

## Policies, Scopes and Tensions in the Process of Institutional Evaluation of Barranquilla's Public Schools, An Educational Agenda

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### Abstract

*This research addressed the understanding of the policies, scopes and tensions in the process of institutional evaluation of public schools in Barranquilla, generating from this exercise, the construction of an educational policy agenda, with a view to strengthening and resignifying school management, as a key reference, in educational quality processes. Methodologically, the article illustrates Action Research; which implies, starting from a process of problematization with the educational communities of the City of Barranquilla (Colombia), focusing the fieldwork with the targeted actors; This led to the conclusion that based on their voices and the emergence of new conceptualizations of institutional evaluation, it was possible to provide feedback to local and national public policies, proposing an agenda of issues for their transformation.*

**Keywords:** *Institutional Evaluation, public policies, educational agenda, quality Educational.*

### Introduction

With the dizzying transition of contemporaneity, we are witnessing a series of circumstances in the world order that are eminently identified in the uncertainty about the future; It changes what society and people demand, it changes the situation between nations, we live in a globalized world where the rules of the game orient the role of actors towards openness in mental structures. Faced with this situation, education has not remained on the sidelines, since the role it plays as an engine of development in communities has a significant impact on the processes of training, cultural promotion, construction of knowledge and the strengthening of values in people, glimpsing its great contribution towards the generation of opportunities (Bezies, 2004). It is in this reflection that the discussion about the horizon of education as a social phenomenon is decanted into the view of law and supreme reference of the countries. According to UNESCO (2000):

*Exercising the right to education is essential for the development of personality and the implementation of other human rights, so no one can be excluded from it. The right to education means lifelong learning and is based on the principles of compulsory and free education, and on the right to non-discrimination (p.5).*

In accordance with this, human development as the fundamental axis of this vision allows us to orient the meaning of the public service of education towards the promotion of the dimensions of the being, its autonomy and competencies, as well as the satisfaction of its basic needs and the appreciation of life in environments of peaceful coexistence and recognition of ethnic diversity.

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cultural and environmental. Taking into account this approach, the school that is the scene of this dynamic consolidates its transformation based on inclusion and the achievement of pertinent and relevant learning, giving priority to the attribute of quality as a universal minimum of development in the aspirations of all the sectors that make up the society to which it is directed.

However, in Colombia, the quality of education has been gaining significant spaces, not only from the public policies of the last ten years, but also from the great mobilization that in the Ten-Year National Education Plans (2006 – 2016; 2016 - 2026) has been argued in pedagogical matters, aiming with it, the sustainability and growth of the system, highlighting comprehensive training, In both the public and private spheres, a priority level on the State's agenda. This allows all areas of the country to carry out a systematic and rigorous inventory of the practices of what has been planned and defined within the academic sphere: guidelines, standards, curriculum, competencies and administration. In a word, to give meaning to what Colombians expect from education: A service that guarantees the harmonious interaction of subjects in society.

It is precisely there where the general components that the school has outlined make sense and the Institutional Evaluation emerges as a mechanism that seeks to account for the "state of the art" of what has been educationally agreed with the subjects that are part of a territory, strengthening the adjustment of the daily life of the educational environments. In this regard, Bolívar (2018) says that: "educational evaluation is the process of delineating and providing usable information to judge the alternative decisions to be made. It is, in general, a set of meanings that can make educational processes intelligible in order to readjust the teaching-learning processes." In this way, then, Institutional Evaluation necessarily involves participatory management as a factor of success and enrichment in the exercise of reviewing, measuring and guiding from the voices of the actors who declare themselves service providers in an establishment (teachers, directors, administrators, support staff). In this way, within administrative and missionary management, evaluation stands out as a device that serves to consolidate achievements, transform difficulties, evidence learning and promote institutional improvement; It provides the educational community with information to strengthen its mission based on the quality of the provision of the educational service, providing feedback on the dimensions of the Institutional Educational Project. Under this reference, any school evaluation action that considers its students, teachers and parents as a group of self-determined people towards their development, will move in the principles of democracy, so that each public action of these people in any educational institution will be expressed in an agora where, beyond giving an account, the consistency of its planning, efficiency and effectiveness will be established internally; that is, to articulate educational practices to the needs and interests of citizens through transparent training pacts.

