W01 / CURRENT CONDITIONS, POLICY CHALLENGES AND ORGANIZATIONAL MODELS IN LATIN AMERICAN HIGHER EDUCATION

Topic : Sectorial Policy (Urban, Health, Environment, etc.)

Chair : Jose Luis Mendez (El Colegio de México)

Second Chair : Abraham Hernández Paz (Universidad Autónoma de Nuevo León)

Third Chair : Oswaldo Leyva (Universidad Autónoma de Nuevo León)

CALL FOR PAPERS

This workshop would be mainly interested in receiving papers which address the workshop´s research questions, arguments and hypothesis, adopting an empirical approach in the format of either country cases or comparative studies. Such cases or studies are expected to be based on the revision of primary and secondary bibliographic sources as well as interviews whenever possible. We would especially welcome papers related to answering the following four main research questions: 1) Are there any common features in the current state of Latin American universities, especially public ones, in aspects such as access, funding, infrastructure, curriculum, teaching and research capabilities, institutional visions and leadership models? 2) If some common features can be identified, What would be the main challenges facing Latin American universities? 3) What higher education models, organizations and public policies have been or could be implemented to face such challenges? And 4) What results or prospects may derive from such models, organizations and policies? As a working hypothesis, this workshop would like to explore the idea that organizational structure, management, culture and leadership play a key role in the current conditions as well as the possible transformation and improvement of higher education in Latin America. We would welcome papers from diverse perspectives addressing a variety of topics, but especially those which pay attention to organizational aspects of Latin American universities and higher education policies, such as institutional structure, governance, management, leadership, policies, financial resources, and technology, in the current context of higher education in Latin America, as well as those which deal with the relations between universities and higher education policies. The workshop will involve presentations and discussion of the written papers received, aiming at reaching answers to the research questions as well as gathering of empirical evidence in favor or against the abovementioned arguments and topics.

ABSTRACT

CURRENT CONDITIONS, POLICY CHALLENGES AND ORGANIZATIONAL MODELS IN LATIN AMERICAN HIGHER EDUCATION

This IPPA workshop aims at answering four main research questions, which are: 1) Are there any common features in the current state of Latin American universities, especially public ones, in aspects such as access, funding, infrastructure, curriculum, teaching and research capabilities, institutional visions and leadership models? 2) If some common features can be identified, What would be the main challenges facing Latin American universities? 3) What higher education models, organizations and public policies have been or could be implemented to face such challenges? And 4) What results or prospects may derive from such models, organizations and policies? In relation to these questions, organizational theory offers a valuable perspective to enhance institutional performance by analyzing institutions in terms of their structure, policies, financial resources, and technology. Higher education institutions require a focus on governance, management, and leadership to achieve their academic objectives, meet the demands of a globalized and ever-changing world and adapt technologically. Analyzing organizational cultures is crucial to have an impact on the quality of education by enhancing institutional performance, as such culture can be pivotal in achieving objectives, developing a shared vision, and establishing institutional policies from the perspective of all stakeholders. As a working hypothesis, thus we would like to explore the idea that organizational structure, management, culture and leadership play a key role in the current conditions as well as the possible transformation and improvement of higher education in Latin America. This workshop will aim at advancing knowledge in this field by discussing the extent to which these arguments hold in the Latin American context, and with what consequences for the capacity of states in the region to adequately face the challenges facing higher education, especially those of public universities.

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Session 1

Wednesday, June 26th 10:15 to 12:00 (AULA 12)

Unveiling access in higher education: An organizational interpretation of enrollment policies

Leydy Erazo (Centro de Investigación y Docencia Económicas)

Higher education plays a strategic role in developing specialized capacities among the young population. While governmental actions prioritize enrollment policies to expand access to university programs, there is a less-explored need to address policies supporting the academic progress stage of undergraduate studies. Dropout rates and low graduation rates raise questions about national actions focused on supporting students' persistence to attain a bachelor's degree.

This study aims to answer the question: How are university dropout and persistence issues interpreted within the framework of Higher Education enrollment policies? To address this interpretation, an approach based on organizational theory as an interpretive science is adopted, following the proposal of Dvora Yanow. Using a qualitative methodology, a documentary review of records framing the connection between enrollment policies and universities is conducted. The empirical case focuses on Mexico's public university subsystem, which holds the majority of higher education enrollment and lacks a common framework of action.

