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Evidence-Based Policy Proposal on Improving Teachers' Capacities and Skills in Mexico

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Abstract:

This policy proposal focuses on improving teachers' capacities and skills in Mexico by leveraging data from various sources, including the OECD Education Data Portal, UNESCO DATA, and World Data Education. It also integrates the principles of Open Education, as outlined in the OER Paris Declaration and the Ljubljana Action Plan. The proposal aims to enhance teacher professional development, promote collaboration and knowledge sharing, and foster innovation in the education system. By embracing Open Education practices and utilizing relevant data, Mexico can create a more inclusive and effective educational environment.

Keywords: Policy, Evidence-base, Education, Open Education, UNESCO, OECD

Introduction:

Policy proposals that support improvements in the capacities and skills of teachers are paramount for the achievement of increased access to quality education by the Mexican education system. Inadequate attention to factors affecting teachers' skills and abilities to offer quality education to all students contributes to the decline of academic performance in Mexico, negatively impacting the country's future. As a result, this paper will contain a proposal for an evidence-based educational policy that will effectively enhance the capacity and skills of Mexican teachers. In addition, this paper will also integrate the approach with supportive components in the Open Education Resource declaration and the Ljubljana Action.

From a demographical point of view, Mexico is one of the countries that enjoy population diversity and a rich cultural heritage (Gulled, 2023). In terms of education, Mexican primary education serves approximately 26 million population of diverse learners (OECD, 2018). In addition, the Mexican education system comprises complex governance and a large population of teaching staff working in over 225000 learning institutions (OECD, 2018). Since 2000, there have been some improvements in academic performance in Mexican schools, but it has remained below the average of OECD countries (OECD, 2018). Among the many reforms intended for Mexico's education system is to improve pre- and in-service teachers' capacities and skills to promote improved academic performance.

Rationale for Policy Proposal:

As one of the OECD countries, Mexico has for many years shown a continuous decline in its educational performance (OECD, 2018). This decline is attributable to several factors, which include a shortage of capacitated and skilled teachers, poor funding, corruption, and political interference in teacher recruitment and employment (Gulled, 2023). Mexico needs an evidence-based educational policy that contributes to the problem of poor academic performance in Mexico. The above reasons make Mexico an ideal country for this research. This evidence-based proposal will be helpful to other countries with a similar problem as Mexico to improve the capacity and skills of their teachers (Hamzah and Yusoff, 2021). Fortunately, Mexico is an OECD member;

thus, getting sufficient credible data for analysis and decision-making will be easy. The current education policy needs to consider improving teachers' capacities and skills as being of significant importance.

Factors Affecting the Improvement of Teachers' Capacity and Skills:

One of the factors hindering Mexico from improving the capacities and skills of Mexican teachers is inadequate funding of the education system by the government. A recent report from World Bank proved that only 5.2% of the Mexican GDP is spent on education (Gulled, 2023). This amount is below other Latin American countries' average expenditure on education. Inadequate funding has significantly contributed to a shortage of teaching staff, a need for updated textbooks, and inadequate schooling facilities (World Bank, 2020). As a result, poor government funding suppresses the abilities of teachers to offer quality education to learners, thus promoting a continuous decline in academic performance. In addition, most schools, especially ones in remote areas, have supportive infrastructure for teaching and learning, resulting in a conducive teaching and learning environment. The lack of the necessary infrastructure limits teachers' and students' ability to provide and access quality education (Arthur, 2017). This challenge poses a significant risk to the future of higher education institutions and the Mexican job market.

