

Assessment of a national educational policy in Peru

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ABSTRACT

The objective of research was to describe progress of Strategic Objective "Well-prepared teachers who professionally practice teaching", period 2008 - 2018. The main technical foundation, as a National Education Policy, was the National Educational Project (NEP). Research was descriptive – quantitative, not experimental. Population was made up of the Education Policies at the international and national level and the sample was non-probabilistic and intentional and was made up of ten (10) documents prepared by the National Council of Education (NCE) that report on progress of six Strategic Objectives established in the NEP; reports published during the period 2008 to 2018 and obtained from its official website. Data were analyzed using document analysis technique. A descriptive documentary review sheet was prepared and then a check list as an instrument for achieving the general objective of research. Results showed progress in Strategic Objective "Well-prepared teachers who professionally practice teaching", period 2008 – 2018 according to the measures established in the NEP.

Keywords: Initial training, continuing education and public career magisterial.

INTRODUCTION

An essential factor for quality of learning, in educational process, is the work of teachers, because from the vision of rights promoted by UNESCO in its publication on approach of an education for all based on human rights (2008). In this sense, a well-prepared teacher who professionally practices teaching is a fundamental piece in any teaching-learning process carried out to optimize quality of education students receive; since only a quality education is possible with competent, committed and ethical professionals who transmit learning with universal values, democratic principles, personal development, gender equity and inclusivity.

In 2021, Ibero-American countries, for most part; and, among them, Peru, will remember and commemorate their two hundred years of independence and this historic date is favorable in being able to reflect on the current situation of our education; although it is true, Ibero-America represents the very different national realities in different countries, in their general indicators of social and economic development, as well as in the educational and cultural point of view. In this sense, the United Nations (ECLAC), the Organization of Ibero-American States (OIS) and the Ibero-American General Secretariat (2010) issued the document named as: Educational Goals to 2021: education for new generation of bicentennials, a document prepared in order to redouble efforts to achieve the objectives of Education for All established in 2015 in coherence with the progress and requirements of current years as well as to be able to adapt them to the pace of development of each nation. Vexler (2017) in his publication: "The continuous training of teachers" mentioned that initially training teachers

in Regular Basic Education, is a preparation for an effective and efficient performance in integral education of students; while in-service training refers to actions developed to improve their competences and qualifications in the exercise of their functions during pedagogical practice; this avoids stagnation, routine, demotivation, optimizes their employment, professional and salary situation, in a context of relevant evaluations and effective recognition of merits.

Law 29944 (2013), Law of Magisterial Reform - established a teacher is an education professional, qualified as a teacher or as a graduate at any level of education of EBR, with qualifications and competencies duly certified and that it offers a public service in an education with relevance, quality and equity. Ministry of Education through a modern, innovative, transparent, inclusive and decentralized management, oriented to the citizen with a territorial and results approach has implemented its Strategic Plan Institution 2019-2022, approved with the RM N°737-2018-Minedu of 31.12.2018 that is framed and aligned in General Government Policy to 2021 that was approved with Supreme Decree N°056-2018-PCM of 24.05.2018 where it was established as a General Policy Axis 4: Social development and well-being of the population and in whose Priority Guideline 4.3: Improve the levels of learning achievements of schoolchildren with emphasis on those groups with greater gaps. Likewise, Gómez (2016) in his research on Educational Public Policies in the foundation of a culture of peace whose objective was the analysis of educational public policies in terms of actions carried out, achievements and results obtained related to implementation of such policies. It was a case study applied to four educational institutions to know the perceptions and commitments of the actors. In addition, Sucasaca (2017) conducted the research with the aim of examining the relationship between the National Educational Project and the Institutional Educational Project, documents that correspond to educational management at the national and institutional level. In analysis developed, he mentioned national educational project guides, plans, satisfies an insufficiency and specifies established deadlines. Barnabas (2013) also conducted research on the conceptions of initial teacher training in national education policy documents. Its objective was to analyze educational policy documents produced regarding the initial training of teachers and ideas regarding teaching and the role of the teacher that is specified in Law 28044 – General Education Law, the National Educational Project to 2021 and the National Plan of Education for All. Raymond (2017) in his research called: Well-prepared teachers inspire student learning. He believed this is an era of transformation in the preparation, induction and evaluation of future teachers and that states should be responsible for setting performance standards that ensure that new teachers are well prepared to be competent and ready to teach. That's why the Stanford Center for Assessment, Learning, and Equity (SCALE) developed TPA, which is a performance-based discipline-specific support and evaluation system that U.S. teacher preparation programs can use to support, measure, and emphasize the knowledge and skills needed in future teachers to be better prepared.

