




Educational policy in Latin America

Política educativa en América Latina

Política educacional na América Latina


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KEYWORDS

Curriculum, pedagogical strategies, evaluation, participation, educational policy.

ABSTRACT. The purpose of this work was to know the scientific evidence on educational policy in a systematic review from 2018 to 2020 in Latin America. For it, a review was made according to the PRISMA guidelines of the articles found in the Scopus, Scielo, ProQuest, and Ebscohost databases. The results indicate the existence of inequalities in educational policies in the different educational systems, stating that the determining factors are: inclusion and equality, the importance of funding, curriculum foundations and educational curriculum, the educational system from the epistemological point of view and historical, educational policies from the aspect of assessment and its relationship to the curriculum, the use of teaching strategies, democratic consolidation and coexistence school, dialogue and consensus, concentration and participation of educational and social actors, rights of free education and quality migrants.

PALABRAS CLAVE

Currículo, estrategias pedagógicas, evaluación,

RESUMEN. El objetivo del presente trabajo fue conocer las evidencias científicas sobre la política educativa en una revisión sistemática de 2018 a 2020 en América Latina. Para ello, se hizo una revisión según las directrices PRISMA de los artículos encontrados en las bases de datos Scopus, Scielo, ProQuest y Ebscohost. Los resultados indican la existencia de desigualdades en las políticas educativas en los diferentes sistemas educativos, afirmando que los factores determinantes son: la

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participación, política educativa.

inclusión e igualdad, importancia del financiamiento, las bases curriculares y el currículo educativo, el sistema educativo desde el punto de vista epistemológico e histórico, las políticas educativas desde el aspecto de evaluación y su relación con el currículum, el empleo de estrategias pedagógicas, la consolidación democrática y la convivencia escolar, diálogo y consenso, concentración y participación de los agentes educativos y actores sociales, derechos de la educación gratuita y de calidad para personas migrantes.

PALAVRAS-CHAVE

Currículo, estratégias pedagógicas, avaliação, participação, política educacional.

RESUMO. O objetivo deste trabalho foi conhecer as evidências científicas sobre política educacional em uma revisão sistemática de 2018 a 2020 na América Latina. Para tanto, foi realizada uma revisão de acordo com as diretrizes PRISMA dos artigos encontrados nas bases de dados Scopus, Scielo, ProQuest e Ebscohost. Os resultados indicam a existência de desigualdades nas políticas educacionais nos diferentes sistemas educacionais, afirmando que os fatores determinantes são: inclusão e igualdade, importância do financiamento, as bases curriculares e o currículo educacional, o sistema educacional do ponto de vista epistemológico e histórico, as políticas educacionais na vertente da avaliação e sua relação com o currículo, o uso de estratégias pedagógicas, a consolidação democrática e a convivência escolar, o diálogo e o consenso, a concentração e a participação dos agentes educativos e dos atores sociais, os direitos da educação gratuita e de qualidade para os migrantes.

1. INTRODUCTION

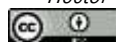
Within the critical review of education policies and the results of the first half of the twenty-first century, regarding the quality of education and improving equality and equity in education, as manifested by the National Council of Education in the National Educational Project from Peru to 2036 - "The challenge of full citizenship", it is necessary to analyze the different disciplines that are related to educational policy in Latin America, especially the current National Curricular Bases.

Acuña et al. (2019) state that the structure of education in Chile is "from the top down and from the outside to the inside". Similarly, Oliva (2019), in their sections 4 and 5, he focused on investigating the national curricular bases, the possibilities and limitations of education.

Educational policies in Chile promoted the great transformation of education, which was that schools should be under "funding, a model that subsidizes the offer to another that subsidizes demand" (Oliva, 2019, p.15), in other words, the public educational institutions that belonged to the Ministry of Education were now administered by the municipalities. As a result of street protests the enactment of the General Law of Education was achieved in Chile, which allowed the creation of the National System of Quality Assurance, whose objective is to ensure educational quality and rigorous control of tax resources for education (Oliva, 2019).

