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EDUCATION IN MEXICO: POLITICAL, SOCIAL AND PANDEMIC CONTEXT

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Abstract: Education in Mexico is an issue that going back decades has caused controversy, expectations and much political material, same situations that today continue to be of concern and public interest, however, we have had as a country some progress, but in contrast many setbacks that not only have a political implication, but impact on each and every one of the essential components of the economic, social and cultural life of Mexico. Among the challenges we have as public servants, those of us who are dedicated to teaching, there are several issues such as the backwardness generated by the COVID-19 pandemic, but the most worrisome is the model that the country is following to evaluate education, since at the moment we do not have the necessary guidelines to establish an effective form and method that can give us reliable information on progress, setbacks, areas of opportunity, strengths and finally the impact that teaching has had on the formation of the next great generation of professionals who in the medium term will have to supply the labor force currently maintained by generation X and many of the Baby Boomers, so called in colloquial terms.

Keywords: Education, assessment, pandemic, guidelines

INTRODUCTION

The purpose of this paper is to analyze the model and guidelines that are being followed in Mexico to evaluate education in the classroom, including public and private schools, focusing a little more on the higher education environment. In recent years, mainly in the last six-year term 2018 - present, decisions have been made at the educational level that are aimed at international mandates for the growth and development of an entire nation. A few months ago, the IMF updated the growth prospects of our country and gave

the surprising news that by the end of 2023 Mexico would be consolidated as the fifteenth largest and strongest economy in the world, however, although it is excellent news we have to focus on generating value from the classroom and having a system for measuring progress and learning at any of the educational levels, This is to be able to determine efficient guidelines to guide the country through education to an advanced society, with vast knowledge, skills and aptitudes suitable to lead Mexico to a great sustained growth with a generation of professionals capable of consolidating ourselves as the most important Hispanic economic force on the planet. (Coll, 2022).

METHOD DESCRIPTION

The method is set to descriptive¹ given the documentary search is used to define the strategies that are being taken from the Ministry of Public Education for the evaluation and measurement of educational progress throughout the country, the above to bring a specific perspective of how learning is evaluated at a higher level.

It is presented through a cross-sectional method which allows the comparison of information available from previous years with the most up-to-date information as a basis for analyzing what strategies or alternatives teachers have to reinforce education and at the same time be able to face the challenges that growth implies. and development of the country and the constant changes that globalization and external factors such as political conflicts force us to take into account for the training of future professionals who will sustain the development of the nation in the medium term.

1. It allows to accurately narrate the elements that intervene in the reflection and the relationships that exist between them.

CONTEXTUALIZATION

Education in Mexico is one of the great challenges that any government needs to face and face with the greatest clarity and delicacy possible, we have to understand and emphasize that education in any country or town is one of the essential pillars for growth, development and evolution of a society, however, education in the national context has become in recent years, not omitting that in the past it has been that way as well, in a political instrument for the achievement of the political objectives of the governments in turn and with it the fulfillment of the goals and purposes of the international agendas with which the country is committed to complying, it is good to clarify at this moment that it is not that this is bad or is detrimental to education itself, on the contrary, It makes the force and the strategies advance in an accelerated way to solve current problems that allow progress in the educational development of the country.

It has been necessary as a society to emphasize the pillar that is education, since without that awareness, both in the government and in the social context, to be able to generate a value chain from the classroom that causes gradual and structured growth and development that lead us to consolidation in political, economic, social, environmental environments and in each and every one of the sectors that make up this great country.

