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# **Territorial educational governance of Regular Basic Education Institutions: A systematic review**

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**Abstract**---Educational governance in public systems represents the way in which power is exercised in the management of economic and social resources of a developing institution, considering the capacity of design, formulation and implementation of public policies and the application in the context of Education. The approach was qualitative, enabling symbolic interactionism, generating knowledge about the category of the study; a bibliographic review was carried out, which considers the review of articles and documents into account articles published in the Scopus database, Web of Science and Scielo. The review of 25 articles from the last 8 years was taken into account. The systematic review takes into account the PRISMA statement. The study concluded that: The determining factors of adequate territorial educational governance of Regular Basic Education institutions are: Schooling in territorial educational governance that guarantees the provision and participation in formal public education. Likewise, a decentralization policy must be followed, transferring resources and responsibility for education to the community level; since the cooperation of the representatives committed to decentralized educational management under a methodology of decentralization strategies.

**Keywords**---Educational governance, bibliographic review

## Introduction

In today's world, territorial governance in educational institutions in Europe is gaining in importance, as policymakers have in some cases integrated schooling and education into a broader concept of territorial governance. In this sense, the interconnection between the governance of schooling and education, on the one hand, and local territorial governance strategies, on the other, contribute to improving the difficulties. Both positions share the goal of local and demographic development, which is why the synergies between the two processes are often underlined ( Jahnke , 2019; Verger et al., 2016).

The term territorial governance has mainly been discussed in the context of European territorial policy in relation to cohesion and convergence policies (Van and Schmitt, 2015). The concept first appeared in 2007 in European Union documents such as the Territorial Agenda of the European Union (TAEU). In a broad sense, territorial governance can be defined as the processes of organization and coordination of the various actors in society for the development of territorial capital in a non-destructive manner in order to improve territorial cohesion at various levels (Petersen, 2016).

Problems of territorial governance have been evidenced and it is worth pointing out governance as the processes through which citizens present the collective resolution of problems and respond to the requirements of society, using the government as an instrument to carry out their tasks ( Ferrão , 2013 ). Governance can incorporate dynamics of change in society and the palpable restrictions of the state sector is the only actor in the management of public policies, with imperative characteristics of public and private collaboration, thus addressing problems of social economic development and for that matter of this study, educational development.

The concept of territorial governance has been promoted by the European Commission as a central element of the European Regional Policy, it is argued that territorial governance is different but complementary to multilevel governance, since it focuses on the mobilization of groups of regional actors and integrating knowledge into policymaking processes. Furthermore, it explores whether there is merit in understanding smart specialization processes as a model of territorial governance, using examples from the development and implementation of smart specialization strategies. Smart specialization can be considered a territorial governance approach because it promotes bottom-up policymaking driven by local knowledge. By empowering the subnational level, a territorial governance lens can help mitigate regional disparities and bring regional policymaking closer to citizens. In doing so, territorial governance can help address some of the accountability and legitimacy gaps that have led to growing discontent with the European project at regional and local levels ( Moodie et al., 2021).

In Mexico, it has been found that the globalized society presents difficulties in the integration of processes for the rational use of resources that impact the social beings of people and societies, in the efficiency of managing economic, social resources. , technological and services, in addition to considering an

entrepreneurial culture that enables the institutionalization of knowledge (Carro et al., 2017). Therefore, a good level of sustainable training guarantees territorial educational governance of the directors of educational institutions.

Peru represents a dysfunctional state, the most dysfunctional in Latin America. In most public institutions there is no operation, and in some areas, they do not exist. In the Peruvian system, it cannot be oblivious to the transformations that are faced every day to achieve quality standards. One of the main goals should be to improve service to the educational community and social responsibility considering interculturality and gender. The shortcomings of the Peruvian State deeply affect the existence of the inhabitants, which reduces the feeling of prosperity in the population, in public management, the authenticity of the legislatures and, therefore, in the framework of the popular government and its foundations. Considering the results of the insufficiencies of State execution in the life of individuals and in the intensity and administration of the nation's system, it is that modernization in public administration is critically needed, to guarantee that the elements that make up the three degrees of government act in a stated and firm manner, directing their efforts towards a better general execution of the approaches and method of dealing with the country in the assistance of residents (Bao and Delgado, 2020). As has been referenced so far, there are shortcomings and disconnections in the current system of public administrations, this issue has a negative impact on the citizen's perception of governance and public management and the performance of the State of education in Peru.

In recent times, the government of Peru seeks inclusive national growth, through public administration reforms, which includes a decentralized government agenda to bring the voice of the government to all regions of Peru. It is recognized that the public sector must be more participatory, transparent, efficient, effective and thus successfully meet the needs of all citizens and face the challenges required by public educational institutions (OECD, 2016).

