



УДК 37

## A comparative examination of education in Peru and Chile: Based on the values of SDG4

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**Abstract.** We make a comparative examination of education in Peru and Chile — the countries with a similar historical and cultural background. Based on the values of equity and quality of SDG4, we discuss the educational successes and challenges of Peru and Chile. We find that the factor inherent in the education system of Peru is authority-leading forces, while the factor of Chile is market-leading forces. The most fundamental challenge for Peru is to offer more equal educational opportunities to all its citizens, while the challenge for Chile is to provide high quality education affordable to the majority of its population. The most important strategy to address these challenges is to decentralize management for Peru and to increase regulation for Chile for the common goal of sustainable development in both individual and social dimensions.

**Keywords:** equal, affordable, sustainable, Peru, Chile, SDG4

## Сравнительный анализ образования в Перу и Чили: на основе ценностей SDG4

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**Аннотация.** Мы проводим сравнительный анализ положения в области образования в Перу и Чили, которые имеют схожий исторический и культурный контекст. Основываясь на ценностях равенства и качества SDG4, мы обсуждаем успехи и проблемы образования двух стран и находим, что фактор, присущий системе образования Перу, является ведущей силой власти, в то время как фактор Чили является ведущей рыночной силой. Самая главная задача для Перу заключается в обеспечении более равных возможностей в области образования для всех ее граждан, в то время как задача для Чили заключается в предоставлении высококачественного образования в пределах доступности для большинства населения. Наиболее важной стратегией решения этих проблем является децентрализация управления в Перу и усиление регулирования в Чили для достижения общей цели устойчивого развития как в индивидуальном, так и в социальном аспектах.

**Ключевые слова:** не меньше, доступные по цене, устойчивое развитие, Перу, Чили, Цур-4

### Introduction

Peru and Chile are neighboring countries in Latin America. To be more precise, Peru borders Chile in the south. The two countries have certain similarities and differences in their historical, cultural and economic background.

- Peru was the site of the Inca Empire of the ancient Indians around the 10<sup>th</sup> century. In 1533, it was colonized by Spain and became independent in 1821. Now, the Republic of Peru is a presidential parliamentary democracy.
- Originally inhabited by Indians, Chile was part of the Inca Empire until the early 16<sup>th</sup> century. It became a Spanish colony in 1541 and declared independence in 1818. Now, the Republic of Chile is a representative democracy.
- As for economy, Peru is a middle-income country, while Chile is the most affluent country in Latin America. Peru's GDP totals US \$230.413 billion (2019), with GDP per capita of US \$7,320 (2019). Chile's GDP totals \$282.732 billion (2019), with GDP per capita of \$14,797 (2019).

## Recent history of education: Peru & Chile

Over the last two decades, Peru has ended the period of mass inflation and political insurrection of the 1980s and 1990s, and has blossomed both in economy and in education. There is an ever-increasing number of international students going to Peru to study on short and long-term programs. Nonetheless, the country still faces challenges in offering equal educational opportunities to all of its citizens (Monroy 2022).

Chile's education system is structured along the lines of the 19<sup>th</sup>-century French and German models. It is highly regarded among Latin American countries. Compared to Peru, Chile has a long success story of economic growth and prosperity. This prosperity is reflected in increasing enrollments in educational institutions accessible to all sectors of society. However, this growth in enrollment has been almost entirely limited to the private sector and led primarily by market forces (Rolwing, Clark 2013).

### Peru: Educational successes

- Increasing participation in pre-school education  
Peru stipulates one year of compulsory pre-school education. According to the Global Education Monitoring Report (2017/8), early childhood education participation has increased rapidly in many countries (Accountability in education 2017). Compared with other countries, Peru has a higher participation rate in organized learning one year

before official primary entry age (see Fig. 1). In 2015, more than 90% of Peruvian children participated in organized learning at the pre-primary level.

- Open access to university study for technical and vocational training

In Peru, secondary education is made up of two stages. For the first two years, all students follow a general education curriculum. For the final three years, students choose to follow either the technical stream or the academic stream. Both provide access to university study. Most of the technical and vocational schools are private. All of them are supervised and licensed by the Ministry of Education (Monroy 2022).

