

The International Education Policy and Its Role in Shaping Education

Camacho Pérez Rodolfo, Macedo Villegas José Cesar

(Universidad Michoacana de San Nicolás de Hidalgo, Morelia, Michoacán, Mexico)

Abstract: This article focuses on the review of international education policy, particularly in Latin American institutions of high-school level and higher education, where we find that teaching professionals entered that career by personal inclination or as a job option, but not because they had been “taught to teach” and thus reproducing their experiences as students. We analyze the situation that prevails in Michoacán, specifically in the University Michoacana de San Nicolás de Hidalgo (UMSNH), realizing the need to equip teachers with pedagogical tools to improve their practice from a Teaching and Learning Process (TLP) stand point. We find similarities in the sense that in the Educational Teaching Process (ETP) an empirical pedagogy is practiced in a high percentage, a problem pointed out by Álvarez de Zayas, who notes that the solution can be found in applying a pedagogical theory that systematizes, structures and hierarchizes concepts, laws and principles, that optimizes and makes efficient the direction of the ETP, whose validity depends on the presence of the four laws of didactics: 1) The objectives are the guidelines, 2) The relationships are established between objective, content, teaching and learning method, 3) The derivation and integration of the ETP and 4) The relationship constructed between instruction and education.

Key words: education policy; educational teaching process; education quality; teaching and learning strategies

JEL code: I230

1. Introduction

As anticipated in the summary, we start from a reality-problem perspective because in Latin American institutions of high-school level and higher education, it has been found that a high percentage of educators ventured into teaching due to a personal inclination or as a job opportunity and that they do not always have a training, that is, they have not been “taught to teach” and simply reproduce what they experienced as students (Díaz B., 2010). The results of (Gallardo, 2015) doctoral thesis “Evaluation of the curriculum of the Department of Veterinary Medicine and Zootechnics of the University Michoacana de San Nicolás de Hidalgo (UMSNH)” show the need to provide the teachers with the necessary pedagogical tools to improve their practice in the Teaching and Learning Process (TLP)¹.

Rodolfo Camacho Pérez, Doctor, Universidad Michoacana de San Nicolás de Hidalgo; research area: education. E-mail: camacho1585@hotmail.com.

¹ It is then accepted that in higher education institutions (HEIs), the Educational Teaching Process (ETP) is practiced in a high percentage using an empirical pedagogy, Álvarez de Z. C. (1992) pointed it out as a problem and reiterates that it must be solved with a pedagogical theory that systematizes, structures and hierarchizes the concepts, laws and principles, that optimizes and efficiently guides the EPT, whose validity depends on the presence of the four laws of didactics referred to in the summary.

This phenomenon is not congruent with the education policies of international organizations, such as the World Bank (WB), which supports the quality of higher education as one of its main axes. Thus, research must be conducted to identify the limitations in the Educational Teaching Process (ETP) so they can become opportunities for finding solutions. The identified problem in the UMSNH is then justified, in the absence of didactic strategies in collaborative work that limits learning and education quality. This problem can therefore be addressed through the analysis, selection, application and evaluation of the didactic strategy of Problem-Based Learning (PBL).

Our approach is conducted by addressing the contextual, institutional and historical frameworks. In the first one, we identify the policies and the relationship of quality in higher education of international and Latin American organizations such as the World Bank, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), the Inter-American Development Bank (IDB), the Economic Commission for Latin America (ECLAC) and the International Organization for Animal Health (OIE). Some of these organizations have a significant presence in Mexican higher education, either general or specific, such as the OIE to the veterinary profession.

In the institutional framework, we determine the context where this work is developed. Considering the link between higher education in the state of Michoacán and our Meritorious and Centennial University Michoacana de San Nicolás de Hidalgo, its history, its outstanding characters since its formation and consolidation, its schools and colleges, its mission, vision, etcetera (Historia, 2019; Hidalgo, 2019) as well as a list of their programs and their evaluating organizations that whether certify or not the quality of their ETP (Hidalgo, Universidad Michoacana de San Nicolas de, 2019). Finally, in the historical framework we will take a look, first at the panorama of higher education in the state of Michoacán in the 2015-2016 school period, then at the educational panorama of the UMSNH in the 2017/2018 period.

2. Contextual Framework

2.1 The Quality of Higher Education and International Organizations

From the post-war period, international organizations positioned themselves as main actors in the global discussion on economic and social policies, which allowed in the educational field to articulate the debate on the internationalization of contemporary educational trends. There are well established differences between the organizations, mainly between those that grant financing to projects and those that mainly carry out studies and issue recommendations. Nowadays, those most interested in the problem and solutions in the field of High Education Institutions (HEIs) are: The World Bank, the UNESCO, the OECD, the IDB, the ECLAC and the OIE.