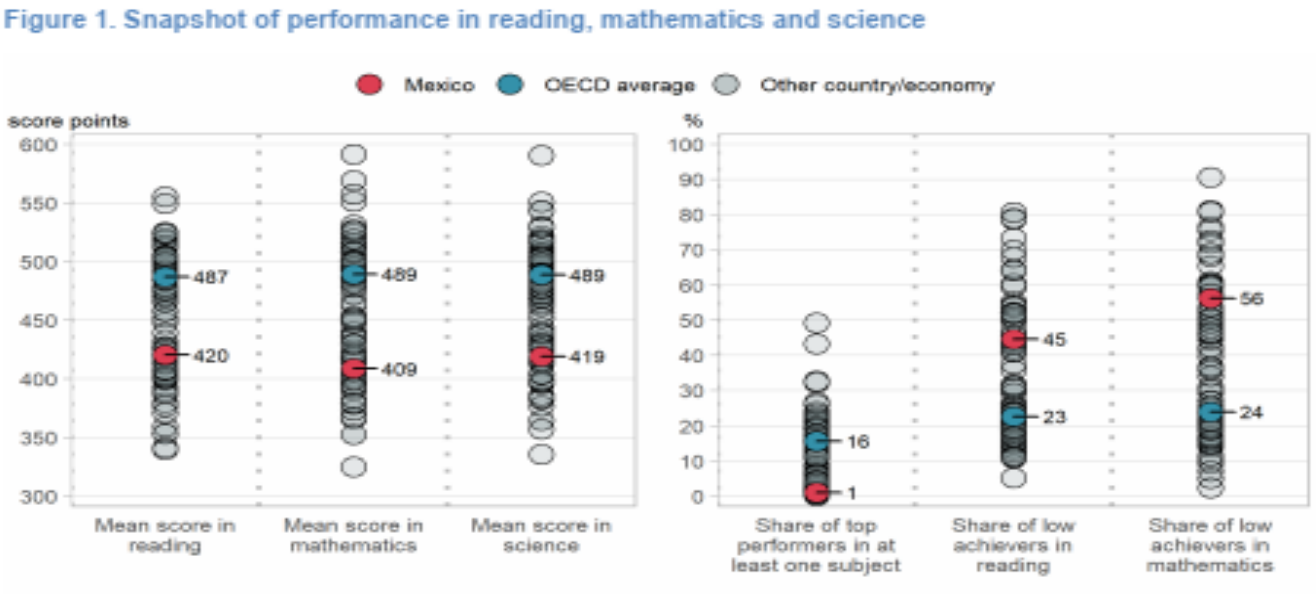
Political Interference and Corruption:

Political interference and corruption in the Mexican education system have adversely impacted the provision of quality education in Mexico. Mostly corrupt politicians use their political powers to enforce the employment of unqualified persons as teachers in schools, which undermines the capacity and skills of trained teaching professionals, thus impacting educational standards negatively (Gulled, 2023). In addition, corruption also contributes to poor funding of the education system as politicians swindle resources meant to support education for their gain (Transparency International, 2020).

Admittedly poor academic performance will have adverse repercussions for Mexico in the future. A continued increase in the number of poorly educated Mexicans will lead to a significant decline in the country's economic growth and global competitiveness. Additionally, poor performance in education will contribute to increased levels of poverty as most of the population will not unable to secure well-paying jobs, which can lead to personal and economic stability. For over 20 years, Mexican academic performance has shown a persistent decline, as evidenced by the educational outcomes of PISA (Education, 2022). Concerning the performance in science for 15-year-old students, Mexico has an average of 419 points, while the average of OECD countries is 489 points. On average, boys' science performance is better than girls', as the former is ahead of the latter by 9 points (Education, 2022).

Overview of Performance in Reading Mathematics and Science Subjects in Mexico

Figure 1: Data shown are from OECD member countries (Source; OECD, PISA 2018 database Table 1.1 L10.1)



As shown in Figure 1 above, Mexico has a lower reading mean score of 420 compared to the OECD average of 487 (OECD, 2018). In mathematics, the average mean score of Mexican students was 409, also below the average of other OECD Countries, which was 489 in 2018 (Gulled, 2023). In addition, the mean science score for Mexico is below the OECD average (OECD, 2018). Only a small percentage of Mexican students achieved the highest score level in at least one of the subjects. Additionally, only a small percentage of Mexican students attained the minimum proficiency level in at least one subject (Education, 2022).

