Mori Arinori Center for Higher Education and Global Mobility
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Seminar
An overview of Mexican Higher Education
Structural Characteristics, Growth Trends and Policies

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PART I

BRIEF OUTLOOK OF MEXICO

1.   Big and diverse territory, large population, big economy

Federal Republic

31 sovereign states and 1 Federal District

1.96 million sq. km, 14th in the world
     (Japan: 378 thousand sq. km, 62th)

118.4 million people, 11º most populous country; 153th place in population density
     (Japan: 10th most populous country;
     41th place in population density: 336
     people/sq km)

Demographic bonus
2013:
15-64 YO population is 77.04 million, 65.1% of total population
2020: 84.17 million, 66.2%
16th world economy by GDP in 2013
2nd in Latin America (after Brazil).

But decreasing GDP annual rates:
2010: 5.1;
2011: 4.0;
2012: 4.0; 2013: 1.1

And 64th place in GDP per capita

(Qatar: 1s; EUA 10th; Can 20th; Japan 26th; Chile 51st; Uruguay 56th; Venezuela 76th; Brazil 82th; China 97th. WB Data).

2) Poverty and socioeconomic inequalities:

From 110 million inhabitants (2010): 61% poor or with some social deprivation
- 41.8 million: moderate poverty
- 11.5 million: extreme poverty
- 20.4 million: some social deprivation

Unequal income distribution:

Graphic 1. Monthly Income by Deciles. 2012. USA dollars

Decile	Income
I	180
II	302
III	404
IV	500
V	613
VI	740
VII	912
VIII	1151
IX	1565
X	3410
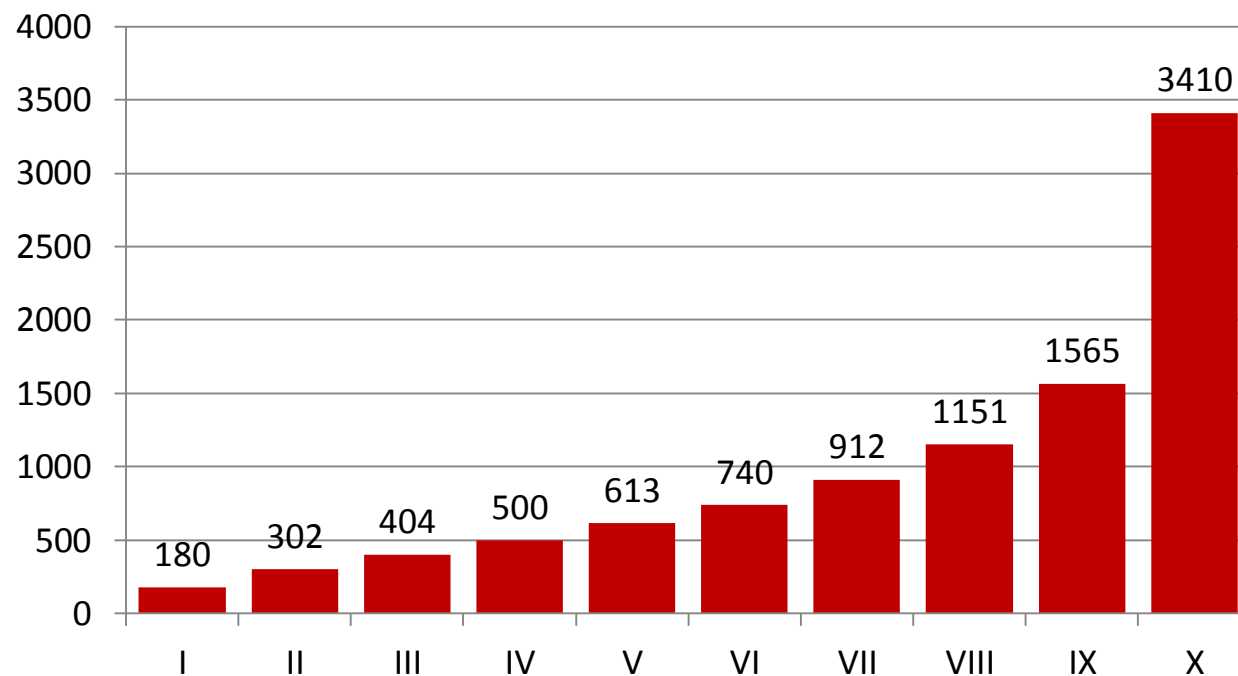
Source: INEGI, 2012