In the book “ Reseñas de la OCDE sobre evaluación en México “ by Santiago, McGregor and several other authors perfectly describe the panorama of education in Mexico with the OECD approach². in 2012, which we will allow ourselves to cite: “The learning results of students in Mexico are considerably below the OECD average. However, analyzes of PISA (Program for International Student Assessment) trend results have shown some

encouraging improvement, particularly in mathematics. Despite the impressive expansion of the education system in recent decades, the level of educational attainment remains a challenge. Also, the high percentage of students who leave the education system early and with poor skills continues to be a major problem.” (Santiago, 2012)

Analyzing the above since 2012 we have statistics that denote the notable stagnation of education in Mexico, and it is that not all the error or faults correspond to the way teachers teach classes in front of the group, a factor that does not omit that there is a large area of opportunity in the same environment, but rather the way of evaluating education had evolved favorably during the 00's and 10's but since the last six-year term it has been affected by the elimination of various instances, changes in the cabinet dedicated to the education sector of the country and above all the departure from forums in which guidelines and feedback were obtained regarding the country's educational progress, the independent body for evaluating educational levels disappears, and with it the opportunity to establish parameters that allow validating the competences formulated and validated through the evaluation.

To this day, Mexico has stopped participating in instruments that represented a great strategy for the evaluation of the teaching and educational progress of the country itself; Aguilar Camín mentions and realistically recounts the unsuccessful decisions of the executive and the state secretariats that have been taken, among which stand out: the elimination of the National Institute for the Evaluation of Education (INEE), the elimination or simply the abandonment of the application of standardized tests that UNESCO and the OECD were in charge of carrying out in different countries to obtain raw statistics on educational progress in each

2. Organization for Economic Cooperation and Development.

region of the world, Regarding the above, it is necessary to emphasize that the non-existence of standardized tests leaves us out of world statistics and from the comparison with regions that could be compared in terms of culture, development, population and socioeconomic terms, such as Brazil, Colombia, Spain and with strategic trading partners such as the United States, Canada and China. (Aguilar, 2022)

The INEE was an instance in Mexico that studied national statistics to be able to describe and show the state of education and its quality levels, however, on May 15, 2019, by presidential decision, it was extinguished, with the premise that it was not The institute was necessary and for political reasons it was stated that the same teachers who were opposed to the evaluation for allocation of places and permanence in them (a situation that continues to be done today). The same process designed by this instance, now extinct, was in charge of objectively evaluating the abilities, skills and knowledge of teachers, which in our opinion was not poorly planned and was actually a tool capable of measuring the quality of education. taught in each of the country's regions. Schmelkes stipulates that no teacher lost their position due to the evaluation of teacher performance, however, political issues led INEE to its disappearance and therefore the most valuable loss was that of statistics and information that will contribute to the continuous improvement of national education. (Schmelkes, 2021)

It is of vital importance to clarify that educational evaluation has two aspects, one must be focused on the teaching of classes and the other clearly on the measurement of the educational progress of students in the classroom, both with great importance, the first of them of teachers with the aim not to have a higher salary (which was implicit in the processes) but it was important the level

of training given to teachers to achieve the incentive presented, which is why it is of national importance the creation of guidelines that lead to quality education.

The pandemic generated by the SARS CoV 2 virus³ It has left us effects of great global relevance, such as the economic and political crisis, however, it has left another great mark and lag in education not only in our country but throughout the planet. Said problem to which reference is made is the difficult educational strategy that was taken during the weeks that students and teachers were working virtually due to the healthy distance derived from the health crisis, in Mexico we obtained the number one position as the country that did not attend face-to-face classes for the most weeks, as a reference there was an average of 48 weeks without classes, while second place was obtained by Brazil with 23 weeks, that is, more than double the second place we were teaching remotely, a factor that implied a great delay in the study plans due to the absence of students

Studies show that the cost of the pandemic in educational terms translates into irrecoverable losses without an intensive system that allows the replacement of time and knowledge neglected, as an example UNICEF published a report which stipulates that up to 70% of 10 year old children in low and middle income countries (in which we could equate many regions of Mexico) do not understand a simple text, It also mentions that in the United States, up to two-thirds of third graders in Texas are below grade level in mathematics, compared to 50% in 2019. (UNICEF, 2022) Unfortunately, due to the lack of statistics generated by independent organizations and standardized tests in Mexico, there is no comparable information, which is precisely what an education evaluation system seeks: to provide information that is useful for decision making, definition of suitable guidelines and

3. Scientific definition of the coronavirus virus of the strain generated in Wuhan, China in 2019 (COVID-19)

above all the search for alternatives and areas of improvement in education for continuous improvement and with a view towards a quality education system that the country deserves and necessarily requires.