Trends in Performance in Reading, Mathematics, and Science from 2000 to 2018

Figure 2: Mexico's academic performance (Source: OECD, 2018)

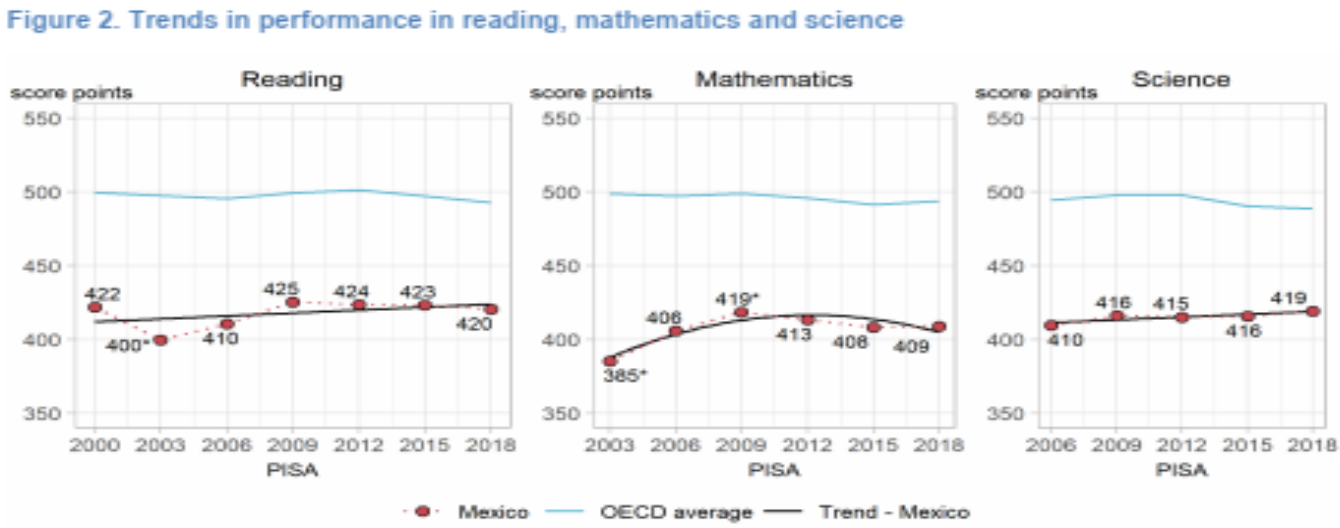


Figure 2 above shows that Mexico's academic performance deteriorated from 2000 to 2018. However, there were some improvements at some point. The period between 2003 and 2018 shows that education performance in Mexico continued to deteriorate and declined below the average of other OECD countries. 2006 through 2018, there was slight progress, although its performance remained below the OECD average (OECD, 2018). As a result, this paper proposes that Mexico adopt an evidence-based policy to improve the capacity and skills of the teachers using data from several sources. These sources include the National Commission on Teaching and America Future survey, a policy developed from 50 states, and case studies from specific states courtesy of the Center for the Study of Teaching and Policy (Gulled, 2023). In addition, data from 1993-94 surveys of Schooling and Staffing and the National Assessment of Educational Progress courtesy of the National Center of Education Statistics (Darling-Hammond, 2017; Education, 2022).

