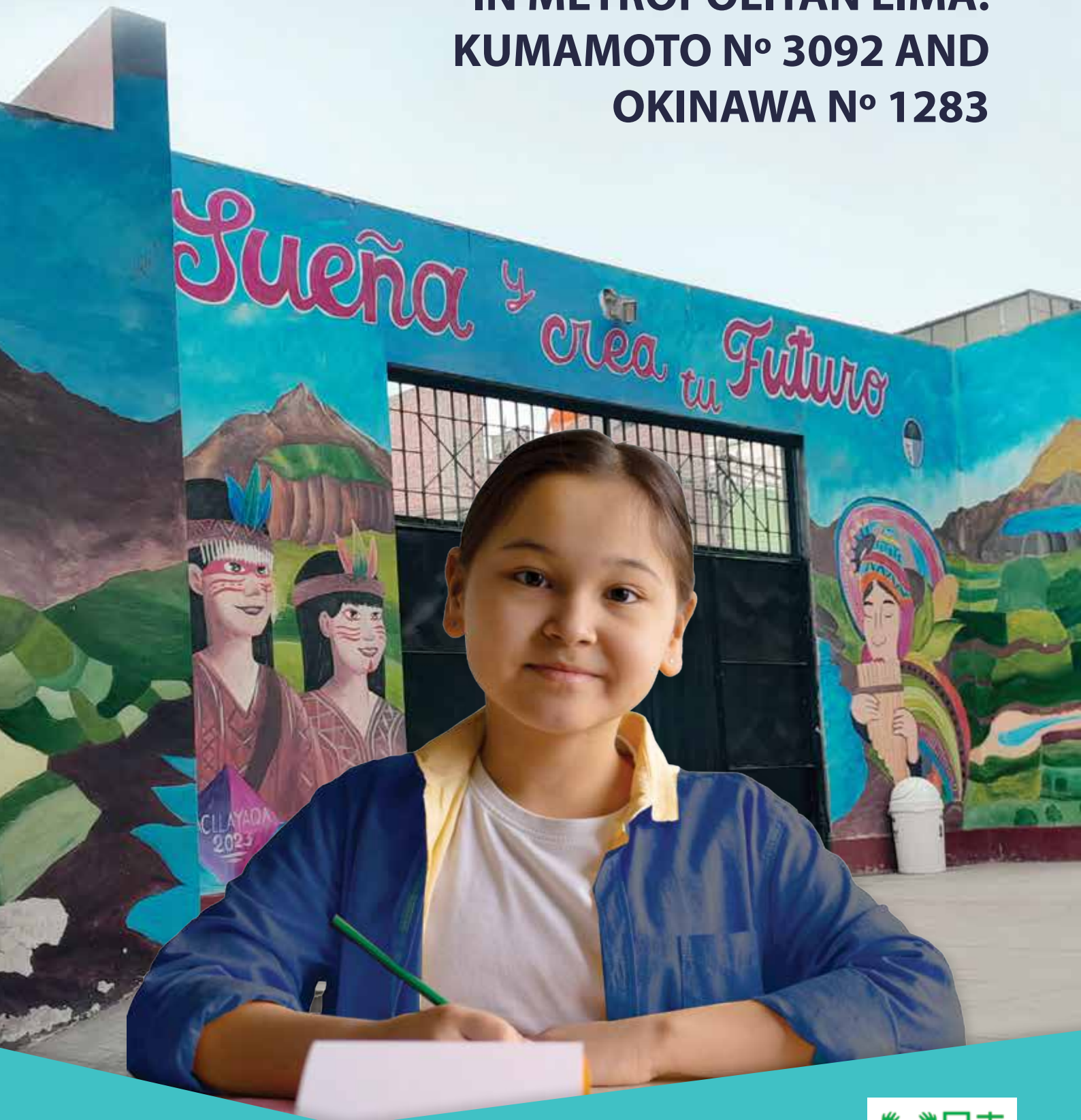


**DIAGNOSTIC REPORT ON TWO
EDUCATIONAL INSTITUTIONS
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KUMAMOTO N° 3092 AND
OKINAWA N° 1283**



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INTRODUCTION

The history of Regular Basic Education (ERB, by its acronym in Spanish) in Peru shows that international cooperation and foundations such as the Nippon Foundation provided support for school construction and other initiatives during the 1990s. However, since then, information about the systematic involvement of international cooperation projects in Peruvian public education is limited (Coordinator of Foreign Entities of International Cooperation [COEECI, by its acronym in Spanish], 2016).

The report on the Condition of Education in Peru (2017) states that, despite the increase in educational investment, “Peru still presents one of the lowest levels of spending per student among countries with similar per capita income.” This statement evidences the persistence of problems that require attention through coordinated efforts to provide a better educational service to the country’s children and youth.

Faced with this reality, many public schools in Peru require accompaniment processes aimed at improving comprehensive components such as school operations, infrastructure, teacher training, management and student well-being. This need requires a prior micro-analysis of specific schools to identify their needs and define priorities for additional support.

This report presents the results of the diagnostic evaluation applied to two public schools that received support from the Nippon Foundation for their construction in the 1990s. The diagnosis gathers information about infrastructure, professional teacher development, student health, educational management and curriculum development, with the purpose of preparing a proposal for improvement actions based on the analysis carried out.

The general objective of the diagnosis is to describe the situation of two public schools, Kumamoto Educational Institution No. 3092 and Okinawa Educational Institution No. 1283, in terms of infrastructure, teacher professional development, student health, educational management, curriculum development and learning

achievement, in order to design a proposal for improvement actions.

For this purpose, the evaluation proposes the following specific objectives:

- Determine the physical infrastructure condition, as well as the organization and operation of the educational areas in relation to the well-being and student learning, with the objective of achieving the expected competency development.
- Identify relevant information on pedagogical practices, teachers' continuing education and teachers' professional satisfaction, using the Good Teacher Performance Framework as a reference.
- Identify the needs and potential of the educational institution in relation to school health and health promotion.
- Characterize the management of the educational institutions' administrative staff, identifying the extent to which it is oriented towards promoting the improvement of student learning.
- Identify relevant findings on classroom curriculum design and student learning achievement.

For the design of the diagnostic study, working meetings were organized with the consulting team in order to unify criteria and coordinate the activities necessary to prepare the data collection instruments.

After the first visits to both educational institutions, exploratory visits were made. During these visits, the consultants spoke with the school administrators, some teachers and administrative workers of the educational institutions, in addition to touring the respective premises. In this way, they obtained initial information on the aspects to be considered in the development of instruments.

Based on what was observed during the exploratory visits, each specialist adjusted the proposed consistency matrix and began to prepare the data collection instruments. These were adjusted considering the common points during the coordination between the specialists of the different components.

In order to apply the data collection instruments, various activities were carried out using different techniques: visual inspection visits to the educational institutions, face-to-face and virtual interviews with school administrators and teachers, as well as surveys addressed to students and teachers. A total of six school administrators, 85 teachers and 522 students participated (Annex 1).

The information collected was processed and analyzed by the consultants in charge of each component. In this report, the information that responds to each specific objective is presented as a result of the diagnosis, along with conclusions about the reality of both schools and specific recommendations to address improvement actions in infrastructure, teacher professional development, student health, educational management, curriculum development and learning achievement.

CHAPTER 1



BACKGROUND OF THE NIPPON FOUNDATION'S SUPPORT TO TWO PUBLIC EDUCATIONAL INSTITUTIONS

In the 1990s, the Nippon Foundation provided support for the construction of schools in Peru, as well as for the implementation of productive workshops in them. Two of the schools that benefited from this support were Kumamoto Educational Institution No. 3092 and Okinawa Educational Institution No. 1283. There are no detailed official records on the implementation of such support; however, information has been obtained from old documents of the schools and thanks to the employees who have worked in them since their inauguration or even before their inauguration. The information available is presented below.

1.1 Kumamoto Educational Institution No. 3092

In the document entitled Institutional Educational Project 2008-2012 of the Kumamoto Educational Institution No. 3092, located in the district of Puente Piedra, the following information was accessed:

On March 31, 1986, the current Kumamoto Educational Institution No. 3092 began operating under the name of the State School of Primary Education for Minors No. 3092, according to Zonal Directorial Resolution No. 0511-1986, and had five sections and 200 students in classrooms built with mats. On April 1, 1991, the expansion and operation of the Secondary Education for Minors level was authorized, according to the Directorial Resolution of the Educational Services Unit. No. 0025- 01/31/1991, with two sections and 60 students in adobe classrooms. In the same year, an agreement was signed for the construction of the infrastructure of noble material, consisting of classrooms and restrooms, with the support of the Embassy of Japan in Peru and the economic donation of the province of Kumamoto. In appreciation of this support, on October 30, 1992, the school was inaugurated with the name of National Technical School Kumamoto I No. 3092.

Thanks to the information provided by the employees that have been working at the school since its beginning, it is known that sewing and carpentry machines were also donated for the respective production workshops.

Figure 1

Facade of the Kumamoto Educational Institutions



*Note. Photo
by Mayra Vila
(September
2024)*

1.2 Okinawa Educational Institution No. 1283

The Okinawa Educational Institution No. 1283, located in Santa Clara, in the Ate district, was inaugurated on April 14, 1998. The construction of this school was carried out thanks to the donation of the Okinawan Community, which included classrooms, restrooms, administrative areas and workshops.

The minutes of the inauguration ceremony of this institution describe the Okinawan Community's commitment to provide equipment for sewing, computer and carpentry workshops. The furniture for the classrooms was provided by the Cooperation Fund for Social Development (FONCODES, by its acronym in Spanish) and the National Institute of Educational and Health Infrastructure (INFES, by its acronym in Spanish).

At present, the only workshop set up by the Okinawan Community that remains in operation is the sewing workshop, with part of the machines from the initial donation and others donated by the parents. The computer workshop has been inactive for 15 years, after the theft of 30 computers. The institution received equipment that had been decommissioned by Lima University, although it is not working. The carpentry workshop still has the donated machines, but they do not operate due to a lack of resources for their maintenance.

Figure 2

Exterior view of the Okinawa Educational Institution



Note. Photo from Google Maps (<https://maps.app.goo.gl/1VJv3irnZH-q1nrC1A>).

Figure 3

Exterior view of the Okinawa Educational Institution



*Note. Photo
by Martina
Urquiaga
(September
2024)*

CHAPTER 2

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RESULTS OF THE DIAGNOSIS OF TWO PUBLIC EDUCATIONAL INSTITUTIONS

The diagnostic study is based on five components of the assessment of the condition of educational institutions. This text sets out the components and subcomponents that are part of the assessment.

2.1 Infrastructure

The infrastructure component aims to determine the physical condition, organization and use of the educational space to ensure the well-being and student learning. This component comprises three subcomponents: a) environmental characteristics, b) infrastructure, c) organization and operation of educational areas.

A. Subcomponent: Environment characteristics

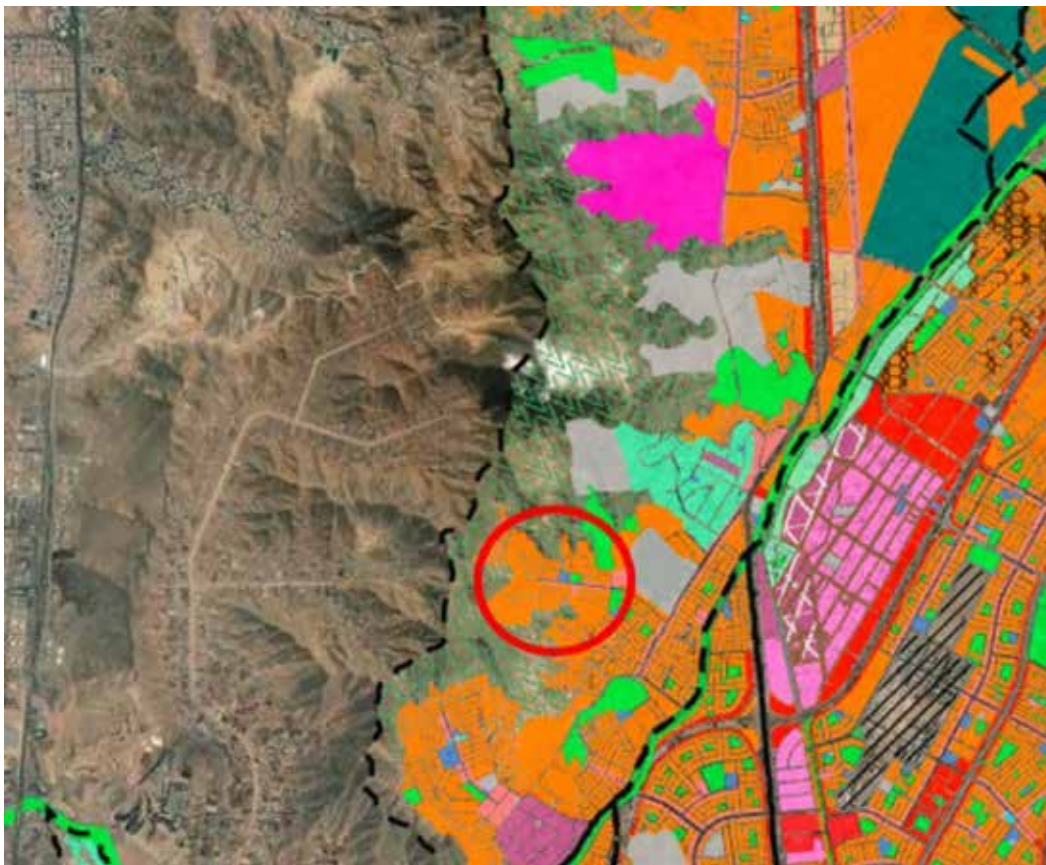
This subcomponent identifies the type of area in which each educational institution is located, based on aspects such as safety, urban consolidation, slope, risks, etc. A detailed description by the educational institution is provided below.

Kumamoto Educational Institution

This institution is located on the urban edge of the city, in a ravine in the Puente Piedra district. This ravine is classified as a Medium Density Residential (RDM, by its acronym in Spanish) area and is bordered by informal settlements that occupy land considered a “protection area”. The majority of the population of the Puente Piedra district lives in poverty, 22.70 % of which is concentrated in Informal settlements. In relation to living conditions, 28.7 % of the district’s homes do not have water and 27.2 % do not have sewage, a situation that reflects the precariousness of the homes in which the students who attend this school reside. In this sense, the school’s target audience corresponds to the district’s most vulnerable population.

Figure 4

Land classification of Puente Piedra and location of the Kumamoto Educational Institution



Note. GIS Viewer of the Metropolitan Planning Institute. Extracted in December 2024 from Land and Urban Zoning of Metropolitan Lima Classification

Figure 5

Entrance to the school and view of the informal settlement areas



*Note. FPhoto
by Mayra Vila
(September
2024)*

Regarding safety around the school, the environment is characterized by crime, drug use, hired killers and the protection money. It has been reported that, behind the school, there is a human trafficking establishment¹. In the immediate perimeter of the school, there have been reports of murder and hired killings. In this regard, it is important to note that most primary and secondary students walk to school, 63.6 % in primary school and 77.1 % in secondary school. In the case of primary school, 11.9 % of students have been reported to have been robbed on their way to school, and in the case of secondary school, 13.9 %.

Due to the location of the educational institution in the urban area of the city, accessibility to the school is complex because the formal means of transportation do not reach its surroundings and there are no established bus stops or signage on public roads to guide and organize the movement of the population. For this reason, teachers are forced to take cabs to get to school and carry out their work, which generates higher travel costs.

¹ Human trafficking is a crime aimed at the sexual or labor exploitation of victims and usually involves violence, threats or coercion to achieve it.

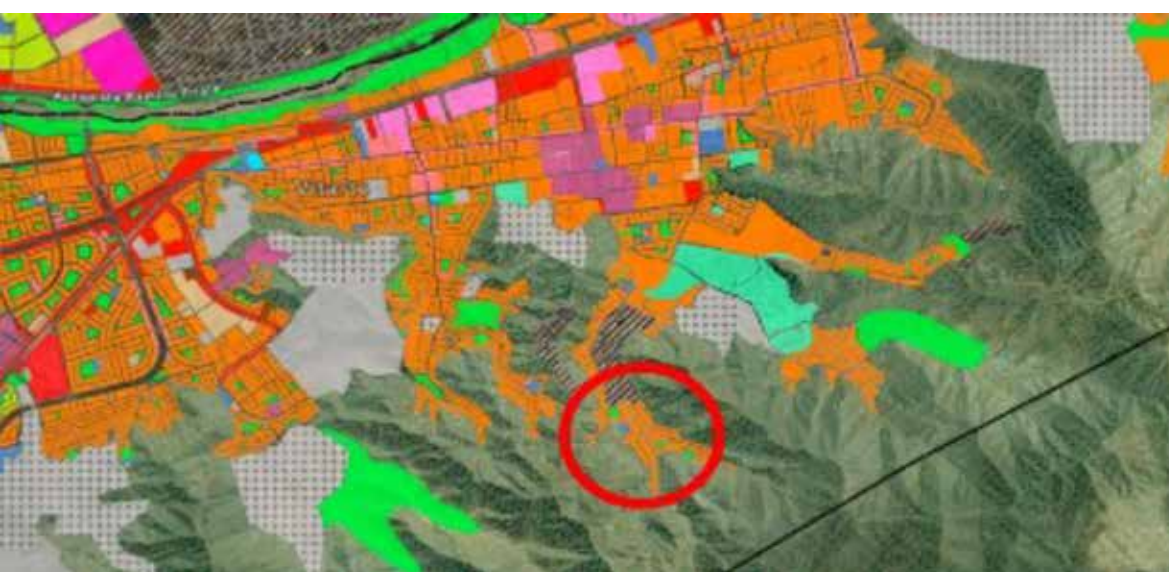
Okinawa Educational Institution

The Okinawa Educational Institution is located on the urban limit of the city, in a ravine in the Ate Vitarte district. This ravine is classified as a Medium Density Residential (RDM) area and is bordered by informal settlements that occupy land classified as a “Protection area”. 29.3 % of the population of the Ate Vitarte district is living in poverty and 4.4 % in extreme poverty, mostly concentrated in the informal settlement areas. With respect to living conditions, in the district 23.7 % of the homes lack water and 23.9 % do not have sewage, indicators that reflect the precariousness of the homes where the students who attend this school live.

Also, according to the principal’s report, the National Institute of Civil Defense² has defined that the school is located in a landslide risk area, due to the geographic characteristics of the surroundings, which put the lives of the students at risk. In this sense, the school’s target audience is the most vulnerable population in the Ate Vitarte district.

Figure 6

Land classification of Ate Vitarte and location of the Okinawa Educational Institution



Note. GIS Viewer of the Metropolitan Planning Institute. Extracted in December 2024 from Land and Urban Zoning of Metropolitan Lima Classification

² The National Institute of Civil Defense is a public agency that is part of the National Disaster Risk Management System, under the Ministry of Defense.

Figure 7

Entrance to the Okinawa Educational Institution and view of the informal settlement areas



*Note. Photo
by Mayra Vila
(September 2024)*

Regarding school safety, the area is classified as a “red area”³ due to high crime and drug use. During the afternoon and at night, the perimeter of the school is unsafe. The Serenazgo⁴ is only available in the mornings to protect the primary school students. In this regard, it is important to note that most primary and secondary school students walk to school, with 78.5 % of primary students and 81.8 % of secondary school students. In the case of primary school, it has been reported that 9 % of students have been robbed on their way to school and, in the case of secondary school, 12.3 %.

Teachers live in other districts such as Santa Anita, Villa María, San Juan de Miraflores, Chaclacayo and Chosica. They travel to

³ In Peru, the expression “red area” is used to refer to highly dangerous places in cities and/or territories related to crime, drugs, robberies, drug trafficking, etc.

⁴ According to Law No. 31297, Law of the Municipal Serenazgo Service, the municipal serenazgo is a citizen security service provided by local governments. It includes actions of public surveillance and support in emergency response, as well as aid and assistance to citizens and cooperation with public entities that require it, in matters of public safety.

school mainly by public transportation and on foot. The two main difficulties for teachers in accessing the school are vehicular congestion and the lack of legal public transportation to the area. This has an economic impact on teachers, since traveling to school is more expensive due to the number of buses they must take (4 or 5) and since there is no public transportation available in the immediate area of the school, they must walk from the road for more than 30 minutes. Finally, this has an impact on school management since teachers often arrive for the start of classes.

B. Subcomponent: Infrastructure condition

In this subcomponent, the infrastructure condition is determined according to official indicators and data from the Ministry of Education. Likewise, an inspection of the critical points of the educational infrastructure (from the perimeter wall to the interior) was carried out through a visual inspection to gather qualitative information to explain the infrastructure condition, which will be detailed in the following section (subcomponent: Organization and operation of educational areas).

According to information from the Ministry of Education (MINEDU, by its acronym in Spanish), disseminated through the General Directorate of Educational Infrastructure (DIGEIE, by its acronym in Spanish) and data provided by administrative staff, the following are relevant aspects regarding the infrastructure condition of both educational institutions:

Table 1**Relevant information on the infrastructure condition**

| ASPECT | OKINAWA | KUMAMOTO |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Estimated gap in PEN for improvement of infrastructure in 2021 | PEN 4.3 million (USD 1.1 million) | PEN 10.9 million (USD 2.9 million) |
| Physical and legal regularization of the property | No | Yes |
| Demolition request of the infrastructure | 17 % | 5.4 % |
| Requirements according to the Plan of Educational Infrastructure | Incremental reinforcement and conventional | Partial replacement |
| District ranking for care by means of a public investment project | 86 de 155 | 51 de 104 |
| Furniture and equipment | Not received in 2024 There is no information on previous years | No furniture and/or equipment has been provided since the 1990s |
| Budget allocated for maintenance by the Ministry of Education in the year 2024 | PEN 4470.00 | PEN 6080.00 |
| Maintenance actions prioritized by each educational institution in the year 2024 | <ul style="list-style-type: none"> • Motor pumps: repair and maintenance of the 2 motor pumps • Acquisition and installation of fences for the purpose of: • Protect Qali Warma⁵'s administrative area and environment. • Restrict access to the motor pumps from the classroom area in order to prevent animals from entering and to ensure the safety of students. | <ul style="list-style-type: none"> • Restrooms: change of toilets, water faucets, drainage faucets and drainage covers. • Kitchen workshops: change of lighting fixtures (replacement of 4 burned out fixtures), change of floor to porcelain tile flooring and baseboards in one workshop. |

Note.