Oliva (2019), to the reference to education in Latin America, thinks it is not very well ask the question "What governments do to improve educational quality?" But it would be interesting, rather, to know whether the bases national curricula are focused on solving educational needs in harmony with the aspirations of its population (Cardona et al., 2020). International events on education, arrangements have been proposed with the aim of improving learning levels of the population and prepare students for life.

Mainardes (2018), in relation to the educational policy of Mexico, affirms that the educational system aims to consider three notions: the purpose, the tradition and the context. Garcia (2018) notes that at present the proposed educational model - 2016, Mexico focuses on achieving educational quality as modular column



educational policy; its aim is to eradicate the problems of corruption. If national curricular bases are the factors that allow or not the change in educational policies, then equity and equality in education will be possible and therefore the relationship between students will be positive and improve education quality. Oliva (2019) observed that the coincidence of the existence of educational inequality occurs because an impulse for change is required to face the factors that are causing said inequalities.

Oliva (2019), Cardona, et al. (2020), Gutiérrez and Morales (2020) they discussed topics of educational policies from the National Curricular Bases. These researchers agree that to address the problem of educational inequality momentum of change is required to face the factors that make this inequality, such as religious and sexual, economic. Cardona et al. (. 2020, p 12), referring to the national curriculum bases, says: "Colombia has faced some milestones with respect to the curriculum, assessment and funding". However, as stated by Gutierrez and Morales (2020), national curricular bases must express the link between politics, education, religion and gender equality.

Acuña, et al. (2019), García (2018), Stremel and Mainardes (2018), Baeza and Lamadrid (2018), Mendoza (2018) and Pinelli and Yannoulas (2019) They study the importance of educational policy and coincide in determining that the National Curriculum bases show inequalities in regard to educational quality, which - they argue - is a broad field that must be permanently in the expansion and construction phase; educational policy should not be constituted as a monopoly of one region or country. Baeza and Lamadrid (2018) argue that the lack of formal education policy strategies is evident in the performance of educational institutions.

Saviani (2020) argues that education policy has been frozen, especially investment in education, which led, for example, that achieving the goals proposed by the Brazilian National Education Project are not met. The Ministry of Education of Peru in its strategic objective 1 of the PEN to 2021, "aims to achieve a basic education that ensures equal educational opportunities and outcomes of equal quality for all; ikewise, the closing of educational inequality gaps" (Minedu, 2016, p. 56).

Zamorano y Gutiérrez (2020), Saviani (2020), Rivero (2019) and Correa and Cunha (2018) They addressed the issue of education policy from law studies lineament and bases of national education. Saviani (2020) argued that the policy of the countries of Latin America should be characterized by the Washington consensus, according to which the measures in educational policy are limited by neoconservatism, which is known as the "decline of public school". However, as he stated Rivero (2019) national curricular bases must respond to school life, showing relevant categories in the inclusion of students in poverty and extreme poverty, in order to overcome educational challenges.

Correa and Cunha (2018) argue that educational policies do not respond to the socioeconomic and cultural context, which makes them almost invisible phenomena, that is, these implemented educational policies do not respond to quality education. This finding is shared by Tello (2019, p. 9), who reports that there is a crisis in the field of educational policies and transformation to the needs of society, especially two important points is necessary: "shots political position "and" scientific analysis of political phenomena ", which will, from the epistemological transformation, rethinking the theoretical field and actions to reduce the inequality in education in Latin America.

Andrade (2020), Alarcón (2020), Cardona et al. (2020) and De Laurentis (2020) study education policy within the global agenda and conclude that many countries in Latin America do not take into account the expansion of rights and change processes, so there is a trade-off in relation to the National Curricular Bases. Cardona et al. (2020) argue that Colombia has experienced some milestones of change in relation to curriculum, assessment, and funding.

In this sense, the research aims to determine what scientific evidence is on educational policy in a systematic review considering the years 2018 to 2020 in Latin America. Since its inception, society has questioned itself regarding the knowledge that it should receive, which has allowed to guide conceptions especially in politics and how this is related to education, when referring to education, which is a complex phenomenon and not easy to understand but if this phenomenon is analyzed from the educational policies, it would reflect the constant implementations that have been approached according to the interests of each government.