In this section, we present some of the most important approaches of international organizations with a relevant presence in the Mexican higher education context: a) When speaking of international organizations (agencies created and supported by different countries) whose objectives are similar in a regional or global scope, consider that they are entities that share some characteristics; b) That there are internal contradictions in the organizations because they have undergone various redefinitions in their positions, which must be taken into account in the analysis of their proposals; c) Their historical responsibility in the processes of change in education in different nations cannot be considered as a unidirectional process. José Luis Coraggio, for example, considering to the work of the World Bank, pointed out that “national leaders, intellectuals and technicians [...] are ‘correspondents’ of the consequences and enforcement of the policies that the organization has promoted in many underdeveloped countries”; d) A real problem — at least in the Mexican scenario — is the lack of access to

information that would enable a precise communication between the government and the agencies such as the World Bank or the OECD; and e) It is important to consider that the debate on the “intentions” of international organizations is the subject of numerous reviews. To explain the concern of these organizations with respect to the problems of emergent nations, various assumptions have been made, such as promoting the human development that occurred, “despite the failed process of industrialization and economic development”; “temporarily offsetting the effects of the technological and economic revolution that characterizes globalization”, as well as “implementing an economic policy” as a “Trojan Horse of the market and economic adjustment in the world of politics and social solidarity” (Luis, 1995, pp. 28-30).

Some of the axes and approaches in educational matters that emerge from documents of the main international education-oriented organizations are: The WB represents one of the main international funding agencies in education, its origin can be traced to a conference held in July 1944, convened by leaders of England and the United States (Churchill and Roosevelt) in the city of Bretton Woods, New Hampshire, USA, with the participation of representatives from 44 countries. From here, two institutions emerged that, in the opinion of (Danher, 1994), outlined the economy of the next fifty years.

The priority of this organization was finding alternatives for the reconstruction of Europe, an idea that showed little effectiveness and was ultimately rejected, giving way to the now central role: to become “the most important international institution for world development” by reinvigorating the international capital markets of debtor nations in order to repair their economies and provide new incentives.

Other important priorities for the World Bank have gone from the reconstruction of Europe (1940s) to the development of Latin America and Asia using Keynesianism theories (1950s and 1960s), from poverty reduction (1970s), to the establishment of “policy-based loans” by sector and structural focus on the “management of the debt crisis”, creation of political “commitments” in the lending nations (1980s) and finally, to the application of the “structural adjustment or change”, which promoted the impulse to achieve privatization and international trade, starting in the nineties (Feinberg, 1986, pp. 44-60)².

As for higher education, the axes of the World Bank are financing, quality, administration, results and internationalization of education policies. The document “Higher education in developing countries. Dangers and promises” is an unofficial text that arose from the work of a commission of experts held by the initiative of two independent people: Ismail Serageldin and Kamal Ahmand, who recognized the need to develop a text on this subject. Thus, it was possible to create a commission that included members from 13 countries whose purpose was to explore the future of higher education in developing countries. As Kapur (1997) points out, sometimes the World Bank “decides to disseminate and promote ideas through various channels [regardless of whether or not they have been generated within the organization] to the world of decision-makers or researchers”.

Regarding UNESCO, this organization was created in 1945, although some of its records — such as the existence of a committee for intellectual cooperation — date back to 1922. It was founded as the organ of the United Nations for Education, Science and Culture, under the principles of “equal educational opportunities; no restriction in the search for truth and the free exchange of ideas and knowledge.” With the central purpose of “contributing to peace and security, promoting collaboration among nations through education, science and

² The World’s Bank interest in social issues is based on the assumption that “pro-poor investment is not only correct for humanitarian reasons, but is an excellent banking function” [...]. That is, “investment in human capital gives returns at least as favorable as those obtained from investments not destined for poverty”, since ensuring education and health for the poor “offers better investment prospects” (ibid., 1986, pp. 45-46).

culture”. Thus, a more social and humanistic perspective of education can be hereby identified, unlike other international agencies that fundamentally adopt an economic perspective.

The UNESCO conducts prospective studies, advances, transfer and exchange of knowledge; criteria and action scenarios; technical and expert cooperation and specialized exchange of information and mainly issues recommendations to its member countries, but does not grant financial resources, unless they are specific projects created within the institution itself (as is the case of the UNESCO lectures). The main policies in the field of higher education are: the relationship with the State in academic freedom and institutional autonomy, financing procuring an effective management of resources, improvement of management processes, diversification of systems and institutions, quality of teaching staff, student programs, infrastructure and the university environment, the articulation between high-school level education and higher education, higher education and sustainable human development, the renewal of teaching and learning, the improvement of interdisciplinary and multidisciplinary content of the studies to promote the intellectual capacity of the students and that aligns with the subject that concerns us in the aforementioned doctoral thesis, the application of pedagogical methods that increase the efficiency of the learning experience, incorporating new information technologies, social relevant communication and scientific quality.

Now, the OECD was created originally for the purpose of rebuilding the European economies after World War Two. In 1961, an agreement between Canada and the United States, largely supported by the Marshall Plan, allowed this organization to shift its focus and highlight the concern for economic growth of members and non-members alike, as well as the expansion of global and multilateral businesses. Among its main activities we find the study and formulation of policies in a wide variety of economic and social spheres. In fact, it concentrates its activities in about two hundred areas of analysis. Just like the UNESCO, the OECD does not provide funding for the development of any project.

Recently, in May 2019, the OECD and partner countries have formally adopted the first set of intergovernmental policy guidelines on Artificial Intelligence (AI), and have agreed to adhere to international standards that will ensure that the design of AI systems will make them robust, safe, impartial and reliable (OCDE, 2019).

