

# Challenges of Educational Policies for Higher Secondary Education in Aguascalientes

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## Abstract

Education is one of the engines driving that drives the productive development of a nation, it is an obligation under the Mexican Constitution promotion by the government of the universal and free education for the population from Basic Education to Higher Secondary Education as a means of redistributing wealth, generating more equitable opportunities for all citizens. The aim of this paper was to analyze the proposals in education from the National Development Plan (NDP) 2013-2018 specifically on the following objectives: "Objective 1: To ensure the quality of learning in basic education...", "Goal 2: Strengthen the quality and relevance of higher secondary and job training..." and "Objective 3: to ensure greater coverage, inclusion and educational equity...". In the methodology, the descriptive analysis of educational indicators of the Educational Panorama of Mexico generated by the National Institute of Educational Evaluation in Mexico was considered. The results of the study showed a breach of the goals set, specifically in the aspects of agents and resources (net rate of coverage, approval rate, absorption rate) and educational results (employment rate). It concluded with a reflection about the challenges and needs in Higher Secondary Education in Aguascalientes and the pertinent actions to meet the proposed objectives.

**Keywords:** *educational policy, agents and resources, educational results.*

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## I. INTRODUCTION

Countries population wellness is a responsibility for the presidents, because of this there is a big responsibility to promote the right conditions for

people so that they can be able to increase their life level and participates in society as productive citizens that generate benefits to the companies and to the society. People must be the center of

attention of the government, because of citizen's vote the governors are in those positions. Considering the third article of the Constitution of the United Mexican States is the obligation of the government to provide free and secular education to citizens. This education was obligatory up to the middle level but now high school was added.

It is a social benefit to have citizens with better educational levels because it is more convenient for employers to hire them, besides that salary is higher with people that have more studies, improving the opportunities of people in their environment.

Education must benefit citizens because it increases their competitiveness in the labor market, enabling them to get into large transnational companies that demand people with more academic training and greater ability to develop specific activities. This situation is extensive in local companies because they are in competition with foreign companies requesting equal or similar profiles to their competitors in order to remain in the market. The greater number of workers who are hired in the companies carry out technical activities in which a basic training of the position and studies at the high school level are needed, but these people with little training can acquire knowledge in the company by carrying out their activities or with short training courses. In this way, higher secondary education is now relevant because companies regularly require personnel with little training so that they can be trained in their plants, and since they lack higher education they must remain in their position. Therefore, higher secondary education cause them to stay in their work for many years, being attractive for companies to have citizens who perform technical activities available for hiring.

The objective of this document was to analyze the educational results of the National Development Plan 2013 - 2018 related to the proposal of

Enrique Peña Nieto (EPN). The hypothesis of this document was the increase in public spending and if it could resolve the coverage of higher secondary education. Education was a substantial issue for the government, in the study conducted by Vargas (2012) entitled "Has public spending on education been progressive?: Mexico's experience in the 20 years of structural change", it aimed to evaluate public spending in education, relating it to its impact on families, the above was done with data from the Household Income Expenditure Survey for 1984, 1989, 1996 and 2002. Calculating the monetary transfers for each family, dividing them by decile and by type of education.

As a methodology to evaluate the progressivity of spending by educational level, the following indicators of inequality were integrated: Concentration index and Kakwani index. The results show that transfers in high school were mostly regressive, increasing the first decile by 455%. Regarding the concentration index, there was a decrease of 51% despite the fact that transfers continued to benefit people with higher incomes. In relation to the Kakwani Index, great progressivity was presented, presenting a percentage of 56% in 2002, while the high school result increased by 202% in that period. It was concluded by analyzing the progress in equity in the deciles of lower income that it was necessary to reduce the gap in then high school because there was a large bias in the deciles with higher income.