However, beyond these approaches, it is worth making an important allusion to the situation of educational quality in the Colombian Caribbean and Barranquilla, given that part of what is experienced today in educational institutions (especially those in the District of Barranquilla) is linked to the practice and development of Institutional Evaluation as a way of measuring and improving processes. including the fracture in the appropriation of public policy guidelines in schools. On the other hand, not only local and international tests indicate the state of educational quality in the region and in the District of Barranquilla, it moves in the spectrum of the low systematization of classroom practices, the curricular design not articulated from the standards, the orality of educational actors as mediation of processes, the organizational culture and, of course, the incipient educational management as an organizing channel for the pedagogical, administrative and community. In conjunction with all this framework, the backdrop of this research contextualizes the systematic reflection in terms of educational public policies, their scope and tensions in Institutional Evaluation, as a mechanism of participation and mediation in the improvement of educational quality in the official institutions of the District of Barranquilla. Likewise, it analyzes the different inputs that this process provides for the articulation of educational plans and actions, adjusted to the needs of the context in a development perspective. The Institutional Evaluation can no longer be considered as an external control mechanism, indicated in a central policy guideline that does not dialogue with the District level and that only invites mere compliance, leaving aside its synergy with the organizational dimensions of the educational institution. On the other hand, it should be added that, in the face of the demands of the world order, there is an imminent need to legitimize the Institutional Evaluation. To do this, the voice of its actors needs visibility; Autarky is now giving way to common minimums on the school system and the new educational agreements.

## Formulation of the problem

How are educational policies formulated in terms of Institutional Evaluation for public schools in Barranquilla?

What are the conceptions and tensions of the educational communities in relation to Institutional Evaluation that inform public policy for its formulation and implementation?

How to build an educational policy agenda for Institutional Evaluation in Barranquilla's public schools?

## Conceptual Framework

The public policy sector, as a center of scientific occupation, has been gaining significant spaces based on its priority in the transformation of the needs felt in a context. In this way, several perspectives that aspire to define this category will be shown, establishing a content analysis towards the understanding of the horizon that specifies the fundamental object of this research. This is relevant because linking public policies with mere "government actions" has become a particular trend, in such a way that any action of state entities is considered a public policy. "Governments are not the only actors in the policy-making phases: although all public policy is a government action, it cannot be reduced to government" (Majone, 1997). Currently, the concept has been extended to the multiple social disciplines, who see in this field much to be said and done. Based on these developments from a scientific perspective, a key concept emerges that Cuellar and Escamilla (2002) stipulate for public policies, namely:

*Public policy is shaped as an organized institutional action of an agency in charge of its implementation (...) we will argue that what makes the types of quasi-experiments that constitute public policies special is, precisely, the conjunction of these different planes of analysis and action: the substantive theory that underlies the design of the policy and the organizational theory that sustains the operational scheme in which the application of the policy is embodied (p.76).*

Another view of the deliberative order of public policies is proposed by Velásquez (2010), when he proposes that:

*Public policy is an integrative process of decisions, actions, inactions, agreements and instruments, carried out by authorities with the eventual participation of individuals, and aimed at solving or preventing a situation defined as problematic. Public policy is part of a specific environment from which it is nourished and which it seeks to modify or maintain (p156).*

Following the contributions made in the field of education, policies are courses of action and flows of information in relation to a public objective related to the democratically defined system and that are developed by the public sector, often with the participation of the community and the private sector, giving priority to issues associated with equity and quality (García, 2012). This panorama has generated diverse views among various agents of education and society in general; Moreover, far from the geographical context as a determinant, it can be seen that there are common edges that break with distances; This common factor is what has been called the hopeful sense of education, which seeks to guarantee both the scope of coverage and quality through a continuous process towards each of the dimensions of the PEI, for this, the Institutional Evaluation is an essential intervention device. In another direction, conceptual, institutional evaluation, a category of this research, is recognized according to (Santos 2004):

Educational evaluation is a discipline that has become more complex in the last 50 years, in which it ceased to refer to learning, to have, as its object of study, education in all its extension, plans and programs, professional training projects and the capacity of each of the professionals. Also as various elements of education, such as teaching methods or didactic materials, as well as the subjects of education, in particular teachers and students (p.20)

