Diagnosis of policies and practices on social inclusion and equity in basic education schools in Mexico

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Abstract

The results of the collective and collaborative work between two Mexican academic groups (Chiapas and Yucatan) and the education sector staff in Chiapas, about the development of a joint project submitted to the National Council of Science and Technology (NCST) presented on educational policies and practices that promote or affect social inclusion and equality of vulnerable groups, items that elude directly to the implementation and enforcement of fundamental human rights known as Economic, Social and Cultural Rights (ESCR).

Vulnerable Groups, Human Rights, Basic Education, Chiapas and Yucatán

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Introduction

The work is a research project developed in a coordinated and collaborative manner between two Academic Bodies of two states of the Mexican Republic: Chiapas and Yucatan. It is added to this personal work of the Secretary of Public Education of the State of Chiapas, which responds to the Call issued by the Sectorial Research Fund for Education to promote Research in Basic Education SEP / SEB-CONACYT, 2015.

Agreements with the general guidelines established by the SEP and CONACYT in this call for the encouragement of collaborative work between academics and operators of public policies, as well as research in educational matters, the research groups that participated in the development of this project The Institutional Action Network Education and Diversity formed by the following groups: "University-Society of the Center of Studies for the Improvement of Higher Education (CEPES)" of the University of Havana, Cuba. The academic group "Training and improvement of the professional of the education" of the Faculty of Pedagogical Sciences of the University of Matanzas, Cuba. The Academic Body of "Politics, Management and Education in and for Diversity" of the Faculty of Humanities Campus VI of the Autonomous University of Chiapas.

Due to the magnitude of the theme to be addressed and the results presented, the project is proposed to three years establishing three stages (one per year divided semi-annually) in each one are indicated goals and results to reach and deliver, respectively. In this paper, only the first stage is presented, that is, the first year. The paper is structured as follows: Background on social inclusion and equity in schools. Justification of the project for the theme addressed and the methodology to be applied. Hypothesis, General and particular objectives, general and particular goals (Actions).

Methodology. Expected results. Impacts and specific users of the results or products of the project. Mechanisms of transfer, assimilation, or adoption of results by the sector. Deliverables and Bibliography.

The central objective of the short-term project is to have a diagnosis from which to guide both public educational policy and teaching practice, directly addressing the demand of the sector on Innovation for educational equity in the theme: Attention to schools in Conditions of educational vulnerability. Therefore, as part of the diagnosis, a discursive diagnosis of educational policies regarding educational inclusion in a period comprised (2000-2015) and its concordance with the international framework of Economic, Social and Cultural Rights of Human Rights (DESC).

Background

International level.

The issue of social inclusion and the equity of vulnerable groups in basic education schools has been a matter of the political agenda not only of national states but also of international states. International agreements and treaties such as the United Nations Educational, Scientific and Cultural Organization (UNESCO 2008, 2015), the Organization for Economic Cooperation and Development (OECD 2012, 2013 and 2014) , The World Bank, among other agencies, have contributed with their policies, programs, strategies and lines of action to attend this educational area. On the other hand, extensive and documented research and global and national practices and experiences demonstrate the need for inclusive educational policies to promote basic education with equity for all, regardless of race or disability, and as a Act of social justice to provide every opportunity to children; Above all, for those who by their extreme poverty have been permanently excluded.

Federal level

Mexico is no exception, since in recent years inclusion and educational equity have received more attention, research, educational diagnostics, programs are implemented but the problem remains. On the other hand, the Ministry of Public Education makes efforts to solve the problem of educational inequity and even though studies are implemented and guidelines are set in educational policy, the dilemma is not only acute but remains the same as in previous years; In addition, forums and academic events are organized, results are published and public policies have been established to address a vulnerable aspect of basic education: inequity, segregation and social and educational exclusion of children who are of educational age Basic.