graph is shown at first of the population and percentage of the population from 3 to 29 years of age enrolled in the 2019 - 2020 school cycle by sex and for age groups. age, this information was obtained from the report carried out by the INEGI of the survey for the measurement of the COVID-19 Impact on education (ECOVIED_ED) 2020

D. The total presented in this graph 435,000 students did not finish the school year for any reason related to COVID-19

Finally, the graph related to the reasons that forced him to withdraw from the school where it can be clearly seen that upper secondary and higher education suffered the greatest loss of students due to different causes, but COVID, lack of resources, the work and other reasons were because students did not complete the school year⁴

As it can be seen, there can be many reasons why students dropped out of education or found deficiencies in their learning process or with the contents that they must develop in the school year and that were not concluded and correctly evaluated.

In this aspect it is necessary to identify the learning process at a higher level where conditions are supposed to have been faster and more harmonious and with more resources, where resources were kept within a better range and where work is something daily for the development of the students, if the evaluation had something to do both in qualifications and in the type and form of evaluation so that the conditions could be given to continue with studies at a higher level.

FINAL COMMENTS

It is necessary to establish clear policies that seek to request the national, state, municipal and school evaluation with the sole purpose of allowing us to make decisions for the benefit of the students and greetings.

4. It is necessary to say that the document from which the graphs were obtained is available at: https://www.inegi.org.mx/contenidos/investigacion/ecovied/2020/doc/ecovid_ed_2020_nota_tecnica.pdf

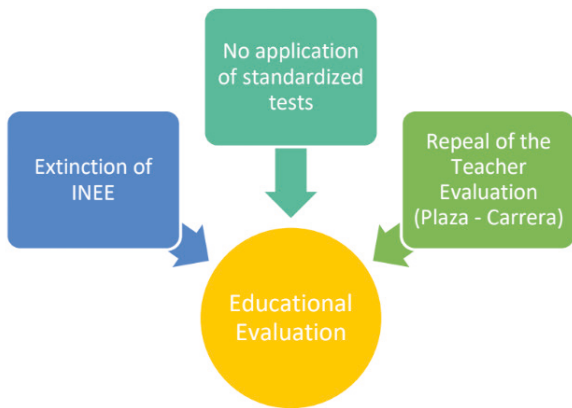


Figure 1: “Detractors of Educational Assessment in Mexico”
Source: the own author

On the other hand There is talk of basic education as one of the emerging situations to attend to in Mexico, but it is necessary to leave in this document an indication of what is happening with upper secondary and higher education.

Very similar situations happened in upper secondary education: the lack of connectivity and interest, in addition to the economic situation and family conflicts that occurred at the time of the pandemic, were causal factors for upper secondary level students to drop out of school. high school and had the need to take care of the house or work to help the family, it is also necessary to say that within the homes more importance was given to the little ones taking the classes than the young people of upper secondary or higher education, since they only had a device electronic that allowed the family connection.

In general it can be said that Upper secondary education reflected the educational evaluation in school dropout, for this a

Punctual information is required, which allows the creation of strategies that can support the educational gap and teacher training in its different fields, with the purpose of making virtual or mixed processes in education and that this educational process is incorporated in a punctual, continuous and permanent manner. at different levels of schooling.

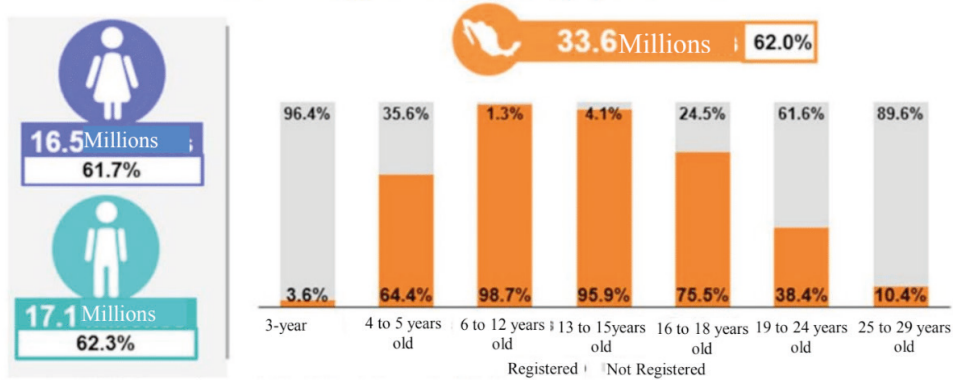
The evaluation is the only way that the teacher has to demonstrate the learning preferred by the students, it also serves to generate the indicators that allow the