Through time public spending had been progressive, it benefited the highest incomes at the upper middle level, presenting a high value in the Gini coefficient, however, there was a redistribution of income in the population. Returning to the study by Ontiveros (2011) entitled "Educational spending and distributive policies of primary education in Mexico", it studied the link between education delivery and spending, recognizing the redistributive objective

of educational spending. The methodology consisted in using a model of pressure groups with the purpose of identifying the factors that affect the allocation of public spending in basic education with the objective of evaluating their distributive objectives. The result of the research presented as a criterion for the allocation of education expenditure, the number of teachers hired, in such a way, the distribution of resources lacks criteria that benefited the poorest states or with lower educational levels to allocate greater resources.

It was concluded that there was an inverse relationship between the allocation of resources and educational level because the destination of resources for basic education was higher in the states with lower illiteracy rate and was lower in the states that had higher literacy rates.

According to the research of Gómez and Zárate (2011) entitled "Public spending on education against the behavior of the main economic aggregates in Latin America", considered education as the engine of the national growth and development because the investment in it increased GDP and employment although that relationship was regularly breached.

The objective of the study was to determine the relationship of the effect of public educational spending on the growth and development of nations, verifying its impact on variables such as employment. The study was carried out for a sample of eleven Latin American countries which correspond to: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, El Salvador, Mexico, Panama, Peru and Uruguay, in which public expenditure values were used in education as a percentage of GDP, GDP per capita and the unemployment rate of a series of data corresponding to 10 years (1999-2008) these with information from the United Nations.

In the methodology, an analysis of correlations was carried out to determine the relationship of

public educational spending with economic indexes, the program used was the SPSS. The results showed that Mexico had negative correlation coefficients that presented an inverse relationship, so this showed that by increasing educational investment, unemployment was reduced. It also showed that if investment in education increased, per capita GDP decreased, it was a contrary result to the theory. It was concluded by presenting the investment trends in education in Mexico related to the unemployment rate and GDP per capita. Regarding unemployment, it was shown that when educational investment was increased, it was reduced, while GDP per capita declined.

This document began by presenting in the theoretical framework the educational proposal of EPN to be a candidate which was reflected in the National Development Plan 2013-2018 adding an analytical discussion by several authors in relation to each of the elements of the proposal. Subsequently, the work methodology in which the indicators were published by the National Institute of Educational Evaluation (INEE), it was presented related with the elements of Enrique Pena Nieto's proposal.

Then it showed the results in which it was observed the educational backwardness that Aguascalientes had in higher secondary education by contrasting it with the objectives of the Education Sector Plan.

Continuing with the discussion that presented the challenges of the government in its commitment to citizenship. Then the irregularity of higher secondary education in the state was analyzed. It was finished with the conclusions that considered the search for alternatives that favor higher secondary education by detecting the precise needs to exercise public spending in higher secondary education based on the correct analysis of its indicators.

In the presidential campaign for the 2013-2018

period of President Enrique Peña Nieto, substantial changes were proposed in education which were reflected in the National Development Plan, and then its substantial aspects were presented.

## II. LITERATURE REVIEW

### **The educational proposal in the Enrique Peña Nieto campaign**

Analyzing the educational proposal of Enrique Peña Nieto on his way to the Presidency of Mexico, it was observed that several educational issues were commented, however the large number of proposals were contemplated with a lack of care and programming. For this reason, it was necessary to reflect on the aspects of improvement in its proposal (CEE, 2012).

#### **Quality**

In relation to quality, EPN's speech commented about its importance without defining its concept. Analyzing the EPN's education proposal, it can be deduced that he considers educational quality as the coverage, infrastructure and technology provision (CEE, 2012). However, the quality of education referred to a discourse instead of a purpose, and its relation with education acquired different meanings (Martínez Boom, 2004), also, quality in education belittled pedagogical work and curricular research, privileging institutional management (Bruner, 2000).

