

## Public Politics: Are the Contributions to Educational Quality?

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**Abstracts:** Public Policies are understood as a guideline, a decisive guideline that defines the way of acting in special cases, it is the public nature of the policies that is given by the participation of the different actors involved in these decisions.

Therefore, they are a set of decisions, principles and norms that guide the action, defining objectives and concrete goals oriented to legitimize and exercise the power and authority that lead to satisfy certain needs of a country, sector, institution, community.

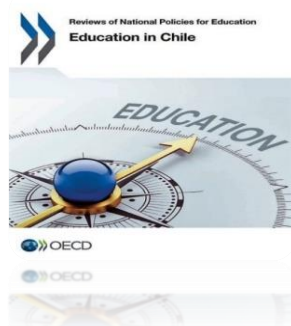
The Public Policies are a guide in the understanding and analysis of what the Public Policies mean, as well as contributing to the understanding of the mechanisms of design and elaboration of the same.

That you have a clear and simple idea of what Public Policies are in a generalized context and the steps that must be carried out to implement them. Given the importance of Public Policies for social transformation, the document explains why and under what circumstances they constitute a decisive factor to promote or inhibit social transformation.

**Key words:** government, politics, public policies, social needs

### 1. Introduction

So that it can be understood by Government and Public Policies; Governing is an affirmation of the will, an attempt to exercise control, to model the world. While public policies are instruments of this resolution. And it is understood by public policies, there is an agreement in public policies, public policies, the usual concept of them and the poor quality of policies is a generalized phenomenon. The challenge is to specify the first and improve the second. Public policies are translated into courses of action. Policies do more than just announce a course of action.



## 2. Developing

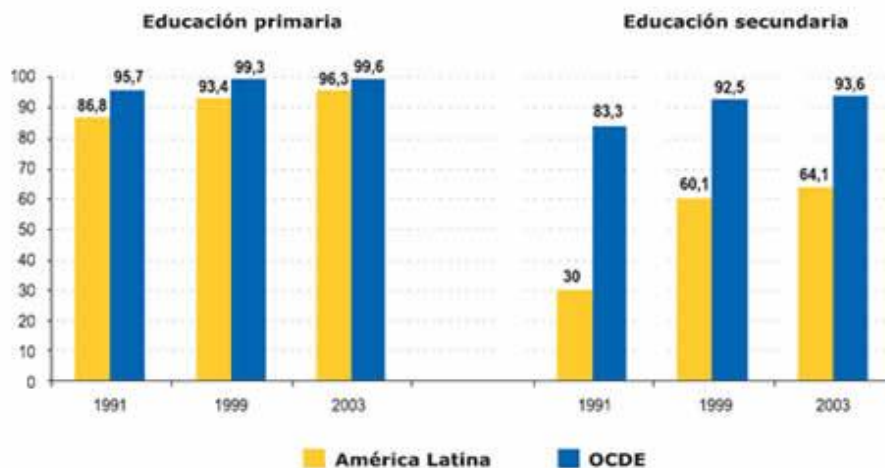
It is a reality that the role of government and business in Chile have undergone major structural changes that have changed the landscape of the economy and politics during the last decades that make the implementation of new policies necessary.

However, these transformations have fragmented society in such a way that the empowerment and economic, cultural and social development of the communities is unequal.