Therefore, the question of the problem is what are the determining factors of an adequate territorial educational governance of the institutions of Regular Basic Education?

Likewise, the research objective is established: Identify the factors of an adequate territorial educational governance of the Regular Basic Education institutions.

As for the theories related to the governance category of public systems, it is the way in which power is exercised in the management of economic and social resources of a developing institution. Likewise, it is the ability to design, formulate and implement public policies and their application in the context of education, facilitating them from a conceptual and operational framework and considering a scheme (López et al., 2017).

It highlights on the one hand the cooperation of actors at different levels (supranational, national, regional, local) and different sectors (public and private in the fields of economy, science, administration, NGOs and different political resources) but on the other also its territorial dimension (Faludi, 2012). In a

broad sense, territorial governance can be defined as the process of organization and coordination of actors to develop territorial capital in a non-destructive way in order to improve territorial cohesion at different levels (Davoudi et al., 2008). Likewise, governance from the decentralized Ugeles organizations is divided into two areas; those that are directly responsible for their budgets and those that occur in the education sector, those that are responsible for ensuring the educational service in educational institutions, that they function in a timely and uninterrupted manner. It means that it must be ensured that educational institutions work with educational and teaching materials from the first day of classes to the last, complying with the number of hours required according to the curriculum and for each of the levels and finally overcome all difficulties . , minimize them, recover from natural or social events (Ríos, 2020) .

Educational governance in public systems is the way in which power is exercised in the management of economic and social resources of a developing institution. Likewise, it is the ability to design, formulate and implement public policies and their application in the context of education, facilitating them from a conceptual and operational framework and considering a descriptive scheme of a systemic nature (López et al., 2017).

Governance practices in basic and secondary education institutions, they are recognized with the educational practices that occur on a daily basis. Great efforts were found for the training of students built on correct relationships between actors of educational institutions. Gaps were found in the relationship between the educational institution and the state (Yépez, 2020).