With the incursion of the new millennium and under the horizon of the knowledge society, a rereading of the Institutional Evaluation is presented, which conceives it as "that permanent action through which it seeks to appreciate, estimate and make judgments about student development processes, pedagogical processes, administrative matters, as well as about their results. in order to raise and maintain the quality of education." In the same vein, school evaluation "is more than a technical fact, it is a moral phenomenon that, if it is given a mere instrumental character, runs the risk of putting it at the service of power, money, injustice and inequality" (Santos, 2004). In this

way, on this process of valuing the structure of the school, the structural changes of the educational systems occur to the extent that the school communities that make it up are meshed in an articulated way from participation; In this way, organizational management stands out as a path that serves to rethink an educational institution that bets on an orientation that understands the social character of the curriculum and its pertinent sense to the integration of everything school. In this section, Sacristán (2010) states that:

The Curriculum is understood as the cultural content that educational institutions try to disseminate among those who attend them, as well as the effects that such content causes in its recipients. The school "without cultural content" is a fiction, an empty, unreal and uncommitted proposal. The curriculum is the expression and concretion of the cultural plan that the school institution makes a reality within certain conditions that structure this project (p.12)

Finally, the third category that is based in this research is the policy agenda, of which, it is important to note that before delving into the roots that explain the principles of this conceptual axis, it is imperative to make a brief, but judicious tour of the theoretical traditions that have occurred over time. Identifying in its order the "cycle of attention to issues" proposed by Downs, then the theory of "agenda setting" in Combs and Shaws, and finally the postulates of "postmaterialist theory" with Inglehart. Under this scheme of ideas, Tamayo (2005) explains the first tradition by stating that:

Downs' proposal is useful in describing the evolution of public issues. According to this author, attention to issues would follow a cyclical behavior consisting of suddenly a problem arises, stands out, attracts attention for a brief period and then – often without having found a solution – gradually disappears from the center of public attention", to add later that any important problem that once captured the interest of the public is capable of recapturing it sporadically (p. 2).

This first position shows that the issues that are considered problems in a group fluctuate over time and their causes emerge from spontaneity, in such a way that they can be taken up again in any cycle regardless of their impact and effects. In contrast, agenda-setting theory has emphasized the role of the media. Thus, the issues on the public agenda would be a kind of mirror in which the points to which these channels give priority coverage are reflected (Tamayo, 2005). From this perspective, the media would not influence the attitudes of citizens as much as the cognitive perceptions of what the most important "problems" are. As far as post-materialism is concerned, there is a shift in the priorities of values, from materialistic (basic needs), related to physical and economic security, to other values that preponderate freedom, the manifestation of personality and quality of life. This migration would be producing numerous impacts on the political arena, among others, the mobilization towards new goals in terms of social equality, environmental protection, protection against the danger of nuclear energy, women's equality, human rights, etc. (Tamayo, 2005). After reviewing these tendencies that have been going on for forty years, it is pertinent to note that Delgado (2009) shows an articulation of the elements of each tradition, clarifying that:

In Western societies, a large number of issues often emerge from different sectors of society, seeking the attention of governments. However, not all the issues that concern society end up generating the formation of a public policy to solve them. To study these processes, the concept of agenda is used, and a distinction is usually made between a systemic agenda, on the one hand, and a political, institutional or government agenda, on the other. The systemic agenda is made up of the set of issues that the members of a political community perceive as deserving of public attention and that, moreover, fall within the scope of competence of the governmental authority to which they are addressed; These are the issues that concern society. The political, institutional or government agenda is made up of the set of issues explicitly accepted to be seriously and actively considered by public decision-makers; These are the issues that concern the Government. In general terms, the government's agenda tends to reflect the evolution of the systemic agenda (p. 6).

The consolidation of this connection between agendas goes hand in hand with the growth of the population's educational levels and the reduction of the costs of access to political information, that is, it becomes a success factor for the creation of a "qualified public opinion" that is more sensitive and capable of elucidating the development of political events (oversight). In conclusion, the constructions that correspond to the education sector must respond to collective interests in the long term, the support of an educational policy cannot be minimized to the technical or economic. The space of public policy is a citizen territory, it is not the property of legislators or "experts" in democracy, what is characteristic is argumentation rather than imposition.