Through organizational theory, the goal is to understand how these national policies connect with the dynamics of public universities. Yanow's proposal provides an analytical framework to explore the diversity of meanings in a sphere of heterogeneous structures, low articulation among them, and university autonomies. This approach allows analyzing the policies themselves as well as the implementation of this sphere, mainly addressed through programs operated by universities.

The analysis focuses on identifying two aspects. First, the action foundations supported by legislative harmonization of the system's normative framework. Second, the planning and management spheres of implemented programs, aimed at the population of young university students between 18 and 24 years old.

The study's contribution establishes its value by delving into an interpretative proposition that illuminates an underexplored aspect of Higher Education enrollment policies. Through a study of the interpretation of actors within the higher education system, the aim is to provide insight into the diversity of meanings and values present, beyond analyses based on enrollment indicators. This information will provide a foundation for outlining other types of policy analyses, integrating organizational aspects of university dynamics.

CURRENT STATE OF MEXICAN UNIVERSITIES REGARDING ACCESS, CURRICULUM, AND INSTITUTIONAL VISIONS

Jorge Bartolucci

Introduction

• UNAM students come from a broad-spectrum middle class mostly located in the Metropolitan Area of Mexico City, with fathers and mothers whose education ranges between the national average and above it and they have diverse family economic resources but enough to keep their children in the school system.

• According to the General Directorate of Planning of the UNAM in the ten school cycles between 2006-2007

and 2015-2016, nine out of every ten students assigned to the UNAM Bachelor's Degree were men and women between 18 and 20 years old, the vast majority single, without children, with previous studies in public schools and were financially supported by their parents. About seventy percent did not work, and of those who did, it was on a temporary basis.

Context

• In Mexico, school programs prior to higher education offers a propaedeutic model whose main purpose is to prepare children and young people to reach the higher level; technical vocational training aimed at the labor market has steadily lost interest.

• Statistically, only a third of Mexicans who enter the first grade of primary school remain manage enter to a university.

Problem and research questions

• The propaedeutic model that in Mexico has historically been assigned to the educational system distorts the explanations regarding about access to university.

• There is a consensus that school success depends on having favorable socioeconomic conditions.

• Which, in addition to placing the problem of access outside of schools, assumes that, ideally, all members of a school cohort should achieve higher school. The research question is whether it is feasible, that all members of a cohort assign the same meaning to their education and that, therefore, everyone who starts primary school access to a bachelor's degree?

• In a paper entitled Qualitative specifications of the school trajectories of students who entered the UNAM bachelor's degrees in 2016, I pointed out that their successful school career was due to the support of their families, their own school achievements, and to the educational references that guided their school behaviors. The messages coming from these 3 domains were subjectively integrated by them with a force equivalent to that usually attributed to social origin as an exclusive variable of academic success.[1]

Discussion

• Under the frame of question 2 of this IPPA workshop: What would be the main challenges facing Latin American (Mexican) universities? discussion should rotate around two main axes:

• If the Educational System insists on having a propaedeutic sense, school institutions should take responsibility for the permanence of their students through effective forms of containment and monitoring of their performance.

• If instead, it was decided that each school cycle fulfill specific educational functions, each one of them should assume the responsibility of instilling specific training assets (with terminal value) and that students would take charge of their expectations, needs, conditions and circumstances, under which each one would decide to venture up to one level or another.

[1] Zorrilla Alcalá, Juan F. (2023) Las grandes deudas pendientes con la educación media superior en México: Cobertura, equidad y calidad, IISUE/UNAM, in press.

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Session 2

Wednesday, June 26th 14:00 to 17:15 (AULA 12)

(Virtual) Inequalities in access to higher education in Mexico

Emilio Blanco (El Colegio de México)

Marco Garrido (El Colegio de México)

We propose an analysis of inequality of opportunity in access to higher education in Mexico, focusing on four aspects: 1) the evolution in inequality of access over the last 50 years; 2) regional variations in inequality of access; 3) inequality in the choice of careers; and 4) inequality in the completion of higher education.

Over the last 50 years, Mexico has significantly increased access to higher education. Nevertheless, strong inequalities in opportunity of access persist. A young person from the top income decile is currently four times more likely to enter university than a young person from the bottom decile (source: own elaboration with ENIGH 2022 data).

Gender inequalities, on the other hand, have disappeared on the “vertical” dimension (access), but remain on the “horizontal” dimension (careers). This horizontal dimension is key to identifying the reproduction of inequalities in a context of educational massification.

Completion of higher education, given previous access, could add a new layer of inequality to an expanding tertiary education system.

