

QUALITY AND EQUITY IN EDUCATION: A VISION FROM POLICIES AND EDUCATIONAL MANAGEMENT

QUALIDADE E EQUIDADE NA EDUCAÇÃO: UMA VISÃO DESDE AS POLÍTICAS E A GESTÃO EDUCACIONAL

CALIDAD Y EQUIDAD EN LA EDUCACIÓN: UNA VISIÓN DESDE LAS POLÍTICAS Y LA GESTIÓN EDUCATIVA

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School policies and management, today more than ever, need a global, international, interdisciplinary approach that responds to the new needs that are demanded from educational institutions at all levels of the education system.

We bring here the words of Aranda (2006) who takes up the 1996 report by the Organization for Economic Cooperation and Development, where it was already stated that the rapid changes in the economy and the advances in technologies “could make useless a formation aimed exclusively at the professional, because the evolution of knowledge and the transformation of companies was making the content transmitted in academic centers obsolete” (p. 1, our translation) understood in the broadest sense, which evidently becomes a permanent message for navigators in all senses.

This leads us to reflect on the object of current education at each school stage and throughout life and the type of citizens that we are forming, with their skills, in our educational institutions, the people who will guide us in a not so remote present. This reflection relates to the way we conceive institutions and how they are managed, as it is within them that education takes place and, according to it, that is how its results are.

The quality and equity of education is a fundamental and multifactorial aspect that is sought by politicians, managers and educators at all educational levels and that has been treated

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from supranational institutions with permanent guidance and systematic support, as well as UNESCO (2007, p 7) in the report for Latin America and the Caribbean it said:

With this background, the proposal for quality education for all throughout life faces at least four major challenges in the region: a) be able to make an effective contribution to economic growth as a key factor that affects people's well-being; b) be able to contribute to the reduction of social inequalities and become a true channel of social mobility; c) be able to help combat cultural discrimination, social exclusion, and prevent violence and corruption; d) be able to contribute to greater social cohesion and the strengthening of democratic values, expanding people's options to live with dignity, value diversity and respect human rights (our translation).

There are many challenges in this declaration of intent, something that motivated us to make this Dossier proposal, with the express invitation to researchers of recognized prestige in the Ibero-American region, with the challenge of trying to respond to the current situation of education world with its differences and challenges, that help us to think about the real capacity of the national educational systems to answer the demands of knowledge and skills necessary to compete in a globalized world from a perspective of quality of education and equity.

The transformation of educational systems is in need of reforms and educational policies that focus on improving and increasing the quality of education, while at the same time generating transformational processes in educational systems mediated by public policies that seek equity and social justice. It is not by chance that we focus on inclusion as one of the fundamental elements of this debate, as it arises from the idea of school and society that we defend. As all international organizations defend since the Declaration of Salamanca for educational contexts, UNESCO (2007), within the discussion document on educational policies within the framework of the II Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean, have already stated in the past few years that we must look for policies that focus on transforming educational institutions so that they are more inclusive and where their students achieve better learning.

For that to happen, the same document continues to say, offering quality education that contains these proposals requires a new school model and the development of policies that facilitate its practical application. Certainly more resources will be needed, but these are of little use if there are no changes in the culture of the institutions, in their organization and in the practices developed.

In this same sense, other contexts are also manifested, as is the case of the European Union, which exposes the search for the quality of education in a systematic way, and, as stated in the European Commission/EACEA/Eurydice report (2015, p. 3, our translation)

it is true that quality assurance systems must be based on principles that go beyond a mere checklist approach: a culture committed to the continuous improvement of teaching and learning quality must be fostered. Member States are encouraged to develop and promote such a culture, to ensure the transparency of the results of quality assessment - a process that the European Commission has committed to reinforce by promoting mutual learning in this field.

Improving the quality of education is linked to the formation of managers and teachers, among other aspects, and is a central concern in political debate at any level, we are convinced that from collaborative proposals to share materials and resources, much can be done, like this work. The need to implement policies and practices aimed at ensuring and fostering the quality of education is a work that requires the collaboration of all.

But nowadays we understand that it is not only useful to work since the initial formation, it is transcendent to incorporate into the discussion the advances made in this field of knowledge and to focus more on the growth of the educational institutions themselves, and the work of continuing education in service and construction of culture, coinciding with what authors, such as Gairin, call organizations that learn and that constitutes something singular, since it does not have two equals.

