

## Accompaniment in the UGELs of the Cusco Region: A Systematic Review

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### **Abstract**

*In recent years, the quality of education has emerged as a globally relevant issue, prompting considerable interest in general primary education. This is because the period of general education is one in which students must be provided with the best possible education. Consequently, the present study has the general objective of investigating the accompaniment in the UGELs of Peru. This research project employed a non-transversal experimental design, in which the variables were not deliberately manipulated and only the phenomena that occurred were observed in their natural context for further analysis. For this purpose, indexed articles pertaining to the subject of study were sourced from specialized repositories such as Scopus, Web of Science (WoS), EBSCO, Proquest, Scielo, Science Direct, Directory of Open Access Journal (DOAJ), DLALNET, and REDALYC. The implementation of a monitoring plan has emerged as a crucial strategy for educational institutions seeking to enhance learning outcomes. In light of the aforementioned findings, it becomes evident that the information obtained from the articles provides insight into the state of pedagogical accompaniment, encompassing various perspectives. This, in turn, prompts reflection and the identification of areas in need of improvement, particularly in the context of education at its various levels within the country. The subsequent conclusions highlight a dearth of monitoring and support tools that facilitate the systematic assessment of academic learning outcomes. The studies observed were predominantly quantitative, descriptive, and correlational, with a comparatively smaller proportion of qualitative and mixed methods.*

**Keywords:** Pedagogical accompaniment, Follow-Up, UGEL

### **Introduction**

In the contemporary era, characterized by the dominance of knowledge and productivity, science and technology are undergoing constant evolution, generating creative forms and cultural transmissions in the present day. It has become evident that ongoing training is necessary for representatives of various professions (Castillo, 2020). At the educational level, where it still exists, this growth in the professional development of students presents unique challenges and approaches due to the ever-increasing coverage and, more importantly, the lack of training of students (Cegarra, 2020).

It is evident that the quality of education is a topic of global relevance, which has aroused great interest in general primary education. This is because the period of primary education is one in which students should be assured of the best possible education, which depends on teachers, as they are the ones who implement each of the skills learned in teacher training (Cerda, 2021). Consequently, the pedagogical tasks performed by teachers in the classroom are of paramount importance in developing the requisite competencies in students. When this relationship is in balance, it will have a positive effect on the effectiveness of the school (Consejo Nacional de Educación, 2020).

One of the most pressing issues currently facing educational institutions is the decline in the quality of education. This deterioration has far-reaching consequences, including instances where teachers fail to fulfill their responsibilities within their areas of expertise. Consequently, this impedes their professional growth and development (De la Cruz, 2020). Furthermore, teachers have not accurately planned the actual time dedicated to teaching. This is evidenced by insufficient annual, semester, and daily planning, late delivery of reports, and other shortcomings that are manifested in educational institutions and their work (Delannoy, 2021).

The aforementioned circumstances are likely to result in a lack of motivation among students, which in turn will negatively impact their academic performance. Consequently, it is of the utmost importance to evaluate teachers and integrate various mechanisms into the learning process. Such an evaluation should be conducted in a systematic and continuous manner, accompanied by comprehensive learning support for each teacher

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(Enriquez, 2020). To achieve this goal, it is necessary to implement measures to improve all aspects of the student learning process, promote the professional development of the individual teacher, and improve the educational situation with the help of learning support (Feeney, 2022).

The justification for conducting this study is that it allows to determine the level of teacher accompaniment in the UGEL. The results will serve to generate a statistical baseline for this process, which will serve as input for future research at the application level through the proposal method. Projects or plans for the improvement of relevant networks, which should result in the optimization of the quality of current education in the future (Garcia, 2020). Moreover, the study has the potential to determine the extent of teacher accompaniment within the UGEL. The findings will provide a statistical foundation for the aforementioned process, which will inform future endeavors through educational proposals, project proposals, or improvement programs. At the level of study applications. In the aforementioned network, this leads to the optimization of the quality of current education in the future (Gómez, 2021).

The objective of this article is to present the advantages and disadvantages of accompaniment in UGELES of Peru, as well as the strategies employed in this process. In order to achieve this objective, a systematic review was conducted.

## **LITERATURE REVIEW**

This highlights a crucial aspect of regulation: its necessity for management and implementation by institutions. It is evident that this action will drive change throughout the educational establishment. Consequently, monitoring learning as a means of improving teaching requires the systematic collection of information, followed by actions to recommend and improve learning activities. These actions must be carried out under the supervision of the relevant institutions (Dean, 2020).