Among the mechanisms that explain these inequalities are the difference in household economic resources, inequality in the regional distribution of universities, and differences in graduation rates from high school. Another contributing factor is that admission to higher education is regulated mainly through knowledge-based examinations, which favor groups with greater cultural and educational resources. Also, most universities are poorly prepared to educate students from diverse socio-economic backgrounds.

The analysis of the four aspects mentioned above will be based on secondary data. The corresponding objectives are: 1) to describe the evolution of inequality in the long term, in order to know the relative capacity of different social sectors to take advantage of educational opportunities created in the last 50 years; 2) to investigate regional variations in access and inequality, in order to find out what configurations could have an impact on these aspects; 3) to delve into a horizontal dimension of inequality, namely professional careers, which are fundamental for future life opportunities; 4) to learn to what extent social inequality affects the opportunities for those who have accessed higher education to complete it.

We will use data from the Intergenerational Social Mobility Module (MMSI), the National Household Income and Expenditure Survey (ENIGH), and the National Occupation and Employment Survey (ENOE).

The analysis will contribute to a better understanding of the phenomenon of educational inequality in higher education and will allow us to explore the demographic, economic and institutional factors that could influence its evolution.

La Ley General de Educación Superior de México: Calidad, inclusión social, gratuidad y obligatoriedad de la enseñanza superior en armonía con los derechos humanos

Dave López Mejía (Universidad Autónoma de Nuevo León)

La Ley General de Educación Superior (LGES) fue publicada en el Diario Oficial de la Federación de México el 20 de abril de 2021; su entrada en vigor supone la supresión a la Ley para la Coordinación de la Educación Superior, que data de 1978 del ordenamiento jurídico mexicano. La función principal de esta ley es garantizar el derecho humano a la educación en todos sus niveles, mismos que se contemplan en el artículo 3º de la Constitución Política de los Estados Unidos Mexicanos. Esta ley busca abrir una nueva etapa educativa que respalde los cambios sociales, tecnológicos, de mercado laboral, políticos y económicos que ocurren en el país. El objetivo de la presente investigación consiste en analizar la ley y sus principales enfoques, tales como la autonomía universitaria, el fomento de la equidad como base de un modelo educativo abierto para todos y todas, la obligatoriedad y gratuidad que se implementará gradualmente en aras de contrarrestar la alta deserción de estudiantes universitarios. En esta investigación se utilizará un enfoque cualitativo para obtener una comprensión profunda, cuyo método de interpretación y análisis se asociará con herramientas hermenéuticas; la selección de la muestra responde directamente a la naturaleza de la investigación. Los resultados se presentarán de manera descriptiva y se respaldarán con citas y ejemplos de buenas prácticas internacionales. Se buscará la triangulación de datos para aumentar la validez y se realizará una discusión reflexiva para interpretar los hallazgos en el contexto teórico existente. Los hallazgos obtenidos representan ciertos déficits pragmáticos, sin embargo, los avances son altamente significativos.

Values and policy change in the design of evaluation policy of higher education in Mexico 2018-2024

Gloria Aleman

Ana Pérez Díaz (Universidad Autónoma Metropolitana - Xochimilco)

Values and policy change in the design of evaluation policy of higher education in Mexico: 2018-2024

Over the last decade, Latin American countries have experienced higher education (HE) reforms. These encourage changes that are supported by principles such as quality, equity, equal opportunities, and the right to higher education. These transformations take place in critic moments characterized by the expansion of higher education systems in inequality contexts. In 2021, Mexico approved the General Law of Higher Education (LGES), which replaced a law that was created in 1978. The Law establishes relevant changes in political values of higher education that promote new policies based on mandatory, free public HE, universality, interculturality and the right to HE. These policies are designed in new political arrangements that operate in collective organizations that were created for these objectives such as the “National Council for the Coordination of Higher Education (CONACES)”, “Comisiones Estatales para la Planeación de la Educación Superior (COEPES)” and, in establishing a new system of evaluation and accreditation named “Sistema de Evaluación y Acreditación (SEAES).

In this context, the purpose of this work is to analyze changes in HE policies that have been implemented based on the LGES institutional design. As a hypothesis we uphold that changes derive both from a State political project that places well-being at the center of its public actions, and from an international agenda that promotes the guarantee of the right to higher education. These changes lack of institutional arrangements that contribute to an optimal policy design for mitigating policy problems in HE, such as inequity and low quality. In this sense, we seek to reconstruct change that gives rise to new higher education policies, with emphasis on a new evaluation and accreditation policy, where we seek to establish and guide a new logic of change that is characterize by continuos improvement as a driver of institutional change.