While it is true that the issue of educational reform has been recurring in various sexennial periods (educational revolution, decentralization of education, educational reform), it is from 1993 that three levels of secondary education are compulsory and extended compulsory basic schooling from six to nine years. In 2002, three levels of preschool education were compulsory, and are now twelve years old. At this time permeates the vision of quality education and attention to vulnerable regions.

In 2012, it is a question of implementing a change in the educational policy by the federation and with the participation of the states and establishing the principles of reducing social inequalities by allocating more resources to the poorer areas of our country, Offering a quality service with equity and granting equal opportunities to all Mexicans. These principles imply a total structural reform in basic education, from curriculum, teachers, assessments, institutional management, physical infrastructure, teaching materials and methods, parental involvement and accountability, among other educational aspects.

In federative entities

But the implementation of basic education reform has not been an easy task. The panorama has not been very encouraging since it has brought with it a range of problems, unfavorable scenarios, unpublished and of uncertainty, especially in some states of the republic, such is the case of Chiapas, Oaxaca, Guerrero, Yucatán, where they prevail Structural, social and political problems, reflected on the one hand, in extreme poverty, social inequality, marginalization, health and housing, among others.

On the other hand, educational data provided by government agencies such as the Secretariats of Education of the States, the National Institute of Statistics and Geography (INEGI), and the Ministry of Social Development (SEDESOL) show the great educational gaps in terms of lag Education that prevails.

Reviewing some basic official documents to frame the problem, we find information related to our research object, where it is recognized how uncertain it has been to address and solve the problem. Within the Millennium Development Goals (MDGs) education is a fundamental right that every individual possesses and raises in its objective 2: achieving universal primary education and sets as a goal by 2015 to ensure that all boys and girls of all the world can complete a complete cycle of primary education.

As it is acknowledged the results have not been encouraging and progress has been uneven in the regions and have left huge gaps.

This reality is particularly evident in some regions of Mexico, as the trend of educational lag continues to be predominant, especially in places with high levels of vulnerability and educational exclusion.

The Federal Government's sectoral education program 2013-2018 recognizes that the poverty conditions that continue to affect a significant portion of the national population have hampered the educational task, and children who do not attend school belong primarily to vulnerable groups. Actions for quality education have been uneven and unequal. Smaller and more remote schools, with populations with a greater incidence of poverty and marginalization, as in the case of indigenous communities, systematically maintain the lowest results. (P30).

The Chiapas State Sector Program for Education 2013-2018 accepts that it is from the states with the lowest HDI, lack of access to public services, a population in extreme poverty and high marginalization, where, therefore, there is little or no social mobility, Translating into a broad inequality in the distribution of income and on which education, directly or indirectly, can play a fundamental role (p. 44).

This makes us assume that the educational policies that have been established as well as the implemented programs have failed, which implies and forces us to rethink where the mistakes are made and the red lights to attend them. According to the subject to be investigated, the States of Chiapas and Yucatan are framed; the quantitative data are not very encouraging:

According to SEDESOL 2013, the State of Chiapas has 12 municipalities not only in extreme poverty but in conditions of vulnerability and educational backwardness.

For its part, the National Council for the Evaluation of Social Development Policy (CONEVAL, 2010) indicates that in Chiapas, the 9 municipalities with more than 50% of poverty are located in the Altos area. 28 Municipalities of the High, North and Selva, are classified as the lowest human development index (HDI).

On the other hand, INEGI 2005 counts data indicate that there were 4,293,459 inhabitants, of which 1,702,705 (64% of the total population) were in educational lag; 43% did not complete basic education and 21% were illiterate.

On the other hand, the State of Yucatán presents in a good percentage the same behavior as the State of Chiapas.

According to CONEVAL (2010), Yucatan is one of the states with high poverty rates. 27.7% of the population are vulnerable due to social deprivation, 45.9% are in the moderate poverty level, vulnerable to income (7%), and only 19.4% are non-poor or vulnerable.

