



DOI: 10.1515/rpp-2015-0051

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POSTGRADUATE PROFESSIONAL PEDAGOGICAL EDUCATION IN MEXICO

ABSTRACT

This article is the result of scientific comparative-pedagogical research, which purpose was to highlight the main features of postgraduate professional pedagogical education in Mexico. The author found that the postgraduate professional pedagogical education in Mexico is performed by public and private higher education institutions: higher pedagogical schools, universities, autonomous universities, technological universities, technological institutes, research institutions, institutions of postgraduate education. Despite common goals, public and private institutions performed the postgraduate professional pedagogical education on various organizational and procedural schemes. The main characteristics of postgraduate professional pedagogical education in Mexico are a relatively recent launch of the first programs (70-ies of the twentieth century); the rapid development of postgraduate professional pedagogical education in the 80-ies – 90-ies years of the XX century; the relative uniformity of its distribution between the state (61.1 %) and private (39.9 %) universities; careful surveillance of public higher pedagogical education quality through periodic programs's evaluation; various thematic orientation of the programs; low rates of the ultimate effectiveness (the number of graduates, who received a diploma).

Key words: *postgraduate professional pedagogical education, Mexico's education system, State policy in the field of postgraduate education, public and private universities that offer postgraduate professional pedagogical education.*

INTRODUCTION

In the new historical conditions of globalization, the new guidelines to the study of pedagogical experience abroad are emerging, and the new approaches are being developed (Germany, Italy, Spain, Turkey, USA, China, France, Great Britain and others). The analysis of sources showed that over the past decades, domestic scientists actively realized comparative studies in the field of professional education (N. Bidyuk, T. Chuvakova, T. Desiatov, A. Kaplun, T. Koshmanova, I. Kovchyna, V. Kudin, N. Lavrychenko, M. Leshenko, O. Lokshina, O. Matvienko, N. Mukan, N. Nychkalo, O. Ogienko, L. Pukhovska, A. Sbruieva, N. Seyko, O. Zabolotna and others).

We believe that research of organizing experience of the postgraduate professional pedagogical education in Mexico will help create original national educational structure that would meet the national traditions and, at the same time, be absorbed in everything new that worked out in recent decades in this country.

It is necessary to note that postgraduate professional pedagogical education (Spanish: *los estudios de posgrado en educación*) in Mexico started in 70-ies of XX century with the opening of the first specialty and Master programs in pedagogy of the National Autonomous University of Mexico (Universidad Nacional Autónoma de México – UNAM), as well as the



creation of the National Council of Science and Technology (Consejo Nacional de Ciencia y Tecnología – CONACYT).

In order to provide non-formal pedagogic education for own faculty teacher, in 1970 at the National Autonomous University of Mexico Didactic Center (Centro de Didáctica) and Department of new teaching methods (Comisión de Nuevos Métodos) were opened, and in 1975–1977 a program of the specialty “Pedagogy of high school” (Programa de Especialización para la Docencia) was launched; in the late 70-ies appeared Master Programs “Education sciences” and “Pedagogics of higher school” (Esquivel, 1996).

Generally, in the 70-ies of the XX century, continuing education (specialization, Master and Doctorate) in Mexico was provided in 226 programs of 13 universities, all its acquired 5,763 students (2.6 % of all students of higher education of the country). However, already in the 80-th of the XX century, the number of postgraduate students has increased by five times (42,654 students), and the number of universities have suggested by seven times (152 universities and 1,604 programs). In the 90-th of the XX this trend continued (Ezpeleta, Sánchez, 1982).

It should be noted that such reckless and unplanned growth of specialties, Master and Doctoral programs in general and especially regarding pedagogic education in the 80-ies – 90-ies of the XX century, explained the new requirements for university teachers, who must have at least a Master’s degree in order to work in the Bachelor’s programs. However, the emergence of so many programs of postgraduate education does not always ensure their quality, so in 1991 the National Council of Science and Technology was established the list of the high quality postgraduate programs (Padrón de Posgrados de Excelencia), which contain only departments which were evaluated by special Assessment experts of the Ministry of Education and the development of which is allocated a special state funding (Moreno, 2003).

Some evaluation criteria were the number of teachers with doctorate scientific degree and membership in the National Scientific Researchers (Sistema Nacional de Investigadores – SNI); the number of complete and incomplete teaching rates; number of research groups registered with the Ministry of Education, and the level of their scientific performance, the number of graduates who received a diploma.