However, the quality of education needed to be strengthened through the establishment of educational policies that improve the key elements to increase educational level, being necessary to use government resources in the school curriculum, teacher training and financing and institutional educational management (Elliott, 2000). Therefore, it was necessary to analyze what was expected from education, considering its trajectory and the way to provide education of quality in national schools. It was necessary to visualize the nation project according to the

context and the opinion of a consensus with the purpose of defining the most appropriate path for the education, implementing relevant actions to achieve it (CEE, 2012).

#### **Student learning**

The main objective of EPN's proposal in relation to student learning had as the main purpose the student learning, that was why this concept had a close relationship with quality. This considered the school as the center of education, and it was important to have well-defined objectives for what and how students would learn (CEE, 2012). However, Ausubel, Novak and Hanesian (1997) referred to learning as the previous knowledge and the new knowledge of the students which showed through the organization and integration of information in the cognitive structures.

According to Ballester (2002), learning required to be significant by integrating previous knowledge with new knowledge, the student was the main actor as part of the strategies proposed so that they could assimilate new information through the processes of acquisition, transformation and evaluation (Bruner, 2004), therefore, learning implied reflected changes that enable the student to perform tasks, acquire experience or lasting knowledge (Puente, 1997).

#### **Teachers and directors**

EPN mentioned only a few actions for teachers and directors, he did not mention either its great importance related to the development of students (CEE, 2012). It was important to consider teachers and directors as essential actors of the discourse and purposes in education (CEE, 2012). It was important the commitment of the teacher in educational institutions because they are human resource trainers and promoters of innovation, so it was necessary the training of teachers to develop their role.

The training should be in teaching-learning, technical-methodological and scientific research



skills, focusing on meeting the needs of the teacher (UNESCO, 1995). Being relevant to professionalize the teacher, according to UNESCO (1996) education was subject to the effectiveness of teachers referring to their teaching skills in the classroom. According to Luna (2002) the teaching skills of teachers and their mastery of the subject are necessary in education, therefore Zarzar (1988) believed that teaching was interrupted when teachers dominated the topics, but they had a lack of teaching techniques to transmit their knowledge in the classroom. On the other hand, managers needed to promote teacher training, however, managerial work is subordinated to the current educational model (Murillo, 2007).

### **School community**

The importance of the school community, and its increasing related to the impact it produced on student learning. The school community was included superficially in the discourse of EPN, however, the school community needs to have spaces that increase social participation, strengthening the co-responsibility of families in education and allows the realization of educational activities (CEE, 2012). Claro (2011) considered the school community as the scenario for the interaction of educational actors, so it needs to be studied in order to know the participant's opinions, because the space-time in the institution through a harmonious school climate is necessary for the formation of students (Morin, 2007).

### **School management and system administration**

EPN considered that the design, implementation and development of educational policies should be directed by the education system, their work was essential to improve education. This needs to have an adequate planning, organization and management capacity in the relationships of educational actors (CEE, 2012). In addition, according to UNC (2007) the educational management demands an integral institutional

strategic development because it directs the educational institution towards the improvement of the educational quality and the increase of the academic level, these activities must be based on policies and general strategies of the institution (PEA, 2007). It was necessary to define the educational administration as the review of the teaching-learning process in terms of ordering, systematizing, controlling and rationalizing (Lutz, 2007).

### **Plans and programs**

EPN did not mention the plans and programs because he considered them as part of the administrative issues. However, this aspect should be mentioned, because of the need to articulate educational levels, in addition, the structure of the plans and programs should be reviewed because they are fundamental and relevant for students (CEE, 2012). The curriculum identified the current educational model; it was structured based on the teaching learning, proposed by the educational institution, allowing students to cover their learning needs (Nolla, 1998).

It was essential to review and reformulate educational programs and policies so that they consider local and regional conditions that promote social equity (Gutiérrez, 2009). Likewise, it required meeting the relevant objectives and contents in accordance with the national situation, integrating teachers and students (Díaz Barriga, 1989). The educational programs and teaching strategies must be linked vertically and horizontally between levels and modalities. Nowadays, there are still inconsistencies in these aspects due to the lack of coordination between the educational levels and the study plans (Gutiérrez, 2009).