- *Incremental and conventional reinforcement.* It implies the need to reinforce the current structural elements of the school blocks to guarantee the safety level. This type of intervention ensures the protection of the building without requiring demolition and/or replacement of school rooms.
- *Partial replacement.* This refers to the demolition and partial reconstruction of the school's blocks due to their poor structural condition.
- *District ranking.* This refers to the order of priority for educational infrastructure. This ranking is part of the National Educational Infrastructure Plan to 2025. The school prioritization process is managed by the Ministry of Education and the guidelines of the Peruvian Public Investment System *Invierte.pe*.
- *The Minedu's budget allocation for maintenance purposes is established according to the budget ceiling assigned to the education sector and the distribution to each educational institution, based on the number of students it hosts.*

⁵ Qali Warma is the National School Feeding Program created in 2012 with the objective of providing free food to students in public schools in Peru. In December 2024, this program adopted the name of Wasi Mikuna National School Feeding Program.

C. Subcomponent: Organization and operation of educational areas

This subcomponent determines the needs for furniture and/or maintenance of spaces for their use and for the competency development that guarantee health, educational trajectory⁶ (UNICEF, n. d.) and a safe school. The situation identified in each educational institution is described.

Kumamoto Educational Institution

The Kumamoto school stands out for offering five types of educational areas complementary to the traditional classroom: the Pedagogical Innovation Classroom, four Occupational Education (EPT, by its acronym in Spanish) workshops, one laboratory, two computer classrooms and two sports areas with courts. It also has an administrative area, one psychology room, one library, one small theater, kiosks⁷ and two storage rooms for materials. The school operates in double shifts; the morning shift is for primary school students and the afternoon shift is for secondary school students. The classrooms used by primary students are the same as those used by secondary students. The most relevant findings on the structure and management of educational areas, together with their impact on health, the educational trajectory linked to the development of skills for employability and external situations of vulnerability or emergency, are detailed below.

Critical conditions that directly affect health were identified at school. The restrooms have leaking faucets, urinals with improvised solutions that increase the risk of infection hotspots, deteriorated floors and windows without glass, making it difficult to maintain basic hygiene. The classrooms are dusty, have broken windows and poor ventilation, as well as inadequate furniture that negatively affects students' posture. The kiosk operates in an overcrowded area and has drainage problems that affect the sanitation of the entire school. Likewise, the lack of first-aid room, and an infirmary, lack of ambulance access and absence of basic medical equipment represent a serious risk in emergency situations.

⁶ UNICEF defines the educational trajectory as “the path taken by each student within the educational system” (para. 1). The diagnosis evaluated the areas linked to the development of employability skills during these educational trajectories.

⁷ The kiosk is a small establishment located within an educational institution where food and beverages are sold to students. Ideally, it should offer quick and healthy food options during breaks.

Table 2

Description and alerts of health-related areas of the Kumamoto Educational Institution

| CRITICAL AREAS | MAIN ALERTS |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Electrical system: it is located next to the second entrance and sheltered inside a precarious wooden cabin.</p> <p>Drainage: The pipes are constantly clogging because they are not properly sloped, causing frequent waterlogging in the lower level of the school.</p> |
| Basic services (Water, sewage, electricity and internet) | Internet: a modem contracted by the Ministry of Education is available, although its coverage is limited to the Pedagogical Innovation Classroom. To cover other environments, such as the computer rooms, Occupational Education and the administrative area, the administrative staff and parents assume the cost of the Internet. |
| Classrooms | <p>There are broken windows and dust accumulation, which darkens the spaces. Damaged floors and furniture in fair or poor condition have been identified, inadequate for the size of secondary school. The prefabricated classrooms have</p> <p>ventilation problems, which creates an inadequate environment during the Summer Season.</p> |
| Restrooms | The water system is deficient, with leaky faucets and urinals that use improvised solutions for water flow, creating infection hotspots. The doors and their fittings are damaged, the floors are deteriorated, and the windows lack glass. |
| Kiosk | There are two kiosks, whose areas are overcrowded. The walls are in poor condition and there are broken windows in the food preparation area. The area needs work on the roof, sinks, kitchen areas, and shelves. Waste generated by the kiosks causes clogs in the drainage system, which leads to waterlogging in the lower part of the school. |
| Sports areas and storage of sports equipment | <p>Courtyards: The courts are poorly finished, with slippery and cracked polished concrete, which increases the risk of accidents. The courtyard with a higher rate of incidence of accidents corresponds to the lower level of the school. The courtyards, used for physical education classes, are located next to the classrooms, which interferes with the development of classes due to the noise generated.</p> <p>Sports storage room: access to the secondary school storage room is in poor condition, with no floor or window, and the sports equipment is in poor condition and insufficient for the number of students.</p> |
| First-aid room and/or infirmary | The institution does not have a space for a First-aid room or infirmary, nor does it have stretchers or wheelchairs. The first-aid kits available lack the products necessary to treat students. In addition, the existing differences in level prevent ambulances from accessing the facility. |

Note. Table based on data collected during the visual inspection and interviews with school administrators.

Figure 8

Restrooms in poor condition at the Kumamoto Educational Institution



Note. Mayra Vila (2024). Photos taken during fieldwork

Figure 9

Storage of secondary school sports equipment at the Kumamoto Educational Institution



Note: Mayra Vila (2024). Photos taken during fieldwork

Problems and limitations in various areas affect the educational trajectory, as they hinder learning and interaction among students. The pedagogical innovation classroom lacks specific areas for research and experimentation; in addition, inadequate furniture and partially defective technological equipment hinder its operation. The Occupational Education workshops operate in adapted areas that have facilities and furniture in poor condition, requiring urgent renovation tailored to each workshop's needs. Additionally, the school does not have a designated area for socialization, relying instead on the sport courts, whose deteriorated roof compromises both its usability and student safety. Table 3 details the main alerts identified in each evaluated area.

Table 3

Description and alerts of areas linked to the educational trajectory and development of skills for employability at Kumamoto Educational Institution

| CRITICAL AREAS | MAIN ALERTS |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pedagogical Innovation Classroom | There is no research and/or experimentation area. The furniture limits the fluid circulation within the area. Although certain technological equipment is operational, others are faulty, such as the projector and sound equipment. In addition, it is necessary to incorporate adequate furniture to optimize the use of the area. |
| Occupational Education workshops | The spaces and equipment are in poor condition, and classrooms have been adapted to function as mechanics and electronics workshops; however, the workshops need new facilities and furniture. |
| Courtyard (socialization) | There is no specific area for socializing. The central courtyard, originally designed for sports activities, is used as a multifunctional area. However, the deterioration of the roof represents a significant risk to student safety. |

Note. Table based on data collected during the visual inspection and interviews with school administrators.

Figure 10

Poor environmental conditions and equipment in poor condition in Occupational Education workshops at the Kumamoto Educational Institution



Note. Mayra Vila (2024). Photos taken during fieldwork

Figure 11

Lower-level multifunctional courtyard and roof structures are in poor condition at Kumamoto Educational Institution



Note. Mayra Vila (2024). Photos taken during fieldwork

In terms of vulnerability or emergency situations, there are significant risks to the safety and integrity of students and other school users. The insufficient lighting and the faulty locks at the entrances generate vulnerability to possible criminal acts, while the stairways and hallways, built with polished concrete and without an adequate drainage system, represent a high risk of landslides due to the stagnation of rainwater in these circulation areas. Table 4 below shows a breakdown of the main incidents for each space, with emphasis on the most critical aspects that require immediate intervention.

Table 4

Description and alerts of areas linked to external situations of vulnerability or emergency of the Kumamoto Educational Institution

| CRITICAL AREAS | MAIN ALERTS |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Entrance (Gate or doors) | The lack of lighting poses a risk at night due to cars and motorcycle cabs. The locks on the gates are faulty, which compromises security. In addition, there is no outdoor waiting area and the presence of stray dogs inside the school causes waste to accumulate. |
| Perimeter wall | Wear and tear of the perimeter wall and leaks affect its structure. At certain points, its proximity to the windows prevents adequate ventilation in the classrooms. Its height facilitates access to unauthorized people, which increases the risk of theft and makes it necessary to install security devices. |
| Hallways and stairways | The stairways and hallways are narrow and have surface cracks. The polished concrete finish complicates circulation difficult, as moisture from hazardous rainfall increases the risk of landslides. The absence of rain gutters prevents the drainage of accumulated water, which generates puddles. It is also essential to improve the lighting and place slip-resistant surfaces in these circulation areas. |

Note. Table based on data collected during the visual inspection and interviews with school administrators

Based on this analysis, it is proposed to the school administrators of the educational institution to establish an order of priorities for intervention in the five most critical areas of the school's infrastructure. The order established is as follows:

- Priority 1: Restrooms and water and sewage outlets (for students, teachers and administrative staff).
- Priority 2: water and sewage network.
- Priority 3: furniture (tables and chairs by educational level).
- Priority 4: Occupational Education (EPT) workshops in poor condition, including tables, floors and equipment implementation.
- Priority 5: intervention in sport courts and accesses (courtyards).

From the student perspective on infrastructure, primary school students identify restrooms as the space with the greatest deficiencies due to their poor conditions, while secondary school students show low preference for the library. In contrast, the spaces most highly valued by both levels include sports courts, traditional classrooms and pedagogical innovation classrooms. The latter stand out for the presence of technological equipment, although they present deteriorated furniture and inoperative or faulty computers.

Okinawa Educational Institution

The school has three types of educational areas in addition to the classroom: the Pedagogical Innovation Classroom, the Occupational Education (EPT) workshops and two sports courts. It also has an administrative area, kiosks and one materials storage. One of its main characteristics is the double-shift system, in which primary school occupies the morning and the secondary school the afternoon. The same classrooms used by primary students are used for secondary classes in the afternoon shift. EPT

The following are the main findings on the organization and use of educational areas, as well as their impact on health, educational trajectory oriented to employability and external situations of vulnerability or emergency.

With respect to health-related areas, a negative impact on students has been identified. Basic services do not guarantee access to safe water, the furniture has inadequate dimensions that affect the posture of students, and the restrooms show a significant deterioration. In addition, the kiosk does not meet the necessary

conditions for food preparation, while the poor condition of the sports courts has caused accidents inside the school. In addition, there is no first-aid room or first-aid kit to deal with emergencies. Table 5 below shows the details of the main warnings:

Table 5

Description and alerts of health-related areas of the Okinawa Educational Institution

| CRITICAL AREAS | MAIN ALERTS |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic services (Water, sewage, electricity and internet) | <p>Water: requires priority attention since students consume water directly from the faucets and the storage tanks are not maintained frequently. The cistern is located outside the perimeter of the school, which allows the entry of settlers from near informal settlements.</p> <p>Drainage: its system is constantly clogging and collapsing.</p> <p>Electrical system: The control panels and wiring are old, causing interruptions in the electricity supply. In areas such as the garden, the exposed cables have deteriorated covers.</p> <p>Internet: the service is only available in the Principal Office and administrative areas.</p> |
| Classrooms | <p>Furniture: not appropriate for students since the same classrooms and equipment are shared between the primary and secondary levels.</p> |
| Restrooms | <p>The doors are damaged and lack accessories. The water supply does not reach the urinals and half of the restrooms are inoperative.</p> |
| Kiosk | <p>The structure is covered with calamine, which increases the temperature inside and makes it difficult to store food properly. Rocks and dust falling from the hillside have weakened the roof and broken several windows, allowing dust to accumulate and contaminate the food preparation area.</p> |
| Sports areas and storage of sports equipment | <p>Sports equipment storage: They are constructed of prefabricated material and are infested with moths. They lack windows and have dirty floors, which increases the deterioration of equipment and materials.</p> <p>Courtyard: Cracks in the yard need to be repaired to prevent accidents. The columns supporting the Raschel mesh roof are rusted and the lack of complete coverage exposes students to solar radiation. The concrete bases increase the risk of injury during physical activities.</p> |
| First-aid room and/or infirmary | <p>The institution does not have an area for medical care. In case of an emergency, students are transferred to the Qali Warma area, where there are no first-aid kits or the necessary equipment to provide adequate assistance.</p> |

Note. Table based on data collected during the visual inspection and interviews with school administrators.

Figure 12

Water tanks outside the school boundary at the Okinawa Educational Institution



Note. Mayra Vila (2024). Photos taken during fieldwork

Figure 13

Kiosk with precarious structures and roofs and windows are in poor condition at the Okinawa Educational Institution



Note. Mayra Vila (2024). Photos taken during fieldwork

Regarding the spaces linked to the educational trajectory, the main deficiency lies in the lack of adequate furniture and equipment for the development of activities in the Pedagogical Innovation Classroom (AIP, by its acronym in Spanish) and the Occupational Education (EPT) workshops. Although these environments have been intended for pedagogical purposes related to information and communication technologies (TIC, by its acronym in Spanish) and the strengthening of hard and soft skills oriented to entrepreneurship, the lack of resources significantly limits the competency development in students. Table 6 shows the main warnings identified in each area.

Table 6

Description and alerts of areas linked to the educational trajectory and the competency development for the employability of the Okinawa Educational Institution

| CRITICAL AREAS | MAIN ALERTS |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pedagogical Innovation Classroom | There is no classroom for innovation and research. Although there is a spacious area, it lacks technological equipment. In addition, the furniture is inadequate, since it has a wide variety of sizes. |
| Occupational Education workshops | The sewing workshop needs to be relocated to a larger space to facilitate the development of activities. The lack of maintenance of the machines represents a risk for the students, in addition to the fact that the amount of equipment is insufficient to meet student demand. |
| Courtyard (socialization) | There are no spaces for socializing. The sport courts fulfill this function, which generates limitations for those students who do not practice sports, since they do not have an adequate area to interact and/or share. |

Note. Table based on data collected during the visual inspection and interviews with school administrators.

Figure 14

Pedagogical Innovation Classroom with inadequate furniture and without equipment at the Okinawa Educational Institution



Note. Mayra Vila (2024). Photos taken during fieldwork

Figure 15

Multifunctional courtyards and roofs are in poor condition at the Okinawa Educational Institution



Note. Mayra Vila (2024). Photos taken during fieldwork

Regarding the spaces linked to external situations of vulnerability or emergency, the main alert corresponds to the risk of landslides, which exposes the educational community to highly vulnerable conditions. Table 7 details the main alerts identified in each space.

Table 7

Description and alerts of areas related to external situations of vulnerability or emergency at the Okinawa Educational Institution

| CRITICAL AREAS | MAIN ALERTS |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Entrance (gate or doors) | The main gate is in a bad state of repair. The afternoon shift exits exposes students to unsafe situations due to incidents of crime in the area. |
| Perimeter wall | The perimeter fence at the back, which is on a slope, shows significant wear and tear on the support beam, which increases the risk of collapse. The back of the site is sloping and has been reported as being at risk of collapse due to landslides. The lack of a perimeter retaining wall exacerbates structural vulnerability. The absence of a perimeter wall facilitates access to people outside the institution, which represents a risk to security. |
| Hallways and stairways | They show evidence of structural deterioration with cracks that need filling. The stairs are too steep, and the railings are rusty due to their proximity to the garden. |

Note. Table based on data collected during the visual inspection and interviews with school administrators.

Figure 16

Perimeter fence wall at Okinawa Educational Institution



*Note. Mayra Vila
(2024). Photos
taken during
fieldwork*

In this regard, after the analysis developed, it is recommended that school administrators establish an order of priority for the intervention of the five most critical variables related to infrastructure:

- Priority 1: electrical system in poor condition, with risk of short-circuit (lights go off at night).
- Priority 2: retaining wall to prevent landslide risks.
- Priority 3. water treatment (pipelines and comprehensive water and sewage system).
- Priority 4: Restoration of courtyards and hallways.
- Priority 5: Creation of spaces for the development of educational activities other than sport courts (courtyards).

From the student's perspective, the infrastructure presents deficiencies that affect the perception and well-being of the students. A negative evaluation of the restroom has been identified, as well as a significant dissatisfaction with the furniture and the insufficiency of educational materials, especially in the area of Physical Education. Primary school students express the need for more recreational games, while secondary school students request

restrooms equipped with soap and mirrors. As for the most valued spaces, both in primary and secondary school, sport courts and classrooms are the areas of greatest preference, which is related to the availability of furniture and equipment in these spaces.

2.2 Teacher professional development

This component provides information on three substantial aspects of teacher professional development in Okinawa and Kumamoto schools: a) pedagogical practices in the classroom, b) continuing education, and c) teaching staff job satisfaction. To analyze the first aspect, remarks were made in a total of ten classrooms, equally distributed between the two schools. At the primary level, the areas of Communication, Mathematics and Social Personal were evaluated, while at the secondary level the analysis included the areas of Science, Communication, Mathematics and Art. Data were also collected through a survey applied to 97 teachers from both institutions, which made it possible to explore the other two aspects related to teacher professional development.

A. Subcomponent: Pedagogical practices

The pedagogical practices developed in the classrooms observed in both institutions are conditioned by a determining external factor: the noise generated inside the school, which invades the classrooms and affects the quality of the environment necessary for attention and the development of dialogues. This situation is intensified when the doors remain open, which increases the students' distraction and demands an additional effort from the teacher to maintain the focus of the class. External noise comes mainly from the courtyard where physical education classes are held, in some cases with loud music, as evidenced at the Okinawa school. This situation seems to have become common in the schools, considering that no expressions of discomfort were identified in the teachers, except in one particular case out of the ten observed who opted to close the door for a moment.

Figure 17

Impact of noise from activities in the sport courts on the development of classes



*Note. Mayra Vila
(2024). Photos
taken during
fieldwork*

Another conditioning factor in classroom dynamics is related to the organization of space and the distribution of students in both schools. At both the primary and secondary levels, the arrangement is maintained in groups of five or more students, apparently without a specific criterion, except in one class where a request was made to reorganize the school tables individually for the performance of a written exam. No explicit pedagogical criteria were observed on the part of the teachers to modify the composition of the groups. The problem observed is that when a student disperses, “contaminates” influences the rest of the group, which generates “microclimates” of dispersion that affect the class. In addition, the shared infrastructure between educational levels contributes to this situation, since the classrooms are used by primary school students in the morning shift and remain with the same group distribution when secondary school students enter the afternoon shift, without any reorganization of the furniture.

The practices recorded in certain classes show a tendency towards diffuse didactics, characterized by the application of ambiguous strategies that are partially adjusted to the plan, without adaptations to the specific context of the classroom or to the development of the session. In one observed case, a teacher asked students to present a flipchart that they should have brought to class. Initially, she rejected group work, but when she received an observation from a student, who indicated that the activity did allow group elaboration, the teacher rectified her decision and accepted the work she had rejected. In another session, a teacher, almost at the end of the math class, wrote on the board while reading from his cell phone, the statement of a metacognition worksheet with three questions: What did you learn? What difficulties did you have? And did you overcome it? However, he did not provide additional guidance on that card. In another case, a teacher proposed to develop a dynamic foreseen in his schedule and asked students to stand up and walk around the classroom. However, the arrangement of the furniture complicated mobility, which prevented most from participating in the activity. Faced with this difficulty, she asked the students to take a deep breath, but the lack of participation led to the interruption of the dynamic, despite the fact that the planning contemplated other subsequent actions. Except for this last dynamic, no dynamics involving student movement within the classroom were recorded.

It was also noted the presence of practices with a tendency towards configuring didactics of the teaching-learning processes. In these sessions, the purpose of the class is clearly presented at the beginning, followed by a structured explanation of the content, supported by the use of the board, either by writing directly or by pasting printed material. Generally, this explanation is complemented with a homework assignment, which can be individual or group, in some cases accompanied by a photocopy or guided through questions formulated by the teacher. During this activity, the teacher supervises the students' work and, when it is a group task, the groups present their conclusions, either through the use of flipcharts or through a verbal presentation, while the teacher writes the key ideas on the board. In addition, there is an active participation of the teacher, who goes around the tables

to monitor the development of the activity and reinforces the indications for the whole class. For example, in one of the sessions observed, the teacher asked the students to prepare a summary based on the reading of a photocopied text. While supervising the work, she gave an indication to the whole class to reinforce the criterion of synthesis, reminding them that “the main idea is not to write the whole paragraph.”

In most of the observed sessions, a limited exploration and connection of students’ prior knowledge and their socio-cultural contexts with the topics addressed in class was perceived. As a result, the contents were presented with a low level of contextualization. One of the few examples in which a greater linkage with the context was evidenced occurred in a session of the Communication area, in which the religious festivity of The Lord of the Miracles was addressed, coinciding with its celebration in the month of October, when the observation was made. In this class, a student asked if in that same month the Creole Music Day was also celebrated, to which another student added that, in addition, Halloween was celebrated. This exchange generated a more participatory dialogue. In another episode, during a session on the topic of water, a teacher made references to the students’ family context and asked them how the problem of access to this resource could be solved. The responses included expressions such as “with a strike”, “killing all the criminals”, “killing the hit men” and “killing the Venezuelans”, among others. These interventions dispersed the topic but reflected discursive tendencies of the social context in which the students operate. In view of this, the teacher intervened by asking if they considered these answers as real solutions and thus resumed the topic of the class.

