

Teacher continuing education policies in Latin America: between global regulation, performativity, and national mediations¹

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Abstract

Teacher continuing education policies have become consolidated as a strategic axis of educational reforms in Latin America, particularly under the influence of multilateral organizations such as the UNESCO. In this context, the present study problematizes how global guidelines shape continuing education policies and how these policies are contextualized within national settings. The objective was to comparatively understand teacher continuing education policies in Brazil, Argentina, Paraguay, and El Salvador, identifying convergences, trends, and specificities regarding global regulation, performativity, and national contextualizations. The research adopted a qualitative analytical-comparative approach, grounded in documentary analysis. The study corpus was primarily based on reports from the UNESCO and normative and institutional documents from the selected countries. The analysis was organized around previously defined categories, such as the conception of continuing education, its relationship with the teaching career, regulation, and articulation with evaluation processes. The findings reveal the presence of performative logics associated with mechanisms of evaluation, regulation, and teacher accountability. Furthermore, distinct models of continuing education were identified: Argentina prioritizes situated and collective approaches; Paraguay presents governance aligned with global regulations and local needs; Brazil demonstrates hybrid and fragmented characteristics; while El Salvador develops policies oriented toward institutional strengthening and teacher updating linked to educational improvement processes. It is concluded that teacher continuing education in Latin America constitutes a field marked by tensions between global rationalities and national contextualizations, in which educational policies are reinterpreted according to the historical, institutional, and territorial particularities of each country. This scenario demands more critical, contextualized, and practice-oriented proposals connected to teaching practices.

Keywords: Teacher continuing education; educational policies; Latin America; global regulation; performativity.

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Políticas de formación continua de docentes en América Latina: entre la regulación global, la performatividad y las mediaciones nacionales

Resumen

Las políticas de formación continua docente se han consolidado como un eje estratégico de las reformas educativas en América Latina, particularmente bajo la influencia de organismos multilaterales como UNESCO. En este contexto, el presente estudio problematiza cómo las directrices globales orientan las políticas de formación continua y de qué manera estas son contextualizadas en los escenarios nacionales. El objetivo consistió en comprender comparativamente las políticas de formación continua docente en Brasil, Argentina, Paraguay y El Salvador, identificando convergencias, tendencias y especificidades en relación con la regulación global, la performatividad y las contextualizaciones nacionales. La investigación tuvo un enfoque cualitativo de naturaleza analítico-comparativa, sustentado en el análisis documental. El corpus de estudio tuvo como referencia principal informes de la UNESCO y documentos normativos e institucionales de los países seleccionados. El análisis se organizó a partir de categorías previamente definidas, tales como concepción de formación continua, relación con la carrera docente, regulación y articulación con procesos de evaluación. Los hallazgos evidencian la presencia de lógicas performativas asociadas a mecanismos de evaluación, regulación y responsabilización docente. Asimismo, se identifican modelos diferenciados de formación continua: Argentina prioriza enfoques situados y colectivos; Paraguay presenta una gobernanza alineada a regulaciones globales y necesidades locales; Brasil evidencia características híbridas y fragmentadas; mientras que El Salvador desarrolla políticas orientadas al fortalecimiento institucional y la actualización docente vinculada a procesos de mejora educativa. Se concluye que la formación continua docente en América Latina constituye un campo entre racionalidades globales y contextualizaciones nacionales, en el que las políticas educativas son reinterpretadas según las particularidades históricas, institucionales y territoriales de cada país, lo que demanda propuestas más críticas, contextualizadas y articuladas con las prácticas docentes.

Palabras clave: Formación continua docente; políticas educativas; América Latina; regulación global; performatividad.



Políticas de formação continuada de professores na América Latina: entre a regulação global, a performatividade e as mediações nacionais