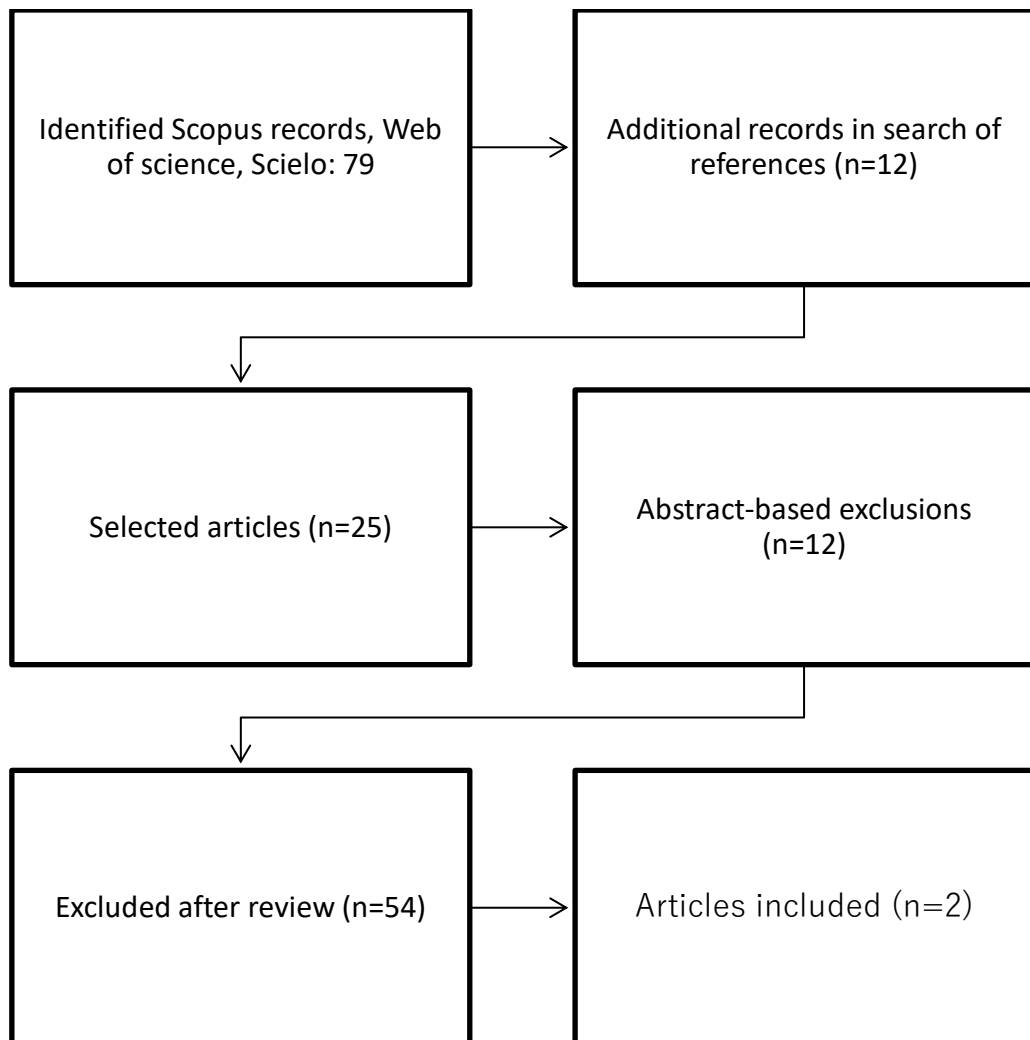
## **Method**

The focus of this study is qualitative, which enables symbolic interactionism, generating knowledge about the category of the study; taking into account the contribution of various authors that makes it possible to develop theories based on the research process (Hernández and Mendoza, 2018).

A bibliographic review was carried out, which considers the review of books, articles and documents related to the category of the study (Arias and Covinos, 2021). Taking into account articles published in the Scopus database , Web of Science and Scielo; with the use of keywords such as: territorial educational governance, territorial governance, territorial governance, educational governance, governance practices.

The study took into account at least the review of 91 articles from the last 8 years in full format in Spanish, English and Portuguese. The systematic review takes into account the PRISMA statement (2009) that considers 27 items that are found in 7 clearly established domains; presented in a flow chart that is presented in detail and in detail by the QUORUM statement (Moraga and Cartes, 2015).

Figure 1  
Phases of the systematic review



## Results

### Schooling in territorial educational governance

Schooling, understood as the provision and participation in formal public education, has become a topic of discussion in many rural areas. Under demographic pressure from declining student numbers in peripheral regions, a number of rural schools across Europe have been closed in recent years. In some countries, national or regional central education boards have accelerated this process by cutting support for small schools in peripheral regions; others, especially in the Scandinavian context, have followed a policy of decentralization by shifting resources and responsibility for education to the community level.

Consequently, schooling has been (re)integrated into complex local decision-making and resource distribution processes ( Jahnke , 2019).

Only through schooling, it is possible to face the difficulties presented by the new political, monetary and real situation that the population in general is going through, hit intensely by administrative emergencies and political polarization. A public instructional model in light of the networks' own needs may be another option and perhaps a more viable arrangement than a normalized model profoundly alien to the truth of the culture (Flores, 2019). It is now widely accepted that education and schooling are being (re)articulated by forces and actors beyond the control of nation states. A dominant force is corporate, where concerns about market reach and profit accumulation are changing both the content and processes of education (Carney and Klerides, 2020).

### Territorial Educational Governance Strategies

Governance represents an opportunity for strategy makers to reflect on their administration and try to work from various perspectives before problems arise (Martínez-Córdova et al., 2021). Taking into account that the administration is the shield, a device that the territorial ordering integrates in its cycle to restrict or contain the effects of a strictly objective vertical and lawful preparation. As such, the point is to prevent the representative parties who build and own the domain from being ignored for the sake of a sensible arrangement: considering local values, societies, and personalities that could possibly be different from the specialized sanity proposed in the preparation (Dalla, 2017).

On the other hand, trying portray the cooperation of the representatives committed to decentralized educational management under a fundamental regional methodology and for equitable, contextualized and differentiated improvement, decentralization strategies must be executed with regional methodology in Peru, which close regional gaps in the area of training and are most pertinent to essential quality schooling in each district, in this sense, it is essential to refresh and characterize in a precise and substantial way the obligations and work of those responsible at the different levels of government as key cycles of educational management so that each specialist be clear about your command and the particular errands you must carry out with a view to working in decentralized educational management (Flores et al., 2021).

### Decentralization as a factor of adequate territorial educational governance

It finds the process and impact of middle-level disintermediation to be uneven and often tense, with significant implications for place-based coherence, equity, and legitimacy. It shows how national hierarchical mechanisms work together to demand and/or incentivize change in local school systems, most obviously by reducing the mandate and capacity of traditional local authorities. This process can open up new opportunities for emerging and existing actors to work together through network and community forms of governance to counteract the negative impact of fragmentation, a process called brokering change. However, the answers and results vary widely among the five localities and the productive change in the environment is by no means a given, so the article analyzes the processes at work

and their impact in different contexts. Establishing that assessment implications for research, policy, and practice in contemporary education systems (Greany, 2020).