It is important to explain that in the educational system in Mexico, there are two documents that guarantee higher or postgraduate education: certificate with the list of items and assessments (certificado) and diploma (título). Usually in hiring is only certificate required, for this reason most graduates do not issue a diploma. Thus, the accreditation of universities has two options: the number of graduates and the number of graduates who received a diploma.

THE AIM OF THE STUDY

The aim of the comparative scientific-pedagogical research, which results are presented in this article, was to highlight the main features of postgraduate professional pedagogical education in Mexico.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The definition of advantages and features of postgraduate professional pedagogical education in Mexico requires the use of comparative pedagogy methods (N. Bidyuk, T. Desiatov, N. Nychkalo, O. Ogienko, L. Pukhovska, A. Sbruieva and others). The need of studied foreign experience to reform the national system of postgraduate professional pedagogical education is caused by the following factors:

a) socio-economic requirements of the reform of postgraduate professional pedagogical education in the context of globalization of all processes in a society based on the study and use the experience of foreign countries;



b) the need to expand theoretical and methodological rationale for the further development of professional pedagogical education, taking into account the achievements of professional pedagogy of foreign countries;

c) deepen traditional tasks and developing new pedagogical approaches to solving problems of humanization and intellectualization of postgraduate professional pedagogical education;

d) the need to enrich the educational and organizational forms of postgraduate professional pedagogical education based on the study of foreign experience;

d) the urgent need to develop a new instrument of theoretical knowledge in the field of comparative vocational pedagogy (Ничкало, 2001).

This work was performed under the critical-dialectical approach, using research methods of analysis, synthesis, comparison and generalization that were necessary to study the original texts and official documents; organization of the studied material and its exposure.

RESULTS

The comparative pedagogical study realized by us, showed that postgraduate professional pedagogical education in Mexico has become widespread since 1984, when all pedagogical schools (Spanish: *normales*) have obtained university status (up to 1984 the majority of pedagogic schools provided only incomplete higher education (vocational)) and started, except incomplete higher education (vocational), to provide graduate (Bachelor) and postgraduate (Master, Doctor) education.

In addition to the state higher pedagogical schools, the development of postgraduate professional pedagogical education promoted the National Autonomous University of Mexico (Universidad Nacional Autónoma de México – UNAM), National Polytechnic Institute (Instituto Politécnico Nacional – IPN), Autonomous University of Nuevo Leon (Universidad Autónoma de Nuevo León – UANL), the Higher Institute of Education Sciences of the State of Mexico (Instituto Superior de Ciencias de la Educación del Estado de México - ISCEEM), Institute of Educational Sciences of Michoacan (Instituto Michoacano de Ciencias de la Educación – IMCED), Interdisciplinary Centre for educational research and technology in education of Queretaro (Centro Interdisciplinario de Investigación y Docencia Tecnológica de Querétaro – CIIDET), Autonomous University of the State of Morelos (Universidad Autónoma del Estado de Morelos UAEM), University of Guanajuato (Universidad de Guanajuato), Autonomous University of Querétaro (Universidad Autónoma de Querétaro), University of Veracruz (Universidad Veracruzana), National Pedagogical University (Universidad Pedagógica Nacional – UPN), Institute of Pedagogical Studies and Problems of Teaching of Tamaulipas (Instituto Tamaulipeco de Investigación Educativa y Desarrollo de la Docencia), Technological Institute of Monterrey (Instituto Tecnológico de Estudios Superiores de Monterrey), West Technological Institute (Instituto Tecnológico de Estudios Superiores de Occidente – ITESO), Iberoamerican University (Universidad Iberoamericana), University of Guadalajara (Universidad de Guadalajara – UdeG), Autonomous University of Zacatecas (Universidad Autónoma de Zacatecas – UAZ), University of Sonora (Universidad de Sonora), Autonomous University of Sinaloa (Universidad Autónoma de Sinaloa – UAS), Autonomous University of Durango (Universidad Autónoma de Durango – UAD) and others (Table 1).