- Strict teacher training

Most post-secondary technical and vocational training is offered at higher education institutes. Among them, higher institutes of pedagogy provide teacher-training programs of five years in duration, with a 200 credit requirement leading to the title of Professor. Teacher-training programs are also offered at universities (Monroy 2022).

- Public university tuition free

As of today, Peru has 51 public universities and 89 private universities. Public universities are tuition free. Courses are credit weighted and start in late March or early April. A credit hour is equivalent to one hour of instruction per week, or two hours of practical work per semester (Monroy 2022).

- Internationalization

Peru has become a popular study destination for international students, especially, for U.S. students. In fact, there are more U.S. students in Peru

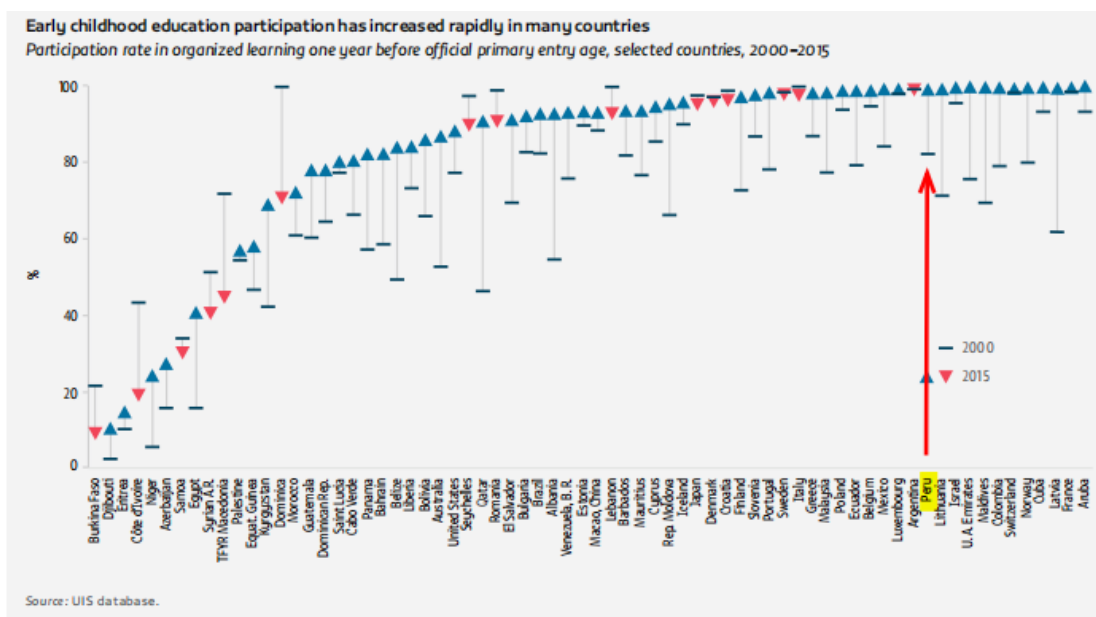


Fig. 1. Early childhood education participation has increased rapidly in many countries.  
Source: UIS database (UNESCO Institute for Statistics)

than there are Peruvian students in the United States. In 2012, Peru became the 20<sup>th</sup> most popular study destination for U.S. students (Monroy 2022).

### Peru: Educational challenges

- Unequal educational opportunities  
Although Peru extended free and compulsory education to 11 years in 1996, the country still faces challenges in offering equal educational opportunities to all of its citizens. In the implementation of the 11-year compulsory education, nearly one quarter of the 12–16 age group fails to enroll in the secondary stage of compulsory education. These are mostly children in remote parts of the Andean Highlands and across the Amazonian rainforest in the country's interior (Monroy 2022).

- Only national curriculum

In Peru, private schools operate at all levels of the education system. Both public and private schools follow the national curriculum, set federally and overseen by local education authorities (Monroy 2022).

- Concentrated education governance

All education policy, legislation and curriculum guidelines are set by the Ministry of Education, which is the overarching authority from preschool through to higher education. Local education authorities implement ministerial policy at the primary and secondary level (Monroy 2022).

