence of the system, but also generates key evidence on what works and what does not, feeding processes of normative-regulatory adjustment (**Axis 1**), redesign of teacher training (**Axis 2**) and improvement of working conditions (**Axis 3**).

In a cross-cutting manner, the analytical framework incorporates **approaches that cut across all the axes** and guide the meaning of the KMC. These include the gender, equity and inclusion

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approach, the emphasis on the development of foundational learning, the use of evidence and data systems, and participation, collaboration and social dialogue. These approaches characterize the different initiatives of the KIX LAC Hub and will make it possible to crystallize the agreements of the [Antigua Commitment](#), developed and legitimized in the framework of the [KIX LAC 2025 Regional Meeting](#). They will also ensure that the KMC is not limited to a technical discussion, but will contribute to the design and implementation of **more just, democratic, efficient, sustainable and contextualized teaching policies and practices**.

Agenda for the launching of the KMC on teacher policies and practices

Working day : Wednesday, January 28

Schedule:

11:00 – 13:30 hs. | El Salvador | Guatemala | Honduras | Nicaragua.

12:00 – 14:30 hs. | Haiti

13:00 – 15:30 hs. | Eastern Caribbean | Guyana

14:00 – 16:30 hrs. | Chile

Total duration: 2 hours and 30 minutes

Time* (Chile)	Activity	Speakers
14:00 – 14:10	Opening and welcome	Mar Botero , Knowledge mobilization officer, KIX LAC.
14:10 – 14:25	Regional framework: Regional Teacher Strategy for LAC 2025–2030. Key aspects, priorities and challenges.	Valtencir Mendes , Head of Education, OREALC/UNESCO. [15 min]
14:25 – 14:35	The Regional Teacher Strategy from the voice of Caribbean teachers.	Sharon Clifton Kelsick , President, Caribbean Union of Teachers. [10 min]
14:35 – 15:35	Multi-stakeholder dialogue and regional prioritization exercise. Space with the participation of ministries of education, teachers' unions, academia and regional actors, which includes the presentation of challenges	

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	<p>and national experiences by invited countries, and a collective synthesis aimed at identifying priorities for the agenda of the cycle. Moderation: KIX LAC. [60 min]</p>	
15:35 - 15:55	<p>From emerging challenges to the regional agenda</p> <p>Closing oriented to synthesize the main challenges identified and their link with the institutional and regional work that will guide the cycle.</p> <p>Javier González, Director of SUMMA - <i>Regional reflection and projection of the work of KIX LAC - SUMMA</i> - [10 min]</p> <p>Lisa Sargusingh-Terrance, Senior Technical Specialist in Education, OECS - <i>Lessons learned and priorities from the OECS Teaching Strategy</i> - [10 min]</p>	
15:55 - 16:25	<p>Presentation of KIX LAC - 2026 initiatives.</p>	<p>Mar Botero, Knowledge mobilization officer, KIX LAC.</p> <p>María José Sepúlveda, Deputy Director of Innovation, SUMMA. [20 min]</p>
16:25 - 16:30	<p>Closing remarks</p>	<p>Raúl Chacón, Director of the KIX LAC Hub. [5 min]</p>

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