Generally, postgraduate professional pedagogical education provided in Mexico by higher pedagogical schools of Ministry of Education, autonomous universities (a national higher education institution which is independent of the Ministry of Education but funded



by federal and state governments) and private educational institutions. We consider further the main characteristics of postgraduate professional pedagogical education using the examples of Teacher Training Center of the Ministry of Education, Autonomous University of Zacatecas, National Pedagogical University, Technological Institute of Monterrey and the Autonomous University of Durango.

Table 1

Higher education institutions in Mexico, which offer a licentiate, Master, Doctorate in Education

Name in Spanish	Name in English	Specialities
1. La Universidad Nacional Autónoma de México (UNAM)	National Autonomous University of Mexico	“High school pedagogics”, “History and theory of pedagogy”, “Technology in Education”, “Educational science”
2. Instituto Politécnico Nacional (IPN) a través del Departamento de Investigación Educativa (DIE)	National Polytechnic Institute	“History and theory of pedagogy”, “Technology in Education”, “Educational science”, “Didactics of teaching in higher education”
3. Universidad Autónoma de Nuevo León (UANL)	Autonomous University of Nuevo Leon	“History and theory of pedagogy”, “Didactics of teaching in higher education”
4. Instituto Superior de Ciencias de la Educación del Estado de México (ISCEEM)	Higher Institute of Education Sciences of the State of Mexico	“Didactics of teaching in higher education”, “Educational science”
5. Instituto Michoacano de Ciencias de la Educación (IMCED)	Institute of Educational Sciences of Michoacan	“Didactics of teaching in higher education”, “Educational science”
6. Centro Interdisciplinario de Investigación y Docencia Tecnológica de Querétaro (CIIDET)	Interdisciplinary Centre for educational research and technology in education of Queretaro	“Didactics of teaching in higher education”, “Technology in Education”
7. Universidad Autónoma del Estado de Morelos (UAEM)	Autonomous University of the State of Morelos	“Didactics of teaching in higher education”
8. Universidad de Guanajuato	University of Guanajuato	“Educational science”
9. Universidad Autónoma de Querétaro	Autonomous University of Querétaro	“Didactics of teaching in higher education”, “Educational management”
10. Universidad Veracruzana	University of Veracruz	“Didactics of teaching in higher education”
11. Escuela Normal Superior del Estado de Baja California Sur	Higher pedagogical school of State Baja California Sur	“Didactics of teaching in primary and secondary schools”
12. Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí	Higher pedagogical school of State San Luis Potosi	“Preschool education”, “Special education”, “Didactics of teaching in primary and secondary schools”



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Name in Spanish	Name in English	Specialities
13. Universidad Pedagógica Nacional (UPN)	National Pedagogical University	“Gender issues in education”, “Didactics of teaching in primary and secondary schools”, “Pedagogical intervention”
14. Instituto Tamaulipeco de Investigación Educativa y Desarrollo de la Docencia	Institute of Pedagogical Studies and Problems of Teaching of Tamaulipas	“Didactics of teaching in higher education”, “Technology in Education”
15. Instituto Tecnológico de Estudios Superiores de Monterrey (a través de su Universidad virtual vía satélite en todos sus <i>campus</i> del país)	Technological Institute of Monterrey	“Technology in Education”, “Educational management”, “Educational innovations” “Educational science”
16. Instituto Tecnológico de Estudios Superiores de Occidente (ITESO)	West Technological Institute	“Technology in Education”, “Educational management”, “Didactics of teaching in primary and secondary schools”
17. Universidad Iberoamericana	Iberoamerican University	“Technology in Education”, “Educational management”, “Educational science”
18. Universidad de Guadalajara (UdeG)	University of Guadalajara	“Educational science”, “History and theory of pedagogy”, “Educational science”
19. Universidad Autónoma de Guadalajara (UAG)	Autonomous University of Guadalajara	“Educational science”, “Didactics of teaching in higher education”, “Technology in Education”
20. Instituto de Ciencias y Estudios Superiores de Tamaulipas (ICEST)	Research Institute of Tamaulipas	“Educational science”, “Educational management”, “Technology in Education”
21. Universidad Autónoma de Zacatecas (UAZ)	Autonomous University of Zacatecas	“History and theory of pedagogy”, “Educational science”, “Communication in education”, “Teaching in higher education and institutional processes”, “Technology in Education”, “Educational Policy”
22. Universidad de Sonora	University of Sonora	“Educational science”, “Educational management”
23. Universidad Autónoma de Sinaloa (UAS)	Autonomous University of Sinaloa	“Educational science”
24. Normales superiores	Public higher pedagogical schools	“Preschool education”, “Special education”, “Didactics of teaching in primary and secondary schools”