Another dimension explored in the observations was the teacher-student interaction, especially the teacher’s reactions to problematic expressions or gestures of his students. In several cases, the teacher’s lack of response to obvious signs of stress was identified, such as the fact that some students remained with their heads resting on the school table for several minutes. This situation was more frequent in certain courses than in others. Likewise, events were observed in which students manifested disconnection

with the class without receiving a response or intervention from the teacher. An illustrative case occurred in a mathematics class, when a student expressed: “I’m lost, teacher”, without the teacher attending to the situation. Similarly, in another class, a teacher continued with the session without reacting to the students’ resistance. At a specific moment, after being handed a sheet with instructions for the development of an activity, a student, after reading it, said: “Professor, I don’t do this” without any response or motivational strategy from the teacher.

Regarding the episodes related to the evaluation, only one case was recorded in which an individual written exam was administered, corresponding to a science course at the secondary level. For this evaluation, the students moved their school tables to separate themselves. The teacher provided only procedural indications and, to avoid copying, demanded: “No paper on the floor”. No motivational messages were identified in her classes. The evaluations show very different tendencies. In some cases, the evaluation was applied in a superficial manner, as evidenced by a secondary school teacher who called on students to show their work for the sole purpose of putting a grade in their notebook. During this process, physical distance was maintained between the teacher and the students, without a detailed review of the material presented. and, therefore, only evaluates it from a distance. In other episodes, the evaluation showed a certain degree of arbitrariness. For example, in one session, the teacher evaluated based on the work the students were required to submit. However, one student who had not handed in the assignment was told that he would be evaluated for his participation instead. Formative assessments focused on notebook review were also recorded. In one classroom, students lined up at the teacher’s desk to have the teacher check their notes, while in another classroom, the teacher went around the desks to check each student’s notebooks. Only in one classroom was the implementation of the peer evaluation strategy observed. In this session, the teacher assigned some students who had completed an assignment the responsibility of reviewing the work of their classmates.

One of the most problematic aspects in the development sessions is discipline and the regulation of interactions, especially

at the secondary level. It was found that teachers face difficulties in implementing effective strategies with the most problematic students. In one of the classrooms observed, a male student was constantly distracted, wandering around the classroom and generating distraction in the rest of his classmates. After several reprimands, the teacher asked him to leave the classroom and led him to the door, where he remained in the hallways. However, after a while, the student entered the classroom again without the teacher's authorization. Another aspect observed is the students' oral participation. Teachers often insist that students raise their hands and wait their turn to speak. In one particular case, a teacher reinforced this procedure by reading the rules of coexistence written on a poster board posted on the classroom wall. Control strategies related to the regulation of bathroom trips were also identified. At some points in the session, an increase in exit requests by students was observed. In one specific episode, the teacher denied permission to a student because he had not completed the assigned task. No episodes of physical fights between students or threatening situations from towards teachers were recorded.

The use of resources and other materials is characterized by wear and tear, as evidenced by the markers for writing on the board, the lack of sharpness in the photocopies distributed to students for assigned readings, and the small letters or images in the contents of the photocopies, which makes reading difficult. In one case, the students had to pay the teacher for the cost of the photocopy. In addition, the teacher brings a photocopied sheet and pastes it on the board, but it lacks sharpness, and its size is insufficient for all students to see it correctly. In another classroom, the teacher shows pictures with images to complement her explanation; however, these are too small to be seen by everyone, so she has to approach each group to show them. These difficulties were frequently observed in the classes. In one case, the teacher used flipcharts made by herself to explain to her class, which she glued on the board. Except for photocopies, which are widely used by teachers, and the flipchart, which was only recorded in one case, the use of other objects or materials to facilitate a particular explanation was not confirmed. In both institutions, the use of

audiovisual resources was not observed. One teacher commented that, in her previous school in Huaraz, she had a computer and a projector in the classroom, which allowed her to take advantage of more resources and generate greater motivation in the students. In addition, during classes, teachers do not refer to messages, images on the walls or materials available in the classroom.

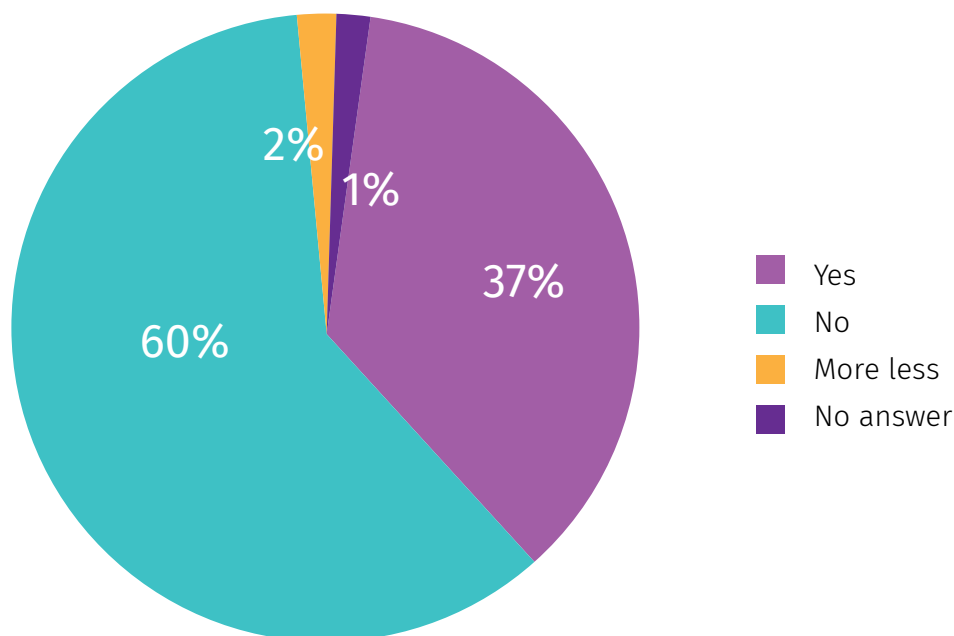
The only space for the development of the classes observed was the classroom which, as already mentioned, is used by primary school students and then by secondary school students, which implies that the school tables and chairs, set up for primary school students, are used by secondary school students, despite the difference in height. We did not observe any movement of teachers and students to other scenarios either inside or outside the school premises. Nor were there any sessions in which students worked on a topic in an integrated manner from a common project with other sections of the same or other grades.

Another relevant aspect revealed by the survey applied by the teachers of both educational institutions is their perception of whether they consider that in their school they have periodic areas for reflection on their teaching practice. 60 % of the teachers stated that such areas do exist. According to their responses, these spaces are implemented during school hours, management week, in training sessions with UGEL⁸ specialists and during monitoring sessions three times a year. In these meetings, “we reflect on our strengths and weaknesses”, during the meetings led by the school administrators; they also refer to the “reflection of the second monitoring”, applied by the assistant principal with the purpose of improving some aspects in the development of the learning session” and when they address the results of the diagnostic evaluation and monitoring; also, in the reflection days to review the progress of the students and to support them with the deficiencies of each one. On the other hand, 37 % of teachers express a contrary opinion, considering that such spaces are not carried out in the institution.

⁸ These are the acronyms in Spanish of the Local Education Management Unit (UGEL), a public entity that all schools in Peru must interact with, responsible for overseeing the implementation of educational policies and regulations.

Figure 18

Teachers' responses on the existence of regular areas for reflection on teaching practice



B. Subcomponent: Continuous training

A relevant dimension for the inquiry is the recent experience of teachers' continuing education in the educational institutions diagnosed. In the first place, 17.5 % of the respondents indicated that they had not participated in recent training. It is observed that training related to TIC is one of the most representative, which shows the interest of a teachers' sector in artificial intelligence (AI). Likewise, evaluation has been another topic that has attracted attention in recent years. A teachers' group has received training on issues related to socio-emotional development. Similarly, applied neuro- education has been addressed in various training sessions. To a lesser extent, there have been training sessions on tax and financial education, health education, English, project-based learning or innovation projects, psychomotor skills and inclusion. There were no explicit mentions of gender or sexuality issues, nor of risk prevention education. Almost all teachers stated that the training received comes from state training programs, through the Ministry of Education and the UGEL. To a lesser extent, universities and NGOs are mentioned as sources of training.

Table 8

Recent teacher training experiences

| TOPICS | MENTIONS |
|-------------------------------------------------------------------------|----------|
| None | 17 |
| TIC (AI, video editing, virtual course design, digital learning skills) | 19 |
| Evaluation | 9 |
| Socio-emotional development | 7 |
| Neuroeducation (applied to reading and coexistence) | 6 |
| Financial/tax education | 3 |
| Health (dengue, nutrition) | 3 |
| English | 2 |
| Project-based learning / innovation projects | 2 |
| Psychomotor | 2 |
| Inclusion | 2 |

The teachers in the schools surveyed present both common and specific training needs according to the educational level at which they work. As shown in Table 9, evaluation stands out as an area of high demand for training at both levels, followed by the need to strengthen teaching-learning strategies with TIC, including the use of artificial intelligence (AI). The main differences lie in the fact that secondary school teachers express a greater demand for training in topics related to emotional education and discipline management in the classroom, while primary school teachers express a greater need for training in specific areas, such as strategies for teaching reading, mathematics and problem solving.

Table 9

Demand for teacher training according to subject area

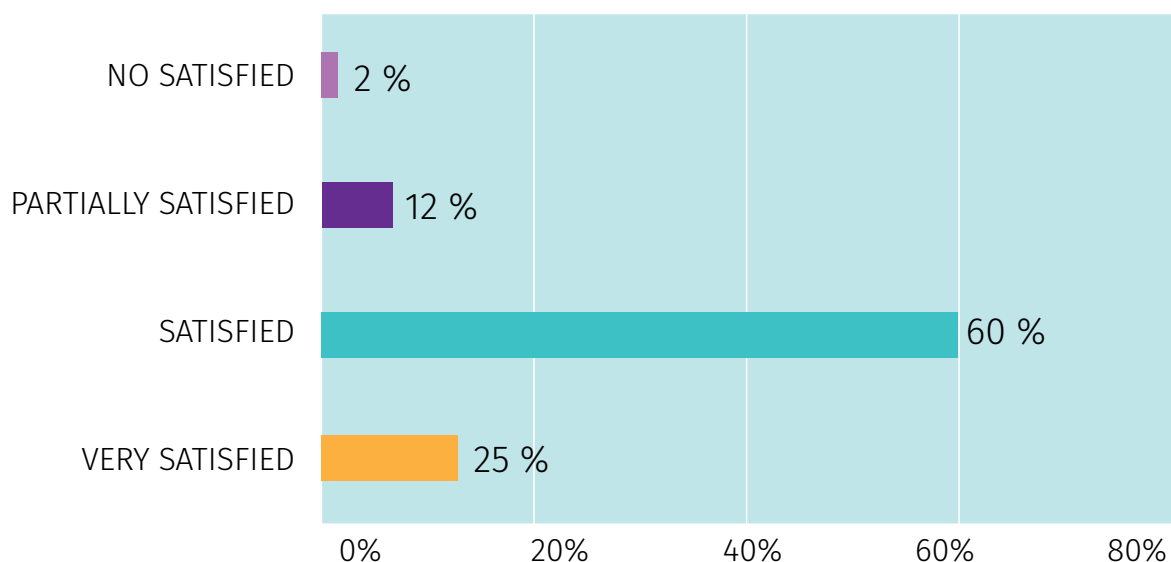
| SUBJECT AREAS | PRIMARY | SECONDARY |
|---------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------|
| Evaluation | 9 (Feedback, rubrics) | 13 (feedback, rubrics, formative, competency- based) |
| Reading strategies | 6 | |
| Teaching-learning strategies with TIC | 5 (AI, video tutorials) | 7 (AI, programming, computer advice) |
| Mathematical strategies | 8 | |
| Emotional education (socio - emotional support, soft skills, interpersonal skills, empathy) | | 7 |
| Classroom discipline (conflicts, mentoring) | | 3 |
| Curriculum planning | | 3 |

c. Subcomponent: Teacher professional satisfaction

Opportunities for enriching professional development are closely related to teachers' perceptions of their level of job satisfaction, especially in classroom work, which is at the core of their professional practice. The survey results show that a significant majority, equivalent to 80 %, say that they are satisfied or very satisfied with their teaching work in the classroom. Likewise, 13 % say they are partially satisfied. On the other hand, the proportion of teachers who express some level of dissatisfaction reaches only 2 %. It is important to note that these last two percentages correspond exclusively to teachers at the Kumamoto institution.

Figure 19

Perceived satisfaction with teaching in the classroom

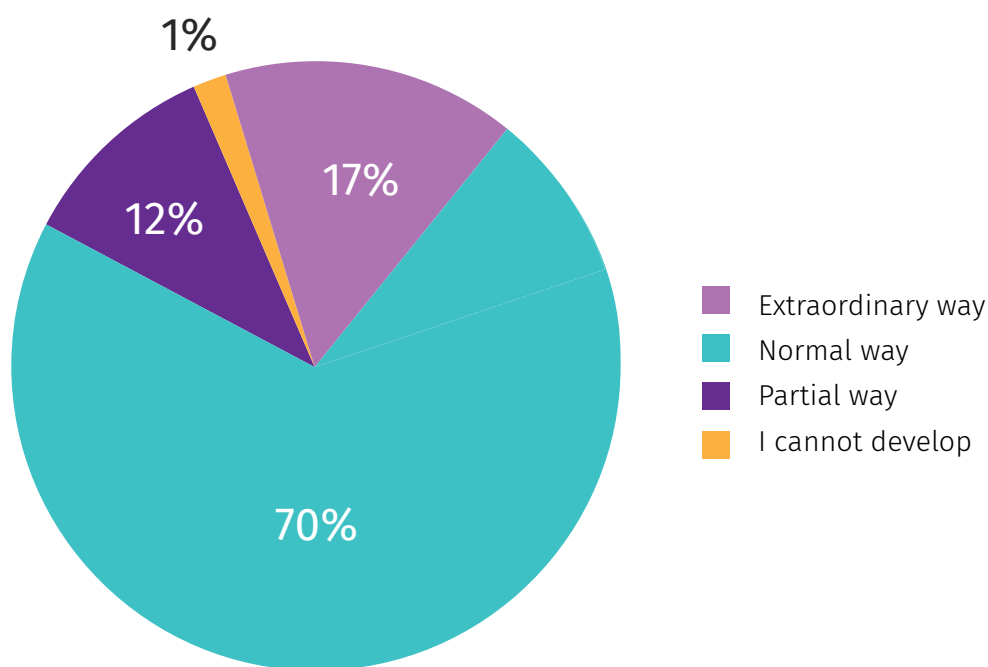


Another relevant aspect to explore teachers' professional satisfaction is their perception of the opportunities for development within the school where they work. The results of the survey reflect that the majority trend indicates that 70 % of teachers consider that they can develop in normal terms, while 17 % perceive their development as extraordinary. In contrast, 12 % state that their professional development within the school is partial. Finally, only 1 % say that they do not see any possibilities for development, a percentage that corresponds exclusively to teachers at Kumamoto School.

Figure 20

Perception of professional development for teachers in educational institutions

At the school where I work, I can develop professionally



This study also explored the aspects that teachers consider as sources of greater satisfaction in their professional practice. In both schools, the most mentioned aspect was student achievement, expressed in multiple ways: “When I identify that the majority of students have developed certain skills in my area”; “Seeing the learning achievements of my students through their attitudes”; “When the children fulfill the purpose of learning on a daily basis”; “When my students demonstrate their learning through the standards and competencies in an optimal manner”; “When students improve in their achievement levels”. A second satisfaction factor is related to the institutional environment, in which teachers value teamwork, treatment among colleagues, interaction with authorities, students and parents. A third factor is linked to the satisfaction derived from the impact and interaction with them, expressed in phrases such as “being able to innovate and design activities that capture students’ interest”, “positively influencing students’ learning”, “learning with students” and “interacting with

students by their learning”. Since Kumamoto Educational Institution has a larger number of teachers, their responses were more varied compared to those of Okinawa Educational Institution.

On the other hand, the survey made it possible to identify the factors that produce lower job satisfaction among the teachers of both schools. In the first place, the perception of lack of support from parents or guardians, manifested in their indifference, lack of commitment and scarce responsibility for their children, stands out. Secondly, problems related to the institutional environment constitute a critical factor, exacerbated by difficulties in participation, empathy and interaction among teachers. Another aspect pointed out corresponds to limitations in school management, expressed in difficulties of coordination, improvisation and leadership. Likewise, insufficient resources for learning have a negative impact on teacher satisfaction, due to budgetary limitations that affect the acquisition of educational materials, the implementation of workshop equipment and the adaptation of specific environments for certain types of learning, such as languages. Student indiscipline also emerges as an aspect that affects job satisfaction, as stated by one teacher as “the lack of comprehensive management of indiscipline on campus”. To a lesser extent, some teachers mentioned problems related to educational management bodies, such as the UGEL or the Ministry of Education, due to the overload of documentation they must submit and the delay in communicating their concerns.

Table 10

Aspects of higher and lower teacher job satisfaction (number of mentions)

| | ASPECT | N° |
|----------------------------------|------------------------------------------|-----------|
| Aspects of greatest satisfaction | Student achievements | 34 |
| | Work environment | 20 |
| | Impact and interaction with students | 10 |
| | Student interest | 4 |
| | Use of learning resources by the student | 3 |
| | Recognition of students | 2 |
| | Infrastructure | 2 |
| Aspects of lower satisfaction | Poor parental support | 21 |
| | Institutional environment | 17 |
| | Management problems | 13 |
| | Restriction of learning resources | 10 |
| | Indiscipline of students | 9 |
| | Problems with educational bodies | 3 |

2.3 Student health

The comprehensive health of students is fundamental for their growth, development and academic success (Suhrccke & De Paz Nieves, 2011). In this sense, promoting healthy practices during childhood and adolescence is crucial. Habits such as proper hygiene, a balanced diet, the prevention of substance abuse and the eradication of bullying benefit their physical well-being and also have a positive impact on the mental, emotional and social health of students.

To evaluate these practices, a survey was administered to Kumamoto and Okinawa students in the second, third and fourth years of secondary school. The survey addressed several areas, such as hygiene, physical activity, eating habits, substance use

(alcohol, tobacco and drugs), sexual practices, violence and protective factors. In addition, information was collected from the health center on health indicators of the school population, evaluating aspects such as self-care, risk detection, comprehensive sexual education, nutrition, physical activity and mental health. In addition, a checklist was used to analyze health in each educational institution. This tool made it possible to evaluate the incorporation of school health in institutional management instruments, community participation, articulation with health services, the existence of healthy socio-emotional environments and infrastructure. In this last aspect, elements such as classrooms, recreational areas, menstrual hygiene, solid waste management, first-aid kit, restrooms, access to water and the conditions of school kiosks were considered.

A detailed analysis of the results obtained for each subcomponent is presented below, as well as a discussion of the limitations of the study.

A. Subcomponent: Student health condition

For this subcomponent, the results of the survey on healthy practices applied to second, third and fourth secondary students in both educational institutions were analyzed.

Kumamoto Educational Institution

Of the 536 students that make up the population of these three grades, a total of 144 responses to the survey were obtained. For the analysis, the responses were segmented by sex, considering a total of 142 participants (84 females and 58 males), due to the fact that two cases did not specify their sex.

The criterion of “healthy practice achieved” was defined for those behaviors that reached more than 50 % of affirmative responses. These practices are considered adequate within the group and, therefore, should be maintained and further encouraged. Table 11 presents the healthy practices identified in the students. In terms of hygiene, 79.8 % of the females indicated having always washed their hands after using the restrooms during the last 30 days, compared to the 63.8% of males. In relation to eating habits, 61.9 %

of female students and 65.5 % of male students reported not having experienced hunger due to lack of food at home during the month prior to the survey. Substance use was also evaluated, which shows that most students reported not currently consuming alcohol (72.3 % females and 82.8 % males) or smoking cigarettes (95.2 % females and 93.1 % males). In addition, a high percentage indicated never having consumed marijuana in their lives (97.6 % females and 98.3 % males). Finally, in the area of violence, 81 % of female students and 77.2 % of male students reported not having been victims of bullying during the twelve months prior to the survey.

Table 11

Healthy practices achieved by the students of the Kumamoto Educational Institution

| ASPECTS/INDICATORS | FEMALES | MALES |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Hygiene Students who always washed their hands after using the bathroom during the last 30 days. | 79.80 % | 63.80 % |
| Eating habits Students who never went hungry because there was not enough food in their homes (during the 30-day period prior to the survey). | 61.90 % | 65.50 % |
| Alcohol, tobacco and drug use Students who do not currently consume alcohol (during the 30 days prior to the survey). | 72.30 % | 82.80 % |
| Students who do not currently smoke cigarettes (during the 30 days prior to the survey). | 95.20 % | 93.10 % |
| Students who never used marijuana. | 97.60 % | 98.30 % |
| Violence Students who were not victims of bullying (one or more days during the 12 months prior to the survey). | 81.00 % | 77,20 % |

Note. 142 students answered the survey (84 females and 58 males).