2. METHOD

In this research a systematic review of the scientific literature related to the analysis of educational policy in Latin America, in the aspect of the Curricular Bases Nationals of the countries of the region to check is made whether these take into account equality, equity and inclusion of children and adolescents in the school stage. To carry out the analysis took into account the guidelines on conducting systematic reviews proposed in the PRISMA statement (Urrútia & Bonfill, 2010). Prisma's statement, "has an iterative nature of the development process of a systematic review, it allows conducting a systematic review, which implies numerous judgments and decisions on the part of the authors, in order to minimize the risk of bias in the process of the review" (Urrútia & Bonfill, 2010, p. 6).

Next, the process carried out at different stages (Figure 1) will be detailed.

The initial search was carried out on August 20, 2020 combining the terms politics *, education *, politics and education *, educational policy * educational policy * in the Scopus, Scielo, ProQuest and Ebscohost databases, using the Boolean AND operator. The information that was found had a great sample and contextual limitation, since in most cases they focused on educational problems, in a school context, and, in addition, they were focused on education in values. The systematic search was conducted between August 2020 and September 2020 Scopus databases, Scielo, ProQuest and Ebscohost; scientific articles published from August 2018 to 2020 were detailed and included as a documentary typology, the date on which the scientific study Research in the field of education policy: theoretical and epistemological perspectives and the place of pluralism began (Mainardes 2018). Combinations of terms used were as follows:

- politics * AND education AND politics * y education * AND politics AND educational * in the subject line for Scopus.
- politic * AND educational AND politics * y education * AND politics AND educational * in the subject line for Scielo.
- política* Y educación Y educativa* y educacional* Y política Y educativa * in the subject line for ProQuest

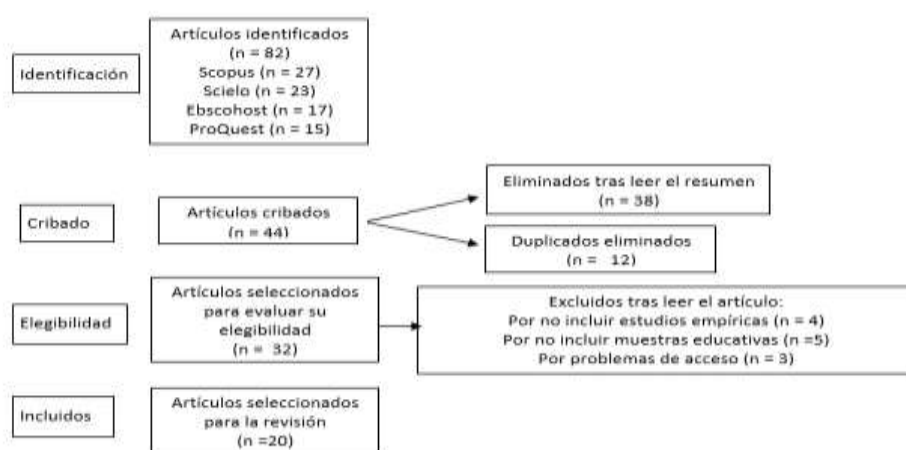
– política* Y educación Y educativa* y educacional* Y política Y educativa * in the title, abstract and keyword fields with research articles for the Ebscohost.

As a result, 82 articles were obtained: 27 in Scopus, 23 in Scielo, 15 ProQuest and 17 in Ebscohost. The works were downloaded in a text file and were subsequently analyzed in an Excel spreadsheet, including title, year, type of article, context of the study, journal indexing, revised issue revised quotations, summary, references and link or DOI. Before you start reading the abstracts and the selection of items, criteria for inclusion and exclusion were defined. In the review, articles in Spanish, English and Portuguese were incorporated, published from 2018 to 2020, on empirical research on educational policies from the aspect of the National Curricular Bases of the countries of the region and verify if they take equality into account, equity and inclusion of children and adolescents at school age. Among the exclusion criteria, as well as derivatives themselves inclusion criteria, were correspond to other document types such as conference proceedings, books, editorials and thesis.