In accordance with Sovero (2020), the provision of ongoing consultation, implementation of strategies and technical assistance activities, access, support and ongoing consultation to teachers on issues relevant to their practice, either through individual or professional teams, represents a key aspect of this process.

For these reasons, mentoring provides teachers with a sense of security, confidence, timely guidance, and reinforcement of practice that promotes personal and professional growth. In addition to emphasizing the pedagogical function of supervision, it also strives to enhance professional teaching performance through technical assistance. This is achieved through the exchange of experiences among peers, regardless of their status or level. For it to develop properly, genuine interaction is needed, establishing horizontal relationships in a learning environment that corresponds to the institutional framework (Peruvian Ministry of Education, 2020).

Furthermore, it is emphasized that it is a process of professional communication through dialogue, observation, and analysis of classwork. This encompasses the capacity to engage in discourse and the willingness to assume responsibilities that facilitate collective growth and the development of social and cultural activities. It contains some tips for students and other actions related to research (Montero, 2021).

Dean (2020) The program is designed to provide planned, continuous, contextual, interactive, and respectful advice on the knowledge possessed by principals, senior administrators, professionals, teachers, and program coordinators. The objective is to improve the quality of student learning, educational effectiveness, and the management of educational institutions.

It is evident that both monitoring and coordination functions are essential and inseparable. Indeed, they should become more important when special monitoring in educational institutions is carried out by managers, coordinators, or competent authorities (Zabalza, 2021).

In his work, Aravena (2020) posits that teaching competence is a strategy to improve development of classroom practice and professional teaching. The objective of the doctoral dissertation is to evaluate the practice of teaching consultants in order to understand the impact of professional teaching development on classroom performance in Chile. The study was conducted in the city of Temuco in the region of Araucania. The practice of consultant teaching can serve as a robust academic development strategy in educational institutions,

particularly when educational methods and internships are based on the principles of educational participants and the principles of democratic participation.

Mairena (2018) presents his findings in the work *Teaching Accompaniment and Performance of Novice Teachers in the Department of Physics and Department of Educational Technology, Faculty of Education and Languages*. In the area of greatest need in the teaching function, it is evident that teachers should conduct evaluations of the teaching and learning process and unify the evaluation mechanism. This can be achieved through the process of teaching accompaniment as a comprehensive teaching approach or as a permanent teaching process for teachers in the classroom.

In his work, "Educational Accompaniment in Public Basic Education Institutions in the Metropolitan Area of Lima, according to the National Survey of Educational Institutions - Enebu 2018," Miranda (2022) sought to identify the characteristics of educational accompaniment based on the statements of educators in public educational institutions in the Lima Metropolitan Area. The quantitative methods employed were of a descriptive nature, with a simple research design. The sample size comprised 734 primary education teachers.

Similarly, Rojas (2019) employed a comparison strategy to assess the performance of teachers in rural areas of the Bomalka ethnic group. The objective was to formulate strategies for teaching in order to improve the quality of education for teachers in the Bomalka ethnic group. The current state of educational motivation in the country has led to one of the most significant challenges currently facing the education system, namely the need to improve the quality of education and teacher education.

Guerrero (2019) presents Hugo Ortiz's *Fiscal Sector Education Accompaniment to Learning and Critical Teacher Reflection in Ecuador in 2018*. The objective of this study was to determine the relationship between the variables of accompaniment to learning and critical teacher reflection. The study was of the pure or basic type, the scope was descriptively relevant, and the design used was non-experimental, cross-sectional.

Mínez (2019) proposes that the use of educational tools may serve as a viable alternative to enhance learning outcomes. The Ministry of Economy and Finance has retained the educational tools as a supplementary strategy for budgetary activities within the Ministry of Economy and Finance. The objective of this strategy is to enhance the learning outcomes of students enrolled in primary, basic, and preparatory education programs. The objective is to provide technical support to general education and to provide technical assistance to general education. The ultimate objective is to enhance the learning process, thereby improving the academic performance of students.

## **METHODOLOGY**

The scientific method was employed in the present study to develop the study due to the use of validated tools and techniques, which are considered the basic type of study to be non-experimental, quantitative, and data collection techniques were documentary review. The rationale behind the selection of these methods must be clearly articulated, along with the assumptions made about the authors of these methods and their intended use. The study was conducted in accordance with the scientific method, which is defined as follows: As stated by Hernandez et al. (2014), basic research is a more rigorous form of research, meticulously organized and executed, systematic, empirical, and critical in nature. The design of this research project was a non-cross-sectional experiment, as the variables were not deliberately manipulated and only phenomena occurring in their natural context were observed for subsequent analysis (Hernández et al., 2014).

