

# **"ISSUES AND TRENDS IN INTERNATIONAL EDUCATION IN THE NAFTA REGION"**



# **INTERNATIONALIZATION OF HIGHER EDUCATION IN MEXICO**



## General Scheme of Mexican Educational System

TYPE OF EDUCATION	LEVEL	IN HOUSE	EXHOUSE
<b>BASIC EDUCATION</b>	Pre-primary	General pre-primary Communitarian pre-primary Indigenous pre-primary	
	Primary (1-6)	General primary Community courses Indigenous primary	Adult primary education
	Lower Secondary Education (7-9)	General lower secondary Lower sec for workers Technical lower sec TV secondary school	Adult lower secondary education
	<b>Job Training</b>	Job training	<b>Job training</b>
<b>UPPER SECONDARY EDUCATION</b>	Professional technician	Professional technician	Out-of-school and distance education
	Senior High School (10-12)	General high school Technical high school	
<b>TERTIARY EDUCATION</b>	<b>Technical professional</b>	<b>Technical professional</b>	Out-of-school and distance education
	<b>Bachelor's degree "Licenciatura"</b>	Teacher's College University Bachelor's Degree Tech. Bachelor's Degree	
	<b>Postgraduate level</b>	Specialization Master's degree Doctoral degree	

Source: [www.sep.gob.mx/work/appsite/princip2002/publicacion2003ingles.pdf](http://www.sep.gob.mx/work/appsite/princip2002/publicacion2003ingles.pdf)

## Historical overview Public institutions

1551 Real y Pontificia Universidad de México

1791 Real y Literaria Universidad de Guadalajara

1824 Universidad de Mérida

1826 Universidad de Chiapas

1910 Universidad Nacional de México

1930-1948 Universidades de Nuevo León, Puebla, Sonora,  
Sinaloa, Guanajuato, Colima, Veracruzana

1970's Universidad de Cd. Juárez, Autónoma  
Metropolitana, Baja California Sur, Tlaxcala

## The higher education system in Mexico

- Public universities group is composed of 45 institutions, which by law govern themselves; educate 52% of all undergraduate students and 48% of graduate students.
- Technological education is composed of 147 institutions, coordinated by the federal government.
- Technological universities is composed of decentralized public institutions that depend on State. Mexico has 54. Offer two year programs.

## The higher education system in Mexico

- Public higher education in Mexico receives financing from both federal and state governments.
- Statistics 2005/06 :
  - 2,384,000 students enrolled, represents 22% of total young adults (19-25). 2,087,000 at undergraduate, 150,000 at graduate, 147,000 others (normal education)

## Private universities

- 1912 Universidad Libre de Derecho
  - 1935 Universidad Autónoma de Guadalajara
  - 1938-1939 El Colegio de México\*
  - 1943 Instituto Tecnológico y de Estudios Superiores de Monterrey
  - 1943 Universidad Iberoamericana
- Most private universities were created after 1960**

\*Decentralized institution

Source: Alfonso Rangel Guerra. La Educación Superior en México, p. 19 ff.

## Private Universities

- Private education includes 598\* (1,189\*\*) institutions:
  - universities 168, institutes 171, schools and other institutions 259
  - 27.6% undergraduate, 36.5% graduate enrollment.

\*Data from Higher Education in Latin America The International Dimension, Chapter 8, Hans de Wit, Jocelyne Gacel-Avila. The World Bank

\*\*Actual data SEP including teacher training institutions and new institutions.

## XXI Century

- Opening of international trade
- Increase in information technology
- Creation of the knowledge society

This changes have forced higher education institutions to restate their mission, agenda and responsibilities and to seek innovative strategies for improving their quality and relevance.

## To understand...

- To understand internationalization in Mexico, we must answer four questions:
  - What is the international dimension in Mexico's national education policy?
  - How advanced is the process of internationalization?
  - What are the principal internationalization strategies adopted by Mexican institutions, particularly its public and private universities?
  - What are the strengths, weaknesses, challenges, and perspectives of the internationalization process in Mexico?