After a first screening which was passed reading summaries of all items selected, and after removing duplicates, only 44 were considered suitable. After this, the summary of each article was reviewed, from which 38 were eliminated; afterwards, an analysis of the body of the articles was carried out and 12 were eliminated, mainly because they did not include empirical research on educational policy (n = 4), because they did not include Latin American countries (n = 5) and due to problems with access to the entire document (n = 3). Finally, to carry out the systematic review, there were 32 articles that met the inclusion criteria.

This whole process of analysis was carried out to determine the adequacy or not of the articles to the objective of the research, to identify what is the scientific evidence on educational policy in Latin America. The task was carried out independently by two renowned researchers, who acted as "blind" evaluators. The evaluators' results determined that there was disagreement regarding the systematic review; a third evaluator was sought for decision making and thus to know whether or not the article was accepted. After the opinion of the evaluators, 20 articles were selected to be considered in the review.

Figure 1. Flow diagram according to PRISMA.



3. RESULTS

Table 1 shows the synthesis of the research results, with a chronological and alphabetical structure.

Table 1: Synthesis of the articles reviewed

2	Results	Authors and year	Results
Acuña et al. (2019)	Educational policies that create obstacles to generate reflective dialogue among education professionals.	Mendoza (2018)	Mexican education has had positive changes in relation to the inclusion of children and adolescents.
Alarcón (2020)	Chilean educational policy does not achieve its purpose of achieving inclusive education.	Oliva (2019)	The National Curricular Bases in Chile are focused on learning based on disciplinary device, which does not contribute to change the inequality.
Andrade (2020)	In Brazil there is a gap in educational policies aimed at educating immigrants, resulting in the existence of an education of inequality and exclusion.	Palacios et al. (2020)	Chilean educational policies in recent decades do not respond to the needs of society and reflect mercantilist reforms, which results in inequality and socio-educational disadvantages.
Baeza y Lamadrid (2018)	Chile's education system lacks both systematic and institutional strategies, where the curriculum does not consider or address gender equality.	Pinelli y Yannoulas (2019)	The education system is often conditioned by capitalism from its transformative and emancipatory axis that generates the causes of poverty and social inequality.
Cardona et al. (2020)	Education in Colombia has changed in relation to the curriculum, its evaluation and financing, which has made it possible to appreciate the reduction of the processes of concentration and participation of the bases of social actors.	Rivero (2019)	The regulatory framework in Mexico in relation to the educational system proposes the articulation of resources and opportunities for building coexistence, reflecting practices social skills, moral and affective.
Correa Cunha (2018)	Brazil, with the Project Reinventing High School (REM), aims to reduce inequalities in educational conditions young people, education policy has enabled significant changes.	Saviani (2020)	Although the Brazilian education system had an economic increase in 2014, the National Education Plan to 2024 has not reached some objectives and others are unfeasible, because in the annual budget the government approved a reduction for the education sector.
De Laurentis (2020)	In Latin America educational reforms from 2003 to 2012 have had a change process very tied to politics and the government. The most relevant policies are evaluation policies.	Stremel y Mainardes (2018)	he constitution of educational policy in Brazil has not achieved consensus in the development of the educational field in its autonomous dimension, nor specifically in the different areas, both social and political and economic that contribute to the areas of theoretical and practical development of educational policy.
García (2018)	In Mexico, educational policies do not respond to the needs of both the	Tello (2019)	From the perspective of epistemological theory, educational