## **Methodology of the research work - Research - Action as a space for self-reflection for the configuration of Social Transformation-**

In order to understand the methodological determination of a research alternative, it is relevant to establish the epistemological bases that organize it, so that the meaning of its arrangements to produce scientific knowledge can be found. In this journey, the paradigm that provides the foundations for this proposal is the social critical one, since it not only seeks to establish reflections in terms of the thoughts and imaginaries of the school communities on educational policies in Institutional Evaluation and its spectrum on the quality of official education in Barranquilla, but also to identify in the voices of the members of the school community, the scope achieved in these policies, as well as the tensions between the appropriation of the normative with the practice, subsequently aspiring to participatory processes that make neuralgic points visible towards the configuration of a local Emerging Educational Agenda that improves school management processes, from a new perspective of comprehensive evaluation. In light of the above, it is necessary to take a look at critical theory in order to glimpse, on the one hand, the statutes that shape this model of thought, and secondly, to contextualize the present approach in terms of pertinence and relevance. Thus, this theory, represented in its beginnings by Max Horkheimer and Theodor Adorno, postulated, from a field of theoretical-philosophical analysis, what can be considered as an "epistemological rupture" with the traditional science that governed the intellectual/academic habits of Europe in the 20s and 30s of the twentieth century; From these nuances, the epicenter of this "guideline" was in the discovery and description of the social origins of knowledge, in order to achieve the emancipation of human beings. Horkheimer 1986, cited by Díaz Martínez 2004) confirms these introductory ideas about critical positioning by pointing out that:

Resistance to the ominous course of time requires the formation of other intellectual forces than those which develop in the pure process of distinguishing, verifying, classifying, and calculating: not because they are to be ignored or even falsified in thinking, but because youth must become accustomed in their studies to the way in which the structure of the given is structured and transformed by the very ends of human life. the way in which that given is considered under individual aspects and made to speak. (P.78)

Critical theory sees an identity between the individual and society in which there is no supremacy of one over the other; since the subject is a common factor in the family, in working in cooperation with other beings; to a consensus that gives the opportunity to apply a freedom committed to the purposes of a joint policy that can be formulated from the now, but without privileges for a group or a leader mythologized by culture, religion, or even by the rational dogmatization of theory. All of the above intentionally converges towards action-research in orientation to the educational sector, because as already explained at the beginning of the chapter, the joint work with the actors of the school is to transcend the reading of the policies in institutional evaluation, to mobilize processes in the realities of the schools in the District of Barranquilla; hence, Carr (1986) notes that this type of study: It is an expression that describes a family of activities linked to the development of the curriculum, the professional, the improvement of programs and planning policies and systems. These activities have in common: The identification of strategies and planned actions, which are applied and systematically subjected to observation, reflection and change. Participants in the actions consider themselves to be fully involved in all activities.

Sample (Research/Action Group - GIA).

For the implementation of this research process, five (5) Public Educational Institutions of the District of Barranquilla were targeted, corresponding to 3% of the official schools in the city; in which the dynamics of the public policies in force on the occasion of the Institutional Evaluation process were addressed in a particular way in each of them. In accordance with this, we worked with six (6) actors from the educational centers, including two (2) teachers, two (2) directors, one (1) student and one (1) parent, all this in order to propose various positions in the study, under the gaze of these educational social subjects. These institutions represent spaces in their areas of influence in the localities of the District of Barranquilla: Karl Parrish District Educational Institution, Gabriel García Márquez District Educational Institution, "Las Nieves" District Educational Institution, Rodolfo Linás Riascos District Educational Institution and La Victoria District Educational Institution. With regard to the determination of the participants in this exercise, a set of criteria were established on which it is important to highlight the high impact of the problematization in the process of Institutional Evaluation of these schools, and the prevailing

urgency of transforming their various educational realities. Under this ideology, these criteria are: Public educational institutions in the District of Barranquilla classified as Medium or Low Achievement by the Colombian Institute for the Promotion of Education Evaluation (ICFES), for two consecutive terms; Public educational institutions with no links to the productive and socially managed sector; Educational institutions without reporting on the delivery and execution of the institutional evaluation and improvement plan; Public educational institutions, with attention to vulnerable populations in displacement, reintegration and special educational needs.

Techniques and instruments for the collection of information.

Among the instruments presented for obtaining information by virtue of the phenomenon apprehended, it is possible to mention the interview, since its interactive nature mobilizes the participants towards a dialogue that facilitates the direct encounter in the process; From there (Díaz Martínez, 2004);, he specifies about this research technique that it is "the interpersonal communication established between the researcher and the subject of study, in order to obtain verbal answers to the questions raised about the proposed problem". As a complement to this, it is necessary to note that within these there is a delimitation in the information and the interviewee, since the questions that are asked are open and allow the first actor to elucidate orientations of the answers that provide added value compared to the data that is collected (Díaz Martínez, 2004); In the same vein, this important tool has several types, depending on its structure and intention: Structured and Semi-Structured Interviews. For the purposes of the implementation of this research, Semi-Structured Interviews were chosen, insofar as they offer an acceptable degree of flexibility, while maintaining sufficient uniformity to reach interpretations in accordance with the purposes of the study, allowing the possibility of adapting to the actors by clarifying terms, identifying ambiguities and reducing gaps in communication. In this journey through the techniques for the collection of information, the focus groups appear (Appendix 2) as an element of this research that is inscribed in a space for the production of discourses, individual and collective dissertations with subjects who have common characteristics from the different spaces to structurally review a problem or groups of problems. Its composition does not exceed ten members, since the moderator permeates the dialogic process (Huertas, 2010).

