

Editorial corrections for master thesis of Jesús Arturo Medina Varela

TEquity Policies in Tertiary Education, The Case of the Universidad Autónoma Chapingo, Mexico. Analysis from Public Policies Theories

ERRATA

In the previously submitted version of my master's thesis, I inadvertently omitted the number of individual pages in the document. Please find the corrected information below:

1. Total number of pages: 123 pages
 - The document starts with page number 1 on the cover.
 - The document concludes with page 123, which is the last page of the List of Appendices section.

I would like to rectify an oversight regarding the omission of citations from two previous works that I authored during my time in the Public and Social Policy graduate program at Charles University. These works, although my own, were not appropriately referenced in the thesis, as well as other minor mistakes.

- Medina-Varela, J. (2021). *The Democratization of Access to Higher Education in Mexico. Analysis of the Autonomous University of Chapingo, Mexico*. Charles University, Ma. Public and Social Policy, Public Policy Course. Unpublished student paper
- Medina-Varela, J. (2022). *Affordable Higher Education to Tackling Social Inequality in the Welfare State*. Charles University, Ma. Public and Social Policy, Social Policy Course. Unpublished student paper.

2. Page 13, Paragraph 1, line 1. Missing Citation and quotation: According to Medina-Varela., J., (2021) "*The policy change at UACH occurred on May 12, 2008, through its governing body made up of academics, students, and administrators. The advocacy coalition proposed an integrated student selection mechanism by various criteria that will not be limited to assessing students' profiles by a standardized test*".

Instead of: the policy change at UACH occurred on May 12, 2008, through its governing body made up of academics, students, and administrators. The advocacy coalition proposed an integrated student selection mechanism by various criteria that will not be limited to assessing students' profiles by a standardized test.

3. Page. 14, Missing subheading: Add a missing subheading in line 13, which mentions the word: "Methodology"
4. Page 15, Paragraph 5, line 1. Missing citation and quotation: According to Medina-Varela., J. (2021), *"Mexico has had a policy of expansion in higher education enrollment in the last decades; it has expanded its gross enrollment rate exponentially in recent years. In 1971, the enrollment rate was barely 5.3%, and it had a substantial gap between women and men. In 2018, its gross enrollment rate was 41.5%, with higher women's participation in this educational sector"*.

Instead of: For instance, Mexico has had a policy of expansion in higher education enrollment in the last decades; it has expanded its gross enrollment rate exponentially in recent years. In 1971, the enrollment rate was barely 5.3%, and it had a substantial gap between women and men. In 2018, its gross enrollment rate was 41.5%, with higher women's participation in this educational sector.

5. Page 16, Paragraph 2, line 1. Missing citation: Medina-Varela., J. (2021), mentions that *"university enrollment in Mexico is concentrated in the quintiles with the highest purchasing power; for 2014, 69.3% of tertiary education students in Mexico came from quintiles IV and V. It can also be observed that there was an increase in university enrolment from 2010 to 2014 of 418,742 students. However, we did not keep positive student growth from the first and second quintiles"*

Instead of: Figure 2 shows how university enrollment in Mexico is concentrated in the quintiles with the highest purchasing power; for 2014, 69.3% of tertiary education students in Mexico came from quintiles IV and V. It can also be observed that there

was an increase in university enrolment from 2010 to 2014 of 418,742 students. However, we did not keep positive student growth from the first and second quintiles.

6. Page 19, Paragraph 2, line 1. Missing citation and quotation: Medina-Varela., J. (2021), following Potucek (2017) mentions that *“ideologies are diverse opinions in different societies about where to direct society's collective efforts; these values are reflected in various political ideologies. Contemporary societies are characterized by being eminently plural in their opinions on how the Governments should address problems, making it explicitly challenging to understand and manage public policies”*.

Instead of: In Potucek (2017) mentions that ideologies are diverse opinions in different societies about where to direct society's collective efforts; these values are reflected in various political ideologies. Contemporary societies are characterized by being eminently plural in their opinions on how the Governments should address problems, making it explicitly challenging to understand and manage public policies.

7. Page 20. Missing word: Add a missing letter in subheading line 8 **“The Advocacy Coalition Framework as a theoretical approach for the analysis of policies for equity at the UACH”**

Instead of: he Advocacy Coalition Framework as a theoretical approach for the analysis of policies for equity at the UACH

8. Page 21, Paragraph 2, line 1. Missing citation: Medina-Varela., J. (2022), following Heikkila, T., & Cairney, P. (2018) mentions that *“The actors who share thoughts are grouped within the same promoting coalition against other actors grouped around different ideas and compete to determine the agenda-setting”*.

Instead of: The actors who share thoughts are grouped within the same promoting coalition against other actors grouped around different ideas and compete to determine the agenda-setting.

