

Las reformas educativas en la búsqueda de “absolutos”

Educational reforms in pursuit of "absolute"

Alba Patricia Valencia Gómez

Instituto Tecnológico de Tuxtepec

paty2416@gmail.com

Resumen

Las autorizadas elaboraciones teóricas contemporáneas sobre la formulación de la política en el sector educativo, exhiben una gran dificultad para generar los cambios anhelados. La lógica de las decisiones estratégicas adoptadas por los reformadores políticos son interacciones incongruentes e incompetentes en estructura, acción y proceso. El panorama resultante muestra una visión crítica de urgencias, apremios e incertidumbre, donde las relaciones entre el poder ejecutivo y el legislativo, son desalentadoras y alarmantes frente a las expectativas globales de la productividad.

Palabras clave: autonomía universitaria, educación superior, reformas educativas

Abstract

The contemporary theoretical developments allowed the formulation of policy in education, exhibit great difficulty in generating the desired changes. The logic of the strategic decisions taken by political reformers are inconsistent and incompetent interactions in structure, action and process. The resulting picture shows a critical emergency, constraints and uncertainty, where relations between the executive and the legislature, are grim and alarming global versus expectations of productivity.

Key words: university autonomy, higher education, educational reforms

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Introduction

University autonomy today does not exist, has never existed. In modern times, the universal assertion of autonomy, specifically the university, was underwritten by AIU in the city Tokyo, in the year 1965. But the exercise of autonomy were born with the university fabric of the Middle Ages.

Were free and spontaneous acts of selection and incorporation of people and institutional organization, from corporate university note; the enrichment teachers, students and knowledge of various cultural latitudes, and backup operator, to provide the note of universality.

With the elapse of history, the autonomy of the thinking spirit is expressed as academic freedom to teach and learn.

Autonomy, in its philosophical sense, is a form of sovereignty. The human being can only be sovereign in the sense of being subordinate only to God and his moral and legal law. This natural law, implies especially subject to certain limits that define the scope of their own power; the law and the competition; likewise respect the rights of others, even when you can not be coercively forced to. So who is sovereign over itself does not have any autonomy, only the right.

Autonomy has always been exalted as a symbol of freedom of thought in research and scaling of truth. In the case of science or knowledge, must be reasoned from at least two aspects: the autonomy of the power of science and autonomy of science. First, sovereignty to set their own rules and methods and the limits of its purpose and expansion. The second agrees with the social role to be fulfilled for the benefit of man, society and the natural environment that welcomes and everything around it.

Since knowledge is internally autonomous to set their rules of action. Can not be adjusted from the outside. It is a free gift that is given to knowledge and / or is authorized. Autonomy is knowledge, which externally is respected and recognized in its indisputable evidence. But science and / or knowledge, are not only science and science knowledge for knowledge. Have external limits on their action, which must be respected and conform with meekness and obedience.

So full autonomy of science and knowledge is relative to the social whole. It is not an "absolute" but controllable and adjustable something from outside by different laws that govern science and knowledge: the external autonomy, control by rules, which have to check the nature of externally ordered and regulated. All in all this is relative.

Throughout history ...

State ... has always been the subject of philosophical reflection in almost all great thinkers. Plato and Aristotle tried to define its essence and mission with respect to the individual and society. It was conceived as a natural grouping and / or agreed unit of people who are different from each of its members, in order to comply, because of mutual cooperation, each and / or some of the purposes of life.

In the political sense, the sovereignty of states is given. Understanding sovereignty in a world in which nations and states coexist without an organization that shorted together. This alleged total and absolute sovereignty appears as relative to the extent that the tasks so far specific to states become performed by state legal entities of inter community and above, starting to become operationally efficient, international.

During the seventeenth and eighteenth centuries, the state is, among other things, that social organization guarantor of freedom, understood almost always thinking and to profess a religion without religion forced state support. Who should be governed according to Romantic theory, the representative of the spirit of the people or the national spirit, and is meeting the goals and objectives set by that spirit.