According to the executive director of the OECD center for Mexico and Latin America, some of the main points of interest of the organization concerning higher education are:

a) The transition between higher education and employment, through the social and productive integration of individuals, as well as flexibility to better suit the productive needs; b) The solution of the problems concerning high-school level education, using “real, effective and qualitative knowledge” and; c) The reduction of the economic resources employed, aiming at diversifying the sources of financing at the tertiary level (Sánchez, 1998).

This organization often publishes studies on higher education policy. In the Mexican scenario we refer to important texts on National Policies for Science and Technology in Mexico (OCDE, 1994). Derived from this, in Mexico, the following axes and policies stand out: Education quality (evaluation, accreditation and certification), education financing (diversification of sources and rational distribution of resources), educational equity (establishment of admission mechanisms), relevance and education (linkage with the economic and social sectors), quantitative priorities of education (attention to demand, development of technological institutions and universities as well as increase in postgraduate degrees), differentiation and flexibility of educational groups (curricular flexibility, workers’ labor competencies and continuing education), staff development (establishment of

national policies for the teaching staff, system evaluation and salary incentives), system's structure and management (statistical information systems, planning structures and global evaluation along with the linkage between subsystems).

Another organization, the Washington-based Inter-American Development Bank (IDB), was created in 1959 with the main objective of "accelerating the process of economic and social development of its member countries throughout Latin America and the Caribbean" IDB (1994).

As for higher education, it is argued that the Latin American and Caribbean universities "constitute the cornerstone of the efforts to face the technological and economic challenges of the nineties", they enable the improvement of "the productivity in the economy, they reduce the technological gap and modernize the economic and social institutions". In this sense, this organization recommended a close collaboration between universities and industries (BID, 1994, pp. 1-8). The IDB stands as a bilateral or multilateral financial organization that has made the greatest contributions to Latin American higher education; it refers itself as being the "Bank of the university" (Morley, 1995, p. 1). In fact, it suggests that it would preferably finance development projects concerning these educational areas: 1) Higher education programs at a professional, postgraduate level as well as scientific and technological research, 2) Technical education and professional training programs, 3) Education programs aimed at providing a minimum of social and work skills to young people and adults who have not had timely access to formal education, 4) Programs aimed at introducing substantive forms in the curriculum, teaching methods, structure, organization and functioning of basic education, formal and non-formal at primary and secondary level. 5) Programs to improve the efficiency and the equity in the application of resources destined to the functioning of education and to promote alternative sources of financing (BID, 1997)³.

The IDB grants loans as long as the government of the recipient country contributes the same amount (OCDE, 1997). According to the World Bank, in recent years the IDB has been the most important foreign source of financing for higher education in Latin America. Between 1970 and 1984, the IDB started 22 higher education projects with a total cost of \$ 703 million dollars and loans for \$ 379 million, mainly financing the construction of physical plants. From 1961 to 1984, it supported the development of more than one hundred higher education institutions in the region, with a total contribution of \$ 530.6 million, including loans for a total of \$ 508.0 million and technical cooperation for \$ 22.6 million, which funded scholarships and technical assistance (Winkler R., 1994, p. 80).

In fact, the Bank indicates in one of its reports that at least sixty "main universities have received IDB's financing" on the continent. Brazil stands out as the country that has received the most funding (26 higher education institutions), followed by Colombia (18) and Argentina (9). In contrast, Mexico is one of the countries that has received the least funding, along with Barbados (1), Jamaica (1), Nicaragua (1), Panama (2), Paraguay (1), Trinidad and Tobago (1) and Uruguay (1). Thus, in Mexico, three IDB beneficiary institutions were reported: The University Autónoma Chapingo, the Instituto Tecnológico de Estudios Superiores de Monterrey (BID, 1994, pp. 9-11), the UNAM being granted a loan.

³ Taken from documents of international organizations (1997) "Document OP-743 Education" IDB. In summary, the IDB's goals regarding higher education are: Contributing to the human resources development, facilitating universal access to education, strengthening planning, organization, administration and teaching methods, as well as supporting reforms to national education systems. Its guiding policy is to promote greater integration between educational activities and national development strategies in Latin America (IDB, s/a, p. 2). It particularly emphasizes on strengthening the graduate studies, but above all on promoting science and technology. Likewise, it considers that one way of promoting economic growth in Latin America is to apply "quality" university education and research to the "specific needs of the different member countries" (Ibid, p. 7).

Now, in terms of government policies and HEIs in Mexico, it is important to consider the government actions and the IDB's coincidences with the World Bank's recommendations in education, highlighting the following:

1) Quality evaluation: This is the policy that has responded to the debate concerning the quality of education. In Mexico, under the argument of evaluating "excellence and quality", various mechanisms have been established to help recover the national finances, to reduce the public spending and to ensure social stability. In the mid-1980s, some of the most important measures were: the creation of the National System of Researchers (SNI) in 1984; the establishment of peer review and merit pay programs, in the early 90's; the establishment of the National Evaluation Commission (CONAEVA) which is the only commission within the National Commission for the Planning of Higher Education (COMPES) working without any interruptions; the catalogs of national and foreign postgraduate programs, as well as publications of the National Council of Science and Technology (CONACYT), which began in 1991; the establishment of the National Evaluation Center (CENEVAL); the consolidation of the National Evaluation and Accreditation System (initiative that was promoted in 1999 during the XXIX General Assembly of ANUIES) (ANUIES, 1995).

