

## Ethical And Equitable Challenges in Pedagogical Evaluation: Lessons from Global Educational Reforms

Author: Lic. Regina Milagros del Rosario Blanco de Flores  
EEP Avelina Duarte  
Email: reginamilagrosb@gmail.com  
ORCID Code: 0009-0008-7540-9317  
Main Research Area: State, Society, and Development.  
Thematic Axis: Pedagogy

**How to cite this article: Regina Milagros del Rosario Blanco de Flores. “Ethical and Equitable Challenges in Pedagogical Evaluation: Lessons from Global Educational Reforms.” (2025), (1,19)**

Received: 08/15/2025 Revised: 08/22/2025 Accepted: 08/30/2025

### ABSTRACT

This study explored ethical and equitable challenges in pedagogical evaluation, analyzing lessons from global educational reforms to propose inclusive frameworks. In a context of persistent inequalities, the study examines tensions between standardization and social justice, highlighting the need for culturally responsive evaluations. Its objective was to identify the main ethical and equitable challenges in pedagogical evaluation, drawing lessons from international reforms to design evaluation systems that promote inclusion and equity, with an emphasis on diverse contexts. Methodology: Under an interpretive paradigm, bibliographic documentary research was employed, systematically reviewing academic sources and reports from organizations such as UNESCO and OECD (2010-2025). Thematic content analysis techniques were used, with open coding and tools such as NVivo, triangulating data to ensure credibility. The findings highlight three constructs: evaluative equity, teachers' ethical dilemmas, and the impact of global reforms. Authors such as Levinson et al. (2022) and Ainscow (2020) underline fragmented definitions of equity, while Colnerud (2015) and Halai (2006) expose moral tensions in praxis. Moreno Olivos (2011) and OECD (2023) reveal advances and setbacks in inclusive reforms. Perspectives are contrasted, highlighting the need for formative assessments and teacher training to mitigate biases. Limitations, such as Anglophone predominance, suggest including voices from the Global South. Conclusions: Evaluation must transcend the technical, prioritizing equity and ethics through participatory and autonomous designs. Future research should integrate mixed methods for a comprehensive understanding.

**Keywords:** Pedagogical evaluation, equity, ethics, educational reforms, inclusion.

**Biographical Summary:** Universidad Nacional Experimental “Simón Rodríguez” (Simon Rodriguez National Experimental University). Graduated from the Universidad del Magisterio (Simon Rodriguez National Experimental University) since 2022, specializing in Primary Education. In 2018, she was a classroom teacher through the Chamba Juvenil program at the Avelina Duarte Elementary School (EEP). Starting in the 2024-2025 school year, she left the classroom to take on the new challenge of pedagogical coordination. She is currently pursuing a Master's degree in Primary Education at the Universidad Nacional Experimental del Magisterio (Simon Robinson National Experimental University).