With this in mind, the concept of autonomy and State, had specific features in the nineteenth century when the discussion on the State moved between the rails of individualism and collectivism. In both cases, the state is allowed as a balancing. But as for thinking and individualistic act seeks to harmonize the tension between individual wills, the second is the elimination of those whose wills are presumed presence and activities harmful to him.

From these circumstances arises the fact that the true size of autonomy, it is easy to reason the distinction between academic freedom of research, teaching and learning, and university institutional autonomy. The first raise the sails of the freedoms of the individual spirit to move in the world of science, knowledge and autonomy, last stand of the autonomy of the university.

As things stand, the university institutional autonomy is based on metaphysical foundations, historical and scientific. Metaphysical, because autonomy is based on the principles driving the nature of the performance of each being, which makes him able to fulfill its purpose, resulted in a requirement of natural law.

This autonomy of the self, "is not absolute" and that it needs others to find their ontological plenitude. Man, by his own constitution, by its very nature, natural born Fixed societies and other artificial and historical case in order to meet the aims of its essence.

The university is historic, because they are born to meet the shortage of purely natural means, education, gradually when formal education systems are erected. It is also a scientific, because science chooses to guard against barbarism.

This point can be emphasized by noting that the objective of teaching and research university, is science. She endorses the power of knowledge itself. It and the autonomy of the thinking spirit, the university bases its autonomous right.

University autonomy today ...

The legal nature of university entity, is consolidated with fullness on the basis of the lifting theory of authority and government, creating their academic and administrative structures in intimate awareness of their autonomy founded on the freedoms of the thinking mind and the power of know.

In the historical development of the university have been polishing the three depositary autonomous power: institutional autonomy, individual autonomy (academic freedom) and autonomy as electoral participation.

The first, institutional, based on natural law born for purposes of culture and science. Second, academic freedom of individual autonomy, academic freedom both defend the right of the professor and the listener. Involve academic freedom to offer what is thought and freedom of entry to research sources functionally by those who officiate as teachers and / or students. The third conception, are college groups / strata corporation serving the university in many cases, not all, pretending to submit the essence of administrative autonomy mechanism electoral participation in university governance.

It is prudent to note two primary legal effect of state action on institutional autonomy. (i) The delivery of legal status and (ii) the recognition of the con-naturalness own autonomous faculty.

From birth, pre existing entities such as the church and state, they recognized legal entity, because the usual legal personality and gave written law is the legalized.

Therefore, the university can not claim for itself an absolute autonomy and / or independence, even to begin to exist, since the state needs to have actually legal sanction to the law.

That's why the university can not fully claim to autonomy, because it is born its legal existence of an act of external autonomy rule of the state, and this act of foundation

provides a more or less detailed manner what college can or not do, for example in relation to equity, reforms, relations with other institutions, and even in interaction with their own members.

From these circumstances arises the fact found that there is merit and recognize autonomous right, as the State does not, not magnanimous gift delivery autonomy. The evidence, and therefore can not fail to agree with the institution, if it proves sufficient qualities to manage their destinations.

But the confusion and misrepresentation of its meaning have made and unmade a deformation of the core mission of institutions. Years that have shown a crushing capacity of opportunism, disorder, licentiousness, autocracy, incompetence, self-sufficiency, titulismo external political interests ...

Universities forgot that their rights grounded in the power of knowledge and freedom of thought, have duties to fulfill. That their autonomy was not an absolute but relative to social systems, exercised within a general regulatory framework imposed by the Constitution and laws right.

Unfortunately, the state does not always, has kept as a wise counselor and supreme height. Anda between two extremes. Fluctuates between strict determination imposed by Laws and vicious absence of any official guidance. Letting himself be guided instead of driving.

In practice also varies between the requirements of the Act and the disparity with the personal performance of whimsical officials who demanded and running. In short, autonomy does not exist, has never existed, it is not known, was run over.

