

## OVERVIEW

This issue of *Calidad en la Educación* journal corresponding to the second semester of 2011 brings together interesting articles by which national and international writers –from the world of ideas and supported by empirical outcomes– contribute to the discussion on different subjects of particular interest during this year such as formation of teachers, tertiary education development and how to finance the higher education system.

To begin, three articles which represent outcomes and findings from researches supported by the Council. The first of them is called “Relationship between the learning experience of undergraduate students and the teaching they receive from their teachers”, by Carlos Gonzalez and others, which found that those students who learn deeply concentrated have positive perceptions about the situation they are going through. And teachers who teach focusing on learning and conceptual changes provide their students a deeper approach. The second one is “Development of the higher education system in Chile: possibilities, tensions and challenges”, by Marcela Gaete and Raquel Morales, which accounts for different types of curricular flexibility as much as common difficulties related to structure, regulation, incentives and funding of the higher education system. The last study, “Quality regulations and standards in teachers’ education: the Chilean case from a comparative point of view” by Carmen Sotomayor and Jacqueline Gysling discusses four system of quality regulation in teachers’ education –Australia, Canada, New York and England– and actions developed by Chile in that field.

Other studies included in the first section of the journal are “Research on teachers’ education in Chile: known and unknown

territories” by Tatiana Cisternas, addressing the characteristics of research in initial and continuous education of teachers in the national scene. In relation to higher education and gender, Claudia Perez provides “An approach to the construction of an identity for cadet women in the Chilean Army Military School”, in which she finds that by intensifying the male/female gap, traditional and social representations and roles get stronger and promote the natural and sexualized acceptance of an identity by complement in the case of women. Finally, the article “Indirect fiscal contribution: a proposal to upgrade it” by Lorena Flores and others, closes the Studies section. This work interestingly analyzes strengths and weaknesses of the Indirect fiscal contribution (AFI, for the Spanish acronym) from which it proposes ways for improving the system to constitute an effective tool for promoting equity, quality and efficiency of the higher education system.

In the international field, Mexican Yazmin Cuevas opens the Essays section with the article “Organisms and processes for the quality certification of private higher education in Mexico”, by which she examines the procedures of three organisms in charge of evaluating and accrediting the quality of higher education institutions. It also includes the essay “Equity in the access to higher education: the “equity places” in the Social Sciences Campus of University of Chile” which presents a reflection by Cristobal Moya about the “equity places” as an initiative to seek alternative ways of entering higher education in a context showing a high segregation though selection in socioeconomic terms.

Experiences section highlights the foreign contribution by Pilar Rodriguez and other writers, “The optional initial cycles in the University Centre of the East Region: innovation and curricular flexibility in the Republic University, Uruguay”, in which she describes the implementation and value of optional initial cycles (CIO) in the context of decentralization and creation of University Centre of the East Region. After that, the article “Building the public health of the future: strategic planning at the school of Public Health of University of Chile”, by Giorgio Solimano and Julia Gonzalez concludes that this initiative was a real contribution to upgrade the Public Health Faculty

and the design, management and evaluation of public policies in the academic field.

We hope that articles included in this number 35 of the journal are a valuable input for our readers and for the discussion and dialogue about relevant subjects in the higher education field. I would like to take this opportunity to thank our external reviewers who have made a significant contribution in selecting excellent articles for the interest of the academic community and general readers.

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