3) Problems of state capacity building and development of democracy

Lack of accountability and transparency

Corruption and insecurity in many places

II PART

AN OVERVIEW OF MEXICAN HIGHER EDUCATION SYSTEM

1. Morphology of Mexican Higher Education System

a) Structure of Mexican Education System

Table 1. Structure of Mexican Education System

Education type	Education level	Modality
Basic 9 years Mandatory	Preschool (3 years)	General; Indigene; Communitarian
	Primary (6 years)	General; Indigene; Communitarian
	(Low) Secondary (3 years)	General (include communitarian secondary); Workers; Tele secondary; Technical
Secondary 3 years Mandatory	Upper secondary (3 years)	Professional technic; General Baccalaureate; Technological Baccalaureate
Higher	Higher Technician (2 years)	Technological universities and institutes
	Bachelor's Degree (4 years)	Normal education; university and technological
	Postgraduate 1 to 4 or more years	Specialty (1–2 years); Master's Degree (2 years); Doctorate (4 or more years)

Source: INEE, 2010.

b) Types of HEI

Institutional differentiation

Table 2. Number of HEI by Type. 2010

	2010-2011
Public:	
Federal universities	6
State universities	56
Technological universities	87
Polytechnic universities	45
Intercultural universities	8
Technological Institutes	253
Normal Schools	228
Others	146
Total public HEI	829
Private HEI	1800
Total public and private	2629

Source: Own elaboration based on data from Secretary of Public Education, thru ANUIES 2010 and Álvarez y Ortega (2011)

c) **Enrollment**

State universities have almost 1/3 of total enrollments
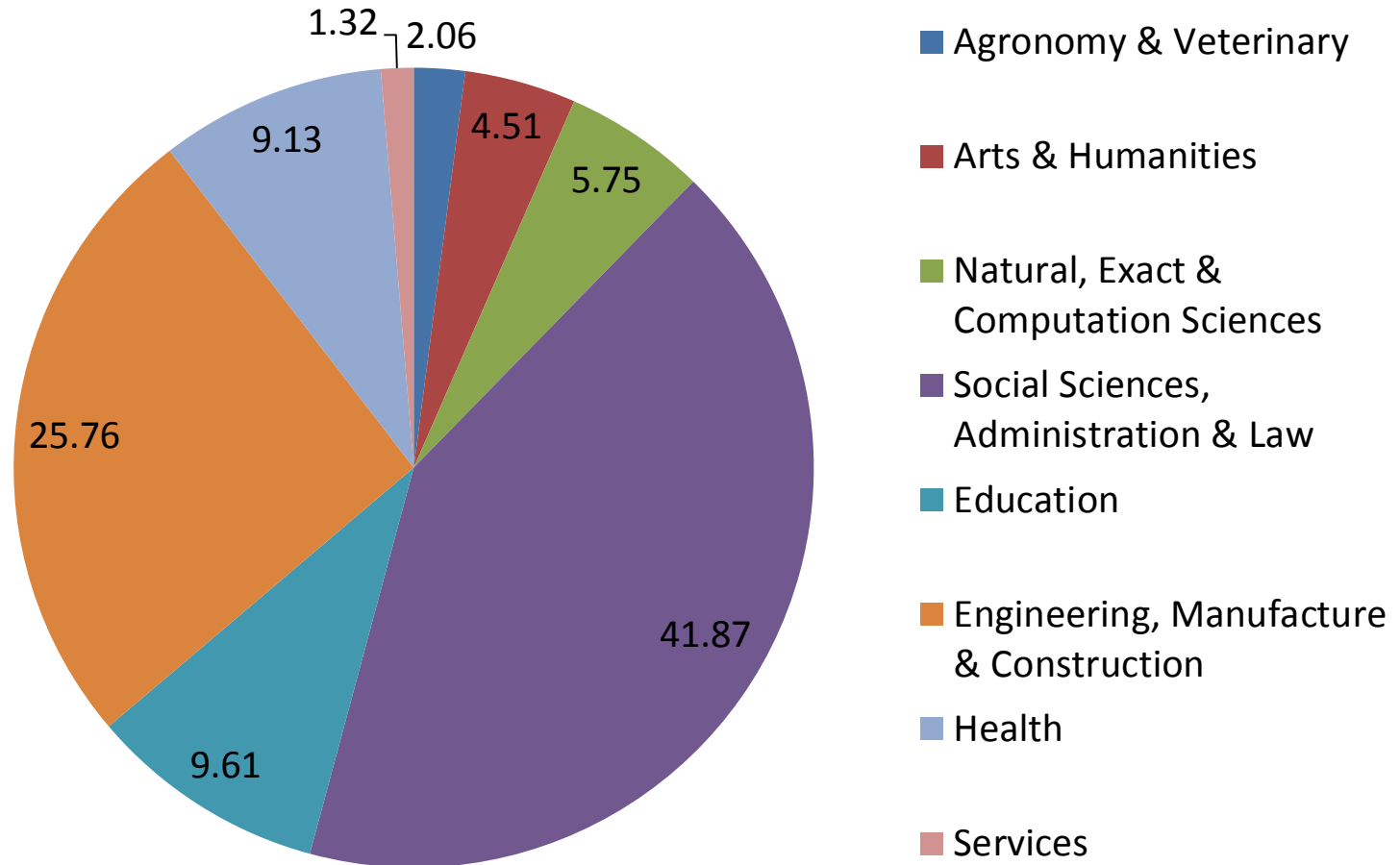
New type of institutions remain with a small portion of students