The analyze considers three analytical frames: 1) policy values (Courtenay & Fenna, 2019; Muers, 2018; Stewart, 2009); 2) policy change (Crow & Jones, 2018; Moyson et al., 2017; Wilson, 2000) ; and 3) policy design (Cairney, 2021; Chindarkar et al., 2017; Mukherjee et al., 2021; Siddiki & Curley, 2022). The first will allow us to study the ideas that underpin changes as the basis of axiological principles that guide the design of public interventions. Second approach contributes to identifiying and analyzing regulatory changes and its influence in the institutional-organizational design. Finally, third perspective contributes to understand logics of change that are inserted in the definition in policies objectives, and in the proposals for implementation.

Methodologically, the work is carried out based on a textual analysis of policies according to the following categories: a) policy ideas and values; b) policy changes; c) changes in policies; d) policy objectives; e) mechanisms for coordination, and f) budget granted.

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Session 3

Thursday, June 27th 09:00 to 12:15 (AULA 12)

The university like policy object: notes about political representations of university policies.

Adrian Acosta (University of Guadalajara)

In recent years (circa 1990-2023). Latin American public universities have experienced the effects of different types of public policies aimed at regulating, reordering or reorienting their institutional practices and behaviors. With various intensities and modalities, national governments have promoted institutional changes that range from the modernization policies of university institutions since the end of the 20th century, to policies focused on expanding coverage, ensuring quality and internationalization or, more recently, in promoting innovation policies in the sector. What factor or factors explain these changes in intensity and orientation in public policies aimed at universities? The argument discussed in this text is that changes in policies are fundamentally due to changes in political representations about the university that underlie public policies. This means that in the political imaginary and institutional practices of national governments, various belief systems, narratives, meanings and policy functions predominate that determine certain political representations about the university, and that explain the various logics of public interventions, although their results are confusing, diffuse, weak or contradictory.

The corporatist governance of Mexican higher education

Germán Alvarez-Mendiola (Cinvestav, IPN)

This paper examines the shifts in the governance of Mexican higher education under the current federal government. On one hand, the government has dismantled governance structures founded on evaluation and incentives. On the other hand, it has introduced systemic coordination based on the corporate integration of decision-making entities, a state-centric planning perspective, and an expansionist and progressive discourse, which is contradicted by an austerity policy centrally imposed by the federal government.

According to Reale and Primeri (2015: 29), "… the concept of governance indicates the processes and structures by which decisions are formulated and implemented as a results of interactions and coordination of all the actors involved: governmental, non-governmental, national and transnational". Therefore, the key inquiry pertains to whether this marks a shift towards a new mode of governance or signifies a transition towards governability, aiming to align the interests of decision-making actors and establish new equilibriums to negotiate institutional behaviors amidst budgetary constraints.

Unlike other leftist administrations in Latin America, which, despite anti-neoliberal rhetoric, retained neoliberal mechanisms (González and Álvarez, 2020), the present Mexican government has dismantled such mechanisms concerning institutions, educational programs, and non-ordinary financing. Simultaneously, covered by anti-neoliberal speeches and measures, the government has reinforced a purely neoliberal policy: budget reductions.

This choice was endorsed by the reform of the third constitutional article and the enactment of the General Law of Higher Education in 2020. The decision reflects an intention to exert control over higher education

via a variant of political corporatism exercised by higher education authorities at all levels, facilitated by a new coordinating body known as the National Council for the Coordination of Higher Education (CONACES), politically controled by the federal government.

The current administration lacks a contemporary conception of governance, which delineates the equilibrium between its actions and those of non-governmental actors, thereby identifying the requisite policy instruments. The corporatist control has decentralizing and federalist characteristics follows the purpose of building a national system of higher education and coordinated systems at the state level. An aspect requiring clarification is what institutions stand to gain from this framework. Thus far, they have only experienced heightened government pressure, reduced resources, ongoing scrutiny through audits, and threats against university autonomy. This disparity in political exchange will likely yield significant future consequences.

References:

González-Ledesma, M. A. and Álvarez-Mendiola, G. (2020). “Neoliberals versus Post-Neoliberals in the Formation of Governance Regimes in Latin America’s Higher Education.” In Giliberto Capano and Darryl S. L. Jarvis (Eds.). Convergence and Diversity in the Governance of Higher Education. Cambridge University Press, pp. 426-454.