2) Diversification of funding sources: concerning the evaluation and the corresponding action measures, we find the case of certain programs promoted by the CONACYT or the Promotion of Higher Education organizations (FOMES). Other issues directly linked to this subject are: the pressure exerted on state universities to increase the tuition fees, the still incipient incorporation of the industrial and financial sectors into academic processes and the search to diversify the funding sources, as an institutional policy in each of the HEIs.

3) Diversification of higher education. Even though the demand represented by young people is vastly concentrated in State universities, the government has preferentially promoted the creation of technological and private universities. Thus, in 14-year period only 3 public universities have been created, while the technological centers add up to 45 and the private universities to 35 (OCDE, 1997).

Next, the ECLAC seeks to contribute to the economic and social development of Latin America and the Caribbean, to promote regional economic relations with the rest of the world and to collaborate with the member states in the elaboration of comprehensive analysis of development processes. This organization was created in 1948, it consists of 44 member states (33 countries in Latin America and the Caribbean along with some nations in North America, Europe and Asia) and 13 associated countries. It elaborates studies and publications, conducts research, provides advice, training and support for regional and international cooperation. It creates spaces for promoting dialogue among the members and other relevant actors, to exchange points of view on problems and opportunities. In 2015, in Mexico City, two major events were held: The Fifth Ministerial Conference on the Information Society in Latin America and the Caribbean (August 5-7) and the Second Regional Conference on Population and Development in Latin America and the Caribbean (October 6-9). While the ECLAC's XXXVI session was held in 2016, its purpose was to report on the work that had been carried out in the last two years and to define future actions (Gobierno de México, 2019).

A current and future issue for ECLAC is the 2030 agenda for sustainable development. In 2015, the 193 member states of the United Nations approved it as a roadmap towards a new development paradigm in which people, the planet, prosperity, peace and alliances take a central role, the document has 17 Sustainable Development Goals (SDGs), which would replace the Millennium Development Goals (MDG) and direct the work of the United Nations until the year 2030. The 2030 Agenda is civilizing because it puts people at the center, has a rights-based approach and seeks global sustainable development within planetary limits, it is universal since it seeks to forge a renewed alliance where all countries participate equally, it is indivisible because it integrates the

three pillars of sustainable development (economic, social and environmental) thus presenting a holistic vision of development. The eradication of poverty and the reduction of inequalities (priorities for Latin America and the Caribbean) are also main issues in this agenda that seeks to “leave no one behind”. This organization offers its interdisciplinary technical capacities and its regional intergovernmental and multi-stakeholder platforms to the service of its state members in order to fulfill this ambitious agenda in Latin America and the Caribbean (Comisión Económica para América Latina y el Caribe, 2019).

Recently, on April 26 2019, in Santiago de Chile before more than 1000 representatives of governments, general public and international organizations, the Forum of the Countries of Latin America and the Caribbean on Sustainable Development was held to continue the 2030 Agenda activities and was recognized as an example of regional coordination between multiple actors such as governments, the United Nations system, the private sector, the academic sector and civil society, to carry out the implementation of said agenda (Foro de los países de América Latina y el Caribe sobre desarrollo sostenible, 2019).

Finally, we refer to an international organization integrated by members from 182 countries around the world, including Mexico, and that specifically guides the quality of higher education in Veterinary Medicine and Zootechnics: The International Organization for Animal Health (OIE). Created by an international convention on January 25th, 1924, originally named the International Office of Epizootics (OIE), whose creation corresponds to a desire clearly expressed by the Secretary General of the League of Nations, as of 2003 said Office became the World Organization for Animal Health, retaining nonetheless its historical acronym. Its activities are multiple, but one that stands out, due to its social importance, is the 2007 agreement that included the Center for Animal Health and Food Safety for the Initiative “Healthy food for everyone and everywhere in the world” (Ssafe), signed between the OIE and the Economic Community of West African States (ECOWAS) (OIE, 2019).

Through the education and according to Bernard Vallat⁴, the OIE highlights the essential contribution of veterinarians to society for their task of ensuring the health and welfare of animals, people and ecosystems. It advocates the importance of high-quality training, both initial and continuous. The OIE is aware that veterinary education varies enormously throughout the world and has remarked, concernedly, the inadequacy of the subject in most member countries. The Organization respects national and regional specificities, recognizing the need to generate pertinent recommendations applicable to all countries and regions. In this context, the OIE ad hoc Group on Veterinary Education, formed by deans of Departments, academics and experts in the field of veterinary training from the five OIE regions, generated the recommendations regarding the minimum specific competencies and necessary for newly licensed veterinarians to be properly prepared to integrate national veterinary services, both its public and private component. High quality education is, as a result, critically important for developing efficient veterinary services and improving the veterinary education is therefore a fundamental component of any plan to improve the governance of veterinary services.