## National Education Plan 01/06

- This plan has three principles:
  - The equitable expansions of access to education
  - The promotion of high-quality education for all
  - Federalize the educational system, transform management and involve the community in education.
- Includes international cooperation as a strategy for raising the quality of the higher education system



## The History

- The government finances 100% of the public or state higher education system
- Considering the average of the tuition in the Mexican private higher education system, the government uses twice as much money for providing university level education to one student.
- Even with the big numbers of students enrolled in the public systems, there are many students left behind and outside of the state institutions
- Private Universities were their answer, but they didn't have the money to pay for them
- Since, the government started to approve as many private Universities as they could, in an effort to provide higher education to as many students as possible
- So, quality became an issue in the private system, private Universities were the ones getting together first in order to create an independent accreditation entity that could put each institution in its right place.

## Quality Assessment

- Register of Graduate Programs of Excellence (CONACYT)
- Inter-institutional Committees for the Evaluation of Higher Education
- National Commission for Evaluation.
- To establish a general framework for accreditation processes in higher education programs, guidelines for the recognition of accreditation organizations.

## The first Rule

### Big difference in Mexican Higher Education between Public and Private Institutions

#### Public

- No accreditation required
- Basically funded by the State Government
- Huge amount of students
- Research funded by Federal Government
- AUTONOMY (issues it's own diplomas without the need of state recognition)

#### Private

- Accreditation needed for quality purposes
- No government funds
- Different sizes, usually small
- Research privately or institutionally funded
- Diplomas have to be recognized by the Federal or State Government

## Some realities about Mexican higher education accreditation

- Mexico entered late the accreditation of higher education institutions and programs.
- The first national debate was defining quality (private and public institutions point of view).
- CENEVAL was established to measure quality of programs, testing the students graduating.
- Even when ANUIES is not really an accreditation, some of the standards used by COPAES come from them.
- FIMPES is really the only institution with a wide accreditation system in Mexico.
- Autonomy in public institutions in Mexico is still used by some of them as a reason for not submitting themselves to the evaluation and accreditation of programs
- In many cases, the public higher education system still continues to play the role of "judge and contestant" when it comes to evaluation and accreditation in Mexico



## Number of Mexican institutions by type of membership/accreditation

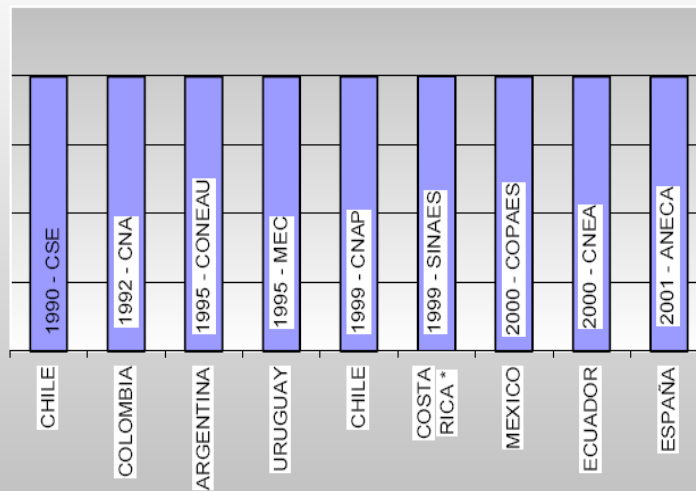
		ANUIES member	FIMPES accredited	Institutions with RVOE	SACS (US) accredited
<b>PUBLIC</b>		<b>336</b>	<b>93</b>		
	Universities	58	40	na	na
	Teachers' Colleges	30	0	na	na
	Technological Institutes	76	49	na	na
	Agricultural Tech Institutes	20	0	na	na
	Maritime Tech Institutes	6	0	na	na
	Forestry Tech Institutes	1	0	na	na
	State Tech Institutes	90	0	na	na
	Other institutions	55	4	na	na
<b>PRIVATE</b>		<b>729</b>	<b>19</b>	<b>73</b>	<b>4*</b>
	Universities	231	18	56	212
	Institutes	176	0	4	221
	Centers	181	1	7	196
	Schools	87	0	4	45
	Other institutions	54	0	2	21
		729	19	73	695