Reale, E. and Primeri, E. 2015. “Approaches to Policy and Governance in Higher Education” In Huisman, J.; deBoer, H.; Dill, D. D. and Souto-Otero, M. (Eds.). The Palgrave International Handbook of Higher Education Policy and Governance. Palgrave Macmillan, p.20-37.

State Capacity, Higher Education, and BigTechs: Toward a New Privatization Agenda?

Miguel Alejandro González-Ledesma (Universidad Nacional Autónoma de México)

This article explores new forms of privatization in higher education associated with the extensive use of communication and information technologies following the pandemic caused by the Sars-Cov2 virus. In light of the literature on state capacities (Soifer, 2012; Lindvall & Teorell, 2016), it examines, on one hand, the specific difficulties associated with the provision of educational services in a context where the monopoly of technologies is controlled by a handful of mostly U.S.-based companies, aka "BigTechs". On the other hand, it identifies the cognitive framing of the problem (Stone, 1989) of inequality in access to technologies by decision-makers, relevant actors, and leaders of public universities. The work proposes to explore these phenomena through what I will henceforth refer to as the *Cumulated Technological Gap* (CTG). The CTG expresses the differential between intensive and privately driven technological development and the needs associated with its use in a public sector incapable of producing its own technological solutions. It is argued that, unlike other areas where the state and the market share or compete for consumers, the CTG radically changes the rules of the game in the provision of educational services due to the monopoly exercised by BigTechs. To prove this, the analysis covers (i) the framing of the policy problem of access to higher education based on technological inequalities; (ii) the way systemic governance and university management is increasingly conditioned by mechanisms of technological rent extraction; (iii) the institutional changes that universities would be forced to adopt based on this reality. Addressing the panel's requirements, this work aims to tackle the challenges of technological change in higher education based on the cases of Brazil, Chile, and Mexico.

References

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Soifer, H. D., (2012). Measuring State Capacity in Contemporary Latin America. Revista de Ciencia Política, 32(3), 585-598.

Stone, D. A. (1989). Causal Stories and the Formation of Policy Agendas. Political Science Quarterly, 104(2), 281–300. https://doi.org/10.2307/2151585

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Session 4

Thursday, June 27th 14:00 to 17:15 (AULA 12)

Sistemas de Gestión de Calidad en Instituciones de Educación Públicas Latinoamericanas.

Gabriela Baltodano García (Universidad Autónoma de Nuevo León)

Oswaldo Leyva (Universidad Autónoma de Nuevo León)

Abraham Hernández Paz (Universidad Autónoma de Nuevo León)

Los sistemas de aseguramiento de la calidad en la educación superior desempeñan un papel crucial al promover una cultura de mejora continua en las universidades y generar un impacto positivo en la sociedad. Este estudio propone una perspectiva completa sobre las tendencias y deficiencias en el proceso de aseguramiento de la calidad en instituciones de educación superior públicas en América Latina. La metodología adoptada implica una revisión exhaustiva y sistemática de artículos científicos publicados entre 2019 y 2023, indexados en bases de datos reconocidas como Scielo y Dialnet, utilizando criterios como el año y el país de publicación. La investigación se centra en la evaluación de la calidad en el marco del aseguramiento interno y externo. Las tendencias identificadas destacan un interés significativo en desafíos contemporáneos, como la integración efectiva de la educación en línea o virtual, un tema que ha ganado relevancia, especialmente en respuesta a la pandemia de COVID-19. Además, se presentan desafíos adicionales, como establecer una cultura de calidad e identidad institucional que no solo aporte beneficios sostenibles para la comunidad, sino también para el desarrollo integral del país.

COMPARACIÓN DE UNIVERSIDADES MEXICANAS Y CHILENAS EN INVESTIGACIÓN ACADÉMICA

Citlaly Martínez (Universidad Autónoma de Sinaloa)

Patricio Viancos (Universidad de Tarapacá)

Contexto y Justificación: La creciente importancia de la gestión académica y los rankings universitarios ha motivado a las instituciones a autoevaluarse y desarrollar complejos procesos de benchmarking (análisis comparativo, punto de referencia). En este contexto, es crucial examinar diversos elementos que impactan el rendimiento de las universidades, tanto en México como en Chile.

Objetivos de la Investigación: Realizar una análisis comparativo de la producción científica de México y Chile, para entender los factores que influyen en los respectivos resultados.