The minimum competencies include the “public good” component of veterinary activities. National demands have to be taken into account in terms of specific competencies that reflect the local context. The OIE invites those responsible for veterinary education policies to include these minimum and basic competencies in the veterinary curricula of its member countries and continues to develop tools to reinforce the competencies of veterinary services seeking to improve the quality of veterinary education worldwide (OIE, 2019).

⁴ Former Director General of the OIE, notes taken from the “Director General’s Preface” of the document World Organization for Animal Health. PVS Process. OIE recommendations on the minimum competencies expected of newly licensed veterinarians to ensure quality National Veterinary Services. (2012) Paris France. OIE.

3. Institutional Framework

3.1 Linking State Higher Education and the UMSNH

It is important for us to know our Meritorious and Centennial University Michoacana de San Nicolás de Hidalgo, in this we found a historical cohort on October 15, 1917, since its origins date back to 1540, the year in which Don Vasco de Quiroga founded the Colegio de San Nicolás Obispo in the city of Pátzcuaro. Thanks to his negotiations, Carlos I of Spain issued a Royal Certificate on May 1st, 1543, in which he accepted to assume the patronage of the school, therefore from that date on it became the Royal College of San Nicolás Obispo. In 1580 the episcopal residence changed from Pátzcuaro to Valladolid, the Colegio de San Nicolás was also transferred and merged to the Colegio de San Miguel Guayangareo. On October 17, 1601, Fray Domingo de Ulloa received the bull from Clemente VIII, ordering the establishment of a Conciliar Seminary making use of the infrastructure of the Colegio de San Nicolás, a document that bears the papal seal.

At the end of the 17th century the Colegio de San Nicolás underwent a profound reform in its regulations and constitutions, which served as the basis for the modification of the curricula dating from the early 18th century, and included the subjects of Philosophy, Scholastic Theology and Morality. By Royal Decree of November 23, 1797, it was granted the privilege of incorporating the chairs of Civil Law and Canon Law into its structure. At the beginning of the 19th century, the consequences of the independence movement led by a select group of Nicolaitan teachers and students, that included Miguel Hidalgo y Costilla, José Ma. Morelos, José Sixto Verduzco, José Ma. Izazaga and Ignacio López Rayón, led the viceregal government to close it down.

Once the Independence of Mexico was consummated, the measures concerning its reopening began during the decade of the twenties, after a long and difficult negotiation between the Church and the State, the Ecclesiastical Council yielded, on October 21, 1845 the Board of Trustees to the Assistant Board of Studies of Michoacán.

Under this legal basis, Governor Melchor Ocampo, proceeded to reopen it on January 17, 1847, giving it the name of Primitivo y Nacional Colegio de San Nicolás de Hidalgo, thus beginning a new stage in the life of the institution.

On the triumph of the Mexican Revolution, within a few days after assuming the government of Michoacán, engineer Pascual Ortiz Rubio took the initiative, managing to establish the UMSNH on October 15, 1917, integrating the Colegio de San Nicolás of Hidalgo, the Schools of Arts and Crafts, the Industrial and Commercial for Ladies, Commerce and Administration High Studies, School for male teachers, School for female teachers, Medicine and Jurisprudence, in addition to the Public Library, the Michoacán Museum, the Museum of Independence and the State Meteorological Observatory. Throughout its history, the UMSNH has had 47 Deans. Currently, since January 9, 2019, the Dean is PhD Raúl Cárdenas Navarro (U.M.S.N.H., 2019).

The UMSNH is a public and secular institution of high school level and higher education, heir to the humanism of Don Vasco de Quiroga, to the ideals of Miguel Hidalgo, José María Morelos, Melchor Ocampo; at the initiative of Pascual Ortiz Rubio, became the first Autonomous University of America, whose mission is: to contribute to the social, economic, political, scientific, technological, artistic and cultural development of Michoacán, Mexico and the world, forming upright and competent human beings, leaders that promote changes in their environment, guided by the ethical values of our university, through quality and relevant educational programs; conducting research linked to social needs, which promotes scientific and technological advancement and artistic creation; establishing activities that rescue, preserve, increase and disseminate universal values,

democratic practices and sustainable development through the distribution and university extension.

As for its vision, it is to be the highest house of studies in the State of Michoacán proposing the educational offer with the greatest coverage, recognized for its quality and social relevance, training competent, cultured, participatory beings, with a democratic vocation, honest and with Nicolaitan identity, capable of solving their environment problems.

The research and artistic creation programs are recognized locally, nationally and internationally for their contributions to the various realms of knowledge and to the sustainable solution of social problems, closely linked to educational programs.

The linking programs established with national and international universities and research centers allow an intense scientific, cultural and artistic exchange, as well as a great mobility of the university community. The programs of cultural dissemination make accessible a wide arrange of manifestations in sciences, arts and culture to the general public, thus promoting the development of individuals and social groups in harmony with the environment. Approved by the University Council of the UMSNH on August 24, 2009. (U.M.S.N.H., 2019)

Regarding the education quality of the academic programs of the UMSNH bachelor level, this is proven by the obtained accreditations: in 2017, six education programs were externally evaluated by accrediting bodies, five of them were granted favorable opinions and one is still awaiting the verdict. It is worth mentioning that the Chemical Engineering, Electrical Engineering and Mechanical Engineering programs were accredited for the third consecutive time, which represents the consolidation of the participatory planning and evaluation processes in these academic units, where the main academic strength is its teaching staff and its researchers. For the first time, the Physical-Mathematics and Foreign Trade programs received the accreditation. Being the latter based in the Professional unit of Lázaro Cárdenas, this achievement is of greater merit and speaks highly of the community of said unit.