Table 12 presents the healthy practices not achieved by students that require priority attention. In the area of physical activity, only 25.9 % of males and 11.9 % of females engaged in physical activity for at least 60 minutes per day during the seven days prior to the survey. In relation to eating habits, 7.1 % of female students and 12.3 % of male students indicated not having consumed foods with octagonal warning labels in the same period. It is especially worrisome that no student had taken ferrous sulfate in the seven days prior to the application of the survey, which evidences a deficit in the prevention of anemia. Regarding alcohol consumption, 45.8 % of female students and 48.3 % of male students reported not having consumed alcohol before the age of 14, suggesting an early start in consumption of alcoholic beverages. Regarding sexual practices, 44.8 % of female students and 28.1 % of male students reported having used a condom the last time they had sexual intercourse, which reflects a low adoption of protective measures. Finally, regarding protective factors, only 19 % of students (male and female) stated that their parents or caregivers always understand their problems and concerns. In addition, 35.7 % of female students and 26.3 % of male students indicated that most of their classmates at school showed kind and supportive attitudes on a consistent basis.

Table 12

Healthy practices not achieved by the students of the Kumamoto Educational Institution

| ASPECTS/INDICATORS | FEMALES | MALES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Physical activity Students who were physically active at least 60 minutes per day during the 7 days prior to the survey. | 79.80 % | 63.80 % |
| Eating habits Students who did not consume foods with octagonal warning labels in the 7 days prior to the survey. | 7.10 % | 12.30 % |
| Students who took ferrous sulphate to prevent anemia in the 7 days prior to the survey. | 0.00 % | 0.00 % |
| Alcohol, tobacco and drug use Students who have not consumed alcohol before the age of 14 | 45.80 % | 48.30 % |
| Students who used condoms the last time they had a sexual relation (between those who have had sexual relations ever). | 44.80 % | 28.10 % |
| Protective factors Students who reported that their parents or caregivers always understand their problems and concerns, during the 30 days prior to the survey. | 19.00 % | 19.00 % |
| Students who reported that most of the students in their school were always kind and support, during the 30 days prior to the survey. | 35.70 % | 26.30 % |

Note. 142 students answered the survey (84 females and 58 males).

Okinawa Educational Institution

Of the 199 students in the second, third and fourth grades of secondary school, a total of 66 responses to the survey were obtained. For the analysis, the responses were segmented by sex, considering a total of 64 participants (30 females and 34 males), due to the fact that two cases did not specify their sex.

Table 13 presents the healthy practices achieved by the students of this educational institution. Regarding hygiene, 86.7 % of the females indicated having always washed their hands after using the restrooms during the last 30 days, compared to 73.5 % of the males. In relation to eating habits, 56.7 % of female students and 70.6% of male students reported not having experienced hunger due to lack of food in their homes during the month prior to the survey. Regarding substance use, it was found that most students reported not currently consuming alcohol (83.3 % females and 88.2 % males) or smoking cigarettes (93.3 % females and males). It is noteworthy that 100 % of the students indicated not having consumed marijuana. Finally, in the area of violence, 76.7 % of female students and 91.2 % of male students reported not having been victims of bullying during the twelve months prior to the survey.

Table 13

Healthy practices achieved by the students of the Okinawa Educational Institution

| ASPECTS/INDICATORS | FEMALES | MALES |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Hygiene Students who always washed their hands after using the bathroom during the last 30 days. | 86.70 % | 73.50 % |
| Eating habits Students who never went hungry because there was not enough food in their homes (during the 30-day period prior to the survey). | 56.70 % | 70.60 % |
| Alcohol, tobacco and drug use Students who do not currently consume alcohol (during the 30 days prior to the survey). | 83.30 % | 88.20 % |
| Students who have not consumed alcohol before the age of 14. | 73.30 % | 55.90 % |
| Students who do not currently smoke cigarettes (during the 30 days prior to the survey). | 93.30 % | 100.00 % |
| Students who never used marijuana. | 100.00 % | 100.00 % |
| Violence Students who were not victims of bullying (one or more days during the 12 months prior to the survey). | 76.70 % | 91.20 % |

Note. 64 students answered the survey (30 females and 34 males).

Table 14 shows the healthy practices not achieved by the students of this educational institution that require priority attention. In the area of physical activity, only 8.8 % of males and 6.7 % of females performed physical activity at least 60 minutes per day during the seven days prior to the survey. In relation to eating habits, 6.7 % of female students and 17.6 % of male students indicated not having consumed foods with octagonal warning labels in the last week. It is especially worrisome that no student had taken ferrous sulfate seven days prior to the survey, which evidences an absence in the prevention of anemia. Regarding sexual practices,

44.4 % of female students and of male students reported having used a condom in their last sexual intercourse, which reflects a low adoption of protective measures, especially in the case of males. Finally, regarding protective factors, 20 % of female students and 39.4 % of male students indicated that their parents or caregivers always understand their problems and concerns. Likewise, 36.7 % of female students and 45.5 % of male students stated that most of their classmates at school consistently demonstrated attitudes of kindness and solidarity.

Table 14

Healthy practices not achieved by the students of the Okinawa Educational Institution

| ASPECTS/INDICATORS | FEMALES | MALES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|
| Physical activity Students who were physically active at least 60 minutes per day during the 7 days prior to the survey. | 6.7 % | 8.8 % |
| Eating habits Students who did not consume foods with octagonal warning labels in the 7 days prior to the survey. | 6.7 % | 17.6 % |
| Students who took ferrous sulphate to prevent anemia in the 7 days prior to the survey. | 0 % | 0 % |
| Sexual practices Students who used condoms the last time they had a sexual relation (between those who have had sexual relations ever). | 44.4 % | 15 % |
| Protective factors Students who reported that their parents or caregivers always understand their problems and concerns, during the 30 days prior to the survey. | 20 % | 39.4 % |
| Students who reported that most of the students in their school were always kind and support, during the 30 days prior to the survey. | 36.7 % | 45.5 % |

Note. 64 students answered the survey (30 females and 34 males).

The results of the surveys applied in both educational institutions reveal similar and relevant findings on the students' healthy practices. Positive aspects are observed, such as the high percentage of students who report they have not consumed alcohol, tobacco or marijuana, as well as a low prevalence of bullying.

However, there are areas that require priority attention. Although most students wash their hands after using the restroom, which indicates adequate hygiene practices, it is necessary to promote physical activity, since a low percentage exercise at least 60 minutes per day. In terms of eating habits, it is observed that a low proportion of students report not consuming foods with octagonal warning labels, and none have taken ferrous sulfate to prevent anemia, which underscores the need to improve nutrition and reinforce strategies to prevent this condition. Likewise, strategies to reduce early alcohol consumption should be strengthened, given that a considerable number of students report having consumed alcohol before the age of 14. Comprehensive sexual education should also be strengthened, since a low percentage of students, report having used a condom in their last sexual intercourse. Finally, it is important to strengthen family communication and promote a positive school environment, since a limited number of students report that their parents or caregivers always understand their problems and that their classmates show attitudes of kindness and solidarity. Overall, the results suggest implementing interventions that promote the health and well-being of students, addressing the identified areas for improvement.

When interpreting the survey results, it is essential to consider certain limitations. First, self-selection bias, given that the survey was self-response, could have generated an overestimation of the prevalence of healthy practices in the student population. Secondly, the lack of representativeness, since only students whose parents signed the informed consent form participated, prevented reaching the sample size initially planned and, consequently, limited the generalizability of the results. Third, the social desirability bias could have influenced students to underestimate their risk behaviors and overestimate healthy behaviors, especially in sensitive issues such

as substance use and sexual practices. Finally, the limitations of the research design, such as the self-reporting of information and the cross-sectional nature of the survey, prevent the establishment of causal relationships between the variables analyzed.

It is important to mention that, although an attempt was made to obtain information on the health indicators of the students of both schools at their respective health centers, it was not possible to access such data. Among the factors that hindered access were the high workload of the health staff, who were engaged in measles vaccination campaigns, and the lack of systematization of the information, which prevented the delivery of specific data. Despite this limitation, the analysis of the student surveys provides relevant and valuable information for understanding the student health situation in the institutions evaluated.

B. Subcomponent: Health promotion

For the evaluation of this subcomponent, a checklist was used to analyze health promotion in each educational institution. This tool made it possible to examine the incorporation of school health in institutional management instruments, community participation, articulation with health services, the existence of healthy socio-emotional environments and infrastructure conditions. The aspects evaluated included classrooms, recreational areas, menstrual hygiene, solid waste management, first-aid kit, restrooms, access to water and school kiosks.

The results obtained in each educational institution are presented below in order to identify the areas that require greater attention and to promote improvements in the health promotion program in the school environment.

Kumamoto Educational Institution

The evaluation of health promotion at the Kumamoto Educational Institution, based on a checklist of 70 items, reveals that the institution is in the process of reaching an optimal level, with an overall score of 47, equivalent to 67.1 %. Table 15 shows the scores obtained in each aspect and the level reached.

The school presents an outstanding performance in the implementation of healthy socio-emotional environments and menstrual hygiene, with 100 % compliance in both areas. Regarding the implementation of adequate spaces and infrastructure, good management is observed in aspects such as recreational areas (80 %), solid waste management (85.7%), access to water (66.7 %) and classroom conditions (66.7 %).

However, aspects requiring greater attention were identified, such as coordination with health facilities (50 %), provision of first-aid kits (50 %) and restroom infrastructure (54.6 %).

Table 15

Health promotion checklist of the Kumamoto Educational Institution

| ASPECTS | MAXIMUM SCORE | OBTAINED SCORE | PERCENTAGE | LEVEL ACHIEVED IN HEALTH PROMOTION |
|------------------------------------------------------------------------------------|---------------|----------------|---------------|------------------------------------|
| Incorporation of school health and promotion of the health on the management tools | 5 | 3 | 60 % | In process |
| Participation from the community | 3 | 2 | 66.7 % | In process |
| Articulation with the establishment of health | 6 | 5 | 50 % | At startup |
| Implementation of healthy socio-emotional environments | 4 | 4 | 100 % | Featured |
| Implementation of adequate space and infrastructure | | | | |
| • Classrooms | 6 | 4 | 66.7 % | In process |
| • Recreational areas | 5 | 4 | 80 % | Advanced |
| • Menstrual hygiene | 2 | 2 | 100 % | Featured |
| • Storage and solid waste sorting | 7 | 6 | 85.7 % | Advanced |
| • First-aid Kit | 4 | 2 | 50 % | At startup |
| • Restrooms | 11 | 6 | 54.5 % | In process |
| • Access to water | 6 | 4 | 66.7 % | In process |
| • Kiosks, cafeterias, canteens | 11 | 7 | 63.6 % | In process |
| OVERALL RESULT | 70 | 47 | 67.1 % | In process |

The results of the checklist show an excellent management of menstrual hygiene, which allows students to feel more comfortable and safer during their period, reducing school absenteeism and favoring their participation in academic and extracurricular activities. Likewise, the creation of healthy socio-emotional environments contributes to the promotion of mental health, the reduction of stress and anxiety, in addition to preventing problems such as bullying. These factors can positively impact academic performance, self-esteem and the development of social skills in students.

On the other hand, improved articulation with the health center can facilitate access to preventive medical care through health promotion campaigns, such as deworming, anemia screening, mental health evaluation, etc. It can also strengthen training on key student well-being issues and provide information on the range of medical services available. In addition, to ensure the safety of students, it is essential to have a well-equipped and easily accessible first-aid kit that allows for a timely response to any emergency.

It is necessary to strengthen the participation of the educational community in health activities. The active intervention of families is key to reinforce healthy habits at home and consolidate an environment that favors the well-being of students. Likewise, it is a priority to improve the conditions of the restrooms, guaranteeing private, safe and adequately equipped sanitary spaces. The lack of toilets in optimal conditions can generate an adverse school environment, characterized by discomfort, dissatisfaction and demotivation.

Although the school has made progress in the implementation of health in the institutional management instruments, it is essential to continue strengthening these aspects in order to consolidate a comprehensive health program. Finally, it is recommended that the school kiosks be maintained in good condition and that the supply of processed foods with high sugar and fat content be regulated, which would contribute significantly to the promotion of healthier school environments in accordance with the objectives of student well-being.

Okinawa Educational Institution

The evaluation of health promotion at the Okinawa Educational Institution, based on a checklist of 70 items, indicates that the institution is in the process of reaching an optimal level, with an overall score of 37, equivalent to 52.9 %. Table 16 the scores obtained in each aspect and the level reached.

The school presents an outstanding performance in the area of menstrual hygiene, with 100 % compliance. It also shows an adequate development in the implementation of healthy socio-emotional environments (75 %). In terms of infrastructure, there is good management access to drinking water (66.7 %) and in the adequacy of classrooms (66.6 %). Recreational areas (60 %) also contribute to a healthier physical environment. However, to improve the conditions of the restrooms facilities, which have a compliance rate of 54.5 %.

Despite these advances, the Okinawa Educational Institution faces challenges in health promotion. The participation of the educational community is one of the aspects that needs more attention, with a compliance of only 33.3 %. Similarly, articulation with health facilities requires attention, with 33.3 % compliance. As for solid waste management, there is an evident need for improvement, with 42.9 % compliance. In addition, the availability of resources for emergency care is insufficient, since the first-aid kit is only 25 % compliant. Finally, there is a need to optimize the kiosks to make them healthy environments, with 45.5 % compliance.

Table 16

Health promotion checklist for the Okinawa Educational Institution

| ASPECTS | MAXIMUM SCORE | OBTAINED SCORE | PERCENTAGE | LEVEL ACHIEVED IN HEALTH PROMOTION |
|------------------------------------------------------------------------------------|---------------|----------------|---------------|------------------------------------|
| Incorporation of school health and promotion of the health on the management tools | 5 | 3 | 60 % | In process |
| Participation from the community | 3 | 1 | 33.3 % | At startup |
| Implementation of healthy socio-emotional environments | 4 | 3 | 75 % | In process |
| Implementation of adequate space and infrastructure | | | | |
| • Classrooms | 6 | 4 | 66.6 % | In process |
| • Recreational areas | 5 | 3 | 60 % | In process |
| • Menstrual hygiene | 2 | 2 | 100 % | Featured |
| • Storage and solid waste sorting | 7 | 3 | 42.9 % | At startup |
| • First-aid Kit | 4 | 1 | 25 % | At startup |
| • Restrooms | 11 | 6 | 54.5 % | In process |
| • Access to water | 6 | 4 | 66.7 % | In process |
| • Kiosks, cafeterias, canteens | 11 | 5 | 45.5 % | At startup |
| OVERALL RESULT | 70 | 37 | 52.9 % | In process |

The results of the checklist reveal that the main strengths in health promotion in this educational institution focus on the area of menstrual hygiene, which indicates adequate management and implementation of good practices. This aspect is fundamental for the well-being and health of the students. In addition, the creation of healthy socio-emotional environments stands out, suggesting that actions are being taken to promote the mental and emotional health of the educational community, a crucial factor for the holistic development of students.

On the other hand, weaknesses and opportunities for improvement were identified. First, the participation of the educational community requires greater attention, and it is

suggested that bonds with families and the community in general be strengthened to encourage their active involvement in health promotion initiatives. Secondly, it is essential to establish a closer relationship with health centers in order to facilitate access to preventive medical services and promote the educational community's health. Also, it is necessary to improve waste management by implementing recycling programs and promoting responsible consumption practices in order to create a more sustainable and healthier environment. Finally, it is recommended to equip the first-aid kit with the necessary supplies and ensure easy access to attend to any eventuality and safeguard the safety of students.

While checklists are a useful tool for assessment, it is essential to recognize their limitations. The interpretation of items can be subjective and vary according to the observer, which can simplify reality by categorizing remarks into limited choices. In addition, these instruments may not consider specific contextual factors, such as the socioeconomic environment, which influence the results. It is also important to note that checklists focus on verifying compliance with certain criteria, without necessarily delving into the causes or implications of the results. Also, the evaluator's bias may influence the assessment of the indicators. To ensure greater objectivity in the evaluation of this study, several strategies were implemented. First, clear and specific criteria were established to reduce subjectivity in the interpretation of the data. In addition, different evaluation instruments were used, such as interviews with managers, dialogues with educational staff and direct observation of the school environment. This strategy made it possible to triangulate the information and obtain a more comprehensive view of health promotion in each educational institution.

2.4 Educational management

This report gathers the analysis and reflection of the administrative staff regarding educational management in their respective institutions. One aspect to consider is that both teams are new in their functions, so the 2024 period has been assumed as a stage of diagnosis of both employees and institutional processes.

Faced with the challenges and precarious conditions described below, the school administrators are convinced of the importance of maintaining a positive attitude and transmitting encouragement and strength to the teachers. They consider that training and/or meetings are effective and contribute to professionalization and institutional performance; however, they recognize that the magnitude of the challenges requires higher motivation.

The educational management approach applied by both institutions is strategic and collaborative, framed in pedagogical leadership. This implies that the school administrators exercise their functions with a clear orientation towards improving the educational service provided to students.

Another distinctive feature of both managements is the combination of resilience and transparency, especially with regard to risk management and economic resources. Administrators' staff act immediately to address urgent needs that arise in the educational community, maintaining a clear vision and a strict commitment to the education of students. In this sense, they promote activities that generate favorable income for the institution; however, these efforts, together with the participation of teachers, students and parents, are often used to attend emergencies, which slows institutional growth.

They also acknowledge the absence of a culture of infrastructure and process maintenance, attributed to both lack of budget and lack of initiatives in this area. However, they express their commitment to reverse this situation and to consolidate an educational offer that includes training in workshops, in line with the initial objective that gave rise to both institutions.

A. Subcomponent: Management of conditions for the improvement of learning

This subcomponent is analyzed from the perspective of educational management in relation to three key aspects: human resources administration, the demand and use of educational equipment and materials, as well as the use of time in activities aimed at achieving learning, including risk prevention strategies within the school community. The specific objective is to approach

an evaluation of management processes with a view to achieving institutional objectives.

Both educational institutions have an administrative staff whose composition, including the number of assistant principals, is in accordance with current regulations established in the General Education Act (Act No. 28044) and in specific provisions of the Ministry of Education (MINEDU), such as the Manual of Standards and Guidelines for the Management of Educational Institutions and the Guidelines for the Organization of Public Educational Institutions.

Table 17

Administrative staff of educational institutions

| POSITION | KUMAMOTO | OKINAWA |
|-----------------------------------------|----------|---------|
| Principal | 1 | 1 |
| Assistant Principal of Primary School | 1 | 0 |
| Assistant Principal of Secondary School | 2 | 1 |

Educational management at the Okinawa Educational Institution faces multiple challenges, assumed by the administrative staff with a diagnostic approach during 2024. The principal, in addition to her general responsibilities, attends to the requirements of the elementary level. Both in this institution and in the Kumamoto Educational Institution, management is structured under strategic and participatory approaches, organizing the teaching staff into three committees: Operating Conditions, Pedagogical Management, and Well-being and Coexistence. These committees, made up of teachers from both levels, address institutional activities through specialized subcommittees.

Raising awareness so that teachers actively participate in the committees has a priority, as well as encouraging parents' commitment to the school. So far, the school administrators have made progress in these areas. To consolidate teamwork, they

promote an environment of transparency and tolerance in the face of certain disagreements in order to avoid resistance. Institutional relations have become more flexible, and agreements have been reached progressively through collegial consensus processes.

One of the recurrent conflicts within the teaching staff is related to resistance to change, evidenced in some cases by attitudes of indifference. This situation could be attributed, in part, to the absence of a strategic and planned approach in previous administrations, which, faced with insufficient economic resources and administrative risks, prioritized the resolution of immediate tasks to the detriment of a long-term vision. However, these conflicts have been addressed and managed through dialogue with school administrators.

Management progress has been significant to the extent that the individual competencies of the teaching and administrative staff have been recognized. This information has made it possible to personalize opportunities for improvement in educational work. Although there is still work to be done to consolidate collaborative work, the growing commitment of some teachers has been a source of motivation for school administrators.

Both management prioritize the **capacity to listen** as the central axis of their approach. School administrators address the concerns of the teaching staff, administrative staff and parents, considering different perspectives in order to reach consensus. In situations where there are divided positions, they evaluate the arguments for and against before making decisions.

According to the Annual Work Plan (PAT, by its acronym in Spanish) and in compliance with the functions of the management committees, the administrative staff makes strategic decisions and subsequently communicates them to the teaching staff. Learning paths are established and teachers are consulted on the possibility of incorporating adjustments. Situations that teachers identify within the school and that have not been contemplated by the administration are recorded in a minute, and the actions agreed upon are implemented. In addition, any request or report of damage to furniture or infrastructure is immediately addressed through the Assistant Principal's Office.

Administrative staff considers it essential to maintain a motivational attitude and to strengthen the morale of the teaching staff. Although training and/or meetings have proven to be effective and valuable for the professionalization and performance of teachers, the challenges they face demand constant motivation.

Regarding access to educational materials, the Ministry of Education only provides math and communication notebooks for students. No other type of didactic material is provided, and the guidelines booklet establishes restrictions on the use of allocated funds, excluding the maintenance of workshops. Both institutions agree that the UGEL prioritizes investment in restrooms, classrooms and workshops, but not in machinery. However, institutional needs far exceed the allocated budget, which makes it difficult to meet them in their entirety.

Through the Operating Conditions Committee, the most urgent needs are identified and prioritized. School administrators adjust investments according to the severity of the problems:

If I have a problem, I must address it. If my priority is to have lighting in the classrooms, I must prioritize the purchase of fluorescent lights. If the classroom floor is deficient, I must repair it. If the courtyard is a hazard, it must be maintained immediately.

At the end of the year, as part of the institutional protocol, requests are made to the academic areas for essential supplies and materials. However, many of these requests cannot be met due to lack of resources:

For example, in science, chemical supplies are required; in physical education, balls and other essential materials related to teaching practice, and so on for all subject areas. However, they are almost never provided because there are no resources available.