Resumo

As políticas de formação continuada docente têm se consolidado como um eixo estratégico das reformas educacionais na América Latina, particularmente sob a influência de organismos multilaterais como a UNESCO. Nesse contexto, o presente estudo problematiza como as diretrizes globais orientam as políticas de formação continuada e de que maneira estas são contextualizadas nos cenários nacionais. O objetivo consistiu em compreender comparativamente as políticas de formação continuada docente no Brasil, Argentina, Paraguai e El Salvador, identificando convergências, tendências e especificidades em relação à regulação global, à performatividade e às contextualizações nacionais. A pesquisa teve abordagem qualitativa de natureza analítico-comparativa, fundamentada na análise documental. O corpus de estudo teve como principal referência relatórios da UNESCO e documentos normativos e institucionais dos países selecionados. A análise foi organizada a partir de categorias previamente definidas, tais como concepção de formação continuada, relação com a carreira docente, regulação e articulação com processos de avaliação. Os achados evidenciam a presença de lógicas performativas associadas a mecanismos de avaliação, regulação e responsabilização docente. Além disso, identificam-se modelos diferenciados de formação continuada: a Argentina prioriza abordagens situadas e coletivas; o Paraguai apresenta uma governança alinhada às regulações globais e às necessidades locais; o Brasil evidencia características híbridas e fragmentadas; enquanto El Salvador desenvolve políticas orientadas ao fortalecimento institucional e à atualização docente vinculada a processos de melhoria educacional. Conclui-se que a formação continuada docente na América Latina constitui um campo marcado por tensões entre racionalidades globais e contextualizações nacionais, no qual as políticas educacionais são reinterpretadas segundo as particularidades históricas, institucionais e territoriais de cada país, o que demanda propostas mais críticas, contextualizadas e articuladas com as práticas docentes.

Palavras-chave: Formação continuada docente; políticas educacionais; América Latina; regulação global; performatividade.



Introduction

This article presents reflections derived from the authors' participation in the Round Table titled *Articulation of the curriculum and students' educational trajectories in the Latin American context*, held within the framework of the I International Meeting of Research Groups in Education of Latin America – PPEdu and the IV Meeting of Researchers of the Research Network on Latin American Educational Perspectives – RIPEL, denominated *Contemporary Educational Challenges in Latin America: Research, Teacher Education, and Social Justice in Diverse Contexts*, which took place in Brazil between April 8 and 14, 2026.

The discussions carried out during the round table evidenced the need to expand the debate regarding teacher education in Latin America, especially in the face of the profound social, political, economic, and cultural transformations that contemporary educational systems are traversing. Based on the reflections shared by the participating researchers, an understanding emerged that thinking about Latin American educational trajectories, curricula, and educational processes necessarily implies problematizing teacher education policies and the challenges faced by teachers in contexts marked by social inequalities, curricular disputes, and internationalization processes of educational policies.

In this scenario, over recent decades, continuing teacher education has assumed a central role in Latin American educational policies, being widely recognized as a fundamental strategy for improving educational quality and strengthening teaching systems. This movement occurs within a context marked by social, political, and economic transformations that reconfigure the role of the school and teaching work, while simultaneously intensifying the influence of international organizations, such as UNESCO, in defining educational guidelines on a global scale.

In this landscape, continuing education ceases to be understood solely as a complementary process to initial training and begins to occupy a strategic



position in the regulation of teacher policies, being frequently articulated with professional career progression, evaluation, and educational outcomes. Nevertheless, this centrality does not translate into uniformity, as training policies are crossed by theoretical, political, and epistemological disputes, reflecting different conceptions of education, teaching, and professional development.

It is within this context that the problem of this study is situated, which seeks to understand how continuing teacher education policies are structured in Latin America and in what manner global guidelines materialize within national contexts. The study starts from the hypothesis that, although there is convergence at the discursive level—especially under the influence of international agendas—the materialization of these policies occurs in a differentiated manner, mediated by specific historical, institutional, and political contexts.

The objective of this study consists of comprehensively and comparatively understanding continuing teacher education policies in Brazil, Argentina, Paraguay, and El Salvador, highlighting convergences, specificities, and tensions. The analysis is grounded in the contributions of Roger Dale and Stephen Ball, which allow for an understanding of teacher education within the framework of the Globally Structured Agenda for Education and the culture of performativity, highlighting the processes of regulation, standardization, and production of subjectivities that traverse contemporary educational policies.