Continued

Name in Spanish	Name in English	Specialities
25. Centros de Actualización del Magisterio (CAM) de la SEP	Teacher training centers of the Ministry of Education of Mexico	“Preschool education”, “Special education”, “Didactics of teaching in primary and secondary schools”
26. Universidad Autónoma de Durango (UAD)	Autonomous University of Durango	“Educational innovations”, “Technology in Education”, “Educational science”, “Didactics of teaching in primary and secondary schools”
27. Universidad Interamericana para el Desarrollo (UNID)	Inter-American University of Development	“Educational innovations”, “Technology in Education”, “Educational management”
28. Escuela Superior de Pedagogía (ESP)	Higher school of Pedagogy	“Preschool education”, “Special education”, “Didactics of teaching in primary and secondary schools”
29. Instituto de Ciencias, Humanidades y Tecnologías de Guanajuato (ICYTEG)	Institute of Science and Technology of Guanajuato	“Didactics of teaching in higher education”, “Technology in Education”, “Educational management”
30. Instituto de Ciencias, Humanidades y Tecnologías de Zacatecas (ICYTEZ)	Institute of Science and Technology of Zacatecas	“Educational innovations”, “Technology in Education”
31. Instituto Mexicano de Estudios Pedagógicos A.C. (IMEP)	Mexican Institute of Pedagogical Studies	“Pedagogical methods”
32. Escuela Normal Superior de Ciudad Madero, A. C. (ENSCd.M)	Higher pedagogical school of Ciudad Madero	“Preschool education”, “Special education”, “Didactics of teaching in primary and secondary schools”
33. Universidad Pedagógica de Durango	Pedagogical University of Durango	“Preschool education”, “Special education”, “Didactics of teaching in primary and secondary schools”

Source: developed by the author on a study of curricula of Mexican Universities.

The study of the official documents of the Mexican Ministry of Education showed that the main purpose of postgraduate professional pedagogical education is considered to be theoretical, methodological, scientific training of teaching staff of various educational levels (SEP, 2012).

It is important to note, that postgraduate professional pedagogical education is part of higher education system, after which take care the State Planning Commission of Higher Education (Comisión Estatal de Planeación de la Educación Superior – COEPES), National Planning Commission of Higher Education (Comisión Nacional de Planeación de la Educación Superior – CONPES) and the National Planning permanent system of higher education (Sistema Nacional de Planeación Permanente de la Educación Superior – SINAPPES).



Higher education institutions should undergo the evaluation by Accreditation Council of Higher Education (Consejo para la Acreditación de la Educación Superior – COPAES), after which they are funded by Investment Fund for Accredited Programs (Fondo de Inversión para Programas Evaluados in Acreditados - FIUPEA). Evaluation of the quality of education in universities carried Interinstitutional Evaluation Committee for Higher Education (Comités Interinstitucionales de Evaluación de la Educación Superior – CIEES) and the National Center for the Evaluation of Higher Education (Centro Nacional de Evaluación para la Educación Superior – CENEVAL) (Villa, 2003).

The 71.1 % of the total (more than 5300) of public and private institutions of different typological profiles (universities, autonomous universities, technological universities, technological institutes, research institutions, institutions of postgraduate education, higher pedagogical schools) of Mexico's higher education system prepare masters, and only 7 % doctors (ANUIES, 2015).

It is important to pay attention, that, despite common goals, public and private institutions performed the postgraduate professional pedagogical education on various organizational and procedural schemes. Moreover, among the state universities, there are also significant differences. Thus, the postgraduate programs of higher pedagogical schools of the Ministry of Education (one of which is the Centre for Teacher Training of Ministry of Education) and the National Pedagogical University focused exclusively on didactical problems of teaching, while postgraduate pedagogical education provided in autonomous universities (one of which is the Autonomous University of Zacatecas), have a socio-pedagogical orientation (Arredondo, Pérez, Morán, 2006) (Table 1).

Analysis of the programs of the Autonomous University of Zacatecas shows that one of the main directions of their research projects is a critical analysis of existing educational models and address the challenges of teaching in socio-critical perspective.