In research, the collection of information is oriented towards the response to the research hypotheses through the contributions of statistics such as inference. In terms of Hernandez et al. (2014), the quantitative approach is one where the researcher uses his designs to analyze the study hypothesis in a specific period and context, so that evidence is obtained regarding the research objectives. The collection of information is conducted through a review of theory. This entails an analysis of the background of our research, a definition and review of concepts or variables, a description of the theoretical approach, and the most significant research achievements in our research topic (Hernández et al., 2014).

In order to achieve this objective, indexed articles pertaining to the subject under investigation were sourced from a number of specialized repositories, including Scopus, Web of Science (WoS), EBSCO, Proquest, Scielo, Science Direct, Directory of Open Access Journal (DOAJ), DIALNET, and REDALYC. For the search, key words such as “pedagogical accompaniment”, “UGEL”, “Follow up”, etc. were used.

Conversely, information and articles published within the past five years in any country, but in the Spanish language, were considered for their comprehensibility.

## RESULT AND FINDINGS

The results of the studies collected are presented in order to demonstrate the contribution of each study to the scientific community. The data reviewed in the academic articles indicates that the essential data for further analysis is as follows:

**Table 1: Comparative table**

Previous studies	Results of previous studies	Own results
<b>Learning partnership as a strategy to improve teaching performance</b>	It allows rethinking teaching practices in the classroom, creating a harmonious and emotionally attractive environment for peers and companions for better teaching.	Coaching is an important strategy to effectively improve learning performance.
<b>Tutoring programs to improve learning performance in elementary schools in Ciudad Consuelo</b>	The low level of teacher performance in schools is due to the lack of effective tutoring programs. Accompanying teachers in formal education institutions in Colombia: the relationship between quality principles and accompanying teachers in formal education institutions in Monterrey.	Likewise, in teaching practice, the aim is to create a harmonious classroom environment and emotional communication between peers and classmates in order to achieve better learning effects. The implementation of a tutoring plan has become an important strategy for educational institutions to improve learning performance.
<b>Tutoring Programs to Improve Learning Achievement in Elementary Education Institutions in the City of Consuelo</b>	The low learning rate of school teachers is due to the lack of effective mentoring programs. Recruitment and pedagogical support for new teachers.	The principle of quality is also an important factor to be taken into account in the national educational curriculum. In addition, induction programs are designed to improve professional performance and integrate it into the organizational culture of the institution.
<b>Opportunities to improve professional performance</b>	Facilitate the successful implementation of new faculty induction programs by higher education institutions to improve their professional performance and student learning and receive instructional support to integrate them into the institutional culture of the institution.	

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**Training support for Covid-19, the teaching and learning experience is taken into account in virtual classrooms**

The virtual classroom experience is considered the target height to achieve the objectives of the learning process to achieve the objectives.

Innovations in educational technology advisory proposals enhance educational interventions in the classroom.

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**Virtual Communities and Innovation**

Consider co-creating learning situations to enhance classroom learning interventions.

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**Supervision and accompaniment of teachers at the “Simón Rodríguez” teacher training university in the municipality of Quirakolo**

The need to integrate educational management to the existing regulations and the lack of supervision and additional tools to systematize professional pedagogical performance was raised. To this end, a simultaneous and subsequent orientation is offered for an adequate pedagogical leadership, for teachers to consider an adequate behavior that guarantees academic excellence.

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**Link between instructional coaching and reflective practice**

The reflective practice that teachers carry out during practice and interaction with students implements a series of analysis and evaluation activities before, during and after these instructional activities.

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**Student perspectives on a virtual learning partner on topics in clinical research methodology and applied biostatistics in medical careers**

This partner shares a holistic view of the educational process, allowing teachers and students to engage in a successful virtual dialogue.

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**Dialogic intersubjectivity in university teacher leadership**

Key outcomes relate to communication, trust, knowledge creation and follow-up. It represents the redemption of research with an open and creative approach to understanding the human condition in a collegial reality.

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**Modeled on England's learning experience to improve the quality of training in the future**

Foreign languages are advised to develop professional communication skills. This is the daily exchange of Chinese and

foreign languages without considering the special characteristics of professionalism.

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**Educational supervision as a teaching competency granted by seca education**

Supervision of education as a teaching composition as a principal can create a good working environment based on an effective and efficient monitoring method.

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**Tutoring in teacher training in Bolivian educational institutions**

The results show that mentoring has a significant impact on teacher training in educational institutions. The results show that it has a significant impact on the improvement of policy, practice and development of specific training experiences, academic results.

