Costa Rica prepares 10,000 teachers annually but ignores the quality of their training

Amy Ross A. - Updated the 29 of September of 2013 a: 12:00 a.m.

Seven of each ten graduated students left a private university

Minister Garnier assures that educational quality is `greater reto' and most difficult

Every year, Costa Rica graduates to more than 10,000 people in races of Education. In them, the MEP will deposit the responsibility to form to the hundreds of thousands of students.

Graduated in races as Education (Infografia GN)

In spite of this, the country does not know practically anything on the quality of these withdrawn. This warning throws IV the Report Been of the Education, initiative of the National Council of Directors (Conare), supported by the Program Been of the Nation.

The investigation revealed that there are 259 races of Education, but 15 (6%) only have the endorsement (quality seal) of the National System of Accreditation of the Education Superior (Sinaes).

Isabel Roman, coordinator of the State of the Education, burdens determine the proportions it of the problem.

“Good and bad educational they leave these programs and they enter to the system without greater quality control. We are before a neuralgic problem”, said.

“There are differences in terms of quality, but part of the difficulty is that we do not have information. This year was hardly made, for the first time, the effort to collect data of matriculation thanks to a
management of Conare, but that is the unique information that has the country, at national level, on deprived universities”, added.

In 2010 and 2011, seven of each 10 graduated left as a private university.

In the 2011 10,597 professionals in Education only graduated. From these, 7,359 came from private centers and 3,238 of public universities.

Shirley Durán teaches in second degree in the school Anselmo Llorente and the Source, in Tibás. | MARCELA BERTOZZI

**Challenge.** The minister of Education, Leonardo Garnier, says that the educational quality is the greater challenge.

According to him, there are two obstacles: “One has to do with the tools of hiring, evaluation and management of the human resource which is put under the MEP and that, clearly, attempts against the educative quality. Another one has to do with the very diverse quality of the formation that offers the schools and education faculties, many of which - and this is pathetic attempt against the quality”.

In an interview with the *Nation*, in January, the minister said that he chose not to approach this subject when being a “capital problem” that he would require of a complex negotiation with the unions and “a strike like of a year”.

Jorge Vargas Cullell, a.i director of the State of the Nation, agreed in which the problem is present as much in the supply of the universities like in the demand of the Ministry of Educación Pública (MEP), that not them difference at the time of making the hirings.

The study says that “the MEP does not tell on an entrance profile the system (educative) and a mechanism does not exist that allows to select to the educators graduated as credited races”.

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"the MEP, like contractor, can establish a profile and say: 'these are the characteristics that quiero'," added Vargas.

However, that is not in plan.

"50 years ago the Law of Educational Race was approved, that was very opportune at the time. They already spent five decades and the present context implies a dialogue at national level, for being an importance subject. What we cannot do is to continue kicking the ball forwards", added Isabel Roman.

**Without evaluating.** Combined to the ignorance on the quality in the universities, the country lacks mechanisms to evaluate the knowledge of the graduated ones once they leave.

Eleonora Villegas-Reimers, expert in educational formation and professional development of the Wheelock College, in Boston, Massachusetts, the United States, emphasized the importance of these controls.

"Here (in EE. UU.) is a difference with the majority of the Latin American countries and is that the degrees give the university them, but the licenses gives the State it. Then, I can go to the university that I want, but to obtain a license my university must be credited”, explained the Nation.

Without the license, the students cannot decide on a use in the public system, that offers the best labor conditions.
Beatriz Ferreto, president of the Association of Professors of Segunda Enseñanza (APSE), agreed in which the State must control to the deprived universities, but considered that this task touches to the National Council of Education Superior to him (Conesup).

“The own State promoted the proliferation of garage universities because low the pressure towards the public universities where, at this moment, the privileged people only enter rich and”, said Ferreto.

“To the State it corresponds to him to control to the universities and to which it does not fulfill the academic requirements to close the business to him, but to this wants it nobody to do”, added.

Ferreto was against the obligatory accreditation, because it considered exactly that they would be the students of limited the most harmed resources, by not being able to enter the public universities.