

KIX LAC Regional Virtual Conference

“Teaching Practice in Vulnerable Contexts: Lessons Learned from the Projects of the KIX LAC Ecosystem”

(July 29 and 30, 2026)



Campaña
Latinoamericana
por el Derecho
a la Educación



RAISE YOUR VOICE



Background

Latin America and the Caribbean continue to face significant challenges in ensuring quality, inclusive, and equitable education for all students. Although the region has made significant progress in educational access and coverage over the past decades, deep inequalities persist due to socioeconomic, territorial, cultural, linguistic, ethnic, and gender factors that affect the learning opportunities of millions of children and youth (UNESCO, 2020; UNESCO et al., 2022).

Various studies have shown that educational gaps tend to be concentrated among populations facing conditions of structural vulnerability, including students in rural areas, indigenous communities, and contexts of poverty; territories affected by climate crises or disasters; as well as children and youth whose educational trajectories have been interrupted or undermined by social, economic, or institutional factors (World Bank et al., 2021; UNESCO, 2020). These inequalities not only limit access to educational opportunities but also directly affect the ability to develop foundational learning—understood as those basic competencies (such as literacy, numeracy, and social-emotional skills) that enable lifelong learning.

In this context, the teaching profession occupies a central place in the discussion. International evidence consistently shows that the quality of teaching is the factor with the greatest influence on student learning (Bruns & Luque, 2015; Darling-Hammond et al., 2017; OECD, 2025a, 2025b; UNESCO, 2025). However, teaching in vulnerable contexts presents specific challenges that require distinct capabilities, support, resources, and institutional conditions. Promoting inclusive teaching practices, strengthening teachers' competencies to address diversity, and building resilient and adaptive education systems have become strategic priorities for advancing toward a more equitable and effective education (GPE & IDRC, 2024; KIX LAC, 2023; Torres & Lozano, 2019).

Likewise, contemporary debates on educational improvement increasingly highlight the importance of using evidence to guide decisions regarding policy and practice. However, producing knowledge is not enough; it is equally necessary to create mechanisms that enable this evidence to be adopted, contextualized, and utilized by those who design policies, implement initiatives, and develop teaching and learning processes. In this regard, knowledge mobilization has established itself as a fundamental component for strengthening the connection between research, policy, and educational practice (Hearn & Kovalchik, 2023; OECD, 2023).

The significance of this challenge is particularly evident in vulnerable contexts, where educational decisions often require rapid, tailored responses that are sensitive to the specific characteristics of each population. Therefore, moving toward more inclusive education systems requires not only generating rigorous evidence but also strengthening

spaces for exchange, collective learning, and regional reflection that facilitate the identification and adaptation of promising solutions.

The KIX ecosystem and applied research for educational improvement

The [Knowledge and Innovation Exchange](#) of the [Global Partnership for Education](#) (GPE KIX), implemented in collaboration with the [International Development Research Centre](#) (IDRC), is one of the main global mechanisms for supporting the generation, mobilization, and use of evidence aimed at strengthening education systems.

Through applied research projects carried out in different regions of the world, KIX seeks to identify, adapt, strengthen, and scale up innovations that help address educational priorities defined by the participating countries themselves. A distinctive feature of this approach is that research is not viewed as an isolated exercise in knowledge production, but rather as a process closely linked to the needs of education stakeholders and aimed at promoting changes in policies and practices.

The experiences gathered through KIX's applied research projects show that the effective mobilization of knowledge requires a combination of various strategies, including strengthening relationships among stakeholders, co-creating knowledge, facilitating exchange among multiple stakeholders, building capacity, and developing products tailored to the needs of evidence users (GPE & IDRC, 2024; Hearn & Kovalchik, 2023).

In Latin America and the Caribbean, the KIX ecosystem has driven projects addressing challenges related to teacher professional development, early childhood education, equity and inclusion, educational resilience, strengthening of education systems, and improvement of learning outcomes. These projects have generated relevant evidence to better understand which strategies can contribute to closing educational gaps in vulnerable contexts and which conditions foster their adaptation and sustainability.