Teacher education, global agenda, and performativity

Understanding continuing teacher education in Latin America requires placing it within a theoretical field that articulates educational policies, globalization, and teaching work, while considering the historical and social specificities of the region. In this regard, the contributions of Roger Dale and Stephen Ball offer fundamental analytical tools to comprehend the dynamics traversing the formulation and implementation of teacher education policies in contemporaneity, especially within the context of growing interdependence



among educational systems. The notion of a Globally Structured Agenda for Education (GSAE), proposed by Dale, allows for an understanding of how national educational policies are progressively influenced by global processes that transcend the borders of nation-states. According to the author:

Educational agendas are shaped by supranational forces that establish common parameters for the organization, evaluation, and regulation of educational systems. In the Latin American context, this influence materializes through the actions of international organizations, such as UNESCO, which have oriented educational reforms aimed at improving the quality and equity of teaching systems (Dale, 2004, p. 436).

As UNESCO (2013, p. 13) highlights, “teacher policies in Latin America have acquired a growing centrality in educational agendas, being considered a key factor for the improvement of learning.” In this sense, continuing teacher education comes to be conceived as a strategic element for achieving educational goals, frequently associated with principles of efficiency, standardization, and the measurement of results. This perspective, although contributing to the institutionalization of teacher policies, also evidences the presence of a normative rationality that tends toward the homogenization of formative practices, disregarding, in many cases, the specificities of local contexts.

This trend is reinforced in the Latin American landscape by educational reforms that articulate teacher education, career progression, and evaluation. As the *Global Education Monitoring Report* notes, “teacher policies must integrate initial and continuing education, professional careers, and evaluation systems as part of a systemic approach” (UNESCO, 2025, p. 27). However, as regional studies indicate, this integration occurs unevenly, generating distinct models that reflect both global influence and national mediations.

Complementarily, Stephen Ball’s analyses of the culture of performativity allow for a problematization of the effects of these policies on teaching work. For the author, performativity constitutes a “technology, a culture and a mode of regulation that employs judgments, comparisons and displays as means of



incentive, control, attrition and change” (Ball, 2017, p. 210). In the Latin American context, this logic is expressed in the growing valuation of performance indicators, standardized evaluations, and accountability mechanisms, which reconfigure professional teaching identities and guide formative processes.

Nevertheless, teacher education in Latin America cannot be reduced to this regulatory dimension. On the contrary, it is configured as a field marked by tensions, resistances, and possibilities for reinvention. Authors such as António Nóvoa and Maurice Tardif emphasize the importance of understanding education as a situated process, built within the profession and articulated with the teachers’ own experience. Along this line, Nóvoa (2009, p. 30) states that: “teacher education must be built within the profession, valuing teaching knowledge and practices, highlighting the centrality of the school as a formative space.”

Consequently, in the Latin American context, this perspective acquires relevance when considering the social, cultural, and educational inequalities that traverse teaching systems, demanding formative policies that dialogue with local realities. As UNESCO (2013, p. 33) points out, “teacher professional development processes must respond to the concrete needs of school contexts and students,” which reinforces the importance of situated and contextualized education models.

In this same direction, Dermeval Saviani contributes by affirming that teacher education must be linked to an educational project committed to social transformation, understanding education as a historically and socially situated practice. For the author, “education is a phenomenon proper to human beings and is defined as a social practice that takes place in concrete historical relations” (Saviani, 2008, p. 13), which implies recognizing its political and formative character beyond technocratic perspectives. This understanding challenges the instrumental logic present in many contemporary policies, reaffirming the critical and emancipatory dimension of teacher education.



In this manner, the adopted theoretical framework allows for an understanding of continuing teacher education in Latin America as a field traversed by multiple rationalities, in which global regulation processes and local practices of resistance, mediation, and reinvention are articulated in a contradictory way. This understanding is fundamental to analyzing teacher education policies not merely as technical instruments, but as expressions of broader disputes within the field of educational policies.

Comparative analysis of continuing education policies in Latin America

The comparative analysis of continuing teacher education policies in Argentina, Brazil, Paraguay, and El Salvador, taking as a reference the report *Políticas docentes en América Latina: análisis de casos y opciones* (UNESCO, 2013), the *Global Education Monitoring Report* (UNESCO, 2025), as well as normative and institutional documents from the selected countries, demonstrates that although there are convergences at the discursive level—especially regarding the centrality attributed to teacher education as a strategy to improve educational quality—the ways in which these policies materialize present significant differences, strongly conditioned by specific historical, institutional, and political contexts.

This finding corroborates the idea that educational policies in Latin America are configured as complex processes of mediation between global guidelines and national realities, as pointed out by regional studies (Fanfani, 2007; Oliveira, 2018).