Likewise, the Education Sector Program 2013-2018 indicates that the state of Yucatan has an average schooling lower than the national average of 8.9 (p.16).

For the 2012-2013 school year, it was also found that 50.5% of the indigenous language-speaking population aged 15 and over did not complete their primary education and are in a high degree of marginalization (INEGI, 2010).

Given that the entities of the south of the country have been characterized by the first places in educational lag the academics respond to the Convocation of the SEP and CONACYT to contribute in a collaborative way with the state educational authorities to constitute and where necessary strengthen research teams to study and analyze the reality of basic education, so that its work and findings allow the improvement of policies and programs of action aimed at improving the quality, equity and attention to diversity in the levels, types and modalities that constitute the Basic education in Mexico.

With this, the state and federal governments intend to fulfill "the task of SEB in regard to the national curriculum of basic education, production of educational materials, updating teachers and managers, educational models of attention to Specific social groups, the improvement of school management and the social effectiveness of the Mexican school, as well as to attend with pertinence the conditions and educational needs of the national population, all with the perspective of placing the schools in the center of the Educational policy "(see Convocation SEP-SEB-CONACYT 2015).

Hypothesis

The vulnerability conditions existing in someA. regions of the states of Chiapas and Yucatan that are expressed in poverty, marginalization, social, cultural, political, economic and educational lag have made it difficult toB. construct a model of inclusive basic education to attend to the diversity of children School age policies, approaches and educational practices in a more just and equitable way.
                                                                                                 C.

Objetives

General objective. Carry out a diagnosis to evaluate and guide educational policies and practices around inclusion and equity in vulnerable schools of basic education in the states of Chiapas and Yucatan.

Particular objetives.

1- Obtain quantitative and qualitative data on education in primary schools of 12 vulnerable communities in Chiapas and Yucatan, to elaborate the diagnosis. Step I

2.- Determine, from the perspective of the different actors, the impact of educational policies and the programs that derive from them, in the processes of inclusion and social equity in the two states. Step II

Goals

General goals

1.1. - Diagnosis of vulnerability factors: Integrate two statistical databases obtained from state agencies of basic education (primary) of schools in vulnerable zones of Chiapas and Yucatan.

2.1. - Two databases of the results of the analysis of the impact of policies and programs that result from social inclusion and equity in the schools of Chiapas and Yucatan.

Particular goals (actions):

A. Obtain educational data by level and educational modality of the 12 vulnerable zones of Chiapas and Yucatan, with the support of an operative group that performs the field studies.

B. Assistance to International Congresses to strengthen the integration of the Institutional Action Network Education and Diversity. With the participation of the working groups of Chiapas and Yucatan.

C. Meetings of the working groups of the Network of Chiapas and Yucatan.

Methodology

The study will use the public policy analysis methodology as well as the Appreciative Assessment Model to examine the impact of these and the programs that result from them in schools as well as to identify practices that promote social inclusion and equity and propose areas for improvement. The research will use multiple quantitative and qualitative data collection techniques that allow the achievement of the study objectives. The methodology is one of the strengths of the research.

Together with the Ministry of Education of the two states will be identified the schools of basic education (primary and secondary) that will participate in the study. Participating schools will be both successful and unsuccessful schools in promoting social inclusion and equity.

Public policies evaluation

Roth, A. (2006) considers that to evaluate public policies there are three alternatives: ex-ante, concomitant and ex-post evaluation. The first is also known as a priori, feasible or prospective, which consists of analyzing a proposed law, program or project to determine the effects of its implementation.

The second is the one that accompanies the startup of the project or program, ie, it controls the development of the planned procedures, also allows to detect problems to be able to make the adjustments in time; The third (ex post evaluation), is intended to obtain experiences for future decisions, is the most used and measures the results of existing public policies in a given period.