The educational units of the UMSNH, accredited by the respective accrediting organizations, are listed below:

Table 1 Accredited Academic Programs and Accrediting Organizations

| Academic program | Accrediting Organization | Academic program | Accrediting Organization |
|--------------------------------|--------------------------|---|--------------------------|
| 1. Dental Surgeon | CONAEDO | 14. Theater | CAESA |
| 2. Nursing | COMACE | 15. Architecture | ANPADEH |
| 3. Doctor, Surgeon and Midwife | COMAEM | 16. Civil Engineering | CACEI |
| 4. Psychology | CNEIP | 17. Electrical Engineering | CACEI |
| 5. Administration | CACECA | 18. Electronics Engineering | CACEI |
| 6. Accounting | CACECA | 19. Computer Engineering | CACEI |
| 7. Economy | CONACE | 20. Wood Technology Engineering | CACEI |
| 8. Administrative Informatics | CACECA | 21. Mechanical Engineering | CACEI |
| 9. Right | CONFEDE | 22. Chemical Engineering | CACEI |
| 10. Visual Arts | CAESA | 23. Biology | CACEB |
| 11. Dance | CAESA | 24. Veterinary Medicine and Zootechnics | CONEVET |
| 12. Philosophy | COAPEHUM | 25. Physical Mathematical Sciences | CAPEF |
| 13. History | COAPEHUM | | |

Source: (U.M.S.N.H., 2019).

4. Historical Framework

In this section, we note that historically within the UMSNH the ETP is developed through the use of collaborative work teams. However, no investigations have been carried out through action research aiming to apply didactic strategies that, on one hand improve the collaborative work via teaching practice and on the other elevate learning and educational quality across the bachelor level. This being the reason for the recent historical tracking based on observing the behavior of higher education in Michoacán, and that of the UMSNH itself.

4.1 The Panorama of Higher Education in the State of Michoacán, School Year 2015-2016⁵.

Federal and state educational authorities actively participate in analyzing and evaluating various aspects of higher education in the country, for the definition of public policies on the matter. Likewise, the Undersecretariat of Higher Education (SES) of the Public Education Secretary (SEP), through the General Direction of Higher University Education (DGESU), lead a project aimed at defining bases for better coordination and development of the higher education, with the participation of HEIs along with education authorities of federal entities, in order to respond with greater relevance and opportunity to national, regional and state priorities in the matter. The specific objectives were:

To present statistical information that would help to study the socio-economic context in which education is developed in HEIs. To maintain an updated panorama of the condition of national, regional and state higher education, supporting the monitoring, evaluation and future growth of the HEIs.

The Panorama of Higher Education in the State of Michoacán, shows us information obtained from questionnaires of 911 formats of the SEP for the 2015-2016 school year, and includes an analysis of data related to higher education supported by the National Population Commission (CONAPO), the National Council for the Evaluation of Social Development Policy (CONEVAL), the United Nations Development Program (UNDP), among others. In Michoacán, this period ranked 12th in higher education enrollment with a total of 116,099 undergraduate and graduate students, representing 3% of the national total. A 25.5% of the coverage of young people aged 18 to 22, that is, 10 percentage points below the national coverage. In terms of gender, 50% men and 50% women, the type of modality of educational programs is 91% regular school curriculum, above the national average by 4 percentage points.

Table 2 Higher Education Enrollment, 2015/2016 School Year By State, Gender and Modality

| State | Men | Women | Total | Regular school curriculum | Mixed | Semi-structured school curriculum |
|-----------|--------|--------|---------|---------------------------|-------|-----------------------------------|
| Michoacán | 49.99% | 50.01% | 100.00% | 90.87% | 4.98% | 4.15% |

Source: Own elaboration according to the High education panorama for the State of Michoacán, SEP (SEP, 2016).

Michoacán is 11th in number of graduates and 10th in bachelor's degrees. In the 2015-2016 school period, undergraduate enrollment, graduates and graduates of HEIs represents around 3% of the national totals for these three concepts. The ratio between the number of finishing students and graduates for this cycle is 82.4%, meaning that 8 out of 10 students get a degree, one more graduate than the national average.

⁵ This information was published by the Public Education Secretary and the General Direction of Higher University Education.

Table 3 Higher Education Enrollment for the 2015-2016 School Year by State, 1st Entry, Re-Entry, Finishing Students and Graduates

| State | 1st entry | Re-entry | Bachelor's degree | Finishing students | Graduates | Finishing students/1st entry | Finishing students/Enrollment | Graduates/Finishing students |
|-----------|-----------|----------|-------------------|--------------------|-----------|------------------------------|-------------------------------|------------------------------|
| Michoacán | 30.831% | 78.333% | 109.164% | 18.096% | 14.912% | 58.69% | 16.58% | 82.40% |

Source: Own elaboration according to the High education panorama for the State of Michoacán, SEP (SEP, 2016).