In quantitative terms, reports indicate that more than 80% of Latin American countries have national policies for teacher professional development, although with unequal levels of coverage, institutionalization, and effectiveness. As UNESCO (2013, p. 19) highlights, “most countries in the region have made progress in the formulation of teacher policies, although gaps in their implementation persist.” Nevertheless, this progress must be understood



in light of broader transformations traversing Latin American educational systems, marked by processes of reform, decentralization, and the redefinition of the role of the State (Gentili, 2011).

From the perspective of the Globally Structured Agenda for Education (GSAE), proposed by Roger Dale, it is observed that the expansion of these policies occurs in line with global guidelines that emphasize the articulation between teacher education, professional career, and evaluation. Data from the *Global Education Monitoring Report* (UNESCO, 2025) and the report *Políticas docentes en América Latina* indicate that nearly 70% of the countries in the region link continuing education with career progression, reinforcing that “teacher policies must integrate initial and continuing education, professional careers, and evaluation systems as part of a systemic approach” (UNESCO, 2025, p. 33). In this context, teaching is progressively regulated by institutional devices that redefine its conditions of exercise and professional identity.

These initiatives reflect the influence of international agendas oriented toward the strengthening of teaching competencies, pedagogical innovation, and digital transformation, evidencing the progressive insertion of El Salvador into dynamics associated with the Globally Structured Agenda for Education. The continuous and permanent training of the teaching body has experienced a significant evolution over recent decades, characterized by the implementation of various educational reforms and modifications in public policies that have had the primary objective of strengthening and enhancing the professional development of teachers.

In this sense, continuing teacher education policies present a particular configuration, framed within processes of educational modernization that develop in contexts with structural challenges and a significant influence of external agendas. In recent decades, the Ministry of Education, Science, and Technology (MINEDUCYT) has promoted various initiatives oriented toward strengthening teacher competencies, especially in areas such as the use of digital technologies. These initiatives reflect the growing influence



of international agendas aimed at educational modernization and the strengthening of professional teaching competencies, showcasing processes of articulation between national policies and guidelines promoted by international organizations.

From Roger Dale's perspective, this dynamic can be interpreted as part of El Salvador's progressive insertion into the Globally Structured Agenda for Education, particularly regarding pedagogical innovation, digital transformation, and the improvement of educational quality, pedagogical innovation, and disciplinary updating. While these efforts reflect important advances in promoting teacher professional development, they also evidence the need to continue strengthening its articulation with the teaching career and its consolidation as an integrated and sustainable system over time.

In this regard, a growing incorporation of virtual and blended modalities is observed, particularly within higher education, which has contributed to expanding access opportunities to teacher education in different territorial contexts. This classification highlights the interaction between international orientations and national dynamics, which poses opportunities for the progressive strengthening of more integrated and contextualized formative policies.

The expansion of these modalities also evidenced one of the challenges linked to inequalities in technological access, connectivity, and the development of teachers' digital competencies, especially in educational contexts with structural limitations. This situation reinforced the need to strengthen contextualized and sustainable formative processes that respond to contemporary transformations in teaching work.

In El Salvador, MINEDUCYT (El Salvador, 2021) has promoted the implementation of a pedagogical accompaniment model that integrates mentoring and educational coaching processes. This approach is based on the systematic monitoring of teaching work within its context of performance,



providing constructive feedback and permanent support for the strengthening of pedagogical practices.

From Stephen Ball's approach, these processes of pedagogical accompaniment can also be understood as mechanisms of regulation and monitoring of teaching performance, aimed at strengthening practices aligned with institutional standards and dynamics of educational improvement. In this sense, continuing education acquires not only a formative dimension but also a strategic function within contemporary processes of educational management.

In contrast, Argentina presents an approach that challenges this rationality, by privileging continuing education policies based on the valuation of teaching experience and the collective construction of knowledge. Programs linked to the National Institute of Teacher Education (INFoD) achieve high levels of participation (between 75% and 85%), with a strong emphasis on situated education. UNESCO points out that "Argentine policies promote collective spaces for training that value teaching experience and collaborative work" (UNESCO, 2013, p. 102).