The situation of organizations is usually different although we operate in the same socio-cultural context. The impact it has on the context, the special way in which its members relate, the differentiated action of the management, the way in which the organizational process is applied, the institutional history itself and its concerns in relation to improvement, configure differences and endow them with a unique and particular personality to each institution (GAIRIN, 2000, p. 34, our translation).

When we work on this dossier proposal, our focus is on this conceptual construction that is at the same time interdisciplinary and inter-level, since only from this multiple view can we face reality and propose ideas for a collective construction debate, and also from policies, that change the culture of institutions and how they can be organized in another way.

When talking about organizational culture, we are referring, with Armengol (2000, p. 3) to a complex concept. In fact, we find two currents of cultural thought that have influenced this concept: one is based on what can be observed directly about the members of this community, we speak of the patterns of conduct, language and use of objects; the other works

fundamentally on what are the facts that are shared among the members of a community, here we speak of beliefs, values and other important ideals that they can share. Educational policies can and must do a lot in this regard.

We started this dossier with the work **“Childhood education and public policies in Brazil: visions and reflections”**, by Professor Maria Ângela Barbato Carneiro, which aims, based on the concept of policies, to historically analyze the path of early childhood education in Brazil and its challenges and reflect on the possibilities for changes to be considered for the next decade.

In the sequence we have three works on as many different disciplines **“History Teaching at the National Common Curricular Base (BNCC): senses of diversity in the early years”**, by professors Maria Aparecida Lima dos Santos, Suzana Lopes Salgado Ribeiro and Wanessa Odorico Onório; **“The classroom management of physical education teachers in basic education”**, by professors Fábio Tadeu Reina and Willian Gabriel Felício and **“The achievement of learning in mathematics: pending subject on the agenda of educational policies in Mexico, for higher secondary education”**, by professor Cecilia Osuna Lever from Mexico who proposes this reflection on action research that allows growth from within institutions whether from policies or management.

The first of them brings the considerations that point to the hybridization of the significant hidden *diversity*, meanings linked to a project based on the perspective of functional interculturality, which advocates the depoliticization of the educational process through the subordination of knowledge *itself*, the contents of History and the theme of diversity, knowledge *to do something*, discourse of competences. The second aims to better know and understand a set of teacher behaviors, usually grouped under the name of Classroom Management, dependent on a diverse set of beliefs and theoretical perspectives, about, among many other aspects, teaching, teacher's roles and tasks. The third of them explains what an educational policy is and how in Mexico at the moment, it has no official document on education policy for the near future, and based on the current reform and presents a brief analysis that justifies not achieving academic success in mathematics in higher secondary education. What serves us to increase the quality of education from the lessons learned.

We present below four works that focus on inclusion and some forms of educational practices developed in different contexts and situations. **“The individualized educational plan and the schooling of students with intellectual disabilities: policies and practices”**, by professors Tânia Mara dos Santos Bassi, Vilma Miranda de Brito and Celi Corrêa Neres; **“Education of people with autism spectrum disorder: advances and challenges”**, by André

Luiz Alvarenga de Souza and Alexandra Ayach Anache; **“Challenges of management in schools of waters”**, by Washington Cesar Shoiti Nozu; Andressa Santos Rebelo and Mônica de Carvalho Magalhães Kassar and **“Inclusion, higher education and education of/in the countryside: the PRONERA in the context of capital”** by Carina Elisabeth Maciel, Celia Beatriz Piatti and Gisele da Rocha Souza. With the same theme from four different perspectives; practices, management, challenges and policies we are provided with a rich material to keep advancing in terms of inclusion.

The first of this block seeks to present and discuss the execution of the Individualized Educational Plan (PEI), as an instrument in the schooling process of students with disabilities, in the first stage of elementary school, the data collected demonstrated that, specifically, regarding the head teacher/regent teacher, there is a fragility of knowledge about special education and its specificities. In the second study, it was observed, in the literature, that there are different approaches used to help the inclusion of individuals with (ASD), however with the sanction of Law 12,764/12, these individuals obtained a great victory, but there is still much to be done. In the third, referring to the schools of waters, it was found that the necessary autonomy to carry out the management work is hampered by the insufficient material conditions for work closer to the community. And what closes this block on the policy developed with the National Education Program on Agrarian Reform, it is concluded that the inclusion policies made possible the development of PRONERA, but maintain the neoliberal logic as the structuring of this Program which, when mentored by a government ultra-neoliberal, its principles are shaken by the lack of resources and the prioritization of a privatized and meritocratic education.