The Impact of Class Minimization on Teachers and Overall Performance:

Further, this proposal will conform to the norms of Ljubljana action, OER policy, and TLM (UNESCO, 2017). Studies affirm that the government relied on laws to control educational aspects such as certifications and class sizes (Gulled, 2023). These laws have occasionally worked to the detriment of improving student performance. Minimizing class size increased the demand for more teachers (Gulled, 2023). However, the laws on teaching credentials fail to guarantee quality, thus limiting the candidates' availability. Therefore, this double effect prompts school districts to hire unqualified teaching staff. Such practices have created a significant skill gap, thus undermining the ability of students to perform better academically, but the government needs to pay attention to them. Additionally, the government needs to recognize the efforts of teachers who focus on ensuring improved academic performance by students (Education, 2022; Pew Research Center, 2019).

Teachers' Efforts Are Unrewarded:

Most teachers give their best to help their students excel academically, but they are only sometimes rewarded to motivate them to continue working hard for continuous academic performance. Suppose the government aims at achieving improved academic performance. In that case, it should implement a teacher reward system and ensure that learning institutions and educators are responsible for their decisions (Ajani, 2018). Undoubtedly, the minds of many people today are

focused on implementing reforms in schools which has led to increased proposals (Pew Research Center, 2019). Contrary to other policy problems, most people provide persuasive opinions that draw information from personal experiences in education. Therefore, there is a clear distinction between opinions from people and research findings in policymaking. However, most popular public opinions need to provide better advice in decision-making.

Research Findings on Teachers Quality are Inconsistent:

This paper begins with data concerning teacher quality improvement and then proceeds to ways of improving the quality of teachers. Admittedly, if education policy aims to improve students' performance, it should focus on academic performance (Ajani, 2018). Teachers play an essential role in the education process, and studies confirm that improving the competence of teachers can lead to improvements in academic success (Gulled, 2023). Unfortunately, most studies concerning the improvement of the effectiveness of teachers have shown inconsistent outcomes. Therefore, to increase the effectiveness of teachers, constant update of their capacity and skills throughout their teaching career is paramount. Studies have confirmed that properly designed assessment programs effectively enhance quality teaching, which improves student performance in education (Ajani, 2018).

Mexican Schools are Highly Understaffed:

Over 60% of teachers in Mexico work in schools understaffed in support staff, and 56% need more qualified or competent teachers. These percentages are higher than the TALIS average of 47% and 39%, respectively. About 24% of Mexican teachers confirmed their unpreparedness to work (Gulled, 2023). This percentage surpasses the TALIS average of 7% (Gulled, 2023). Additionally, Mexico is among the countries with the lowest number of secondary school teachers who have attained tertiary education.

Further, compared to other TALIS participants, Mexico has the least number of educators who have completed teacher training education programs (Ajani, 2018).

Additionally, principals of schools in Mexico attest that 72% of Mexican teachers do not undergo formal induction, while 60% lack access to mentorship programs in schools where they work (Bonilla-Rius, 2020). These percentages are more than two-fold the TALIS average, which are 34 and 27, respectively (Gulled, 2023). In countries such as Netherlands and England, teachers have access to either one or both programs mentioned above (Bonilla-Rius, 2020).

Improving the Capacity and Skills of Teachers:

Teachers in Mexico have also reported strong engagement rates in career development programs. To enhance the professional development of Mexican teachers, the government of Mexico must endeavour to ensure that teacher career development attains the required quality that matches their needs and ensure the provision of a consistent perception of professional development (Bonilla-Rius, 2020). Findings from both quantitative and qualitative studies confirm that government investments in improving teacher capacity and skills are related to improved student performance (Darling-Hammond, 2017). Quantitative studies affirm that certification and teacher training significantly promote higher student performance in mathematics and reading (Whittle et al., 2018). The statutory policy surveys and data from case studies help investigate policies that impact the certification levels of teachers in various states.

There is significant evidence supporting that improving teacher quality leads to improvement in students' performance. Report findings from the National Bureau of Economic Research show that improved instructor quality is vital to educational success (Bal-Taştan et al., 2018). Additionally, findings from Organization for Economic Cooperation and Development (OECD) affirmed that students have a better chance to excel academically when taught by qualified and experienced teachers as opposed to those whom unqualified teachers teach (Thompson & Thompson, 2018). Teacher quality significantly influences students' pedagogical and topic knowledge performance regardless of students' previous performances in other schools (Ishola & Udofi, 2017). Other findings show that the performance gap between learners with qualified and competent teachers and those with the least competent instructors continues to increase.