### Territorial educational governance experiences

There are experiences of providing educational services carried out as a state organization coordinated by the territorial focal training service, with places that have opened as equivalent schools and have integrated them into neighborhood improvement systems. Specialists do more than resource and support your school, they are even key to the neighborhood learning improvement methodology: in that scenario it has become a cornerstone and the new model has driven a spatial, material and social redesign of the local domain and has become in a way a part of the local regional administration, especially since the decline of the segment has become a main problem and an obstruction for the future turn of events. The current school regulation, as well as the educational improvement strategies, have structured a regional tutoring management, where training and population approaches converge for the sake of regional and school competition (Silvie et al., 2020).

In terms of territorial organization, the school offer is organized in fixed school districts, which means that students must attend a certain school in their district. Thus, it binds students and parents to "their" school, at least at the elementary school level. At the same time, the organization by school districts ensures that the entire territory is covered by an adequate school offer. Apart from a few exceptions, so-called school avoidance strategies, the only way to change schools is to change residence, an action that is rarely taken, particularly in rural districts (Jahnke, 2019).

### Discussion

The study found that the determining factors of adequate territorial educational governance of Regular Basic Education institutions are: Schooling in territorial educational governance, which is understood as the provision and participation in formal public education, they have followed a policy of decentralization by shifting resources and responsibility for education to the community level. Consequently, schooling has been (re)integrated into complex local decision-making and resource distribution processes (Jahnke, 2019). In this sense, the interconnection between the governance of schooling and education, on the one hand, and local territorial governance strategies, on the other, contribute to improving the difficulties. Both positions share the objective of local and demographic development, which is why the synergies between the two processes are usually underlined (Verger et al., 2016).

Only through schooling, it is possible to face the difficulties presented by the new political, monetary and real situation that the population in general is going through, hit intensely by administrative emergencies and political polarization (Flores, 2019). It is now widely accepted that education and schooling are being (re)articulated by forces and actors beyond the control of nation states (Carney and Klerides, 2020). It is understandable that governing these complex

educational systems requires balancing responsiveness to local diversity with the ability to provide equitable, high-quality education to all students, regardless of their social background, abilities, and interests. decisions about the roles of principals, teachers, parents, school boards, governments and private organizations in running schools, about the level of competition between schools and about how students are assessed, how the practices of teachers, how school leaders are evaluated and how schools are held accountable for the quality of the education they provide (OECD, 2016).

Strategies should be highlighted ; they represent an opportunity for strategy creators to reflect on their administration and try to work from various perspectives before problems are generated (Martínez-Córdova et al., 2021). It is recognized that the public sector must be more participatory, transparent, efficient, effective and thus successfully meet the needs of all citizens and face the challenges required by public educational institutions (OECD, 2016). This is how governance can incorporate dynamics of change in society that make it possible to overcome educational problems.

Another factor of adequate territorial educational governance is the cooperation of the representatives committed to decentralized educational management under a fundamental regional methodology and for contextualized and differentiated improvement, decentralization strategies must be executed (Flores et al., 2021). Such as, ensuring that educational institutions work with educational and teaching materials from the first day of classes to the last, complying with the number of hours required according to the curriculum and for each of the levels and finally overcome all difficulties, minimize them , recover from natural or social events (Ríos, 2020). In this sense, the governance of public systems is the way in which power is exercised in the management of economic and social resources of a developing institution. Likewise, it is the ability to design, formulate and implement public policies and their application in the context of education, facilitating them from a conceptual and operational framework and considering a scheme (López et al., 2017).

Likewise, decentralization was found as a factor of adequate territorial educational governance, showing how national hierarchical mechanisms work together to demand and/or encourage change in local school systems, most obviously by reducing the mandate and capacity of the authorities. traditional venues. This process may open up new opportunities for emerging and existing actors to work together through networked and community forms of governance to counteract the negative impact of fragmentation, a process called brokering change ( Greany , 2020).

In the experiences of territorial educational governance, the ongoing school regulation, as well as the educational improvement strategies, have structured a regional tutoring management, where training and population approaches converge for the sake of regional and school competition ( Silvie et al. , 2020).

In terms of territorial organization, the school offer is organized in fixed school districts, which means that students must attend a certain school in their district and the organization by school districts ensures that the entire territory is



covered by an adequate school offer. Apart from a few exceptions, so-called school avoidance strategies, the only way to change schools is to change residence, an action that is rarely taken, particularly in rural districts ( Jahnke , 2019).

## Conclusions

The determining factors of adequate territorial educational governance of Regular Basic Education institutions are: Schooling in territorial educational governance that guarantees the provision and participation in formal public education. Likewise, a decentralization policy must be followed, transferring resources and responsibility for education to the community level; since the cooperation of the representatives committed to decentralized educational management under a methodology of decentralization strategies, which requires governance of public systems, is the way in which power is exercised in the management of economic and social resources of an institution in development, assuming the capacity of design, formulation and implementation of public educational policies.

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