Procedure

Action research is composed of a continuous process that emerges from an evaluation of the referenced problem, and then proceeds to a planning task on the action to be implemented, without ruling out that it will also be subjected to an evaluation process with the intention of making new decisions or reaffirming the one that has generated some added value. The analysis of the situation, its impact and its attributes constitute a cyclical spiral of recreation, construction and deconstruction of the evaluative framework. In this way, the problem situation leads to the sequence of observation, reflection and a new action from communication and social interaction. Elliott (1990) reinforces this by stating that "the analysis of action and its reflection and the problems it presents in the light of the phenomenon are always a permanent process of action research". Based on the above, the deployment of this orientation proposes a cyclical view as a parameter, since it evidences in its development two phases in which the research team and social subjects of education of the fifteen public educational institutions of the District will participate directly, moment by moment.

Phase I- Participatory Diagnosis

The essence of this phase focuses on the identification, analysis and understanding of the state of development of the institutional evaluations with respect to the five (5) official establishments, with the culmination of constituting a reference in terms of the appropriation and position of the actors in relation to the educational policies associated with the practice of the aforementioned management tool itself (use by part and the level of priority in planning). that is, the whole picture of discrepancies, consensuses and tensions between what the Institutional Evaluation intends as a "legal guideline" of intervention to strengthen the quality of education and what actually happens in the District of Barranquilla.

Phase II: Collective Construction in the face of the proposal of a "Policy Agenda in School Management" to rethink the reality that guides Institutional Evaluation

From the consolidation of the findings located in phase I, complex analyses will be defined with the current state of the problem, elaborating from shared reflection, lines of action that dynamize critical attitudes regarding Institutional Evaluation and the legal structure that supports it, gestating



contributions for the presentation of an emerging School Management Policy Agenda. that makes possible the scope and concentration of this process of "educational administration" in the various topics of participation.

Representations and tensions of educational communities in the face of institutional evaluation and guidance- 34 as public policy

To understand the dynamics of Institutional Evaluation in the concert of school management in Barranquilla, as well as the scope of its regulation within the National public policy -"Route for Improvement" -Guide #34-; It is essential to stage the voices of the subjects who are immersed in the research; Hence, this compendium gives an account of the discourses, perspectives, orientations and positions after the application of the semi-structured interviews in conjunction with the meetings of the discussion groups and the problem tree, organizing the positions of each of them with respect to the object of knowledge. In view of the above, the plan of this section begins with the description of the qualitative information, which is part of the initial moment of the diagnostic phase (problematization); In this section, it is important to highlight that the categories and subcategories proposed arose from the members of the educational communities: Public Educational Policies, Institutional Evaluation and Educational Agenda (see Table 6). In articulation with this, a coding was generated that characterized the type of discourse contributed by each subject, so that it was possible to evidence the location with respect to the unit of analysis to which reference is made

Cuadro de Categorización y Subcategorización

Categorías Emergentes	Subcategorías o manifestaciones de la categoría	Códigos
Políticas Públicas Educativas	Definición de Política Pública Diseño de Políticas Educativas Apropiación de las Políticas Educativas	<b>Significado:</b> Expresión de una representación o concepto <b>Tensión:</b> Estado de oposición latente de las personas respecto a situaciones de diversa naturaleza <b>Desconocimiento:</b> Falta de información acerca de un fenómeno o de comprensión en términos de naturaleza, cualidades y relaciones.
Evaluación Institucional	Concepto y Contexto Uso de resultados y mejoramiento continuo	
Agenda de Política Educativa	Fundamentos básicos Construcción de Agenda de Política Educativa Participación Ciudadana	

Nota: Elaboración propia

With regard to the first unit of analysis, Public Educational Policies, it is feasible to identify in the approach with the members of the institutions, that the discursive tendencies decant their approaches into three subcategories, equating the respective codes for each of them; Based on this, the findings show a predominance of tensions and ignorance about the category in question, giving way in the background to the emergence of meanings. The map of interactions (see figure 1) reiterates what has been stated above, establishing the relationship in which teachers, administrators, parents and students are positioned.