4.2 Educational Panorama of the UMSNH for the 2017/2018 Period

The academic activities of the UMSNH are carried out in 7 high school campuses, 23 departments, 1 school, 9 research institutes and 3 professional units, in addition to 14 distance education nodes located in the same number of municipalities in the State of Michoacán. The offer of higher-level education is organized into nine Divisions (DES), in which the departments, institutes and the School of Nursing and Public Health converge.

The operative organization at the Higher education level responds to the disciplinary identity of the Education Programs (PE) and the geographical grouping of the academic units for a better use of their resources. In addition, the Nicolaitan Center for Migration Studies and the Nicolaitan Center for Native Peoples Studies contribute to the academic function of the University in the modality of continuing education.

Table 4 Demand For High School, Technical, Undergraduate and Postgraduate Studies for the 2017/2018 Cycle, 21,695 Cases Were Registered, as Shown in the Following Table

| Technical level | High school | Bachelor | Postgraduate | Total |
|-----------------|-------------|----------|--------------|--------|
| 571 | 3,984 | 16,671 | 469 | 21,695 |

Source: Own elaboration according to the Academic Department, data up to September 30, 2017 (U.M.S.N.H., 2019).

Regarding the education offer, the coverage and the student population, we have that Michoacán is the one the States that contributes the most to the number of the applicants to our programs at the bachelor level, with 88.4% of the total demand, followed by the states of Guanajuato (3.2%), Guerrero (3.1%), Chiapas (1.5%), State of Mexico (1.3%) and Veracruz with 0.5%. The demand to study bachelor programs by applicants from our own State, holds the trend of being greater from the regional centers, leading this demand the municipalities of Morelia, Uruapan, Lázaro Cárdenas, Pátzcuaro, Tarímbaro, Ciudad Hidalgo, Zitácuaro, Zacapu, Apatzingán, Maravatío, Tacámbaro, Zamora, Huetamo and Múgica, which together contribute 76.6% of the state demand; the remaining 23.4% is contributed by the other municipalities of the entity. The student population's total is 50,719, not including language students. 52.36% of the enrollment are women and 47.64% are men (Serna, G. M. third report) (U.M.S.N.H., 2019).

5. Conclusions

The impact of the various international agencies that intervene to set the course of education globally and in Mexico is clearly observed, the work of the World Bank stands out, because it does not only grant financing to various projects related to HEIs⁶, but it has been working hard in the elaboration of studies and documents aimed at solving education problems. These references we can take as actors in education in and for decision-making on the matter and although the World Bank is not the only guideline, it has had a definite influence, relevant to education policies in Mexico, especially in the case of public higher education.

⁶ Inconsistency found if we look at the list of loans approved by the agency to Mexico during the period from 1990 to 1995 and which reached an amount of \$ 1,159 million, of which basic education was allocated only 6.9%.

Although the UNESCO does not grant funding, is one of the main international organizations that has tried to maintain a more social and humanistic perspective on education⁷ due to its principles of equal educational opportunities such as the search for truth and the free exchange of ideas and knowledge, it contributes to peace and security among nations through quality education⁸. Moreover, this organization insists on the application of pedagogical methods that increase the efficiency of the learning experience⁹, incorporating the new information and communication technologies.

Likewise, the OECD does not grant funding, and yet it has a very relevant impact on higher education in the national context supported by and highlighting education quality (a topic that we must address to achieve consistency between what we read and apply) through evaluation, accreditation and certification.

On the other hand, an organization whose importance is centered in financial granting is the IDB. It stands as the bilateral or multilateral financial organization that has made the greatest contributions to Latin American higher education and designates itself as the “University Bank”. According to the World Bank, it has been the most important foreign source of financing for Latin American higher education in recent years and has preferably been financing projects that contribute to the development of human resources, to facilitate universal access to education, and to strengthen the planning, organization, administration and teaching methods.

We underline the actions of ECLAC as it carries out studies, research and publications, provides advice, training and support for regional and international cooperation and it creates spaces for dialogue for countries and other relevant actors to exchange points of view on the problems and opportunities in Latin America and the Caribbean. A current and future subject for ECLAC is the 2030 agenda for sustainable development. In 2015, the United Nations’ 193 member states approved it as a roadmap towards a new development paradigm in which people, the planet, prosperity, peace and partnerships constitute a central role, with and through the quality of higher education.

An international organization integrated by 182 countries, including Mexico, directs very ad hoc quality education of Veterinary Medicine and Zootechnics professionals. We refer, of course, to the OIE because it highlights and supports the essential contribution of veterinarians to society in its task of guaranteeing health and welfare of animals, people, ecosystems and advocates the importance of high-quality veterinary training. As we can see in all areas, the high quality of education is of critical importance for the provision of efficient services (in this case, veterinarians). Therefore, the application of didactic strategies considerably improves teaching.

Finally, the fact that public universities include in their curricula the vision, mission and activities of these international organizations so that the community takes ownership of the subject and in analyzing they can create proposals and requests, including the support they provide. Strengthen what ECLAC does in the sense of generating spaces for dialogue and analysis. Finding the balance in the ETP that generates quality education in Latin American HEIs through the continuous improvement of their teachers, appropriating the methodologies of the teaching and learning binomial.