Metodología: Se trata de una investigación de tipo descriptiva, que empleó un enfoque metodológico que involucra el análisis de datos de participación en el en el Sistema Nacional de Investigadores (SNI) en México y adjudicaciones de proyectos del Fondo Nacional de Desarrollo Científico y Tecnológico (Fondecyt) en Chile. Además, se utilizó la base de datos *Scopus* para cuantificar y evaluar la producción científica de las universidades en ambos países.

Resultados: Los resultados revelan patrones significativos en la participación en el SNI y las adjudicaciones de Fondecyt, así como su relación con el número de publicaciones en *Scopus*. Se identifican diferencias clave entre las universidades mexicanas y chilenas en términos de reconocimiento académico y financiamiento.

Conclusiones: La membresía en el SNI se presenta como un indicador crucial del prestigio y éxito de los

académicos en la investigación en México. Mientras tanto, en Chile, la obtención de proyectos Fondecyt se asocia fuertemente con la generación de conocimiento, otorgando prestigio para los investigadores y un impacto significativo en la acreditación de programas de posgrado. Las conclusiones resaltan las particularidades de ambos sistemas y su impacto en la producción científica.

Implicaciones y Aplicaciones: Las implicaciones prácticas y teóricas de los resultados se exploran, destacando la importancia de los sistemas de reconocimiento y financiamiento en la calidad de la investigación. Se sugieren posibles aplicaciones para mejorar la colaboración internacional y fortalecer la investigación en América Latina.

Limitaciones: Reconociendo la naturaleza del estudio, se destacan posibles limitaciones metodológicas que podrían influir en la interpretación de los resultados, al no establecer diferencias en cuanto a las áreas del conocimiento, lo cual influye en la comparación realizada entre las instituciones que concentran líneas de investigación en áreas que por su naturaleza realizan mayor investigación, proporcionando un marco para investigaciones futuras.

Who cares for carers? The role of universities in the construction of a new logic of care

Patricia Meza (Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM))

Individuals who voluntarily or involuntarily dedicate themselves to caring for children, elderly people or people with disabilities or illness, face disadvantages within a political and economic system that does not recognize or support their work. Additionally, this system renders caregiver’s invisible by deeming their work as irrational and vulnerable due to their emotional connections with those they care for. Caregivers, who are predominantly women, experience the effects of this system throughout their lives.

For caregivers who choose to pursue an academic career, their personal motivations during their academic journey are often unknown and lack institutional support to harmonize their care work with academic goals; this is a common feature in the current state of Latin American universities, such as University of Guadalajara. In this sense, their student engagement suffers, leading to reduced learning outcomes and missed professional opportunities later. This issue is significant not only for individuals and communities but also for universities as agents of change and social mobility.

Based on this premise, institutional strengthening is essential to ensure that measures initiated by organizations can be firmly integrated into a regulatory framework that provides both security and the ability to sustain efforts over time. Consequently, when examining the role of universities in redefining the landscape of care work and reshaping the collective perception of task allocation, we must view them as institutions that interact with government decisions and market-related matters, while also serving as centers for the personal and professional development of students. In this sense, universities should discuss and problematize the role of the Mexican state and assume it as the primary responsible party for addressing this public issue. They should promote caregiving policies for their student, academic, and administrative communities that begin to translate into a change in the collective imaginary regarding the allocation of caregiving tasks.

This research focuses on the effects on the participation of master's students at the University of Guadalajara who are responsible for care work, through a diagnosis of the current conditions of care policies in Mexico and universities. This work starts from the premise (hypothesis) that female and male students who are caregivers have low student engagement in activities that represent their academic experience. To conceptualize and measure this construct, studies and instruments already developed were used. It is worth noting that the source of the data will not be direct observation but rather the perceptions of the students about their own student engagement.

· Implementation of surveys developed specifically for this study, based on the methodology of the National Survey of Time Use by the National Institute of Statistics and Geography (INEGI) and the National Survey of Student Engagement conducted by the NSSE Institute for Effective Educational Practice to perform descriptive statistics.

· Conducting in-depth interviews with master's students at CUCEA who are caregivers for people in conditions of dependence. These interviews were analyzed based on predefined categories.

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Session 5

Friday, June 28th 09:00 to 12:15 (AULA 12)

Analyzing Latin American MPP and MPA programs using the revisited Policy Capacity Framework: What would be the key challenges to teaching methods in Latin American Higher Education?

