

Policies for Digital Society and Higher Education in Mexico

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Digital Society and Higher Education: Impact and Consequences for Policy

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Objective

- Mexican government policies

Digital development

ICT & HEI

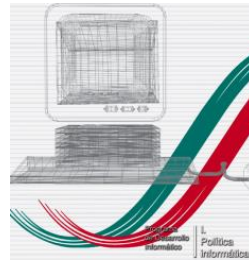
- Coordination within and among institutions

Mexican Policies for Digital Development

First steps



Federal
Telecommunications Law



Development Informatics
Program















e-Mexico System

Mexican Digital Agenda

Skills

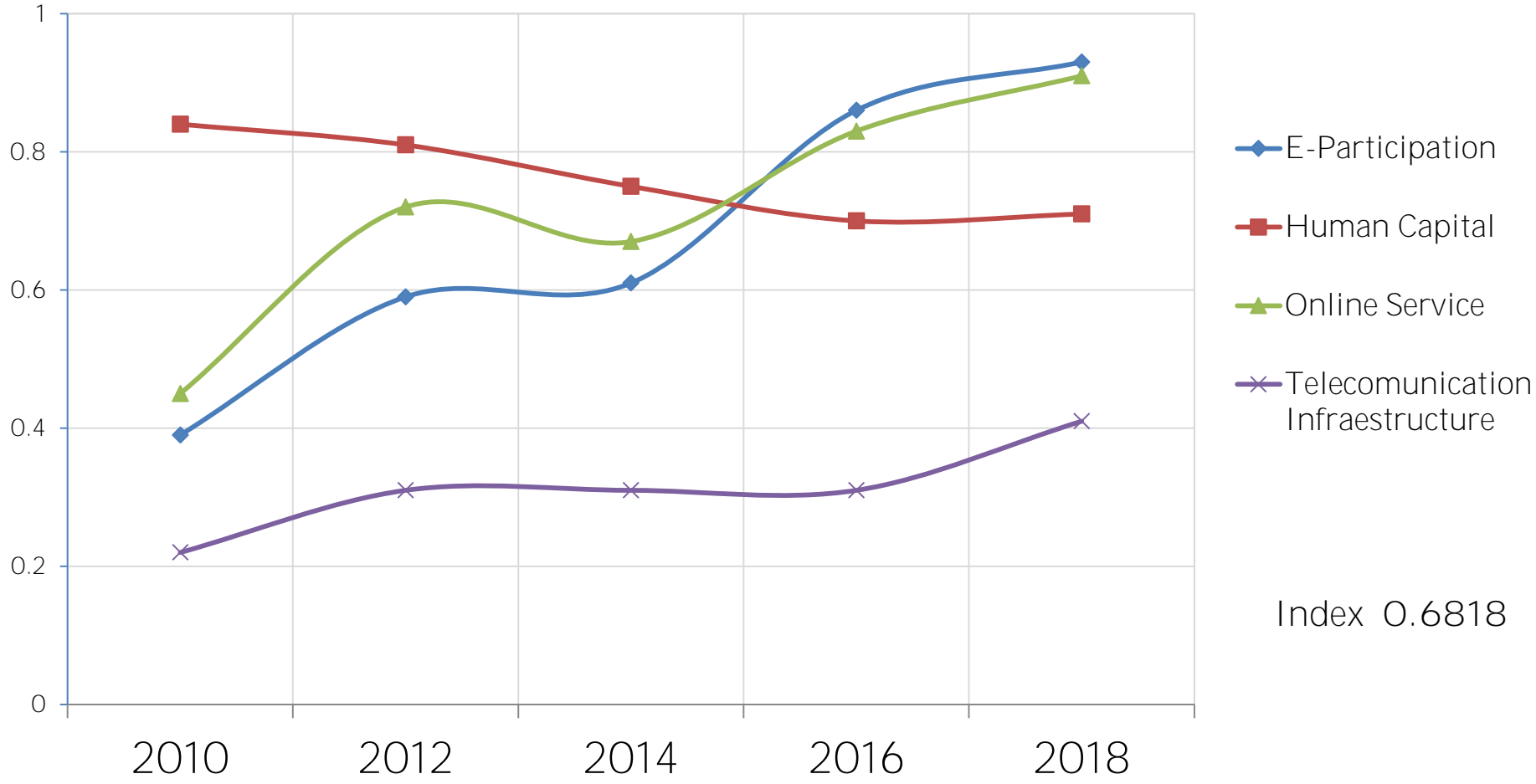
Connectivity

Legal

	2006	2012	2018
Economy			
Education			
Participation			
Government			
Health			
R & D			