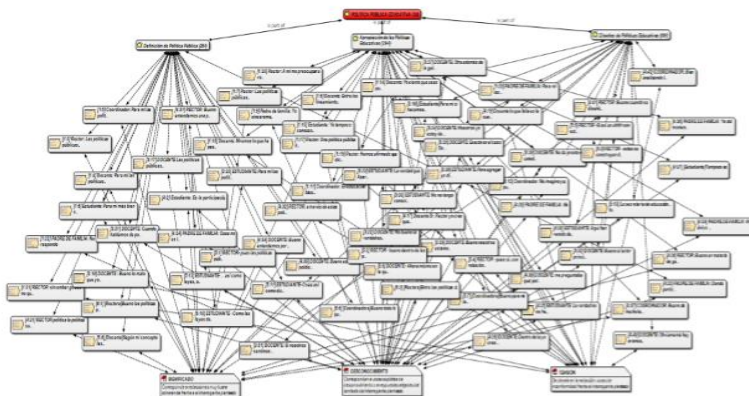


Figure 1- Map of Categorization and Subcategorization of Public Educational Policies. Own elaboration

From the reading of these voices, it is feasible to identify convergences in the positions of Directors and Teachers, with what Cuellar and Escamilla (2002) stated when they state that "public policy is a strategic action of institutional order". Likewise, despite having a different notion of the group of teachers, the pronouncements of the families (parents and students) fit into the distinction that the authors themselves make of the three Anglo-Saxon meanings in public policy: "Polity, Politics and Policy". However, what is important in the debate on this axis are the tensions that the subjects of this study in particular enumerate due to the non-relevance of the policies and the outdated scope for which they were intended; This scenario diverges from García's (2012) postulates that "education policies are courses of action and flows of information in relation to a public objective related to the democratically defined system, or to issues associated with equity and quality". (p.12) In view of this, it is necessary to state in the educational field of Barranquilla, that public policies are conceived by their actors as a disposition of unidirectional influence, in which the actions of the government are recognized in an act in which there is no certainty about their foundations and meanings. On the other hand, in this tour of the categories, there is the Institutional Evaluation, in which two subcategories with their codes are noticed; In view of this, what was found in a general overview shows a prevalence of tensions and lack of knowledge; Consequently, the respective map presents (Figure 2) what was initially discussed, clarifying the arrangement in which teachers, directors, parents and students are located.

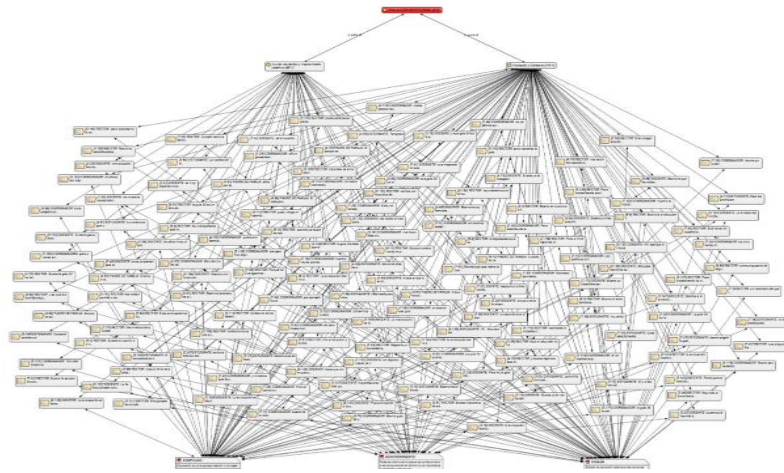


Figure 2- Map of Categorization and Subcategorization of Public Educational Policies. Own elaboration

This phase of presentation and discussion of the information obtained by the educational subjects ends, the category of educational policy agenda, from which three levels are derived, namely: Basic Foundations, Construction of the educational policy agenda and Citizen participation; In relation to this, the organization of the positions of directors, teachers, parents and students revolves around the codes of ignorance and tension, giving room to the presence of meanings regarding this important point. Figure 3 shows the network of thoughts that have emerged from the semi-structured interviews