Table 3. Total Enrollment and Percentage Distribution by Type of Institution. 2010

	Enrollment	%
Public		
Federal universities	342,563	11.66
State universities	924,221	31.45
Technological universities	31,157	1.06
Polytechnic universities	35,350	1.20
Intercultural universities	6,627	0.23
Technological Institutes	410,816	13.98
Normal Schools	80,150	2.73
Others	151,783	5.17
Total public HEI	1,982,667	67.48
Private HEI	955,678	32.52
Total public and private	2,938,345	100.00

Source: Own elaboration based on data from Secretary of Public Education, thru ANUIES 2010 and Álvarez y Ortega (2011)

d) Distribution of undergraduate students by areas of training and

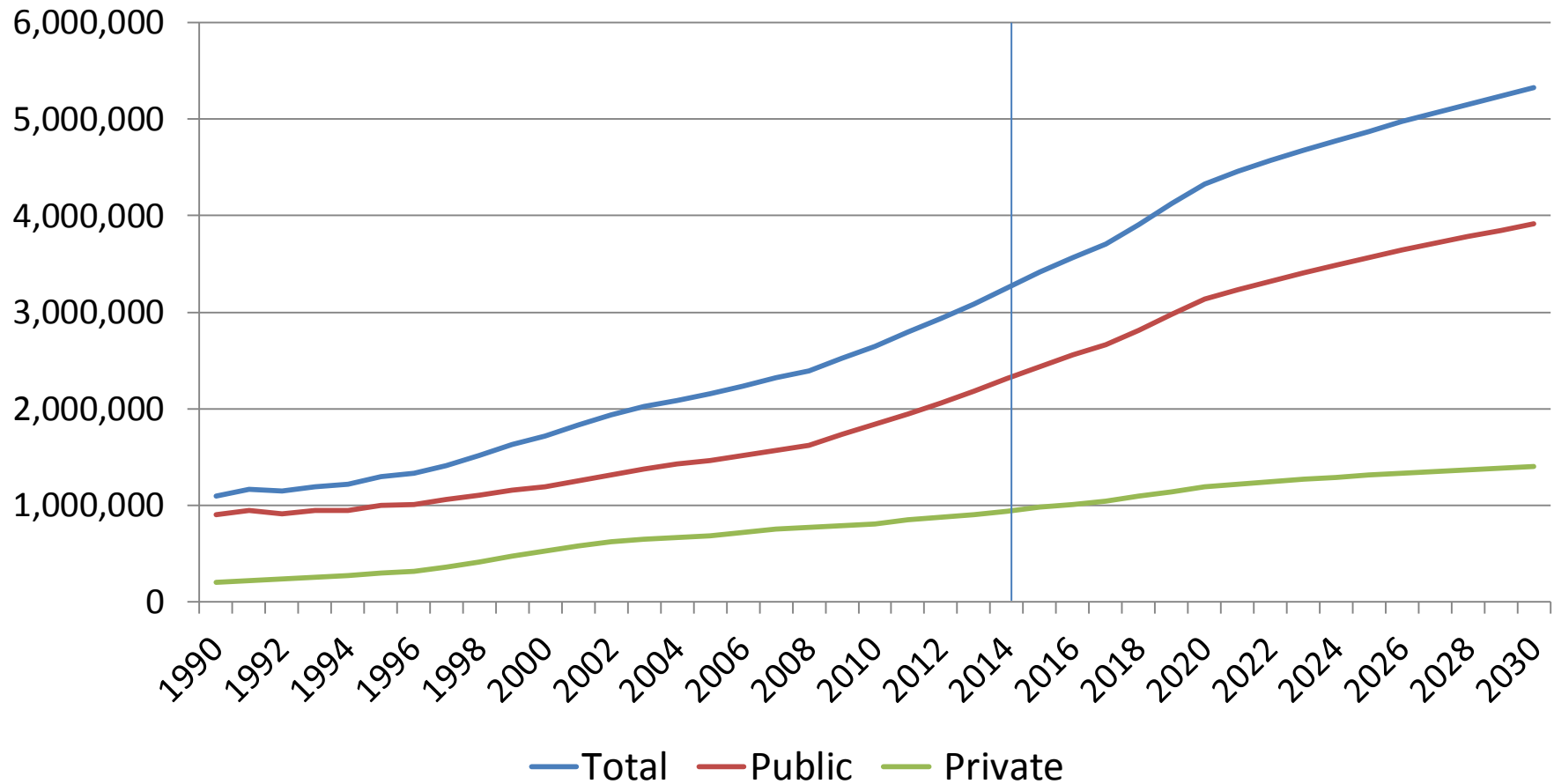## Graphic 2. Percent of Distribution of Undergraduate Enrollment by Areas of Training. 2012.

Legend:
- Agronomy & Veterinary
- Arts & Humanities
- Natural, Exact & Computation Sciences
- Social Sciences, Administration & Law
- Education
- Engineering, Manufacture & Construction
- Health
- Services