And amid this welter of concepts and tangles, are the educational reforms.

New agreements for education: Reforms

Education systems in the world have never been static. In the advance and progress of mankind, have been immersed imperishably. His execution and commissioning has always obeyed conditioned by theories of economic development system processes.

In most of the countries that are part of Latin America, in education working with imported models developed own countries.

From these circumstances arises that the experience of other countries in terms of educational policy, transfer and replicate in other, obey and respond in multiple ways. A range of social roles they occupy different positions in the process of discourse of educational policies differ.

The point lies in between these aproximaciones appreciate that there is a connection that makes them complementary, to a greater or lesser extent, regulatory entities encourage behaviors and behaviors that condicionan how the education system.

It is known that such conflicts have three sources: 1 The dual source of political legitimacy. 2 Systemic stiffness expressed in mandatos and 3 difficulties to form coalitions to interior each regime. Within this context has a major role in control, in the sense of identity and perfect congruence between rationality and market requirement.

The routine of the education system as a servant of the control is derived respond to change with the ability of institutional adaptation, emphasizing controls result, resource allocation tied to performance measurement results putting the procedures, a clear statement goals and financial resources.

As credit issues in the context of globalized economy, the promotion of educational reforms related to quality and equity, are associated with the emergence of new policies for the sector to the defined crisis since the eighties.

The plot of the capitalist countries and in the Third World, heavily indebted to the International Monetary Fund and the World Bank during the aforementioned decade, the economic crisis has had many expressions: oil crisis, inflation, recession, deficit tax, hyperinflation, imbalance between external debt and domestic consumption. This situation has brought havoc to the social programs and education.

In Education policy for higher education systems, in most of these countries, the state emerged Evaluator. Expression given to a policy for the system, to science and to technology, linking funding to performance evaluation with strong control over spending priorities and Institutions of Higher Education by the State.

In the case of dependent countries, this structural adjustment recorded as a result greater austerity in public services and the vast majority, increasing poverty and an increasingly unequal distribution of income.

In education generally cut the funding of public education programs, containment and reducing the wages of professional education, encouragement, and encouragement to the educational programs of private origin and a widespread reduction in budgets register individual and family for education.

The consequences mentioned obey undoubtedly the formulation and implementation of state educational policies promoted and conditioned by the Central Bank of the United States, FED, IMF, World Bank and the Inter-American Development Bank (IDB).

It follows and is known among some of the specific constraints of the loans provided by these financial institutions for the education sector, more specific structural adjustment policies were launched, comprising including those aimed at:

- 1 Raise the quality level of education without increasing their costs.
- 2 Reduce public spending per student at various levels of education, but without loss of quality, and in this spirit, increase household contributions to education through increases in tuition fees, especially in the higher levels.

3 Reforms carried out for financial reasons. Located in the privatization of secondary education and higher education, and reducing the cost per student at all levels of education. Decrease the budget allocated to higher education and greater oversight and control over various system functions. Reducing the cost per pupil of containment of wages for teachers, increasing the number of students per class and make more intensive use of facilities creating more days.

4 Methods of obtaining additional resources, decoupling the remuneration levels of the scales of the public service, translated into the implementation of the stimulus programs, independent of wages and benefits, appraisal performance.

Developed countries like the United States, Australia, Canada, New Zealand and other Europeans, have emphasized reforms focused on competitiveness and equity, you lie in the inner most indebted countries and externally, particularly with the IMF, the IDB and the World Bank have adopted driven by financial reasons, accompanied discourse and assessment practices related to the search or quality assurance and / or as a form of legitimation of social economic policies.