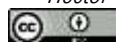
	international and national context and the knowledge society; furthermore, they are left empty as regards the meritocracy of teachers.		policy has the possibility of influencing the different factors that affect the political system, and must have a perspective that contemplates social reality and contributes to the development of educational justice and democratic consolidation, in order to eradicate inequality and exclusion in the educational system.
Gutiérrez y Morales (2020)	The financing factor in education has been a very controversial element in the Mexican educational system.	Tonieto & Fávero (2020)	In the field of educational policy, it is essential the role that the State and civil society must fulfill in the training with quality of teachers and in the promotion of educational programs and projects that allow the inclusion of the population.
Mainardes (2018)	Argues that to establish a good educational policy, it is important that this be epistemological bases that support proper planning and development.	Zamorano y Gutiérrez (2020)	Educational policies with their reforms and programs must serve everyone equally, regardless of whether there are “included” and “excluded” in a country. The programs that aim to guide educational reforms must set objectives that are achievable in recurring heterogeneous realities, whether in conditions of equality or inequality, of inclusion or exclusion.

Most studies indicate the existence of inequality factors in educational policies in different educational systems, information that will be relevant for the presentation and adequate understanding of the results.

Twelve of the articles showed that inclusion and equality is an elementary factor that the educational systems of Latin American countries must take into account, not only to mention it in educational policies but also to put into practice measures conducive to remedying and that society do not perceive inequality and exclusion (Oliva, 2019; Gutiérrez & Morales, 2020; Baeza & Lamadrid, 2018; Mendoza, 2018; Pinelli & Yannoulas, 2019; Zamorano & Gutiérrez, 2020; Rivero, 2019; Tello, 2019; Alarcón, 2020; Andrade, 2020; Tonieto & Fávero, 2020, and Palacios et al., 2020). The results indicated that educational policies do not meet the needs of society, which increases inequality and exclusion.

Likewise, three other articles mention the importance of financing for educational policies to be implemented and respond to the needs of the international and national context and the needs of knowledge Cardona et al. (2020), Saviani (2020) and Gutiérrez and Morales (2020). The results made it clear that for the education system to work and give positive results, the states must invest sufficiently in the education sector.

Four of the articles analyzed the work on the curricular bases and educational curricula, which should reflect learning and respond to the needs of both the international and national context, and the knowledge society



(Oliva, 2019; Cardona et al., 2020; García, 2018, and Baeza & Lamadrid, 2018). The results indicate that the educational system in relation to the curricular bases and educational curricula must reflect the needs; but for results to be achieved, educational policies that respond to the needs of society.

Five articles analyzed the educational system from an epistemological and historical point of view, with a view to establishing efficient educational policies based on inclusion (Mainardes, 2018; Gutiérrez & Morales, 2020; Stremel & Mainardes, 2018; Zamorano & Gutiérrez, 2020 and Tonieto & Fávero, 2020). The results show that social change or transformation of society depends on education; thus, in the last two centuries in some Latin American countries (Colombia, Mexico, and Chile) there have been both internal and external changes and educational policies focus on ending inequalities and exclusion.

Seven of the articles focused on analyzing educational policies from the aspect of evaluation and its relationship with the curriculum, an implementation that has been taking place since the 1990s and that is increasingly disseminated in the educational system of the countries of the region, which has generated expectations in the educational agenda (De Laurentis, 2020; Cardona et al., 2020; Mendoza, 2020; Zamorano and Gutiérrez, 2020; Saviani, 2020; Rivero 2019; Correa and Cunha, 2018). De Laurentis (2020) emphasized the Pisa assessments, an instrument that is often not related to the curriculum or the national curricular bases of the countries of the region and whose controversial application has motivated countries to make decisions to change the curriculum. Educational, as is the case of Brazil, which has built its own inclusive tests according to its reality. As for the rest, they argued that educational reforms in the Latin American region have had a process of change closely linked to politics and the government of the day, that is, it is not state policy, which has resulted in the educational system does not respond to the needs of society.

Three articles showed that it is necessary to use pedagogical strategies that are bases that promote equity and solidarity in society and that educational policies generate positive responses in accordance with the needs of society, showing real reforms to reduce the level of inequality and socio-educational disadvantages (Tello, 2019; Saviani, 2020; Rivero, 2019). In both studies, the results demonstrate the need to build and propose pedagogical strategies that tend to promote bases of equity and equality.