- No transfer from technical or vocational higher education to university system

For students of technical and vocational training, there are also options for further graduate-level training in their field of study. However, credits (学分), courses or programs completed in the technical or vocational higher education sector cannot be transferred to university study (Monroy 2022).

- Difficult admission to higher education

Admission to higher education is competitive and very selective, especially to prestigious public and not-for profit institutions. Therefore, most universities also require a separate set of entrance examinations, which are typically passed by only 50% of test takers (Monroy 2022).

### Chile: Educational successes

- High enrollments in education at all levels

More than nine-tenths of Chileans aged 15 and over are literate. Youth (15–24) Literacy Rate is 98.9%. In 2010, the country's gross enrollment ratio in higher education was 59% (Rolwing, Clark 2013).

- High quality of basic education

Chile's learning outcomes in basic education are effective. According to the Global Education Moni-

toring Report (2017/8), more than 80% Chilean students of grade 6 achieve basic learning outcomes both in mathematics and in reading (see Fig. 2 and Fig. 3).

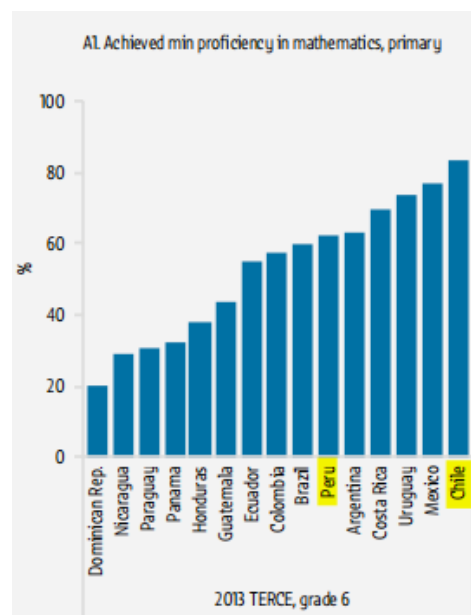


Fig. 2. Achieved min proficiency in mathematics, primary (Accountability in education 2017)

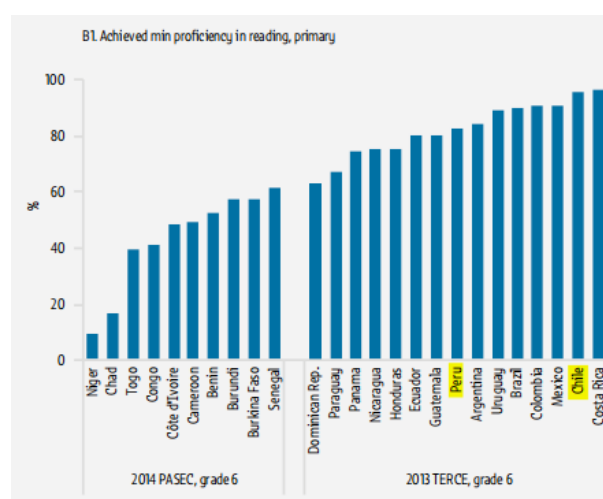


Fig. 3. Achieved min proficiency in reading, primary (Global Education Monitoring Report 2017/8)

- Highly regarded education system

Chile's education system is structured along the lines of the 19<sup>th</sup>-century French and German models. It is highly regarded among Latin American countries.

- Renowned university education

University education in Chile is of considerable renown throughout Latin America. The major institution is the University of Chile (originally founded in 1738).

- Multiple tools for teacher evaluation

Chile's national teacher evaluation system is a mandatory process in municipal public schools. Evaluation has four components: self-evaluation, assessment by the school head, peer assessment based on a structured interview questionnaire, and a portfolio, which calls for a full day visit and video recording of a class (Accountability in education 2017).

### Chile: Educational challenges

- High enrollment growth exclusively in private sector

In Chile's education system, the private sector has high enrollments at all levels. Over 55% of Chilean students attend private schools, most of them subsidized by the government and many of them operated by the Catholic Church. 80% of students are enrolled in private institutions of higher education (Rolwing, Clark 2013).

- Lower graduation ratio in higher education

Although the country's gross enrollment ratio at the Higher Education Level was 59% in 2010, the graduation ratio was a much lower 19%, which indicates that Chilean education system enrolls many but fails to get them to graduation (Rolwing, Clark 2013).