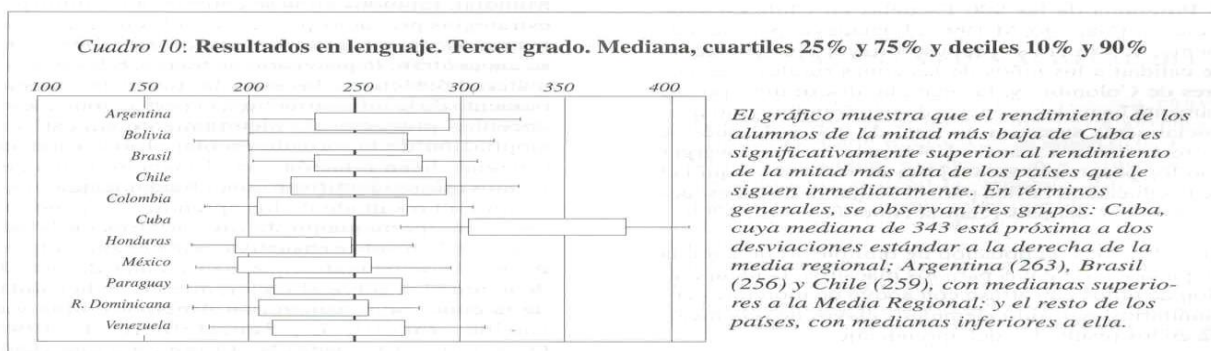
One last observation. In the context of globalization policies end and beginning of the century, is a global generalization of a set of practices in relation to the functioning of the education system.

Evaluation is, undoubtedly, one of the strategies developed in different ways. In some cases part of the social, academic and political debate regarding its role as a mechanism to achieve "accountability" external control, as an instrument to provide certain changes in institutions-on performance and a tool to provide an academic and / or financial improvement.

Latin America has systematic records of strategies that seek not only to promote integrated actions of renewal and innovation in educational practices, but through supporting those stimuli for teachers and administrators to take changes in the practice of politics.

But when subjected to educational testing to know for the rest of the world, the results reflect dramatic differences. Most likely the lack of continuity of the policies outlined in the government's plans and how they are executed, are some of the causes of symptoms derived from the results of learning.

But the lessons of practice are weak. One of the many assessments conducted by the Unesco Regional Office for Latin America and the Caribbean through Evaluación Laboratorio for Quality Education shows results in the lowest places on the scale, in the emptiness of reasoning that no one hears or sees or hears, nor understands. See Table 10.



Exercises Reforms ...

As a rule, more or less words, all current educational policies are aimed at achieving the objectives of equity, quality and participation. In practice, despite the application, things work realidades uneven and difficult to transform manifest.

It should also be noted that the formation of the Iberoamerican is short term, and is always waiting for instant results. They disregard the reflections on changes in behavior and conduct, are far reaching. When everything is done in a hurry nothing dutifully. See Table 1.

Table 1 Exercise of National Policies

PAÍS	NOMBRE DE PROGRAMA Y/O PROYECTOS DESARROLLADOS
Argentina	☛ Red Federal de Formación Docente Continua
Brasil	☛ La Escuela de Cara Nueva. Programa de Educación Continua ☛ Oficinas Pedagógicas ☛ Programa de Formación Continua de Profesores en Ejercicio ☛ Raíces y Alas
Colombia	☛ Microcentros: Estrategia Nacional de Formación de Profesores ☛ Programa de Formación Permanente de Docentes ☛ Programa Nacional de Incentivos y Estímulos para Maestros y Escuelas ☛ Revolución Educativa
Chile	☛ Becas al Exterior para Profesionales de la Educación ☛ Programa de Desarrollo Profesional de Docentes ☛ Formación Inicial de Profesores Perfeccionamiento Fundamental de Docentes en Servicio: Los Grupos Profesionales de Trabajo ☛ Perfeccionamiento Fundamental de Docentes en Servicio: Los Microcentros Rurales Sistema Nacional de Evaluación del Desempeño de los Establecimientos Educativos Subvencionados. Premios a Liceos de Excelencia
Méjico	☛ Carrera Magisterial ☛ Incentivo Económico de Arraigo para los Maestros Programa Nacional de Actualización Permanente de los Maestros de Educación Básica en Servicio
República Dominicana	☛ Programa de Capacitación de Maestros en Servicio de Educación Primaria
Uruguay	☛ Centros Regionales de Formación de Profesores