Two articles described the need to develop educational justice, democratic consolidation and school coexistence within educational policies (Tello, 2019; Rivero, 2019). The results show that educational actors from the perspective of coexistence must manage work instruments so that the articulation of strategic actions leading to achieving educational quality and coexistence is achieved.

Three of the articles demonstrated the lack of dialogue and consensus among educational actors to propose alternatives that are positive for the educational system Stremel & Mainardes (2018), Saviani (2020) and Acuña et al. (2019). The results show that educational policies create obstacles that hinder reflective dialogue among education professionals.

The articles by Stremel and Mainardes (2018) and Cardona et al. (2020) focused on the aspect of concentration and participation of educational agents and social actors within the educational field for the achievement of institutionally legitimate policies, especially on inclusion as a permanent element in the educational system.

Education has been the product of the coalition between educational agents and social actors, whose intervention has contributed to the authorities in charge making timely decisions for educational change.

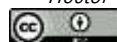
Finally, regarding the rights to free and quality education for migrants, Andrade (2020) and Alarcón (2020) argue that the educational system of the countries of the region should be aligned to propose an inclusion policy in order to meet the requirements following the logic of the equality-diversity dialectic. For the educational system to be fair, it must propose alternatives in redistribution or recognition that generate equality, based on the identity of subjects and groups to achieve an inclusive system.

4. DISCUSSION

The guiding question of this review was to know what is the scientific evidence on educational policy in a systematic review from 2018 to 2020 in Latin America? The different categories analyzed in this study, such as inequality and exclusion, educational policies, curricular bases, etc., allow us to consider that educational policies should continue to be analyzed, more in the context of a pandemic in which many of the Latin American countries such as the Peru have suffered a great student desertion, the reasons will have to be analyzed.

Oliva (2019), Gutiérrez & Morales (2020), Baeza & Lamadrid (2018), Mendoza (2018), Pinelli & Yannoulas (2019), Zamorano & Gutiérrez (2020), Rivero (2019), Tello (2019), Alarcón (2020), Andrade (2020), Tonieto & Fávero (2020) and Palacios et al. (2020) point out that inclusion and equality are an elementary factor that the educational systems of Latin American countries must take into account not only to mention them in educational policies but also to put them into practice and that society does not perceive inequality and exclusion as predominant elements. Oliva (2019) affirms that gender inequality in the educational system is still a factor that has not changed, where women continue to be considered the weaker sex, whose education is not essential, while for men it is important, which demonstrates the existence of inequality. The dissemination of research results of this type has promoted the formation of different women's social movements, but these have not succeeded in getting governments to make decisions regarding this issue. For his part, Mendoza (2018) sees inclusion as a fundamental element of the intercultural approach in the educational system that leads to proposing meaningful educational policies for populations that are included within cultural diversity. The same is the opinion of Pinelli and Yannoulas (2019), who point out that the margin of segregation of education from the internal and external perspective of the educational system is often caused by capitalism, which on the one hand is transformative and emancipatory and on the other, generates the causes of poverty and social inequality. In this regard, Zamorano and Gutiérrez (2020) argue that educational policies with their reforms and programs should serve everyone equally; consequently, not because of the fact that there are "included" and "excluded" in a country, the educational system is obliged to assume the problematization to observe how the behavior of the population develops manifestations of equality-inequality or inclusion-exclusion.

Tello (2019) argues that educational policy must build and propose pedagogical strategies that are bases that generate equity and solidarity. Educational policy must have a perspective that contemplates social reality and contributes to developing educational justice and democratic consolidation so that inequality and exclusion in the educational system are eradicated. On his side, Alarcón (2020) points out that to achieve inclusion, the educational system must propose alternatives in redistribution or recognition that generate equality based on the identity of subjects and groups. Similarly, Andrade (2020) says that educational policies should be aimed at



providing education to immigrants, to avoid the prevalence of an education of inequality and exclusion. Palacios et al. (2020) believe that educational policies should aim at inclusion and the creation of new institutions that develop adequate strategies to reduce inequalities.