\*U de la Americas Puebla, U de las Americas Mexico City, Tec de Monterrey, U de Monterrey

Sources: ANUIES Anuario Estadístico 2003 Licenciatura, <http://www.sacscoc.org/pdf/weblist07041.pdf>, <http://www.umne.edu.mx/revista95/FIMPES.htm>

## Accreditation in Latin American Countries

### ORGANISMOS DE ACREDITACION POR AÑO DE CREACION



## International Dimension in National Policy

- Comprehensive internationalization = In order to improve the quality of the higher education system, support reforms in response to its new globalized situation, internationalization strategies should be applied to three distinct levels: micro (teaching process), medium (curriculum) and macro (decisive policies and institutional strategies).

Definition by Institute of Management for Higher Education of the OECD and the Center for Research an Innovation

## International Dimension in National Policy

- International dimension is incorporated in the National Plan, so international cooperation is vital.
- Principal motivation is to improve the quality of education: expanding international cooperation, forming strategic alliances, strengthening exchange programs, increasing joint international research, establishing networks of collaboration.

## International Dimension in National Policy

- To improve the quality of education by means of intensive inter-institutional collaboration through regional, national and international networks, and programs of student and staff mobility.
- They emphasize the need to create schemes that make the accreditation and certification of studies easier, establish equivalencies across international systems and leaving initiatives to the institutions.

## Principal Actors in the Process

- National Science and Technology Council (CONACYT).
- Foreign Affairs Department (SRE)
- National Association of Universities and Institutions of Higher Education (ANUIES).
- Mexican Federation of Private Institutions of Higher Education (FIMPES).
- Mexican Association for International Education (AMPEI)

## Programs promoted by Principal Actors in the Process

- International cooperation
- Training and updating of human resources
- International collaborative research projects
- Student and faculty mobility

## CONACYT

- Internationalization of Human Resources
  - Mexicans who study abroad are the key element in the process of internationalization in higher education.
- Internationalization of Research
  - Joint international projects with Europe, the Americas and Asia
    - 21 agreements in Europe
    - 10 agreements in America
    - 6 agreements in Asia

## SRE

- Disseminates information to Mexican educational institutions regarding the availability of scholarships offered by foreign governments.
- Internationalization of human resource in Mexico, the mobility of Mexican and foreign students, and faculty exchanges between Mexican and foreign institutions.

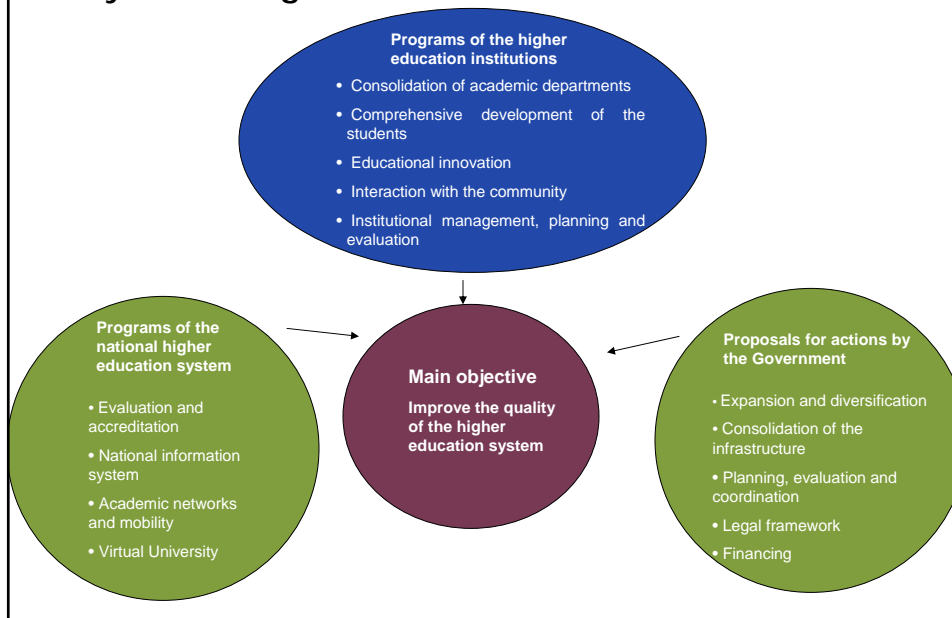
## ANUIES

- It has 144 members, public and private
- Is a highly representative body that has decisive impact on the design and implementation of national educational policy
- Is the most important forum for debate of Mexico's major programs and policy.

