

Editorial



The relevance of quality in education involves the perspectives and contexts of an entity with regard to its own vision and philosophy. It is related to the principles and values inherent in its dynamics. Quality represents challenges and opportunities for the institutions that organize, direct and administer education in the present century.

From a conceptual and philosophical framework, quality education is linked to various perspectives and purposes, with respect to historical periods or stages that have assigned a value to the matter, in this case, to the quality of education. Quality, in a classical sense, suggests the “quality” of something, that is, the essential and particular elements and function of an entity that distinguish it from another.

The definition of quality and, even more, of quality education, remains a constant task for educational institutions at all levels, given the various interpretations and their multidimensional and polysemic character that currently call for a deployment of quality education that does not limit its emphasis to quantitative indicators, this makes it possible to demystify the simplified vision of education in terms of cognitive measurements of students or positive results related to the products or services of the work of educational entities, that is, the relevance of knowledge for insertion into local and global society.

The concept of quality in education lies beyond a logic of measurement of metrics, rankings or expression of attributes of

institutions. The quality of education involves serious problems facing today's society to which educational systems must respond with commitment and coherence. In this context, it is important to reflect on quality within a framework and convergence of economic, political, philosophical, curricular and pedagogical dimensions in which the roles of social actors converge.

The first studies and interests in the conceptualization and research of the topic, especially for Latin America, were presented in the '90s with the proposals of Schmelkes (1992), who categorizes the dimension of quality among the social objectives and functions of education; Aguerrondo (1993), with his proposal of quality in education as a complex concept; thus, totalizing, encompassing and multidimensional; and de Casassús (1995), who treats quality education as a socially constructed process and, in this framework as a leitmotif implying themes of power and change.

For his part, Bello (1999) assumes quality in educational is a complex, totalizing concept when applied to the components of the educational field, with a marked emphasis on equity as a synonym for quality for which he proposes its connection with effectiveness and suggestions for its evaluation.

The quality of education in Nicaragua is managed within the framework of the educational policies and strategic vision of the Government of Reconciliation and National Unity (GRUN), through the National Educational System made up

of the following subsystems: Ministry of Education (MINED), National Technical and Technological Institute (INATEC), Regional Autonomous Educational Subsystem (SEAR) and National Council of Universities (CNU), each of which dedicates its framework of action to the educational community and programs according to the level of training. Law 582, the General Education Law of the Republic of Nicaragua establishes the quality of education as:

[...the transversal criterion of Nicaraguan education that challenges educational processes in relation to academic results and the relevance of learning for the life of students. It covers the conception and design of study plans and programs that make up an important part of the curriculum; as well as the performance of the students, of the educational system itself as such and of education in its relationship with the human capital required for the development of the nation. The quality of education aims at the construction and development of relevant learning, enabling students to successfully face the challenges of life such that each one becomes a positive subject-actor for the community and the country. (Law 582, 2006, Art. 6, subparagraph (e))

Transformational principles of quality education

The benchmark of quality education in Nicaragua refers to a quality perspective focused on the full human development of people and of their abilities to contribute to the development of their communities and the country, through the improvement of learning with a vision

of transformation. This change from the positivist and simplified view of quality in educational to a transformational vision, according to Harvey and Green (1993) represents the power assigned to the educational community to influence its own transformation. This is because according to the authors:

Education is not a service for a client, but a continuous process of transformation of the participant, whether student or researcher. This leads to two notions of transformative quality in education, improving its consumer and empowering its consumer. (Harvey and Green, 1993, p. 24)

In this order of ideas, quality implies the development of the student's abilities for their own transformation and their involvement in the needs of transformation and profound change in society. It is, therefore, an approach that goes beyond the operational changes of an educational function and its training role to that of a socially committed function.

Law 582, the General Education Law of the Republic of Nicaragua, relates the quality of education to the "construction and development of relevant learning that enables students to successfully face the challenges of life and that each one becomes a positive actor for the community and the country" (Law 582, 2006, Chapter III, Art. 9).

Education for the improvement of the quality of life

Quality education as a process of change and transformation supports the interrelation between the institution-

educational community and institution-family and community. That is, the development of the educational model in Nicaragua bases its fundamentals on the creation of possibilities for the full human development of individuals (students, teachers), families and communities with emphasis on equity, inclusion and social justice as transformational principles; that is, education as a driver of the economic and social development of the nation. The relevance of an educational system that enhances the construction of knowledge and creativity in an integral way, is that it advocates the improvement of quality in education starting from the principle and foundation of satisfying the needs of the educational community and society in general.

In this way, the quality of education in Nicaragua develops from a socio-formative approach, since it has relevance in actions and strategies aimed at improving the conditions and quality of life of Nicaraguans, who assume their commitment through an active role as part of the whole, namely, via processes of change and transformation with local and national identity.

The National Plan to Combat Poverty and for Human Development 2022-2026 demonstrates the country's commitment to ensuring inclusive, equitable and quality education through the training of children, young people and adults; likewise, it prioritizes the training of young people in strategic technical specialties for the development of the country and, accordingly, ensures the allocation of the constitutional 6% of the national budget so as to safeguard and restore the right to public, free, quality higher education

in the context of integral processes of university management through training, research, innovation and social bonding (Government of Reconciliation and National Unity, 2021).

Education in Nicaragua is conducted focused on the formation of citizens who know how to identify and interpret the vision of their development at the personal, family and community levels by means of critical, creative and integral thinking, with inclusive, intercultural dimensions, with relevance and quality, to serve people, communities and the population in general.

The knowledge society, along with imminent current and upcoming changes, will make us rethink the strategies and concrete actions of our institutions, involving the ability to recognize and act with commitment and responsibility to the demands of the educational community and society in general, acknowledging the interrelation between knowledge and development in all possible scenarios of the spheres of social life, taking into account that quality education transcends institutions and thus enables quality to be conceived and realized for the benefit of the development of the nation.

References

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