It is important that good educational policies are complemented with adequate financing so that achievements are achieved that respond to the needs of the international and national context and of the knowledge society (Cardona et al., 2020; Saviani, 2020; Gutiérrez and Morales, 2020). Cardona et al. (2020) state that for education to generate changes it is important for the State to improve the financing of the education sector, responding to the demands of the international order. In this regard, Saviani (2020) emphasizes that the State must increase the financing of the educational system to achieve the educational objectives of the education sector. Likewise, Gutiérrez and Morales (2020) argue that the financing factor in education, due to its insufficiencies, has been a highly debated element in the educational system of the countries of the region, where it is sought that the State provides free education.

On the other hand, the curricular bases and educational curricula must reflect learning and respond to the needs of both the international and national context and the knowledge society (Oliva, 2019; Cardona et al., 2020; García, 2018; Baeza & Lamadrid, 2018). Regarding the National Curricular Bases, Oliva (2019) argues that they should not focus on learning based on the disciplinary device, which does not always contribute to changes to overcome the problem of inequality. Similarly, Cardona et al. (2020) point out that the curricular bases should respond to international demands or standards. In this regard, García (2018) affirms that the curricular bases do not respond to the needs of both the international and national context and the knowledge society. For Baeza and Lamadrid (2018), the curriculum must take into account gender inequality, which is a latent problem in all the educational systems of the countries of the region.

The educational system, based on epistemological bases, should facilitate the establishment of important educational policies in practice with inclusion as the axis (Mainardes, 2018; Gutiérrez & Morales, 2020; Stremel & Mainardes, 2018; Zamorano & Gutiérrez, 2020; Tonieto & Favero, 2020). Mainardes (2018) affirms that it is important that in order to establish a good educational policy, it must have epistemological bases that sustain and strengthen it. Likewise, Gutiérrez and Morales (2020) explain that education has had internal and external changes in its history, changes in which other factors such as religion have intervened. In this regard, Tonieto and Fávero (2020) point out that educational policy in the countries of the region shows epistemological weaknesses due to the lack of articulation between educational agents, which results in the non-consolidation of mechanisms for the improvement of the educational system.

Expectations have been generated in the educational agenda (De Laurentis, 2020; Cardona et al., 2020; Mendoza, 2018; Zamorano & Gutiérrez, 2020; Saviani, 2020; Rivero, 2019; Correa & Cunha, 2018) regarding policies seen from the facet of evaluation and its relationship with the curriculum and implementation that has been taking place since the 90s and that is increasingly being carried out in the educational system of the countries of the region. De Laurentis (2020) points out that the Pisa evaluations - an evaluation instrument that is often not related to the curriculum or the national curricular bases of the countries of the region and whose application is so controversial - have motivated countries to make decisions about change in educational curriculum. Likewise, Cardona et al. (2020) argue that education in the countries of the region has changed and

does not always go hand in hand with the curriculum and its assessment. According to Mendoza (2018), the educational system in the countries of the region must build an educational curriculum that guarantees educational attention from the initial and continuous training of teachers, especially in specialized inclusion. For Zamorano and Gutiérrez (2020), educational curricular programs must project objectives that are achievable in heterogeneous realities that condition the relationship of equality in inequality or inclusion in exclusion. Saviani (2020) affirms that the curricula must allow students to act autonomously and critically before society, leaving aside the injustice and inequalities of the dominant governments. In this regard, Rivero (2019) points out that the educational curriculum must propose the articulation of resources and opportunities for the construction of coexistence that generates equity and solidarity. Likewise, Correa and Cunha (2018) argue that the educational curriculum should aim to reduce inequalities in the educational system.

Pedagogical strategies must be bases that generate equity and solidarity in society, and educational policies must produce positive responses proportional to the needs of society, showing real reforms that reduce the level of inequality and socio-educational disadvantages (Tello, 2019; Saviani, 2020; Rivero, 2019). In the opinion of Tello (2019), pedagogical strategies within educational policy must have a perspective that contemplates social reality and contributes to developing educational justice and democratic consolidation so that inequality and exclusion are eradicated in the educational system. According to Saviani (2020), educational policies that propose pedagogical strategies must generate autonomous and critical capacities in students before society, leaving aside the injustice and inequalities of the dominant governments. For his part, Rivero (2019) explains that, through appropriate strategies, the educational curriculum must achieve quality standards that reflect practices of social, moral and affective capacities.

