

Chapter 4

Challenges of Public Policies for an Inclusive Higher Education

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ABSTRACT

This research note focuses on the major challenges of public policies emphasizing the implications guarantee quality education for all in order to contribute to achieving a socially inclusive future in a metropolis like Mexico City. The importance of inclusive education is directly linked to social, economic and sustainable development of the country, therefore, a quality education that includes everyone equally, calls for an analysis of the school and the social environment, our multiculturalism and active acceptance of that which is different from the norm and the relationship between it establishes for the formation of the common good. Therefore, we consider it necessary to address a comprehensive policy for education to eliminate exclusion factors such as: accessibility, infrastructure, equal treatment, access opportunities, gender and economic deciles access.

INTRODUCTION

This chapter is the result of a post-graduate level investigation, which represents a diagnosis about public policies in higher level education in the Federal District regarding the educational exclusion of the most disadvantaged sectors, between the 18-24 year-old group ages.

Its spirit is focused on pointing out the main challenges of public policies, while producing a contribution to inclusive education in Mexico, emphasizing the implications of the challenge of ensuring quality education for all in order to help achieve an inclusively social future in a metropolis like Mexico City.

As a framework that supports this thesis is necessary to start from the idea of Abelardo Barra Ruatta in his article “Philosophy of Otherness” (2000), which states that to overcome the most pressing problems of the present and embarrassing (immoral growth poverty, preventable death of millions of

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children by lack of adequate, cynical and opulent appropriation medical attention from a few of the cultural property, persistence of war as a means of resolving conflicts, destruction of the ecological balance of the biosphere) necessarily implies a profound modification of perceptual reality. Therefore, he considers essential to building a new formulation and relational modes of human beings to each other, human beings with other living beings and the whole of nature.

For these problems to be solved, Barra Ruatta (2000) proposes from a radically different vision in which education science should promote the exercise of plural paths that humans have to establish communication with each other and with nature, leaving aside the reductionist mechanisms of individual and social identification in force till now, since only then mankind lovingly open to that which is absolutely different, though quite valuable as them (Ruatta, 2000).

In addition, today's demands, challenges and changes claimed are very high, and excellent results are sought. This demand implies the presence of the best educational professionals in all schools, the best real collaboration networks, proper infrastructure to face global challenges, as well as an effective knowledge management.

Therefore, for the development of this article is necessary to contextualize the scenario where educational exclusion is framed, as it will answer the whys of the design and implementation of various public policies sparsely inclusive, since the issue of equity Education goes beyond a question of poverty or marginalization. It must be based on a thorough understanding of the characteristics of each community in which schools are embedded.

In this sense, the idea centers in if the school, as an organization with own vision and mission, that requires of administration and management processes to reach the results efficiently and effectively, through planning, organization, direction and control form evaluation, so, with this knowledge management, has increasing possibilities of successful achievements concerning its different processes and aims.

FRAMING

This situation is immersed in inequalities, injustices and inequities for vulnerable groups in Mexico, as well as a grotesque polarity compared with the level of development of our country, which has affected the social development towards equity, cohesion and social justice. This grim scenario is mainly framed by the global economic process in which we are immersed and knowledge management is still not a fact in our country, but surely offers a clear overview for being successfully included in the globalization.

According to Nicholas C. Burbules and Carlos Alberto Torres globalization means the emergence of supranational institutions, whose decisions determine and restrict the policy of other nations. Similarly, the term "globalization" is also seen as a phenomenon, which has tended to suffer various denotations as measures which exclude, replace, or enrich include various social sectors, impacting global economic processes, including production, consumer market, capital flows and monetary interdependence (2001, p. 12).

The truth is that "globalization" is a term that describes the current human condition exclusion, marginalization, domination and inequality, which is to generate restrictive fiscal policies reductionist monetary policy on production, income and public spending cuts, both for trade and for investment-liberalization, deregulation Limitation of legislation, except to guarantee private property and security-, and privatization as a political star with broad impact on the educational world (Vila, 2011, p. 9).

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