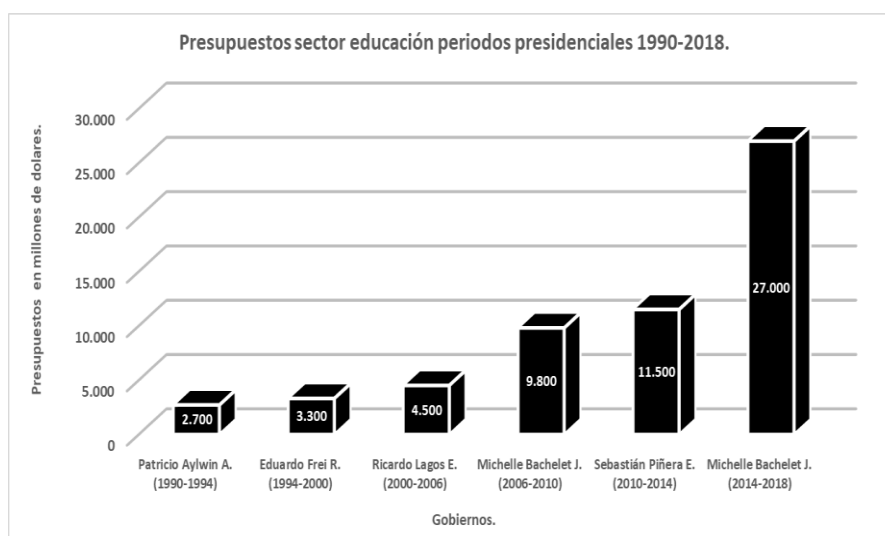
We must go beyond questioning what is the correct public policy to solve this great debate and clarify what makes public policies work.

- Governments, by taking constitutional and political responsibility for many of the social and economic problems that affect individuals and social groups, have tended to shift the emphasis from “politics” to the axis of “public policies”.
- Such problems demanded a solution from the governments; social welfare had to be ensured. It is in this context where public policies recover a renewed importance. Ultimately the “politics”, has been sustained, is to determine who gets what, when and how, from public policies. However, it would be a mistake to assume that “politics” is the same as “public policies” since they are very different issues.
- Politics is a concept, unlike public policies, more related to the issue of power (and its legitimate use) in society. And public policies, meanwhile, are an instrument of the government of the day, of public affairs, education and the resolution of problems felt in a society, in all areas.

However, you can have the policy: “Satisfaction of the educational needs of the youth sectors of school age with a high degree of vulnerability”. For this public policy, programs that support the development of these can be generated, but today the lack of fiscal resources prevents the development of educational projects of the government of the day, contradictory investment in education in the last decade has been increasing, which has not it is reflected in the educational quality of the country.



Source: Evaluations of national education policies. OECD

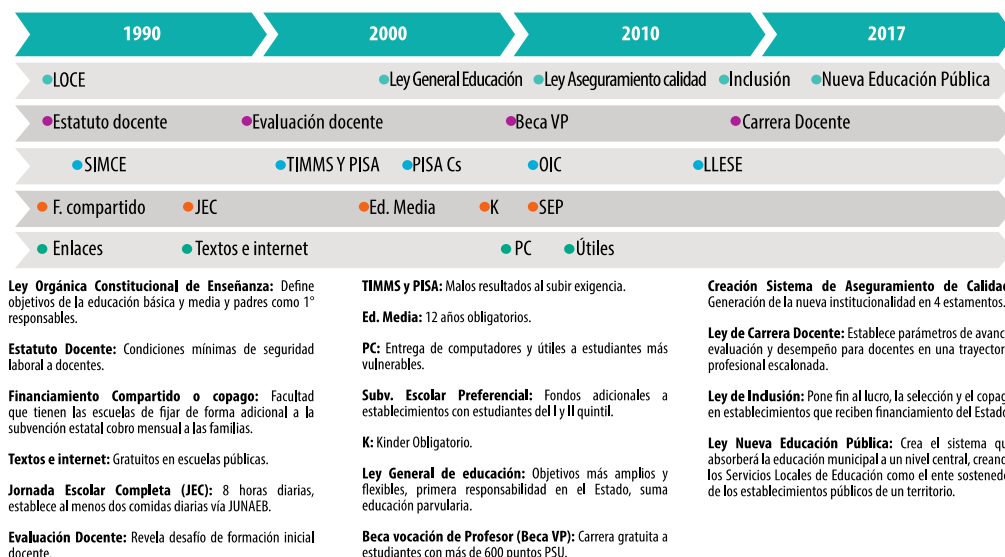


Source: Own elaboration with data Center of Studies Mineduc, 2017.