Teacher Certification and Students' Performance:

Despite controlling factors such as language background and student poverty, partial correlations reveal a strong relationship between teacher quality and student's academic success

(Gulled, 2023). The percentage of teachers who have attained full teaching qualifications, including certification for teaching mathematics as their primary subject, closely relates to the student's success in reading and mathematics performance annually (Gulled, 2023). On the other hand, the percentage of uncertified teachers and those who do not have any qualifications to teach even a minor subject in their field shows a strong correlation with poor academic performance of students in reading and mathematics (Bonilla-Rius, 2020; Segarra & Julià, 2022).

Teaching Learning Materials (TLM):

The adequacy of TLM refers to the number and quality of teaching and learning resources, including human resources and physical facilities, that attain acceptable or satisfactory levels. Studies have confirmed that teaching materials such as textbooks are affordable resources that significantly improve students' academic performance (Segarra & Julià, 2022). Research findings depict textbook adequacy as where three learners can share one book. Textbook adequacy at the primary school level will ensure everyone can read at least a single new book weekly (Chapman & Miric, 2017; UNESCO, 2018). Textbook accessibility has significantly contributed to improved academic performance in several subjects, especially in developing countries where textbook adequacy is challenging (Wolf et al., 2019). As a result, ensuring schools are equipped with adequate instructional resources is a cost-effective method of improving students' academic performance.

Recent findings have confirmed that there has been a persistent challenge to the availability of adequate TLM in classrooms. The deficit of TLM has negatively impacted students' performance in education (Segarra & Julià, 2022). Teaching-learning materials include television, radio, tape recorder, videotape recorder, textbooks, electronic teaching resources, maps, charts, and audiovisual materials. Other TLM resources include notebooks, rulers, erasers, pens, workbooks, printing papers, crayons, exercise books, chalk, and drawing books (Gulled, 2023). The scarcity of teaching-learning materials has significantly affected the academic performance of students in Mexico. In addition, other studies have confirmed that the quality of instructional resources the students use significantly impacts the quality of education they receive (Diep et al., 2017). As a result, adequate high-quality instructional materials guarantee improved quality of students' learning experience, enabling students to perform better academically.

Pedagogical Content Knowledge:

Pedagogical content knowledge refers to teachers' deep understanding of the subjects they teach and their strategies to effectively communicate that understanding to the learners (Stronge, 2018). This process involves understanding the conceptual frameworks of teaching various subjects, the teaching and learning resources required, the effective pedagogical techniques used in enabling students to learn, and the various ways students learn (Putra et al., 2017). The ability of a teacher to foresee and know the misconceptions and challenges experienced by each student and modify the lessons to incorporate the needs of each learner requires PCK, which is vital for effective teaching (Fauth et al., 2019). Teachers with high PCK can effectively achieve improved student performance by implementing teaching strategies that fit the need of their learners by fusing their pedagogical knowledge.

Subject Matter Knowledge:

The knowledge of the subject matter teachers is another factor that determines their effectiveness in teaching. However, the evidence supporting the above hypothesis is scarce as only a few sources uphold it, so there needs to be more concrete findings, as expected (Stronge, 2018). The reason for mixed outcomes is that knowledge of the subject matter influences teachers' capacity in a given field to a certain extent, but the influence becomes insignificant afterwards (Stronge, 2018). For instance, a study conducted on middle school learners found that students taught by mathematics teachers with full certification performed better than those taught by uncertified instructors despite the years of experience and environment being the same.