However, despite these differences, Teacher Training Center of the Ministry of Education, the National Pedagogical University and the Autonomous University of Zacatecas have high requirements to their undergraduate and graduate students. In postgraduate educational programs of these institutions, research work occupies an important place (40–60 % of the curriculum), and the thesis is a prerequisite for graduation. At the same time, to obtain a Master's degree in private universities (Technological Institute of Monterrey, Autonomous University of Durango and others) is not always necessary to conduct research and defend scientific work; the students can just pass a professional exam, in some cases it is enough to get a certain amount credits.

However, the high quality of postgraduate education, providing by public universities, does not ensure its ultimate effectiveness (the statistics on the number of graduates, who received a diploma). Thus, in 2009 of the total number of 256 graduates in Pedagogy of the three investigated institutions (Teacher Training Centre of the Ministry of Education, the National Pedagogical University and the Autonomous University of Zacatecas), only 99 students received a diploma (38.67 %), and of the total number of 342 graduates in Master in Education, only 159 people (46.49 %). The worst performance was in the Autonomous University of Zacatecas – 2.59 % (Table 2) (Villarreal, Calderón, 2009).

It should be noted that 39.9 % of all universities offering postgraduate pedagogical education in Mexico are private, of which are considered leading the Institute of Technology of Monterrey, Iberoamerican University, the Autonomous University of Guadalajara, Autonomous University of Durango, Inter-American Development University, Institute of Science and Technology of Zacatecas, Mexican Institute of Pedagogical Studies and others.



Table 2

Indicators of number of graduates of public universities (using examples of the three institutions), who received a diploma of Postgraduate Education

Institutions	Programs					
	Specialty in Pedagogy			Master in Education		
	Number of graduates	Number of graduates, who received a diploma of Postgraduate Education	%	Number of graduates	Number of graduates, who received a diploma of Postgraduate Education	%
Autonomous University of Zacatecas				77	2	2.59
National Pedagogical University	256	99	38.67	212	55	25.94
Teacher Training Centre of the Ministry of Education				130	104	80.00
Total	256	99	38.67	342	159	46.49

Source: Villarreal Veloz, J., Calderón López Velarde, J. (2009). *Los Posgrados en Educación en Zacatecas: Masificación y Anarquía, Zacatecas, UPN.*

Mandatory requirement of the Ministry of Education for the recognition of Specialists's, Masters's and Doctors's diplomas, that give these institutions to their graduates (in the Mexican education system gives each university not only Bachelors's, specialists's and masters's diplomas as it is in the educational system of Ukraine, but also Doctors's diplomas), are signing separate agreements (Acuerdo 279), passing the accreditation and receiving the authorization to provide postgraduate pedagogical education. In addition, the recognized private higher education institutions must be members of the Mexican Federation of Private Higher Educational Institutions (Federación de Instituciones Mexicanas Particulares de Educación Superior – FIMPES) and undergo the additional accreditation by this organization (Villa, 2003; Rubio, 2011).

Regarding the thematic focus of programs, we found, that in public higher pedagogical schools (such as Teacher Training Center of the Ministry of Education) and pedagogical universities (National Pedagogical University) mainly prevail following specialities: "Preschool education", "Special education", "Didactics of teaching in primary and secondary schools", "Pedagogical intervention", "Gender issues in education", while in autonomous universities (Autonomous University of Zacatecas and others) there are offered "History and theory of pedagogy", "Didactics of teaching in higher education", "Educational science", "Communication in education", "Teaching in higher education and institutional processes", "Education policy", and in private universities there are mostly proposed "Educational management", "Educational innovations" and "Technology in education" (Table 1).



CONCLUSIONS

Therefore, on the basis of comparative pedagogical analysis we have identified the following main features of postgraduate pedagogical education in Mexico: a relatively recent launch of the first programs (70-ies of the twentieth century); the rapid development of postgraduate professional pedagogical education in the 80-ies – 90-ies years of the XX century; the relative uniformity of its distribution between the state (61.1 %) and private (39.9 %) universities; careful surveillance of public higher pedagogical education quality through periodic programs' evaluation; various thematic orientation of the programs; low rates of the ultimate effectiveness (the number of graduates, who received a diploma).

The prospects for further studies about postgraduate professional pedagogical education in Mexico can be the study of its formation and development, analysis of conceptual, organizational and legal principles of its functioning, its legal bases, the principles of its governance, its structural and procedural components, etc.

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