• Since 1990, with the return of democracy, the subject of education has evolved from a coverage and scope approach in the 1990s to policies focused on quality assurance, equity and inclusion. These last aspects have been promoted especially since 2006, with student marches and the involvement of society in general.

• As of that date, a period of participation of key actors in the elaboration of policies has begun, which has influenced several fundamental laws that give basis to a structural reform of the Chilean educational system, such as the Preferential School Subsidy (SEP), the General Law of Education (LGE), the Law of Quality Assurance (SAC), the Law of Inclusion, the Law of Teaching Career and the Law that creates the new System of Public Education. The graph below summarizes the most important milestones to date.

• No less is the increase in investment in education in Chile, 10 times from 1990 to 2018, which unfortunately is not reflected in the quality and educational equity in Chile. The fund is not more resources and so the previous graph shows, but the focus must return to the pedagogical and not just the economic.



Gráfica 2 – Línea del tiempo de las políticas educativas chilenas recientes  
Fuente: Fundación Chile, Centro de Innovación en Educación (2018).

- After the last 40 years of reforms, a regulatory framework and a set of educational policies have been installed that emphasize different principles and follow often antagonistic motivations: from competition to collaboration, from selection to inclusion, and from the imposition of external support to the creation of internal capacities.

- Although this inconsistency of the system should decrease with the reforms of the last government — with the inclusion law — the implementation of these reforms is a key point. Also, the interaction of these laws with demand financing and a highly demanding external liability system is certainly a challenge that remains.

How school actors interpret and implement these educational policies and their demands is a topic to be deepened in Chile. With regard to the contradictions of policies, Acuña et al. (2014) emphasizes, for example, that educational inclusion, as a principle and right, is stimulated and hindered by the system, given the differences in incentives from the financing system on the one hand, and responsibility for another.

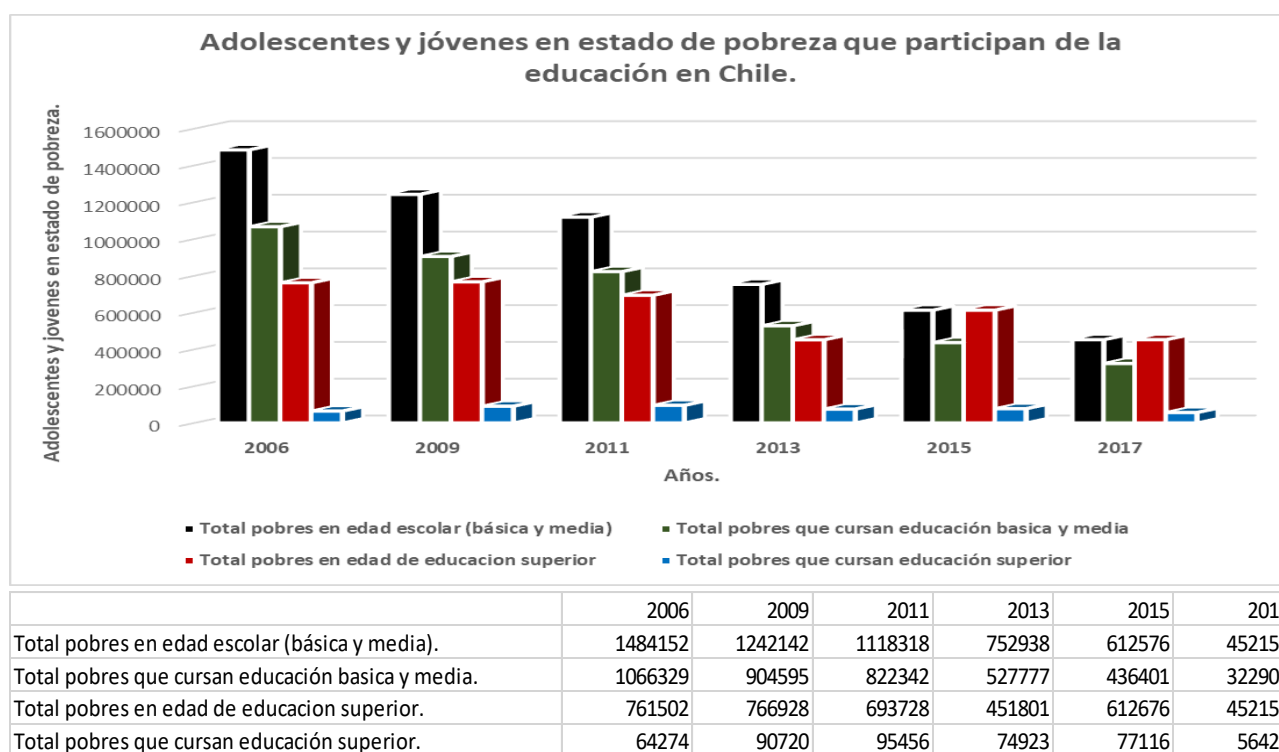
In many ways, therefore, a tension is perceived that is mainly due to the lack of coherence of the system and its educational policies, and to the overlapping of contradictory schemes of pressure and support to school actors.