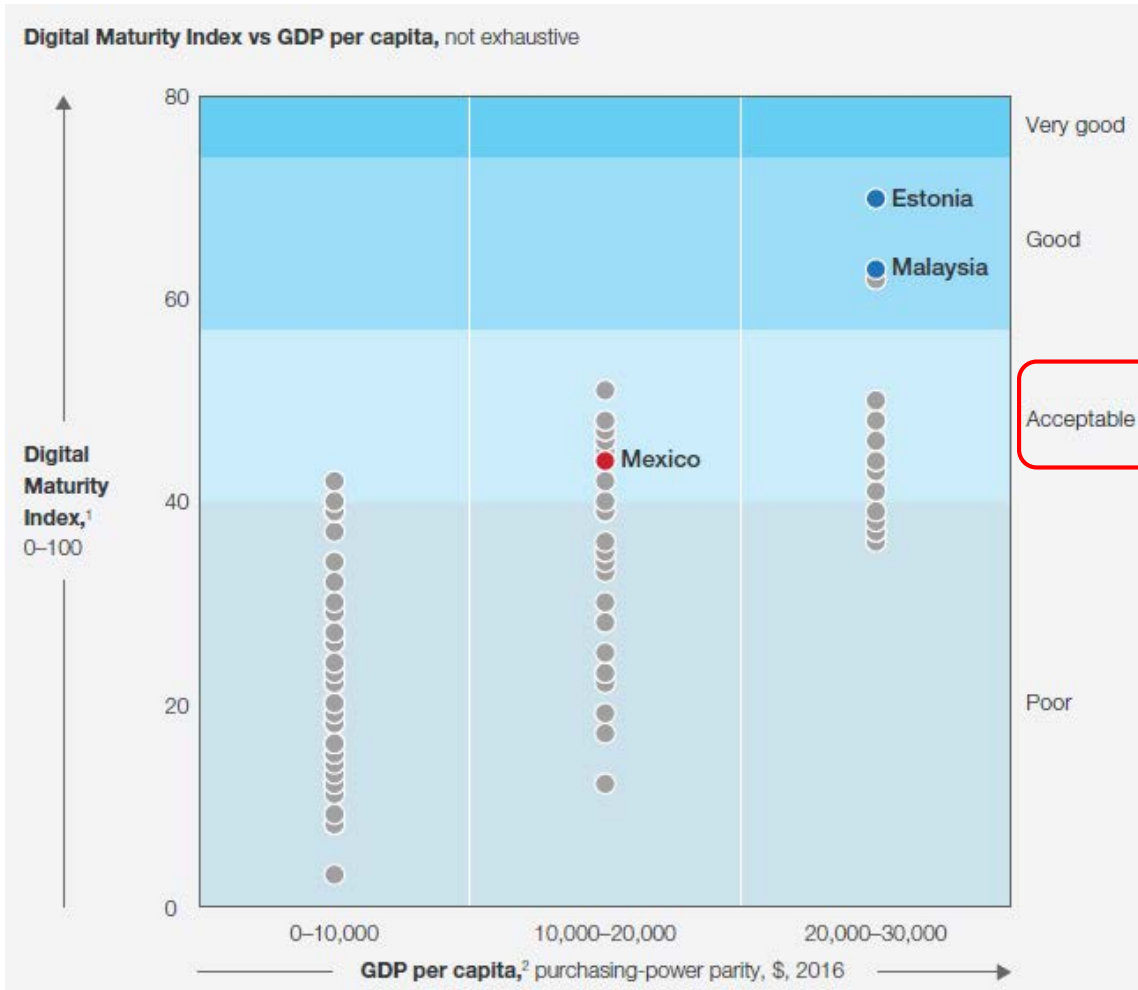
UN Digital Government Index

Mexico



McKinsey & Co. Digital Maturity Index

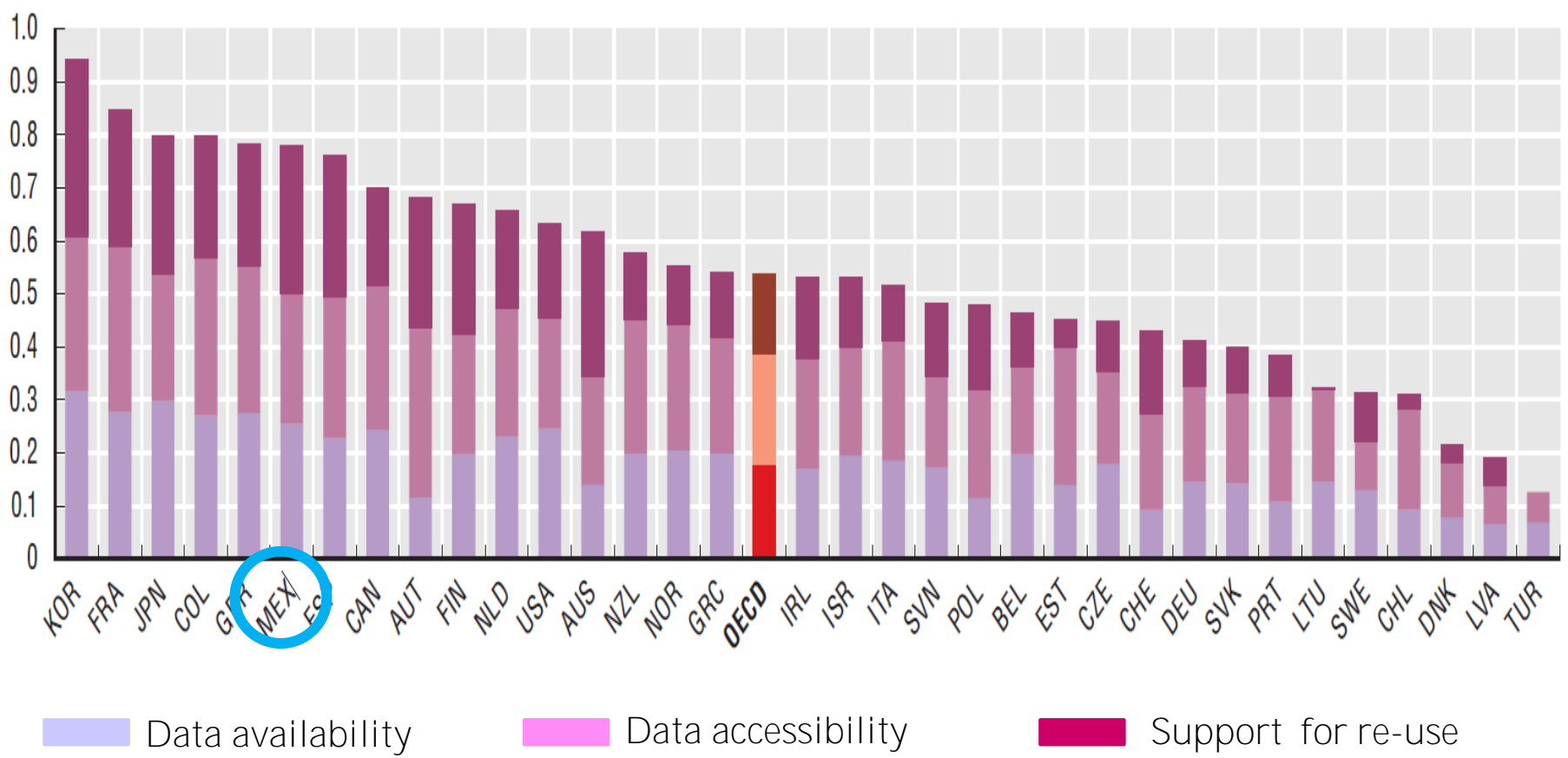
2016



55th out of 151 countries

- Foundations
- Government
- Economy
- Society

OECD Open-useful-reusable Government Data Index 2017



ITU Information Development Index (2016-2017)

90th → 87th 176 countries

- +20% households with Internet access
- +15% mobile broadband speed tiers

Group of homes without services

- 30% do not have Internet services
- 40% the cost the equipment

ICT in HIEs

Management
Electronic administration
Project portfolios
Information security
Organization structure for IT

IT for Academia & Research
Virtual learning platforms
Institutional repository
Supercomputing services
Software licenses for research

BUT

Highly differentiated and it is not usually articulated

ICT in HIEs

a) “Spontaneous adoption”

b) Intentional but scattered uses

c) Planned at an institutional level

d) Developments with a prospective vision

a) “Spontaneous adoption”

- Use social networks
- Use Internet as academic source
- Apps
- Use mobiles as didactic resources

b) Intentional but scattered use

- Personal Learning Environments (PLE). Federal & State, universities
- i.e. Postgraduate Simulation Teaching Center. UNAM. Medicine

c) Planned at an institutional level

- Observatory for Education in Virtual Environments. U. Guadalajara
- EMINUS. U. Veracruzana

d) Developments with a prospective vision

- NICTE network (CUDI)
- Network Digital Literacy. CONACyT

Final Remarks

- Significant progress, but there are still lags and digital divide
- Also, HEIs have advances but they are heterogeneous and unequal
- Four forms or types of ICT development
- The latter would represent the ideal of a full immersion of HEIs in the digital society

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