According to Díaz Barriga (1989), the function of the educational plan guide institutions to fulfill educational objectives by contextualizing them with the necessary knowledge for students, leading them to fulfill their personal and

professional goals, being difficult to design an educational plan that facilitates the learning process of students and the achievement of educational objectives (Zabaiza, 1987). The current educational plan should be designed based on the students and the competencies that must be developed in order to access greater opportunities in the current knowledge society (Gutiérrez, 2009).

### **Evaluation**

In relation to the evaluation, EPN considered its importance to improve education, since this practice gathered useful information for the decision making of the educational trajectory, concluding that quality and evaluation should always be presented to generate positive results and relevant proposals. However, it was necessary to give greater value to the evaluation as a measurement parameter, leaving aside the criticism of the establishment of a ranking or a control or sanction instrument.

The evaluation must have a sense of continuous improvement and must be comprehensive (CEE, 2012). The evaluation requires a quantitative integration of the product and a causal analysis of the results (Duque, 1993), it also needs to align itself with the educational model generating an identity in the institution (Duque, 1993), it also acquires a transcendental role in teacher awareness and in the improvement of educational practices (González and Ayarza, 1996).

### **Attention to diversity and equity**

In the EPN discourse, few equity aspects were mentioned. This issue must be integrated into the educational agenda, since the inequality gap must be reduced. Therefore, it was necessary to start developing it by studying the national situation and considering the actions and policies of positive discrimination, generating a benefit for schools and for disadvantaged actors (CEE, 2012).

According to Gutiérrez (2009: 22) "a large part of

the student population of public high schools composed of young people between fifteen and eighteen years of age, lives in a situation of poverty, marginalization, therefore, exclusion". This student community did not have the same possibilities as other students to have access to different strategies of global interconnectivity, the management and mastery of ICT, and it is more difficult for them to adapt to the rhythm of a globalized and accelerated world (Gutiérrez, 2009).

School equity was a very marked aspect in education, since there have been considerable differences between people who study in private and public schools, urban and rural, indigenous and non-indigenous (Rodríguez, 2008). According to the results obtained in the PISA test, private schools have better results than public schools (Patrinos, 2007). Rué (2000) considered that the attention to diversity and equity, generates different perspectives in which the special educational needs of some students were considered, they needed differentiated learning strategies with teachers trained in it, it was relevant the approach of a particular curriculum (Echeita, 2006). Giné (2001) considered that the general curriculum in each educational stage was object to discrimination for students who had special educational needs.

### **III. RESEARCH OBJECTIVE**

The main aim of this study was to analyze the proposal in education from the National Development Plan 2013 - 2018 specifically on the objectives 1, 2 and 3. More specifically, the study sought to analyze the objectives:

- a. Objective 1: To ensure the quality of learning in basic education and comprehensive training of all groups of the population.
- b. Objective 2: Strengthen the quality and relevance of higher secondary and higher education and job training to contribute to

the development of Mexico

- c. Objective 3: to ensure greater coverage, inclusion and educational equity among all groups of the population for the construction of a fairer society

## METHOD

The present study was quantitative of descriptive character using as methodology the formulas to analyze the educational results, it was calculated by using statistical data of the students, educational centers, among others. The statistics used in the formulas are found in the Administrative Registries at national and state level, representing a reliable database to know their values.

Each indicator had a formula that was internationally standardized to make comparisons between countries; it should be noted that the formulas used were published and used by UNESCO when carrying out educational studies. In this document, the following educational aspects were addressed:

1. Net coverage rate;
2. Approval rate at the end of courses;
3. Absorption rate;
4. Employment rate according to level of education for secondary education. Population of 25 to 64 years (%).