As pointed out by Munby and Fullan (2016), this type of struggle between discourses and policies at a national level in a village, and the actions or omissions of schools, in the opposite lane, results in a type of friction that of certain mode produces heat but does not give light, since its results, or the levers that it moves, are not enough to produce a systemic change.

This, according to Munby and Fullan (2016), implies a great challenge and at the same time a great opportunity for the intermediate leaders, who on the one hand, “can remain as victims of a fragmented system with top-down policies or can work for a change. The idea is not to be a rebel without a cause, but to change the game of obeying, to be focused with a sense. It is the responsibility of the leaders to model a culture that ensures that although they take into account the requirements of external accountability at the national level, they develop an internal accountability that leads to the expected results. The leaders of the environment need to consider ambitious alternatives that develop the capabilities at the heart of the systems” (p. 13).

On the other hand, for several years now, the idea has been questioned by different means that governing by public policies varies in short-term expectations in the face of long-term consequences, since they often tend to have unexpected results. a type of experimentation based on “trial and error” and the reflection on the Mexican Constitution has lost validity today. Therefore, addressing the problem with inadequate tools may be worse than not treating the problem, since citizens should be guaranteed fair access to public policies that can only be granted by improving the country’s governance.

Therefore, although public policies are merely actions of the government, it is not limited to this, the citizens are also responsible for generating a significant change, since how Paul Romer, first economist of the World Bank, stated “government officials do not act in the void. Their decisions reflect the bargaining power of citizens competing with each other to defend competing interests” and, focusing as citizens on the subject of governance, as a key response to the challenges facing Chile today, will be the future guarantee for compliance of the law in the interest of equity, development and prosperity.



### 3. Conclusions and Synthesis

The evaluations of the national policies carried out present relevant elements for decision-making within the framework of the important transformations and educational reform processes that Chile is undergoing. It analyzes the educational continuum and highlights recommendations that, if implemented, could have positive impacts on the quality of learning and the equity of the system as a whole.

Public policies in Chile must design and manage educational environments that advance in quality to be promoters of creativity and innovation.

The examples presented in this paper show proposals for inclusive educational policies that account for advances made in higher education. Likewise, there have been advances in conceptualization, national legislation, as well as in the signing of international declarations and agreements.

However, great challenges persist in some central issues: inclusion in access to tertiary, professional and university education and the quality of inclusive education, aspects contained in the constitution and in the education law that regulates the country.

Moving forward in this sense requires systematic empirical evidence to provide knowledge about the impact of the policies, programs and lines of action put in place.

Taking into account the pending challenges, some aspects that we understand should be deepened are highlighted:

- Adjust the statutes that regulate educational institutions at the tertiary level, in accordance with national and international regulations related to educational inclusion.
- Generate accompaniment and support structures that give sustainability to inclusion policies and

educational quality for all promoted at the national level.

- Consolidate the training of the teaching staff, providing tools and pedagogical-didactic strategies that allow a better approach to the different student profiles that currently have access to tertiary education.

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