METHODOLOGY

Research was non-experimental, descriptive, quantitative. Study variable describes information from a sample made up of ten documents authored by the National Council of Education regarding public reports called: NEP Progress and Recommendations, establishing six strategic objectives in Education, the operationalization of study variable is framed in strategic objective three of the National Educational Project (NEP) and progress of this objective is made according to the analysis of the reports issued by the National Council of Education during the period that corresponds from 2008 to 2018. Sample was non-probabilistic and intentional and consisted of ten (10) documents prepared by the National Council of Education (NCE) that report on the progress of the six Strategic Objectives established in the NEP. For the data analysis, a simple description of the variables was used using double-entry frequency tables, the Check List was used to represent quantitative progress in research. And contrast with objectives set.

RESULTS

Table 1 shows that indicators (compliance measures) of the Comprehensive Teacher Training System in the established objective 3 of the NEP, with the exception of indicator 9 "Schools with better results in each school network that share experiences and work in coordination" remained unchanged, as well as no evidence of any functioning network.

Table 1. Quantitative progress of Dimension 1: Comprehensive Teacher Training System.

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016 - 2017	2017- 2018
Dimensions and indicators (compliance measures)										
Dimension 1: Comprehensive teacher training system										
1. Activate institution that accredits institutions and programs of initial and in-service teacher training with quality standards.	2	2	2	2	2	2	2	2	2	2

2. Specialization in rural education	2	2	2	1	2	2	2	1	1	1
3. Strengthen the initial teacher training process	2	2	2	1	2	2	2	2	2	2
4. Decentralized national system of continuing teacher training.	2	2	2	2	2	2	2	2	2	1
5. Emphasis on pedagogical accompaniment programs for teachers and managers in service of needy areas and difficult conditions.	2	1	2	1	2	2	1	1	2	2
6. Creation of new career specialties in initial, inclusive and other education.	2	2	2	2	2	1	2	1	1	1
7. Criteria for good teaching and good management	0	0	0	2	2	1	2	1	1	2
8. Promotion of systematization and documentation of pedagogical experiences through production incentives.	0	0	0	0	0	0	2	1	2	1
9. Schools with better results in each school network share experiences and work in coordination.	0	0	0	0	0	2	1	1	1	1

Caption: 2 = Advance 1 = No news 0 = No progress (measurement scale)

Table 2 shows that all indicators (compliance measures) of Renewed Public Magisterial Career, present advances in the Renewed Magisterial Public Career with the exception of indicator 18, "Provision of housing to teachers assigned to vulnerable or rural areas until 2018", in which the objective 3 established in the NEP has not been implemented.

Table 2. Summary of the Quantitative Advance of Dimension 2: Magisterial Public Career Renewed.

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016 - 2017	2017- 2018
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Dimensions and indicators (compliance measures)										
Dimension 2: Renewed Public Magisterial Career										
10. Entry to the Public Magisterial career only to teachers who come from accredited institutions that includes initial stage of insertion.	2	2	2	2	2	2	1	2	2	2
11. Organize national program of evaluation and professional teacher certification as a requirement of permanence in the CPM and access to increases or bonuses.	0	0	2	1	1	1	2	1	1	1
12. Technical, transparent and equitable mechanisms for the evaluation of teaching performance that enable professional promotion.	0	0	2	2	2	2	2	2	2	2
13. More competent teacher selection programme for places of greatest need and under-development through incentives.	0	0	2	1	1	2	1	2	1	1
14. Adjustment in the magisterial working day up to 40 effective working hours per week with no more than 3/4 dedicated to direct teaching.	0	2	2	2	1	1	2	2	2	1
15. Teacher remuneration system with decent and differential common basic remunerations according to levels in the CPM and results of the teacher evaluation.	0	2	2	2	1	2	2	2	2	2
16. Economic and non-economic incentives for educational	0	0	2	1	1	2	2	2	2	2

outcomes in
improvements in
management and
collective pedagogical
performance.

17. Facilitation of
credit systems,
internships and others
to improve professional
quality and standard of
living.

0 0 2 1 1 1 1 2 1 1

18. Provision of
housing for teachers
assigned to vulnerable
or rural areas.

0 0 2 1 2 2 1 2 1 1

19. Program of
promotion of nuclei of
innovative teachers
with incentives
(scholarships of study)

0 0 2 1 2 1 2 2 2 1

20. Selection of the
best innovative
teachers as trainers of
the in-service training
program with
incentives.

0 0 2 1 1 2 1 1 1 1

21. Public recognition
in local governments
for best teaching
practices.

0 0 2 1 2 2 1 2 1 1

Caption: 2 = Advance 1 = No news 0 = No progress (measurement scale)

Table 3 shows that the 21 indicators of the Variable: "Well-prepared teachers who professionally practice teaching", in the documentary review fact sheet (Variable 2) and the quantitative progress executed according to Measurement Scale in the Check List presents a significant advance during the period 2008 – 2018, with the exception of indicators 9 and 18 that are detailed in Tables 1 and 2.

Table 3. Summary of the quantitative advance of the variable.