Both institutions have serious deficiencies in workshop management. Equipment has deteriorated due to lack of use since there is no budget for the purchase of supplies or for the maintenance of the machines. In addition, the economic situation of the families represents a significant obstacle for the development of activities in these areas:

Many families are not in a position to purchase workshop supplies. This is evident in areas such as bakery and electronics, where investment in materials is always required. So, students are unable to do large projects because of the cost. They end up doing the basics, or some bring their own materials and must share them with those who do not have them.

Likewise, in textile workshops, the availability of equipment is insufficient:

We have an average of three operating machines with different functions for 35 students, including sewing machines and overlockers... It is impossible for them to meet the expectations of the course.

During the last few years, multiple factors have affected management attention in both institutions. In the case of the Kumamoto Educational Institution, the absence of an Institutional Educational Project (PEI, by its acronym in Spanish) constituted a considerable challenge. However, with the arrival of the new team.

However, with the arrival of the new administrative staff in 2024, this document has been prepared, and work has been done to update the Annual Work Plan (PAT), assessing which activities require improvement.

Despite these limitations, both managements are committed to improving the quality of education. They consider that one of the main challenges is to strengthen the self-esteem and empowerment of teachers and students. An example of this effort is the recent approval by the Ministry of Education of the Financial Education Project for the Kumamoto Educational Institution:

Through this and other interesting projects, we seek to increase teachers' self-esteem and foster their desire to improve, as well as the recognition of their work.

Regarding budget management, the institutions manage two types of economic resources: 1) their own resources or eventual income, obtained through the rental of kiosks, sport courts and other spaces for meetings or extracurricular activities, and 2) resources assigned by the Ministry of Education, channeled through the National Program Educational Infrastructure (PRONIED, by its acronym in Spanish) in coordination with the UGEL.

Table 18 below shows the activities carried out by the institutions to meet the various needs that arise in the school environment. However, the resources raised through these initiatives are insufficient to cover all the requirements.

Table 18

Strategies implemented to address the needs of the educational institutions

| KUMAMOTO | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LACKING SITUATION | SOLUTION |
| Teachers do not have the basic resources necessary for the adequate development of their classes in the production workshops. | Teachers contribute their money. In addition, they ask the classroom committees to organize fundraising activities to meet the essential needs of the workshops. |
| When faced with an emergency, it is often not possible to attend it immediately due to lack of budget. For example, the repair of the sewer. | Gastronomic activities are held to obtain minimum funds and acquire the necessary materials to attend to emergencies. The work is usually done on a voluntary basis by parents, which reflects their commitment and active participation in the educational community. |
| In order to optimize resources and avoid the costs associated with outsourcing the reproduction of documentation, the acquisition of a photocopier is considered essential. | As a result of the savings and contributions accumulated, as well as the income obtained from the sale of the old photocopier, a new one was purchased. |
| Physical education teachers lack their own space to develop their planning and coordination activities. | Through funds raised from various activities, adequate space was provided for physical education teachers. This favorable environment has been designed to meet their work needs and contribute to a more efficient and comfortable performance of their activities. |
| In order to optimize resources and avoid the costs associated with outsourcing the reproduction of documentation, the acquisition of a photocopier is considered essential. | Through the rental of the sports court and the income generated by the small cafe implemented, within a period of two months, the amount necessary to repair the equipment sound was achieved. |

OKINAWA

| LACKING SITUATION | SOLUTION |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Insufficient budget for the purchase of cleaning implements and minor repairs in the facilities. | Resources are obtained through the money collected from the concession of a photocopier and the school kiosk. |
| Lack of funds to cover various expenses related to the daily operations of the institution | Gastronomic activities are organized with the objective of obtaining minimum funds to acquire the materials required to attend emergencies. These initiatives count on the voluntary participation of the parents, who demonstrate their commitment with the educational community. |

The difference in the strategies implemented by both institutions can be attributed to the organizational structure of each one. The Kumamoto Educational Institution has four school administrators and a secretary at the principal's office. In contrast, the Okinawa Educational Institution has only two school administrators and no administrative staff.

With respect to time management, both managements organize their work according to the Annual Work Plan (PAT), which stipulates all programmed activities. However, in the face of unforeseen situations, flexibility in time management is required. To optimize their planning, the institutions apply strategies such as the organization of periodic meetings and the constant monitoring of the commissions in charge of executing institutional activities.

Each time a central activity of the PAT is carried out, a meeting is organized in advance to coordinate details and prevent inconveniences. The administrative staff considers that ongoing communication with the committees is a key factor in ensuring that all processes are followed up and that objectives are met on time.

Risk management represents one of the greatest challenges for both educational institutions. Despite their efforts to comply with the regulations established by the Ministry of Education, situations arise that exceed their capacity to respond, especially due to budgetary and structural limitations.

However, both managements, committed to the safety and well-being of their educational community, make every effort to provide containment and support in adverse contexts.

A common strategy in which parents are actively involved is the protection of students during school entry and exit.

Table 19

Strategies implemented to address road safety risks

| RISK | KUMAMOTO AND OKINAWA |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The school is located close to a busy avenue, with a high flow of public transportation, cars and motorcycle cabs. Traffic signs are not respected. | The school self-protection brigades (BAPES), in which parents participate, are supported by the Serenazgo and the school self-protection brigades. family. |

The following risk situations identified in each educational institution are presented below. In view of the complexity of the conditions observed, two main risks categories have been selected: 1) risks that threaten the personal integrity of the students, considered the most delicate and difficult to manage, and 2) risks derived from the precariousness and lack of maintenance of the infrastructure, which may compromise the safety and well-being of the educational community.

Table 20

Risks that threaten educational institutions

| RISQ | KUMAMOTO | OKINAWA |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Risks to personal integrity | <ul style="list-style-type: none"> • High level of danger in the surrounding area of the school (crime and murders). • Sexual violence by family members toward female students. • Parental indifference: when parents do not respond to the school's calls, students interpret it as abandonment | <ul style="list-style-type: none"> • Students in the first grades of secondary school carry bladed weapons (box cutters). • Alcohol consumption and school absenteeism. • Suspicion of covert sexual exploitation in the surrounding area of the school. • Some students stop attending school because they prefer to work due to economic incentives. |
| | <ul style="list-style-type: none"> • Location in areas of high risk and violence. • Drug use. | |
| Infrastructure risks | <p>MAINTENANCE</p> <ul style="list-style-type: none"> • Leaky restrooms. • School Blocks built on a sanitary landfill without Civil Defense authorization. • Rusty and detached gutters on the metal roof of the courtyard. | <ul style="list-style-type: none"> • The back perimeter of the school was demarcated by a fence that borders an area of the hill. • Risk of landslides in the event of earthquakes and the entry of criminals and drug addicts. <p>MAINTENANCE</p> <ul style="list-style-type: none"> • Rusty metal structures supporting the mesh of the courtyard roof • Obsolete water pumps • Stairway floor peeling • Rusty railings. • Courtyard with cracked floors. |
| | <ul style="list-style-type: none"> • Contamination due to frequent clogging of sewage drains. • Parts of the perimeter fence built with inadequate materials, which facilitate access for thefts. | |

In both institutions, the evaluation of teacher and student performance follows the regulations established by the Ministry of Education, which requires a minimum of three monitoring visits per teacher. However, in cases where greater difficulties are encountered, the number of visits is increased. The official rubric of the Ministry of Education, applied nationwide, is used to

evaluate teacher performance. As part of the monitoring, various planning tools used by teachers are reviewed, such as programs, didactic units, learning sessions and evaluation instruments. The coherence between these documents, the distribution of time according to the programmed activities and the efficient use of educational material are analyzed. Subsequently, proactive feedback is provided in order to assess the teacher's strengths and provide support to improve their pedagogical quality.

With respect to the student evaluation, this is carried out at the end of each two-month period. Principals and assistant principals consolidate the results obtained, identifying the number of students at each evaluation level. According to these results, they prepare a report on learning achievements, which is presented at a meeting with the teachers. In this session, they analyze and reflect on the achievement, which allows them to readjust the programming and adapt the teaching strategies. In addition, low achievers are identified for personalized follow-up and guidance.

With respect to institutional evaluation, both schools set aside a week of management time to evaluate the PAT. During this period, achievements are analyzed and pending aspects to be addressed in the next academic year are identified.

B. Subcomponent: Pedagogical leadership for learning improvement

Pedagogical leadership in both educational institutions is oriented towards the promotion of a school environment favorable to learning, the democratic participation of the various stakeholders and actions for the continuous training of teachers.

Within the promotion of a school environment conducive to learning, we will address student motivation and well-being, as well as the physical environment and learning spaces.

We will begin with student motivation and well-being. It is relevant to analyze how inclusion and diversity are promoted in the school environment, as well as how students' self-esteem is strengthened inside and outside the classroom. We will also consider initiatives aimed at strengthening the relationship between the school and the students' families.

Both educational institutions have a mentoring plan and a coexistence plan, which guide various activities aimed at promoting the holistic development of students. The importance of including topics on inclusion and diversity in mentoring sessions is highlighted, given that a significant number of students and their families come from different provinces of Peru, enriching the school's cultural environment. Although there have been some isolated cases of discriminatory attitudes, teachers have intervened in a timely manner, demonstrating their commitment to promoting an inclusive and respectful educational environment.

Regarding the care of students with special educational needs, families are asked to submit a psychological report to guide the corresponding academic and socio-emotional treatment. However, some fear that a diagnosis may affect the permanence of their children in school. The institution emphasizes that the report allows the students to provide facilities and adequate accompaniment to the students. Likewise, these reports have been useful to identify students with traumatic experiences or addiction problems, which allows for a more effective intervention.

The initiatives of both institutions recognize that the relationship with parents is a sensitive aspect of school management. The school administrators are convinced that counting on their support facilitates the resolution of various needs and challenges. For this reason, the attention given to them is respectful and welcoming. They are listened to attentively and are offered the required information with clarity. In addition, simple and appropriate language is used, accompanied by cordial treatment, which has led to very good results in their participation and commitment to the educational community.

The design and layout of physical spaces, such as classrooms, courtyards and libraries, directly influence the creation of an environment conducive to learning. In both institutions it is recognized that both the environment and the physical conditions have an impact on academic performance. Clean, healthy and welcoming environments favor the teaching and learning process. However, both managements agree that the infrastructure and spaces of the schools represent one of their greatest weaknesses.

Although the physical environment has an impact on learning, it does not completely determine it. However, certain groups of students, especially adolescents, are more vulnerable to environmental conditions. Lack of maturity, poor commitment and difficulty coping with precarious situations can affect their performance. One example is poor lighting, which especially impacts on the afternoon shift: “At five o’clock in the afternoon, the lighting no longer allows for adequate reading and in the late afternoon, activities cannot be carried out effectively”. Classroom conditions also discourage learning. In many cases, the lighting is insufficient: “Out of four spotlights with two tubes, only two works, which does not encourage studying”.

Another aspect that discourages learning in both schools is inadequate furniture. The use of tables and chairs that do not correspond to the age and build of the students affects their comfort and self- esteem:

A secondary school student with a small chair designed for an 11-year-old does not feel comfortable. In some cases, two students must share a chair, while others remain standing due to the lack of adequate furniture. This situation forces them to resort to first grade classrooms to pull out uncomfortable chairs for their age and size. In addition, some first-grade classrooms occupy spaces originally intended for the first levels.

This situation does not contribute to creating the right conditions for learning.

The democratic participation of the various actors in the educational community is analyzed based on the involvement of students, the role of teachers, the participation of parents and the relationship with the community.

Regarding the democratic participation of students, the school has a Student Council that operates under established regulations and procedures. This body has the opportunity to develop activities proposed during the election campaign and is accompanied by a teacher advisor. However, its leadership is limited:

They are invited to address an institutional activity with a few words and are not in a position to do so or simply do not wish to participate.

This situation evidences the need to reinforce learning strategies that promote communication and oral expression of students. The school administrators have identified a lack of initiative and commitment on the part of students in the execution of activities that motivate their classmates.

The democratic participation of teachers is developed from a strategic dimension. Their intervention is channeled through board meetings, in which the entire teaching staff gathers to analyze and make decisions on pedagogical management. Their involvement in the activities programmed in the PAT is imperative since these were approved by consensus. These meetings constitute a space for reflection in which educational processes are evaluated and improvements in their performance are proposed.

Parents have an active participation within the educational community, especially when they perceive assertive communication from the school administrators and feel that their concerns and proposals are considered. Their intervention is organized through the Parents' Association (APAFA, by its acronym in Spanish), classroom committees and area committees.

In terms of community involvement, the municipalities provide support by organizing events and training sessions for teachers on current issues. In addition, some external organizations, sensitive to the situation of students, have implemented programs to reduce the risks to which they are exposed. These initiatives have provided significant support to the educational community, promoting protection and learning spaces.

Table 21

Organizations that collaborate in meeting the needs of educational institutions

| | KUMAMOTO | OKINAWA |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Organization | NGO Tree of Life UNICEF. | NGO San Francisco de Asís, sponsored by San Ignacio de Loyola University (USIL). |
| Program | More Teenage Power. | Malnutrition care and emotional support |
| Risk addressed | Human Trafficking. | Malnutrition and emotional support. |
| Target | Empowering young people to strengthen their self-esteem and prevent them from falling into the trap of trafficking mafias. | Improve the nutritional value of students and provide mental health support. |
| Grades/levels serving | 3rd grade 4th and 5th secondary grade. | 5th and 6th primary grade , 1st and 2nd secondary grade. |

The transparency and decision-making indicator analyze the way in which the organization communicates its decisions to the educational community. Table 22 shows the means used by each school.

Table 22

Communication from the administrative staff to the educational community with the purpose of guaranteeing transparency in its management

| KUMAMOTO | OKINAWA |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Internally, teachers use memos. • At the external level, communication with parents is organized through assemblies (regular meetings). • Each mentor communicates with parents through the WhatsApp group. The mentor receives the information from the school administrators and forwards it, as it is the fastest way. • APAFA⁹ is another instance of communication with parents. • Another means of information is the door of the school and the information boards, where notices about enrollment and the delivery of notebooks may be posted, meetings, etc. | <ul style="list-style-type: none"> • Communication through meetings or personal conversations is preferred. • WhatsApp is used very occasionally. • APAFA is also a channel of communication when the message needs to reach all parents. |

In transparency and indicator, the need to balance the dissemination of information with the protection of the privacy of people involved in sensitive situations is highlighted.

In both institutions, sensitive information is handled with strict confidentiality, limiting its access to specific management levels. Cases of violence or critical situations are dealt with exclusively at the commission level. When teachers need to be informed, they are only provided with general information without detailing specific aspects.

To protect the identity of the students, only their full initials are used in the writing of the minutes. Likewise, there are particularly

⁹ It is a stable organization of natural people, non-profit, with legal status under private law, which can be registered in the Public Registry. The APAFA channels, in an institutional manner, the right of parents to participate in the educational process of their children. The Parents' Association is made up of parents, and guardians of the students of the public educational institution.

delicate situations that not even the assistant principals are aware of, since they are handled only by the principal and, on occasion, by the psychologist. In these cases, the management transmits general instructions without revealing details: “There has been this problem, take such actions, coordinate with the support staff for greater security...”.

Personal situations involving teachers are also handled in a sensitive manner. The principal is responsible for dealing with them on an individual basis, ensuring discreet handling.

Regarding the supervision of fund and resource management, both institutions confirm that regular audits are not performed. However, they submit quarterly reports to the UGEL on the management of their own resources. PRONIED establishes a rigorous schedule for the delivery of reports on allocated funds, with specific deadlines, requirements and formats. Due to the level of detail required by PRONIED, the principals strive to demonstrate transparency and avoid any administrative inconveniences. To guarantee the proper administration of resources, the principal’s office keeps records of activities and expenditures up to date, ensuring that information on the use of the budget is communicated in a timely manner to teachers and, through them, to parents. In this way, transparent management of funds is ensured in both institutions.

2.5 Curriculum development and learning achievement

The purpose of this component is to analyze aspects related to curriculum planning and execution, as well as student performance levels in Kumamoto and Okinawa educational institutions. To this end, two subcomponents have been addressed: curriculum design and learning achievement.

The analysis was based on the review of curriculum planning documents from both institutions and on the application of interviews with seven teachers from each school. In the case of primary education, second and fourth grade teachers were interviewed, while in secondary education, second and fourth grade teachers in the areas of Mathematics and Communication were included. The selection of these areas was based on the possibility

of contrasting the results obtained in the national census tests with the answers provided by the teachers.

The interviews have made it possible to gather relevant information on curriculum planning, its implementation in the classroom and evaluation mechanisms in relation to learning achievements. This approach has facilitated the identification of key aspects in both institutions, consolidating both teachers' responses and documentary evidence that allows us to recognize potentialities and gaps that require attention.

A. Subcomponent: Curriculum Design

The analysis of the curriculum design was developed based on the review of the Institutional Curriculum Project (PCI, by its acronym in Spanish)¹⁰ of each educational institution. This document is key since it defines the pedagogical and curriculum proposal adapted to the reality and specific needs of the educational community. In addition, it is fundamental because it allows adapting the National Curriculum for Basic Education (CNEB, by its acronym in Spanish)¹⁰ to the particularities and specific demands of the environment in which the institution is located.

The relevance of the PCI of each educational institution has been evaluated considering relevant criteria for the collection of information. These criteria include the demands of the PCI, the prioritized problems, the evaluation process and the guidance established for mentoring.

¹⁰ The National Curriculum for Basic Education (CNEB) is the educational policy framework document that establishes

Table 23

Relevance of the Institutional Curriculum Project - Kumamoto Educational Institution

| RELEVANCE OF THE PCI | RELEVANT ASPECTS |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VALIDITY OF THE PCI | DOCUMENT IN FORCE FOR THE 2024 SCHOOL YEAR |
| PCI demands | <p>Some community demands are specified, such as:</p> <ul style="list-style-type: none"> • Seasonal diseases • Malnutrition and poor eating habits • School violence • Environmental contamination • Poor information about sexuality • Vulnerability to earthquakes and natural phenomena |
| Prioritized problems | <p>Eight problems have been prioritized, addressed in didactic units of approximately one month's duration. Some of these are consistent with the demands identified, for example:</p> <ul style="list-style-type: none"> • "We promote actions to take care of our comprehensive health (life)". • "We promote environmental care in our community." • "We face natural phenomena and risk situations by promoting the development of life skills." • "We know and spread our rights and duties by promoting human dignity." |
| Assessment process | <p>Three key aspects are highlighted:</p> <ul style="list-style-type: none"> • Analysis of the term standard (what should students achieve during the two years of the school term)? • Creation of challenging situations that respond to the needs and interests of the students according to their grade level. • Consideration of the learning feedback process. |
| Guidance for mentoring | <p>The PCI emphasizes the importance of mentoring in the comprehensive formation of students. An example of this is the following quote: "[...] will carry out, during the hours set aside for mentoring and, if necessary, in the hours of free availability, activities with families to encourage their participation and involvement in the comprehensive formation and well-being of students" (PCI, 2024, p. 120).</p> |

Table 24

Relevance of the Institutional Curriculum Project - Okinawa Educational Institution

| RELEVANCE OF THE PCI | RELEVANT ASPECTS |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VALIDITY OF THE PCI | DOCUMENT IN FORCE FOR THE 2024 SCHOOL YEAR |
| PCI demands | <ul style="list-style-type: none"> • It includes a section entitled: How are the students in the following aspects • cognitive, physical and emotional? which describes the characteristics of the primary and secondary school students |
| Prioritized problems | <p>The PCI identifies prioritized problems of the educational community, such as:</p> <ul style="list-style-type: none"> • Alcoholism • Dysfunctional families • Students in a situation of abandonment due to parents working outside the district • Crime from 6:00 p.m. onwards |
| Assessment process | <p>It also establishes institutional goals aimed at improving the school environment, among them:</p> <ul style="list-style-type: none"> • Promote a healthy school through hygiene and healthy eating habits. • Promote a culture of mental and sexual health. • Know and value local and national culture. • Encourage the responsible use of the educational institution's resources. • Promote and participate in cultural, artistic and sports activities. • It is based on the CNEB guidelines, highlighting the following principles: <ul style="list-style-type: none"> • The assessment is developed on the basis of criteria that allow the assessment of the students' performances or productions. • The importance of feedback is emphasized in order to strengthen the learning. |
| Guidance for mentoring | No information on this aspect is included. |

As can be seen, the PCI of both institutions addresses issues aligned with the needs of the community. The prioritized topics are related to risk awareness, health care, hygiene habits, healthy food consumption, mental and sexual health, as well as the promotion of participation in cultural and recreational activities.

Although both documents reflect the reality of their respective institutions and share similar characteristics in terms of location and resource management, differences as well as points of convergence can be identified.

Table 25

Comparative table of the curriculum projects of the two educational institutions

| RELEVANCE OF THE PCI | KUMAMOTO | OKINAWA |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PCI demands | It explicitly presents the demands of the community in a detailed list, in coherence with its reality. Twelve specific demands were identified. | It provides general information based on the question: How are the students in cognitive, physical and emotional aspects(Characteristics)? |
| Prioritized problems | Each prioritized problem allows teachers to plan didactic units (of approximately 4 to 5 weeks) in correspondence with these problems. | It is mentioned that the problems identified arise from the analysis of the institution's reality. However, although a list of problems is presented, it is not explicitly stated how these problems can be organized within the didactic units, which limits their usefulness as direct guidance for teachers. |
| Assessment process | The assessment processes are detailed following the guidelines of the National Curriculum, which includes quotations. In addition, three moments are specified in the assessment: analysis, approach y feedback. | Mention is made of the assessment as established in the National Curriculum and includes quotations from the document. |
| RELEVANCE OF THE PCI | KUMAMOTO | OKINAWA |
| Guidance for mentoring | The organization aspects of the school schedule are highlighted, establishing times within the week for mentoring and involving parents in the process. | It does not present information on this aspect despite its relevance for the holistic development of students. |

In the Institutional Curriculum Project (PCI) of both educational institutions, there is a correspondence between the demands identified from the diagnosis of the school environment and situation and the prioritized problems. Among the problems highlighted are violence and family dysfunction, in addition to other aspects that have been prioritized according to the contextual reality of each school.