## Materials

The data of the formulas presented in the document were taken from the INEE, which is the institution that publishes the results of the educational indicators in Mexico in its Internet portal. The document used information from the following categories:

1. Structure and dimension,
2. Social context,
3. Agents and resources,

4. Access and trajectory and

5. Educational results.

## IV. RESULTS

### Analysis of educational indicators of the Educational Panorama of Mexico generated by the National Institute of Education Evaluation (INEE)

In this section, the correspondence of the Education Sector Program 2013-2018 was analyzed in its objectives 1, 2 and 3 to the educational indicators of the Educational Panorama of Mexico generated by the National Institute of Education Evaluation. In relation to DOF (2013) there was a lack of compliance with "Objective 3: Ensure greater coverage, inclusion and educational equity among all population groups for the construction of a more just society", when considering the following indicators.

### Structure and dimension

The number of students had increased, particularly in the 2014/2015 period it had the highest percentage increase with 15% compared to the 2012/2013 period (Table 1).

Table 1. Number of students.

	2012/2013	2013/2014	2014/2015	2015/2016
Aguascalientes	47,656	51,934	54,568	n.d.
National	4,443,792	4,682,336	4,813,165	9,985,080

Source: own elaboration with data of the INEE (2015).

n.d.: data not available.

The number of teachers had a reduction of 4% and 2% in the 2013/2014 and 2014/2015 periods compared to the 2012/2013 period (Table 2). However, the number of schools had grown scarcely, by 2% in the 2014/2015 period compared to the 2012/2013 period (Table 3).

Table 2. Number of teachers.

	2012/20 13	2013/20 14	2014/20 15	2015/20 16
Aguascalientes	3,392	3,264	3,340	n.d.
National	288,464	273,939	286,955	292,484

Source: own elaboration with data of the INEE (2015).

n.d.: data not available.

This fact showed that the facilities were not enough to satisfy the growth of the student population, because there were young students who were left without a place or the classrooms were overcrowded with too many students.

Table 3. Number of schools.

	2012/20 13	2013/20 14	2014/20 15	2015/20 16
Aguascalientes	180	163	183	n.d.
National	15,990	14,375	16,162	17,400

Source: own elaboration with data of the INEE (2015).

n.d.: data not available.

According to DOF (2013) there were deficiencies in compliance with "Objective 2: Strengthen the quality and relevance of middle education, higher education and job training, in order to contribute to the development of Mexico", considering the next indicator:

### Social context

The proportion of the population that was in the desirable age of attending basic education offered by the National Education System (SEN) had a reduction from 6.1 in the period 2012/2013 to 5.6 in the period 2014/2015 in Aguascalientes (Table 4). Showing that the transformation and evolution of the population over time must be studied more thoroughly, in this way generating prospective policies plans on demand response.

Table 4. Percentage of population according with basic scholar age and middle high scholar age.

	2012/2013	2013/2014	2014/2015
Aguascalientes	6.1	6.0	5.6
National	5.8	5.9	5.8

Source: own elaboration with data of the INEE (2015).

In relation to DOF (2013), there was a situation of non-compliance with "Objective 3: Ensure greater coverage, inclusion and educational equity among all population groups for the construction of a more just society", considering the following indicator:

### Agents and resources

Expenditure on education showed that the distribution of federal contributions for entities and municipalities in education and its evolution had increased significantly in Aguascalientes with a 52% growth in the 2014/2015 period compared to the 2012/2013 period (Table 5). However, this resource was still insufficient, for state needs.

Table 5. How much does the State spend on basic and middle education? (Millions of pesos at 2012 prices).

	2012/2013	2013/2014	2014/2015
Aguascalientes	3,504.9	4,120.40	5,334.80
National	309,933.6	335,497.80	380,783.40

Source: own elaboration with data of the INEE (2015).

According to the DOF (2013) there were deficiencies in the fulfillment of the "Objective 1: Ensure the quality of learning in basic education and comprehensive training of all population groups" and "Objective 3: Ensure greater coverage, inclusion and educational equity among all groups of the population for the construction of a more just society ", when considering the following indicators:



## Access and Trajectory

The net coverage rate in Aguascalientes in middle education had very low educational coverage, with 51.4% in 2015/2016 (Table 6), it was lower than in the 2012/2013 period which was 55.6%. This shows the great need for educational spaces of this level in the state.