Norma Munoz del Campo (Chile)

Public policies are the tangible manifestation of the state's actions into society and They are the final output of government activity (Peters, 2015). The success and prosperity of governments have been linked to their political capacity and the political capacity has been directly related to education and training. In fact, Peters (2005, 2015) emphasized that the standard difference between public bureaucracies depended on the education, training, and carriers of their employees. This debate concerning the correlation between governmental capabilities, political actors, and the execution of efficacious designs is also taken into account in the policy design (Mukherjee et al., 2021). In fact according to Wu, Ramesh, and Howlett (2015, 2018), the development of knowledge and skills through education programs influences the functioning of public policies and determines the political capacity of governments. These authors establish a Policy Capability Framework (henceforth PCF) that acknowledges three categories of skills and competencies: analytical, operational, and political capacities. Comparing the capabilities and skills of Latin American MPP and MPA programs using this framework, Munoz-del-Campo (2023, 2024) identifies five categories, enhancing the initial framework with deontological and human capacities.

Despite the close relationship between education and policy capacity, training programs remain relatively unstudied (Pal and Clark, 2016). The lack of scholarly investigations concerning formations and training programs in higher education is similarly evident in Latin America, where there is a scarcity of studies examining competencies and skills development as well as public policy specialization programs.

Hence, this proposition raises the following questions: which competencies, attitudes, and knowledge are covered in the curriculum of MPA and MPA programs in Latin America? Are there any common features that define the present condition of universities in the region? What would the primary challenges be for teaching methods in light of these findings?

In order to answer these questions, I undertake a content analysis (using the software Nvivo) on a corpus of information obtained from an updated simple (2023) of public policy master's programs that adhere to the NASPAA definitions for the MPP and MPA degrees. The data will be obtained from two specific axes: the main features of the programs, focusing on the program descriptions, objectives, and graduation profiles; and the general curriculum structure, which was classified at the individual level using the PCF categories as an analytical grid. The data will be studied from two perspectives: firstly, they will be categorized based on the policy capacity framework (PCF) composed of five components. Secondly, I will examine the effectiveness of two active learning approaches (case study and problem-based learning PBL) in developing these skills.

This study would contribute providing a framework for comparative studies on PPA education and shows that regional context impacts training. Comparing programs from different regions may help us identify which traits are country-specific and which are global concerns. It also emphasizes the importance of "how to teach" and active-learning strategies in developing skills that cannot be acquired through a teacher-centered, lecture-based approach (see Munoz-del-Campo 2022, Careaga-Taguea & Sanabria-Pulido, 2021), particularly political, deontological, and human capacities.

Nature, challenges and prospects of graduate and undergraduate programs in Political Science, Public Administration and Policy in México

Jose Luis Mendez (El Colegio de México)

Berenice Stephany Echeverría Landa (El Colegio de México)

Norma Martínez (El Colegio de México)

Mexico is a country with numerous public and private universities offering graduate and undergraduate programs in Political Science, Public Administration and Public Policy. However, it is not known how many they are and what are their main features, challenges and prospects. Thus, this paper aims at answering several questions.

The first question is How many are these programs and where are they located?

A second general question is: What are their features? For that, we will try to answer the following questions: Are they offered in public or private universities? Are they offered on site or on line? How many students do they have? Are the number of students decreasing or increasing? What would be the main reasons for this? What is their graduation rate? What are their predominant types of teaching? What is their coverage rate? How many programs involve research as well as teaching?

A third general question would be: How do these features relate to each other?

Finally, a fourth question would be: What are the main challenges and prospects of these programs?

We obtain data to answer these questions through documents (from the Secretary of Education, the ANUIES, etc.), the web pages of the programs as well as a questionnaire distributed among the managers of the programs. We will provide a descriptive statistics analysis of this data and the relations among the several variables involved. Then, we will reflect on what such data tell us about the challenges, prospects and actions of these programs in Mexico.

W01 / CURRENT CONDITIONS, POLICY CHALLENGES AND ORGANIZATIONAL MODELS IN LATIN AMERICAN HIGHER EDUCATION

Chair : Jose Luis Mendez (El Colegio de México)

Second Chair : Abraham Hernández Paz (Universidad Autónoma de Nuevo León)

Third Chair : Oswaldo Leyva (Universidad Autónoma de Nuevo León)

Session 6

Friday, June 28th 14:00 to 16:00 (AULA 12)

Tendencias y Retos Actuales en la Internacionalización de la Educación Superior

Sandra Gonzalez Díaz (Universidad Autónoma de Nuevo León)

Alejandra Perales Alvarez (Universidad Autónoma de Nuevo León)

La presente investigación tiene como objetivo presentar las tendencias y retos actuales de la internacionalización de la Educación Superior, describiendo, a través de una investigación cualitativa, los factores que inciden en la internacionalización de las Instituciones de Educación Superior bajo escenarios contemporáneos específicos, con especial énfasis a los elementos que se adaptaron como resultado de la pandemia.