9. Page 27, Paragraph 1, line 1. Missing citation and quotation: According to Medina-Varela., J. (2021) following Heywood (2012) *“expresses, political*

ideologies can act as social cement and unify collective beliefs. This social cement can contribute to the construction of public policy alternatives”

Instead of: As Heywood (2012) expresses, political ideologies can act as social cement and unify collective beliefs. This social cement can contribute to the construction of public policy alternatives.

10. Page 45. Missing word: Add a missing letter in Paragraph 1, line 1: The 2008 educational reform...

Instead of: he 2008 educational reform...

11. Page 47, Paragraph 4, line 3, 4, 5, 6 and 7. Eliminate repetitive sentence.

“The analysis evaluates equity in access, permanence, results, and results' benefits, as Farrell proposed (1997). Additionally, the study examines the concept of equal opportunities through the lens of the four ideologies defined by Fernández Mellizo (2003) and categorized by Bolívar Botía (2005) as conservative or socially democratic”.

12. Page 48, Paragraph 1, line 1, 2, and 3. Eliminate repetitive sentence.

“Moreover, the analysis identifies how recognition policies at tertiary education institutions address historical marginalization, with a particular focus on indigenous communities in Mexico”.

13. Page 115. Missing reference: Bulcourf, P., Cardozo N. (2008). *¿Por qué comparar políticas públicas?* Universidad Nacional de Quilmes y de la Universidad de Buenos Aires en Buenos Aires, Argentina.

14. Page 117. Missing reference: Heywood. (2012). Political ideologies: an introduction / Andrew Heywood. (5th ed.). Palgrave Macmillan.

15. Page 118. Missing reference: Medina-Varela, J. (2021). *The Democratization of Access to Higher Education in Mexico. Analysis of the Autonomous University of Chapingo, Mexico*. Charles University, Ma. Public and Social Policy, Public Policy Course. Unpublished student paper.

16. Page 118, Missing reference: Medina-Varela, J. (2022). *Affordable Higher Education to Tackling Social Inequality in the Welfare State*.

Charles University, Ma. Public and Social Policy, Social Policy Course.
Unpublished student paper.

17. Page. 123. Annexes. Missing annex. Research instrument.

Depth interview

Objective to answer: Why did the change in admissions policies occur at the Autonomous University of Chapingo in 2008? As well as understanding the role of ideas in change; The role of learning in change.

Interview script (semi-structured, Open-Ended)

Case study: Equity Policies in Tertiary Education, The Case of the Autonomous University of Chapingo, Mexico. Analysis from Public Policies Theories.

Topic: The Reform of 2008 at the Autonomous University of Chapingo.

Introduction

Thank you very much for accepting this interview; the objective of this study is to explain why the change in the admission selection policy occurred in 2008 at the Autonomous University of Chapingo and how it has evolved in the last 15 years. I want to begin by explaining that this study is intended to deepen how and why the Autonomous University of Chapingo adopts policies for educational equity that are different from the rest of the Public Universities in Mexico.

Perception of the Problem

From your perception...

1. What importance do you give to the 2008 reform of admission and permanence at the Autonomous University of Chapingo?
2. What problems did University of Chapingo have for which reform was considered in 2008?
3. *Describe each problem by its degree of relevance; how did it affect it, and was it perceived?*

4. *When were you aware of the problems?*

5.. *Has the problem changed since the reform into the agenda until today?*

6. From what background or practices did the idea of reforming the selection and admission process for Chapingo come?

Perception of the solution

From your perception...

7. What are the ideal solutions and the possible solutions?

8. Which actors have actively promoted the 2008 reform of the Autonomous University of Chapingo? Mention its role and relevance

9. Who highlighted or knew about the problem? Mention its role and relevance

10. Who drove and influenced the solutions? Mention its role and relevance

Decision-making process and consensus

11. Was there any resistance to the 2008 Reform from interest groups? (teachers, administrators, workers, unions, students, politicians, government) If so, how was an agreement reached?

12. How has the consensus process to advance the policy for equity in Autonomous University Chapingo been?

Learning process

13. Was there a moment in the last fifteen years when the continuity of the selection and admission reform of 2008 was questioned? If so, why was it decided to continue with it?

14. What problems or new adversities arose with the admission of new low-income students?

15. Have evaluations of the new selection and admission model and the policies for equity and permanence been carried out?

16. What have you found in evaluating the new selection model and the permanence policies?

18. Do you consider that the UACH spending on scholarships compromises educational expansion, that is, the entry of more students?

19. Do you consider that the 2008 reform and the spending on permanence policies compromise the investment of resources for educational quality?

20. Looking back on the 15-year duration of the admission and permanence reform, could you see it as a success, a failure, or a bit of both?

21. Do you agree with the maintenance of the equity policies in the current and future years?

22. Do you think more substantial changes should be made to this policy?