Regarding the assessment process, both institutions include quotations from the CNEB. However, the PCI-Kumamoto does not reflect a diversification strategy adapted to the context of the institution or to the specific characteristics of primary and secondary students. In contrast, the PCI-Okinawa offers some precisions on assessment and incorporates theoretical excerpts that support its institutional approach. However, although it addresses formative assessment, feedback, and types of assessment, it does not develop a clear rationale on how assessment is conceived in the educational institution, the roles of teachers and students, or the core aspects that guide teaching practice, especially regarding diversity.

Within this subcomponent, other technical-pedagogical documents are also considered, such as annual planning or programming, which allows for the organization of learning throughout the school year in coherence with the PCI. This document establishes topics that will serve as the basis for the formulation of meaningful proposals that, according to the Ministry of Education, constitute the starting point for the development of learning units. These situations should be challenging and contextualized, allowing students to expand their knowledge and develop skills through activities such as inquiry, questioning, and simulations.

The annual planning in both institutions includes elements structured in a coherent manner. The specific proposals of each are presented below:

Table 26

Comparative table of the relevant elements of the annual programs of the educational institutions

| ELEMENTS | KUMAMOTO | OKINAWA |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purposes (intentions of the Peruvian educational system) | It presents the elements contemplated in the National Curriculum for Basic Education: competencies, standards and capacities, following the terminology adopted by the Peruvian educational system. | Although Minedu terminology is used, the purposes are expressed in specific areas. For example: <ul style="list-style-type: none"> • “New challenges to optimize the comprehension and production of written and oral texts.” • “Troubleshooting” • This emphasizes the orientation towards skills development. |
| Structure-coherences | Articulation between problematic, characteristics of the context, and significant situations. | Articulation between problematic, characteristics of the context, and significant situations. |
| Significant situation/ challenges | Examples are included in the programming, such as: “We organize ourselves and participate responsibly in response of natural disasters” in coherence with the prioritized demands.” | A list of eight significant situations with questions addressed to both primary and secondary students is presented. |
| Strategies for learning | None | None |
| Competency-based evaluation (proposal adopted by MINEDU) | In the secondary school format, a list of products to be developed by the students is included. | None |

As shown in Table 26, the significant situations proposed in the curriculum programming of each educational institution are directly related to the demands identified in the PCI in the Kumamoto Educational Institution. This institution has prioritized topics such as rights and duties, care for the environment, and entrepreneurship, which respond to the specific needs of the context in which the students develop. On the contrary, in the

Okinawa Educational Institution, there is a lack of articulation between the demands of the context and the significant situations presented in the programming. Although the PCI diagnosis points out problems such as violence and dysfunctional families, topics such as interculturality are introduced in the programming, without providing a clear justification for their choice and relevance.

In the teaching and learning process, teachers implement different strategies to facilitate the appropriation of knowledge by students. However, the reviewed programs do not specify how or which strategies can be designed and applied by teachers, which represents a significant omission. Another deficiency identified in the programming of the Okinawa Educational Institution is the lack of evidence of learning.

Within this subcomponent there is also a technical-pedagogical document that provides a higher level of development and precision for teaching practice: the didactic unit. According to the Ministry of Education, this planning organizes in detail the teaching and learning process according to a specific problem and topic within the CNEB. Its design should include the minimum elements, as shown below:

Table 27

Elements for the design of didactic units - Kumamoto Educational Institution

| ELEMENTS | KUMAMOTO | OKINAWA |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purposes | It takes as its starting point the competencies and standards described in the Peruvian National Curriculum. | They point out that they consider the competencies of the National Curriculum, but they start from the diagnostic information, which includes the level of learning achievement and the contextual and family characteristics of the students. |
| Significant situation/ challenges | It poses a brief meaningful situation, in which the student is the protagonist and is involved in the resolution of the challenge. For example: Central topic in primary school: "Rights and duties of students." Central topic in secondary school: "We know and disseminate our rights and duties." | The teachers indicate that certain topics are considered for the approach of these situations, but do not provide further details in this regard. |
| Strategies to mobilize competencies | Materials and resources are specified. | Teachers point to the use of books provided by the Ministry of Education at the national level. |
| Evaluation by competencies | Evaluation criteria are established based on competencies and standards. | They do not provide further details but indicate that they consider the competencies that students must achieve and apply permanent evaluations. |
| Evidence of learning | An evaluation matrix is presented with the evaluation purposes, activities, evidence and evaluation instruments. | They do not make explicit reference to the proposed evidence. In some cases, they mention activities presented by students in worksheets, notebooks or exhibitions. |

Table 28

Elements for the design of didactic units - Okinawa Educational Institution

| ELEMENTS | KUMAMOTO | OKINAWA |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purposes | The learning purposes take as reference the competencies, capacities and performances established in the National Curriculum. | The teachers state that in planning the unit they consider the problems of educational institution and diagnostic information from the students, especially their academic performance. In addition, they indicate that they develop this planning in the teaching staff. |
| Significant situation/ challenges | Situations involving the students are proposed. For example: "We explore and take care of our planet Earth as a family, carrying out study visits and educational units, road safety activities, sports and creative activities" Purpose: to become aware of life on the planet, care for the environment and hygiene habits (primary school). | Regarding the significant situation, they point out that they take it into account but link it specifically to the topics in order to expand information. |
| Strategies to mobilize competencies | M Learning resources and materials are presented | No further information was obtained on this question. One teacher stated that he usually asks questions to keep the class enjoyable. |
| Evaluation by competencies | Evaluation criteria by skills are presented and evidence learning/ instrument: checklist. | Teachers mention the following about evaluation: <ul style="list-style-type: none"> • It is applied frequently. • Co-evaluation (peer evaluation) is promoted. • Evaluation criteria are designed. • Evaluation instruments (checklists) are constructed. |
| Evidence of learning | | |

The teachers of Kumamoto and Okinawa educational institutions mention that when planning, they take as reference the National Curriculum, the diagnostic evaluation and the texts, mainly, aspects necessary for the school year programming. However, they do not

explain how they implement the curriculum designs or how the evaluation process is developed in the classrooms considering the contextualization and characteristics of students at the primary and secondary levels.

A fundamental element in the teaching and learning process is didactic strategies. However, in the designs reviewed, resources are mentioned, but the strategies suggested by the Minedu, such as problem solving or Project Based Learning (ABP, by its acronym in Spanish), among others, are not included. Likewise, in the interviews, teachers did not refer to these strategies either, which prevents us from verifying whether they have a clear understanding of their application based on the curriculum design. In this sense, within the curriculum development that leads to the implementation of the pedagogical practice, there are episodes described below, in accordance with the information from Component 2: Teacher professional development.

The practices recorded in some classes tend to develop an unclear didactic, in which strategies are applied in an ambiguous manner, without adequate adaptation to the moment and context of the classroom. For example, on one occasion a teacher rejected a flipchart prepared by the students as a group, even though the activity allowed it. However, after the intervention of another student who pointed out that the group work was valid, the teacher rectified her position and accepted the material she had rejected (Subcomponent 2.2. Pedagogical practices, p. 20).

The remarks also showed that some teachers applied metacognition worksheets without providing guidance or establishing a dialogue that favored reflection on the questions posed. Thus, a key activity for the development of reflective and critical thinking was reduced to a mechanical exercise, similar to a response task. Likewise, we observed dynamics of movement and mobilization in the classroom that, although planned, showed that the teacher had not considered conditioning factors, such as available space and the number of students.

In other classroom sessions, no strategies were applied to explore and connect the students' prior knowledge and their sociocultural contexts with the topics proposed in significant

situations. For example, in response to central questions about the conservation of natural resources, such as water, a teacher received answers that were out of context, referencing situations of violence in the area.

Regarding evaluation, teachers usually state that they take as reference the standards and performances established in the Peruvian National Curriculum. However, they do not mention how they design situations of uncertainty or challenges for learning that allow them to verify whether students are reaching those standards. On the other hand, it is essential for teachers to be clear about the techniques and strategies for applying assessment, as well as the instruments they use to collect information. This is especially relevant, given that the Ministry of Education offers training on these and other topics. Some teachers provide more precise answers and state, for example, that “evaluation has a formative nature” and that “feedback serves to improve learning”, in accordance with the new approaches of the Ministry of Education.

In contrast to the information collected in Subcomponent 2.2: Continuous training, 17.5 % of teachers indicated that they had not received recent training. Among those who have received training, there is a trend towards topics related to artificial intelligence (AI), emotional education and classroom discipline, mainly in secondary education. In the case of primary school, the interest is primarily on strategies for reading, mathematics and problem solving. There is no evidence of training in evaluation among the teachers’ responses. However, they express their interest in receiving training in this respect, which seems contradictory.

Regarding skills (critical thinking, communication skills and socio-emotional skills), teachers recognize their importance and the need to promote them in the classroom. In some cases, they agree that the training offered by the Minedu has addressed these issues. However, one teacher stated that she faces difficulties in developing these skills in her students due to her limited preparation on the topic. Other teachers consider that asking questions about an event or behavior is enough to encourage critical thinking. Along the same lines, they refer to the work of the Mentoring Department in supporting students. Additionally, some

teachers argue that asking questions about situations arising in the classroom contributes to the development of socio-emotional skills. However, they do not specify the type of questions used or mention additional strategies to generate dialogue and reflection, which limits the progressive development of these skills.

Regarding skills (critical thinking, communication skills and socio-emotional skills), teachers at the secondary level share the concern of supporting students, especially when they face situations of violence. However, some consider that this work is exclusive to the mentor, delegating all responsibility to him. A relevant aspect is that teachers usually ask questions to motivate students to express their expectations, as well as experiences at home or in the community.

B. Subcomponent: Learning achievement

Below is the information regarding the learning achievements of each educational institution:

Table 29

Learning achievements - Kumamoto Educational Institution

| | CRITERIA | YES | NO | PARTIALLY | REMARKS | RESPONSIBLE FOR THE PROPOSAL |
|----------------------|---------------------------------------------------------------------|-----|----|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Evidence of learning | The evidence is consistent with the learning purposes. | X | | | In the planning documents there is a section that specifies the required evidence. For example: presentations, advertising creation, worksheets and workbooks. | |
| | Evidence is prepared by the students. | X | | | In the interviews, teachers pointed out that students should develop the activities proposed in the framework of the formative assessment. | |
| | They combine autonomous with collaborative work. | | | X | There is a tendency to develop work within the parameters of collaborative learning, according to them, in compliance with Minedu's regulations. | |
| | The evidence is varied at the units | | | X | Repetitive evidence are observed in the programs. For example: worksheets and workbooks of the Minedu | |
| Evaluation proposals | The competencies are evaluated during the school year. | X | | | The annual curriculum programs show their distribution over the school year. | Classroom teachers |
| | Presence of summative evaluation | X | | | Teachers state that they apply it, but less frequently regarding the formative evaluation | |
| | Presence of formative evaluation | X | | | It is stated both in the teaching discourse and in the documents of the planning documents | |
| | Approach to monitoring/ feedback | | | X | Although it is mentioned in the teachers' discourse, there is no feedback in the planning, according to Minedu guidelines. | |
| | Instrument: The criteria are written in coherence with the evidence | | | X | Criteria are shown in the planning, but no instruments are attached in secondary education. In primary education, and worksheets are included. | |
| | Presents evaluation techniques and strategies. | | | X | They are stated, but there is no further information. | |
| | Co-evaluation/ self- evaluation | | | X | Some teachers, although in a smaller proportion to the number of interviewees, mentioned co-evaluation | |

Table30

Learning achievements - Kumamoto Educational Institution

| | CRITERIA | YES | NO | PARTIALLY | REMARKS | RESPONSIBLE FOR THE PROPOSAL |
|------------------------|-------------------------------|-----|----|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| ECE Assessment Results | Access to evaluation | X | | | Presents the results of the fourth primary grade evaluation. | Teaching and administrative staff |
| | Trends in evaluation results | X | | | From the review of the documents, it can be seen that the students are in level B (Process). | |
| | Mathematics PRIMARY GRADE | X | | | <p>Fourth grade: There is a trend of placement in the Beginning and Process levels. Of 155 students evaluated, none reached the Achieved level.</p> <p>Second grade: Students in the area of Mathematics are distributed as follows: Beginning: 86, Process: 23 and Achieved: 7.</p> | |
| | Communication PRIMARY GRADE | X | | | <p>Second grade: In the area of Communication, they are placed as follows: Beginning: 86, Process: 18, and Achieved: 16.</p> <p>Fourth grade: Fourth grade students in the area of Communication are distributed as follows: Beginning: 60, Process: 49 and Achieved: 46.</p> | |
| | Mathematics SECONDARY GRADE | | | X | There are internal records: Majority trend to B (Process) | |
| | Communication SECONDARY GRADE | | | X | There are internal records: Majority trend to B (Process) | |

Regarding learning achievements, it is important to mention that we have not had access to complete information on the results of the census-based and internal tests at the Kumamoto Educational Institution. In the case of the Okinawa Educational Institution, the information available is limited. This lack of data reveals gaps in the information, probably due to the discretion of teachers, who

avoid providing details so as not to feel exposed or evaluated. However, the information available on the location of students in the learning levels (Beginning, Process and Achieved) provides an approximation of the need to reinforce their competencies in the different areas to obtain better results.

Among the strengths identified, one noteworthy aspect is that some teachers understand the meaning of evaluation, although they recognize that in practice learning depends on various factors, such as the family context, the students' previous knowledge, their individual characteristics and even the dedication of some teachers, sometimes affected by absences, lack of training or interest. Despite these difficulties, when asked about their expectations for their students, all of them stated that they are very high. However, they also recognize that, due to the large number of students in the classroom, they are unable to guarantee individualized attention to those who present difficulties. In this sense, they expressed comments such as: "I hope they become professionals and that they can learn more and more," "I have the highest expectations and I tell them: 'you can learn more, but you have to be disciplined,'" and "I tell them that this area (Mathematics) is very important because it is useful for their whole life. So, if you don't understand, you should ask, you can always learn."

Regarding weaknesses, one notable difficulty is the teachers' struggle in designing their assessments stands out. Some still resort to traditional practices, based on filling out and grading notebooks and worksheets. Others mention the use of presentations, but these tend to focus on the mere description of topics, without showing evidence of a structured analysis process, at least according to the teachers' statements. In addition, there is no clarity in the application of assessments techniques and instruments. For example, teachers continuously mention the application of the checklist as an evaluation tool, without referring to other instruments. As for the techniques, they also do not express certainty in their answers. In contrast to the documents reviewed, it is observed that evaluation criteria are included in the planning, but the corresponding instruments are not attached for secondary education. In primary school, worksheets are included.

An important aspect of the instrument “Survey Applied to Primary and Secondary School Students” is a question related to the usefulness and/or satisfaction regarding what has been learned, from the perspective of the students themselves. In this sense, expressions such as: “They are learning for good, as in the case of mathematics,” “yes, because when I go to the store [...] there are possibilities of knowing my change with accuracy,” “yes, because it will help me when I want to be a professional,” “yes, because I must learn to solve problems,” “yes, because mathematics will help me with my career in accounting.”

Another relevant response highlights the technical training received. Some examples include: “The sewing workshops help me a lot because they allow me to make garments,” “Yes, because if I learn bakery, I can start my own business,” “All the workshops are useful.” In a minimal proportion, some students answered No to the question about the usefulness or learning of the contents, without adding comments explaining their perception.

These responses reflect that 98 % of the students perceive the learning acquired during their education in educational institutions. They especially emphasize the areas of Mathematics and Science and Technology, considering them fundamental for ensuring their admission to university.

On the other hand, some students highlight the importance of technical training as an opportunity to develop entrepreneurial skills at the end of secondary education.

In contrast to the students’ perception and the teachers’ opinion on the contextual aspects that could negatively affect learning, a key aspect is evident: while teachers emphasize the difficulties of the environment, students value what they learn and associate it with a sense of progress. From their perspective, education provides them with tools to access job opportunities, either through a profession or through their own business ventures.

CONCLUSIONS

Infrastructure

- Both schools are located in ravines on the edge of the city, on sloping land, where informal settlements predominate and occupy “protection areas.” Many of those who attend these schools come from these areas. The districts where the schools are located have high poverty rates, with more than 20 % of the population living in poverty. In particular, the Okinawa Educational Institution, located in the district of Ate Vitarte, registers 4.4 % of extreme poverty. These data reflect the urban precariousness of the school environment, characterized by a lack of sidewalks, an absence of street lighting and signage, poorly maintained roads or trails, and the lack of formal public transportation connecting the city with the school, etc. Regarding access to school, at the Okinawa Educational Institution, an average of 80 % of primary and secondary school students walk to school, while at the Kumamoto Educational Institution, only 70.3 %. In both cases, the road to school represents one of the main security concerns for the educational community. Finally, regarding physical risks, only the Okinawa Educational Institution reports the danger of landslides due to the geographic characteristics of its surroundings. In this regard, the school’s current perimeter wall represents a risk for students, as it does not have the technical specifications to mitigate this hazard.
- In 2024, the Ministry of Education estimated that the improvement of the infrastructure of the Okinawa and Kumamoto educational institutions required an investment of PEN 9.8 million (approximately USD 2.6 million) and PEN 19.6 million (about USD 5.2 million), respectively. In the case of the Okinawa Educational Institution, the intervention would consist of incremental reinforcement, which implies strengthening the existing structures to ensure the safety of the educational community. On the other hand, the Kumamoto Educational Institution requires

a partial replacement, which involves the partial demolition of the existing infrastructure and subsequent reconstruction.

- Regarding the organization of the school blocks, both the Okinawa Educational Institution and the Kumamoto Educational Institution have two types of buildings according to their origin: constructions from the 1990s, executed by the Minedu in alliance with the Nippon Foundation and municipality-built constructions. In addition, the Kumamoto Educational Institution has two types of school blocks: constructions built by parents without technical supervision and prefabricated modules. The diversity of construction types, together with the lack of technical supervision and the absence of a comprehensive vision of the educational infrastructure, has resulted in disorder in the organization of the spaces. This has hindered the expansion of floors due to structural problems and has led to the use of free and sports areas of the school. According to the current Educational Infrastructure Standards and the National Building Regulations, primary education school blocks can be up to three floors, while secondary education school blocks can have up to four floors. However, the current distribution of the school blocks does not allow for an efficient use of the land, which limits their development and expansion.
- Finally, the resources allocated to school maintenance are inefficient. The Okinawa Educational Institution has PEN 4,470.00 per year, while the Kumamoto Educational Institution has PEN 6,080.00 per year, which forces both institutions to prioritize actions without being able to cover all needs. Despite facing serious infrastructure problems, neither of these institutions has been considered a priority in the district rankings to be addressed through a public investment project.

As a result, it is not expected that they will receive state support for infrastructure improvements in the short or medium term.

- The main infrastructure deficiencies that pose a health risk to students in both educational institutions are as follows:

 - Water system, drainage, and restrooms: there are constant waterlogging issues, which generate infection hotspots. In

the specific case of the Kumamoto Educational Institution, precarious restroom facilities make proper cleaning difficult.

- Inadequate furniture: primary and secondary students share classrooms, which implies that the furniture is not appropriate for their size and needs.

Teacher professional development

- Pedagogical practices in both educational institutions are conditioned by factors such as the noise generated by activities in the courtyard, which affects the quality of the environment necessary for attention during classes. In addition, the permanent arrangement of students in groups, without variations, limits the learning opportunities that could arise from forming teams with different criteria or developing individual activities without reorganizing the school tables. The tendency towards diffuse didactics, with ambiguous strategies, poorly applied and without adaptations, reveals the teachers' difficulties in guaranteeing the fluidity of the programmed activities. In turn, there is also an inclination towards didactics that structure teaching-learning activities following an orderly sequence. However, the development of the contents presents a low level of contextualization, which prevents relating the students' previous knowledge and their environment with the topics addressed. Teachers resort to deteriorated resources, with a predominance of low-quality photocopies and the exclusive use of the board, without incorporating multimedia materials. The evaluation episodes are poorly motivated and show a certain superficiality and arbitrariness. As for interactions in the face of problematic expressions or gestures by students, teachers tend not to intervene and continue with the class. In the area of discipline, in certain cases there is evidence of a lack of strategies to deal with students in critical situations. The only setting for classes is the classroom, without any combination with others inside or outside the school. There is no evidence of the development of collaborative projects between sections of the same grade or different levels, nor the implementation of more active and diverse methodologies.

- 60 % of the teachers surveyed recognize that in their school there are spaces for reflection on their pedagogical practices, while 37 % express the opposite opinion. However, the key question is whether these spaces have the frequency, depth and level of participation necessary for them to be more effective.
- More than 80 % of the teachers surveyed reported having had recent training experiences related to TIC, in which some have begun to venture into the use of artificial intelligence (AI). Likewise, evaluation has been another topic addressed, together with socio-emotional development and applied neuroeducation. Teachers in both schools have training needs that are both common and differentiated according to the educational level at which they teach. The most demanded area is evaluation, followed by teaching-learning strategies with TIC. However, differences are observed levels: secondary school teachers tend to demand training in emotional education and classroom discipline, while primary school teachers show greater interest in strategies for reading, mathematics and problem solving.
- Indicators of professional satisfaction among schoolteachers are relatively high. 80 % of teachers are satisfied or very satisfied with their work in the classroom, while 13 % are partially satisfied. The level of dissatisfaction is minimal, reaching only 2 %. Likewise, 87 % of teachers consider that the school in which they work provides them with opportunities to develop professionally in an extraordinary or normal way. Among the aspects that generate the interaction greatest satisfaction are student achievement, institutional environment, impact and with students. On the other hand, factors that cause lower satisfaction include parental indifference, certain aspects of the work environment, school management, resource constraints and student indiscipline.