In this context, the [KIX LAC Hub](#), led by [SUMMA](#) and the [Organization of Eastern Caribbean States](#) (OECS) with support from GPE and IDRC, is organizing the **Regional Virtual Conference “Teaching Practice in Vulnerable Contexts: Lessons Learned from the Projects of the KIX LAC Ecosystem”**. This event is part of the [Knowledge Mobilization Cycle on Teaching Policies and Practices](#) that the KIX LAC Hub has been promoting throughout 2026. This cycle aims to link evidence, policy, and teaching practice to generate systemic insights, with the goal of strengthening capacities, promoting regional exchange, and supporting ongoing reflection on teaching issues, based on the informed use of evidence regarding what works, for whom, and in what contexts.

In this regard, this Regional Virtual Conference addresses the need to highlight and facilitate dialogue around the emerging evidence generated by various applied research

projects of the KIX LAC ecosystem. Beyond simply sharing findings, the event seeks to promote a collective and comprehensive reflection on their implications for strengthening teaching practice and students' foundational learning in contexts of exclusion, inequality, and vulnerability.

Event objectives

General objective

Promote the exchange and mobilization of evidence generated by the applied research projects of the KIX LAC ecosystem, aimed at strengthening teaching practices and transforming education systems in contexts of vulnerability, thereby contributing to closing gaps and fostering foundational learning in the region.

Specific objectives

- Share key findings and emerging lessons from projects of the KIX LAC ecosystem.
- Analyze innovations in teaching practices with an emphasis on vulnerable contexts and populations.
- Identify strategies for strengthening teaching capacities to face persistent social and educational gaps.
- Reflect on processes of institutional transformation and the adaptation of education systems in the face of challenging contexts.
- Strengthen the link between evidence, education policy, and teaching practice, taking into account persistent challenges, best practices, and transferable lessons from the KIX LAC ecosystem projects.
- Promote regional exchange among researchers, education policymakers, and implementing organizations (KIX LAC ecosystem).

Event description and agenda

The conference will take place over two virtual sessions and will bring together representatives from applied research projects of the KIX LAC ecosystem, education policymakers, international organizations, researchers, civil society organizations, teachers' unions, and other stakeholders involved in strengthening education in the region.

The conference is structured around three cross-cutting themes that underpin the experiences to be presented and discussed:

- **The use of evidence** as the foundation for informed educational decision-making.
- **Foundational learning** as a priority for ensuring successful educational pathways.

- **Equity and inclusion** as guiding principles for educational improvement in vulnerable contexts.

To this end, the program will be organized around three thematic sessions: 1) Transforming teaching practices for excluded populations, 2) Strengthening teachers' capacities to address persistent gaps, and 3) Adapting education systems in vulnerable contexts). Each of these sessions will feature two applied research projects from the KIX LAC ecosystem. The presentation of each project will be complemented by comments from representatives of the Ministries of Education in the countries where the projects have been implemented. This will provide a public policy perspective and strengthen the link between evidence generation and institutional action. Finally, each session will conclude with a space for dialogue and exchange, based on questions from the audience.

The event agenda is detailed below **(Eastern Caribbean Time)**:

Day 1 (Wednesday, July 29): *Transforming Teaching to Better Respond to Vulnerable Contexts*

Time (ECT: UTC-4)	Activity
10:00 – 10:20 [20 min]	Welcome remarks, opening of the event, and background information: • Opening remarks by an IDRC representative (5 min) • Contextual presentation – SUMMA (15 min)