## ANUIES

- In 2000 presented a document titled Higher Education in the Twenty- First Century: Paths for Strategic Development. This has four fundamental programs:
  - Evaluation and accreditation
  - National information network
  - Academic networks and mobility
  - Virtual University

### Strategic programs to improve the quality of the system of higher education





## ANUIES

---

### Results

- Improving the professionalism of the staff in charge of internationalization activities.
- Attempts to establish a national system for accreditation and recognition of periods of study in other institutions, failed completely (ANUIES provides no financing for these programs).
- ANUIES has not developed sufficient know-how to advise institutions on conceiving, designing, and adopting comprehensive internationalization strategies that are proactive and integrated into the academic development policies of Mexican educational institutions.

\*Data from Higher Education in Latin America The International Dimension, Chapter 8, page 250, Hans de Wit, Jocelyne Gacel-Avila, The World Bank

## FIMPES

- Includes the most prestigious private institutions in Mexico. Only 10 % of them belong to FIMPES.
- Developed procedures for evaluating and certifying the quality of private institutions in Mexico.
- Agreement between the Department of Public Education and FIMPES to simplify the administrative process for evaluating private institutions that wish to become incorporated into the subsystem of national higher education.

## AMPEI

- In 1992, academics and professionals with interest in academic exchange and international cooperation founded AMPEI.
- To improve quality of higher education by integrating an international dimension into its substantive functions.
- Plays a key role in promoting internationalization of higher education in Mexico.
- Created profiles of departments responsible for academic exchange in Mexico.



## Strategies For Internationalization

- Improve the quality of education
- Seek international accreditations
- Develop faculty
- Prepare graduates
- Increase revenues
- Increase knowledge of other cultures.

## International Agreements

Type of university	Public Sector	Private sector
International agreements	1,294	907
Research agreements	533	60
International research projects	306	41
Faculty mobility	396	230
Student mobility	835	418
Development cooperation	81	5

In public universities 82 % of agreements are inactive

In private universities 52% of agreements are inactive

## Student Mobility

- Private institutions
  - Leader in this area
  - Double number of agreements
  - Seven times number of students
  - Five times number of foreign students
- Public ones offer financial supports

## Internationalization of the Curriculum

- Programs not in line with programs abroad
- Learning foreign languages
- Curriculum innovation

## Perception of Students

- 61% in public and 7% in private universities believe they are not prepared for the challenges of globalization
- Only half had a visiting professor from abroad during the course of their studies

## Perception of Faculty

- That the main obstacle is lack of a national policy to promote the process. This failure to lack of vision by national authorities in the face of what are perceived as more pressing priorities.
- Some resistance to the idea of internationalization is evident in public universities, where 25% of academics regard it as a threat to national culture.

## Perception of Faculty

- Lack of family resources and scholarships and the rigidity of the curriculum
- Mentions the lack of incentives for internationalization as a fundamental obstacle to progress.
- Administrative staff is improving the quality of education.

## Internationalization at Institutional Level

- Universities have restructured their activities to include internationalization in their vision, education strategies and management.
- Some universities have developed internationalization plans that include specific definitions, programs, objectives and goals.

## Internationalization at Institutional Level

- Institutions have integrated the process of internationalization into their core development policies.
- Internationalization programs are still subject to institutional policies and administrators that respond to circumstances and lack continuity.
- Internationalization activities are the responsibility of a small group of academics and administrative staff.

