



**General Direction for**  
**Cooperation**

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**General Director**

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**IAU 2<sup>nd</sup> Global Meeting of  
Associations of Universities**

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## MEXICO

- United Mexican States
- Population: 108 million (est. July 2007)
- Government: Federal Democratic Republic
- Head of State: President
- Bi-Cameral System (Congress and Senate)
- Multi Party Political System (7 parties registered)
- Geography divided into 31 States plus a Federal District
- Main Cities: Mexico City, Guadalajara and Monterrey
- GDP: 741.5 billion USD
- Per Capita GDP: 10,600 USD
- Religion: 96% Catholic, 3% Protestant, 1% Other
- Literacy Rate: 93.1%
- Exchange Rate: 1 Mexican Peso= 0.09 USD, 0.05 BP, 0.07 Euro

## Higher Education System in Mexico

- Coordinated by the Ministry of Public Education (SEP) .  
Centralized system
- Dependant from Under Secretariat for Higher Education
- Total alumni: 2.6 million students (18-24 cohort)
- Higher Education Institutions: close to 2,000 nationwide
- Public Institutions: 67 % of alumni
- Private Institutions: 33 % of alumni
- Greatest enrollment are Social and Administrative Sciences representing 47%
- Engineering and Technology: 33%
- Study periods:
  - Higher University Technician (2 years)
  - University Degree (4 ½ - 5 years)
  - Specialty (1 year) Masters (2 years) and Doctorate (3 or more years)

## ANUIES

- National Association of Universities and Higher Education Institutions
- Founded in 1950
- Non-governmental association, without profit aims
- Gathers the most important higher education institutions of Mexico
- Promoter of integral improvement in teaching, research, culture and services
- Formed by 145 public and private Higher Education Institutions from all over the country
- Universities, research centers, technological institutions, etc
- These cover more than 82% of Higher Education alumni and over 93% of the scientific research in Mexico

## QUALITY IN MEXICO's HES

- Renewed interest in quality of higher education
- H.E. of a state-controlled nature 80's
- Initial proposal for improvement around mid 90's
- Sanction of legislation, creation of specific entities, development of processes and methodologies
- How are these related to the main objectives of HE?
- Beginning of 1990's: rapid expansion of the system
- Lack of criteria as to quality and pertinence
- Conflict of ideas: University Autonomy Vs. Evaluation?
- Idea of a consolidated evaluation and accreditation system
- In Mexico, strong sense of accountability
- Internationalization and global competition

## QUALITY AND EVALUATION

*“ Evaluation is a form of re-establishing compromises with society, of re-thinking objectives, performance and results; of studying, propose and implement changes on the institutions and their programs; you must evaluate in order to plan, in order to evolve ”*

Dilvo Ristoff, Brazilian Academic

## QUALITY IN MEXICO

- In 1989 the National Commission for the Evaluation of Higher Education (**CONAEVA**) was created
- National Coordination for the Planning of Higher Education (**CONPES**)
- National Centre for Evaluation (**CENEVAL**)
- National Council for the Accreditation of Higher Education (**COPAES**)
  - Specific target on academic programs
- Inter-Institutional Committees for the Evaluation of Higher Education (**CIEES**)
  - Similar to those in the USA, as required by NAFTA
  - Much of the accreditation derives in fund assignment by Federal Government

## ROLE OF ASSOCIATIONS

- We must support our affiliates by means of:
  - Understanding and interpreting **international initiatives**
  - **Benchmark** successful H.E. practices
  - Promote the **dissemination** of data and information
  - Design programs aimed at a suitable **accreditation** of studies and equivalences
  - Establish tools for the effective **diagnosis** of the affiliates to determine where to strengthen their quality work
  - “Bridge” the relation with the **Ministry of Education** and H.E.I.
  - Promote means and resources for self and external **evaluations**
  - Interpret the results and provide impartial **opinion**

## ANUIES AND ITS QUALITY OBJECTIVES

- ANUIES aims at a highly efficient, reliable and high quality HES in Mexico
- **Compromise** of government, social and private sectors, and HEI
- Provide **educational services** to those who seeks them
- Consolidate **academic bodies** and maximize the resources directed towards quality
- Participate in the generation of **public policy** both in HE and quality parameters
- Development of **thematic forums** in 2006, in order to better comprehend the needs and challenges of the HES
- Publication of the book “**Consolidation and Development of Higher Education in Mexico**”

## QUALITY ACROSS BORDERS

- Globalization changes the paths from **competition to collaboration**
- Provide our affiliates with the possibility of **standardizing** to world parameters
- Encourage the development of **language studies**
- **Promote** our nations as destinations to balance the flow of students (senders and receivers)
- Seek those best and **effective practices** and adapt them to national realities
- Move beyond the **MOU's**
- Strengthen “**regional educational blocks**”
- Create and promote initiatives of true **international programs**
- International quality as a **strategy**, not as a reaction

## CHALLENGES AHEAD

- Consolidate the **National System of Evaluation and Accreditation** (ANUIES, FIMPES, COEPES, CIEES, COPAES, CENEVAL, SEP and CONACYT)
- Promote those policies not only for the HES, but also for the **previous systems**
- Promote with **local and federal authorities**, the continuing compromise towards quality and evaluation
- Establish criteria and standards to evaluate programs of **distance learning**
- Direct resources to the implementation of **experimental initiatives** aimed at improving quality
- Maintain the **level of quality**, evaluation and accreditation in Mexican HEI, to international levels

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[www.anuies.mx](http://www.anuies.mx)

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