Values shown: 1.32, 2.06, 4.51, 5.75, 9.13, 25.76, 41.87, 9.61

Source: Own elaboration with data provided by ANUIES, 2014
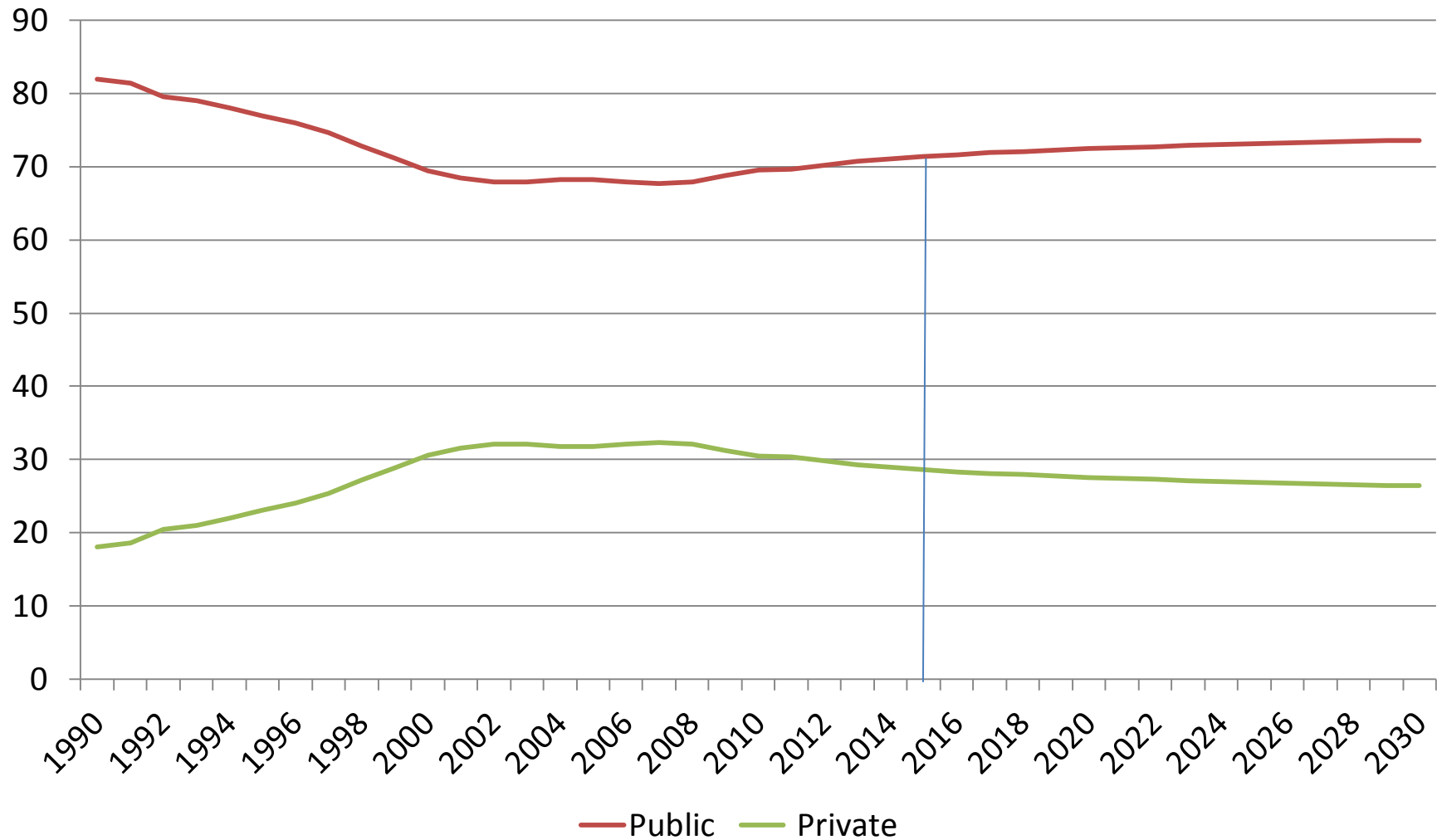
2. The growth

a) Enrollment by sectors

Graphic 3. Growth of Bachelor's Degree Enrolment by Sectors. 1990 and Projections until 2030

Source:Secretaría de Educación Pública, 2014.

b) Distribution of enrollment by sector

Graphic 4. Percent of Distribution of Bachelor's Degree Enrollment by Level and Sector. 1990 and 2030 projections


Source: ANUIES, 2014.

c) The posgraduate

More than a quarter million students attend the post grade

Important growth in 1990's decade

Result of:

- Needs for more qualifications in a more competitive high skills labor market (credentialization)

