

# Agendas, alternatives and education policies in the redemocratization of Peru

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The beginning of the process of democracy restoration by the end of the year 2000 opened a space for new discourses and policies on education in Peru. In that scenario, not only the discussion about "teaching" referring to workers in public education emerged, but a process of reform materialized in 2007 with the New Public Teaching Career Act, drafted around the ideas of meritocracy and evaluation. Such reform is the main initiative of education policy after the authoritarianism; first, due to the serious change expressed in the way in which historically the Peruvian society understood the problem of public education and, second, due to the continuity in its implementation to transcend three Governments without questioning it, specially its authority.

The concerns of this research study are: how and why is a so radical change, in such a short time, in the Democratic restoration context generated? How does the quality of the performance of the teacher in the classroom become a legitimate social problem worthy of discussion and even guaranteed by the State? In order to answer these concerns, some hypotheses from the reconstruction of scenarios in which this change works and the reform process arisen were outlined, identifying a galaxy of interests, groups and individuals.

This research work starts from the revision of news about education between November 2000 and December 2002. For the subsequent years, it will be focused on the development of the public teaching career; interviews to officials and specialists and statements of opinion leaders as well as official documents and recent literature will be systematized.