Knowledge of Teaching and Learning:

Another factor that has a significant favourable influence on teachers' effectiveness is the education coursework. The research findings confirming the existence of a strong correlation between the effectiveness of teachers and coursework are more compared to those which found a correlation between teacher effectiveness and subject matter (Akram, 2019). Another study found a strong positive relationship between formal training of teachers, instructional effectiveness, and student achievement. Most findings showed

that teachers with proper training and complete certification are more effective than provisionally certified or uncertified instructors (Segarra & Julià, 2022; Stronge, 2018). Some studies found no correlation between teachers' effectiveness and coursework, while others showed little correlation.

Certification Status:

Professional teaching qualifications in K-12 schools include full certification and a teaching license. As a result, teachers must attain the above qualifications to be considered professional teachers. The process of teacher licensing and certification is different from one state to another and from country to country (Birch et al., 2019). For instance, to be considered a licensed and fully certified teacher in the US, one must complete a teacher training program that comprises pedagogy, knowledge of the subject matter, and coursework and attain the required experience. In addition, some states may require the candidate to pass an assessment on pedagogical skills and knowledge of the subject matter (Birch et al., 2019; Segarra & Julià, 2022).

Further, before employment, teachers must undergo the process of criminal background checkup to attain various requirements such as citizenship and minimum age. A teaching license is only issued to teachers who satisfy all the above requirements, qualifying them as professional teachers. Teacher certification and licensing requirements can also vary from one school district to another in the same state (Birch et al., 2019; Gulled, 2023). Therefore, it is essential for people aspiring to become teachers to start by researching professional requirements based on their desired state of work. Licensure and certification act as a measure of the professional qualification of a teacher and their effectiveness in teaching. However, the above qualifications can have different meanings of teacher qualifications because of differing statutory requirements and procedures. Various studies attest that the qualifications of professional and experienced teachers significantly impact student achievements.

School Environment:

The environment within which a school is located significantly impacts students' experience and ethical, social, and emotional development. Students in schools that are in a conducive environment are less likely to engage in negative behaviors such as drug and substance abuse (Birch et al., 2019; Hamzah & Yusoff, 2021). In addition, supportive school environments help students to create strong social relationships and to develop a strong sense of belonging (Gulled, 2023). Therefore, school environments are significant determiners of students' academic performance, and thus, the Mexican government must ensure the conduciveness of all its learning environments.

Learners who view their learning environment as nurturing are ambitious, motivated, and focused academically. Further, students who believe their instructors are caring are motivated to relate well with their educators and actively participate in class. Additionally, there is a strong relationship between a school's geographical location and students' overall academic performance (Gulled, 2023; Hamzah & Yusoff, 2021). Schools in remote areas experiencing challenges such as a shortage of qualified teachers unwilling to work in such areas, uneven resource distribution, poor infrastructure, and hostile communities are less likely to perform better academically than urban schools. Hamzah and Yusoff (2021) suggest that the learning environment significantly impacts students' academic performance. This suggestion is supported by data analysis from 377 secondary school participants in Kuala Terengganu (Gulled, 2023). This study found that the learning environment affects students' academic excellence by 40% (Gulled, 2023). However, the data from the above study also confirmed that schools that are well-equipped with modern machinery promote increased learning. Similarly, schools with modern internet connectivity, computers, fully equipped laboratories, and libraries enhance fast and easy learning (Hamzah & Yusoff, 2021).

Additionally, schools with competent instructors, a conducive classroom environment, strong relationships between teachers and students, and good relations between schools and parents promote effective learning, which results in high academic performance. Another study to investigate if the school environment impacts students' academic performance. The researcher attempted to determine the learning environment's impact on students' educational success. The study involved a survey of participants chosen from the Vellore educational district (Birch et al., 2019; Gulled, 2023). The investigators use a stratified random sampling method to choose their study sample from the population under research. The study sample confirmed that secondary school learners have a high learning environment. Findings from this study affirmed that a strong

relationship exists between student achievement and the learning environment (Birch et al., 2019; Gulled, 2023). Therefore, the Mexican government and other key players should endeavor to improve the learning environment to achieve increased academic performance.