- Public policies to promote the postgraduate qualification of HE professors

- New private educational markets

Graphic 5. Postgraduate Enrollment by Sectors
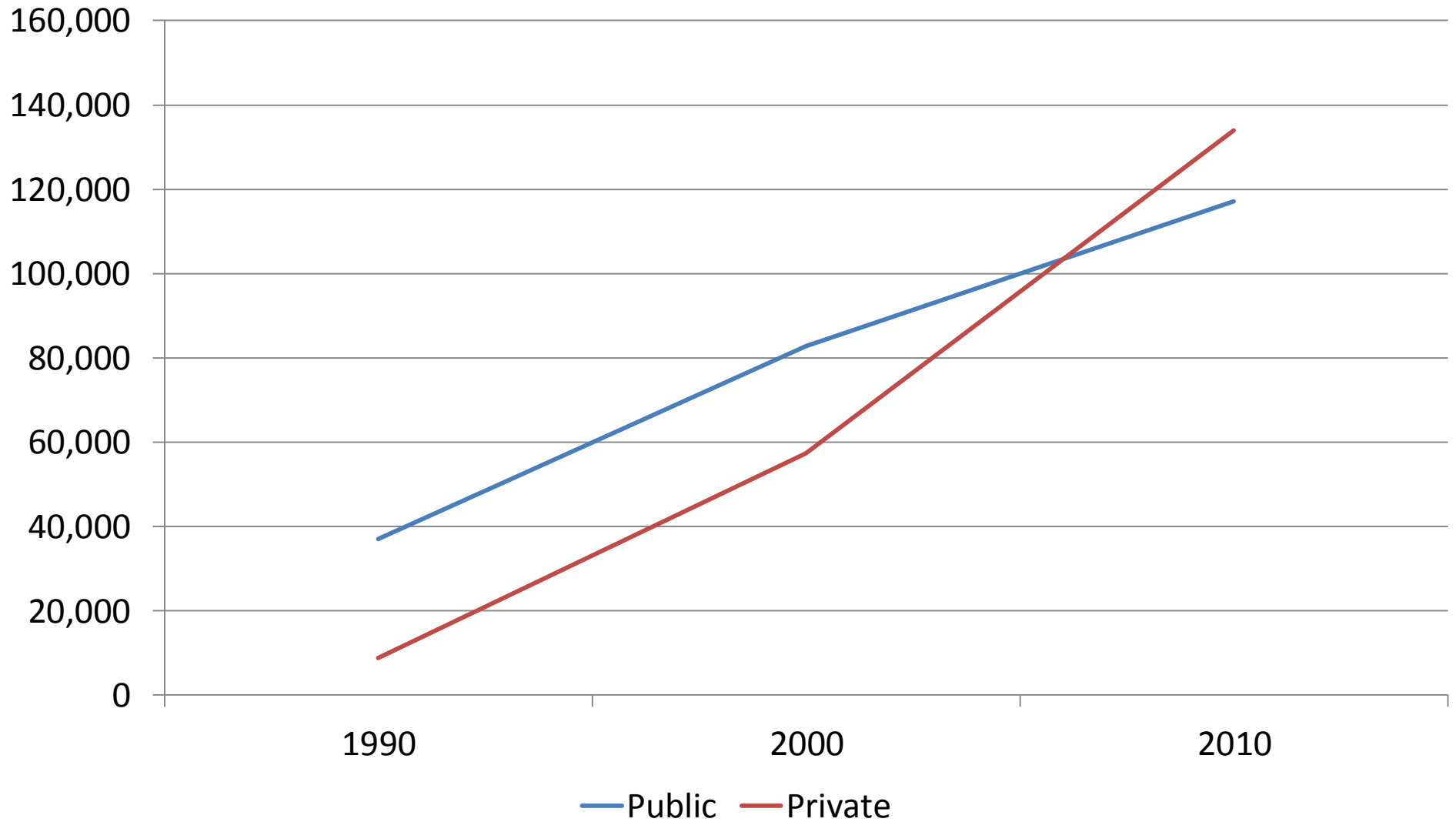
—— Public —— Private

Fuentes: 1990: SEP, UPEPE-DGPyP (2014); 2000 and 2010: based on data from SEP thru Álvarez y Ortega (2011).

d) Professoriate

Low professionalization by contract and formation

Table 4. Professors by Type of Contract. Public and Private Sectors. 2013.

	Full time		Half time		Per hours		Total	
		%		%		%		%
Public	56,045	34.81	11,483	7.13	93,467	58.06	160,995	100
Private	9,931	8.72	6,310	5.54	97,594	85.73	113,835	100
Total	65,976	24.01	17,793	6.47	191,061	69.52	274,830	100

Source. ANUIES, 2014.

Table 5. Professors with Doctorate. Public and Private Sectors. 2013

	With doctorate	%	Professors	%
Public	18,380	11.42	160,995	100
Private	4,919	4.32	113,835	100
Total	23,299	8.48	274,830	100

Source: ANUIES, 2014.