development of policies and strategies for the benefit of Mexican education, which is why an investigation on the perception is underway. of evaluation in higher education, at `` Centro Universitario UAEM Zumpango ``, which has the purpose of being able to establish strategies for teacher training and for students to face the process of mixed education that has been incorporated for some time in the university and that It will work through the experience gained in the pandemic years, in addition to all the infrastructure.

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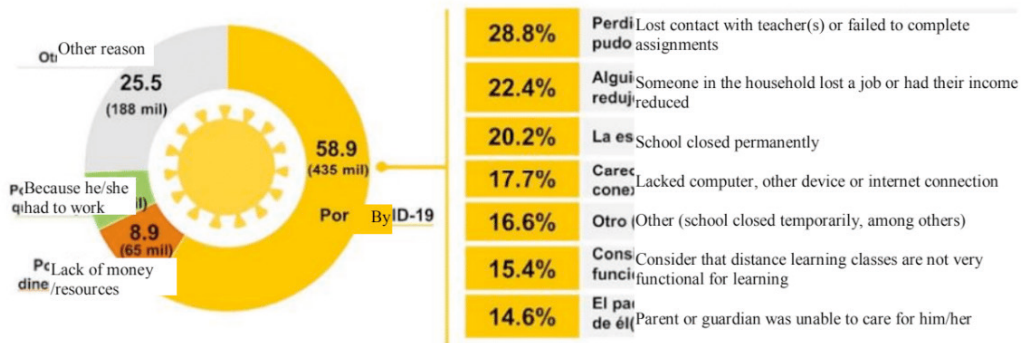
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Probability and percentage of the population from 3 to 29 years of age enrolled in the 2019 - 2020 school year, by sex and age groups



Source: INEGI, Survey for measuring the impact of COVID-19 on education.

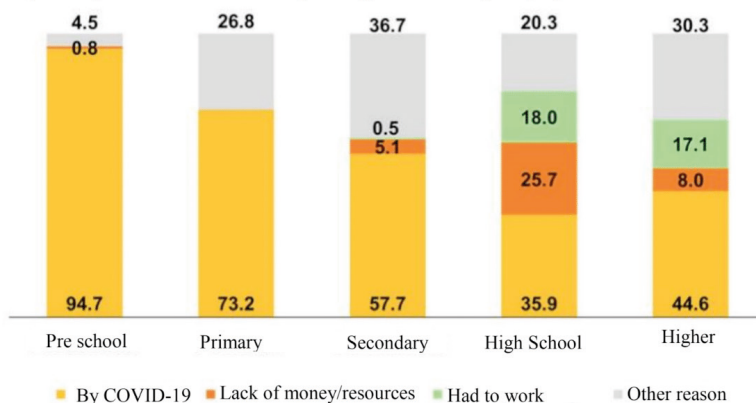
Percentage distribution of the population ages 3 to 29 enrolled in the 2019 - 2020 school year AND who did not complete the school year, by reason for non-completion and the main reason when it was pandemic-related by COVID-19



Note: the sum of reasons is greater than 100% since more than one reason could be mentioned.

Source: INEGI. Survey for Measuring the Impact COVID-19 on Education

Percentage distribution of the population aged 3 to 29 years old enrolled in the 2019-2020 school year by reason for not completing the school year, by level of education



Note: Preschool includes children aged 3-5 years who have not passed any grade of schooling, but were enrolled in the level.

Source: MEG. Survey for Measuring the Impact COVID-19 on Education