A través de esta investigación, en una serie de entrevistas a profundidad con trece expertos en calidad educativa e internacionalización de la Educación Superior quienes operan la internacionalización en ocho países diferentes, se abordan elementos seleccionados a partir de una aproximación teórica realizada con anterioridad, la cual fue la base para la elaboración del instrumento cualitativo empleado.

De los elementos encontrados en la teoría, se seleccionaron los factores específicos que fueron abordados en las entrevistas a expertos. Para esta investigación, las interrogantes se enfocaron en indagar el panorama actual de elementos como: diplomacia universitaria, idioma, infraestructura tecnológica y gestión universitaria.

Para la extracción de la información se utilizó una entrevista a profundidad como una técnica ad hoc de recolección de datos, con la finalidad de establecer preguntas con un enfoque abierto y conocer con profundo detalle la opinión de los expertos.

Las entrevistas realizadas arrojaron resultados que dependen de la visión específica de los actores y su relación con el sector universitario. Sin embargo, se obtuvieron dentro de las respuestas percibidas elementos que, junto con la revisión teórica, consolidan las tendencias y retos actuales de la internacionalización de la Educación Superior, visto desde una perspectiva global y actual a través de los expertos y su estrecha relación con el ámbito educativo nacional e internacional.

Esta investigación brinda un panorama actual para que los responsables, investigadores y expertos de las Instituciones de Educación Superior tengan un modelo que facilite la elaboración y aplicación de iniciativas que contribuyan hacia la internacionalización de las universidades y que respalden la integración de perspectivas internacionales en la creación de políticas y estrategias que fomenten una comunidad global de educación superior más inclusiva e interconectada.

Please consider this paper to be presented on-site.

Gender perspective in the internationalization of Public Higher Education: a qualitative study from the Autonomous University of Nuevo Leon

Gabriela Mata-Sánchez (Universidad Autónoma de Nuevo León)

Patricia Sepúlveda Chapa (Universidad Autónoma de Nuevo León)

Higher education plays an important role to loosen the grip of poverty in the world. Over the last few decades, internationalization has been one of the most important and dinamic strategies to increase quality and presence of universities around the world. International mobility and Internationalization at home are the pillars for this process, although institutions tend to place more emphasis in international student and faculty exchange. Public Universities in Mexico face specific challenges regarding international mobility in both students and Faculty, due to economic and organizational issues. In this context, some previous studies show that women participate less in international student mobility due to financial concerns or because of being in charge of family responsibilites, despite being more interested than men in understandig different cultures and having an international experience. However, this may vary depending on the discipline, as there are schools where the students are predominantly women. Further studies are required to determine which factors influence women academics in terms of international exchange, visibility, or participation in international events. The Autonomous University in Nuevo Leon is the largest public Higher Education Institution (HEI) in northern Mexico, as well as the 3rd biggest university of the country. Accordingly, this study is an attempt to provide an overview of gender-sensitive dimensions from a feminist perspective. The article aims to ask questions such as: What is the current situation of women in internationalization in higher education? Which are the most important challenges women face in the process of internationalization in UANL? What are UANL's strategies to increase women participation in international activities? The results will contribute to the understanding the participatio of women in internationalition of HEI's, as well as the way in which UANL approaches a gender perspective in its internationalization strategies.

Análisis de los sitios web en relación a la movilidad académica de las universidades de la ANUIES

SANDY MARTINEZ (Universidad Autónoma de Nuevo León)

Gerardo Tamez (Universidad Autónoma de Nuevo León)

Los desafíos de las Instituciones de Educación Superior en relación con las actividades de internacionalización están enfocados en promover el intercambio de estudiantes y la creación de redes de trabajo entre los profesores, con la finalidad de promover y garantizar calidad dentro de los programas educativos. Dicho lo anterior, el presente trabajo tiene como objetivo analizar el contenido de las páginas webs sobre la movilidad académica estudiantil en las Universidades públicas y privadas adscritas a la Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), a través de una metodología cuantitativa mediante la técnicac de análisis de contenido bajo una muestra de 211 universidades. Dentro de los resultos más significativos destaca que existe una mayor interacción e información dentro del portal web de las universidades privadas, lo cual detona una diferencia entre el número de alumnos y profesores que realizan movilidad en conjunto con aquellos que desean continuar sus estudios en México