Student health

- The students of both educational institutions show healthy practices in personal care, with a high level of hand hygiene, which suggests the internalization of habits that contribute

to the prevention of infectious diseases. Likewise, the low consumption of harmful substances, such as tobacco, alcohol and marijuana, is an encouraging indicator that could be related to preventive strategies implemented in schools, as well as the influence of family and social factors. The low rate of bullying reported suggests a relatively safe and respectful school environment. However, further research is needed to understand more precisely the dynamics of coexistence.

- Aspects were identified that require greater attention with respect to healthy practices:
 - Promoting physical activity becomes relevant in a context marked by sedentary lifestyles and an increase in chronic noncommunicable diseases. In this sense, it is crucial to implement programs that encourage regular physical exercise and promote healthy lifestyles.
 - Improving eating habits, encouraging the consumption of fruits, vegetables and nutritious foods, while reducing the intake of processed products and products with high levels of sugar, salt and saturated fats.
 - Preventing anemia is vitally important for the cognitive and physical development of adolescents.
 - Encouraging comprehensive sex education that provides complete and accessible information on sexuality, reproductive health, contraceptive methods and prevention of sexually transmitted diseases, with a gender and rights-based approach.
 - Strengthening family communication facilitates an open and trusting dialogue between parents and children, which contributes to risk prevention and the development of responsible decision-making skills
 - Facilitating a positive school environment, based on peaceful coexistence, respect, inclusion and participation of all members of the educational community, is essential for the emotional and social well-being of students.
- Health promotion at the Kumamoto and Okinawa educational institutions reveals a shared focus on creating environments

that support students' holistic well-being. Both institutions have demonstrated a remarkable commitment to menstrual hygiene by implementing measures that ensure access to information, resources and facilities for female students. This translates into greater physical and emotional well-being, reduces school absenteeism, and promotes gender equality. Both schools have prioritized the creation of healthy socio-emotional environments. There is evidence of strategies for the prevention of bullying, the promotion of peaceful coexistence and the development of socio-emotional skills, which contributes to a positive school environment that favors learning and the holistic development of students. These actions foster respect, empathy and peaceful conflict resolution. Although the internal management of health promotion has been significant, it is still necessary to strengthen external management with the health centers in the area. Both institutions organized vaccination campaigns, but only at the request of the health center. No other health promotion activities were programmed or carried out, and no meetings were organized with the health center to coordinate medical care, preventive campaigns, or informative talks.

- Both educational institutions should strengthen the articulation with health facilities to facilitate access to health services, develop promotion and prevention activities, and attend to emergencies in a timely manner. This inter-institutional collaboration is essential to provide comprehensive care to students and promote health in the educational community.
- Both institutions should review and update the first-aid kit, ensuring that it has the essential supplies and medicines to deal with common injuries and emergencies in the school environment. It is essential that the first-aid kit is well equipped, accessible and in good condition, and that both teaching and administrative staff are trained in first aid to ensure a rapid and effective response to any incident. In addition, it is necessary to strengthen the active participation of students, teachers, families and administrative staff in the health promotion program. This implies the creation of spaces for dialogue,

decision making and collaborative work so that the program responds to the needs and interests of the entire educational community.

- At the Kumamoto Educational Institution, it is essential to improve the conditions of restrooms, guaranteeing access to running water, soap, toilet paper and private and hygienic spaces, especially for the proper menstrual care of female students.
- At the Okinawa Educational Institution, it is necessary to implement an efficient and sustainable solid waste management system that includes separation, recycling and proper disposal of waste. This will not only contribute to the creation of a cleaner and healthier environment but will also encourage the formation of responsible environmental habits in the educational community.

Educational management

- Educational management implemented in both institutions follows strategic and participative approaches. Its organization is structured through committees formed by the total number of teachers: Operating Conditions Committee, Pedagogical Management Committee and Well-being and Coexistence Committee.
- Both institutions consider that their students are exposed to three types of risks:
 - Health risks. The insufficient resources received by the institutions make it difficult to maintain the restrooms, which can generate unhealthy conditions for students of all ages.
 - Risks to physical integrity. Deteriorated infrastructure due to age and lack of proper maintenance constitutes a constant danger. Maintenance actions are only carried out when space is about to collapse. In addition, walkways and stairways represent a latent risk, since students are exposed to frequent trips and falls when walking, running or playing.

- Risks to physical, emotional, moral and psychological integrity. Environmental threats, such as human trafficking mafias and the commercialization of drugs, affect the comprehensive security of students. In addition, many perceive that the education received does not provide them with sufficient technical tools for their future sustainability, which may lead them to make erroneous and/or desperate decisions. This situation is aggravated by family difficulties, often marked by excessive demands and aggressive behavior.
- Today's educational managers demonstrate significant commitment by taking these risks as challenges to overcome. They work tirelessly in search for funding sources that provide them with economic resources and in the implementation of strategies to reduce costs. They have also established strategic alliances with organizations that offer emotional support to students and actively engage parents in the protection of students, especially during their entry and exit from school.
- The barriers faced by managers in the development of their functions, despite their dedication, are mainly related to the time they must invest in generating economic resources to meet basic needs. Added to this is the increase in threats that compromise the safety of students, as well as the limited number of managers available to address the diversity of situations that arise with both students and their families. These factors divert their attention from the central axis of their responsibilities, which should be oriented towards pedagogical leadership, understood as the work of guaranteeing academic quality in all its dimensions within the educational institution.
- Parents represent a fundamental pillar in the educational management of both institutions. Their participation is remarkable, since, despite facing economic difficulties, they find the time to collaborate with the school, which shows their commitment and support to the current management.
- Both institutions implement a mentoring plan, and a coexistence plan focused on promoting the holistic development of students through various activities.

- Faced with an insufficient budget, management teams design income-generating activities to cover urgent needs. However, these activities, which are not part of the functions of management, consume valuable time that should be devoted to pedagogical leadership. Regarding budget management, principals strive to demonstrate transparency and honesty, informing the educational community about the activities undertaken and submitting quarterly reports to the UGEL. In addition, they comply with the accountability to the National Education Infrastructure Program (PRONIED), in accordance with the schedule established for the reporting of resources allocated to each institution.
- Inadequate furniture is an obstacle to learning in both institutions. Because two educational levels share the same classroom at different times, secondary school students must use small chairs intended for primary school, which generates discomfort and demotivation. This situation affects the basic conditions necessary for effective learning.

Curriculum development and learning achievement

- The curriculum design, which includes annual planning, didactic units and class sessions, is developed according to the regulations and resolutions issued by the Ministry of Education during the school year. Likewise, the National Curriculum and the curriculum programs are the main references for its structuring. Regarding the diversification and contextualization of the curriculum, an approach is observed in the Institutional Curriculum Project (PCI) of each institution, in which learning demands and opportunities have been identified. However, these have not necessarily been considered in classroom planning.
- In relation to curriculum development and its implementation in the classroom, teachers express their concern about the contextual situations faced by students, which condition their learning. They point out that the violent environment and lack of protection in which many of them live generates priorities in personal and socio-emotional formation, above academic

aspects. However, some teachers consider that the attention to these problems is the exclusive responsibility of the classroom mentor, which limits the commitment of the rest of the teaching staff in situations that deserve a shared intervention.

- One aspect that attracts attention is the degree of awareness of the value and effectiveness of didactic strategies to promote student learning. However, the programs show exclusive use of books and some didactic materials, which limits the application of active and participatory strategies that could be better adapted to the context and characteristics of the students. In addition, this lack of diversification in strategies does not fully consider the conditions of space, infrastructure and time, key factors both for the learning process and for the implementation of a formative evaluation.
- Evaluation is a fundamental aspect both in the national education system and educational institutions, according to teachers. However, there is still a lack of clarity in the focus of efforts to guarantee effective evaluation and to transcend the discourse on its importance. Although teachers demonstrate knowledge in terms such as standards, performance, instruments and forms of evaluation, there is still a lack of precision and sufficiency in their understanding, which limits their application in educational planning and their implementation in pedagogical practices.

RECOMMENDATIONS

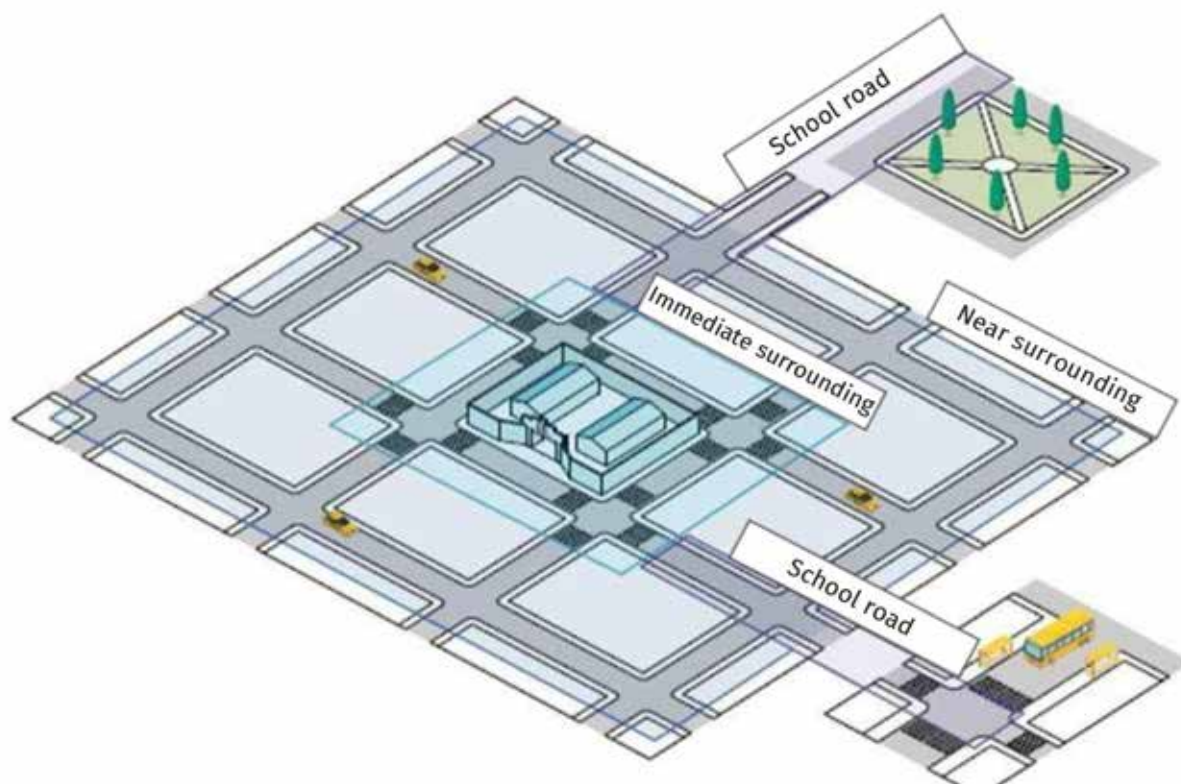
Recommendations for the improvement of two public educational institutions

Recommendations for infrastructure

- Given the high percentage of students who walk to school and the insufficient signage to guide order and safety in the surrounding streets, it is recommended to implement the Safe School Environments strategy, promoted by the Ministry of Transportation and Communications. This strategy has an official guide approved by Directorial Resolution No. 028-2024-MTC/18. According to this guide, the executor of the strategy can be the local, regional or national government, with financing coming from each entity's own resources, as well as through the management of donations and/or support from non-governmental organizations (NGOs). In this sense, due to the characteristics of the school environment, it is suggested that the educational institution take the initiative by formally requesting the local government to implement improvements in the school environment.

Figure 21

Area definitions for school environment intervention (immediate surroundings, near surroundings and school road)



Note. Extracted from Safe school environments Guide, approved by Directorial Resolution No. 028- 2024-MTC/18.

- Regarding safety, the improvement of school perimeter walls represents two types of solutions. The first is related to the risk of landslides, given the location on a slope, where the perimeter wall also serves as a retaining wall. The second is related to perimeter security, by preventing the entrance to the school for the commission of criminal acts and/or human trafficking. This investment is aimed at guaranteeing security in relation to the environment. The most critical perimeter wall is that of the Okinawa Educational Institution since it has an easily vulnerable fence that does not meet the necessary technical standards to protect the school in the event of an imminent landslide.

- Regarding infrastructure, the use of airspace to free up space on the second floor is recommended. The infrastructure regulations and the National Building Regulations allow the construction of up to three stories at the primary level and up to four stories at the secondary level. In this regard, given that the Kumamoto Educational Institution has identified the need to partially replace its school blocks, it is recommended that the reconstruction follow the new regulations, which would allow for better organization of the school blocks and optimize the use of the land. Due to the slope of the terrain, it is recommended that construction begin on the lower platform, where prefabricated and prefabricated buildings are currently concentrated.

Figure 22

Kumamoto Educational Institution first floor plan



AREAS

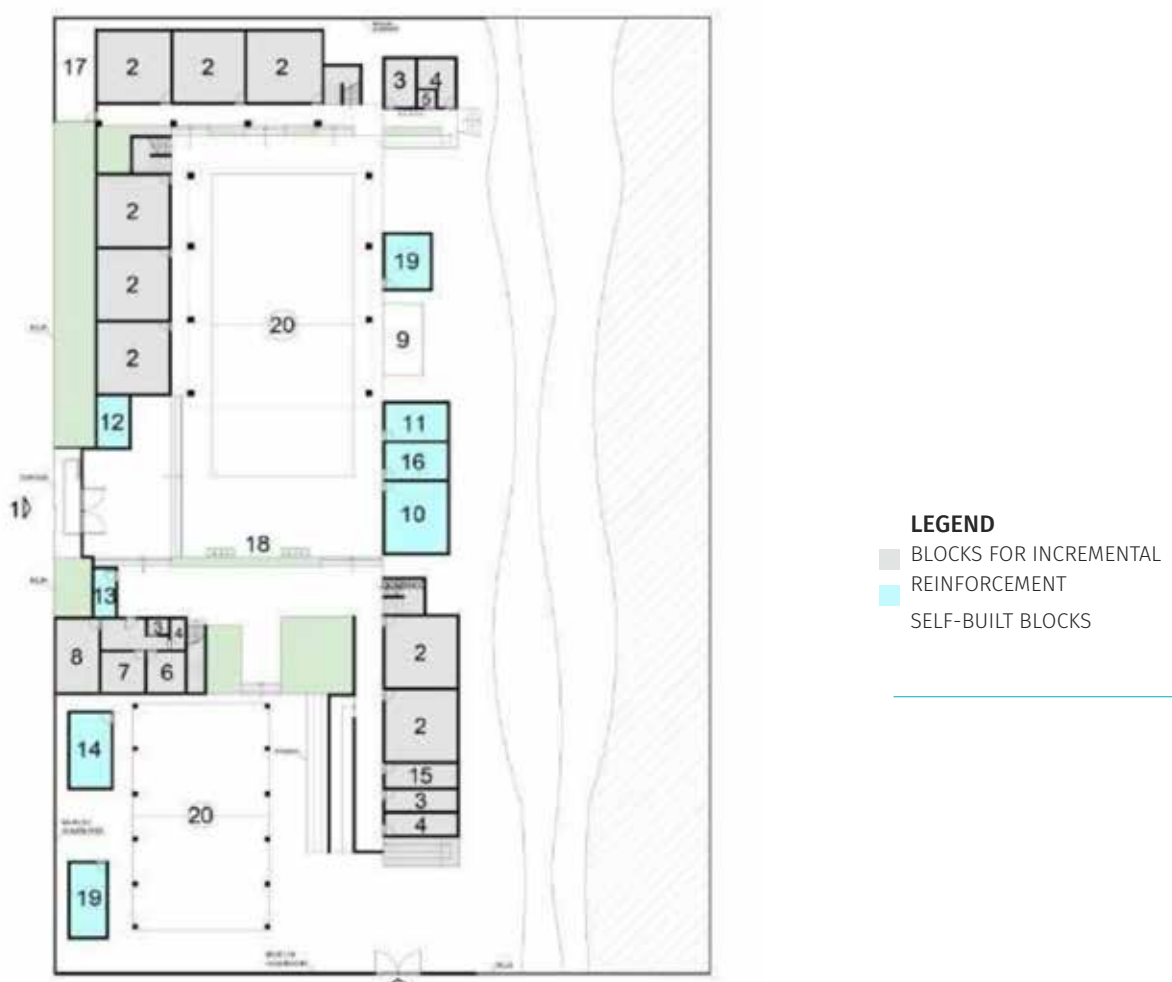
- | | | |
|---------------------------------|--------------------------------------------|--------------------------------------------|
| 1. ENTRANCE | 11. RECEPTION | 21. ELECTRONICS WORKSHOP |
| 2. STUDENT ENTRANCE | 12. STAGE | 22. ENGLISH CLASSROOM |
| 3. CLASSROOM | 13. KIOSK | 23. PSYCHOLOGIST'S OFFICE |
| 4. MEN'S RESTROOM | 14. SMALL THEATER | 24. GENERAL STORAGE ROOM |
| 5. WOMEN'S RESTROOM | 15. PEDAGOGICAL INNOVATION CLASSROOM | 25. PRIMARY SPORT EQUIPMENT STORAGE ROOM |
| 6. TEACHER'S RESTROOM | 16. LABORATORY | 26. SECONDARY SPORT EQUIPMENT STORAGE ROOM |
| 7. PRINCIPAL'S OFFICE | 17. TEACHER LOUNGE | 27. HANDWASHING AREA |
| 8. ASSISTANT PRINCIPAL'S OFFICE | 18. BAKERY WORKSHOP | 28. CLOSED AREA |
| 9. ADMINISTRATION OFFICE | 19. OCCUPATION EDUCATION WORKSHOP - SEWING | 29. DRINKING WATER TAP |
| 10. SUPPORT AREAS | 20. COSMETOLOGY WORKSHOP | 30. GENERAL NOTICE BOARD |
| | | 31. COURTYARD |

Note. Mayra Vila (2025)

- The educational spaces require adequate furniture and equipment to favor the development of competencies and learning. Given that the Okinawa Educational Institution only needs structural reinforcement to guarantee the safety of its infrastructure, it is recommended to reassign the uses of each environment and provide them with furniture and equipment that will allow them to fulfill their pedagogical functions. Currently, the Okinawa Educational Institution does not have internet in the classrooms and the Pedagogical Innovation Classroom lacks adequate equipment and furniture. The acquisition of new furniture and equipment represents an opportunity to reorganize the spaces, which requires an investment that should include security elements. To this end, it is essential that the perimeter wall be in good condition, due to the insecurity of the area. Below is a figure with the current distribution of the school and the assigned uses, as well as the identification of the school blocks that require incremental reinforcement and those for reconstruction, which are recommended to be removed.

Figure 23

Okinawa Educational Institution first floor plan



AREAS

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 1. ENTRANCE 2. CLASSROOM 3. MEN'S RESTROOM 4. WOMEN'S RESTROOM 5. TEACHERS' RESTROOM 6. PRINCIPAL'S OFFICE 7. ASSISTANT PRINCIPAL'S OFFICE 8. QALI WARMA – MEETING OFFICE 9. STAGE 10. KIOSK | <ul style="list-style-type: none"> 11. PRINTER 12. SECURITY OFFICE 13. PEDAGOGICAL COORDINATION 14. GENERAL STORAGE ROOM 15. PRIMARY SPORT EQUIPMENT STORAGE ROOM 16. SECONDARY SPORT EQUIPMENT STORAGE ROOM 17. PUMPS AND PIPES AREA 18. HANDWASHING AREA 19. NEW CONSTRUCTION 20. COURTYARD |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Note. Mayra Vila (2025)

Figure 24

Okinawa Educational Institution second floor plan



AREAS

- 1. PEDAGOGICAL INNOVATION CLASSROOM CLASSROOM
- 2. OCCUPATIONAL EDUCATION WORKSHOP

Note. Mayra Vila (2025)

Recommendations for teacher professional development

Given the importance of the diversification of resources for learning and the restrictions identified in the educational institutions, it is desirable that the Foundation contribute with the implementation of multimedia classrooms. These should have adequate facilities and equipment that allow video projection, at least in a percentage of classrooms, as well as the provision of laptops so that teachers can use them in their class sessions. In addition, it is recommended that the teaching staff be trained to ensure efficient use of these resources and to guarantee their proper maintenance. Despite the limitations of the Internet in the school, teachers can pre-plan the use of videos or other materials to install them on laptops and then integrate them into their learning sessions.

To improve teaching and learning conditions in classrooms and reduce the stress level of teachers, it is recommended to control the noise level inside the schools, especially that generated by the high volume of music during physical education classes in the courtyard. It is also suggested that teachers should be trained in creative strategies for the management of discipline in the classroom, which would help to control the noise produced by the students themselves and improve interaction between teachers and students.

The growing irruption of technology, especially artificial intelligence (AI), needs to be addressed by schools in order to take advantage of its potential and, at the same time, manage its risks. In this sense, teacher training in the use of AI and the implementation of a school policy on its application should be considered as part of educational innovations.

The potential to stimulate good educational and management practices in the institutions can be enhanced by creating an ecosystem of collaboration with other institutions in the Peruvian Nikkei educational environment. For example, meetings could be promoted between teachers from Nikkei schools in Lima and teachers from both institutions, allowing the exchange of teaching experiences in certain areas of the school curriculum.

