

The Failure of Decentralization of Basic Education in Mexico

Carlos Ornelas

Professor of Education and Communications

Autonomous Metropolitan University, Mexico City

Visiting professor at CICE, Hiroshima University

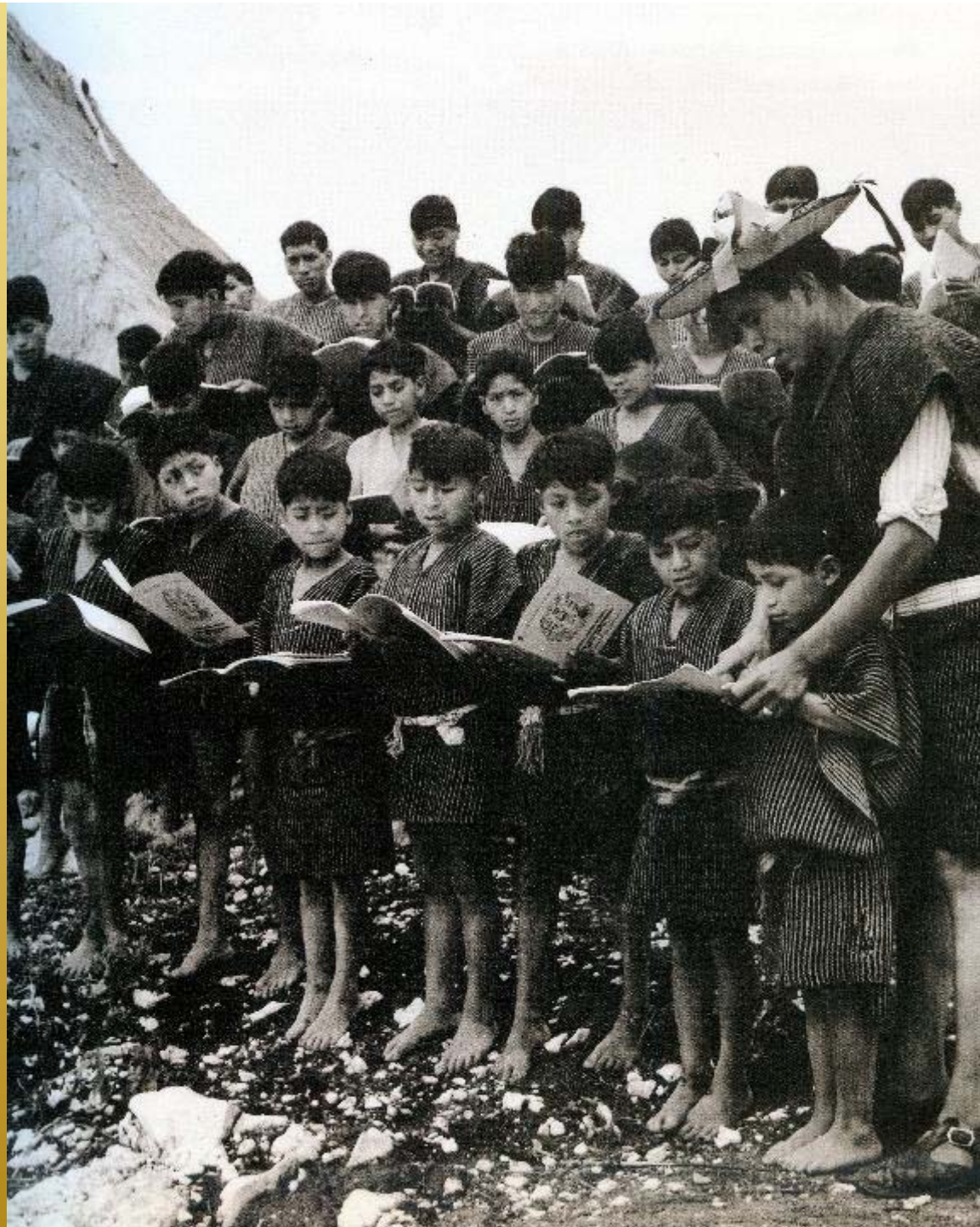
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Thesis



- ✦ With the *Agreement for the Modernization of Basic Education in Mexico*, signed in May 1992, the federal government transferred certain degree of authority to the states, but concentrated power.



The Transfer



- ✦ With the Agreement for the Modernization of Basic Education, the federal transferred to the states:
- ✦ More than 14 million students
- ✦ 513 thousand teaching posts
- ✦ 115 thousand administrative employees
- ✦ 100 thousand schools
- ✦ 22 million of equipment, furniture and vehicles

Enrolments before and after the Agreement (%)

	Federal		States		Private		Total	
	1991	1992	1991	1992	1991	1992	1991	1992
Preschool	7.94	0.98	2.17	9.31	0.96	0.97	11.07	11.77
Primary	40.62	3.84	12.85	49.38	3.62	3.64	57.10	56.85
Work training	0.43	0.46	0.16	0.17	1.02	0.96	1.62	1.59
Junior secondary	11.38	1.75	3.78	13.46	1.34	1.35	16.50	16.56
Vocational (high school)	0.88	0.87	0.28	0.25	0.47	0.50	1.63	1.62
Secondary	2.30	2.38	3.02	3.06	1.52	1.52	6.84	6.96
Teacher colleges (normal)	0.12	0.02	0.19	0.30	0.11	0.12	0.42	0.44
Higher	0.80	0.80	3.13	2.94	0.90	0.97	4.83	4.71
Sum	64.47	11.10	25.59	78.87	9.94	10.03	100	100



Goals of the Agreement




1. To enhance the quality of education
2. To improve the social conditions of the teaching force
3. To make the management of the system more effective

Means to carry on



1. Quality: curriculum reform, new textbooks, evaluation
2. Improve the living conditions of teachers: better salaries, professional development, incentives (moral and monetary).
3. More effective management: decentralization to the states through the new federalism

Federalism: Constitutional organization and ideology

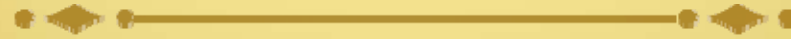


Types of federalism

1. Classic
2. Fiction
3. Constitutional (baroque)
4. New Federalism



Beaurocratic centralism



Means of control

1. Normative (regulations)
2. Technical
3. Allocation of resources
4. Political

Federal government decision making attributes (power)

1. To determine for the whole nation the basic education and teacher training curricula.
2. To establish the national school calendar.
3. To elaborate and update the free textbooks.
4. To authorize the use of any other book for basic education.
5. To prepare general guidelines for the use of teaching materials.
6. To regulate the system of education, in-service training and professional upgrading of teachers.
7. To fix the pedagogical requisites of curricula for private preschools.
8. To regulate a national system of credits and educational equivalents.
9. To have a national register of educational institutions.
10. To design guidelines for the Councils of Social Participation.
11. To realize planning, programming and evaluation of the national system of education.
12. To coordinate cultural relations with other countries.
13. All the necessary measures to guarantee the national character of basic education and teacher training institutions

States administrative duties (authority)



- ✦ 1. To provide basic education and teacher training services.
- ✦ 2. To propose to SEP the regional curricular contents for basic education and teacher training.
- ✦ 3. To adjust, if necessary, the school calendar to local needs.
- ✦ 4. To provide in-service training for teachers according to SEP determinations.
- ✦ 5. To accept degrees of other states according to SEP regulations.
- ✦ 6. To supply, reject or revoke authorization to the private sector to create and operate basic education and teacher training services.

The power of education