Time (ECT: UTC-4)	Activity
10:20 – 11:20 [60 min]	Session 1: Transforming Teaching Practices for Excluded Populations Guiding question: <i>What changes in teaching practices allow us to respond more effectively to students who have historically been excluded from quality learning opportunities?</i> Project 1: • Gender-Inclusive Pedagogy for Community-Level Early Childhood Education – Nelsy Lizarazo (CLADE) (20 min) • Comments: Representative from the Ministry of Education of Guatemala (10 min) Project 2: • Play-Based Learning Model for Early Childhood Education – Ericka Alvarado (EDUCO) (20 min) • Comments: Representative from the Ministry of Education of El Salvador (10 min)
11:20 – 11:35 [15 min]	Q&A session to foster discussion of the Session 1 panel.
11:35 – 12:35 [60 min]	Session 2: Strengthening Teachers’ Capacities to Address Persistent Gaps Guiding question: <i>What professional development and teacher support strategies help promote more inclusive and equitable learning environments?</i> Project 3: • Gender Equity and Inclusion in Caribbean Schools – Angel Caglin & Carrie Wright (CILL) (20 min) • Comments: Representative of the Ministry of Education of Saint Vincent and the Grenadines (10 min) Project 4: • Adapting and Scaling Peer Tutoring for Teachers and School Leaders for Equitable Rural Education (TEPA) – Dominga Ríos (Educación 2020) (20 min)

Time (ECT: UTC-4)	Activity
	Comments: Representative from the Ministry of Education of Honduras (10 min)
12:35 – 12:50 [15 min]	Q&A session to foster discussion of the Session 2 panel.
12:50 – 13:00 [10 min]	Brief summary of the day and closing remarks.

Day 2 (Thursday, July 30): *Institutional Transformations to Close Gaps Sustainably*

Time (ECT: UTC-4)	Activity
10:00 – 10:20 [20 min]	Welcome remarks, opening of the event, and background information: - Opening remarks by a GPE representative (5 min) - Contextual presentation – Luis Felipe de la Vega (Academic Expert, School of Education and Social Sciences, Universidad Andrés Bello) (15 min)
10:20 – 11:20 [60 min]	Session 3: Adapting Education Systems in Vulnerable Contexts Guiding question: <i>How can education systems adapt to ensure educational continuity and quality in contexts of crisis, mobility, or high vulnerability?</i> Project 5: - AdapTED: Observatory for Educational Resilience in Latin America and the Caribbean – Santiago Cueto (GRADE) (20 min) - Comments: Representative from the Ministry of Education of Saint Vincent and the Grenadines (10 min) Project 6: - Flexible Educational Trajectories for Vulnerable Adolescents and Youth in Guatemala – Jorge Andrés Galvez (Universidad del Valle de Guatemala) (20 min) - Comments: Representative from the Ministry of Education of

Time (ECT: UTC-4)	Activity
	Guatemala (10 min)
11:20 – 11:35 [15 min]	Q&A session to foster discussion of the Session 3 panel.
11:35 – 11:50 [15 min]	Integrative Reflection: Scaling Educational Innovations for Highly Vulnerable Contexts
11:50 – 12:00 [10 min]	Brief summary of the day and closing remarks.

KIX LAC ecosystem projects participating in the event

1. [**Gender-Inclusive Pedagogy for Community-Level Early Childhood Education in Guatemala and Honduras:**](#) This initiative, led by Red CLADE, seeks to generate evidence to scale up a dialogic pedagogy model that strengthens the bond between the community and the school, recognizing that the school alone cannot—and should not—be solely responsible for early childhood care and education without the shared responsibility of communities. It addresses challenges such as the lack of teacher training and unequal caregiving roles, proposing the promotion of new shared roles between men and women. It is argued that this approach directly impacts foundational learning by creating more beneficial learning environments and dialogues based on equality.
2. [**Scaling a Learning through Play Model for Early Childhood Education in El Salvador:**](#) The “Aprendo Jugando” project, led by EDUCO Foundation in El Salvador, aims to contribute to the holistic development of young children. This inter-institutional initiative with GPE KIX and the EDUCO Foundation aligns with El Salvador’s “Crecer Juntos” Law, which establishes the right to play from early childhood as an empowering tool and a cornerstone of learning in national curricula. The goal is to strengthen educators’ competencies, review curricula, and ensure that key stakeholders commit to generating innovative knowledge for successful educational pathways.
3. [**Capacity Building for Gender Equity and Inclusion in Caribbean Schools:**](#) The project, led by Raise your Voice and implemented in Saint Lucia, Dominica, and Saint Vincent and the Grenadines, focuses on bringing to light the hidden patterns and rules that reinforce gender stereotypes in school life, limiting both boys and girls. It also encourages educators to reflect on their daily practices to foster an environment where every child feels part of the change and can reach their full potential. It highlights the importance of early socialization and the role of principals’ leadership in promoting an inclusive culture.