On the other hand, the need to develop educational justice, democratic consolidation and school coexistence within the educational policies Tello (2019) and Rivero (2019) must be addressed. More specifically, Tello (2019) states that educational policy must have a perspective that contemplates social reality and contributes to developing educational justice and democratic consolidation to overcome inequality and exclusion in the educational system. For Rivero (2019), from the preventive dimension of coexistence, educational actors must manage action instruments so that the articulation of strategic actions in relation to educational quality and coexistence is achieved.

Stremel and Mainardes (2018), Saviani (2020) and Acuña et al. (2019) point out that the lack of dialogue and consensus among educational actors makes it difficult to propose alternatives that are positive for the educational system. In addition, Stremel and Mainardes (2018) observe that the constitution of educational policy in the countries of the region has not achieved consensus in the development of the educational field in its autonomous or specific dimension in the different areas, both social and political and economic that contribute to the areas of theoretical development of educational policy. Saviani (2020) argues that the authoritarian and dictatorial governments of some countries in the region, as in the case of Brazil, impose measures for changes in education such as the implementation of the baccalaureate system, in which students and teachers are in the educational center all day, which generated complaints from different entities such as the National Education Forum and state secretariats of education. In this regard, Acuña et al. (2019) point out that educational policies create obstacles that hinder reflective dialogue among education professionals, while social mobilizations and protests have generated a dialogic fire in Chile on educational change.

On the other hand, the concentration and participation of educational agents and social actors within the educational field should be considered, in order to achieve institutionally legitimate policies, especially in inclusion as a permanent construction in the educational system (Stremel and Mainardes, 2018 & Cardona et al. al., 2020). For their part, Stremel and Mainardes (2018) point out that the constitution of educational policy in Brazil has not achieved consensus in the development of the educational field, on which Cardona et al. (2020) explain that the execution of educational policy has made it possible to reduce the processes of concentration and participation of the bases of social actors.

Regarding the rights of free and quality education for migrants, Alarcón (2020) points out that the States of the countries of the region must meet the demands for the rights of migrants and the State has the obligation to meet their requirements in education following the logic of the equality-diversity dialectic, supporting the rights of free and quality education and promoting social inclusion and equity. In this regard, Andrade (2020) points out that in many countries of the region, such as Brazil, there is a gap in educational policies aimed at the education of immigrants, which results in the existence of an unequal education and exclusion.

5. CONCLUSIONS

After integrating the results, it can be stated that there are several articles that agree that in Latin America the educational systems in their educational policies do not take inclusion into account, which, as scientific evidence shows, generates inequality and exclusion. The results analyzed inclusion and equality, the importance of financing, the curricular bases and educational curricula, the educational system from the epistemological and historical point of view, educational policies from the evaluation aspect and their relationship with the curriculum, employment pedagogical strategies, democratic consolidation and school coexistence, dialogue and consensus, the concentration and participation of educational agents and social actors, the rights to free and quality education for migrants. The results coincide in several of the articles, but due to the heterogeneity of the different realities studied, it is very difficult to compare and analyze the educational laws of each country in the region. However, it seems clear that educational systems in Latin American countries, at least in theory and at the level of enunciation, focus on improving the national curricular bases that respond to the needs of society.

This review of studies on education policy allows us to perceive that the rights to free and quality education for migrants are accessible in countries with better economies. Many of the articles examined show that in Latin American countries there are few regulations, laws on education that serve as the basis for a critical analysis of educational policies. All of them provide scientific evidence on how inequality and exclusion are generated.

It should also be said that this review is not without limitations, and we understand that future studies could include categories that further broaden the analysis of educational policies, but especially in terms of regulations and laws on education.

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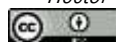
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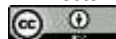
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