## Internationalization at Institutional Level

- Institutions have not been able to develop sufficient knowledge to integrate their international activities into the mainstream of institutional development policies, their routine agendas or their culture.
- Not flexibility
- As a result, institutions pay no attention to establishing such criteria. The lack of adequate planning, evaluation and follow-up.

## Internationalization at Institutional Level

- Sources of financing
- International offices are not given adequate representation, autonomy, or weight in the hierarchical structure, they are unlikely to be able to meet the strategic goals official discourse attributes to them.
- 70% staff have neither the experience nor the training necessary for this role.

## Internationalization at Institutional Level

- The challenges of internationalization in Mexico are closely linked to the challenges facing the system of higher education in general.
- Internationalization is thus competing for resources with increased access, research, development of human resources, cultural and extension programs, curriculum improvement, equipment and infrastructure.

## Internationalization at Institutional Level

- Curricula are poorly adapted to the job market and teacher centered.
- Limited professionalism, weak organizational and planning structures, curricula that fail to meet the needs of XXI century, poorly qualified, part-time faculty with little international experience.

## Future challenges

For the essential tasks of universities:

1. Quality and diversification of teaching
2. Strategies to encourage research
3. Concepts of extension

For the participants:

4. Full/integral development of students
5. Consolidation of academics and academic groups
6. Professionalization of university administrators

## Future challenges

For the structure of higher education:

7. Rationalization of financing
8. Institutionalization of assessment measures
9. Adjustment and homologation of the system

Source: Los nueve retos para la educación superior. Felipe Martínez Rizo  
[www.anuies.mx/principal/servicios/publicaciones/libros/libros98.htm](http://www.anuies.mx/principal/servicios/publicaciones/libros/libros98.htm)

## Statistics

- One third of undergraduate students in the country study in a private university
- In the last 10 years private education institutions have triplicate
- 90% of the population in private universities is concentrated in two areas: social and administrative sciences (65%) and engineering (35%)



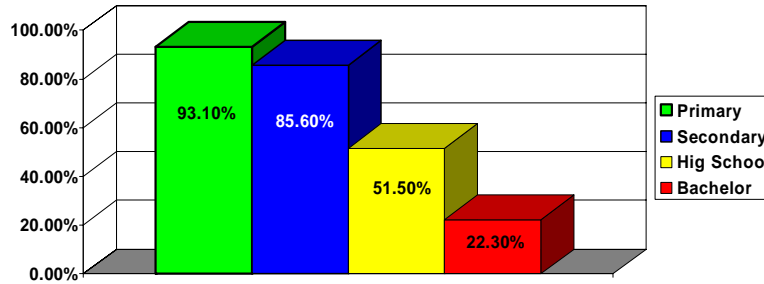
## Market Competition in Private Universities

- The origin of competition is that only 22 percent of demand is satisfied at the undergraduate level, leaving out lower income people.
- Some universities like ITESM, UVM and Unitec are getting into this low income segment.
- Foreign universities coming to serve both low and high income segment. (Diploma mills and non accredited institutions)
- FIMPES foresees that without higher quality, technology and resources, the small private universities will disappear.

## Common offerings in the new Universities

- ✓ **3 years** university degree
- ✓ Varied **options** for **degree awarding**
- ✓ Facilities close to transportation routes or **self owned transportation equipment.**
- ✓ **Cheap tuitions**
- ✓ **Scholarship** programs
- ✓ Students may work, flexible schedules
- ✓ Revalidation of studies

□ Satisfaction of education demand 2002-2003



• University Demand

	50 YEARS AGO	NOW
Population	25 MILLION	100 MILLION
Student population (all grades)	3 MILLION	32 MILLION
Student population (University)	50,000	2.6 MILLION

## FOREIGN INVESTMENT in EDUCATION SECTOR

- Foreign investment has been growing in the last years, but it has not been as significant as in 2000, year in which total amount was 30.4 million dollars.

YEAR	AMMOUNT
1995	108,000
1996	7,200
1997	3,000
1998	4,200
1999	1 M
2000	30.4 M

YEAR	AMMOUNT
2001	155,000
2002	175,000
2003	137,000
2004	2.5 M
2005	2.7 M

Investment only in UVM