- Catering to affluent people

Private schools are led primarily by market forces and cater mostly to affluent families. Therefore, students from rich families earn university places by paying for top quality private secondary schooling, while publicly educated secondary students get to lower quality private institutions of higher education (Rolwing, Clark 2013).

- Expensive universities

Expensive university education is one of the reasons for the nation's low graduation ratio. Chilean universities are among the most expensive in the world when measured against per capita income. It is estimated that Chilean families pay more than 75% of the costs associated with higher education (Rolwing, Clark 2013).

- Gender inequality in obtaining science degrees

More women than men graduate from tertiary education but fewer women than men obtain science, technology, engineering and mathematics degrees; in Chile, women account for less than one-quarter of these degrees (Accountability in education 2017).

### Similarities & differences based on the values of SDG4

#### *Values of SDG4: Equity and quality*

In 2015, the United Nations adopted the Sustainable Development Goals (SDGs), as a universal call to action to ensure that by 2030 all people enjoy

peace and prosperity. Among the 17 integrated goals, SDG4 explains the goals in the education realm. They are related to making sustained efforts for quality education, specifically, to ensure inclusive and equitable education and promote lifelong learning opportunities for all.

In one word, the most striking feature of SDG4 is its emphasis on the values of equity and quality. Based on the values of SDG4, we can make a comparative examination of education in Peru and Chile.

#### *Similarities: Substantial progress in enrollments*

- Both countries have made substantial progress in reducing the number of out-of-school children and increasing enrollments from preschool through to higher education.
- Both countries have increased the duration of free public education. Peru extended free and compulsory education to 11 years in 1996, while Chile's compulsory education is 12 years.

#### *Differences: Authority-leading education vs. market-leading education*

- More equal education in Chile

In Peru, nearly one quarter of the 12–16 age group fails to enroll in the secondary stage of compulsory education. Meanwhile, Chile offers more equal educational opportunities to its citizens with youth (15–24) literacy rate of 98.9%.

- More affordable university education in Peru

In Peru, public universities are tuition free. However, Chilean universities are so expensive that Chilean families pay more than 75% of the costs associated with higher education.

- Different factors inherent in education system

The factor inherent in the education system of Peru is authority-leading forces, while that of Chile is market-leading forces. In Peru, the Ministry of Education is the overarching authority from preschool through to higher education, while in Chile, the educational enrollment and quality progress has almost entirely been led by market forces.

- Different fundamental challenge in the education system

The most fundamental challenge for Peru is to offer more equal educational opportunities to all its citizens. Meanwhile, the most fundamental challenge for Chile is to provide high quality education affordable to the majority of its population.

### Strategies to address challenges

Based on the spirit of SDG4, by 2030 addressing the fundamental challenges in education in Peru and Chile should be driven by the goal to ensure inclusive and equitable quality education, through

which learners can attain sustainable individual development and lifestyles, meanwhile a culture of contributing to sustainable development can be promoted in the whole society.

To address Peru's fundamental challenge of offering more equal education, the following strategies can be adopted.

- Establish scholarships available to vulnerable groups to ensure equal access to all levels of education.
- Develop economy in global context and improve the living standards of poor population.
- Decentralize schools; use a multilateral approach to administer the education system; develop inclusive policy, legislation and curriculum guidelines; increase gradual autonomy with standards regulated at regional and school levels.

To address Chile's fundamental challenge of offering more affordable education to the public, the following strategies can be adopted.

- Work on the quality of public schools.
- Increase continuous close government management and regulation in private school sector

regarding affordability by setting up monitoring standards and accountability.

- Balance the sustainable development between public and private sectors. Education is primarily public and also a commodity. Therefore, we should harmonize both public and private education with each other.

Education is a symbol and means for individual, group and national advancement. As a symbol, Peruvian education reflects cultural, economic and political progress of the country, while Chilean education reflects cultural diversity and inclusive social environment. As a means, more equal and affordable education encouraging individual sustainable development could definitely promote the sustainable development of the whole society.

#### Conflict of Interest

The author declares that there is no potential or apparent conflict of interest.

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