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**First year students adapt to the methods of psychological teaching support in the process of university studies**

Define a set of psychological support methods ensure development of students' reflective thinking; develop a constructive attitude in social and professional interactions with others; learn the ability and skills to maintain psychological stability in dangerous situations.

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**Classroom coaching as an instructional strategy for teacher professional development**

They show that developing classroom accompaniment models based on continuous teacher reflection can enhance teacher professional development.

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**The information in the article shows the current situation of teacher friendship from different perspectives, which prompts reflection and action, especially at different educational levels in our country.**

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Note: own elaboration

***Discussion of results***

The accompanying studies are designed to address the formative, professional, personal, and socioeconomic needs of teachers and students within the context of a multidimensional person. It is imperative to develop, reinforce, and adapt it in response to the evolving demands and expectations of students within the social context (Lara et al., 2022). Similarly, Parra et al. (2022) posit that learning support encompasses technical training consultations and is underpinned by theoretical, methodical, systematized, and organized activities that necessitate adequate training and accountability. Similarly, Morales et al. (2021) state that learning support is part of a strategy led by leaders who are responsible for managing the learning process in a participatory educational community. This enables university reflection and provides programmed learning. In the view of

González and de la Calle (2020), accompaniment is regarded as a means of achieving a positive experience in a structured manner during the interaction. This results in the capacity of a teacher to engage with themselves, the group, emotions, and the spiritual realm. Finally, Adil et al. (2019) posit that learning accompaniment encompasses the development of skills, attitudes, professional autonomy, and the liberation of learning work.

The learning accompaniment feature represents a strategy employed by educational institutions with the objective of facilitating professional development in domains of basic education, professional practice, and higher education. The programme is overseen and executed by a team of supervisors and administrators, with the assistance of experienced consultants, advisors, and mentors. It provides assistance to teachers in transforming their concepts, improving their pedagogical practice, and influencing student learning. In this process, peers engage in reflection, inquiry, and knowledge creation in a cyclical manner, thereby fostering mutual learning, trust, and shared responsibility (Lopez & Garcia, 2021).

Similarly, reflection is a process that involves focusing on a conflict in order to reconcile unrelated or ambiguous phenomena. Furthermore, it is a process of integrating cognitive and affective factors, recognizing diversity, and attempting to pose more questions than answers (Anijovich & Capelletti, 2018). In this context, the transition from occasional reflections to reflective practice is not an automatic process. A simple request from the teacher to “think about it” is insufficient; instead, a structured approach is necessary to encourage dialogue and interaction with colleagues on a continuous and systematic basis. This can be achieved through the implementation of reflective practice formulas (Anijovich and Capelletti, 2018).

The objective of continuing education in the real world is to develop professionals with the requisite skills to deal with the multiple situations that arise in the current context. In this context, a teacher must be able to identify innovative solutions, assume the role of a self-directed learner, utilize technology in a sustainable manner, adhere to professional ethics, and respond promptly to societal needs in order to enhance the quality of life for themselves and others (Rodriguez et al., 2019).

In general, the concept of accompaniment to learning is understood as a continuing education strategy that focuses on educational institutions, as advocated by Morales et al. (2021). The teaching of companionship constitutes a strategy led by leaders who oversee the learning process within the educational community. Its objective is to facilitate collective reflection, thereby ensuring planned learning. As Parra et al. (2022) posit, teacher accompaniment encompasses technical didactic counsel founded upon theory, methodology, and systematized and organized activities. It is therefore essential that those engaged in this role receive rigorous training and are held to account for their actions.

## **CONCLUSION**

Mentoring represents a pivotal strategy for the effective enhancement of learning performance. Similarly, in the context of teaching practice, the objective is to foster a harmonious classroom environment and emotional communication between peers and classmates, with the aim of achieving enhanced learning outcomes. The implementation of a tutoring plan has become a crucial strategy for educational institutions seeking to enhance learning outcomes. The principle of quality is also an important factor to be taken into account in the national educational curriculum. Moreover, induction programs are designed to enhance professional performance and integrate it into the organizational culture of the institution. The recommendations put forth by the educational technology consultancy facilitate improvements in classroom learning interventions. There is a paucity of monitoring and benchmarking tools designed to facilitate systematic assessment of academic learning performance. In the pursuit of academic excellence, it is of the utmost importance to devise support and follow-up guidelines with the objective of enhancing educational management. The studies identified were predominantly quantitative, descriptive, and correlational, with a limited number of qualitative and mixed methods.

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