The dossier then presents six works focused on higher education that addresses several and diverse aspects that help us to reflect deeply on some of the multiple faces that configure this educational level. **“Evaluative methodology of compliance with the competences of students oriented to the graduate profile”** of the Chileans Margarita Aravena, Alejandro Berrios and Viana Ulda Figueroa; **“Democratic management in higher education for curricular differentiation and accessibility”**, by professors André Henrique de Lima and Leonardo Santos Amâncio Cabral from UFSCar; **“Challenges and perspectives of students with visual impairment in higher education: analysis of scientific production”**, signed by José Aparecido da Costa, Rosely dos Santos Madruga, Alexandra Ayach Anache and Eladio Sebastian-Heredero; **“Organization of access and permanence of people with disabilities in Higher Education from the introduction of the Incluir Program”**, by professors Patricia Tanganelli Lara and Eladio Sebastián-Heredero; **“Quality of higher education: evaluation of the university professor, an approach to its dimensions and models”**, by Colombian Lina

Maria Osorio Valdes, and concludes this block with the work **“Internationalization as an educational policy: the University of Alcalá in the European Higher Education Area”**, by professor Juan-Carlos Luis-Pascual.

This part of higher education begins with a work that deepens in the assessment to obtain profiles, which is part of the constant management of higher education institutions, and must be constantly socialized and communicated in the institution's organic structure, thus conducting assessments of the students' competences implies the creation of evaluative marks, which must be constantly oriented, followed and supervised. It continues with a study on Democratic Management in Higher Education, because in addition to the management of human, financial, technological and material resources, it provides for the interrelation of pedagogical management, access to the curriculum, teaching action, results, spaces, of the behaviors and cultural interactions, the results indicated that, initiatives for (de)construction on conceptions of disability and professional formation, raised the academic community to identify and to question about several barriers present in the academic context, basing the planning of actions that foster positive changes in this scenario.

The inclusion of students with visual impairment in higher education has still been challenging for managers and teachers to ensure academic success, it is the presentation of the following work that brings us two important conclusions: one, that the number of students with visual impairment in Higher Education has increased more than 50%, that there is a set of legislation that favors inclusion, but the conditions do not yet appear, whether of resources/technologies or of teacher formation for its effectiveness, according to the research and second, that specialized educational assistance, guaranteed by law, is not yet perceived as materialized. Following and focusing on the same subject, the Incluir Program is addressed, which influenced institutional policies, for the implementation of accessibility actions for people with disabilities in higher education, in all Brazilian states, the results of this investigated period revealed the progress of implementation of public policies, after 2005, with the creation of accessibility centers and support for the inclusion of young people and adults with disabilities, however, it was possible to identify the need for teacher formation and professionals working in these institutions to eliminate attitudinal and communication barriers found in many higher education institutions.

There is still a work on the evaluation of the university professor as an issue in which there is increasing attention, given its relationship with the students' learning results and the quality of the programs and universities, currently there are as many models of teacher evaluation as educational systems and universities, precisely because of the difficulty in

reaching agreements on what it means to be a good teacher, which is also directly linked to the contexts, expectations and the vision, mission and priorities of the educational institution or the community that conducts the assessment.

Finally, this dossier ends with an analysis on a very important topic in today's Brazilian political agendas, internationalization and the new functions of the university in the integral development of the student, as they suppose a continuous innovation strategy to adapt and even anticipate prospective needs, both professional and personal, of the citizens who will coexist in a global, interdependent and changeable reality, for this the educational policy needs to have a clear objective that allows combining the development of the teachers' teaching skills with a perspective based on dialogical learning, formative assessment and shared, collaborative work, inclusion and uncertainty management.

But nowadays another element came into play: the 2020 pandemic with Covid-19 and all the changes and questions about what is being done and what will still come, which keeps more than 1.5 billion students suffering the impact of the closure of schools and universities and for that purpose the Global Education Coalition launched by UNESCO (2000) promulgated a document that seeks to facilitate inclusive learning opportunities for children and young people during this period of sudden and unprecedented educational disruption and minimize the impact on the classes most disadvantaged groups in society.

In time, it encourages governments and institutions to make an extraordinary investment effort to guarantee distance or remote learning that, in some way, mitigates the interruption of classroom lessons, caused by Covid-19, and to establish creative and collaborative approaches to develop open and flexible educational systems and a reflection on the new reality of schools and universities.

We hope and wish that this dossier can help us in the path of constant innovation in education, in the construction of inclusive and quality educational institutions that learn from their internal strengths from a collaborative perspective and reflective and critical educational managers who do not spare any effort, be it in investments or in the dynamization of policies for the formation of citizens more committed to a fairer and more equitable society.

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