Source: Strengthening the Teaching Profession. Best Practices. PREAL

When you take a look enrededor to explain the situation, saying that the ongoing reforms yet to pay off, they can assert four discordant elements. The first. The current policies are not the most appropriate for achieving the objectives of equity, quality and participation pursued by the reforms. The need to strengthen and penetrate the ongoing reforms, as the second. The orientation of the reforms, the type of instruments required to achieve the desired objectives, establishing responsibilities of each es-tratégicas to promote partnerships to advance changes is a dream. The mysterious Ternary, before which

humanity has knelt at all times: the raw material, the means and the result has been a drag. It has not deduced the search for the "absolute".

This terrible number three human thing, has a number of outstanding:

- The joint effort of the State and the social partners to reach agreement on the agendas set.
- To encourage the learning of children from lower strata.
- A suitable link between policy makers and those who run them.
- Adequate funding.
- To encourage teachers unions to exit schemes confrontation.
- Sufficient economic investment for R & D.
- Improve the general preparation for the world of work in higher education.
- Generating new information and knowledge.
- To professionalize the educational work and enhance them pay.
- Raising rates observed in the high rates of early dropout, and assessment scores obtained in tests of learning evaluación quality.
- Observe performance plans vocational and career counseling based on the claims, and make adjustments and readjustments for optimization.
- To assess what has been done to extract lessons from practice ...

The third. Inconclusive and / or limited time processes. The practice of the principles formulated in the reforms, has had many setbacks. Not interpret compliance with the spirit of the laws and guidelines. If they do so apply rout and arbitrary. Is a long way from words to action.

Linking educational issues with economic and social variables, is fourth. Education alone is not enough. The education system contributes most to a lesser extent to the achievement of certain purposes of the economic environment, such as the productivity of individuals, competitiveness of nations, to build stronger democracies. But the results of the indicators are disproportionate to what can make the process objectively.

In this situation, reforms in education implemented in many Latin American countries, are insufficient to reduce the shortage of equipment. Maintain a sustained economic growth depends on many factors, but largely measure, the ability of countries to generate productive employment. Reality that should draw more attention to avoid false expectations and to clarify, in part, the poor performance in the reform processes. Even with uncertain motives and a diametrically opposite approach, it is a fact that the outer self, do not go ...

Conclusion

As autonomy among many landmarks, is one aspect of understanding. Further supported by the joint consideration of three interrelated dimensions: functionality, efficiency and effectiveness, should be an integrated relationships coherence and consistency to achieve correspondence between the business performance of their duties and in products made whole.

Educational reforms in the exercise for preparation prior to the trip quality are at a turning point and embryonic. Changes in the culture of the institutions and systems to adapt to new challenges, needs radical and immediate changes. Assuming, of course, as in plants and trees, expansion and heights depend on the grip and the depth of the roots.

One of the most critical elements in the reforms is flexibility. It is therefore useful a cognitive composition capable of matching i) what is known and how they think, ii) with what you need to learn and how to think is more suitable, as necessary to control the circumstantial difficulties.

The human conscious assimilation in implementing new ways of acting and roles to represent records with obvious incongruity, knowledge progresses. Where once was true that the history of ideas established equation work associated with higher levels of education, it is imperative the relationship and integration with the aid of the legislative function of the state. What they cherish every moment, no ocean-lower of the laws that surrounds-that is equated. It is late and slow walking in the development of content posted on the reforms. This one side. The other state myopia. The rules and regulations, actors and strategies are dissimilar.

Not forgetting that education is a three-dimensional activity, it is urgent that the political authorities who design and manage education systems, do not forget this singularity. In addition to the challenge of making education a fundamental resource for development. Failure to do so may further condemn Latin America to a position of greater subordination, poverty and social injustice.

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