4. **Adapting and Scaling Peer Tutoring for Teachers and School Leaders for Equitable Rural Education (TEPA)**: The project, led by Educación 2020, features a model that promotes active learning through a horizontal relationship between the mentor and the mentee—in which they can exchange roles—along with teacher professional development and the active participation of state institutions in its implementation. It underscores the importance of building a shared understanding, fostering human relationships with empathy and care to ensure sustainability, and achieving effective coordination among academic, government, and civil society institutions, while valuing local expertise. It addresses the challenge of how to foster sustainability in contexts of political change and what kind of evidence is truly necessary to drive change. For more information, visit the official [TEPA](#) website.
5. **Observatory for Educational Resilience in Latin America and the Caribbean (AdaptED)**: The AdaptED observatory is an initiative of IDRC and GPE in collaboration with GRADE, SUMMA, and UNICEF, which seeks to collect, produce, and disseminate evidence on the adaptability of education systems to current inequities and future scenarios. Resilience, in this context, involves not only recovering but also preventing, anticipating, responding to, and mitigating the consequences of events such as the pandemic, including impacts on mental health and equity. For more information, visit the official [AdaptED](#) website.
6. **Flexible Educational Trajectories for Vulnerable Adolescents and Youth in Guatemala**: This project, led by the Universidad del Valle de Guatemala, addresses the alarming reality of millions of young people without access to formal education, especially those in vulnerable situations, such as youth in conflict with the law or those on the move. The objective is to systematize the experience of the Ceiba association to generate rigorous evidence of the impact of its out-of-school education methodologies and to develop a scalability model for the Ministry of Education, ensuring that everyone has the right to education and that, therefore, everyone should have access to it.

References

- Banco Mundial, UNESCO & UNICEF. (2021). *The State of the Global Education Crisis: A Path to Recovery*. World Bank.
- Bruns, B. & Luque, J. (2015). *Great Teachers: How to Raise Student Learning in Latin America and the Caribbean*. World Bank.
- Darling-Hammond, L., Hyler, M. E. & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- GPE & IDRC. (2024). *Teacher professional development: A research synthesis*. Centro Internacional de Investigaciones para el Desarrollo.
- Hearn, S. & Kovalchik, S. (2023). *Movilización del conocimiento en proyectos de investigación aplicada de KIX: actividades y resultados*. Recuperado de: <https://www.gpekix.org/es/blog/movilizacion-del-conocimiento-en-proyectos-de-investigacion-aplicada-de-kix-actividades-y>
- KIX LAC (2023). *Informe de política N° 3. Desafíos de la formación docente para una pedagogía con enfoque de igualdad de género en Centroamérica y el Caribe*. SUMMA – KIX LAC.

- OECD. (2023). *Who Really Cares about Using Education Research in Policy and Practice?: Developing a Culture of Research Engagement, Educational Research and Innovation*. OECD Publishing.
- OECD. (2025a). *Results from TALIS 2024*. OECD Publishing.
- OECD. (2025b). *Claves para una enseñanza de alta calidad*. OECD Publishing.
- UNESCO. (2020). *Informe de seguimiento de la educación en el mundo 2020: Inclusión y educación: todos y todas sin excepción*. UNESCO.
- UNESCO. (2025). *Estrategia Regional Docente para América Latina y el Caribe 2025–2030*. OREALC/UNESCO Santiago.
- UNESCO, UNICEF & CEPAL. (2022). *La encrucijada de la educación en América Latina y el Caribe. Informe regional de monitoreo ODS 4-Educación 2030*. UNESCO.
- Torres, R. M. & Lozano, D. (Eds.). (2019). *La formación de docentes en América Latina: perspectivas, enfoques y concepciones críticas*. CLACSO-CRESUR.