Integrating Open Education:

The 2017 UNESCO report affirmed that Open Education Resources are learning and teaching materials freely accessible to the public (UNESCO, 2017). They are learning research and instructional resources available in public domains or freely accessible after licensed authorization. These materials may include textbooks, tests, complete courses, streaming videos, modules, software, course materials, and other informational tools (Gulled, 2023). Governments and institutions should develop a policy that will promote the professional development of teachers based on the schools where they work. OER materials help instructors to improve the effectiveness in classrooms. Teacher effectiveness is achieved by identifying the success components of OER integration (UNESCO, 2017). These components include long-term finance, teacher support, accessibility, adequate resources, and institutional and cultural traditions accommodation.

The Mexican government should ensure OER is provided in multiple languages, especially country-specific and less commonly spoken or on the verge of extinction, such as native languages. In addition, OER should be modified to fit local settings and cultural needs which abide by the human rights plan (UNESCO, 2017). Additionally, all education stakeholders should promote extensive use of OER by allowing easy sharing and consumption of knowledge from multiple sources (UNESCO, 2017). Learning institutions, governments, especially librarian and teacher training institutions, professional associations, and language harmonization institutes should work together to actualize OER materials. The lack of OER materials in Mexico has been the major challenge impacting the capacity and skills of teachers (Mora-Magaña&Rodríguez-Sánchez, 2019). Therefore, if teachers can access OER materials without license requirements or payment, they will become more effective. However, the following steps are necessary before adopting OER in Mexico (Hamzah & Yusoff, 2021).

- The most important aspect of openness is the ability of people to access information from OER for their benefit through downloading freely.
- It should be possible for people to share information with others through platforms such as emails.
- The materials should be adaptable, modifiable, translatable, and changeable. For instance, books written in other languages can be translated into English or changed into audiobooks.
- People can blend information from multiple sources to produce a single new material. For example, information from lectures, coursework, and research works can produce new research projects or proposals.

OER Recommendations for Mexico:

It is recommendable that all educational stakeholders, including librarians, policymakers, and teachers in Mexico, can access, change, re-use, and share materials produced without license requirements for effective implementation of OER (UNESCO, 2017). Additionally, the mainstream media should broadcast user-friendly information-finding and retrieval methods to improve OER efficiency. Further, all educational stakeholders must support the initiatives of implementation of OER.

Raising Awareness:

The Mexican institutions and the government should promote capacity building to instructors, students, librarians, educator trainers, parents, and other educational stakeholders. This will raise their Awareness of the importance of OER in improving adequate learning resources, improving students' achievements at affordable costs, and empowering students to become future knowledge producers (Gulled, 2023). This knowledge includes suggesting vocabularies and languages to be used in OER.

Integrated Training Programs for Teachers:

Integrated programs for training teachers and librarians help in continuous capacity improvements in creating, changing, maintaining, and sharing OER. However, other issues, such as digital literacy, copyright challenges, and safety and security in developing and using OER materials, emerge, requiring stakeholders' attention (UNESCO, 2017).

Collaborative Sharing of Best OER Models:

The stakeholders should share research outcomes concerning OER for endorsement of the best

models in terms of cost-effectiveness and research of new tools and technologies to create, conserve and disseminate OER materials.

Legal Permission to use OER Materials:

The government needs to create a legal framework for learning institutions and other educational stakeholders to achieve legal permission for teachers and students to use and donate quality OER materials.