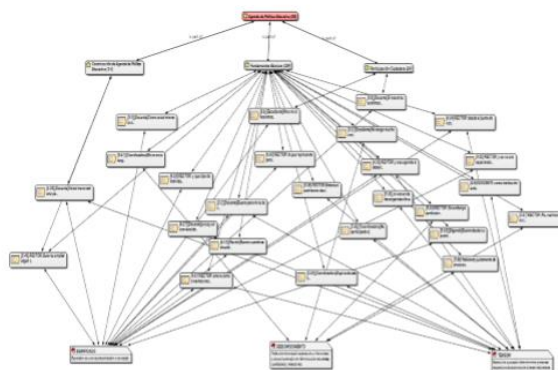


Figure 3- Map of Categorization and Subcategorization of Public Educational Policies. Own elaboration



From the above approaches, it can be deduced that the preparation of a "new" educational policy agenda that contains institutional evaluation in Barranquilla, requires going beyond the technical data issued by diagnoses, surveys, development plans, splices or interests of those who administer the state in turn; It must be, in a proactive spirit, a pyramidal and inclusive process in which its base represents the scenario and the people who are part of the sector, so that the evaluation of schools can be outlined as a mechanism that legitimizes pedagogical practices, in response to an educational service that has social mandates typical of the historical moment. Accordingly, this perspective aligns with Tamayo (2005) in showing that the post-materialist tendency, in the structuring of policy agendas, points directly to the development of freedom, the manifestation of personality, quality of life, social equality, environmental protection, women's equality, among others.

Actions and lessons in the process of strengthening institutional evaluation in Barranquilla.

The components that guide this section illustrate the axes implemented in phase II called "development" (Collective Construction in the face of the proposal of a "Policy Agenda in School Management" to rethink the reality of Institutional Evaluation), in which the participants endorsed the diagnosis, discussed the critical factors identified in the national educational guideline "Guide #34", collectively developing a framework for institutional evaluation as a process in the official schools of Barranquilla.

In connection with these guidelines and the procedure budgeted in the methodology of the research work, the activities and scopes consolidated by the educational communities that have gone through this exercise are described, closing with a balance, the relevant aspects and the "pending tasks", thus giving the last step of the cycle proposed by Elliot (1990)

Once the aforementioned activity was carried out, a matrix was conceived (after three working groups) in which the critical factors that affected not only the implementation of Guide # 34 were evidenced, but also concrete feedback actions towards its improvement, thus aspiring to optimize its operation in official education in the District of Barranquilla; This work, mediated by the researcher, was directed by two supporting documents (, in order to strategically group the ideas of each institution towards a visible, punctual and sequenced systematicity so that the emerging agenda would have a sense of unity and belonging for each participant, seeing their discourses reflected in the different themes. That being said, the following section shows the work executed, the result of the dynamic.

*Matriz de Factores Críticos y Retroalimentación a la Guía #34*

<b>Categorías</b>	<b>Factores Críticos</b>	<b>Retroalimentación a la Guía # 34 en la Evaluación Institucional</b>
<b>Políticas Públicas Educativas (Guía #34) (Anexo 7)</b>	-El instrumento propuesto por la Guía requiere ser actualizado, ya que no está articulado con las nuevas disposiciones legales vigentes frente items como planta docente y la gestión administrativa del Proyecto Educativo institucional.	-Reajustar en la batería, el proceso de Gestión Administrativa y Financiera en los siguientes componentes: Servicios de transporte, restaurante, cafetería y salud (enfermería, odontología, psicología); ya que las normas recientes han desmontado o reorientado estos aspectos.
	-Los procesos de aseguramiento de la apropiación de las políticas educativas, no permean la capacidad instalada de los actores de la escuela -La Guía #34 unifica los elementos de las áreas de gestión de las instituciones educativas, sin reconocer particularidades - En la actualidad no se viabilizan encuentros regulares del sector, para analizar la pertinencia de la Guía #34 respecto a los nuevos retos de la educación. - La elaboración de la Guía no tiene en cuenta la perspectiva de la Regiones, es importante incluir en ese diseño a los padres y estudiantes."	-Movilizar rutas de formación, en los que además de la comprensión técnica, en términos de alcances y campo de aplicación, se reflexione sobre la naturaleza. -Caracterizar desde la estructura del instrumento, la naturaleza de las escuelas, para aportar información incidente en la calidad. -Ante la dinámica de la educación en la reglamentación, es necesario revisar la "validez" de los aspectos que mide la guía, para esta se flexibilice y este acorde con las exigencias. -En lo que a Barranquilla se refiere, es importante por grupos de interés, se desarrollen espacios de reconstrucción de la guía, tomar los aportes de cada uno, para que también puedan mejorar los procesos.
<b>Gestión de la Evaluación Institucional</b>	-Los niveles de participación plena de la comunidad educativa en la ejecución de la evaluación, son precarios".	-Empoderar desde el marco normativo vigente a los consejos de padres y estudiantes, para que tengan asiento en los canales de la evaluación institucional.
	-La mirada de la Secretaría de Educación reduce su accionar al proceso, en el solo control del resultado de la evaluación (es decir, que sea reportada)". -Los resultados que arroja la evaluación institucional no aportan a la formulación de los PMI. -Las distintas percepciones de los supervisores frente al instrumento, genera inestabilidad en la comprensión del proceso	- Acompañar a las Secretarías de Educación desde el Ministerio, para mejorar su capacidad de trabajo y asegurar que trascienda su horizonte hacia una asistencia educativa efectiva en los colegios.

