

Erasmus+ National Policy Reviews 2024

Peru



Contributor

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This national policy review provides a detailed analysis of Peru's educational policies and their alignment with the Erasmus+ programme. It offers official, first-hand information into the country's engagement with Erasmus+ from 2021 to 2024, highlighting opportunities for improvement and identifying strategies to enhance integration and outcomes. Prepared and submitted by the Erasmus+ National Focal Point, this review contributes to ongoing efforts to strengthen international cooperation and to maximise the benefits of the Erasmus+ programme in Peru.

Reviews of policies, initiatives, projects, and/or stakeholders

Peruvian National Qualification Framework

In 2021, the Ministry of Education of Peru (Minedu) created the Peruvian National Qualification Framework (MNCP) to develop, classify, and recognise qualifications, facilitating the transition from the work environment to the training space and vice versa. This guide displays information in an orderly manner. It is structured at different levels according to the complexity of learning acquired in formal and non-formal programmes or through working experience.

The MNCP is a structured, hierarchical, consensual, and unique instrument for the development, articulation, classification, and recognition of qualifications expressed in terms of knowledge, skills, and competencies to perform in the labour market. It covers all productive sectors and educational levels and the learning obtained in educational institutions or throughout life to promote labour insertion.

In this regard, the MNCP must be understood as a certification of pre-existing skills, especially useful to reduce the informality of the Peruvian labour market and comply with one of the recommendations formulated by the OECD.

National Policy for Higher Education and TVET

In 2020, Minedu published the National Policy for Higher Education and TVET (PNEST). This document establishes the Peruvian State's commitment by 2030 to expand access and improve the quality of HE and TVET. For that purpose, PNEST established a series of strategies and mechanisms to strengthen HE access, the generation of new, flexible, and diverse educational trajectories, enhancing lifelong learning, and the pathway for achieving SDGs. This guide counts six objectives and services:

- Fostering higher education public offer
- Certification of competencies
- Strengthening teacher's skills
- Creation of an integrated information system
- Quality assurance
- Resource mobilisation for RD&I

Legislative reforms and/or policies that have been put in place in the past three years or that are still being discussed

Facing COVID-19

On May 10, 2020, the Peruvian Government enacted Legislative decree N° 1496 that “establishes provisions on higher education within the framework of the state of health emergency at the national level”, establishing the virtualisation of the higher education facing COVID-19 emergency.

The Ministry of Education invested almost 598 million Soles (150 million US dollars) with the objective:

- Improving internet connection
- Strengthening teacher’s and administrative staff skills
- Scholarships

These measures allowed almost 95 % of universities supported by digital infrastructure to continue providing educational services and reduce the overall rate of study discontinuation. Based on the initial diagnosis, the predicted discontinuation rate was 35% for all students, but it was 18.27 % in the 2020-1st cycle. In addition, in the 2020-2nd cycle, this rate could be reduced to 16.19 %.

Criteria for the supervision of virtual education

On 27 March 2020, Sunedu approved the Resolution of the Directing Council N° 039-2020-SUNEDU-CD. Under this resolution, Sunedu undertook action to supervise universities and address complaints about the implementation of virtual education. The supervision had three observation units:

- Planning and management of the adaptation
- Technological support
- Pedagogical proposal for virtual education

Law N° 31520. - Law that restores the autonomy of Peruvian universities

This Law pretended to restore the “autonomy” of universities removed by the University Act N° 30220. The National Superintendence of University Higher Education (known in Spanish as “Sunedu”) took a series of actions to prevent the entry into force of this Law, but without any success.

The Law N° 31520 details: Before the entered into force of Law N° 31520, the seven members of Sunedu’s Board of Directors were appointed based on the following rules:

- One President: Superintendent of Sunedu
- One member: The President of Concytec is automatically part of the Board.
- Five members: elected through public calls for tender (with highest requirements)

Once appointed, they do not be a part of, have any relation to, or are involved in any university (their family, too). With the entered into force of Law N°31520, there is no more public competition, and the university representatives are part of Sunedu’s Board of Directors according to the following details:

- Two members of public universities.
- One member of private universities.
- One member of Concytec
- One member of Sineace
- One member of Minedu
- One member of the National Council of Deans

The superintendent of Sunedu is selected among the representatives mentioned above.

Law N° 31520

Establishes the institutional autonomy of Sunedu, replacing the figure of the specialised technical body attached to the Ministry of Education (University Law N° 30220). However, the mentioned autonomy generates a legal limbo because only the autonomous entities listed in the Political Constitution of Peru are autonomous. It stopped the ongoing evaluation process of academic programmes and virtual education.

Law N° 31359 amends part of the University Act N° 30220:

Changes in graduation requirements: One of the requirements to get a bachelor's degree established in the University Act N° 30220 was to present research work. Thanks to Law N° 31359 (approved under Legislative Decree N° 1496), this extraordinary measure adopted to face COVID-19 health care was extended until December 2023, and it means that you can get a bachelor's degree without having to present research work (automatic bachelor's degree).

Key players and networks (stakeholders) at the national level (or at the regional level with a national component)

Ministry of Education (Minedu)

Founded in 1837, the Ministry of Education of Peru is the government agency responsible for overseeing and regulating the education system. Its primary role is to ensure that all citizens have access to quality education, regardless of their socio-economic background.

National Superintendence of University Higher Education (Sunedu)

Sunedu is an "autonomous entity" responsible for authorising the provision of higher education services, supervising and auditing the quality standards, and overseeing that public funds and benefits granted by the Peruvian State to public universities are used for academic quality purposes, among other functions.

<https://www.gob.pe/sunedu>

National System of Evaluation, Accreditation, and Certification of Quality Education Science

Its mission is to guarantee that public and private educational institutions offer good quality services and provide people skills assessment certifications.

<https://www.gob.pe/sineace>

National Council for Science, Technology and Technological Innovation (Concytec)

Concytec is responsible for developing policies and laws and promoting actions to foster science, technology, and innovation.

<https://www.gob.pe/concytec>

Ibero-American System for Quality Assurance in Higher Education (Siaces)

SIACES was created by the willingness expressed by the Ibero-American Heads of State and Government (Declaration of Guatemala, 2018) to promote quality assurance in higher education and reinforce the cooperation between the national evaluation systems of higher education.

Siaces is a collegiate body constituted by the Ibero-American General Secretariat (Segib) within the Ibero-American Knowledge Space (EIC). It is formed only by the national quality assurance agencies of higher education of the Ibero-American.

<https://www.siaces.org/>

United Nations Educational, Scientific and Cultural Organization (UNESCO)

The UNESCO was created on 16 November 1945. It has 195 Members and 8 Associate Members and is governed by the general conference and the executive board. The Secretariat, headed by the director-general, implements the decisions of these two bodies. The organisation has over fifty field offices worldwide, and its headquarters are in Paris. UNESCO's mission is to contribute to building a culture of peace, the eradication of poverty, sustainable development, and intercultural dialogue through education, the sciences, culture, communication, and information.

Under the Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Latin America and the Caribbean (adopted by Peru on November 3, 2020), Sunedu is taking part in 3 working groups for the development of actions aligned with the compromises of the Treaty:

- Digital Community
- Comparative study
- Refugees

Organisation for Economic Co-operation and Development (OECD)

The OECD is an international organisation that works to build better policies for better lives. Its goal is to shape policies that foster prosperity, equality, opportunity, and well-being for all.

On 20 June 2022, the OECD Council approved the «Roadmap for the OECD accession process of Peru,» which includes terms, conditions, and processes for accession.

<https://www.oecd.org/>