

Diagnostic study of schools organization. Analysis of the results of the participants of the Diploma in Educational Organizations Management

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In our country, education is going through a very particular situation. On the one hand, low student achievement in performance, as noted by the *Prueba PISA 2006* (Ministry of Education, 2009) and the results of mass screening of teachers, give an indication of the need to rethink the teaching taught in the classroom. On the other hand, the General Education Act N° 28044, in Articles 63-64, emphasizes the pedagogical and management autonomy of the school as a learning community responsible for achieving education quality and strengthening the capacity of decision and effective management t inter-institutional relations. Likewise, school's principals now are gradually taking over functions and decision-making capability in schools, especially in institutional, educational and administrative management.

Considering the above-mentioned, this descriptive study analyzed and described the variables of organization, communication and curriculum planning in Arequipa, Cusco, Lima and Puno schools through the responses expressed by the 123 participants who took part in the Post-graduate Diploma in Educational Organizations Management (GOE) in a blended learning (B-learning) of the University.

The "Questionnaire for diagnostic evaluation of educational organizations" gave the following results:

- a) In the different groups of school's principals, there are efforts and concerns for establishing the technical advisory Council and committees and working with teachers' participation.
- b) On the technical-pedagogical aspect, there is a lack of timely information in Arequipa, Cusco and especially in Puno.
- c) Communication and organization of the staff are generally appropriate and in some cases, procedures have been established to provide information about the institutional rules and the functions of institution's members and parents.
- d) In most schools of provinces, assessments to teachers and mechanisms to carry them out are not made.