Its methodological strength rests on the use of qualitative and quantitative methods, which rely on the social sciences to make use of statistics, interviews, surveys, analysis of reports and texts. That is why the latter will be used.

The appreciative evaluation model (Preskill, 2003) was selected because it has been used in the field of organizational development and has proved to be highly valuable in facilitating organizational change and because it allows for the detection of quality elements that are not captured with indicator models.

The stages in which the model will be used for the development of the study are the following: 1). - Invitation for participating schools; 2).- Involvement of the participants; 3).- Evaluation workshop; 4).- Identification of critical evaluation issues; 5).- Design and planning of appreciative research with those involved. Implementation of the study (collection of quantitative and qualitative data), as well as the conditions and characteristics of the context and specific needs of the schools; 6).- Analysis of results and preparation of the final report

Expected results

There will be a diagnosis that will allow a deep understanding of social vulnerability, factors that influence schools to affect inclusion and equity of students, the impact of education policies on improving vulnerability conditions, and the practices that can favor and improve the conditions of inclusion and equity in these educational centers.

Among the main products will be: (a) Diagnosis of vulnerability factors; (B) analysis of the impact of policies and programs that result from social inclusion and equity in schools. There will be undergraduate and postgraduate theses and at least two indexed articles. In the same way and as noted, two working groups are integrated by professors from the University of Yucatan and Chiapas, which, as Academic Bodies, are part of the Institutional Action Network Education and Diversity, so this project will reward both strengthening Of each working group (with courses) and in the training of the Network, which will guarantee the results presented (with seminars to analyze the results obtained.) In order to strengthen the integration process of the Network, academic stays of Colleagues of the working groups that are in Cuba. For more detail of all this see the project captured in line.

Impacts and specific users of project outputs or outputs

We place them as scientific and social, since as a result of the study we will have in-depth information on the complexity of the problem (from the academic point of view / generation of knowledge as a phenomenon to be addressed by public policies). It is expected to generate data and documents for the design of proposals for improvement in the conditions of social inclusion and equity based on the experiences of the different actors at the school level.

The research will provide the elements that allow a reliable diagnosis whose results of the study will be used to improve the process of support to educational communities, the quality of schools, both in the short term through new actions and in the long term, to Foster the culture of evaluation, and contribute to providing a more complete and solid picture of the impact of education policies beyond the results of the external evaluation based on indicators.

By involving the different actors in the evaluation process, evaluators typically attempt to increase the validity of evaluation results and increase the use of results to improve practice (Brandon, 1998; Cousins & Earl, 1992; Patton, 1997).

In this type of approach, evaluation capacity is built because the different actors are trained and trained in evaluation (Compton, Glover-Kudon, Smith, and Avey, 2002, King, 2002, O'Sullivan and O'Sullivan, 1998; Preskill & Torres, 1999).

In addition to the above, the type of evaluation contributes to the "empowerment" of individuals by making the evaluation process more democratic (Greene, 2000, McNeil, 2000 and McNeil, 2000).

Mechanisms for transfer, assimilation, or adoption of results by the sector

The results of the study will be provided to the educational institutions of the states and to the actors, who will also participate in the identification of strategies and proposals for the adoption of results by the sector. A web site will be created to disseminate study results and materials will be made accessible to schools on good practices to promote social inclusion and equity in basic education schools.

Deliverables

1 Database on educational indicators (Stage I), preparation of an analytical document for the institutions participating in this project, especially the state SEP. 1 Article to be published in national indexed journals (Phases I and II).

1 Article to be published in an international indexed journal (Phases I and II).

3 Bachelor Thesis.

2 PhD thesis. Strengthening research groups and the Network (Stage I and II), memory of the discussions in the 2 seminars and the 2 courses of discussion and training.

Workgroup

Integrated by Doctors of Academic Bodies of the Universidad Autonoma de Chiapas and the Universidad Autonoma de Yucatan, as well as doctoral and undergraduate students who work with the researchers responsible for this project.

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