Table 6. Net Coverage Rate.

	2012/2013	2013/2014	2014/2015	2015/2016
Aguascalientes	52.7	55.60	57.80	51.40
National	52.9	54.80	57.00	50.40

Source: own elaboration with data of the INEE (2015).

The approval rate for courses in Aguascalientes was 70.3 in 2014/2016 (Table 7), increasing with respect to the 2012/2013 period which was 65.80 shows that there is a large number of students who were in the middle level and that did not approve it, staying without studying at that moment.

Table 7. Approval Rate.

	2012/2013	2013/2014	2014/2015	2015/2016
Aguascalientes	n.d.	65.80	70.30	n.d.
National	n.d.	68.50	71.70	71.50

Source: own elaboration with data of the INEE (2015).

n.d.: data not available.

The absorption rate in Aguascalientes showed the need for growth in the education system in terms of middle education. The indicator in 2015/2016 was 107.5 (Table 8), showing the capacity of the system to serve the population that has completed the previous educational level and that was incorporated into middle education, increasing its value with respect to the 2012/2013 period, which was 93.90.

This limits the graduates of the previous level to continue studying, it also affected the laggards

because it reduced the spaces and there was a saturation of places. For this reason, actions must be taken in planning and making decisions that improve the flow of students at various levels.

Table 8. Absorption Rate.

	2012/2013	2013/2014	2014/2015	2015/2016
Aguascalientes	90.7	93.90	95.10	107.50
National	100.9	105.60	100.70	101.10

Source: own elaboration with data of the INEE (2015).

According to the DOF (2013) there were deficiencies in the fulfillment of the "Objective 2: Strengthen the quality and relevance of middle education, higher education and training for work, in order to contribute to the development of Mexico", considering the following indicators:

## Educational results

The employment rate of the level of education for middle secondary education was 69.0 (Table 9) in 2015/2016 in Aguascalientes improving with respect to the 2012/2013 period which was 50.90, for which approximately one third of graduates of this educational level lack employment and lack of employment opportunities. Glimpsing the analysis of the relevance of the contents of educational programs.

Table 9. Employment rate of the level of education for higher secondary education. Young Population between 15 and 29 years old (%)

	2012/2013	2013/2014	2014/2015	2015/2016
Aguascalientes	71.2	50.9	52.0	69.0
National	71.7	52.1	50.8	70.6

Source: own elaboration with data of the INEE (2015).

## DISCUSSION

The state of Aguascalientes suffered from lag in higher secondary education due to multifactorial

conditions that occur in the state such as the insufficient educational spaces existing to teach class. Higher education institutions were unable to meet the demand of the candidates of the previous educational level and the laggards. Despite the effort and the increase in public expenditure recorded in data, there were irregularities in increases and decreases in the number of teachers and schools, reflecting their need for growth in order to meet first the existing demand of applicants of the previous level.

Regarding the evolution of the population of desirable age to cover higher secondary education, there was a need to study in depth the transformation and evolution of the population of Aguascalientes. This because basic education had increased in the number of students, which later postulate for a space in middle education and when the current deficit of places was considered the problem will be aggravated more and more, being pertinent to discuss in the agenda the topic referring to the attention of the educational demand. On the other hand, there was an increase in spending on higher education with higher resources for Aguascalientes, however there was a constant growth of applicants in the middle level that diluted the positive effect of increased public resources in the creation of spaces to register all the applicants.

The above was verified by reviewing the coverage of middle education in Aguascalientes showing that it was limited, therefore, many candidates to this educational level truncated their studies by running out of place. In addition, the absorption rate showed insufficient spaces, leaving almost 10% of applicants for middle secondary education without a place, obstructing the continuity of the students of the previous level. Regarding the approval rate at the end of the courses, it was shown that students who enter middle education in Aguascalientes had great problems to pass the classes and to conclude the educational level, directly affecting the terminal efficiency.