In Brazil, data reveal a more heterogeneous scenario marked by discontinuities, with estimated teacher participation between 50% and 70%. Despite the expansion of formative policies, challenges remain linked to fragmentation and weak articulation between different levels of government. As UNESCO (2013, p. 76) highlights, "the fragmentation of policies and weak coordination between levels of government constitute persistent challenges." This configuration evidences, as Dalila Andrade Oliveira points out, the coexistence of multiple rationalities in the Brazilian educational field, traversed by tensions between regulation, autonomy, and structural inequalities.

The teacher education system in Paraguay, both in its initial training process and in continuing teacher education, establishes education as a public good as its guiding axis, understood as a fundamental right of every person living in a given territory—the right to access quality education. This is aligned with the UN 2030 Agenda and the Sustainable Development Goals



(SDGs) prioritized by UNESCO (2016) to ensure inclusive, equitable, and quality education, promoting lifelong learning opportunities for all.

In line with Roger Dale's approach, continuing teacher education in Paraguay has intensified since the New Initial and In-Service Teacher Education (*Nueva Formación Docente Inicial y en Servicio*), a policy designed based on consultations centered on student-centered learning, the articulation of theory and practice, life skills, and experiential and collaborative lifelong learning, with strong implications from the United Nations 2030 Agenda (UNESCO, 2016).

Regarding Stephen Ball's approach, continuing teacher education in Paraguay is configured as a systemic, dynamic process of constant improvement, which develops the necessary competencies for the competent and committed performance of an education professional. This professional is expected to hold a prospective vision, capable of adapting to environmental demands to reorient processes and actions, and elevate the quality of teaching and learning toward the holistic development of the individual. Therefore, it focuses on an open curriculum, centered on competency development, experiential and collaborative learning, and the strengthening of pedagogical practice through innovative methodologies to achieve educational transformation.

In order to deepen this interpretation, Chart 1 systematizes a critical analysis of continuing education policies in the studied countries, highlighting the predominant rationalities, the modes of insertion into the global agenda, and the effects of these policies on teaching work. The examination of the table allows for an understanding of continuing education as a field of disputes, where different formative projects and diverse conceptions of teaching confront one another.



Chart 1: Critical analysis of continuing teacher education policies

Analytical Category	Brazil	Paraguay	Argentina	El Salvador
Predominant rationality	Hybrid and contradictory	Educational transformation based on competencies and collaborative work	Critical and collaborative	Educational modernization and strengthening of competencies
Relationship with the Global Agenda (GSAE)	Strong influence, with fragmented local mediations	Marked incidence of global agendas and international cooperation	Critical mediation and relative autonomy	Significant influence of international agendas and educational cooperation
Conception of teacher education	Education as an expanded, yet disarticulated public policy	Teacher education as a strategic component of educational quality	Education as a social and collective practice	Education oriented toward pedagogical accompaniment and professional updating
Effects on teaching work	Intensification of work and formative dispersion	Strengthening of classroom performance, new formative models with digital transformation in classrooms	Strengthening of collaboration and pedagogical reflection	Increase in formative demands and technological adaptation
Emancipatory potential of education	Limited, due to fragmentation	Limited by fragmentations that affect its sustainability and impact on pedagogical practices	High, due to the centrality of practice and the collective	Moderate, conditioned by structural limitations
Reading in light of Stephen Ball	Partial presence of performativity	Moderate presence of performativity	Resistance to performative logic	Growing presence of pedagogical regulation and teacher monitoring
Reading in light of Roger Dale	Insertion into the global agenda with weak mediations	Strong implication of global agendas	Local reinterpretation of the global agenda	Progressive insertion into global dynamics of educational regulation

Source: Own elaboration based on the report *Políticas docentes en América Latina: análisis de casos y opciones* (UNESCO, 2013) and the *Global Education Monitoring Report* (UNESCO, 2025).



The presented table demonstrates that continuing teacher education in Latin America is configured as a field traversed by distinct rationalities, reflecting differentiated modes of appropriation and mediation of global guidelines within national contexts. This finding dialogues with Roger Dale's perspective, indicating that educational policies are not simply transferred but reinterpreted based on specific historical and institutional conditions, being "increasingly shaped by global forces that redefine priorities and forms of regulation" (Dale, 2004, p. 436).