All-Inclusive and Accessible OER:

OER materials should be accessible by all users, regardless of social and economic background, physical ability status, gender, geographical location, and age, in both formal and informal learning contexts (UNESCO, 2017). In addition, people from marginalized groups, such as internally and externally displaced persons and nomadic communities, should be able to access and use OER. However, the lack of necessary supportive OER infrastructure, such as computer devices, internet connectivity, electricity, and other facilities, remains a significant problem in several parts of Mexico and the world (UNESCO, 2017). Therefore, OER must be developed, accessed, changed, and shared across various media types. Additionally, the government should devise measures to ensure that resources used in OER attain the appropriate standards to enhance user confidence (UNESCO, 2017). Educational stakeholders, such as learning institutions, governments, and quality standardization bodies, must collaborate to ensure the credibility of OER materials.

Social Justice Objectives Guiding OER:

Several social justice objectives should guide OER creation (Mora-Magaña & Rodríguez-Sánchez, 2019). These include;

- Ensuring OER materials can be accessed through a media which conveniently meets all needs of users, coursework, and the required subject. This entails both online and offline accessible OER materials.
- Ensuring all OER materials are accessible in user-supported formats for effective and all-inclusive use.
- OER materials are accessible through various media, such as mobile devices, should be available.

Somaliland Scenario: Policy Transfer:

Notably, countries that share their policy proposals with others address similar challenges. The main reason for the existence of OECD countries and membership is to promote cooperation in resolving emerging local, national, regional, and global issues (UNESCO, 2017). A policy provides guidelines and a course of action in problem-solving. As a result, a country such as Somaliland can transfer and apply the Mexican evidence-based Policy while considering all necessary factors.

Policy Transfer Process:

By definition, policy transfer involves adopting and implementing policies that have yielded success in other countries in solving similar challenges (Evans, 2017). By doing this, countries can avoid solving problems through trial and error as they have a successful roadmap.

Steps of Policy Transfer:

There are several steps to be followed during the transfer of policies from one country to another. These include identifying Policy, analyzing the Policy, policy adaptation, implementing the Policy, and evaluating and monitoring the Policy (Evans, 2017; UNESCO, 2017).

Policy Identification:

A country must begin this process by choosing the Policy they want to transfer. At this point, the country researches to find out the policies that have yielded success in their target countries. Alternatively, countries can assess the appropriate policies that would help them address their problems (UNESCO, 2017).

Policy Analysis:

After identifying the Policy, a country needs to conduct a thorough analysis to assess the viability of its transfer. This can be done by assessing the context, goals, and outcomes of the Policy in the country of its implementation (Evans, 2017).

Policy Adapting:

If the Policy passes the analysis stage, the country can adapt it for contextual suitability. Here, the country can change various aspects of the Policy to ensure its suitability (Gulled, 2023; UNESCO, 2017).

Policy Implementation:

After adopting the Policy, a country can begin its implementation. The country can engage in resource allocation, staff training, and developing new structures at this stage (Evans, 2017; Gulled, 2023).

Policy Monitoring and Evaluation:

To determine the viability of the Policy transferred, a country should devise a mechanism to evaluate and monitor the outcomes of the Policy regularly. This step is essential to help the country appropriately adjust to problematic areas (Gulled, 2023). In addition, a country should ensure that the Policy transferred is politically, culturally, and technically acceptable (Thompson & Thompson, 2018). Therefore, countries transferring policies should actively engage all the stakeholders during the transfer process to promote a sense of policy ownership.

Conclusion:

In conclusion, the persistent decline in Mexican students' performance in science and mathematics, as evidenced above, is closely related lack of evidence-based Policy in Mexico promoting the improvement of the capacities and skills of teachers. As a result, this paper has explored ways and the importance of improving teacher quality using evidence from multiple credible sources. The Policy proposed in this paper is not only valuable for solving the problem of academic performance problem in Mexico. However, other countries with similar problems can transfer and apply it. This paper provided credible scenarios that could help Mexico to improve its academic performance through a teacher quality perspective. Implementing this evidence-based Policy can help Mexico surpass the PISA average or attain the OECD average score. Lastly, the paper offers the most effective method that countries such as Somaliland can use to transfer evidence-based policies effectively.

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