Low research activity in general, but even less in the private sector

Part time professors have the most teaching load and earn much less than full time professors

Full time professors have been the main beneficiaries of public policies, stimulus and bonus

3) Higher education policies

a) Modernization of policy regime

Global context of shifts in the educational policies

A big change in the policy regime started in 1990:

      Evaluation policies to institutions, programs and individuals

      Extraordinary funds through market like mechanisms (not too much competitive)

      Promotion of "new public management" ways of administration: strategic planning

      More selectivity in public institutions (against to the almost free access procedures

General diagnosis of quality problems and difficulties to steer the HEI

Policies were devoted to public sector, not to private, which still remains poorly regulated by government

b) Policies of quality assurance

There are many agencies and mechanisms for quality assurance, but not a real system

Different mechanisms:

  Accreditation and assessment procedures
  Quality improvement programs
  Standardized examinations for students
  Recognitions for high quality institutions, programs and researchers

Procedures for institutional and program evaluation are voluntary

Exemption: official recognition and authorization for private programs

c) Agencies, actors and actions: the baroque Mexican style or QA

Institutions and programs

Agencies	Main actors	Actions
Secretary of Public Education (federal); State Secretaries of Education	High and medium public functionaries; university rectors; heads of other HEI	Programs of non-regular funding. Evaluations of proposals
Universities and other HEI	Rectors, heads, and expert teams	Self-evaluation. Assemble the strategic plans and submit them to federal government Assist the university and its units in external assessments
Inter-institutional Committees for Higher Education Assessment (CIEES)	Functionaries	Assessments of academic programs, not for accreditation
Council for the Accreditation of Higher Education (COPAES) and its 23 accrediting bodies	Professional associations, federal government	Advice and assessments for accreditation of programs and gaining status to be eligible
National Council for Science and Technology (CONACyT)	Functionaries; peer review committees from scientific communities	National Registry of Graduate Programs (PNP)

Individuals: professors, researchers, students

Agencies	Main actors	Actions
Secretary of Public Education:	Functionaries, peer review procedures from academic communities	a) Give the status of "academic body" to groups b) Give the rank of "Profile PROMEP" c) Give monetary support for professors to study a Master's or Doctorate degree
Faculties or departments of HEI	Functionaries of HEI	Evaluation of professors by students (results are no seriously taken or used)
National Council for Science and Technology (CONACyT)	Functionaries; peer review committees from scientific communities	Admit or promote into the National Researchers System (SNI)
National Centre for Higher Education Assessment (CENEVAL)	Functionaries	Standardized assessments for student admission and egression

Private sector

Agencies	Main actors	Actions
Supervisory entities of federal and states governments	Functionaries Heads of private HEI	Official authorization for private programs (RVOE)
Public autonomous universities (only 13)	University functionaries	"Incorporate" programs of private HEI
Federation of Private Mexican Institutions of Higher Education (FIMPES)	Representatives of private HEI	Private system of institutional accreditation (the high score level leads to an automatic RVOE from federal government)

d)Some conclusion about quality assurance system

Evaluations of programs do not impact on authorization

Autonomous institutions do not have to submit new programs to external approval
Non autonomous public institutions follow specific rules to their subsystem
Private institutions must get an official authorization

There are no consequences on the regular public subsidy (current expenditure).

Only on the non-regular funds, which are growing: nowadays represent 17% of total budget for HE. But all HEI get some extra money, based on their "strategic plans".

Team of OECD concludes:

…quality assurance practices in Mexico are still dispersed into a number of components which do not make a coherent whole. The current system of quality assurance, as seen from a system perspective, is complex and does not yet provide sufficient accountability to the Mexican society (Brunner et al. 2008).

Critical perspectives from the field of higher education research have stated:

Quality policies (strategic planning, accreditation of programs, incentives for professors and researchers) show small improvements in quality

Power of rectors and their technical groups have grown and the collegiate power decreased

The "Republic of the Indicators" and the attached extra funds have not leaded to an "Evaluative State" but to an "Interventionist State"

All policies lead to give more money to institutions.

But there is not a real competency: everybody gains some extra-money.

A renovated welfare policy? Infrastructure, stimulus, bonuses, scholarships

The measure of success comes from the government indicators. As the indicators are getting better, government assure the policy is good. But the problems remind…

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どうもありがとうございました！

¡Muchas gracias!

Thank you very much!

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