This trend is also problematized by Nora Rut Krawczyk and Vera Lucia Vieira, who point out that educational reforms in Latin America, especially since the 1990s, have been heavily influenced by managerial models that introduce external evaluation mechanisms, accountability, and curricular standardization, redefining the role of the State and teaching work (Krawczyk; Vieira, 2012, p. 34). Along this line, continuing education comes to be conceived as an instrument for adapting teachers to previously established standards, which tends to reduce their professional autonomy.

In contrast, Argentina evidences the possibility of constructing formative models guided by more collaborative, situated, and critical perspectives, valuing teaching experience and the collective production of knowledge. This configuration aligns with the propositions of Maurice Tardif, recognizing that "teachers' knowledge is plural, heterogeneous, and built throughout professional experience" (Tardif, 2014, p. 36), and also dialogues with the analyses of Myriam Feldfeber, who highlights the existence of disputes in the field of teacher policies between technocratic perspectives and proposals that value education as a collective and contextualized process (Feldfeber, 2010, p. 78).

Brazil, for its part, reveals an intermediate and contradictory position, marked by the coexistence of multiple regulatory logics, which expresses, as Dalila Andrade Oliveira notes, the presence of "heterogeneous and unequal processes of regulation of teaching work" (Oliveira, 2018, p. 52). Furthermore, this reality can be understood from the perspective of Dermeval Saviani, who



argues that education, as a historically situated social practice, must be linked to a formative project committed to social transformation, being “a practice that takes place in the concrete relations of society” (Saviani, 2008, p. 13). This perspective challenges the technocratic logic present in many contemporary teacher education policies.

In this regard, Paraguay is transitioning toward formative models that address diversity, inclusion, and digital transformation in classrooms through the New Teacher Education (*Nueva Formación Docente*) framed within the educational transformation that seeks to modernize the teaching and learning process through a competency-based approach, overcoming gaps and adapting teaching to new sociocultural contexts, through peer training and cooperation, with different alternatives of accompaniment for teachers’ tasks to improve educational quality (Paraguay, 2019).

In the case of El Salvador, a movement of educational modernization is observed, articulated with the strengthening of teacher competencies and the incorporation of professional updating processes linked to the technological and organizational transformations of teaching. Continuing education appears oriented mainly toward pedagogical accompaniment, the monitoring of teaching performance, and the adaptation of teachers to new curricular and digital demands, evidencing a strong incidence of international agendas and educational cooperation mechanisms. This scenario reveals a progressive insertion into global dynamics of educational regulation, in which teacher professionalization is increasingly linked to processes of monitoring, evaluation, and the improvement of results.

Current society lives in a changing environment, in constant transformation, in a connected world where teacher education transcends its local scenarios, capable of interconnecting with other realities, both at the local and international levels, allowing teachers to incorporate new knowledge and modify their own conceptions. Along this line, as Pablo Gentili argues, educational policies in Latin America must be understood as spaces of dispute between different societal



projects, in which rationalities guided by market logic and regulation confront perspectives that affirm education as a social right, constituting “a field of tension between marketization and democratization” (Gentili, 2011, p. 47).

For her part, Denise Vaillant (2024) raises the need to rethink teacher education in Latin America in the face of changing contexts that profoundly impact societies. In this scenario, it is fundamental to address both local and regional realities, while building bridges toward global challenges and aspirations, such as education for peace. She maintains that the ways of learning, working, and interacting are shaped within the framework of profound social transformations that have occurred in recent decades, dynamics that especially affect schools and their teachers. In synthesis, contemporary education is called upon to respond in a flexible and contextualized manner to social transformations, articulating the demands of the immediate environment with a global, inclusive, and integrating perspective.

Thus, continuing education in Latin America is configured as a field tensioned by multiple rationalities, in which standardization and performativity processes associated with the Globally Structured Agenda for Education are articulated, in a contradictory manner, alongside initiatives that seek to affirm education as a critical, situated, and socially committed practice. This understanding allows for the recognition, in line with Antonio Gramsci, that this field also constitutes a space of hegemonic dispute, in which “hegemony is established through intellectual and moral leadership, and not only through coercion” (Gramsci, 2001, p. 48).

Furthermore, the analyzed data demonstrate that the quantitative expansion of continuing education, although representing an advance in recognizing the centrality of teacher professional development, does not by itself guarantee its quality, coherence, or effectiveness. According to the examined reports, this expansion occurs, in many cases, in a manner disconnected from structured, continuous, and contextualized formative processes, which reinforces the need for policies that articulate not only the expansion of coverage but also



pedagogical relevance, formative continuity, and its entrenchment in school practices.