In addition, when reviewing the approval rate to September 30 a drastic rate of failure was presented, generating an overwhelming loss of students in this educational level. On the other hand, the employment rate of the level of education for middle was low, it showed that a large number of graduates of this level of education were unemployed without job opportunities.

As a point of analysis regarding the educational indicators of the Educational Panorama of Mexico of the INEE (2015), it was considered necessary to establish actions for the compliance of the Education Sector Program 2013-2018 in objectives 1, 2 and 3 for the state of Aguascalientes. This was because the fundamental elements that were in these objectives present inefficient results leaving the objective unfulfilled, it was a fact that hindered the achievement of the expectations of the students and candidates of the high average level.

The previous situation was glimpsed from the analysis of the proposals the campaign of the EPN and was checked with the statistics presented by the INEE. The campaign proposals were the actions that were reflected in the Sectoral Education Program, it should be noted that ideally in the Education Sector Program there must meet its objectives in all entities in the country.

## V. CONCLUSIONS

The best government mechanism to reduce inequality and to provide opportunities for a decent life for the population is the education, for this reason, it is important to analyze the educational results of the entity, particularly higher secondary education because the large number of jobs that are offered in the state request people with this level of education.

In addition, this level of education is the gateway to higher education, being a key factor to improve the economic situation of citizens. The

responsibility of attending the candidates to the higher secondary level is of the government, as well as ensuring through the Sectoral Education Plan that the educational level of the students is improved so that they can find employment. However, in Aguascalientes, this relationship was breached generating a point of opportunity, therefore, the government should consider its intervention through the local educational authorities, being a key factor to correct the deficiency in this educational level.

It is necessary to link the Education Sector Plan with the needs found in the Mexican states, considering the particularities of Mexico because there is a great diversity of conditions in which it is difficult to implement some actions that at the same time they are inoperable due to the deficiencies that are experienced in some places. Some complications are the lack of light, the lack of internet, among others. These elements hinder the fulfillment of the objectives established in the Education Sector Plan which generate a leak or a waste of the resources destined to education, this situation can be revised by analyzing the educational indicators published by the INEE.

The campaign proposals of the candidates for President are key to glimpse the future of the nation, therefore, there must be well-founded actions in which candidates have knowledge and domain of the relevance of the elements that compose this topic, because they will be established in the country, supporting it with public expenditure. The government has responsibility for its good functioning throughout the national territory. The achievement of these objectives is considered weak in Aguascalientes, although it is one of the states with the best educational level in the country and better conditions for the scholar community, questioning what will be the result of the Sectoral Education Program in states with lower education level?

As new lines of research in which it is important to glimpse the possibility of disaggregating them by gender, firstly, there is a need to analyze the educational quality especially in the students' results, linking them with the knowledge they have, and establishing their relationship with their employment situation. Another approach necessary to analyze is the relevance of the programs at the high school level and its correlation with the occupation of graduates, because it is a factor that has influence with employment, it also should be noted that graduates of higher secondary education must be prepared to cover the requirements of the companies.

Also, the proper exercise of public expenditure in higher secondary education should be analyzed, visualizing a new direction that generates greater benefits than those obtained. It is recommended to consider the importance of ICTs in education, by offering distance education, as in the case of "PREPA EN LINEA SEP". However, the model must be linked to the educational offer in each state so that it has greater diffusion and they can add more and more students, solving the problems of coverage and absorption, as well as making the use of resources more efficient.

By maturing the distance education project, it will be important to install a state office to attend particular situations in which students must be motivated to complete their educational level. Another recommendation is the teacher training and the analysis of the causes of the high failure rates, presented in higher secondary education, enabling managers to search for new teaching-learning strategies to reduce the disapproval and the negative derivations that are found around like the desertion.

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