Student health recommendations

Specific recommendations for both educational institutions regarding health are as follows:

- Strengthen coordination with health facilities.
 - Establish a joint work plan with the health center in your jurisdiction that includes health benefits for students, training and health promotion activities throughout the school year.
- Review and update the first-aid kit.
 - Ensure that the first-aid kits have the necessary supplies and medicines to deal with common emergencies.
 - Designate a person in charge and train teaching and administrative staff in first aid.
- Strengthen the participation of the educational community in health promotion.
 - Establish a school health committee with the participation of students, teachers, families and administrative staff.
 - Organize activities that promote health and well-being, such as campaigns, fairs, workshops and contests.
 - Involve families in the promotion of healthy habits in and out of school.

A specific recommendation for the Kumamoto Educational Institution is to improve the conditions of the restrooms. This implies guaranteeing permanent access to running water, soap and toilet paper in all restrooms. In addition, the privacy and hygiene of the restrooms must be ensured, with special attention to menstrual care, providing the necessary resources for this purpose. To maintain these conditions, it is important to implement a regular maintenance program to ensure the cleanliness and proper functioning of the restrooms.

On the other hand, a specific recommendation for the Okinawa Educational Institution is to implement a solid waste management system. To this end, a waste separation system can be established in classrooms and common areas, classifying paper, plastic, glass and organic waste. Likewise, a recycling and composting program for organic waste can be implemented. Finally, it would be important to train the entire educational community, including students, teachers, administrative staff and parents, on the importance of waste management and environmental care.

It is also important to consider some strategies that educational institutions can implement in some main areas to promote healthy practices in their institution:

- Promotion of physical activity. Educational institutions can implement programs that encourage regular exercise and promote healthy lifestyles. Some examples include:
 - Implement attractive and varied physical education programs. Incorporate recreational activities, non-traditional sports and games that encourage the active participation of all students, considering their interests and abilities.
 - Encourage physical activity in and out of school. Organize walks, dance, inter- classroom sports tournaments and promote participation in sports clubs.
 - Integrate physical activity into school life. Provide active breaks during classes and organize active recesses with games and addressed activities.
 - Promote the use of recreational areas. Ensure access to courtyards, sports fields and green areas in good condition, and encourage their use during recess and free time.
- Improvement of eating habits. The consumption of fruits, vegetables and nutritious foods should be encouraged, reducing the intake of processed food. Educational institutions can implement the following strategies:

- Implement nutrition education programs. Provide information on healthy eating, the importance of a balanced diet, and the consequences of consuming processed foods and sugary drinks.
 - Offer healthy options at school kiosks. Promote the sale of fruits, vegetables, healthy snacks and water instead of processed foods and sugary drinks.
 - Involve families in promoting healthy eating habits. Organize healthy cooking workshops for parents and children, and share information on nutrition through newsletters, talks or social networks.
 - Create a school garden. Involve students in growing fruits and vegetables, which will allow them to learn about healthy eating and value natural foods.
- Prevention of anemia. It is essential to ensure adequate iron intake through food and, if necessary, through supplementation. Educational institutions can apply the following strategies:
- Implement anemia screening programs. Identify students with iron deficiency and provide them with appropriate treatment.
 - Promote the consumption of foods rich in iron. Incorporate in the school foods such as liver, legumes, spinach and nuts.
 - Educate the educational community about anemia. Provide information on the causes, consequences and prevention of anemia through talks, workshops and informative materials.
- Comprehensive Sexual Education (ESI by its acronym in Spanish). Complete and accessible information on sexuality, reproductive health, contraceptive methods and prevention of sexually transmitted infections (STIs) should be offered, with a gender and rights approach. Educational institutions can apply the following strategies:

- Implement a comprehensive sexual education program. Address issues such as sexuality, gender, reproduction, interpersonal relationships, prevention of STIs and teenage pregnancy, from a scientific and rights-based approach.
 - Train teachers in comprehensive sexual education. To provide them with the necessary tools and knowledge to address sexuality in a comprehensive and responsible manner in the classroom.
 - Generate spaces for dialogue and reflection. Create safe spaces where students can express their doubts, concerns and experiences related to sexuality.
 - Involve families in comprehensive sexual education. Organize workshops and talks for parents on how to address sexuality with their children.
- Strengthening family communication. Promote spaces for dialogue and trust between parents and children for risk prevention and responsible decision making. Some activities that could be implemented by educational institutions are the following:
- Organize workshops on positive parenting. Provide parents with tools to improve communication with their children, establish limits and rules, and resolve conflicts peacefully.
 - Encourage the participation of families in school life. Organize meetings, festivals, recreational activities and volunteering that promote interaction between parents, students and teachers.
 - Strengthen the use of effective communication channels. Use digital platforms, newsletters, meetings and interviews to maintain fluid communication between the school and families.
- Creation of a positive school environment. Encourage peaceful coexistence, respect, inclusion and participation of all members of the educational community. It is suggested to educational institutions to apply the following strategies:

- Implement school coexistence programs. Promote peaceful conflict resolution, respect for diversity, empathy and solidarity among members of the educational community.
- Train teachers in positive discipline management strategies. To provide them with tools to prevent and address conflict situations in the classroom, promoting dialogue and mediation.
- Encourage student participation. Create spaces where students can express their opinions, participate in decision-making and actively collaborate in the organization of school activities.
- Promote collaborative work. Encourage cooperation and mutual support among students.

Recommendations for educational management

In the area of educational management, some key recommendations are specified:

- Promote the formation of networks of schools with common realities and types of management, in order to join efforts in the search for solution strategies.
- Design viable protocols in coordination with community institutions and organizations, with the objective of mitigating the risks to which students are exposed.
- Strengthen the active participation of families in the school, encouraging their involvement in their children's learning processes.

Train administrative staff in project management and search for financial resources to ensure the school's economic sustainability.

Considering that one of the alternatives for an educational institution in a situation of economic vulnerability is the development of productive workshops, it is essential to implement a well-structured operational strategy that optimizes its educational

outreach in its locality. In addition, this initiative will contribute to transform the institution into an innovative, sustainable space focused on practical learning and the generation of opportunities for students.

Some key steps are outlined below:

Initial diagnosis and strategic planning

- Evaluation of the current situation. Identify economic needs, available resources (human, material and infrastructure) and potential areas for the development of productive workshops.
- Identification of local opportunities. Develop a market study to determine the productive activities with the highest demand in the community, such as appliance repairs, beauty services (manicure, makeup), food processing, trendy handmade jewelry, etc.
- Definition of objectives. Establish clear goals, such as generating specific income, strengthening the technical training of students or improving the economic sustainability of the institution.

Creation of productive workshops

- *Selection of workshops.* Choose the productive activities of the locality with the greatest viability according to the available resources and the demand identified in the community.
- *Curricular design.* Integrate productive workshops with various areas of the Institutional Curriculum Project, allowing for a multidisciplinary approach that links educational competencies to work development. Some key areas include:
 - Mathematics: price calculation, cost estimation, input weights, percentages, budgeting, etc.
 - Communication: creation of advertisements, analysis of the economic sustainability of the market, design of marketing strategies, etc.
 - Social sciences: study of market demands, drafting of project proposals, etc.

- Occupational Education: development of job skills and entrepreneurship.
 - Art and Culture: design attractive products, creation of logos and innovative packaging, etc.
 - Personal Development and Citizenship: fostering teamwork and professional ethics.
- *Assign roles.* Designate people responsible for the management of the workshops (teachers, coordinators or administrative staff).

Training and sensitization

- Teacher training. Train teachers in technical skills and management of productive projects.
- Sensitization of the educational community. Involve parents, students and other stakeholders in the school community so that they understand the importance and impact of the productive workshops.

Operational implementation

- Adequacy of spaces. To enable or improve the physical environments for productive workshops, ensuring that they have adequate infrastructure for activities such as carpentry workshops, cooking, beauty, among others.
- Acquisition of equipment and materials. Manage the purchase or donation of tools and materials necessary to initiate activities
- Initial production. Start with small-scale activities that allow evaluation of processes, feasibility and results.

Financial and administrative management

Sustainability is a fundamental principle for guaranteeing the continuity and quality of educational services in schools with limited economic resources. These institutions face the challenge of meeting basic needs in a context of restricted funding, so it is

crucial to implement sustainability mechanisms that ensure their operation and allow them to achieve their pedagogical objectives in the long term. In view of this, the following measures are suggested:

- Creation of a revolving fund. Establish a system to reinvest the profits generated by the workshops in their own sustainability and growth, guaranteeing the continuity of the productive education workshops.
- Revenue management. Design a plan for the sale of products or services.
- Cost control and transparency. Implement a financial tracking system to ensure efficient use of resources.

Promotion and strategic alliances

- Local marketing. Promote the products or services of the workshops in the community through social networks, school fairs and local events.
- Establishing partnerships. Seeking support from local businesses, NGOs, municipalities and government institutions for funding, donations and training opportunities.

Monitoring and evaluation

- Continuous follow-up. Regularly evaluate workshop performance (sales, quality, student participation, etc.).
- Adjustments and improvements. Implement improvements and adjustments based on the results obtained in the evaluations.
- Results report. Communicating achievements to the educational community strengthen motivation and commitment.

Long-term sustainability

- Scalability. Expand the range of workshops or diversify productive activities as more resources are obtained.
- Institutional strengthening. Reinvest the income generated to improve educational infrastructure, acquire new equipment or support students with fewer resources.

Proposal of an external intervention model for an educational institution.

From the approach to the reality and needs of educational institutions, considering the perspectives of their key stakeholders in educational management, such as administrative staff, an intervention model is proposed whose objective is to strengthen institutional capacity and promote its long-term sustainability. This model seeks to highlight pedagogical leadership and generate a positive impact on the school community:

1. Institutional diagnosis. To apply a comprehensive evaluation to the school in charge of an educational training entity with identifying strengths, weaknesses and specific needs.
2. Sustainability and leadership assessment. Analyze the areas that can guarantee the economic and pedagogical sustainability of the institution, as well as the technical and professional capacity and the vocational commitment of the administrative staff to lead a process of institutional reengineering.
3. Investment in strategic areas. Allocate resources to the areas identified as sustainable, including the provision of supplies for an initial period of one year, the acquisition of the necessary equipment and the continuous training of teachers to strengthen the quality of education.
4. Continuous monitoring. Ensure external monitoring by an educational training entity for a period of three years, in order to monitor progress, ensure compliance with the objectives set and apply strategic adjustments, as necessary.

Recommendations for curriculum development and learning achievement

- Teacher training is often a key aspect for the education of students. In this sense, it is advisable to invest in training programs aligned with new educational approaches and current paradigms, such as formative assessment, critical thinking, socio-emotional competencies, didactic strategies, and use of digital tools, among others. In the same line, a plan to monitor the teaching work should be considered as a way to verify that teachers transfer, apply and validate the new proposals, which ensures the improvement of student learning.
- The demands prioritized by the educational institutions, in coherence with the community' problems (violence, natural disasters, water care, health care, among others), should be reflected in the curriculum programs. In this way, these issues can become learning opportunities for students and, in turn, ensure that this learning generates an impact on families through spaces such as the parents' school, the APAFA or other forms of community organization, with the purpose of creating commitments and a permanent dialogue between them.
- Evaluation as a system requires the educational community to develop a culture of evaluation and verification of learning achievements, especially at the secondary level, where it is expected to verify the proximity to the graduation profile for decision making. A relevant aspect to consider is the preparation of reports on the performance achieved in the technical training areas, since this not only makes it possible to demonstrate the learning achieved, but also to know the conditions in which students learn, considering aspects such as the available spaces, the machines they have, the materials used, etc.).

Recommendations for the Nippon Foundation

Based on the findings of this evaluation study, it is suggested that the Nippon Foundation consider certain key aspects for the improvement of both educational institutions.

A ranking of aspects to be improved is established, prioritizing those that require urgent attention. In the first place, aspects related to the infrastructure component are identified, they have a critical impact on different aspects related to the quality of the educational service provided by both educational institutions, in addition to involving risks that could endanger the life and health of the members of the educational community. , there are aspects related to the educational management component, since the strengthening of management skills will allow relevant decisions to be made in the planning, execution and monitoring of actions to address the problems identified in the diagnosis, there are the aspects related to the student health component, as they are fundamental for the learning and holistic development of the students. Fourth, there are aspects related to the professional development of teachers, closely linked to the curriculum development component and student learning achievements. Training and support for teachers in areas that promote curriculum development are essential to strengthen teaching and achieve significant improvements in students' academic performance.

First, infrastructure and equipment improvement are an urgent priority in both schools. As mentioned, the perimeter walls need to be consistently improved to prevent the risk of landslides and to prevent unauthorized entry into the school, which could lead to criminal acts. The back of the Okinawa Educational Institution borders a hill, which poses an additional risk. Currently, the perimeter wall facing the hill is only an iron fence, which does not provide the necessary security or containment to protect the educational community.

As stipulated by the school principal, the National Institute of Civil Defense (INDECI) has issued a report stating that the school is exposed to landslide risk. In this regard, it is recommended to

implement a risk mitigation action through a perimeter retaining wall. It is worth mentioning that this measure needs to be validated by a risk management specialist.

Lima, being a consolidated urban city, lacks available land with the necessary dimensions for the construction of a primary and secondary school. It is important to note that the Okinawa Educational Institution provides educational services in one of the peripheral areas of the city, surrounded by hills, and faces the same difficulties related to land availability.

On the other hand, the reorganization of the school blocks is required to optimize the use of space. This implies the reinforcement of structures in the Okinawa Educational Institution and the partial replacement of some school blocks in the Kumamoto Educational Institution, which entails their demolition and reconstruction. In both cases, it is suggested to apply the current regulations, which allow the construction of up to three (3) floors in primary schools and four (4) floors in secondary schools, in order to free up space on the first floor and improve the distribution of the school infrastructure.

In both schools, the educational spaces require adequate furniture for the age of the students and new equipment that favors the development of various learning activities, together with investment in safety elements. Therefore, the Nippon Foundation should agree on an action plan with each educational institution to select or focus on the main needs that can be addressed, considering the diagnosis provided by this study.

However, this investment in infrastructure and equipment should not be an isolated contribution. Often, interventions focused solely on infrastructure fail to solve other structural problems in the educational institution. Although it is essential to make improvements in infrastructure, it is essential for the Nippon Foundation to adopt a more comprehensive and sustainable vision, considering the strengthening of management skills in educational institutions. To this end, it is suggested that the

Nippon Foundation allocate resources to training in strategic management skills for school administrators and teachers, since

human resources need to consolidate key knowledge to coordinate and lead change strategies.

With this, the Nippon Foundation can request each educational institution to develop a concerted action plan, which integrates strategic planning elements such as concrete, specific and measurable objectives, action strategies, goals, activities and monitoring systems. Provided that this approach ensures effective management.

Such a concerted action plan should have a strategic educational management focus that addresses, at a minimum, the following aspects:

- a. Efficiently manage investment in infrastructure improvement works.
- b. Efficiently manage the improvement of workshop equipment and promote the generation of own resources that will allow us to invest progressively in its maintenance.
- c. Efficiently manage the use of spaces in order to avoid interruptions or discomfort in the educational environment and favor the creation of adequate spaces for learning.
- d. Efficiently manage intersectoral coordination with health service operators in order to implement health care activities for students, such as informative talks, health fairs, individualized care, etc.
- e. Efficiently manage teacher training aimed at pedagogical and evaluation practices.
- f. Efficiently manage the didactic methodology applied by teachers and the interaction between student and teacher, through pedagogical supervision strategies.

Each of these aspects should have targets and key indicators to which the educational institution can respond in its annual evaluation.

The plan must also consider a precise focus on sustainability, which consists of ensuring that the initiatives implemented are

viable in the long term. This approach will promote self-management in educational institutions, encouraging the generation of income that can be reinvested in the purchase of inputs and/or the maintenance of machinery in the productive workshops. The Nippon Foundation can also agree with the schools to implement a monitoring and accountability mechanism. Monitoring will help ensure compliance with the objectives and implement the necessary strategic adjustments, which could be carried out through external monitoring by an educational management and pedagogy training entity. On the other hand, accountability will guarantee transparency in the management of resources, strengthening the confidence of the stakeholders involved.

The possibilities of stimulating good educational and management practices in the institutions can be promoted through an ecosystem of interaction with other institutions in the Peruvian Nikkei environment, both in education and health. For example, meetings could be organized between teachers from Nikkei schools in Lima and teachers from both institutions, which will favor the exchange of pedagogical experiences and the strengthening of teaching strategies. Likewise, the support of Nikkei health institutions in Lima could be promoted to aid in school health issues. This ecosystem of alliances could also be enriched with the volunteer experiences of young people from Japan, specifically from the cities of Okinawa and Kumamoto, who could contribute for limited periods of time in various activities that contribute to the development of both schools.

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ACRONYMS AND ABBREVIATIONS

APAFA: Parents' Association

DIGEIE: General Directorate of Educational Infrastructure¹¹

EPT: Occupational Education¹²

TIC: Information and Communication Technologies

FONCODES: Cooperation Fund for Social Development¹³

INDECI: National Institute of Civil Defense

INFES: National Institute for Educational and Health Infrastructure¹⁴

MIDIS: Ministry of Development and Social Inclusion

MINEDU: Peruvian Ministry of Education NGO: Non-Governmental Organization PAT: Annual Work Plan¹⁵

PCI: Institutional Curriculum Project¹⁶

PEI: Institutional Educational Project¹⁷

PRONIED: National Education Infrastructure Program¹⁸

UGEL: Local Educational Management Unit¹⁹

UNICEF: United Nations Children's Fund

¹¹ It is part of the Ministry of Education and is responsible for formulating, proposing, supervising and evaluating policies and plans for public and private investment in educational infrastructure and equipment at all levels and modalities of the educational system.

¹² It is a curriculum area of the Peruvian educational system oriented to the development of labor and entrepreneurial competencies in students.

¹³ A program of the Ministry of Development and Social Inclusion (MIDIS) that finances and implements projects aimed at poverty reduction in vulnerable rural and urban areas.

¹⁴ It was an agency responsible for the planning, construction and improvement of infrastructure in the education and health sectors. Currently, its functions in the education sector have been assumed by the National Educational Infrastructure Program (PRONIED), while in the health sector they have been distributed among other agencies.

¹⁵ It is a short-term planning document that details the activities and strategies that the school will implement during the school year to achieve its objectives. It is prepared based on the Institutional Educational Project (PEI) and the Institutional Curriculum Project (PCI).

¹⁶ It is a technical-pedagogical document that adapts the National Curriculum for Basic Education to the reality of the educational institution, which defines the way in which teaching and learning will be implemented in the school.

¹⁷ It is the most important management document of an educational institution, since it establishes the vision, mission and strategic objectives of the school in the medium and long term.

¹⁸ It is a program of the Ministry of Education (MINEDU) in charge of planning, executing and supervising infrastructure projects in public educational institutions in the country.

¹⁹ It is a decentralized agency of the Ministry of Education (MINEDU) responsible for administering and supervising education in a given geographic area in a region.

ANNEXES



Annex 1

Population and sample of participants from two educational institutions in the study

| EDUCATIONAL INSTITUTION | TOTAL STUDENTS | STUDENTS SURVEYED | TOTAL NUMBER OF TEACHERS | TEACHERS SURVEYED AND/OR INTERVIEWED | SCHOOL ADMINISTRATORS |
|-------------------------|--------------------------------|--------------------------------|--------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------|
| KUMAMOTO | Primary: 781 Secondary: 901 | Primary: 176 Secondary: 144 | Primary school teachers: 30 Secondary school teachers: 48 | Primary: 30 Secondary: 44 | Principal: 1 Assistant principal for primary school: 1 Assistant principal for secondary school: 2 |
| OKINAWA | Primary: 467 Secondary: 321 | Primary: 136 Secondary: 66 | Primary school teachers: 15 Secondary school teachers: 16 | Primary: 5 Secondary: 6 | Principal: 1 Assistant Principal: 1 |
| TOTAL | 2470 | 522 | 109 | 85 | 6 |

Note: Data based on the lists shared by the schools.

Annex 2

List of instruments applied

| COMPONENTS | INSTRUMENTS |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Infrastructure | 1. School administrators interview guide 2. Visual inspection form 3. Infrastructure documentary analysis matrix |
| Teacher professional development | 4. Non-participant observation guide 5. Teacher survey guide |
| Educational management | 6. Guide for interviewing School administrators |
| Student health | 7. School health indicators sheet 8. Observation, documentary analysis, interview, health promotion worksheet. |
| Curriculum development and learning achievement | 9. Documentary analysis matrix 10. Teacher interview guide |
| Integration: infrastructure & curriculum development and learning achievement | 11. Questionnaire about spaces and environment for students - Primary School |
| Integration: student health & infrastructure & curriculum development & learning achievement | 12. Questionnaire on healthy practices of students/ spaces and environment for students - Secondary |

Note. For a detailed description of each instrument, please refer to the following link: https://drive.google.com/drive/folders/1RcBibbY_fYTNvRkcSiBOLCVnOtMgARX-?usp=sharing

Annex 3

Informed consents

In order to apply the surveys to the students of both schools, informed consent was obtained from the parents. For more details on these documents, please see the following link:

https://drive.google.com/drive/folders/1wCrMywUJlW_nVhwfwP-KE7_8rZf6pvq_x?usp=share_link

Annex 4

Image folder

During the development of the diagnostic, the following images were captured from both educational institutions:

https://drive.google.com/drive/folders/17DBHXs9D-SIUvQWmitUP6H9vU9Jkfe7e?usp=share_link



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