In this manner, continuing teacher education in Latin America remains strongly marked by a technical-instrumental rationality, associated with the dynamics of regulation and performativity of contemporary educational policies, although, in specific contexts, initiatives are identified that seek to resignify it as a space for critical reflection and transformation of pedagogical practice.

Final considerations

The considerations developed throughout this study allow us to affirm that continuing teacher education in Latin America is configured as a strategic field and, at the same time, one deeply tensioned by political, economic, and pedagogical disputes that traverse contemporary educational policies. This paper aimed to comparatively analyze continuing teacher education policies in Brazil, Paraguay, Argentina, and El Salvador, seeking to highlight convergences, specificities, and tensions within the context of the influence of global agendas for education.

Based on a qualitative, analytical-comparative approach grounded in the documentary analysis of UNESCO reports and national regulations, it was possible to understand that continuing education transcends a merely technical or instrumental dimension, constituting a space of dispute between different rationalities of training, regulation, and conceptions of teaching work.

The results show that, although there is a discursive convergence around the valuation of continuing education as a strategy to improve educational quality, its materialization in different national contexts occurs in an unequal and heterogeneous manner. To a large extent, the analyzed policies reveal the growing influence of international organizations and global dynamics of educational regulation, guided by principles of efficiency, evaluation, performativity, and teacher accountability.



In this context, Argentina stands out for the construction of more collaborative, contextualized, and critical formative experiences, valuing teaching practice, the collective production of knowledge, and the situated dimension of training. Such characteristics demonstrate the possibilities of building potentially emancipatory formative models committed to a democratic and collective perspective of educational work.

Brazil, for its part, presents a scenario marked by contradictions and discontinuities. Although a significant expansion of continuing education policies and programs is observed, problems persist regarding institutional fragmentation, the lack of articulation between different levels of management, and the coexistence of distinct formative rationalities—often guided by technocratic and performative logics that limit teacher autonomy and weaken more critical and contextualized formative processes.

In Paraguay, continuing education shows important advances in the incorporation of policies linked to inclusion, diversity, and digital transformation, especially through proposals that seek to strengthen pedagogical accompaniment and peer cooperation. However, challenges remain regarding the centralization of policies, territorial inequalities, and difficulties in consolidating structured and sustainable formative processes—aspects that restrict the strengthening of the teaching profession as a transformative social practice.

The case of El Salvador evidences how the processes of educational modernization and the digitalization of teaching have driven new dynamics of continuing education, primarily oriented toward strengthening competencies and teacher adaptation to new curricular and technological demands. Nevertheless, challenges linked to the institutionalization, sustainability, and contextualization of these policies still persist, especially regarding structural conditions and the consolidation of formative proposals capable of dialoguing with the concrete realities of schools and teachers.

From the theoretical perspective of Roger Dale (2004), the study allowed for the identification that teacher education policies in Latin America are



increasingly embedded in a Globally Structured Agenda for Education, in which international organizations and transnational dynamics influence the definition of priorities, management models, and forms of educational regulation. However, the analysis also demonstrates that these guidelines are not incorporated in a homogeneous or linear manner, but are instead reinterpreted and mediated by the specific historical, political, and institutional conditions of each country.

Furthermore, the reflections developed allow us to problematize the relationship between the expansion and the quality of continuing education. Although data reveal a significant increase in coverage and the offer of training programs, this expansion is not always accompanied by continuous, articulated, and contextualized processes, which limits the effective impact of these policies on pedagogical work and professional teacher development.

In this scenario, it is concluded that continuing teacher education in Latin America constitutes a field of tension between global rationalities and local needs, where different projects of education, school, and teaching work confront one another. Rather than merely expanding access to training programs, it is necessary to build integrated, democratic, and contextualized policies committed to the concrete conditions of schools, the valuation of teaching knowledge, and the promotion of critical and emancipatory formative processes.

Finally, this study contributes to advancing the discussions on teacher education policies in Latin America by demonstrating both the limits and potentials present in the analyzed experiences. As a future projection, it is considered fundamental to expand research that incorporates concrete training practices in local contexts, teachers' perceptions, and the ways in which policies are appropriated, reinterpreted, and resignified within the daily routine of schools.



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