*Nota: Elaboración propia*

Public schools in Colombia have the challenge of strengthening the quality of their processes, for this, they must propose to overcome the limitations regarding their participation in the sectoral affairs of the state, especially the structure that makes up the educational community, which is called to establish itself as a key reference in education, demanding its permanent commitment. The Mobilization of educational actors, in the face of the empowerment of institutional evaluation, was pointed out in the redefinition of the discourses wielded throughout the interviews in the framework of the diagnosis, conscientiously studying what was obtained and prevailing the generation of proposals for change, which would feed back into Guide #34, on the axes to be modified at its core; This action makes sense, insofar as it is relevant to self-recognition as a subject that counts in education and whose approaches acquire support to rethink public policy. The inclusion of educational establishments in the construction of an educational agenda for institutional evaluation is not only essential because of their ability to stage, recreate and rethink the values that make feasible the state's analysis of the framework of educational policies in terms of management, but also because through it, Consistent and gradual progress towards the improvement of the current table of pedagogical aspects that underlie the measurement of indicators proposed in Guide #34 in its rubric (MEN, 2008. p.86) is feasible

### **Conclusions and recommendations: guide #34 as an opportunity to think about school management from the inside**

The conclusions in action research represent the backdrop against which the supplementary notions and analyses circulate that favor an integrative understanding of the phenomenon studied in terms of theoretical development; To achieve this, it is essential that the orientation that defines this moment is the exposition of the most relevant issues in favor of three key points: First, the review of the given objectives, the support of general elements after the results, with their respective discussion, and, finally, the staging of the factors that give relevance and interest to everything that has been done. With regard to the first block of conclusions, it must be said that in correspondence to the "achievement of the objectives", it was achieved, hand in hand with the actors of the different official establishments, to reflect in depth on the evaluation and the public policy that supports it, so that, in view of the general purpose, it was feasible to identify as a group, a framework of meanings and subsequent feedback to the institutional evaluation and to Guide #34 as a norm that directs it. This space had as its starting point the implementation of an initial phase, which left as a great central demand, the imperative participation of parents and students as vital subjects not only in the improvement of evaluation, but also in the strengthening of educational policy; In light of this, another component that emerged from this diagnosis was the need to rethink regionalization in the guidelines of the process, which although they guide from the generality, it is no less true that it is urgent in the voice of the educational communities, the inclusion of the sociocultural and contextual when it comes to seeing the school in its "reality". From this joint elaboration of the agenda for institutional evaluation in Barranquilla, it was pertinent to identify a complement to the concept of "Systemic Agenda" proposed by Delgado (2009), as a result of this research, in addition to prioritizing specific issues for the improvement of Guide No.34, contextualized its organization hand in hand with other sectoral regulations (not repealed) that facilitated marking the points in which it requires revisions by the State in all areas of the project. Levels; that is, a space of identity and mobilization that breaks with the eminently enunciative boundaries that can only occur from a diagnosis. The process carried out in phase II reoriented the vision of what to evaluate and how to evaluate, appropriating a concept of quality education, based on the promotion of the development of the multiple potentialities of the person, through the design and development of relevant and pertinent curricula for all levels; With this, the integral growth of the person is sought and, therefore, of his or her ability to assume a life project in relation to others and to participate actively in the different areas of human life, in the context of today's society; This new construction of institutional evaluation represents, then, that the right to education is practically unthinkable without levels of effectiveness and efficiency that make viable the effort of society as a whole to guarantee this approach to the population.

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