YEAR Dimensions and indicators (compliance measures)	2008	2009	2010	2011	2012	2013	2014	2015	2016 - 2017	2017- 2018
Dimension 1: Comprehensive teacher training system										
1. Activate institution that accredits institutions and programs of initial and in-service teacher training with quality standards.	2	2	2	2	2	2	2	2	2	2
2. Specialization in rural education	2	2	2	1	2	2	2	1	1	1
3. Strengthen the initial teacher training process	2	2	2	1	2	2	2	2	2	2
4. Decentralized national system of continuing teacher training.	2	2	2	2	2	2	2	2	2	1
5. Emphasis on pedagogical accompaniment programs for teachers and managers in service of needy areas and difficult conditions.	2	1	2	1	2	2	1	1	2	2
6. Creation of new career specialties in initial, inclusive and other education.	2	2	2	2	2	1	2	1	1	1
7. Criteria for good teaching and good management	0	0	0	2	2	1	2	1	1	2

8. Promotion of systematization and documentation of pedagogical experiences through production incentives.	0	0	0	0	0	0	2	1	2	1
9. Schools with better results in each school network share experiences and work in coordination	0	0	0	0	0	2	1	1	1	1
DIMENSION 2: Renewed Magisterial Public Career										
10. Entry to the Public Magisterial career only to teachers who come from accredited institutions that includes initial stage of insertion	2	2	2	2	2	2	1	2	2	2
11. Organize national program of evaluation and professional teacher certification as a requirement of permanence in the CPM and access to increases or bonuses	0	0	2	1	1	1	2	1	1	1
12. Technical, transparent and equitable mechanisms for the evaluation of teaching performance that enable professional promotion.	0	0	2	2	2	2	2	2	2	2
13. More competent teacher selection programme for places of greatest need and under-development through incentives	0	0	2	1	1	2	1	2	1	1
14. Adjustment in the magisterial working day up to 40 effective working hours per week with no more than 3/4	0	2	2	2	1	1	2	2	2	1

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dedicated to direct teaching.										
15. Teacher remuneration system with decent and differential common basic remunerations according to levels in the CPM and results of the teacher evaluation	0	2	2	2	1	2	2	2	2	2
16. Economic and non-economic incentives for educational outcomes in improvements in management and collective pedagogical performance	0	0	2	1	1	2	2	2	2	2
17. Facilitation of credit systems, internships and others to improve professional quality and standard of living.	0	0	2	1	1	1	1	2	1	1
18. Provision of housing for teachers assigned to vulnerable or rural areas	0	0	2	1	2	2	1	2	1	1
19. Program of promotion of nuclei of innovative teachers with incentives (scholarships of study)	0	0	2	1	2	1	2	2	2	1
20. Selection of the best innovative teachers as trainers of the in-service training program with incentives.	0	0	2	1	1	2	1	1	1	1
21. Public recognition in local governments for best teaching practices	0	0	2	1	2	2	1	2	1	1

Caption: 2 = Advance 1 = No news 0 = No progress (measurement scale)

Source: Check List (Annex 3)

DISCUSSION

Raymond (2017) argues transformation in preparation, induction, and evaluation of future teachers is important; and that states should be responsible for setting performance standards that ensure new teachers are well prepared to be competent and ready to teach. On the other hand, Gómez (2016) mentions that, if there are actions of the State, the public education policy is not yet established, because it has no subsidy nor do they present actions and programs aimed at solving the problems of citizenship, coexistence, gender, democracy, interculturality and tolerance that are shown in society from an educational perspective. Therefore, it can be said Peruvian State has not designed sustained educational policies that have implemented and built in a sustainable way a Culture of Peace. Bernabé (2013) mentions that pen contains the ethical part of teaching, the personal and collective construction of teaching and function of planning and organizing collective learning that is articulated with the processes of reconstruction of learning achievement of students. The National Council of Education (2016) identifies as a priority the five lines of education policy to be achieved in 2021, and the close relationship with what is established in the strategic objectives of the National Educational Project (NEP). Law 29944 (2013) Law on Teacher Reform establishes that a teacher with duly certified qualifications and competencies offers teaching with relevance, quality and equity, based on the criteria established in the Framework of good teaching performance that are contained for the evaluation policies established by the Ministry of Education - Minedu. (Art. 4, 6, 7, 24).

CONCLUSIONS

Minedu in coordination with Sineace issue regulations of mandatory accreditation for educational institutions that carry out initial training to future teachers and develop continuous training for teachers in service, as well as in coordination with the DRE and UGELES implement the National Plan for Bilingual Intercultural Education to 2021 to achieve its general objective and the four specific objectives that the Plan has and thus have teachers specialized in rural bilingual intercultural education, also implement school networks and educational communities to share innovative pedagogical experiences, academic production, evaluation instruments, curricular programming, educational management and the policy of economic and non-economic incentives for teachers for their productions, good teaching performance, work in places of greater need and less development, etc.

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