⁷ A coincidence with the institutional framework (Education in the State and in the UMSNH) of this article, considering that it must continue to be potentiated.

⁸ Another coincidence with the hypothesis of the doctoral thesis, which states that “In the UMSNH, there are deficiencies in learning and education quality due to the lack of didactic strategies in collaborative work, the problem is reversed, systematically applying and evaluating the strategy didactics of Problem Based Learning”.

⁹ It is the didactic strategy of the PBL that can maintain the high education quality.

References

- ANUIES (1995). "Propuestas para el desarrollo de la educación superior", *Septima Reunión Ordinaria de Trabajo*, Guanajuato, pp. 27-28.
- BID (1994). *Información Básica*, Washington DC.
- BID (1994). *Información Básica, Banco Interamericano de Desarrollo*, Washington.
- BID (1997). Documentos de organismos internacionales. *Documento OP/473 Educación*.
- Comisión Económica para América Latina y El Caribe (10 de Mayo de 2019). "Comisión Económica Para América Latina y el Caribe", available online at: <https://www.cepal.org/es/temas/agenda-2030-desarrollo-sostenible>.
- Danher K. (1994). *50 Years Is Enough. The Case Against the World Bank and the International Monetary Fund*, Boston: South end Press.
- Díaz B. F. A. (2010). *Estrategias Docentes Para un Aprendizaje Significativo, Una Interpretación Constructivista*, Mexico, D.F.: McGraw Hill.
- Feinberg R. et al. (1986). *Between Two Worlds: The World Bank's Next Decade*, Washington: Transaction, pp. 44-60.
- Foro de los países de América Latina y el Caribe sobre desarrollo sostenible (10 de Mayo de 2019). "Foro De Los Países De América Latina y el Caribe Sobre Desarrollo Sostenible", available online at: <https://foroalc2030.cepal.org/2019/es/noticias/paises-reconocen-al-foro-paises-america-latina-caribe-desarrollo-sostenible-como-ejemplo>.
- Gallardo V. H. (2015). *Evaluación del Plan de Estudios de la Facultad de Medicina Veterinaria y Zootecnia de la Universidad Michoacana de San Nicolás de Hidalgo*, Universidad de Oviedo, España.
- Gobierno de México. (10 de Mayo de 2019). "Gobierno de México", available online at: <https://www.gob.mx/sre/acciones-y-programas/comision-economica-para-america-latina-y-el-caribe-cepal>.
- Hidalgo U. M. (24 de 04 de 2019). "Misión", Obtenido de Universidad Michoacana de San Nicolás de Hidalgo, available online at: <http://www.umich.mx/mision.html>.
- Hidalgo, Universidad Michoacana de San Nicolás de (24 de 04 de 2019). "Documentos", Obtenido de Universidad Michoacana de San Nicolás de Hidalgo, available online at: <http://www.umich.mx/documentos/tercer%20informe%202017%20Rector.pdf>.
- Historia (24 de 04 de 2019). "Universidad Michoacana de San Nicolás de Hidalgo", Obtenido de Morelia, Michoacán, available online at: <http://www.umich.mx/historia.html>.
- Kapur D. L. (1997). *The World Bank. Its First Half-century*, Vols. 1 y 2, Washington: Brookings Institution Press.
- Luis C. J. (1995 pp 28-30). "Las propuestas del banco mundial para la educación: Sentido oculto o problemas de concepción?", *Ponencia*, Sao Paulo, Brasil: Seminario o Banco Mundial.
- Morley S. M. (1995). "La educación superior en América Latina: Testimonios de un seminario de rectores", *Banco Interamericano de Desarrollo Unión de Universidades de América Latina*.
- OCDE (1994). "Higher education in a new international setting", *Report of the Seminar*.
- OCDE (1997). *Exámenes de las Políticas Nacionales de Educación*, París: Educación México.
- OCDE (19 de Octubre de 2019). *OCDE*, available online at: <http://www.oecd.org/centrodemexico/>.
- OIE (16 de Mayo de 2019). "Organización Mundial de Sanidad Animal", available online at: <https://www.oie.int/es/quienes-somos/oficina-de-la-directora-general/que-es-la-oie/>.
- Sánchez G. (1998). "Tendencias de la educación superior en los países de la OCDE", *Conferencia EduFrance 98*, p. 5.
- SEP (2016). *Panorama De la Educación Superior en el Estado de Michoacán*, CDMX: SEP.
- U.M.S.N.H. (24 de Abril de 2019). "Universidad Michoacana de San Nicolás de Hidalgo", available online at: <http://www.umich.mx/mision.html>.
- U.M.S.N.H. (24 de Abril de 2019). "Universidad Michoacana de San Nicolás de Hidalgo", available online at: <http://www.umich.mx/historia.html>.
- U.M.S.N.H. (24 de 04 de 2019). "Universidad Michoacana de San Nicolás de Hidalgo", available online at: <http://www.umich.mx/documentos/tercer%20informe%202017%20Rector.pdf>.
- Winkler R. D. (1994). "La Educación superior en América Latina", *Cuestiones Sobre Eficiencia y Equidad*.